

A CROSS-CULTURAL STUDY OF THE SPEECH ACT OF  
CONGRATULATION IN BRITISH ENGLISH AND TURKISH USING A  
CORPUS APPROACH

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## ABSTRACT

### A CROSS-CULTURAL STUDY OF THE SPEECH ACT OF CONGRATULATION IN BRITISH ENGLISH AND TURKISH USING A CORPUS APPROACH

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This study aims to find out the culturally different conceptualizations of *congratulation* in British culture and *tebrik* and *kutlama* in Turkish culture using a corpus approach and to formulate cultural scripts for these three performative verbs using the Natural Semantic Metalanguage Approach. More specifically, the study aims to reveal the contexts where the target speech act is used and to uncover the kinds of strategies/components employed in these situations. To be able to collect the targeted data, the study begins with the monolingual and bilingual dictionary definitions of the performative verbs (i.e., *congratulate*, *tebrik etmek* and *kutlamak*) and then follows a corpus approach whereby the performative verbs and their various lexical forms are searched for in various corpora (i.e., BYU-BNC, MTC, Google). In total, 47 dictionaries are looked up and 442 contexts of *congratulation*, 339 contexts of *tebrik* and 348 contexts of *kutlama* are collected from the newspaper and blog genres in the three corpora. The analyses of the data aim to uncover the qualitative and quantitative features of *congratulation*, *tebrik* and *kutlama* in British and Turkish cultures. The results of the study show that there are some cultural differences as well as similarities in the conceptualization of the speech act of congratulation in terms of its contexts of use and strategies. The findings also demonstrate the usefulness of the corpus approach in studying speech acts and their conceptualisation. The thesis aims to contribute to the areas of foreign language education, intercultural/cross-cultural communication and pragmatics.

Keywords: The Speech Act of Congratulation, Corpus Approach, Cultural script, Natural Semantic Metalanguage Approach, British English and Turkish Cultures

## ÖZ

### DERLEM YAKLAŞIMI İLE TEBRİK SÖZEYLEMİNİN İNGİLİZ VE TÜRK KÜLTÜRLERİNDE KULLANIMININ KARŞILAŞTIRMALI İNCELENMESİ

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Bu çalışmanın amacı İngiliz kültüründe *congratulation*, Türk kültüründe ise *tebrik* ve *kutlama* sözeylemlerinin derlem yaklaşımı ile nasıl kavramsallaştırıldığını bulup Doğal Anlamsal Üstdil Yaklaşımı yoluyla bu üç sözeylem fiili için kültürel skript oluşturmaktır. Diğer bir deyişle, bu çalışma söz konusu sözeylemin kullanıldığı bağlamları/durumları ve bu durumlarda kullanılan stratejileri ortaya çıkarmayı amaçlamaktadır. Hedeflenen veriye ulaşabilmek için, ilk olarak sözeylem fiillerinin (*congratulate*, *tebrik etmek* ve *kutlamak*) tek dilli ve iki dilli sözlük tanımlarına bakılmıştır. Daha sonra, derlem yaklaşımı kullanılarak söz konusu sözeylem fiilleri ve bunların çeşitli yapıları çeşitli derlem kaynaklarında (BYU-BNC, MTC, Google) araştırılmıştır. Toplamda, 47 sözlüğe bakılmıştır ve söz konusu üç derlem kaynağında gazete ve ağ günlüğü (İng. blog) türlerinden *congratulation* için 442 bağlam, *tebrik* için 339 bağlam ve *kutlama* için 348 bağlam toplanmıştır. Yapılan analizler İngiliz ve Türk kültürlerinde *congratulate*, *tebrik* ve *kutlama* eylemlerinin nitel ve nicel özelliklerini ortaya çıkarmayı amaçlamıştır. Bu çalışmanın sonuçları, incelenen kültürlerde tebrik sözeyleminin durum ve strateji açısından kültürel farklılıklar ve benzerlikler olduğunu ve bunun da söz konusu sözeylemin kavramsallaştırılmasına yansıdığını göstermektedir. Sonuçlar derlem yaklaşımının sözeylem çalışmalarında faydalı olabileceğini ortaya koymaktadır. Bu tez, yabancı dil eğitimi, kültürlerarası iletişim ve edimbilim alanlarına katkı sağlamayı hedeflemektedir.

Anahtar kelimeler: Tebrik Sözeylemi, Derlem Yaklaşımı, Kültürel Skript, Doğal Anlamsal Üstdil Yaklaşımı, İngiliz ve Türk Kültürleri

*Yaşam sevincim canım anne ve babam Emine ve Yunus Can'a  
değer biçilmez sevgi ve destekleri için...*

*[To my beloved parents Emine and Yunus Can, who are the joy of my life,  
for their priceless love and support...]*

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## LIST OF ABBREVIATIONS

|                      |   |
|----------------------|---|
| <b>BYU-BNC:</b>      | Brigham Young University - British National Corpus                    |
| <b>CLAN CHILDES:</b> | Computerized Language Analysis Child Language<br>Data Exchange System |
| <b>DCT:</b>          | Discourse Completion Test   |
| <b>GBE:</b>          | Google Blog English Data  |
| <b>GBK:</b>          | Google Blog Kutlama Data  |
| <b>GBT:</b>          | Google Blog Tebrik Data   |
| <b>GNE:</b>          | Google Newspaper English Data   |
| <b>GNK:</b>          | Google Newspaper Kutlama Data   |
| <b>GNT:</b>          | Google Newspaper Tebrik Data  |
| <b>MTC:</b>          | METU Turkish Corpus   |
| <b>MTCK:</b>         | METU Turkish Corpus Kutlama Data                                      |
| <b>MTCT:</b>         | METU Turkish Corpus Tebrik Data                                       |
| <b>NSM:</b>          | Natural Semantic Metalanguage Approach                                |
| <b>SAT:</b>          | Speech Act Theory   |
| <b>SPSS:</b>         | Statistical Package for Social Sciences                               |

## CHAPTER 1

### INTRODUCTION

*“Without a culture we cannot see, but with a culture we are forever blind.”*

*Culture is like “an iceberg – only part of it is seen, but most of it lies below the sea and remains hidden from the view.”*

— (Irving, 1984:138-139)

#### 1.0. Presentation

In this chapter, background to the study, the purpose and significance of the study and the research questions to be investigated are presented and discussed.

#### 1.1. Background to the Study

Interaction is a complex phenomenon in the process of which not only external factors such as setting but also internal factors such as the culture the interlocutors bring to the encounters play a great role in the realization of the communication (Byram & Feng, 2005). This is inevitable since we do not just “live in cultures” but we also “live culturally” that is we are influenced and shaped by culture or we actively act on and reconstruct cultural elements while we are present in the social environment (Atkinson, 1999:632). However, to what extent we are aware of these cultural elements is the question that remains. As Irving’s statement above indicates, it is culture that makes social interaction possible helping us to ‘see’ and make sense of the world around us because

culture not only dictates who talks with whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted (Porter & Samovar, 1982:32).



However, at the same time, culture makes us ‘blind’ since we internalize and act upon our own culture so unconsciously that we tend to assume similarity instead of difference; in other words, considering the part of the iceberg that is seen, we think that the needs, desires, and basic assumptions of others are the same as our own (Barna, 1997). This unawareness is likely to cause misunderstanding, which can be overcome or minimized by gaining awareness of cultural differences and similarities and trying to make the part of the iceberg below the sea visible.

For quite a while now, it has been recognized that there is a strong link between cognition and culture and that culture plays a great role in shaping our mental representations of the world leading to the formation of cultural schemata. These schemata “have developed throughout our lifetimes as a result of our culture acting upon us as well as the result of our individual experiences within that culture” (Porter & Samovar, 1982:28). As a result, people view their world through categories, concepts, and labels that are products of their own culture and their perceptual frames of reference. This means that the success of intercultural communication is dependent greatly on our culture, which brings into view the importance of the development of cultural awareness for successful communication especially in a world where intercultural communication is now inevitable. In fact, mono-cultural people have been transformed into multicultural individuals who are expected to comprehend and feel comfortable with unfamiliar social demands while bonding with people from other cultures (Hatipoğlu & Can, in press). It is a well-known fact that the technological developments and thus, increased mobility and globalization have led to the creation of a “new world”, where over 6.6 billion people who belong to thousands of cultural groups and speak thousands of different languages interact with each other on daily basis (Samovar et al., 2007). This makes great demands on the part of the interlocutors as they need to go beyond grammatical knowledge and know how to speak in culturally appropriate ways to different people about different things in different settings (Hymes, 1962).

One way of reaching the cultural information and conceptualization in a particular society and hence, contributing to the development of cultural awareness and

communicative competence is by closely studying the speech acts in a particular culture. According to Wierzbicka (1985a:491), “every culture has its own repertoire of characteristic speech acts and speech genres”. This is acknowledged by the extensive research on the use of speech acts such as apologies, requests and compliments, which have indicated that speech acts show variations across languages and cultures in terms of their linguistic and pragmatic aspects (Johnson & Johnson, 1999). As Hymes also indicates (1962), part of being a culturally competent speaker is understanding the speech events recognized by that culture. Therefore, addressing speech acts is a good way of contributing to “subjective culture” (small ‘C’), which refers to “psychological features that define a group of people- their everyday thinking and behaviour” and which not only creates knowledge as in “objective culture” (big ‘C’; e.g., history and food of a culture) but also generates competence (Bennett, 1998:2). Furthermore, Cohen (2008) considers speech acts to be an interesting part of pragmatics due to the possible misfit between what is said or written and what is meant. Thus, successful speech act realization involves both sociocultural and sociolinguistic ability (Cohen, 1996) and/or pragmalinguistic and sociopragmatics aspects (Thomas, 1983). That is, the speech act behaviour is regarded appropriate if the speech act strategies selected are acceptable within the specific culture and context and if they are expressed by appropriate linguistic forms (Cohen, 1996).

Considering speech acts from the perspective of language learners, it is recognized that not having a good command of speech acts in the second/foreign language is likely to result in difficulties and communication breakdowns (Olshtain & Cohen, 1990) since “speech acts constitute an aspect of language use which is often highly complex in the mapping of form and meaning” (Blum-Kulka, 1982:30) and since “the way speech acts are realized varies across languages” (Grossi, 2009:53). To illustrate this cross-cultural variation in speech act performance, Bardovi-Harlig (1996) came up with four areas where learners may differ from native speakers: native and non-native speakers may use (1) different speech acts in the same context and the speech acts used may be different in terms of (2) form, (3) semantic formula and (4) the content of semantic formulas. So, learners need to be able to do things

with target language words and at the same time, respond to or shape situations, activities and social relationships with these words and acts (Kasper & Roever, 2005). Furthermore, learners tend to transfer the pragmatic rules from their first language to their second language and interpret what is said following their own cultural norms. As a result, they experience what Thomas (1983) calls “pragmatic failure”. To avoid this, as Baleghizadeh (2007:147) puts forward, “it is important to master speech acts while learning a second language because they not only facilitate the process of communication, but also make it more effective”.

In relation to the importance of speech acts for language learners, the majority of the communicative competence models make either an implicit or explicit reference to speech acts. One of the components in the first model of communicative competence proposed by Canale and Swain (1980) is *sociolinguistic competence* which in general refers to the knowledge of sociocultural rules of use in a particular context and specifically “addresses the extent to which utterances are produced and understood appropriately and includes knowledge of speech acts” (Ghobadi & Fahim, 2009:527). This model was later followed by those which aimed to include pragmatic competence as a separate component rather than as an area within the sociolinguistic competence and bring it to the foreground. In these models, pragmatic competence is an essential component of communicative competence since even advanced learners are found to show differences with regard to the norms of appropriateness for speech acts; in other words, their level of grammatical proficiency does not seem to match their level of pragmatic competence (Cohen, 2008; Bardovi-Harlig, 1996). Based on this, the transfer of pragmatic norms is not easily identifiable due to the unawareness and thus, when a non-native speaker violates some pragmatic norm, this is likely to be judged as rude and offensive rather than as an error or a language problem resulting in serious miscommunications (Yates, 2010). Therefore, regarding pragmatic competence as a significant component, Bachman (1987) came up with the component of *language competence* which in turn is divided into *organizational* and *pragmatic competence* and *illocutionary competence* is explicitly considered as a subcomponent of pragmatic competence referring to “the knowledge of the pragmatic conventions for performing

acceptable language functions” (Uso-Juan & Martinez-Flor, 2006:12). Later in their model of communicative competence, Celce-Murcia, Dörnyei and Thurrell (1995) made the necessity of speech acts even more explicit by incorporating pragmatic competence under the name of *actional competence* which involves the performance and interpretation of speech act sets to understand the speakers’ communicative intent. Such a shift of focus to pragmatic competence may aim to successfully meet the demands of today’s world corresponding with the recent advancement of globalization and multiculturalism.

Achieving the mastery of speech acts as described in the models of communicative competence is possible through input and research of speech acts. According to Boxer and Pickering (1995), data in most of the materials such as textbooks rely on the authors’ intuitions about speech act realization, which are found to be greatly different from the natural or actual speech behaviour and which are inadequate in providing the important information or metapragmatic explanation about the underlying social strategies of speech acts. For instance, in a study by Vellenga (2004), who examined a textbook, it was found that students were encouraged to compliment changes in people’s appearance using the comparative form of the adjectives (e.g., *You look much better now*), which however is likely to be interpreted as an insult by the native speakers. Therefore, “sociolinguistic research on the speech act behaviour of native speakers...is important not only for establishing descriptions of how we perform verbally in our day-to-day interactions...but also for the purpose of making use of this baseline information in educational settings” (Boxer & Pickering, 1995:44). Likewise, Tatsuki and Houck (2010:2) point out that “native speakers do not have ready access to their own pragmatic competence” and thus, most “teachers who wish to teach some aspect of pragmatics need access to research results” in order to be able to gain relevant information about how speech acts are performed.

In this study, congratulation is chosen as the focal speech act and is examined cross-culturally in British English and Turkish. To the best knowledge of the researcher, there are no academic studies doing contrastive analysis of the speech act of

congratulation between British English and Turkish and the number of the studies conducted so far on congratulation seems to be limited (e.g., Can, 2011; Al-Khatib, 1997; Emery, 2000; Garcia, 2009; Tsilipakou, 2001; Wierzbicka, 1986). Thus, this study is expected to carry on the work in the area of pragmatics and increase the range of speech acts studied by focusing on a speech act that lacks metapragmatic explanation as well as the range of languages by working with data from Turkish language. According to Eslami and Eslami-Rasekh (2008), future research needs to expand the range of L1 and target languages so that researchers and language educators can use the findings about a particular L1 to assess and further examine what may be transferrable to other languages.

The social changes in the 21<sup>st</sup> century have now made intercultural communication inevitable. Students have greater educational opportunities that allow them to attend programs to study abroad, one of the aims of which is to help students learn a foreign language, experience another culture and develop their intercultural competence. According to the statistics Schauer (2008:403) provides from European Union Education Archive, since the establishment of Erasmus/Socrates exchange programs in 1987, “more than one million students from 30 countries have completed parts of their degree programmes at accredited higher educational institution in a foreign country. In 2004/5 alone, 144,037 students...were given the opportunity to live and study abroad”. Considering the case of Turkey specifically, there is a great number of foreign students coming to Turkey for their university education and their number increases every year. Statistics provided by Higher Education Council Student Selection and Placement Centre (ÖSYM) in Turkey showed that the number of foreign students in Turkish universities increased from 18158 in 2009 to 21361 in 2010 (ÖSYM, 2010). In this study abroad context, learners need to gain not only the ability to communicate but also the cultural awareness necessary to acculturate and to successfully make sense of the world around them (Dufon & Churchill, 2006). In addition, nowadays distance is not of concern as large numbers of people all over the world can communicate with each other with the help of technology to participate in networks with different social and cultural arrangements (Block & Cameron, 2002). “In many contexts, then, the intensification of worldwide social relations also

intensifies the need for members of global networks to develop competence in one or more additional languages and/or to master new ways of using the language they know already” depending on whom they communicate with (Block & Cameron, 2002:1-2). Furthermore, the worldwide use of English for communication due to the globalization of today’s world means that research is needed to develop pragmatic awareness of English language norms (Eslami-Rasekh, 2005), which might be likely to sink into oblivion. Based on this, Goddard and Wierzbicka (2007) point out that it is important to provide ethnopragmatic description of English due to the tendency to treat English as an international language which is culturally and pragmatically neutral. However, English has its own unique cultural elements as much as any other language (Goddard & Wierzbicka, 2007). The picture faced in the new century and the change in the nature of research are summarized very well by Pütz and Aertselaer (2008:ix) as in the following:

We are now witnessing a move away from overwhelmingly monolingual and monocultural research paradigms to a type of research which finds its objectives in the multilingual and multicultural interaction of speakers from different national, ethnic, and racial backgrounds. Thus in the era of globalization, communication is destined to become increasingly cross-cultural because it involves interactants who have different cultures, different conceptualisations, and different first languages, and who use a grammatically common language or lingua franca, but a pragmatically highly diversified instrument of communication representing, not only different cultures, but also different norms and values.

All these indicate the importance of doing research both on English language and other languages and cultures that people in today’s world are likely to encounter and examining them cross-culturally.

### *Why Congratulation?*

The researcher’s interest in the speech act of congratulation started with the e-mail messages that were exchanged among university students in a yahoo e-mail group which was opened up by her sister’s section/class at university and had been actively used throughout their last three years in university. Although the e-mail group originally aimed to make announcements, share information related to the courses and ease the communication among members, it was generally used to keep an

interaction, socialize with the classmates and strengthen social relationships. Thus, the messages were fun sharing and keeping up-to-date with and the researcher used to be informed of some of these messages. The researcher came to realize that during this process, the students never missed any important day or special occasion and they gave importance to acknowledging each other on these days as well as sharing their feelings and opinions with each other. Even after graduation, they gave good news about, for instance, getting a job or marriage through this e-mail group and started a chain of congratulation messages. Due to such a shift in the function of the e-mail group, a great number of congratulation e-mail messages had been exchanged and they did not seem to be ordinary messages that included a simple and straightforward congratulation formula but ones that involved interesting strategies and components in various lengths. Within the congratulation messages, it was, for example, possible to see pieces of advice, explanation of similar experiences, expressions of feelings and opinions, jokes and various well-wishes. These drew the researcher's attention and made her realize that studying the speech act of congratulation within such a context (close friends/classmates in equal-equal status) could reveal interesting aspects with regard to Turkish culture and show how important such a speech act could be for social relations among Turkish people. Therefore, the researcher started off with carrying out a study on the e-mail congratulation messages selected from the e-mail group in concern in the master course *ELT 508: Research Methods in Applied Linguistics*.

The aforementioned preliminary study was later revised and edited and was presented in 24<sup>th</sup> National Linguistics Conference held in METU in 2010 and that was later published in the proceeding book (Can, 2011). The second study in this respect was a co-authored study (Hatipoğlu & Can, in press) presented at the Third International Congress of Turkish Language Education. It aimed to make use of the data and the results obtained from the previously mentioned study in teaching Turkish as a second/foreign language and attempted to show how intercultural approach can be used to transfer the information revealed by the studies into foreign language classrooms. These preliminary studies shed a great light onto the decisions made about the thesis topic. As a graduate of English Language Teaching

Department and as an English instructor and having found some interesting aspects related to the Turkish speech act of congratulation, the researcher has been wondering about the English speech act of congratulation and to what extent it would show differences and similarities when compared to that of Turkish. It was thought that such a cross-cultural study would provide data for foreign language education and present metapragmatic information for instruction that aims to develop learners' pragmatic competence.

Following are the other reasons why the speech act of congratulation was particularly selected:

(1) Congratulation as an expression of approval is aimed at strengthening social relations and intimacy (Tsilipakou, 2001) and they make communication interactional (i.e., social in nature) and thus, 'culture-linked' rather than transactional (i.e., message oriented) (Corbett, 2003). However, this aim of congratulation might change cross-culturally. In Kim's (1993) terms, there are *social relational* (e.g., concern for receiver's feeling) and *task-oriented* (e.g., concern for clarity over feelings) cultures and in this study, it might be of interest to investigate whether the speech act of congratulation is treated with a task-oriented approach along with social relational approach in the cultures examined. Research on Turkish culture, for instance, has shown that congratulations are crucial 'ingredients' of the conversations among native speakers of Turkish (Cihangir, 2010). Therefore, it is possible to hear people making complaints and stating their expectations with regard to congratulation as in the following:

*"O kadar çocuklar okul kazandı, işe başladı da bi tebrik edivermediler."*  
[Although the children were accepted to university and later got a job, they didn't bother congratulating them.]

*"Ya kızının olduğu ne kadar oldu. Bi hayırlayamadım. Çok ayıp oldu."* [It has been a long time she had a baby but we haven't had the chance to congratulate her; it is a shame.]

*"Ya hiç haberimiz olmadı. Olsaydı bi tebrik eder, kutlardık."* [We haven't heard of it at all; if we had known, we would have congratulated you.]



*“Bugün Ayşe’nin doğum günüymüş. Kutlamak lazım.” [It is Ayşe’s birthday today. I had better congratulate her.]*

In Turkish, congratulations are not only frequently used in everyday communications to acknowledge one’s success and express pleasure for the effort in; for example, promotions, acceptances to university, passing exams, getting a job and winning a competition but they are also exchanged among interlocutors on special days and emotionally loaded occasions such as religious and national days/festivals, birthdays, anniversary and wedding days (Can, 2011; Cihangir, 2010). Such a variety might bring with itself different strategies for the performance of the target speech act. In this study, it is of interest to investigate to what extent English and Turkish congratulations are the same or different in terms of contexts of use and strategies since “members of every community have their own rules of communication, their routines and rituals” (Hatipoğlu, 2007:768).

- (2) As it is the case with many other speech acts (e.g., apology, Hatipoğlu, 2009), the conceptualization of the speech act of congratulation might vary across different languages and cultures. In other words, the situations associated with congratulation and the views about the act itself may be culture-specific. According to Gass and Selinker (2008), when the native language has one form and the target language has two, this is likely to cause difficulties on the part of the language learners and this is the case with congratulation in Turkish and English. In Turkish while there are two frequently used performative verbs ‘*tebrik etmek*’ and ‘*kutlamak*’ to refer to the speech act of congratulation, in English, ‘*congratulate*’ is the frequently used one. This might be confusing especially for English learners of Turkish, which is an indication that the perception of the target speech act is different across the two cultures and this is what the current study aims to find out. The confusion that can arouse as a result of not knowing the contexts of use of the speech act of congratulation is reflected in a blog discussion by non-native speakers about ‘congratulations’. Part of the discussion is given below:

- A: *Can you say “congratulations” to someone on their birthday? Or is “congratulations” only used to compliment somebody on their achievement?*
- B: *I don't think a birthday rises to the level of deserving congratulations.*
- C: *"Happy Birthday" is much more common. However, reaching a milestone birthday, such as 80 or 90, might be worthy of "congratulations".*
- D: *I've always wondered this, what if you are just talking to a friend and all in a sudden your friend tells you that it's a friend's birthday? What am I supposed to say? Something like "...I'm going to say 'Happy Birthday' to him"? Or, would "...I'm going to congratulate him" sound better? Thank you in advance!*
- E: *The verb “to congratulate” or the noun “congratulations” is used in some languages in this context and that is probably the reason it has been suggested in this thread as well. In English, as some have already said, you can say: “Happy birthday” or “many happy returns”.*
- F: *... I guess "I'll wish him a happy birthday" could be acceptable, but I can't be sure because I've never actually heard it. I wouldn't use the verb "congratulate" anyway, unless someone is celebrating their 100th birthday, because I think you "congratulate" someone when they have achieved something remarkable. Now let's wait for the native wishers.*
- G: *To wish someone Happy Birthday is fine. I just called to wish you Happy Birthday. You could also use - say Happy Birthday - - I want to see him to say Happy Birthday*

<http://www.englishforums.com/English/Congratulations/gddnc/post.htm>, 2011)

Although birthday is a special occasion, to what extent it is worth congratulating or is considered as a congratulatory situation could be a cultural issue. Moreover, the perceptions of the congratulatory situations might be different in the sense that the degree of the importance attached to these situations might change from one culture to another. According to Liao (2000), *birthday* – a situation that is acknowledged through a congratulatory expression in Turkish (Can, 2011) – is an important concept for Anglo-Saxons and Western people. However, Liao (2000) explains that during a study which required Turkish and Taiwanese students to communicate online, while Turkish kids told their birthday to their new Taiwanese pals at the very beginning, this was of no concern for the Taiwanese kids and they did not even answer when they were asked about their birthday. Liao (2000:287) further states that “Chinese children do not generally have birthday parties...birthday is not thought of as important information among new

acquaintances”. Similarly, cultures might have a different approach to achievement which is closely associated with congratulation. Markus and Kitayama (1991) present two approaches: (a) *socially oriented achievement motive* which refers to the desire to meet expectations of other people who are important to you (e.g., family) and (b) *individually oriented achievement motive* which involves a kind of achievement that is realized for its own sake. The former seems to apply to Turkish culture while the latter to English culture since British culture with the third highest individualism score was found to be individualistic, whereas Turkish culture was found to be moderately collectivist among the 56 countries examined by Hofstede (2001). It was also indicated that collectivists are motivated by social oriented and individualists by individual oriented achievement goals (Niles, 1998). Thus, the different views of achievement might have an influence on the way the congratulation is performed.

- (3) Although congratulation is said to be “intrinsically polite” (Leech, 1983), it can cause misunderstandings and be regarded as a “face threatening act” (Brown & Levinson, 1987). According to Burgoon and Bacue (2003), *relational communication*, which requires you to recognize all the relational goals and face-needs of the interlocutors, is cognitively complex and involves sophisticated performance. They give the following example, which shows how the performance of congratulation can be complicated and why it might be inappropriate to perform it in a situation where normally it is expected:

Imagine the unpleasant task of informing a close friend that you have won admission to a prestigious organization for which you were both under consideration but he or she has not. The situation calls for controlled rather than unfettered displays of joy, as well as for tact and empathy but not cloying sympathy for the friend’s hurt and embarrassment. In addition, it calls for understanding if the friend is not enthusiastically *congratulatory* and for temporary distancing if the friend wishes privacy rather than conversation. (Burgoon & Bacue, 2003:194).

In the illustrated situation, if the ‘unsuccessful’ friend congratulates the ‘successful’ one, it is likely to damage his/her positive face “because of his basic positive-face wants of self-control and self-respect” and also threaten the successful one’s negative face by interfering with his/her freedom and causing

him/her to think about an appropriate way of responding and taking action especially when s/he needs to control “his displays of joy” (Brown & Levinson, 1987:65-66, 286). To give another example, a student who was asked how his exam had gone by the testing unit at school, rather than just saying that the exam went good or bad, he unexpectedly congratulated and praised the testers in a way that surprised them and caused confusion since it is often considered inappropriate for youngsters to congratulate older ones in such a way. This is what he said:

*“İyiydi ya. Ben 20 aldım işte 23 üzerinden ama zordu yani. Kolay değildi sorular. İyi hazırlanmıştı, kaliteli sorulardı. Ben beğendim yani.” [It was good. I got 20 out of 23 but it was difficult. The questions were not easy. They were well-prepared and of high quality. I liked them.]*

It seems as though the student is indirectly praising himself and acknowledging his own success in coping with such difficult questions. This may also be a situation where one is trying to maintain his positive face while addressing the hearer’s positive face in a congratulatory situation although to what extent the student was expected to address the testers’ positive face is questionable.

- (4) As in the case of compliments, though the form of congratulation seems regular and fixed, the sociopragmatic assumptions about how it should be used might be different across cultures (Yates, 2010). “The repertoires of formulaic expressions” (Johnson & Johnson, 1999:297) as well as the “frequency of routine formulae” vary from one speech community to another (Emery, 2000:197). The routinized nature of speech acts still requires one to make a choice among the many strategies and a variety of sociolinguistic forms depending on the sociocultural context (Cohen, 1998). Tannen and Öztekin (1981:38), who examined the formulaic expressions in Turkish and Greek, report that “Greek has fewer fixed formulas than Turkish but many more than English”. When there is abundance of formulae in the language, the speakers are forced to exercise a preference mechanism (Zeyrek, 2001) and are expected to choose the right one for the right occasion, which requires appropriacy of use and pragmatic competence. Based on this, the formulaic expressions in the second language can

be either misinterpreted or misused leading to misunderstanding (Johnson & Johnson, 1999). This is also possible for congratulations. To illustrate, after a presentation, when a non-native speaker was congratulated with the Turkish formulaic expression “*geçmiş olsun*” (eng: *it is finally over*) which was considered to be an expression of congratulation (Can, 2011), she could not respond and was puzzled thinking that it was a bad comment about her presentation. In addition, congratulation can be performed indirectly through other speech acts without necessarily using a fixed expression or a performative verb. For example, “That was a tough match” can be used to congratulate someone (Bach & Harnish, 1979:79). To give another example, as Hwang (2006) explains, when *Today’s* Katie Couric was interviewing NBC’s former anchor Tom Brokaw on his retirement day, Couric greeted Brokaw in a teasing manner, “Are you still here?” since in American communication, teasing is a common way of showing affection. However, such an expression might have caused a serious misunderstanding if it was used on such an occasion in Asian countries in which case most probably a simple act of congratulation that acknowledges the retirement day and expresses pleasure is expected.

- (5) The input or metapragmatic information about the realization of the speech act of congratulation that could be incorporated into textbooks and other materials for language learners of English and Turkish is inadequate. In a study carried out by Vellenga (2004), it was found that the range of speech acts in most of the examined textbooks teaching English as a second and foreign language is quite limited and that among these speech acts, it was seen that the speech act of congratulation was not presented at all and the speech act of wish which is quite related to congratulation was found only two times in one of the books. As Vellenga (2004:9) points out “the distribution of speech act types across ESL and EFL textbooks did not appear to be patterned, nor based on frequency of speech act occurrence in natural language”. Similarly, Bardovi-Harlig (1996) indicates that a particular speech act is not represented at all in textbooks due to lack of evidence. Therefore, studies on interlanguage pragmatics have focused on speech acts such as apologies, requests and refusals for which some data is available in

the literature. This is proven by Bardovi-Harlig (2010) who examined a set of articles reporting empirical studies of interlanguage pragmatics found that the top three focal speech acts were requests (32%), apologies (17%) and refusals (11%). According to Yamashita (2008:211), as estimated by Austin (1962), while there are somewhere between 1000 and 10,000 illocutionary acts in English; “it does not seem to be appropriate to only use a few speech act items to test learners’ pragmatic ability and claim that the learner is at a certain level of pragmatic ability.” Therefore, by doing a cross-cultural analysis of congratulation, awareness can be raised with regard to its role in communication as well as its realization both on the part of the native and the non-native speakers of Turkish and English.

## **1.2. Purpose and Significance of the Study**

To the best knowledge of the researcher, there are no academic studies doing contrastive analysis of the speech act of congratulation between British English and Turkish and the number of the studies conducted so far on congratulation seems limited (e.g., Can, 2011; Al-Khatib, 1997; Emery, 2000; Garcia, 2009; Tsilipakou, 2001; Wierzbicka, 1986). Among these studies, there is one study on Turkish congratulation, which was conducted by the researcher as a preliminary study. However, it focuses on congratulation messages sent and received via e-mail on a few occasions and thus, does not include other possible situations of congratulation. Therefore, this study is expected to contribute to filling the gap in the literature regarding the cross-cultural study of the speech act of congratulation. The study can also stimulate further research in the field and thus, contribute to filling the gap in, for instance, interlanguage pragmatics.

Secondly, using dictionary definitions and a corpus approach for data collection, which are rarely used in speech act studies, this study is expected to draw a realistic picture about not only the pragmalinguistic but also the sociopragmatic aspects of the target speech act trying to reflect the cognitive (conceptualization of the speech act), cultural pragmatic and linguistic elements present in the realization of the speech act

of congratulation across British English and Turkish. As recognized by Yates (2010:301), “we need to ensure that we draw on a work from a range of perspectives” and carry out research “which allow not only an appreciation of general patterns of pragmalinguistic behaviour, but also insight into the broader cultural and communicative values”. In this way, the study is expected to contribute to intercultural communicative competence, which includes the cultural knowledge and awareness that will help interlocutors to avoid serious miscommunication and misunderstanding and will help them cope with real life situations by using the language in socially and culturally appropriate ways (Byram et al., 2002; Chlopek, 2008; Corbett, 2003). That is, this competence will enable non-native speakers to ‘survive’ in new contexts and interpersonal relations by successfully responding to unfamiliar linguistic, cultural and social factors (Celce-Mulcia & Olshtain, 2005).

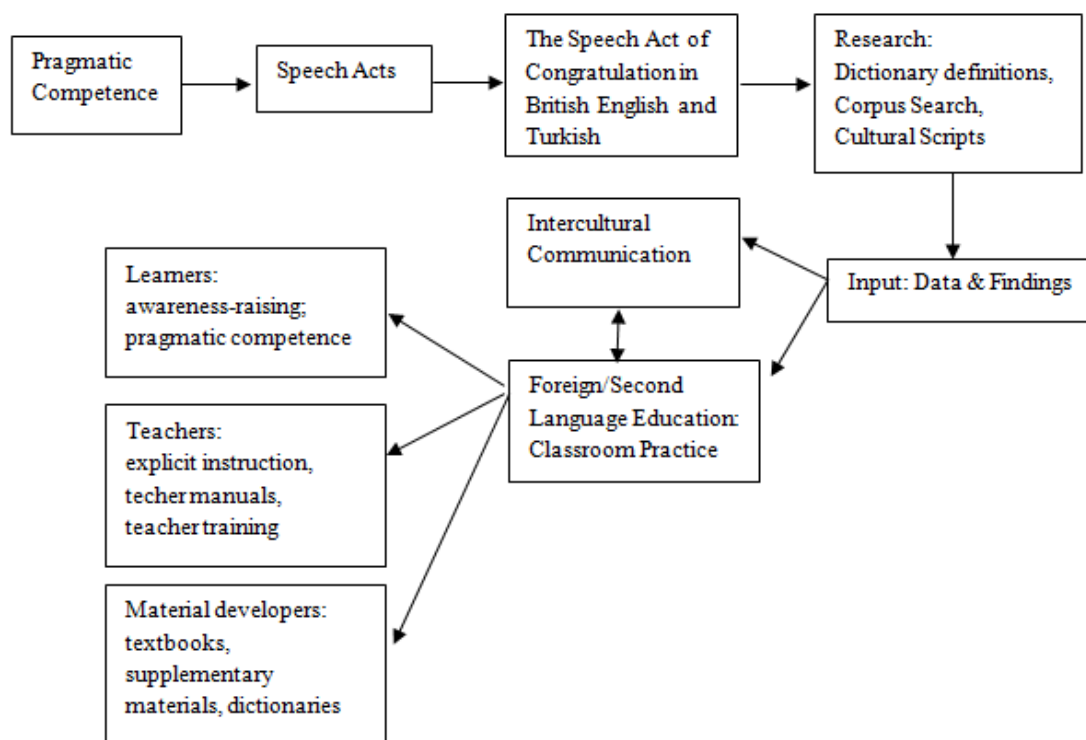
Thirdly, the current study is expected to contribute to foreign language education in the area of pragmatic competence and the development of speech acts by providing metapragmatic information about the speech act of congratulation, which lacks evidence in the literature and in teaching materials (Vellenga, 2004). Such information or input based on theoretical descriptions and research evidence could be useful from various perspectives:

- (a) Learners of English and Turkish as a second/foreign language and specifically Turkish learners of English and English learners of Turkish can have the chance to develop cultural awareness and communicative competence. The findings of the study can help students “to understand the way pragmatic principles operate in other cultures...[and] to equip the learners with enough knowledge to make an informed choice” (Eslami-Rasekh et al., 2004:9). Not only non-native speakers but also native speakers will gain awareness with regard to what is appropriate in the realization of the speech act of congratulation in their own speech communities since for non-native speakers such knowledge is often unavailable at a conscious level (Tatsuki & Houck, 2010). According to Kondo (2008:173), “an awareness-raising approach using research data can sensitize learners to cultural differences and variables involved in language use”.

- (b) Material developers or program coordinators can use the input in developing materials for learners of English and Turkish as a foreign/second language and thus, incorporate it into textbooks or other supplementary classroom materials in the form of a variety of linguistic forms along with explicit metapragmatic explanations to present both pragmalinguistic and sociopragmatic aspects of congratulation (Vellenga, 2004). This will at the same time increase the number of ‘small C’ elements present in textbooks in comparison with the fact-oriented ‘big C’ elements which have been dominating the textbooks and which have been criticised for their inadequacy in developing cultural competence (Byram & Feng, 2005). Furthermore, since one of the aims of the Natural Semantic Metalanguage Approach is to bring clarity to dictionary definitions, the cultural scripts formulated in the light of this approach could be valuable sources for dictionaries as well as other kinds of materials. Although this information can also be obtained through observing the speech act in natural contexts, this is found to be not as efficient and thus, it is necessary to turn to more or less structured means; in other words, to make use of already elicited and examined data in the literature (Cohen, 1996).
- (c) Teachers can benefit from the information presented through this study. Explicit metapragmatic instruction is found to be effective in making learners aware of pragmatic similarities and differences between their native language and target language (Kondo, 2008). Thus, by incorporating the information into either teacher manuals or teacher training courses, teachers can be provided with the necessary metapragmatic information or extensions to guide the activities in the classroom (Vellenga, 2004) and to present and discuss the research findings during awareness-raising activities (Eslami-Rasekh, 2005). Moreover, both the teachers and the researchers of interlanguage pragmatics can figure out the sources of pragmatic failure and the areas of transferability from the first language to the second language. According to Eslami-Rasekh (2005), teachers tend to face challenges with regard to teaching the pragmatic aspects of language use due to the lack of pragmatic related issues in methodology courses. Therefore, the current study can also contribute to teachers’ pedagogical development as well as pragmatic competence.



The significance of the current study can be summarized as in Figure 1.1 below.



**Figure 1.1 The summary of the significance of the study**

In the light of this information, the current study primarily aims to make explicit the cross-cultural differences and similarities between British English and Turkish in the realization of the speech act of congratulation by finding out:

- (1) the way British English and Turkish monolingual and bilingual dictionaries define the speech act of *congratulation*, *tebrik* and *kutlama*;
- (2) the contexts or situations associated with the target speech act in English and Turkish cultures and the frequencies with which these occasions are acknowledged with *congratulation*, *tebrik* and *kutlama* by doing a corpus analysis of the performative verbs and their lexical forms;
- (3) the strategies or components employed in the performance of the speech act of *congratulation*, *tebrik* and *kutlama*

and to attempt to develop Turkish and English cultural scripts for the target speech act.

### 1.3. Research Questions

The main research questions of the study are given below:

(1) English and Turkish Monolingual and Bilingual Dictionary Definitions

- (a) How do the English monolingual dictionaries define the English speech act of *congratulate*?
- (b) How do the Turkish monolingual dictionaries define the Turkish speech acts of *tebrik etmek* and *kutlamak*?
- (c) How do the English-Turkish bilingual dictionaries define the English speech act of *congratulate* in Turkish?
- (d) How do the Turkish-English bilingual dictionaries define the Turkish speech acts of *tebrik etmek* and *kutlamak* in English?

(2) Corpus Search: Contexts of Use of the Speech Act of Congratulation

- (a) What kind of a classification of the contexts of congratulation can be derived?
- (b) What are the contexts of use of *congratulation*, *tebrik* and *kutlama*?
- (c) The contexts of use and the cultural scripts of *congratulation*, *tebrik* and *kutlama*

(3) Corpus Search: Congratulation Strategies/Components

- (a) What are the congratulation strategies/components?
- (b) What are the strategies/components of *congratulation*, *tebrik* and *kutlama*?
- (c) What is the distribution of strategies/components across the contexts of *congratulation*, *tebrik* and *kutlama*?
- (d) Congratulation strategies/components and the cultural scripts of *congratulation*, *tebrik* and *kutlama*?

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.0. Presentation

In this chapter, the speech act of congratulation as defined in the literature is reviewed and the studies on congratulations are presented.

#### 2.1. The Speech Act of Congratulation

The speech act of congratulation was first mentioned in Speech Act Theory (Austin, 1962; Searle, 1969). In Speech Act Theory, the basic assumption is that language is used to perform actions. It emphasizes that speaking is always a social action taking place within a particular context as a result of meeting certain conditions and is not basically about the transmission of information.

According to Austin (1962), all utterances perform speech acts and even a constative, which is a declarative whose truth can be judged (truth conditional), can function as a performative, which is a declarative that do an action (non-truth conditional). This is attributed to the contextual and textual conditions in which they take place. In a particular context, both what is said and done can involve truth and falsity as well as felicity and infelicity. Congratulation is one of the performatives Austin puts forward. By using a performative utterance such as *I congratulate you* which involves a performative verb, the speaker performs an action. The linguistic action directly leads to the realization of the action and no further action is required. Therefore, the performative verbs are part of the illocutionary force indicating devices (IFIDs) (Verschueren, 1999). However, performatives constitute not only performative verbs called explicit performatives but also implicit or indirect performatives when uttered in the appropriate context (Austin, 1962). Thus, Austin describes acts in terms of three components simultaneously: (a) locutionary act: the production of sounds and words with meaning, (b) illocutionary act: the act

performed in saying the locution and (c) perlocutionary act: the actual effect achieved by saying. On the other hand, Searle considers speech acts as governed by certain rules: (a) propositional content rule: textual content, (b) preparatory rule: background circumstances, (c) sincerity rule: speaker's psychological state, and (d) essential rule: illocutionary point of what is said (Schiffrin, 1994). Searle introduces the concept "constitutive" to describe the type of rules that create speech acts in a particular condition. The basic assumption behind these rules is that "X counts as Y in context C". According to Searle (1969:21), "there are a series of analytic connections between the notion of speech acts, what the speaker means, what the sentence uttered means, what the speaker intends, what the hearer understands, and what the rule governing the linguistic elements are". With regard to these components and rules, Austin and Searle attempted to provide a classification of speech acts for comparing and contrasting them.

The speech act of congratulation, as the target of this study, is a "behabitive" in Austin's classification of illocutionary acts (1962) and an "expressive" in Searle's taxonomy of illocutionary acts (1969). A summary of Austin's and Searle's taxonomy of illocutionary acts is provided below (Hatipoğlu, 2009:11-13).

| Austin's Classification (1962)   | Searle's Classification (1969)   |
|--|--|
| <i>Verdictives</i> give a finding or verdict (e.g., analyse, assess, characterise, date, describe, estimate, hold, rank)           | <i>Representatives</i> commit the speaker to the truth of the expressed proposition (e.g., asserting, concluding)  |
| <i>Exercitives</i> exercise of a power or right (e.g., advise, command, direct, order, recommend)                                  | <i>Directives</i> show attempts by the speaker to get the addressee to do something (e.g., ordering, questioning, requesting)  |
| <i>Commissives</i> commit you to an action (e.g., contracts, embrace, guarantee, pledge, promise, swear, vow)                      | <i>Commissives</i> commit the speaker to some future course of action (e.g., offering, promising, threatening)   |
| <i>Behabitives</i> expressing attitudes about social behaviour (e.g., apologise, express gratitude, express sympathy, greet, wish) | <i>Expressives</i> express a psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g., apologising, congratulating, thanking, welcoming)                         |
| <i>Expositives</i> fit utterances into conversations (e.g., affirm, answer, call, class, deny, emphasise, identify, illustrate)    | <i>Declarations</i> affect immediate changes in the institutional state of affairs which tend to rely on elaborate extra linguistic institutions (e.g., christening, declaring war, excommunicating, firing from employment, marrying) |

Behabitives refer to expressions of attitudes or reactions toward the past conduct, fortunes or attitudes of others (Austin, 1962). Likewise, expressives refer to expressions of feelings and psychological states (Searle, 1969). In performing an expressive, the speaker is neither trying to get the world to fit the words nor the words to fit the world; in other words, expressives do not have a direction of fit since the truth of the expressed proposition is presupposed (Searle, 1979). Therefore, one says “I congratulate you on winning the race” rather than “I congratulate you that you won the race” (Searle, 1979:158). According to Searle (1979:158), “the illocutionary point of this class [expressives] is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.” In line with this, Searle (1969:66-7) formulates the following constitutive rules for congratulation:

Propositional Content rule: Some event, act, etc., *E* related to *H*.

Preparatory rule: *E* is in *H*'s interest and S believes *E* is in *H*'s interest.

Sincerity rule: S is pleased at *E*.

Essential rule: Counts as an expression of pleasure at *E*.

As for Bach and Harnish's (1979:41) taxonomy of communicative illocutionary acts given below, congratulation comes under the category of "acknowledgements".

*Constatives*: express the speaker's belief and his intention or desire that the hearer have or form a like belief (e.g., assertives, predictives, confirmatives)

*Directives*: express the speaker's attitude toward some prospective action by the hearer (e.g., requestives, questions, permissives)

*Commissives*: express the speaker's intention and belief that his utterance obligates him to do something (e.g., promises, offers)

*Acknowledgements*: express feelings regarding the hearer (e.g., apologize, congratulate, greet, thank)

Acknowledgements "express perfunctorily if not genuinely, certain feelings towards the hearer [and] these feelings and their expression are appropriate to particular sorts of occasions" (Bach & Harnish, 1979:51). For example, congratulating expresses gladness for hearer's having done or received something noteworthy. The general tendency is that such occasions are mutually recognized by the interlocutors and the speaker's acknowledgement of those occasions is not only found appropriate but also expected by the hearer. Therefore, most of the time, even if the speaker does not have genuine feelings about the occasion, s/he acknowledges and expresses the feeling for the sake of satisfying the social expectation. This is also reflected in the definition of congratulation proposed by Bach and Harnish (1979:52), which presents the speech act from two perspectives as given below: (a) one's having done something good and (b) one's good fortune. The aspect of *good fortune* was also explicitly stated in the definition of behabitives and in Searle's (1969) description of congratulation as an expression of pleasure at hearer's *good fortune*.

*Congratulate*: (compliment, congratulate, felicitate)

In uttering *e*, *S* congratulates *H* for *D* if *S* expresses:

- i. gladness for *H*'s having *D*(-ed), and
- ii. the intention that *H* believe that *S* is glad that *H* has *D*(-ed), or
- i. the intention that his utterance satisfy the social expectation that one express gladness for good fortunes like *D*(-ing), and
- ii. the intention that *H* take *S*'s utterance as satisfying this expectation.

In relation to the role of congratulation in the satisfaction of social expectation, Austin (1962) considers insincere or unfeeling congratulations as “abuses” where the participants do not have expected thoughts and feelings associated with the happy event. Another point brought forward by Bach and Harnish (1979) regarding the speech act of congratulation is related to the presumption of the relevant occasion. Due to such a presumption, although it is often unnecessary to explicitly mention the occasion as the act is carried out as in thanking, congratulating generally requires such a specification as it is usually performed in an encounter of the interlocutors that takes place after the actual occasion or the happy event (e.g., *Congratulations on your success in the exam*).

Dirven and Verspoor (2004) came up with a category called “constitutive speech acts” which involve the expressive and the declarative speech acts in Searle’s (1969) classification since both classes require a kind of ritualized social context, which is related to the emotional aspect of life, and fulfil the same conditions for their success despite their different communicative intentions. With regard to these conditions, the social reality is constituted only “if something is uttered by the right person, in the right form and at the right moment” (Dirven & Verspoor, 2004:154). This holds for congratulating as well which is realized on a given social occasion to show that one cares about others and haven’t forgotten, for example, their birthday, marriage or promotion. If these conditions are not met, congratulation can be infelicitous.

Considering congratulation from the perspective of politeness, as Tsilipakou (2001:137) points out, congratulation as an expression of approval is aimed at strengthening social relations and intimacy by addressing hearer’s want to be liked;

in other words, his/her positive face and claiming common ground with the hearer. Therefore, congratulations are said to be “intrinsically polite” (Leech, 1983). However, similar to compliment, which is also an expressive, congratulation could be considered as a face threatening act as it might threaten the addressee’s negative face by interfering with his/her freedom and causing him/her to think about an appropriate way of responding and taking action. Congratulations can also damage the addresser’s positive face “because of his basic positive-face wants of self-control and self-respect” (Brown & Levinson, 1987: 65-66, 286). As Holtgraves (2002) explains, for action verbs such as *congratulate* which show one’s reactions, the patient or the hearer is assigned greater casual weight. For example, in “Barb congratulated Ann”, Ann is in the foreground. Congratulation seems to be more addressee oriented than speaker oriented (Wierzbicka, 1987). This might be the reason why it can threaten the addresser’s positive face.

Within the scope of politeness, Leech’s (1983:132) six politeness maxims can be viewed in relation to congratulation. Congratulation corresponds to the “approbation maxim” which states (a) minimize dispraise of *other* and (b) maximize praise of *other*. This maxim concerns the degree to which the speaker’s remarks convey some good evaluation of the other. The “modesty maxim” also concerns expressives but it is those that minimize praise of *self* and maximize dispraise of *self* (e.g., apologies). Therefore, approbation maxim which focuses on the *other* rather than the *self* “appears to be a more powerful constraint on conversational behaviour than” the modesty maxim (Leech, 1983:133). Considering the other maxims of politeness, congratulation seems to fulfil also the “sympathy maxim” as it aims to minimize antipathy and maximize sympathy between self and other. According to Leech (2005), in speech acts such as congratulations, a high value is put on other people’s feelings for reasons of sympathy or concern and politeness by showing empathy towards others. Therefore, such speech acts are all “intrinsically courteous speech acts and need no mitigation” (Leech, 2005:17). However, they can be made more courteous by intensification (e.g., *Warmest* congratulations!).



In Leech's (1983) model of politeness maxims, no connection was made between expressives and the maxims based on cost-benefit scale (tact and generosity maxims). However, the Cost-Benefit Cognitive Model later formulated by Mendoza and Baicchi (2007) based on Leech's (1983) cost-benefit scale, which did not include expressive speech acts, showed that cost-benefit can also apply to expressives and thus, congratulation. In this respect, the following convention was put forward for expressive speech acts (Mendoza & Baicchi, 2007:112):

*If it is manifest to A that a state of affairs is beneficial to B and B has brought it about, A should feel pleased about it and make this feeling manifest to B.*

This refers to a case present in congratulation where the speaker is pleased about something and expresses his/her feeling to the hearer.

Regarding the other features of congratulation discussed in the literature, from the perspective of rituals, Jakubowska (2003) puts congratulation under "supportive rituals", which are performed for the sake of mutual support, in comparison with "remedial rituals", which aim to remedy an offence committed earlier (e.g., apology). Another feature of congratulation is pointed out by Cheng and Grundy (2007). According to them, there are cases where an English utterance or text can be more explicit than other languages such as Chinese and congratulation is one of these cases. They give the following example (p. 17):

Chinese: *Wow! Your children have graduated from the university, and are now heading down the road to a bright future in life and in their careers. Congratulations! Congratulations!*

English: ***Congratulations!** Your children have all graduated from university and are on their way to successful lives and careers!*

In the English text, the illocutionary force is made explicit by using the performative in advance whereas in the Chinese text, it is vice versa. Lastly, congratulation is said to have the function of making irony (Brown, 1980; Justova, 2006). As Brown (1980) indicates, irony is achieved not only with assertions but also with other speech acts such as congratulations, thanking and requesting when the addresser wants to draw attention to the absence or non-fulfilment of the required sincerity conditions. In addition, Anolli et al. (2002) touch upon the function of ironic

communication as a sign of respect for conventions by giving an example from congratulating. A speaker named Peter utters an ironic remark saying “*Congratulations, John! You are so punctual this morning!*” when his colleague John arrives late at an important business meeting (Anolli et al., 2002:142). This shows that the speech act of congratulation can be used to blame or criticize somebody ironically rather than doing it directly, which is thought to be more appropriate within the formal context given and in terms of social acceptability.

In the literature, attempts have been made to compare and contrast congratulation with other speech acts in the same group. To begin with, the literature shows that compliments can be used for the purpose of congratulating but the two speech acts have differences. According to Bach and Harnish (1979), compliments are a subcategory of congratulations along with felicitations. “Compliments often appear as reinforcing devices along with or instead of acts like thanks, greetings, *congratulations* [emphasis added]” (Sifianou, 2001:394). The informality of the context and the interlocutors’ close relationship might explain the acceptability of such a substitution (Sifianou, 2001). However, Ruhi (2006:47) indicates that different from congratulations, compliments present personal assessments of a situation, which can be either agreed or disagreed by the hearer. On the other hand, “in response to a congratulation on having received a prize in a contest, for example, it is possible to deny the worth of the achievement but it is not possible to deny having received the prize”. As for the distinction between congratulating, complimenting and praising which can be used instead of or along with each other, according to Wierzbicka (1987:201) and Lewandowska-Tomaszczyk (1989), a compliment has to refer directly to something about the addressee, that is “one can praise but not compliment someone who is absent”. In addition, what is complimented does not have to be necessarily an action; it can also be an object such as the addressee’s dress and syntactically the focus is on the person complimented more than the thing or the action (e.g., X complimented Y on Z) whereas praising can address either the person or the thing (e.g., X praised thing Z) (Wierzbicka, 1987). On the other hand, in the act of congratulating, the speaker assumes that the addressee is pleased by a good event that has happened to him/her and conveys to the

addressee the message that s/he shares the pleasure. The illocutionary purpose of congratulation is to ‘cause the addressee to know’ rather than express what one feels. This is made clear in the cultural script formulated for English *congratulate* by Wierzbicka (1987:229):

*Congratulate:*

I know that something good has happened to you  
I think it wouldn't have happened if you didn't do something  
I assume that you feel something good because of that  
I want to say that I feel the same because of that  
I say: I feel something good because of that  
I say this because I want to cause you to know how I feel because of it  
I assume that you would want me to say this

Although this cultural script states that one is required to do something about the good event for it to be worth congratulating, Searle and Vanderveken (1985a) pinpoint that congratulation can be realized in cases where the hearer does not necessarily have to be responsible for it and it can be just the result of good fortune. Congratulation is also greatly associated with well-wish. Wierzbicka's (1987:227) cultural script for English well-wish makes the distinction between congratulation and well-wish clearer.

*Wish:*

I say: I would want something good (X) to happen to you  
I imagine that by saying this at this time I could cause it to happen  
I know that I can't cause it to happen  
I say this because I want to cause you to know that I feel something good towards you

Wish is similar to congratulation since they both express one's mental state about something good. However, the illocutionary point in wishing is to show the addressee that one has good feelings towards him/her rather than show the addressee that s/he shares the pleasure for the good thing that has happened as in the case of congratulation.

The cultural script for English *congratulate* will be taken as the base in the current study during the analysis of the data and in the process of producing cultural scripts

for Turkish *tebrik* and *kutlama*. Congratulation corresponds to *tebrik* and *kutlama* in Turkish. As Zülfikar explains (2002), *tebrik*, which is used with the auxiliary verb *etmek* and thus, consists of two words, is of Arabic origin and today it tends to be replaced with *kutlamak* and we have come to congratulate bairams, engagements, weddings, and new year not with *tebrik etmek* but with *kutlamak*. Through the formulation of cultural scripts, the current study is expected to show the cross-cultural differences and similarities between *congratulate*, *tebrik* and *kutlama*.

## 2.2. Studies on the Speech Act of Congratulation

To the best knowledge of the researcher, the studies conducted so far on the speech act of congratulation deal with one language and do not make a cross-cultural analysis except one study (Murata, 1998). They can be put into two categories: (a) those that examine the speech act within a particular context or speech event/situation (e.g., Al-Khatib, 1997, congratulation messages in newspapers) and (b) those that dwell on the differences and similarities in the meaning and use of the congratulation expressions in a specific culture (e.g., Tsilipakou, 2001, Greek culture; Wierzbicka, 1986, Australian culture). While some of these focus entirely on the speech act of congratulation (e.g., Tsilipakou, 2001), others discuss it along with other speech acts (e.g., Al-Khatib, 1997, congratulating and thanking). There are also studies that incorporate congratulation into their analysis and provide less detailed information (e.g., Matisoff, 2000).

To begin with the studies that focus entirely on congratulations, Tsilipakou (2001) analyzes two Greek congratulatory or approbatory expressions, which correspond to *congratulations* and *bravo* in English. She examines the dictionary definitions of the two expressions, their syntax, and their illocutionary functions by analyzing the actual uses of the expressions in everyday Greek and finally draws up a cultural framework. She concludes that Greek *congratulations* is more conventionalized taking place in significant cultural and personal events and ceremonial contexts. Since it has often been associated with such occasions and used in a mechanic way, to what extent it is genuine is questionable. On the other hand, Greek *bravo* seems to

be more flexible since it is used in a wide range of situations as a response to various actions, qualities and skills. However, it requires familiarity and intimacy between the interlocutors. Due to its flexibility, it is also used to fulfil various functions such as thanking and agreeing. Regarding the issue of responsibility, unlike *bravo*, Greek *congratulations* does not require strong responsibility on the part of the addressee.

Garcia's (2009) study also dwells merely on the speech act of congratulation. In her article, she examines Peruvian Spanish-speakers' realization of congratulation in terms of behavioural expectations, types of face respected or threatened and interactional wants within the framework of Spencer Oatey's (2005) Rapport Management Theory. The analysis focuses on data coming from subjects in an open role-play scenario and shows that subjects had a rapport-maintenance orientation and used strategies that reflected relatedness or interdependent self-construals and that helped them achieve in-group harmony. The participants' interactional wants were therefore relational. As for the face aspect, the participants enhanced not only their own identity and respectability face but also the interlocutor's respectability face by showing their concern for him/her.

Congratulation is the focal speech act in Can's (2011) study. She examines the e-mail congratulation messages exchanged among Turkish university students and two teachers from the perspectives of the linguistic forms, components (or semantic formula) and politeness strategies and investigates the extent to which they show variation depending on the gender and the topic of the congratulation message (e.g., special occasion involving either public or private joy, accomplishment and good fortune). The results are discussed in the light of Brown and Levinson's Politeness Theory (1987) and Hofstede's National Cultural Model (2001), which plots Turkey moderately in the large power distance, collectivistic feminine index. The analysis showed that the variable of topic was a more determining factor in the choice of the expressions (e.g., accomplishments being congratulated through explicit forms or performatives). In addition, the components accompanying the speech act were thought to be greatly related with the politeness strategies such as "claiming common ground". For instance, the purpose of using components such as expression of

opinion, expression of feeling and well-wish could be to fulfil and make explicit the politeness strategy “notice, attend to hearer (his interests, goods)” (Brown & Levinson, 1987).

Reviewing the studies that examine congratulation along with other speech acts, Al-Khatib (1997) discusses the cultural and communicative functions of congratulation and thank you announcements in Jordanian newspapers. The congratulation announcements studied are those that are placed for particular occasions such as passing an exam, getting a degree/promotion, birth and wedding. The selected announcements were examined in terms of not only the linguistic realization and content but also their type, number and size to see whether these variables show differences across different occasions. According to Al-Khatib (1997:157), these two speech acts “are primarily and essentially friendly social acts which aim at establishing and maintaining good relations between individuals” and are communicative acts “addressed to B’s face-needs and intended to praise or approve a particular achievement or action”. In addition to this primary function, the researcher brings into view other functions of the speech acts of congratulation and thanking based on the analysis of the announcements. He indicates that they are motivational as they might motivate the addressee to do more and to show more progress and at the same time, motivate others to model the good behaviour of the addressee.

Emery (2000) examines the politeness formulas of congratulating in Onami Arabic along with those of greeting and commiserating. Based on the data collected through questionnaire and introspection by native speakers, he overviews the linguistic rituals and discourse structures and shows how formulas can be used linguistically in different ways by various groups (e.g., age, gender groups). He adopts the categorisation of the politeness formulas put forward by Tannen and Öztekin (1981), which involves the categories rapport-establishment, happy events and anxiety-provoking events and analyses congratulating within the category of “happy events” which is further divided into two groups as “occasions” and “gains” (Tannen & Öztekin, 1981). Emery specifically deals with “occasions” (for either public or private joy) in his examination of congratulation and thus, focuses on weddings, birth of a

baby and festive congratulations (e.g., beginning of Ramadan, people returning from Hajj).

One study that considers the speech act of congratulation from a cross-cultural perspective is that of Murata (1998). It examined the misunderstanding between the British and Japanese governments in the interpretation of a letter sent by the Japanese Prime Minister to the British Prime Minister of the time on the special occasion of the 50th anniversary of the end of the Second World War. The British government thought that the letter was a letter of apology, whereas the Japanese government, the sender claimed that it was meant to be a letter of congratulation acknowledging the anniversary day. The study shows how cultural styles (i.e., the indirect style in the letter) can cause misinterpretation and this is a case that illustrates the significance of cultural perceptions in successful speech act performance.

There are also studies that have incorporated the speech act of congratulation into their works. Matisoff's study (2000) on psycho-ostensive expressions in Yiddish is one of them. He defines congratulation as "when we congratulate someone, we are giving overt recognition to the fact that he has received one of life's good things" (Matisoff, 2000:15). Based on several examples from Yiddish, he makes qualitative comments about the way congratulation is perceived by Yiddish people. He points out that "luck" is one of the most important key concepts in the congratulatory expressions and that it is one's good fortune or God's help that makes happiness possible. However, good fortune is viewed as transitory and thus, congratulations take the form of wishes that the good luck will continue into the future.

Along with other cultural key words, Wierzbicka (1986) uses congratulatory expressions as evidence to show how cultural elements can be embedded in language. Generating cultural scripts using her semantic metalanguage, she explains some aspects related with Australian culture through her analysis of the expressions *no worries* and *good on you* and by distinguishing *good on you* with *congratulations*. For example, she comments that with *good on you*, the focus is on the addressee's attitude rather than achievement. Unlike *congratulations* which tends to be used for

those who are assumed to have done something that caused the happy event (Wierzbicka, 1987), *good on you* does not necessarily convey admiration of achievement because for it to be realized, it is enough for the person to show that s/he is a kind of person who could do impressive things. Wierzbicka (1986:364) points out that such a semantic difference between the Australian expression *good on you* and the pan-English expression *congratulation* confirm the view that “Australian ethos values attitudes more than success”.

Cihangir’s (2010) thesis is one of these studies that give a place to the speech act of congratulation. He examines the speech acts as they occur in the works of Hüseyin Rahmi Gürpınar and Mustafa Kutlu and congratulation is one of them. According to Cihangir, these are the speech acts that people habitually use in their everyday communication but they never think about them explicitly. He analyzed the speech acts from a semantic-pragmatic perspective based on the contexts they were used in. For instance, he found out that in Gürpınar’s works, the most common congratulatory expression was *tebrik ederim* [eng. *congratulations*]. *Aferin* [eng. *well done*] and *bravo* [eng. *bravo*] were the other most frequently used expressions and the expression *babana rahmet* [eng. *God’s mercy on your late father*] was one way of congratulating somebody by showing that the addressee has thought of or done something impressive and implying that the father should be blessed for bringing up such a child. In Gürpınar’s works were also instances of marriage where the people getting married were congratulated and *aferin* [eng. *well done*] was found to be used to criticize somebody with an irony. As for the works of Mustafa Kutlu, Cihangir has revealed that *aferin*, *helal olsun*, *helal sana*, *tebrikler*, and *bravo* were the frequently used expressions for congratulating. In these works, it was seen that bairams and other various special days also required people to congratulate each other as in *bayramınız kutlu olsun* [eng. *happy bairams*] and *iyi bayramlar; bayramınız mübarek olsun* [eng. *happy bairams*] were considered to be expressions of congratulation as well. Lastly, Kutlu’s works illustrated that such expressions as *yaşa*, *çok yaşa* [eng. *live long*] were used to congratulate someone when s/he has done an appreciative thing.



## CHAPTER 3

### THEORETICAL BACKGROUND

#### 3.0. Presentation

In this chapter, the Natural Semantic Metalanguage Approach as the framework adopted is briefly presented and discussed.

#### 3.1. Background

In this study, the Natural Semantic Metalanguage Approach (NSM) (Wierzbicka, 1996a; Goddard, 1998a) is the framework adopted since it attempts to address and minimize the weaknesses of the Speech Act Theory (SAT) in cross-cultural studies through the application of the semantic primes, which refer to a set of simple and indefinable basic vocabulary (Goddard & Wierzbicka, 2004), in defining speech acts. In reference to Holtgraves (2002:11-12), Austin's speech act theory "marked the beginning of a new way to view language" raising new issues and questions and became a fundamental shift by emphasizing "language as action rather than as an abstract system for describing reality". With regard to this, Searle's and later others' conditions and classifications in the field have contributed greatly to the development of the action-oriented view of language by serving as a framework for identifying and comparing different speech acts and providing a principled way to distinguish speech acts with the same illocutionary point (Holtgraves, 2002). Similarly, Schiffrin (1994:57) states that "categorizing speech acts and speech act types can reveal relationships between rules, as well as relationships between acts". For example, a request and a command are both directives but they differ in terms of their felicity conditions whereby the speaker commanding is required to be in a position of authority over the hearer but the speech act of request does not require such a condition (Searle, 1979). However, according to Goddard (1998a), as stated by Levinson (1983:241) the need to come up with a kind of "classificatory exercise" as

in Searle's (1979) classification of speech acts (representatives, directives, commissives, expressive, declarations) and Bach and Harnish's (1979) scheme for speech acts (constatives, directives, commissives, acknowledgements, effectives, verdictives) is "in general misplaced". The reason for this is that "the functions of language seem potentially unlimited when the diversity of cultures is taken into account" and "it seems overly sanguine to suppose that all the speech acts in the world's languages could be fitted into any small number of discrete categories" (Goddard, 1998a:143). Moreover, the constitutive rules that define the speech acts in SAT are found to be "complex", "obscure", "circular" and "descriptively inadequate" and they are told to be suffering from ethnocentrism since "the English speech-act inventory" is treated as a model and everything is understood in terms of this model while it is clear that "the speech acts of other cultures may differ markedly from our own" (Goddard, 1998a:144-145). For example, it was found that the Japanese speech act of apology is intricately distinct from its counterpart in English (e.g., Coulmas, 1981) and that in Japanese, it fulfils different forms and functions and it is realized in contexts where such an act is not expected by the English or other European speech communities. According to Tanaka et al. (2000), Japanese people do not necessarily apologize when they want to acknowledge a fault or when something bad is done.

The framework of NSM, thus, proposes a natural semantic metalanguage, which is "a decompositional system based on empirically established semantic primes", that is, a small set of simple meanings which can be expressed by words or bound morphemes in all languages (Goddard & Schalley, 2010:100). It is suggested that using the semantic primes or the lexical universals in defining speech acts can make the differences and similarities among them as well as across cultures more explicit.

### **3.2. The Natural Semantic Metalanguage Approach (NSM)**

NSM is proposed by Wierzbicka as a result of an extensive empirical study of a wide range of languages she conducted with her colleagues particularly Goddard (Wierzbicka, 1992; 1985a; 1985b; 1986; 1987; 1994; 1996a; 1996b; 1997; 2005;

2008; 2010a; 2010b; Goddard, 1994; 1998a; 1998b; 2002; 2003; 2004; 2006; 2008; 2009a; 2009b; Goddard & Peeters, 2006; Goddard & Schalley, 2010; Goddard & Wierzbicka, 1997; 2004; 2007; 2008). According to Wierzbicka (2010a), the main idea of NSM is that there exists a set of basic concepts or a common vocabulary core called “semantic primes”, which are shared by all natural languages and these primes can be used to explain meanings and ideas in an unbiased way without being influenced by the cultural and linguistic elements embedded in the words of a language. Goddard and Wierzbicka (2007:107) define semantic primes as “the smallest set of basic concepts in terms of which all other words and concepts can be explicated” and Goddard (2003:19) refers to the indefinability of semantic primes by stating that “a semantic prime is a linguistic expression whose meaning cannot be paraphrased in any simpler terms”.

The basic principle of NSM is that a natural, ordinary language rather than technical formalisms (e.g., abstract features, logical symbols) must be used in semantic analysis (Goddard, 1998b) and semantic primes constitute the natural language needed for such analysis. This aspect is explained by the “natural language principle” of NSM, which states that “semantic primitives and their elementary syntax exist as a minimal subset of ordinary natural language” (Goddard, 1994:10). Semantic primes include elements such as *someone*, *people*, *good*, *bad*, *know*, *think*, *want* and *feel* which are grouped as determiners, quantifiers, attributes and mental predicates. The full set of the primes are provided in Figure 3.1. Based on this, semantic primes have their equivalents in many languages other than English (Wierzbicka, 2010a). There are, for instance, Russian and Japanese exponents or NSM. This aspect of NSM is expressed in the principle of “expressive equivalence of NSMs”, which states that;

the NSMs derived from various languages will be semantically equivalent, that is, have the same expressive power. Any simple proposition expressible in an NSM based on L1 will be expressible in an NSM based on L2, L3 and so on (Goddard, 1994:12).

---

|                            |   |
|----------------------------|---|
| Substantives:              | I, YOU, SOMEONE (PERSON),<br>SOMETHING (THING), PEOPLE, BODY                      |
| Determiners:               | THIS, THE SAME, OTHER   |
| Quantifiers:               | ONE, TWO, SOME, MANY/MUCH, ALL  |
| Attributes:                | GOOD, BAD, BIG, SMALL   |
| Mental predicates:         | THINK, KNOW, WANT, FEEL, SEE, HEAR  |
| Speech:                    | SAY, WORDS, TRUE  |
| Actions, events, movements | DO, HAPPEN, MOVE  |
| Existence and possession:  | THERE IS, HAVE  |
| Life and death:            | LIVE, DIE   |
| Logical concepts:          | NOT, MAYBE, CAN, BECAUSE, IF  |
| Time:                      | WHEN (TIME), NOW, AFTER, BEFORE, A LONG<br>TIME, A SHORT TIME, FOR SOME TIME      |
| Space:                     | WHERE (PLACE), HERE, ABOVE, BELOW, FAR,<br>NEAR, SIDE, INSIDE, TOUCHING (CONTACT) |
| Intensifier, augmentor:    | VERY, MORE  |
| Taxonomy, partonomy:       | KIND OF, PART OF  |
| Similarity:                | LIKE (HOW, AS)  |

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**Figure 3.1 Semantic primes: English exponents**

**Source: Wierzbicka, 2005, p. 259**

In NSM, “meanings are represented by means of extended explanatory paraphrases known as explications” (Goddard & Wierzbicka, 2009:63). Reductive paraphrases or semantic explications such as *I think you did something good* are formulated by using the semantic primes in paraphrasing and explaining the meanings and these explications are said to increase explicitness, clarity and translatability (Goddard, 1998b). According to Goddard and Wierzbicka (2008), explications make it possible to show subtle meaning differences, which cannot be brought out when the techniques of translation or grammatical labels are used. In addition, the semantic explications developed as a result of putting the semantic primes together have certain characteristic grammatical or syntactic properties or patterns of combination, which are also found to be universal (Goddard & Wierzbicka, 2007). In other words, the vocabulary (i.e., mini-lexicon) and the grammar (i.e., mini-syntax) of NSM are shared by all languages providing lexical universals and universal syntax (Goddard, 1998b) and resulting in a mini-language for people to understand one another (Goddard & Peeters, 2006). Therefore, NSM “can be used as a kind of conceptual lingua franca for investigating and explaining meanings across languages and

cultures as well as within a single language and culture” (Goddard & Wierzbicka, 2007:109). Regarding the use of NSM in contrastive studies, Goddard and Wierzbicka (2008) indicate that semantic primes provide *tertium comparationis*, in other words, terms of comparison that can be applied in contrastive analysis of expressions. Based on this, the terms of comparison presented by semantic primes are stable and language-neutral and they represent the native speaker conceptualization (Goddard & Wierzbicka, 2008). This takes us to the concept of “cultural script” in NSM which is close to semantic explications in nature.

### *Cultural Scripts*

Semantic primes and semantic explications are not only used for semantic analysis but also for the formulation of cultural rules of speaking (Goddard & Wierzbicka, 1997). According to Goddard (2006:5), cultural scripts refer to statements of particular attitudes, assumptions and evaluations that are “framed largely or entirely within the non-ethnocentric metalanguage of semantic primes” and these statements are assumed to be widely held among the people of a given speech community. Goddard (2009a:68) states that “the main goal of the cultural scripts approach is to understand speech practices from the perspective of the speakers themselves”. Furthermore, Wierzbicka (1996b) formulated a set of assumptions in relation to the role of cultural scripts in defining meanings. The five assumptions she came up with are given below (Wierzbicka, 1996b:313).

1. In different societies and different communities, people speak differently.
2. These differences in ways of speaking are profound and systematic.
3. These differences reflect different cultural values, or at least different hierarchies of values.
4. Ways of speaking characteristic of a given speech-community cannot be satisfactorily described in purely behavioural terms; in fact, they constitute a behavioural manifestation of a tacit system of “cultural rules”, or as I call them, “cultural scripts; to understand a society’s ways of speaking, we have to identify and articulate its implicit “cultural scripts”.
5. To be able to do this without ethnocentric bias, we need a universal, language-independent perspective; this can be attained if the “rules” in question are stated

in terms of lexical universals, that is, universal human concepts lexicalized in all languages of the world.

The assumptions show that the culture-specific ways of thinking are embodied or reflected in the language and they can be uncovered and explained by using cultural scripts in the light of NSM so that clarity can be ensured and ethnocentrism can be avoided to a great extent. Articulation of the cultural norms, values and practices by means of cultural scripts is especially important to be able to access cultural insiders as well as cultural outsiders (Goddard & Wierzbicka, 2004).

Cultural scripts are based on evidence particularly linguistic evidence. It is proposed that the data for cultural scripts can be obtained using a variety of methods such as fieldwork techniques of elicitation, naturalistic observation, text analysis, interviews, native speaker intuition, questionnaires and discourse completion tasks (Goddard & Wierzbicka, 2004). Among the methods of data collection, “corpus studies”, which is the data collection method adopted in this study, is also listed and it is thought to make linguistic data more accessible and provide a more detailed linguistic usage allowing the researchers to access insider perspective (Goddard, 2006). The objectivity, methodology and evidence based aspects of NSM places it within the scope of ethnopragmatics (Goddard, 2006). Since cultural scripts reveal shared understandings of peculiar social attitudes adopted by the majority and provide a culture-internal perspective, Goddard (2006, 2008) views cultural scripts as one way of representation in ethnopragmatics.

The linguistic evidence, which cultural scripts are based on, especially comes from cultural key words. According to Wierzbicka (Goddard & Wierzbicka, 2004), culturally important key words such as words for local values and speech-acts provide a way to gain insight into speech practices and articulating them in terms of cultural scripts allow people to equally make sense of these speech practices. Wierzbicka (2008) further indicates that the study of cultural key words help to access the “shared understandings” in a language as the shared understandings are embedded in the lexicon. Regarding words for speech acts as culturally important

key words, which are the basis of this study, speech act verbs in particular are considered to be a valuable source of insight into a culture and their examination can shed a great deal of light on broader cultural themes (Wierzbicka, 1992; Goddard, 2004). This seems to be true for culture-specific words in general. They reflect not only the past experiences of the societies but also their ways of doing and thinking about things (Dirven & Verspoor, 2004). As Wierzbicka (1997:1) further indicates, “there is a very close link between the life of a society and the lexicon of the language”. In addition, Wierzbicka (1987) came up with *English Speech Act Verbs: A Semantic Dictionary* in which she addresses over 250 separate speech act verbs including the speech act verb *congratulate* and proposes reductive paraphrases or cultural scripts for each one of them, which attempt to capture an insider perspective and make the differences between the speech act verbs clearer. She focuses on the speech act verbs since she believes that they reflect “a certain interpretation of the world of human action and interaction” and thus, human perception (Wierzbicka, 1987:10). Therefore, this study aims to find out the culturally different conceptualizations of the native speakers of British English and Turkish with regard to the context and strategies/components of the speech act of congratulation by doing a corpus analysis of the speech act verbs and their various lexical forms (e.g., reported forms). NSM was used in the study of a variety of languages and Goddard and Wierzbicka (2008:208) show the locations of these languages other than English on a map. The map is given in Figure 3.2. It is expected that the study of Turkish as well as British English in terms of NSM will be a contribution to the ongoing studies of NSM.

One point that is made regarding cultural scripts is that people using the same language might not share all their cultural scripts because there exist regional and social variations as well as backgrounds (Goddard & Wierzbicka, 2004). Another point made by Goddard (2009b) is that cultural scripts are not rules of behaviour that are imposed on individuals and that individuals should follow but they are representations of shared behaviour and it is up to the individuals to follow the represented cultural principles.



**Figure 3.2 Location of languages other than English studied in the NSM framework**  
Source: Goddard & Wierzbicka, 2008, p. 208



## CHAPTER 4

### METHOD OF RESEARCH

#### 4.0. Presentation

In this chapter, the data collection tools and procedures and the data analysis procedure are presented and discussed.

#### 4.1. Background: Why a Corpus Approach?

The steps in the method of research of this study began by looking for ways of arriving at a comparable data across British English and Turkish. Since the researcher's interest in the speech act of congratulation started as it was realized in e-mail context, at first the aim was to collect English e-mail data that was more or less equivalent to the examined Turkish e-mail group (Can, 2011; Hatipoğlu & Can, in press). However, it would be difficult to find an English e-mail group that was parallel to the Turkish one and hence, it was thought that a Discourse Completion Test (DCT) could be used to start off with so that e-mail congratulation messages could be elicited for both Turkish and British English using the aforementioned study on Turkish e-mail congratulation messages as the baseline. DCT was thought to be appropriate for eliciting e-mail data by getting the participants to complete an online version and thus, to type in. However, this time the problem was the identification of congratulatory situations that were encountered in both Turkish and English cultures. At first, the situations identified in the e-mail messages in the preliminary studies were thought to be treated as the baseline and it was planned that their validity could be tested via a Likert-scale questionnaire asking the participants to indicate the possibility of encounter and cultural appropriateness for each situation in the examined communities of practice. However, since the majority of the situations in the e-mail messages were culture-specific (e.g., bairam, teacher appointment [turk: öğretmen atamaları], teachers' day, kandil), very few situations (e.g., new year,

wedding, birthday) were left to be validated in a Likert-scale questionnaire, which would be likely to further restrict the applicability of these situations in a DCT. In addition, in an attempt to write up DCT situations based on the previously examined Turkish e-mail data, it was realized that the information or metadata obtained from these e-mail messages were inadequate or could be inappropriate in reflecting a realistic picture about the situations. The reason for this was probably due to the nature of the e-mail group which had been used for various purposes known to the members and asking the participants to assume that such an e-mail group existed and that they were to send e-mail messages for various purposes was thought to cause some problems, especially if these participants had never used such a group before for such purposes. Therefore, there was a need to imagine and create a context where the participants would congratulate via e-mail (e.g., Is the friend far away? or does the friend give the good news by sending an e-mail or announcing them on Facebook and is the close friend asked to reply these online messages?). Due to these problems, it was decided that a corpus search was carried out using the performative verbs for *congratulation*, *tebrik* and *kutlama* and their lexical forms to come up with situations where they were used. In this way, situations that the English and Turkish speech act words had in common could be used for DCT. *Tebrik* and *kutlama* were searched separately since the Turkish monolingual dictionary definitions analyzed in the preliminary studies showed that the two terms were usually presented as interchangeable units and in a circular way without providing a detailed and distinguishable definition for each term and since they were found to be used interchangeably in the examined e-mail data.

At this stage, for the English data, Brigham Young University - British National Corpus (BYU-BNC) and for Turkish data, Google were scrutinized. Since the aim was to uncover the situations associated with congratulation to be used in DCT preparation, the search was not limited to any specific genre. As a result, a great number of situations were obtained and were categorized following Can (2011) (i.e., achievement, special occasion: public and personal joy, good fortune).

### *Hypotheses:*

Even this random process of corpus data collection helped the researcher uncover native speaker conceptualization with regard to the contexts that were found worth congratulating in each culture. Hence, this process enabled the researcher to formulate her *hypotheses* about the cross-cultural differences and similarities of the speech act of congratulation in British English and Turkish. The hypotheses formulated are presented and briefly explained below:

- Even though in the bulk of the examined situations, *tebrik* and *kutlama* were both used, the classification of the situations showed that while *tebrik* was mainly used for situations that involved success and effort or responsibility; in other words, where something good is done; *kutlama* was commonly used for special occasions that were celebrated either in public or personally. In addition, no incidences of situations resulting from good fortune were found for *kutlama*. Good fortune seemed to have been acknowledged through *tebrik* instead. As for English *congratulate*, it was greatly associated with achievement and used to acknowledge one's effort and responsibility in doing or having done something. It was used for special occasions in a relatively limited way. Among these, marriage and birth of a baby were the most commonly congratulated situations. However, as compared to Turkish data, occasions such as new year, birthday, mother's/father's day, valentine's day were not present in the English data. Only a few birthday situations were identified but they were of those where one's old age or the first age were celebrated since it might have been considered as a remarkable achievement deserving congratulation (e.g., BYU-BNC: *constituent Archie Heptinstall's 80th birthday, Marjorie Todd's 90th birthday, first birthday*). Interestingly, Christmas was not found in the English data although in Turkish data, national and religious days were also congratulated either through *tebrik* or *kutlama*.
- The Turkish data for *kutlama* further provided information regarding the differences between *kutlama* meaning "to congratulate" and *kutlama* meaning

“to celebrate”. For instance, the Google data illustrated that one can celebrate his/her birthday, anniversary, success (e.g., *Fenerliler şampiyonluklarını kutladılar* [eng. *The Fener fans celebrated their championship*]) etc. in different ways, for example, with friends, at a restaurant or by going out (e.g., *davet ile kutladı* [eng. *celebrated with guests*]) and celebration is a broader term involving an act of congratulation, which could be just a small but an important part of it. On the other hand, one does not congratulate an object or an event but the person involved in the happy event. Based on this, one cannot congratulate himself/herself for publicly or privately celebrated special occasions or days (e.g., new year, birthday) as in celebration unless s/he does something remarkable and states it specifically (e.g., *Ulaşımı çok kolay olan bu oteli seçtiğim için kendimi kutladım* [eng. *I congratulated myself for having selected this hotel, which is easy to get to.*]) since congratulation is an act of acknowledgement done to someone through words whether written or uttered (e.g., *şu sözlerle kutladı* [eng. *congratulated with these words*]). Among the Google data, there was only one situation where someone congratulates himself/herself for his/her birthday (i.e., *Bugün itibari ile 17 yaşına giriyorum. Doğum günümü kutluyorum* [eng. *I'm 17 years old from now on. I'm congratulating my birthday*]) but in this case, it seems to function as a joke indicating his/her expectation of congratulation messages and reminding others of the occasion. Without the context, though, *kutluyorum* in the given birthday example would be likely to mean *I am celebrating*. Additionally, the act of celebration is not necessarily directed at someone else and so, there can be an absence of a specific hearer (e.g., *Halk bayramı coşkuyla kutladı* [eng. *The public celebrated the bairam joyfully*]) and an object is not necessarily involved.

Having realized these aspects, the corpora search raised curiosity in different aspects and was an important step in deciding on the scope of the thesis.

As a result of the corpus search, it was seen that before moving onto eliciting data through DCT, a baseline can be formulated by studying the target speech act based on real life data from corpora using a more systematic corpus approach and by

having access to insider perspective. In this sense, the experience of the corpus search of the speech act made the researcher realize that there is a need to draw a general picture and come up with cultural scripts about congratulation across Turkish and British cultures without limiting the participants to any age group as it was previously decided. Limiting the target group to close friends with equal status of ages between 18-26, which was the case in the e-mail group, would also lead to the elimination and exclusion of certain situations that were not relevant for this group missing out on important aspects. For instance, eliciting a congratulatory response from a university student would be difficult or rare for mother's day and birth of a child or wedding, which were seen to be important elements of congratulation.

With the problems experienced in the preparation of data collection tools in mind and the inspiration gained while doing the corpus search, which seemed to reveal interesting results, it was finally decided that the thesis focuses on native speaker conceptualization of the speech act verbs *congratulate*, *tebrik* and *kutlama* and that cultural scripts are constructed within the framework of Natural Semantic Metalanguage Approach (NSM). In this respect, as data collection tools, Turkish and English monolingual and bilingual dictionary definitions and corpora (BYU-BNC, METU Turkish Corpus and Google) were thought to be used.

#### **4.2. Data Collection Tools**

The method of data collection in this study can be explained in two phases. The first phase involves getting a general overview of the speech act of congratulation by studying the Turkish and English monolingual and bilingual dictionary definitions. The second phase is the lexical study of the speech act, which aims to uncover the native speaker conceptualization of the target speech act with regard to the situations and the strategies associated with the English speech act of *congratulation* and Turkish speech acts of *tebrik* and *kutlama* by specifically focusing on the speech act verbs of congratulation and their lexical forms in both languages.

#### **4.2.1. English and Turkish Monolingual and Bilingual Dictionaries**

In the first phase, the data collection started with the monolingual (Turkish-Turkish, English-English) and bilingual (Turkish-English, English-Turkish) dictionary definitions of *congratulate*, *tebrik etmek*, and *kutlamak*. The dictionary definitions were obtained to see what they reveal about the speech act of congratulation in English and Turkish cultures and find out the common elements used to define or refer to the speech act. The aim was also to discover if the definitions presented such problems as obscurity, circularity, inadequacy (too broad or too narrow), superfluous components and disjunctions that are often told for dictionaries (e.g., Goddard, 1998a). Since speech act verbs are usually phrased in terms of other speech act verbs (Wierzbicka, 1985a), the problems examined would provide a baseline for the following data collection and analysis procedures. For instance, it was seen that the Turkish speech act *tebrik* was generally defined with the speech act *kutlama*, which has the first meaning of “to celebrate” but which is also used interchangeably with *tebrik* to refer to and perform the speech act of congratulation. Thus, in the following phases, both verbs were examined separately to find out the differences and similarities between them and to bring clarity into their definitions.

In the literature, dictionary definitions have also been studied to make decisions in further analysis of data coming from, for instance, corpora or to guide researchers in the data collection procedure. To illustrate, Culpeper (2011), in his corpus approach to examining impoliteness metalinguistic labels and their semantic domains, starts off with thesauri and dictionary definitions of items such as *rude*, *offensive* and *scurrilous* to find out the semantic sets and their relation to impoliteness and to come up with justifications for the use of certain lexical items in corpus search.

#### **4.2.2. Corpora Data**

The dictionary definitions were followed by the corpus and web search of the ‘illocutionary force indicating devices’ (Searle & Vanderveken, 1985b), that is the speech act performative verbs *congratulate*, *tebrik etmek*, *kutlamak* and their various

lexical forms (e.g., reported forms, noun forms, inflected forms) to examine the situational contexts where the target speech act was employed in the two languages and to find out the strategies used with the speech act.

A corpus is a collection of texts, written or spoken, which is stored on a computer. In other words, it is a tool which collects authentic uses of a target language from a wide variety of sources and then arranges this input in a database, or corpus. According to O’Keeffe et al. (2007:1), corpus “is a principled collection of texts available for qualitative and quantitative analysis”. What makes corpus a “principled collection” is its representativeness of essential variables such as different age groups, location, and genre (e.g., academic, spoken, fiction). Such a “principled collection” can be complemented with web data, which is not that well-organised but is a vast and expanding source of information, by basing the web search on corpus search or by identifying the web resources relevant for the research purposes following the principles of corpus (Mair, 2006; See sections 4.2.2.3 & 4.3).

In this study, the corpus search was carried out by using the speech act words. According to Wierzbicka (2010a), languages have culturally important key words and the meanings of those words are a means to understand speech practices. Among these key words are words for speech acts and the semantic analysis of such cultural key words can provide insight into the insiders’ perspective on their own speech practices. Wierzbicka (2008) further indicates that the meaning of words can give accurate and objective information about the “shared understanding” in a particular society (see section 3.2).

It is thought that using a corpus approach to examine the speech act words will give a better and more reliable picture of the native speaker conceptualization of the speech act by providing the situations/contexts that are referred to by the lexical labels of the speech act and allowing an intensive analysis of these situations leading to the “big picture” (Conrad, 2005). As Stubbs (1996) indicates, the use of a corpus can lead to a better understanding of the status of the illocutionary verbs within a broader theory of speech action. Similarly, corpus approach can contribute to the area of lexicon by

providing more precise information about the social acts (McEnery & Wilson, 2001). Tognini-Bonelli (2001:87) sees corpus approach “as an empirical approach to the description of language use assuming a contextual and functional theory of meaning”.

In this study, it can be said that both corpus-based and corpus-driven approaches were adopted. The study is corpus-based in the sense that greater samples of corpora data were analyzed to reveal information that would test what is said about the speech act of congratulation in the literature or the theories specifically. Thus, the corpus-based approach was expected to uncover features of the target speech act not foreseen in linguistic theories as well as to prove and quantify the existing information. A corpus-driven approach can also be said to have been applied in this study since by combining a speech act study with corpora, new categories were derived from the contexts in the corpora. In this study, the data were not collected with a set of categories in mind and they were not made to fit into these categories but instead, they were classified once they were all collected. As a guide only, pre-determined categories (e.g., domains in BYU-BNC) or dictionary definitions were utilized in the process of classifying this set of data rather than collecting it and a classification scheme for the contexts of the speech act of congratulation was proposed (see section 5.2.1). Thus, the collected corpora data shaped the classification to a great extent. In this respect, a corpus-driven approach was followed since such an approach is used to derive theoretical statements from corpus evidence rather using this evidence to explain the existing theoretical statements. Tognini-Bonelli (2001:65-87) makes the distinction between corpus-based and corpus-driven approach clearer by stating that

corpus-based is used to refer to a methodology that avails itself of the corpus mainly to expound, test or exemplify theories and descriptions that were formulated before large corpora became available to inform language study. Traditionally, linguistic theories are the result of reflection by a scholar after absorbing a great deal of experience of language and languages, and testing the implications and consequences with reference to the intuition of competent or native speakers...The corpus-driven approach, on the other hand,...aims to derive linguistic categories systematically from the recurrent patterns and the frequency distributions that emerge from language in context.



The data were obtained from three different sources of corpora:

- (a) Brigham Young University - British National Corpus (BYU-BNC)
- (b) METU Turkish Corpus (MTC)
- (c) Google (newspapers and blogs)

A description is provided below for each source of data.

#### **4.2.2.1. Brigham Young University - British National Corpus (BYU-BNC)**

BYU-BNC was developed by Mark Davies at Brigham Young University. His interface was used to make BNC available as an online service. It allows one to search for an exact word or phrase, wildcard, part of speech or combinations of these in the BNC but within a limited amount of context in the search results. Since BNC was modified and integrated into the architecture and interface of Corpus of Contemporary American English (COCA), the classification of genre or medium is slightly different in BYU-BNC. The categories are; spoken, fiction, magazine, newspaper, academic, non-academic and miscellaneous, within which sub-categories formed in relation to the domain feature also exist.

BNC “is a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written”. The written part of the BNC, which makes up 90% of the corpus includes, for example, extracts from newspapers, periodicals, journals, academic books, fiction, letters as well as school and university essays. On the other hand, the spoken part, which consists 10% of the corpus includes transcriptions of informal conversations and spoken language collected in different contexts, ranging from formal business or government meetings to radio shows (*What's the BNC?*, 2009). As Aston and Burnard (1998), and Burnard (1995) indicate, in BNC, the texts were chosen according to three selection features: domain (subject field), medium (book, periodical, etc.) and time (within certain dates; e.g., 1960-1974). Each of these features was put into categories. The ‘medium’ was classified as book, periodical, misc. published (e.g., brochures, leaflets), misc.

unpublished (e.g., letters, essays), to-be-spoken (e.g., play scripts) and unclassified. The ‘domain’ feature was grouped as imaginative (e.g., fiction), informative (e.g., arts, belief and thought, commerce, leisure, natural science, applied science, social science, world affairs) and unclassified. In this way, “the corpus could be regarded as a microcosm of current British English in its entirety” (Aston & Burnard, 1998:29).

#### **4.2.2.2. METU Turkish Corpus (MTC)**

METU Turkish Corpus (Say et al., 2002) is a post 1990 written Turkish corpus, which is a 1.200.000 word collection of 520 samples of written text from 291 sources of various genres: news items, autobiographies, memoirs, short stories, novels, expository prose, travel magazines, columns, articles, and interview. Sample size was set to 2000 words and no author was allowed to have more than five publications in the corpus. The sources were selected randomly to prevent any bias towards a particular author or genre.

MTC has a query workbench feature that offers two query types (Say et al., 2002). One of them is Boolean query which makes it possible to search for certain words conjunctively or disjunctively by using operators such as AND, OR, NOT, and + and query paragraphs or samples where they are used. The other query type is Regular Expression Query which allows the users to construct a regular expression and enter it as a search item (*User Manual*, 2004). As a result, the corpus searches for the regular expression as well as its matches. As Işık-Güler and Ruhi (2010:657) state, “regular expressions searches are made up of normal characters and metacharacters such as ., and \*” whereby “.” “matches any single character” (e.g., *r.t* matches *ran*, *rut*, *rot*) and “\*” “matches zero or more occurrences of the character immediately preceding”. Therefore, a regular expression following a formula such as *word root.\** brings out the matches derived from the word root provided in the regular expression (e.g., all the inflected forms). Afterwards, it is also possible to select the matches you would like to work on by retrieving them from the corpus. In both query types, the users can limit or filter the search by selecting certain genres, authors and time periods and view the results in a key-word-in-context style.

#### 4.2.2.3. Google as Web Corpus

Small corpora (e.g., MTC), which might be inadequate to reveal the meaning-based patterning of keywords can be complemented with large databases such as the Web (Mair, 2006). The Web despite its limitations is an available source of language data since it is expanding and being updated continuously, new texts and text-types as well as genres are being added all the time making it rich in terms of domain; it is also becoming increasingly stable and it is commonly used as a linguistic tool (Schmied, 2006:322; Kehoe & Renouf, 2002; Fletcher, 2005). According to Wierzbicka (2009), using the World Wide Web tools such as Google as a corpus can prove to be an invaluable help in the semantic exploration if they are handled properly. Therefore, in this study, “Google UK” were used for British English and “Google Türkiye” for Turkish data. However, even though it is possible to do search on Google versions of different countries, since Google offers a vast amount of information, one is still likely to encounter information that might not exactly belong to the native speakers or the specific country. This is especially true for English, which is used as an international language worldwide. Thus, the search was limited to newspapers and blogs and as the search was carried out and the data was selected, eliminations were made on the way (See section 4.3.).

#### 4.3. Data Collection Procedures

In the first phase of the data collection, dictionary definitions were obtained from various monolingual and bilingual dictionaries to get an overview of what the speech act of congratulation consisted and to come up with the semantic domains regarding the speech act. The search for the definitions started with English monolingual dictionaries from well-known publishers such as Collins Cobuild, Macmillan, Longman, Oxford and Cambridge and Turkish monolingual dictionaries published by professionals and institutions such as Turkish Language Institute. The performative verbs *congratulate*, *tebrik etmek* and *kutlamak* were looked up in these dictionaries. In a few of the Turkish-Turkish monolingual dictionaries, *tebrik etmek* which is of Arabic origin was not presented and thus, the number of definitions for

*kutlamak* is higher. With regard to the meanings given for *kutlamak*, the definition referring to the meaning of “to celebrate” was excluded not to influence the word associations of *kutlamak* in the meaning of “to congratulate”. The meaning “to celebrate” was generally defined as “önemli bir olayın gerçekleşmesi yıldönümü dolayısıyla tören yapmak” (eng. to hold a ceremony for the anniversary of an important event). The monolingual dictionary definition collection was followed by the search for bilingual dictionaries that provided the Turkish equivalents of *congratulate* and the English equivalents of *tebrik etmek* and *kutlamak* respectively. The definitions were collected from well-known publishers such as Redhouse, Oxford and Cambridge as well as some online dictionaries such as Tureng. The bilingual definitions helped the researcher to find out the lexical items that were used to explain the Turkish performative verbs in English and vice versa, which were expected to bring into view the word associations for each performative verb in the non-native language.

In the second phase of the data collection procedure, the corpus search was carried out to collect the main set of data for this study. The corpus approach adopted in the method of research of this study involved the following steps:

(1) *Identification of search items*

Firstly, the search items were determined. The various lexical forms of the performative verbs of *congratulate* (e.g., *congratulated*), *tebrik* (e.g., *tebrik etti*) and *kutlama* (e.g., *kutladı*) were identified. In identifying the lexical forms, the search formulas in BYU-BNC and MTC were utilized. For the English data, it was possible to come up with all the verb and noun forms of *congratulate* and *congratulation* respectively along with the number of their occurrences in the corpus by entering the formulae [*congratulate*].[v\*] and [*congratulation*].[n\*] into the search engine in BYU-BNC. As a result, the information in Table 4.1 with regard to these forms was obtained.

**Table 4.1**  
**The results of [congratulate].[v\*] and [congratulation].[n\*] in BYU-BNC**

|   | [congratulate].[v*] | TOTAL |   | [congratulation].[n*] | TOTAL |
|---|---------------------|-------|---|-----------------------|-------|
| 1 | CONGRATULATE        | 418   | 1 | CONGRATULATIONS       | 592   |
| 2 | CONGRATULATED       | 316   | 2 | CONGRATULATION        | 52    |
| 3 | CONGRATULATING      | 137   |   |                       |       |
| 4 | CONGRATULATES       | 31    |   |                       |       |
|   | TOTAL               | 902   |   | TOTAL                 | 644   |

As for the Turkish data, since every corpus has its own architecture and interface and since the languages have different features, slightly different formulae were used in MTC to come up with the lexical variations of the terms entered. Turkish is an agglutinative language and new words can be formed and conjugational and derivational forms can be made by adding suffixes to the word roots (Yalçın, 1996). Due to suffixation, that is the word formation process, in Turkish, verbs are inflected for voice, negation, tense, aspect, modality and person; and nouns can be inflected for number, person and case (Göksel & Kerslake, 2005). The words are, thus, a combination of several morphemes and suffixes. As a result,

in Turkish, the process of adding one suffix to another can result in relatively long words, which often contain an amount of semantic information equivalent to a whole English phrase, clause or sentence. Due to this complex morphological structure, a single Turkish word can give rise to a very large number of variants, with a consequent need for effective conflation procedures if high recall is to be achieved in searches of Turkish text databases (Ekmekçioğlu et al., 1996:1).

Considering the cases of *tebrik* and *kutlama*, the noun *tebrik* becomes a verb when it is followed by the additional or the auxiliary verb *etmek* and it is the latter that is modified in terms of tense, aspect and mood and thus, just entering the word *tebrik* was thought to be adequate in getting at the various lexical forms including the verb forms. As for *kutlama*, since it is a verb, it undergoes a greater deal of suffixation and MTC query was of help in providing a set of lexical forms derived from *kutlama*.

In MTC, the query operations are carried out through two query tasks: (1) Boolean Query and (2) Regular Expression Query (*User Manual*, 2004). The former allows one to do simple search by just entering the word or do more detailed search by using conjunctions such as AND and OR, or by using double quotes. With the latter, one is

able to search for a regular expression and its variants. It was the Regular Expression Query that was made use of in this study since by typing in the constructed regular expressions, that is, the formulae *tebri.\** and *kutl.\**, it was possible to arrive at all the variants of the target lexical items (e.g., the inflected forms) that were present in the corpus.

At first, the formulae *tebrik.\** and *kutla.\**, which involve the roots of *tebrik* and *kutlama*, were searched. Later, however, it was decided that it would be more appropriate to use *tebri.\** and *kutl.\** due to the following grammar rules in Turkish. When some suffixes are added to the word roots *tebrik* and *kutla*, the last letters/sounds in these roots are likely to undergo a change depending on the suffix added. “k” in *tebrik*, for instance, becomes “ğ” when the accusative case marker -(y)I is added to *tebrik* (i.e., *tebriği*) and “a” in *kutla* becomes “u” when *kutla* is inflected for present continuous tense (i.e., *kutluyorum*) and when it becomes a noun as in *kutlu olsun* (Göksel & Kerslake, 2005). Thus, by entering the *tebri.\** and *kutl.\** formulae, where “k” in *tebrik* and “a” in *kutla* are excluded, it was possible to search for all the variants of *tebrik* and *kutlama* in MTC. The results of *tebri.\** and *kutl.\** and the number of occurrences of the lexical items are provided in Tables 4.2 and 4.3.

**Table 4.2**  
**The The results of *tebri.\** in MTC**

| <i>tebri.*</i> | TOTAL     |
|----------------|-----------|
| 1 tebrikler    | 1         |
| 2 tebriği      | 1         |
| 3 tebrizi      | 1         |
| 4 tebrike      | 1         |
| 5 tebrikleri   | 2         |
| 6 tebriz       | 1         |
| 7 tebrik       | 28        |
| 8 tebriklerini | 1         |
| <b>TOTAL</b>   | <b>36</b> |

**Table 4.3**  
**The results of *kutl.\** in MTC**

| <i>kutl.*</i>      | TOTAL | <i>kutl.*</i>     | TOTAL      |
|--------------------|-------|-------------------|------------|
| 1 kutluođlu        | 1     | 35 kutlanacak     | 4          |
| 2 kutlayacak       | 2     | 36 kutlandıđını   | 2          |
| 3 kutluyor         | 1     | 37 kutlamalarında | 2          |
| 4 kutluata         | 2     | 38 kutladılar     | 3          |
| 5 kutlualp         | 1     | 39 kutlamaktır    | 1          |
| 6 kutladıkdan      | 2     | 40 kutlamalarının | 1          |
| 7 kutlular         | 4     | 41 kutlamalarını  | 2          |
| 8 kutlayalım       | 4     | 42 kutlamalarına  | 4          |
| 9 kutlayarak       | 1     | 43 kutlanmış      | 1          |
| 10 kutluhan        | 1     | 44 kutlandıđı     | 1          |
| 11 kutlarınız      | 3     | 45 kutlayacađım   | 1          |
| 12 kutlarım        | 6     | 46 kutladıđı      | 1          |
| 13 kutlayan        | 14    | 47 kutlanıyor     | 3          |
| 14 kutlanır        | 2     | 48 kutluay        | 10         |
| 15 kutlamamış      | 1     | 49 kutluel        | 2          |
| 16 kutlamak        | 17    | 50 kutlayanların  | 1          |
| 17 kutlandı        | 6     | 51 kutlamaların   | 6          |
| 18 kutlanır        | 1     | 52 kutlayacađım   | 1          |
| 19 kutlanan        | 3     | 53 kutlanıldıđına | 1          |
| 20 kutlamalar      | 3     | 54 kutladı        | 18         |
| 21 kutlamadır      | 1     | 55 kutlama        | 12         |
| 22 kutlamadım      | 1     | 56 kutlanacađı    | 1          |
| 23 kutladım        | 6     | 57 kutla          | 1          |
| 24 kutladık        | 3     | 58 kutlu          | 14         |
| 25 kutlamadan      | 2     | 59 kutlarken      | 2          |
| 26 kutlanırmış     | 1     | 60 kutluyordu     | 2          |
| 27 kutlanırken     | 1     | 61 kutluk         | 1          |
| 28 kutlamayı       | 3     | 62 kutlak         | 1          |
| 29 kutlamaya       | 1     | 63 kutlar         | 6          |
| 30 kutlaması       | 5     | 64 kutluyorum     | 7          |
| 31 kutlayacakların | 1     | 65 kutluyoruz     | 4          |
| 32 kutlamazsanız   | 1     | 66 kutlamıştı     | 1          |
| 33 kutlamasında    | 1     | 67 kutluyorlar    | 1          |
| 34 kutlamaları     | 6     | 68 kutlamışlardı  | 1          |
| <b>TOTAL</b>       |       |                   | <b>227</b> |

Looking at the *tebrik* data, the concordances where *tebriz* and *tebrizi* occur were eliminated because they are not related to congratulation at all and they refer to different things. *Tebriz*, for example, is the name of a town in Iran. The rest of the data, which includes word variations related to *tebrik*, were kept. For *kutlama*, especially, a selection of items had to be made since not all the lexical forms of *kutlama* present in the corpus carry the meaning of ‘to congratulate’ but ‘to celebrate’. The information obtained or revealed during the corpus search of *kutlama* in the preliminary study with regard to the two meanings of *kutlama* guided the selection of the concordances where *kutlama* and its variations were used in the meaning of ‘to congratulate’. Therefore, the data were scanned and the lexical items in Table 4.4 were excluded. Some of them were used in both meanings and thus, a selection was made among these as well. The lexical forms and the number of occurrences of the terms used in the meaning of ‘to celebrate’ are provided in Table 4.4.



**Table 4.4**  
The lexical forms and the number of occurrences of *kutlama* meaning ‘to celebrate’ in MTC

| <i>kutl.* (to celebrate)</i> | TOTAL | <i>kutl.* (to celebrate)</i> | TOTAL      |
|------------------------------|-------|------------------------------|------------|
| kutlayacak                   | 2     | kutlanacak                   | 4          |
| kutladıktan                  | 2     | kutlandığını                 | 2          |
| kutlayalım                   | 2     | kutlamalarında               | 2          |
| kutlayarak                   | 1     | kutlamaktır                  | 1          |
| kutlayan                     | 9     | kutlamalarının               | 1          |
| kutlanır                     | 3     | kutlamalarını                | 2          |
| kutlamamış                   | 1     | kutlamalarına                | 3          |
| kutlamak                     | 6     | kutlandığı                   | 1          |
| kutlandı                     | 6     | kutlayacağım                 | 2          |
| kutlanan                     | 3     | kutladığı                    | 1          |
| kutlamalar                   | 3     | kutlanıyor                   | 3          |
| kutlamadır                   | 1     | kutlayanların                | 1          |
| kutlamadım                   | 1     | kutlamaların                 | 6          |
| kutladım                     | 2     | kutlanıldığına               | 1          |
| kutladık                     | 3     | kutladı                      | 6          |
| kutlamadan                   | 1     | kutlama                      | 8          |
| kutlanırmış                  | 1     | kutlanacağı                  | 1          |
| kutlanırken                  | 1     | kutla                        | 1          |
| kutlamayı                    | 3     | kutlarken                    | 1          |
| kutlaması                    | 4     | kutluyordu                   | 1          |
| kutlayacakların              | 1     | kutluyorum                   | 1          |
| kutlamasında                 | 1     | kutlamışlardı                | 1          |
| kutlamaları                  | 6     |                              |            |
| <b>TOTAL</b>                 |       |                              | <b>113</b> |

Some examples of *kutlama* meaning ‘to celebrate’ in MTC data are given below:

- *Ferrari, Michael Schumacher ile ulaştığı zaferin tadını çıkarırken, bu sevince ortak olan biri daha vardı. Tabii ki Bridgestone . . . Üstelik de, zaferi kendi evinde **kutlayarak** . . .* (Milliyet, 7.11.2002)

[As Ferrari was enjoying the victory achieved by Michael Schumacher, there was one person who was sharing the same happiness. Obviously, it was Bridgestone...What’s more, by celebrating the victory at his own home...]

- *Sınıftaki herkes gelmişti. Masanın üzeri, pastalar, börekler ve meyve suyu şişeleriyle doluydu. Doğum gününü **kutlayan** çocuk ise, hediyeleri açmakla meşguldü* (Aynalara Yolculuk by Pınar Aka, Short Story, Bilgi Publishing, 1996).

[*Everyone from the class was present. The table was full of cakes, pastry and fruit juice bottles. The kid who was celebrating his/her birthday was busy unwrapping the birthday presents.*]

- *Cemil Raşit arkadaşlarıyla son romanının yayınlanışını **kutlamak** için gittiği deniz kıyısındaki bu lokantanın rıhtımında kaybolmuş* (Soğuma by Mahir Öztaş, Fiction, Yapı Kredi Publishing, November 1995).

[*Cemil Raşit was lost on the quay of the restaurant at the seacoast where he and his friends had gone to celebrate the publication of his last novel.*]

- *Buluşacağınız biri yoksa gelin birlikte bir akşam yemeği yiyelim, doçentliğinizi **kutlayalım*** (Kişilikler by Kaan Arslanoğlu, Fiction, Adam Publishing, October 1997)

[*If you are not planning to meet anyone, let's have dinner together and celebrate your associate professorship.*]

As the examples suggest, unlike in the case of the speech act of congratulation, the special occasions are celebrated by the person himself/herself and what is celebrated is an object/event rather than a person and the celebration is carried out at a specific place and generally with a group of people. To illustrate further, when deciding on whether *kutlayan* in the sample below was an act of celebration or congratulation, the fact that the act had been realized by the person himself was of help. Çakıcı does not congratulate the lawyer since he is the one to be congratulated as the court's decision directly affects him and since in the given context, the focus or the object of the act is not a person as in the case of congratulation but an object (i.e., *kararı*). So, he rather celebrates the decision by hugging his lawyer.

- *Kararı avukatına sarılarak **kutlayan** Çakıcı, tahliye işlemlerinin yapılabilmesi için yeniden Kandıra F Tipi Cezaevi ' ne gönderildi* (Milliyet, 30.11.2002).

[*Çakıcı who celebrated the decision by hugging his lawyer, was once again sent to Kandıra F-type jail for his discharge.*]

Among the lexical forms of *kutlama*, there were also some words which referred to people's names and surnames. These were: *Kutlak* (N=1), *Kutlar* (N=5), *Kutluoğlu* (N=1), *Kutluata* (N=2), *Kutlualp* (N=1), *Kutlular* (N=4), *Kutluhan* (N=1), *Kutluay* (N=10), *Kutluel* (N=2), *Kutlu* (N=7), *Kutluk* (N=1). Other than these variants, five occurrences of the word *kutlu* had a meaning different from 'to congratulate' since as an adjective, it means 'holy' or 'blessed' (e.g., *kutlu bölge* [eng. holy region]; *kutlu başkent* [eng. holy capital]; *kutlu insan* [eng. holy person]). These words with different meanings were excluded from the data. As a result, the lexical forms of *kutlama* in Table 4.5 were taken as the base in this study.

**Table 4.5**  
The lexical forms and the number of occurrences of *kutlama* meaning 'to congratulate' in MTC

| <i>kutl.* (to congratulate)</i> | TOTAL | <i>kutl.* (to congratulate)</i> | TOTAL |
|---------------------------------|-------|---------------------------------|-------|
| 1 kutluyor                      | 1     | 13 kutlamalarına                | 1     |
| 2 kutlayalım                    | 2     | 14 kutlanmış                    | 1     |
| 3 kutlarınız                    | 3     | 15 kutladı                      | 12    |
| 4 kutlarım                      | 6     | 16 kutlama                      | 4     |
| 5 kutlayan                      | 4     | 17 kutlu                        | 2     |
| 6 kutlamak                      | 11    | 18 kutlarken                    | 1     |
| 7 kutladım                      | 4     | 19 kutluyordu                   | 1     |
| 8 kutlamadan                    | 1     | 20 kutlar                       | 1     |
| 9 kutlamaya                     | 1     | 21 kutluyorum                   | 6     |
| 10 kutlaması                    | 1     | 22 kutluyoruz                   | 4     |
| 11 kutlamazsanız                | 1     | 23 kutlamıştı                   | 1     |
| 12 kutladılar                   | 3     | 24 kutluyorlar                  | 1     |
| TOTAL                           |       |                                 | 73    |

## (2) Genre Selection

As the second step, to make the data for British English and Turkish parallel and to make the corpus search more systematic and the results more meaningful, some decisions were taken on the kinds of genres from which the data could be obtained.

A restriction had to be made on the *genre* where the search items were employed. Therefore, the genres and the number of occurrences of the target speech acts in each genre were compared across BYU-BNC and MTC (See Tables 4.6, 4.7, 4.8 and 4.9). To begin with, the spoken genre, which consists 10% of BNC, was omitted since MTC is a written corpus. It was agreed that as Işık-Güler and Ruhi (2010:638) state, the written genre “can help discern opinions, attitudes, evaluations, and inclinations that make up”, in this case, the speech act of congratulation “as a communicative appraisal notion embedded in the culture”. Based on this, the real-world knowledge related to the target speech act is thought to be better reflected by writers in texts. The spoken interaction may not explicitly display the speech act through speech act labels such as performative verbs and their various lexical forms but in written corpus, “writers may take on the role of commentator, and texts may be loaded with comments” on the speech act, which would be easily accessible through speech act labels revealing high degree of metapragmatic awareness (Işık-Güler & Ruhi, 2010:638).

**Table 4.6**  
**The genres where the search items for *congratulate* occur and their number of occurrences in each genre in BYU-BNC**

| <i>[congratulate].[v*]</i> | TOTAL | Spoken | Fiction | Magazine | Newspaper | Non-Acad | Academic | Misc |
|----------------------------|-------|--------|---------|----------|-----------|----------|----------|------|
| 1 CONGRATULATE             | 418   | 51     | 54      | 31       | 48        | 19       | 8        | 207  |
| 2 CONGRATULATED            | 316   | 15     | 66      | 21       | 52        | 50       | 11       | 101  |
| 3 CONGRATULATING           | 137   | 8      | 34      | 12       | 18        | 8        | 3        | 54   |
| 4 CONGRATULATES            | 31    | 1      | 4       | 1        | 8         | 1        | 6        | 10   |
| TOTAL                      | 902   | 75     | 158     | 65       | 126       | 78       | 28       | 372  |

**Table 4.7**

The genres where the search items for *congratulation* occur and their number of occurrences in each genre in BYU-BNC

| <i>[congratulation].[n*]</i> | TOTAL | Spoken | Fiction | Magazine | Newspaper | Non-Acad | Academic | Misc |
|------------------------------|-------|--------|---------|----------|-----------|----------|----------|------|
| 1 CONGRATULATIONS            | 592   | 56     | 105     | 64       | 83        | 39       | 3        | 242  |
| 2 CONGRATULATION             | 52    | 1      | 10      | 2        | 8         | 8        | 9        | 14   |
| TOTAL                        | 644   | 57     | 115     | 66       | 91        | 47       | 12       | 256  |

**Table 4.8**

The genres where the search items for *tebrik* occur and their number of occurrences in each genre in MTC

| <i>tebri.*</i> | TOTAL | Newspaper | Narrative*<br>(Expository<br>Prose, Short<br>Story, Novel,<br>Autobiography,<br>Memoir) | Travel<br>Magazines | Research<br>Monography | Misc (Columns,<br>Articles, Essays,<br>Interview) |
|----------------|-------|-----------|---|---------------------|------------------------|---|
| 1 tebrikler    | 1     | 1         |   |                     |                        |   |
| 2 tebriği      | 1     | 1         |   |                     |                        |   |
| 3 tebrike      | 1     |           |   | 1                   |                        |   |
| 4 tebrikleri   | 2     | 1         |   | 1                   |                        |   |
| 5 tebrik       | 28    | 25        | 2   |                     |                        | 1 (Essay)   |
| 6 tebriklerini | 1     | 1         |   |                     |                        |   |
| TOTAL          | 34    | 29        | 2   | 2                   |                        | 1   |

\* The data for *tebri.\** were all from fiction genre (short story & novel) within the narrative, which also includes the non-fiction genre.

**Table 4.9****The genres where the search items for *kutlama* occur and their number of occurrences in each genre in MTC**

| <i>kutl.*</i> (to congratulate) | TOTAL     | Newspaper | Narrative*<br>(Expository Prose,<br>Short Story, Novel,<br>Autobiography,<br>Memoir) | Travel Magazines | Research<br>Monography | Misc (Columns,<br>Articles, Essays,<br>Interview) |
|---------------------------------|-----------|-----------|--|------------------|------------------------|---|
| 1 kutluyor                      | 1         | 1         |  |                  |                        |   |
| 2 kutlayalım                    | 2         | 2         |  |                  |                        |   |
| 3 kutlarınız                    | 3         | 2         | 1  |                  |                        |   |
| 4 kutlarım                      | 6         | 2         | 4  |                  |                        |   |
| 5 kutlayan                      | 4         | 4         |  |                  |                        |   |
| 6 kutlamak                      | 11        | 9         | 1  | 1                |                        |   |
| 7 kutladım                      | 4         | 1         | 2  | 1                |                        |   |
| 8 kutlamadan                    | 1         | 1         |  |                  |                        |   |
| 9 kutlamaya                     | 1         | 1         |  |                  |                        |   |
| 10 kutlaması                    | 1         | 1         |  |                  |                        |   |
| 11 kutlamazsanız                | 1         | 1         |  |                  |                        |   |
| 12 kutladılar                   | 3         | 3         |  |                  |                        |   |
| 13 kutlamalarına                | 1         |           |  |                  | 1                      |   |
| 14 kutlanmış                    | 1         |           |  | 1                |                        |   |
| 15 kutladı                      | 12        | 8         | 4  |                  |                        |   |
| 16 kutlama                      | 4         | 3         | 1  |                  |                        |   |
| 17 kutlu                        | 2         | 1         | 1  |                  |                        |   |
| 18 kutlarken                    | 1         | 1         |  |                  |                        |   |
| 19 kutluyordu                   | 1         |           |  | 1                |                        |   |
| 20 kutlar                       | 1         | 1         |  |                  |                        |   |
| 21 kutluyorum                   | 6         | 5         |  |                  |                        | 1<br>(Essay)                                      |
| 22 kutluyoruz                   | 4         | 4         |  |                  |                        |   |
| 23 kutlamıştı                   | 1         |           |  |                  |                        | 1<br>(Column)                                     |
| 24 kutluyorlar                  | 1         | 1         |  |                  |                        |   |
| <b>TOTAL</b>                    | <b>73</b> | <b>52</b> | <b>14</b>  | <b>4</b>         | <b>1</b>               | <b>2</b>  |

\* The data for *kutl.\** were all from fiction genre (short story & novel) within the narrative, which also includes the non-fiction genre.

As the Tables show, the classification of genre in BYU-BNC and MTC are slightly different. While BYU-BNC has a genre called ‘fiction’, MTC has both fiction and non-fiction (e.g., memoir), which were put under the category of ‘narrative’ by the researcher. BYU-BNC has various types of magazines on different topics such as economy, music, sport, art, nature and daily life but MTC has data from magazines on travelling only. In MTC, unlike in BYU-BNC, ‘non-academic’ genre does not exist and the ‘research monography’ in MTC can be considered as part of the ‘academic’ genre in BYU-BNC. The rest of the genres (e.g., column, article, essay) in MTC were put under the category of ‘misc’ as there was nearly no data from these genres in this study (there was one column and two essay datum). The ‘misc’ section in BYU-BNC consists of other genres that could not be further classified. It also includes the essay genre along with many other genres such as biography, letters and advertisements.

Considering the genres that BYU-BNC and MTC have in common, it was decided that the data from newspaper, fiction and magazine genres were obtained since these three genres existed in both corpora and they were among the genres that seemed to have the greatest number of concordances with reference to the target speech act. Although the ‘misc’ section in BYU-BNC gave out the highest databases with the values of 372 for the verb forms of *congratulate* and 256 for the noun forms of *congratulation*, it was not made part of the data for this study since the miscellaneous (misc) section contains texts from various sources, not just one specific genre and in the British English and Turkish corpora, it does not involve the same genres or materials and since the misc section in MTC did not provide enough data for *tebrik* and *kutlama*.

However, one question still remained. Due to the non-equivalence in the size of BNC and MTC and thus, the gap between them, the selected genres had to be further examined. For instance, it was seen that while the fiction genre in BYU-BNC has 273 occurrences of *congratulate* in total including the verb and the noun forms, the fiction genre in MTC has 16 occurrences of *tebrik* and *kutlama* in total, which would lead to invalid results when the British English and Turkish data are cross-culturally

compared. This is the same with the magazine genre (BNC: 131, MTC: 6). Even though the gap between the two corpora for the newspaper genre is not as big as that of fiction and magazine, there is still a need for newspaper data for Turkish *tebrik* and *kutlama* to complement it with the British English data. The newspaper genre in BYU-BNC has 217 occurrences, whereas it has 81 concordances of both *tebrik* (29) and *kutlama* (52) in MTC. The common genres in BYU-BNC and MTC and the number of occurrences of the speech acts are given in Table 4.10.

**Table 4.10**  
**Common genres in BYU-BNC and MTC and the number of occurrences of the speech acts**

| Genres in common | BYU-BNC | MTC                                       |
|------------------|---------|---|
| Fiction          | 273     | <i>Tebrik</i> : 2<br><i>Kutlama</i> : 14  |
| Magazine         | 131     | <i>Tebrik</i> : 2<br><i>Kutlama</i> : 4   |
| Newspaper        | 217     | <i>Tebrik</i> : 29<br><i>Kutlama</i> : 52 |

### (3) Final decisions: Google as complementary data provider

As the last step attempting to overcome the problems identified in the data collection procedure, it was decided that the fiction and the magazine genres were not included as well since it would be difficult to bridge the gap between British English and Turkish fiction and magazine data by complementing the Turkish data with any other corpora due to the absence of such corpora and the difficulty of having access to specifically fiction and magazine data in Google. However, the Google search engine was decided to be utilized to obtain more data for newspaper genre and make it equivalent for British English and Turkish since Google offers a separate ‘newspaper’ search for British English and Turkish newspapers. Similarly, Google has a separate section where blog genre can be searched. The aforementioned preliminary corpus search that led to this study showed that the greatest number of hits regarding the speech act of congratulation came from newspapers and



blogs/forums. Therefore, Google newspapers and blogs were used to further collect data on the speech acts of *congratulation*, *tebrik* and *kutlama*.

A restriction had to be made on the genres and thus, the scope of the data collection instruments to reduce the effect of the “double layer of variability” pointed out by Kasper and Dahl (1991) with regard to the data collection instruments in pragmatics and specifically cross-cultural studies. They refer to a variability that is caused by different data collection tools (i.e., task effects) as well as a variability in the social properties and in the interlocutors’ strategic and linguistic choices. With these mind, the genres in the English and Turkish corpora and their sizes were compared and contrasted to reduce the effects of the genre and size variables by figuring out the genres in common and the ones that are more or less equivalent in size. In this way, a comparable data could be arrived at as much as possible.

As for the way of carrying out the search in Google, it is said that Google has an “automatic stemming” feature but it does not work 100% of time and can be imperfect (Schnauffer, 2007). For example, [occasion] does not find ‘occasionally’ or [occasional] does not find ‘occasionally’ (Schnauffer, 2007). To the best knowledge of the researcher, there is also not a formula in Google search as in BYU-BNC and MTC that can directly lead to the search of the different forms of the entered term. Therefore, as suggested by Schnauffer (2007), the *OR operator* was used in this study to collect Google data where the illocutionary force indicating devices; in other words, the performative verbs of the target speech act and their various lexical forms were used. This operator allows Google to select the documents that contain at least *one* of the words or *all* of the words in one hit. In doing this, since a pre-determined set of search items was still needed, the terms identified previously in BYU-BNC and MTC were utilized and inserted into the OR operator. Such a pre-determined set of search items was especially needed for Turkish data because as an agglutinative language where the endings are added one by one to the root of a word to produce new words, Turkish verb *kutlama* would require a great number of lexical forms all of which would be very difficult to predict and identify. Based on this, not all of its forms carry the meaning of ‘to congratulate’ but ‘to celebrate’. For example, as it

was revealed by the MTC results, *kutlamalarında* and *kutlamaların* mainly referred to the act of celebrating rather than congratulating. *Tebrik*, on the other hand, was not as problematic as *kutlama* since it is a noun and is followed by the auxiliary verb *etmek* to make it a verb and thus, it is *etmek* that takes all the suffixes to produce new words and is the modified one in terms of tense, aspect and modality. It is for this reason why in MTC *tebrik* forms were relatively lower in number. Therefore, by simply entering *tebrik* in Google search engine, it is possible to arrive at all the verb variations (e.g., *tebrik ettim*, *tebrik ederiz*). The OR operator was used as in the following:

English Data: Google Search

[congratulate OR congratulated OR congratulating OR congratulates OR congratulations OR congratulation]

Turkish Data: Google Search

[tebrik OR tebrikler OR tebriği OR tebrikleri OR tebriklerini]

[kutluyor OR kutlayalım OR kutlarınız OR kutlarım OR kutlayan OR kutlamak OR kutladım OR kutlamadan OR kutlamaya OR kutlaması OR kutlamazsanız OR kutladılar OR kutlamalarına OR kutlanmış OR kutladı OR kutlama OR kutlu OR kutlarken OR kutluyordu OR kutlar OR kutluyorum OR kutluyoruz OR kutlamıştı OR kutluyorlar]

Since Google is as a vast site offering information from all around the world, some filtering had to be done in advanced search options to restrict the data. For news, the options “search news”, “all news”, and “any recent news”, which did not specify the type of news as business, entertainment and sports, were selected. In advanced search options, the source location was specified as “return only articles from news sources located in United Kingdom/Turkey”. For blogs, “pages from the UK” and “posts” options were selected. In this way, the data collection became more manageable.

In the process of collecting the data from BNC, MTC and Google, some points had to be considered and these are briefly explained as in the following:

- The data were collected in the form of contexts. Therefore, in the contexts or samples obtained, it was possible to have more than one occurrence of the speech act words in different lexical forms. In the sample below, for instance, there is an achievement in the area of commerce and two speech act labels *congratulated* and *congratulations* are used in the same context.

*Council tax collection improves: Labour group leader Corrie McChord said: "Impending legislation on welfare reform could do great damage to our budgets and collection rates but the service is to be congratulated.*

*"In general I think congratulations are in order in terms of the good husbandry and financial management overall. I didn't expect us to be in this position."* [GNE57]

- In BYU-BNC, two of the contexts were not clear and the reason why congratulation was performed could not be identified. Thus, these two contexts were omitted from the data. One example is given below.

*The election of Clinton came on the day when trade talks between Europe and the US broke down again. John Major... congratulations University lecturers come out on strike LECTURERS at Liverpool John Moores University were on strike today -- complaining about being "kicked in the teeth" by the government. They joined colleagues across the country in a national day of action. The Liverpool lecturers are calling on vice chancellor Peter Toyne to join them in putting pressure on the government to end underfunding...(Liverpool Echo & Daily Post).*

In this example, it seems as though two different events are reported one after the other and it is not clear what is congratulated. It could be the election victory or the congratulation might have been utilized to make an ironical remark of the strike.

- In MTC, there were no unclear contexts since it was possible to read the whole context by selecting the "samples" option instead of "paragraphs" which present the data in a restricted way. To illustrate, one of the paragraphs presented just a short expression (i.e., *kutlarız!* [eng. *congratulations!*]) without the surrounding context. Thus, in the search engine "samples" was selected to see the whole document and the whole context.
- When doing the Google search, starting from the first page, the data were obtained one by one. However, the same data that were encountered were

ignored. In some of the web sites, the same news report appeared in several web pages and such repetitive data were not included. However, the differently expressed congratulations for the same occasion (e.g., Fathers' Day) were obtained to see the variation in expression and the number of congratulation messages shared for that particular event. This was done until the data in Google became repetitive and it was believed that enough data were collected.

- Translations or the congratulation messages uttered by non-native speakers in English or Turkish were also excluded. Especially when reporting the world news, the congratulation messages from other countries were presented. These would lead to congratulation contexts and strategies employed in a different culture. The three examples given below illustrate this.

### **Example 1.**

*The present Mayor of West Berlin, Mr Walter Momper, told the crowd: " We are now the happiest people in the world, but in this hour of happiness we should remember the many dead and injured and the pain caused by this wall. " In East Germany a fascinating chapter of history is being written by the people. We congratulate you on your peaceful and democratic revolution." [BNC]*

### **Example 2.**

*Prime Minister Najib Mikati has received a phone call from U.N. Secretary-General Ban Ki-moon to congratulate him on the formation of the new government. During the call, which took place late Wednesday, Ban **wished** Mikati and the new government "luck, while highlighting the United Nations' commitment to supporting Lebanon's stability." He also **praised** Mikati's "commitment to Lebanon's respect for international resolutions" and looked forward to "further cooperation between the U.N. and the Lebanese government in the coming period," said a statement issued by the prime minister's office. Ban also **wished for success** in the government's efforts to tackle the many challenges facing Lebanon. [Google UK: <http://www.dailystar.com.lb/News/Politics/2011/Jun-30/Ban-congratulates-Mikati-on-new-Cabinet.ashx#axzz1QIYfP8Wl>]*

### **Example 3.**

*Messi, AS gazetesine yaptığı açıklamada ligde 40 gol atan Ronaldo için, "Gol kralı olmayı denedim ama olmadı. Cristiano son maçlarda hız kazandı ve çok gol attı, onu tebrik etmeliyim" dedi. Gol krallığı yarışında 31 golle 2. sırada yer alan Messi, "Yine de ben kolektif başarıları bireysel başarılar tercih ederim" diye konuştu. [Google Turkey: [http://www.boxerdersisi.tv/haberdetay.asp?news\\_id=5172](http://www.boxerdersisi.tv/haberdetay.asp?news_id=5172)]*

[In the statement Messi made in AS newspaper, for Ronaldo who scored 40 goals in the league, he said, “I tried to be the top goal scorer but I was not successful. Cristiano gained speed in the last matches and scored a lot of goals, I should congratulate him”. In the competition of top goal scoring, Messi, who was second with 31 goals, said “still I prefer collective success to individual success”.]

The examples 1-3 do not provide data from native speakers of British English and Turkish and thus, they are not made part of the data to avoid invalidity. Example two, specifically, shows congratulation strategies such as praising and well-wishing used by a non-native speaker and this might draw a picture different from British English congratulation.

- While doing Google blog search, members’ profiles (i.e., the location or country of residence/origin) were checked to make sure that the congratulation messages were posted by native speakers of British English and Turkish. This was especially needed for personal diaries, not the official blogs. Posts from different countries were disregarded. In some of the cases, the “about me” sections in members’ own blogs were read through.

#### *Newspapers and Blogs as Genres*

Regarding the newspaper genre in BNC, Burnard (2000) informs that 30 per cent of the total text in the corpus makes up of periodicals, magazines and newspapers and of these, about 250 titles are issues of newspapers. “Newspapers were selected to represent as wide a geographic spread as possible” as well as a wide “spectrum of interests and language” (Burnard, 2000:11). Therefore, there are texts from both *the Scotsman* and *the Belfast Telegraph*, for example.

As for the role of newspapers in speech act studies, since newspapers both contain and report speech acts, there is a great number of speech act verbs in newspapers, which are “society’s major mode of representation of its important and habitual processes” (Fowler, 1991:89). In addition, newspapers are considered to be important cultural artefacts since the language used in the transmission of a message encodes its emotional and cultural effects into the message (Reah, 2003). As

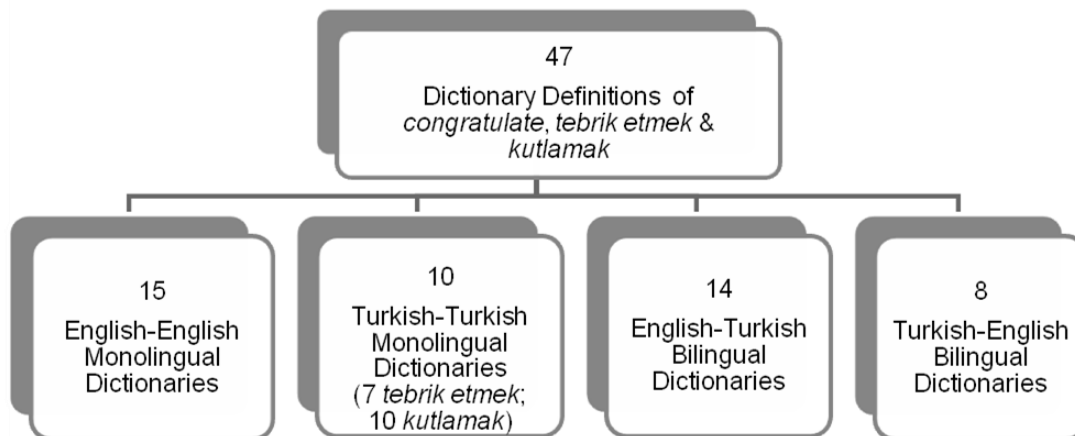
Büyükkantarcıoğlu (2006) puts forward, language is more than a means of communication as it is a multifaceted indicator that determines how we perceive reality, shows how we express it and gives clues as to our identity and what kind of a social interaction we are engaged in.

Although at first glance, blogs seem to be a different genre as compared to newspapers, they have turned out to be quite connected and there have been discussions on the boundary between blogs and (online) newspapers and thus, bloggers' role as journalists and the function of blogs as an alternative form of journalism (e.g., Herring et al., 2006; Janssen, 2010; Kent, 2008; Lloyd et al., 2006; Scherlen, 2008; Wright & Hinson, 2008). Up until now, blogs have been mainly used as personal diaries called "traditional-blogs" but today a new type of blog that is the "news-blogs" has emerged (Kent, 2008). The majority of the blog posts Google provides are also news-related. According to Scherlen (2008), what makes such blogs different from traditional newspapers is that blogs are generally written informally and they are autonomous as they do not go through editorial filters. In addition, unlike in traditional journalism, they do not put information in order of importance and some of them can be too subjective and self-indulgent (Pape & Featherstone, 2005). However, there are also official blogs that belong to a specific organization or an institution and they are used for professional reasons such as advertising, customer service and internal information sharing (Kent, 2008). They, for instance, announce such happy events as receiving an award through their official blogs. Moreover, blogs allow readers to comment on news items and posts, which is, in some respect, similar to a letter to the editor in the case of newspapers (Schelen, 2008). However, the comment sections of the blogs can be "filled with rants, flames, and irrelevant comments" (Kent, 2008:33). Since these comments typically build on a previous post or the original post, each story on the blog becomes a dialogue of comments (Kent, 2008). In short, blogs are considered to be a means of mass communication and they are told to influence news coverage in traditional media (Janssen, 2010; Wright & Hinson, 2008).

All these suggest that the data coming from Google blogs are more or less consistent with the data coming from newspaper genre. For the purposes of this study, the main posts in the blogs were scrutinized and the comments, which are in the form of a dialogue and which might bring into play the influence of group dynamics, were excluded. In this way, data with a different nature were not made part of the corpus of this study. The blog data included consist of news-related, institutional posts as well as a few personal diaries. In this respect, the blog posts provide data not only from professionals but also non-professionals and ordinary people and thus, data from daily life that might be missing in the newspaper data making the corpus of data collected more representative in terms of the use of the speech act of congratulation.

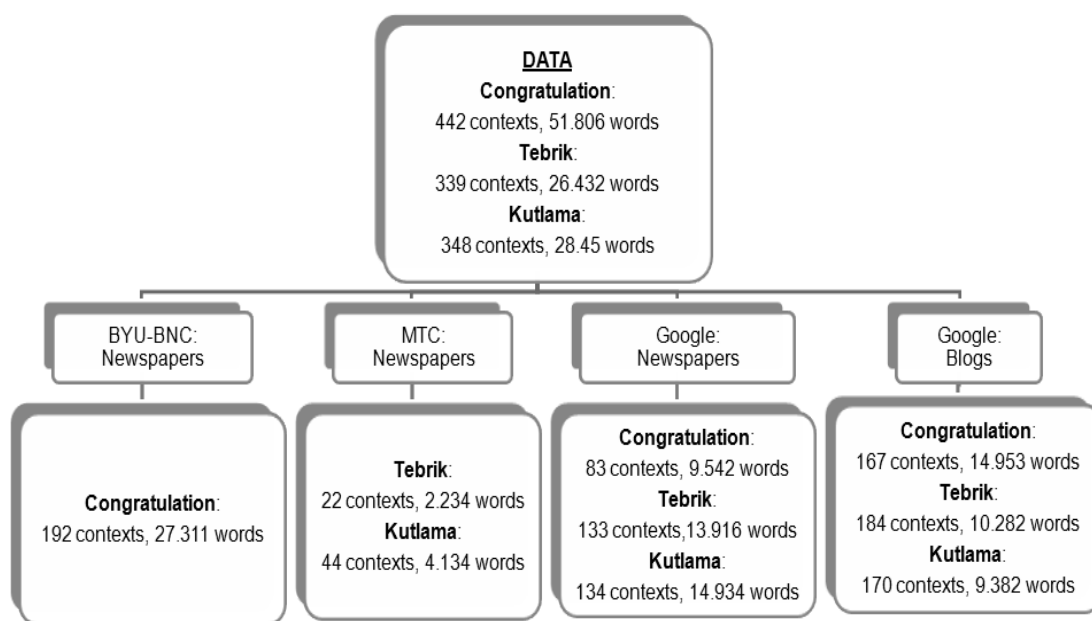
#### 4.4. Design of the Data

The design of the dictionary definitions given in Figure 4.1 presents the number and the type of the dictionaries used for the purposes of this study.



**Figure 4.1 Design of the Dictionary Definitions**

As for the design of the corpus, data have been obtained from four different sources of corpora namely BYU-BNC, MTC, Google newspapers and Google blogs (See Figure 4.2). Since less data were available from MTC, for Turkish *tebrik* and *kutlama* relatively more contexts of use were collected from Google newspapers and blogs.



**Figure 4.2 Design of the Corpus**

#### **4.5. Data Analysis Procedures**

The following steps were taken in the process of the data analysis of this study:

- The Turkish and English bilingual and monolingual dictionary definitions of *congratulate*, *tebrik etmek* and *kutlamak* were examined using the Computerized Language Analysis Child Language Data Exchange System (CLAN CHILDES), which is a tool for analyzing qualitative data. The definitions were entered to CLAN CHILDES. Firstly, frequency counts for each word in the definitions were calculated using the command *freq +t\*@*. Then, looking at the content words and their frequency counts, the data was coded into categories to make the analysis more manageable. To make sense of the data, for some of the words, the items with which they were used needed to be examined and thus, the command *combo +t\* +s“item”\* @* (e.g., *combo +t\* +sachievement\* @*) was entered and the items a particular word was used with or the contexts where the word appeared came up. In this way, phrases that were more meaningful than a single word could be obtained.



- To be able to examine the contexts of the target speech act in the corpora data, a classification had to be formulated. The common elements identified in the dictionary definitions in the first step gave a general overview with regard to the semantic domains of the target speech act in British English and Turkish and they helped to formulate a general outline or the macro-categories for the classification of the corpora data. A comparison was also made between these macro-categories and the ones used or piloted in the preliminary studies on congratulation by Can (2011) and Hatipoğlu and Can (in press). This piloting stage provided a way of validating the macro-categories identified for this study. A detailed classification (i.e., micro-categories) according to subject field was made especially for the “achievement” category using a cross-domain approach as it was used by Lex et al. (2009) in their blog classification. In other words, the existing domains in BYU-BNC according to which the newspaper items were classified in the corpus were taken as the base (Burnard, 2000). In the literature, there have also been attempts to classify news and weblogs (Lex et al., 2009; Maria, 2000) and these were utilized in formulating the micro-categories for “achievement”. Google newspaper categories were considered as well. As the data was classified, some modifications were made and finally the classification was validated by engaging two more researchers in the classification process. After the discussion of the disagreements, the problematic areas were revised and the final classification was devised accordingly.
- To examine the macro and micro-categories of contexts of use quantitatively, the data was analyzed and the identified categories were coded with numbers (e.g., macro-categories: achievement=1, special occasion=2, good fortune=3; and micro-categories: sports=1, politics=2..., public joy=11, personal joy=12 etc.). They were, then, entered to the statistics program SPSS. In SPSS, the descriptive statistics were used to calculate the frequency of occurrence and the percentage of the categories of *congratulation*, *tebrik* and *kutlama* in order to get a picture about how the target speech act was conceptualized in terms of contexts of use in British and Turkish cultures. SPSS was also used to calculate the statistical significance of the results across *congratulation*, *tebrik* and *kutlama* using

independent samples T-test. Additionally, MS Excel Program was used to represent the results in the form of graphs and data tables.

- In analyzing the congratulation strategies/components, which is one of the research questions, firstly, the contexts where the speech act of congratulation was directly realized were selected since the contexts where the speech act was reported would provide limited strategies, in other words, only the ones reported and these contexts were thought to give subjective information regarding the strategies. Before analyzing the selected contexts, a set of strategies or components had to be identified. In doing this, Can's (2011) components in her study of e-mail congratulations and Wong's (2010) outline of thanking strategies, which is also based on corpus research, were utilized. Wong's (2010) thanking strategies as derived from corpora were thought to provide a guideline in terms of organizing the congratulation strategies.
- For the quantitative analysis of the congratulation strategies, CLAN CHILDES was used. Once the strategies were identified in the data, they were coded as A, B, C, etc. For example, the strategy of the "appreciation of the act" was coded as "A". Then the coded data was entered into CLAN CHILDES and the frequency command (i.e., `freq +t* @`) was used to calculate the number of the strategies used in the data of *congratulation*, *tebrik* and *kutlama* separately. In addition, the data was analyzed in terms of the congratulation types (e.g., *Congratulations!* as one type), which could be considered as another strategy or component in the congratulation messages. The congratulation types were also coded with letters (e.g., congratulation type 1 was labelled as "J"). In order to find out the repeated forms of congratulation in the contexts or the combination of the congratulation types, the `combo` function in CLAN CHILDES was used. To illustrate, the commands `combo +t* +sJ^*^I @` and `combo +t* +sI^*^J @` were entered and the contexts where the two types of *congratulation* labelled as J and I were both used came up along with their number of occurrence.

## CHAPTER 5

### RESULTS AND DISCUSSION

#### 5.0. Presentation

In this chapter, results obtained from the analysis of the dictionary definitions and the corpora data are presented and discussed in relation to the research questions.

#### 5.1. English and Turkish Monolingual and Bilingual Dictionary Definitions

##### 5.1.1. How do the English monolingual dictionaries define the English speech act of *congratulate*?

In total, fifteen English-English monolingual dictionary definitions of *congratulate* were obtained and they were entered to CLAN CHILDES for analysis. Then a list of the lexical items in the fifteen English-English monolingual dictionary definitions of *congratulate* was extracted by the frequency count command in CLAN CHILDES. The content words in the list were examined and it was seen that the data could be coded into two major categories (i.e., “hearer-related aspects” and “speaker-related aspects”) with the first one exhibiting three sub-categories of contexts as:

- (a) achievement: success as a result of some effort and responsibility
- (b) special occasion: based on a specific time and condition during a year
- (c) good fortune: happiness and success out of one’s control based on others’ decision which is desired

This is illustrated by the items presented in Table 5.1 for each category.

| <b>Sub-categories</b>   | <b>Content Words</b>   | <b>N</b> | <b>Total N</b> |
|---|--|----------|----------------|
| Achievement   | achieved   | 3        | 28 (37.3%)     |
|   | achievement  | 2        |                |
|   | achievements   | 2        |                |
|   | success  | 4        |                |
|   | successful   | 2        |                |
|   | done (something good, admirable, skilful, difficult)         | 6        |                |
|   | obvious result   | 1        |                |
|   | consider oneself clever                                      | 1        |                |
|   | possessing quality   | 1        |                |
|   | feel satisfaction  | 1        |                |
| be proud (for an achievement)                                     | 4  |          |                |
| pride (for an achievement)  | 1  |          |                |
| Special Occasion  | happy event<br>(something special and nice/good)<br>happened | 3        | 14 (18.6%)     |
|   | (particular/special) occasion                                | 6        |                |
|   | happiness  | 2        |                |
|   | rejoice  | 2        |                |
|   |  | 1        |                |
| Good Fortune  | fortunate  | 2        | 6 (8%)         |
|   | good fortune   | 1        |                |
|   | good luck  | 1        |                |
|   | lucky  | 2        |                |
| <b>Category B: Speaker-related aspects of <i>congratulate</i></b> |  |          |                |
|   | <b>Content Words</b>   | <b>N</b> | <b>Total N</b> |
|   | express admiration   | 1        | 27 (36%)       |
|   | communicate approval   | 1        |                |
|   | compliment   | 1        |                |
|   | praise   | 5        |                |
|   | wish joy to  | 1        |                |
|   | express joy  | 1        |                |
|   | express/communicate (sympathetic)<br>pleasure                | 4        |                |
|   | be happy   | 3        |                |
|   | be pleased   | 10       |                |

The lexical items in Table 5.1 define the speech act of congratulation from both a hearer (i.e., the person congratulated) and a speaker (i.e., the person who congratulates) perspective. In the case of the former, they show in which situations, one tends to be or expected to be congratulated, whereas in the latter, the speaker actions or purposes in congratulating somebody are described.

The first set of items among the hearer-related content words is associated with “achievement” consisting 37.3% of the total words in the list and this category of achievement constitutes the greatest number of items. While some of these items make explicit reference to achievement (N=13), others emphasize aspects related to success by pointing out the effort, responsibility and skill involved in achieving success. For instance, doing something admirable, having an obvious result and possessing quality can all lead to achievement making one feel satisfied, proud of himself/herself and clever. The second set of items among the hearer-related content words focus on the aspect of “special occasion” (18.6%). In this category of special occasion, the items do not limit the reason of congratulation to success and they do not specify the events that lead to this occasion. Happiness is the key word in this group. This indicates that for congratulation to take place, achievement is not necessarily the only reason as long as there is a “happy event” that enables one to “rejoice”. As the examples in the definitions also suggest, not only events such as passing an exam and promoting, which present an obvious success, but also special occasions such as marriage/engagement (e.g., *Did you congratulate Cath on her engagement?* (O’Shea, 2009:151)) and birth of a baby (e.g., *I congratulated them on the birth of their baby.* (Longman New, 1993)) seem to make the performance of congratulation possible. Therefore, in some of the dictionary definitions, phrases such as “happy event”, “special occasion” and “happiness” are used to explain the contexts where congratulation is realized. Based on this, rather than saying “something good is done” as in the case of achievement, most of these definitions (N=6) define the context of congratulation as when “something good/nice/special” happens to someone, which does not emphasize the addressee’s effort in something. The last group of items, which constitutes 8% of the total words in the list, is good fortune. Fortune or luck is explicitly stated in some of the dictionaries. It might be believed that sometimes one can experience success or happiness out of his/her control based on external factors and others’ decisions and this is something desirable. In other words, even without one’s explicit effort and responsibility, it might be possible to achieve certain things due to one’s good fortune. This was indicated in an example given in one of the dictionary definitions as *I congratulated myself on my good fortune* (Longman Dictionary, 2009:354).

Regarding the speaker-related content words, which make up an important part of the definitions (36%), it is possible to see the semantic domains of congratulation in English as far as the dictionary definitions are concerned. “Praising” (N=5) is the most frequently used act in the dictionaries and it is followed by “expressing pleasure” (N=4). In addition, “being pleased” (N=10) followed by “being happy” (N=3) is the most common adjective used to explain the speaker’s feeling. Other acts involved in congratulation are expressing admiration, communicating approval, complimenting and wishing/expressing joy, which all have equal number of occurrence (N=1) in the set of examined definitions. These acts might provide clues for congratulation strategies or components.

### **5.1.2. How do the Turkish monolingual dictionaries define the Turkish speech acts of *tebrik etmek* and *kutlamak*?**

In order to obtain definitions of *tebrik etmek* and *kutlamak*, ten Turkish-Turkish monolingual dictionaries were used in this study. Of these definitions, three did not provide a definition for *tebrik* since it is of Arabic origin. The definitions were more detailed and descriptive for *kutlamak* than *tebrik etmek*, which was generally defined as *kutlamak* (N=7). Thus, to begin with, the definitions of *kutlamak* were entered to CLAN CHILDES for analysis and similar to *congratulation*, the content words were grouped into two main categories as “hearer-related” (i.e., category A) and “speaker-related” aspects (i.e., category B). Category A was found to involve one sub-category that is “special occasion”.

**Table 5.2**  
**The content words in the Turkish monolingual dictionary definitions of *kutlamak***  
**Category A: Hearer-related aspects of *kutlamak***

| Sub-Category  | Content Words   | English Translation                             | N | Total N       |
|---|---|---|---|---------------|
| Special Occasion  | mutlu (bir olay/gün/olgu/hadise)                      | a happy (event/day/action/incident)             | 8 | 12<br>(24.4%) |
|   | sevindirici (bir olay) (bir günün belli) dönemlerinde | a pleasing (event) at specific times (of a day) | 1 |               |
|   | mutluluk  | happiness                                       | 1 |               |
|   | (olguya) erişen                                       | one who experiences (an event)                  | 1 |               |
| <b>Category B: Speaker-related aspects of <i>kutlamak</i></b> |   |   |   |               |
|   | Content Words   | English Translation                             | N | Total N       |
|   | tebrik etmek  | congratulate                                    | 7 | 37<br>(75.5%) |
|   | kutlulamak  | bless   | 1 |               |
|   | (bir olguya sevinildiğini/duyulan sevinci) anlatmak   | express/define joy/happiness felt for an event  | 7 |               |
|   | (duyguyu) bildirmek                                   | make known one's feeling                        | 1 |               |
|   | sevinci ifade etmek                                   | express joy                                     | 1 |               |
|   | hediye (ile ifade etmek)                              | express with a gift                             | 1 |               |
|   | armağanla anlatmak                                    | explain with a gift                             | 8 |               |
|   | söz/yazı (ile anlatmak/ifade etmek)                   | express with words written or uttered           | 8 |               |
|   | güzel sözlerle (bildirmek)                            | make known with nice words                      | 1 |               |
|   | davranış (ile anlatmak)                               | express with behaviour                          | 2 |               |

Considering the content words used in the monolingual dictionary definitions of *kutlamak* (see Table 5.2), it is seen that unlike the English definitions of *congratulate*, there is no explicit reference to “achievement” and “good fortune” and the lexical items seem to revolve around “special occasion” from hearer perspective. Thus, the most frequently used expression is “a happy” event/day etc. (N=8) but the cause of happiness is not specified (e.g., *mutlu bir olay nedeniyle* [eng. *because of a happy event*] (*Türkçe Sözlük*, 2005:1247)). Although the category of special occasion is thought to be related to the hearer, the happy events within this category might also be experienced by the speaker. Only one of the definitions indicates who experiences the happy event as in “herhangi bir mutlu olgudan dolayı duyulan sevinci o olguya erişen kimseye [emphasis added]...” (eng. “to express one’s happiness felt for a happy event *to the person who experiences the event...*”) (Püsküllüoğlu, 1995:1030). In the other definitions, the hearer and speaker

distinction is not clear, which might be related to the obscurity in the definitions. For instance, Ateş (2004:417) defines *kutlamak* as “mutluluk verdiği inanan bir günün belli dönemlerinde birine armağan verip...” (eng. “to congratulate someone at specific times of a day, which is thought to give happiness, by giving a gift...”). The “day” mentioned in the definition seems to be vague in the sense that the kind of “day” is not specified and thus, whom it concerns is unclear because in Turkish culture, congratulation involves days of both personal joy such as birthday and wedding and public joy such as republic anniversary and religious festivals, in which case the speaker is also involved in the happy event.

Of the items in the word list of monolingual dictionary definitions of *kutlamak*, 75.5% refer to speaker actions in performing the act of congratulation and provide semantic domains associated with the target speech act. Unlike in the definitions of *congratulate*, the way the act is expected to be performed is described explicitly in the Turkish dictionaries. It is stated, for instance, that when a happy event takes place, one expresses his/her pleasure by either saying or writing something, giving a gift, or by behaving in a certain way. The definition below makes this clearer.

*herhangi bir mutlu olaydan dolayı duyulan sevinci birine söz, yazı, davranış ya da armağanla anlatmak* (Püsküllüoğlu, 2002).

[to express the happiness experienced due to any kind of happy event with a gift, with words either written or uttered or with behaviour.]

It seems as though the way/manner of conveying one’s happiness or joy regarding the happy event carries great importance. In addition, as the verb “bildirmek” (N=2) meaning “to inform/make known” suggests, the speaker might be expected to make his/her feelings known to the hearer. Furthermore, seven of the definitions defined *kutlamak* with *tebrik etmek* after making a brief explanation of the verb. This shows that to a certain extent, the definitions suffer from circularity in the sense that the two Turkish performative verbs (i.e., *tebrik etmek* and *kutlamak*) are defined in terms of each other. They can also be said to have the problem of inadequacy in the sense that the definitions do not provide information with regard to the differences between



*tebrik etmek* and *kutlamak* and the contexts where each speech act is frequently employed (Goddard, 1998a).

The definitions of *kutlamak* having a greater scope for speaker-related actions (75.5%) unlike the definitions of *congratulate* which have a greater scope for hearer-related items (63.9%) might be an indication that the speaker actions in the Turkish target speech act or the speaker's performance of the speech act itself is more important than what leads to happiness or what the hearer does (i.e., the object of congratulation). This might be the reason why the happy event is not specified in the definitions of *congratulate*. It might be concluded that in Turkish, no matter what the happy event is, how important it is or to what extent the event is worth congratulating, the realization of the target speech act by the speaker is an important expectation and it should be performed with care so that the speaker's feelings about the event are conveyed to the hearer. Moreover, looking at the kinds of speaker actions specified in the definitions of *congratulate*, acts such as praising and complimenting, which address the object of congratulation and aim to show that it deserves a congratulation, do not exist in the Turkish definitions of *kutlamak*. In these speaker actions, the underlying point is the hearer's act, on which some comments are made through praising and complimenting. However, in Turkish the most common element with regard to speaker-related acts is the expression of the speaker's happiness and pleasure about the happy event and the underlying point is how the speaker reacts when somebody is involved in a happy event. This might be an indication that Turkish definitions emphasize the social-relational aspect of congratulation while English definitions seem to be more task-oriented in Kim's (1993) terms. However, to be able to make this clearer, more data is needed and the corpus data is expected to provide more information since the lack of certain elements in the Turkish definitions might also be due to inadequacy and obscurity often claimed for dictionary definitions (Goddard, 1998a).

| <b>Table 5.3</b>  |                               |                            |          |                |
|---|-------------------------------|----------------------------|----------|----------------|
| <b>The content words in the Turkish monolingual dictionary definitions of <i>tebrik etmek</i></b> |                               |                            |          |                |
| <b>Category A: Hearer-related aspects of <i>tebrik etmek</i></b>                                  |                               |                            |          |                |
| <b>Sub-category</b>   | <b>Content Words</b>          | <b>English Translation</b> | <b>N</b> | <b>Total N</b> |
| Special Occasion  | yeni (bir şey)                | (something) new            | 1        | 3<br>(25%)     |
|   | takdire değer bir iş          | a job worth admiration     | 1        |                |
|   | (herhangi bir) olay           | (any) event                | 1        |                |
| <b>Category B: Speaker-related aspects of <i>tebrik etmek</i></b>                                 |                               |                            |          |                |
|   | <b>Content Words</b>          | <b>English Translation</b> | <b>N</b> | <b>Total N</b> |
|   | kutlamak                      | congratulate               | 7        | 9<br>(75%)     |
|   | "aferin" demek                | say "well done"            | 1        |                |
|   | "mübarek olsun" diye dua etme | pray by saying "good luck" | 1        |                |

As for the content words in the Turkish monolingual dictionary definitions of *tebrik etmek* (see Table 5.3), they are categorized as “hearer-related” with the sub-category of “special occasion” and “speaker-related” as in the case of *kutlamak*. However, these definitions show greater circularity, inadequacy as well as obscurity in the sense that the nature of the “event” mentioned is not made clear with adjectives such as “happy” and “pleasing” as in the definitions of *kutlamak* and with items such as “achievement” and “good fortune” as well as positive adjectives (e.g., nice, good, special) as in the definitions of *congratulate*. The positive items “new” and “admiration” are the only ones used and these appear in the same dictionary definition. Overall, all the definitions except two of them define *tebrik etmek* as *kutlamak* only (N=7) and the two definitions, which also include *kutlamak* as part of the definitions, provide some additional information. Especially Yelten and Özkan (2002) make an attempt to clearly define the act and as in the case of *kutlamak*, they explain the act from a speaker perspective by indicating what the speaker usually says to perform the act (e.g., “aferin demek” [eng. say well done]; “mübarek olsun diye dua etmek” [eng. pray by saying good luck]). Therefore, all the descriptive items in the list (Table 5.3) except “herhangi bir olay” [eng. any event] (Akalin et al., 2009) come from Yelten and Özkan’s (2002) dictionary. In this sense, the definitions do not draw a realistic picture about *tebrik etmek* and more information seems to be needed to better make sense of *tebrik etmek* and to understand the distinction between *tebrik* and *kutlama*.

### **5.1.3. How do the English-Turkish bilingual dictionaries define the English speech act of *congratulate* in Turkish?**

To be able to see how *congratulate* is defined in Turkish, fourteen English-Turkish bilingual dictionaries were utilized. As expected, the fourteen dictionaries define *congratulate* as *tebrik etmek* (N=13) and *kutlamak* (N=12). Eleven of the definitions use both *tebrik etmek* and *kutlamak*. However, among these, in seven of the definitions, *tebrik etmek* comes first, whereas in the rest of four definitions, *kutlamak* comes before *tebrik etmek*. In addition, in one of the definitions, the Turkish equivalent of *congratulate* is given as *kutlamak* only and in two of the definitions, it is just *tebrik etmek*. These might be an indication that *congratulate* is closely associated with *tebrik* in the first place.

The results form the bases for further evaluations. They show that there is a need to make the distinction between Turkish and British English speech act of congratulation clearer and to reveal the cultural similarities and differences. Research seems to be needed especially when one of the languages that are compared has one form and the other has two (i.e., *tebrik* and *kutlama*) so that a distinction can also be made between these two forms within the same language and a picture can be drawn regarding where each act in British English and Turkish lies on a continuum. The current study is expected to shed light onto this by using a corpus approach and working with data from real life.

### **5.1.4. How do the Turkish-English bilingual dictionaries define the Turkish speech acts of *tebrik etmek* and *kutlamak* in English?**

*Tebrik etmek* and *kutlamak* were looked up in eight Turkish-English bilingual dictionaries and the frequencies of the items were calculated. Starting with the English equivalents of *tebrik etmek*, as Table 5.4 shows, *congratulate* (N=8) is given as the most frequent correspondence of *tebrik etmek*. This is followed by *felicitate* (N=4) which is a rare usage (*AudioEnglish.net*, 2005) and *compliment* (N=2). There is only one occurrence of *wish joy* and *pat on the back*, which can be considered as a

way of praising somebody. In all the eight definitions except one, *congratulate* comes as the first. In only one of the definitions, it appears after *compliment*.

| <b>Equivalents given</b> | <b>N</b> |
|--------------------------|----------|
| congratulate             | 8        |
| felicitate               | 4        |
| compliment               | 2        |
| wish joy                 | 1        |
| pat on the back          | 1        |

As for the English equivalents of *kutlamak* given in the bilingual dictionaries, a greater number of items are presented (see Table 5.5) due to the variety in the meaning of *kutlamak*, which is used in two different but similar contexts (i.e., celebration and congratulation). Thus, with equal number of occurrences, *celebrate* (N=8) and *congratulate* (N=8) are the most common acts *kutlamak* is said to correspond with. This is followed by *commemorate*, *felicitate*, *keep* and *observe*, each of which take place in any two out of eight dictionaries. Some of these items such as *memorialize* and *emblazon* seem to be referring to the meaning of “to celebrate” while others such as *compliment*, *wish joy* and *greet* to the meaning of “to congratulate”. There are also items whose connection with *kutlamak* are not clear at first sight (e.g., *keep*, *observe*).

| <b>Equivalents given</b> | <b>N</b> | <b>Equivalents given</b> | <b>N</b> |
|--------------------------|----------|--------------------------|----------|
| celebrate                | 8        | observe                  | 2        |
| congratulate             | 8        | memorialize              | 1        |
| commemorate              | 2        | greet                    | 1        |
| compliment               | 1        | gratulate                | 1        |
| felicitate               | 2        | emblazon                 | 1        |
| keep                     | 2        | fete                     | 1        |

Some of the English equivalents given for *tebrik etmek* and *kutlamak* seem to be close to the speaker-related actions mentioned in the monolingual dictionary definitions of *congratulate*. Complimenting and wishing joy are two of these (see section 5.1.1.). This further shows that these acts are closely associated with the

English speech act of congratulation. However, in the case of Turkish equivalents of *congratulate* (see section 5.1.3.), acts such as complimenting are not presented and only *tebrik etmek* and *kutlamak* are given. This might be either because the word associations in the two cultures are different and there is no one-to-one correspondence or because the Turkish definitions are inadequate in providing an explanation. The variety in the case of the English equivalents of *tebrik etmek* and *kutlamak* in comparison with the Turkish equivalents of *congratulate* might also indicate that no clear distinction is made between certain speech acts such as complimenting, greeting and congratulating and the semantic domains are just listed. As Wierzbicka (1985a) points out, speech act verbs are usually phrased in terms of other speech act verbs and this can provide a baseline for carrying out speech act studies. Thus, in this study, a detailed analysis of the target speech act words was conducted and an attempt was made to uncover the cross-cultural elements in British English and Turkish speech act of congratulation and thus, to contribute to the target speech act definitions.

## **5.2. Corpus Search: Contexts of Use of the Speech Act of Congratulation**

### **5.2.1. What kind of a classification of the contexts of congratulation can be derived?**

#### *Macro-Categories*

As far as the author is aware, there are no academic studies that provide a classification scheme for congratulation contexts. Therefore, using a corpus-driven approach, several steps were followed to arrive at a classification for the contexts of congratulation. To begin with, the analysis of the content words in the monolingual dictionary definitions provided a general outline for the classification of the corpora data collected for this study. Since the English definitions of *congratulate* were the most detailed ones and gave specific information regarding the contexts where congratulation is expected, the three categories of the content words making reference to contexts of use or hearer actions in the English monolingual dictionary definitions of *congratulate* were taken as the base. The Turkish definitions of *tebrik etmek* and *kutlamak* did not provide any extra category. Therefore, the three

categories namely (a) achievement, (b) special occasion and (c) good fortune were treated as the macro-categories for the classification of the corpora data. In relation to this, in a preliminary study conducted by the researcher (Can, 2011) on Turkish e-mail congratulation messages, the three categories were piloted. In this study, too, a few dictionary definitions were examined beforehand and the same categories were used in the classification of e-mail congratulation messages, which seemed to work well.

#### *Micro-Categories*

Since a large sample of data is obtained for this study, to make the analysis more manageable and meaningful, micro-categories were needed specifically for the macro-categories of achievement and special occasion since there were a few “good fortune” contexts that did not need to be further classified.

Within the category of “special occasion”, two sub-categories that were formulated based on the e-mail data in the aforementioned study (Can, 2011) were utilized. These are (a) public joy (e.g., mother’s day) and (b) personal joy (e.g., birthday). It was seen that the contexts of public and personal joy led to the use of different congratulation forms and components. Therefore, these two sub-categories were incorporated into the classification of the corpora data in this study.

The category of “achievement” was further classified according to subject field or topics and breaking it into micro-categories required a number of steps. First of all, a cross-domain approach was used following Lex et al. (2009), who based their blog classification on the domains already existing in a corpus. Thus, as Table 5.6 shows, the existing domains in BYU-BNC according to which the newspaper items were classified in the corpus were taken as the base (Burnard, 2000). In this respect, BYU-BNC domains and the labelled data of newspapers according to these domains provided a good model.

**Table 5.6**  
**Domains in BNC and BYU-BNC Newspaper Genre Classification**

|  |   |
|--|---|
| <b>Domains in BNC</b>  | Applied science<br>Arts<br>Belief and thought<br>Commerce and finance<br>Imaginative<br>Leisure<br>Natural and pure science<br>Social science<br>World affairs  |
| <b>BYU-BNC Newspaper Genre Classification (Burnard, 2000:71)</b> | w_news_script<br>w_newsp_brdsh_t_nat_arts<br>w_newsp_brdsh_t_nat_commerce<br>w_newsp_brdsh_t_nat_editorial<br>w_newsp_brdsh_t_nat_misc<br>w_newsp_brdsh_t_nat_report<br>w_newsp_brdsh_t_nat_science<br>w_newsp_brdsh_t_nat_social<br>w_newsp_brdsh_t_nat_sports<br>w_newsp_other_arts<br>w_newsp_other_commerce<br>w_newsp_other_report<br>w_newsp_other_science<br>w_newsp_other_social<br>w_newsp_other_sports<br>w_newsp_tabloid |

\*brdsh\_t: broadsheet

In the literature, there have been attempts to classify news and weblogs (e.g., Lex et al., 2009; Maria, 2000) and these were also utilized in formulating the micro-categories for “achievement” since the data came from newspapers and blogs for this study. Google newspaper categories were considered as well (see Table 5.7). Lex et al. (2009), for instance, specifically focused on news-related blogs and arrived at a classification of this data using a German news corpus as a baseline. Similarly, Maria (2000:90) chose 970 web news articles and manually classified them according to the categories of NewsSearch, a system for management of online news information, and tested the accuracy of this system proving it “to be a scalable solution with acceptable storage needs to support an archive of news information”. Maria (2000) showed that for some categories, the NewsSearch’s classification accuracy achieved over 95%. Sports, business, culture, society and local news were found to be the most common categories representing 76% of the news. Maria (2000:90) also

observed that “the seasonality of news events” was influential in the classification accuracy.

| <b>Table 5.7</b>   |  |
|--|--|
| <b>Existing classifications of web news and news-related blogs</b> |  |
| <b>News-related Blog Classification (Lex et. al., 2009)</b>        | Politics<br>Economy<br>Sports<br>Culture<br>Science  |
| <b>Theme-based Classification of Web News (Maria, 2000)</b>        | National Politics<br>International Politics<br>Science and Environment<br>Culture<br>Society (Health, Work, Religion)<br>Sports<br>Local News<br>Business and Economics<br>Media (Newspaper, Radio, TV)<br>Computers and Internet<br>Education |
| <b>Google Newspaper Categories</b>                                 | Top Stories<br>World<br>U.K./Turkey<br>Business<br>Science/Technology<br>Entertainment<br>Sports<br>Health<br>Spotlight<br>Most Popular  |

As the data was classified by the researcher, some modifications (i.e., additions and omissions of micro-categories; changes in the names of categories) were made and finally the classification was validated by engaging two more researchers in the classification process. During this process, the disagreements were discussed; the problematic areas were revised and the final classification was devised accordingly (see Table 5.8). Examples from the data for each category are provided in Appendix E.



**Table 5.8**  
**The classification scheme for congratulation contexts**

| Macro-categories | Micro-categories   |
|------------------|--|
| Achievement      | <ul style="list-style-type: none"> <li>- Sports</li> <li>- Politics</li> <li>- Commerce/Business &amp; Economics</li> <li>- Education /Academics</li> <li>- Arts/Media &amp; Entertainment</li> <li>- Environment/Nature &amp; Science</li> <li>- Health &amp; Fitness</li> <li>- Security</li> <li>- Food</li> <li>- Miscellaneous</li> </ul> |
| Special Occasion | <ul style="list-style-type: none"> <li>- Public Joy</li> <li>- Personal Joy</li> </ul>   |
| Good Fortune     |  |

During this process, the categories that were kept as they were in the baseline classifications were “politics” (Lex et al., 2009) and “sports”, which appeared in all the classifications. As for the other categories formulated, the “commerce” category in BYU-BNC was named as “commerce/business & economics” by making use of the related labels in baseline classifications (e.g., Maria, 2000; “business and economics”). A detailed name as such was thought to better guide the classification. Similarly, the label “academics” was added to “education” (Maria, 2000), which did not exist in BYU-BNC but which was found necessary considering the educational activities in the data. “Academics” was added by the researchers because it was decided that the academicians’ success such as getting an associate professorship degree could not be separated from “education”. In addition, one of the micro-categories in “achievement” is “arts/media and entertainment”. The “art” category in BYU-BNC was found insufficient on its own as more data were added from Google. It was thought that art, media and entertainment were quite interrelated and it was difficult to separate them. For instance, a successful theatre performance could also lead to entertainment or people might attend it for entertainment purposes. Similarly, media could be considered as part of art (i.e., visual art) and it could be a means to entertainment. Therefore, the “art” category was extended making use of the labels in

other classification schemes such as the “entertainment category” in Google newspapers and “media” in Maria (2000). In this respect, this has become a broad category. The “science” category in BYU-BNC was also modified as “environment/nature and science” following the “science and environment” label in Maria (2000) to extend its scope and make it more relevant for the present data and thus, applicable. In this way, success in relation to not only environment (e.g., environmental improvements) but also other things existing in the nature (e.g., animal care) could be put into such a category. The ‘science’ label in this category specifically refers to “natural science” and it was thought that science and nature could hardly be treated as separate entities. Furthermore, considering the cases of achievement in the data, there was a need for other categories not available in BNC-BYU. “Health and fitness” as in Google newspaper categories, “food” and “security” were the three categories added to the coding scheme by the researchers. Finally, the unclassified data where the subject field of success was not clear were put into the “miscellaneous” category as in BYU-BNC.

Categories such as “local news” (Maria, 2000), “tabloid”, “news script”, “editorial”, “report” (Burnard, 2000) and Google newspaper categories such as “top stories”, “world”, “U.K./Turkey”, “spotlight” and “most popular” were disregarded since they were not based on a subject field and were found to be general or vague categories that would need to be further coded according to subject fields. Thus, they would lead to some overlaps in the achievement category. For similar reasons, the “social” category in BYU-BNC, “culture” category in Lex et al. (2009) and Maria (2000) as well as the “society” (health, work, religion) category in Maria (2000) were omitted. They were not helpful in coding the data as they did not refer to a specific subject field. For instance, some social and cultural activities such as opening an art exhibition, organizing a festival and winning a quiz competition on radio were put into “arts/media and entertainment” with some focusing on the art aspect and others on entertainment. Other society related activities such as a mayor’s or a city council’s contributions to the development of the town and someone’s engagement in voluntary service, the purpose or subject field of which were not clear were classified as “miscellaneous”. Regarding the “miscellaneous” category, personal success such

as fundraising, raising well-behaved children, having perseverance and a bride having a nice hair style were also coded as “miscellaneous” since their subject field could not be specified. Lastly, “computers and internet” in Maria (2000) and “technology” in Google categories were disregarded. They were thought to lead to overlaps since they are found to be related to “media” and “commerce/business”. To illustrate, in the data, there were a few contexts in which companies were congratulated for the production of technological devices or computer tools and this context was thought to fit the category of “commerce/business and economics” without a need for a separate “technology” or “computers” category. Similarly, some people were congratulated for a well-designed blog, which can be considered as both “media” and “technology” or “computers/internet”. However, since the “media” category already existed, it was not found necessary to open up another category and lead to overlap in the classification.

Considering the contexts where there have been some disagreements among the classifiers, winning competitions such as a drawing competition and graduating from a dance training school or a design course were classified as either “education/academics” or “arts/media and entertainment” since these activities involved artistic skills and at the same time, they were considered to be part of one’s education. Similarly, completing sports courses such as diving courses were coded as either “sports” or “education/academics”. Then it was decided that the contexts where there is explicit reference to arts/media/entertainment and sports were classified as such. Therefore, the purposes of the trainings and the activities were considered. If the training, for instance, aimed to provide apprenticeship for the employees, this was considered as success taking place in the field of commerce/business. If the training aimed to develop one’s dancing or designing skills or if a competition encouraged the participants to do things related to arts such as doing drawing, which could also be regarded as a leisure activity, these were coded as “arts/media and entertainment”. If the training was related to sports, this was put under “sports” category. As a result, the “education” category was used for general school education and achievements such as passing an exam, graduating from university, and winning a science or a math project competition as part of the

school studies. Developments in the school education system and attempts in increasing the school standards were also considered to be within the scope of “education” category.

In relation to the scope or content of each micro-category, the classified data was summarized in phrases and was further examined and grouped to see the aspects of the subject field and the special occasion that were congratulated. As a result, as Table 5.9 shows, the main congratulated aspects within each category for both English and Turkish speech acts of congratulation were brought out (see Appendices F, G and H for details). These aspects were then discussed cross-culturally between British English and Turkish (see section 5.2.2).

The micro-categories and the congratulated aspects in Table 5.9 are particularly based on the data collected for this study. This means that a corpus-driven approach was followed. However, if more data from different sources are examined, these aspects might need to be modified by, for instance, adding more aspects or changing the existing ones to make them more relevant and accurate for the data.

| <b>Micro-categories</b>       | <b>Congratulated Aspects</b>               | <b>Examples</b>   |
|-------------------------------|--|---|
| Sports                        | Sports people’s performance                | Winning a match   |
|                               | Sports people’s promotion/new appointments | Becoming a new manager of a football club               |
|                               | Sports awards                              | winning Birthday Honours for services to sports         |
|                               | Others                                     | encouraging the team's skills                           |
| Politics                      | Election victory/new appointments          | becoming a member of the parliament                     |
|                               | Parliamentary work                         | a governor signing an act                               |
| Commerce/Business & Economics | Business awards                            | a company wining an award for customer service          |
|                               | Business activities                        | increasing productivity and investment in manufacturing |
|                               | Elevations/new appointments                | being elected as the head of a holding company          |
|                               | Others                                     | a company passing a validation visit successfully       |

| <b>Table 5.9 (continued)</b>    |                                 |   |
|---------------------------------|---------------------------------|---|
| Education<br>/Academics         | School success                  | end of year success at a college  |
|                                 | Educational activities          | students being selected to participate in a project                             |
| Arts/Media &<br>Entertainment   | Academia                        | receiving a doctorate degree  |
|                                 | Publication                     | newspaper's fine investigative reporting  |
|                                 | Leisure activities              | winning a quiz competition  |
|                                 | Painting/photography and design | winning a photo competition   |
|                                 | Acting/dancing                  | providing a rich and rewarding theatrical experience                            |
|                                 | Music                           | getting a music award for a recent album  |
|                                 | TV/Radio/Internet<br>Others     | the success of a TV series<br>efforts in the establishment of a cultural museum |
| Environment/Nature<br>& Science |                                 | Roads Service's completion of the year programme of works                       |
| Health & Fitness                |                                 | Losing weight   |
| Security                        |                                 | Police's successful raid  |
| Food                            |                                 | chef's offering delicious menu  |
| Miscellaneous                   | Voluntary work                  | Fundraising   |
|                                 | Religion                        | Promotion to pipe sergeantry  |
|                                 | Mayor services                  | Mayor's services to the town  |
|                                 | Others                          | Doing a lot of ironing  |
| Public Joy                      | Anniversary                     | Anniversary of Republic   |
|                                 | Religious days and festivals    | Ramadan   |
|                                 | Official national days          | Youth and Sports Day  |
|                                 | Other days                      | New Year  |
| Personal Joy                    | Marriage/engagement             |   |
|                                 | Arrival of a baby               |   |
|                                 | Anniversary                     | 25 years of service   |
|                                 | Birthday                        |   |
|                                 | Retirement                      |   |
|                                 | Purchase of a new house         |   |
|                                 | Circumcision                    |   |
|                                 | Pilgrimage                      |   |
| Others                          | End of academic year            |   |
| Good Fortune                    | Winning a prize from a draw     |   |
|                                 | Winning a lottery               |   |
|                                 | Others                          | Being on the right web site   |

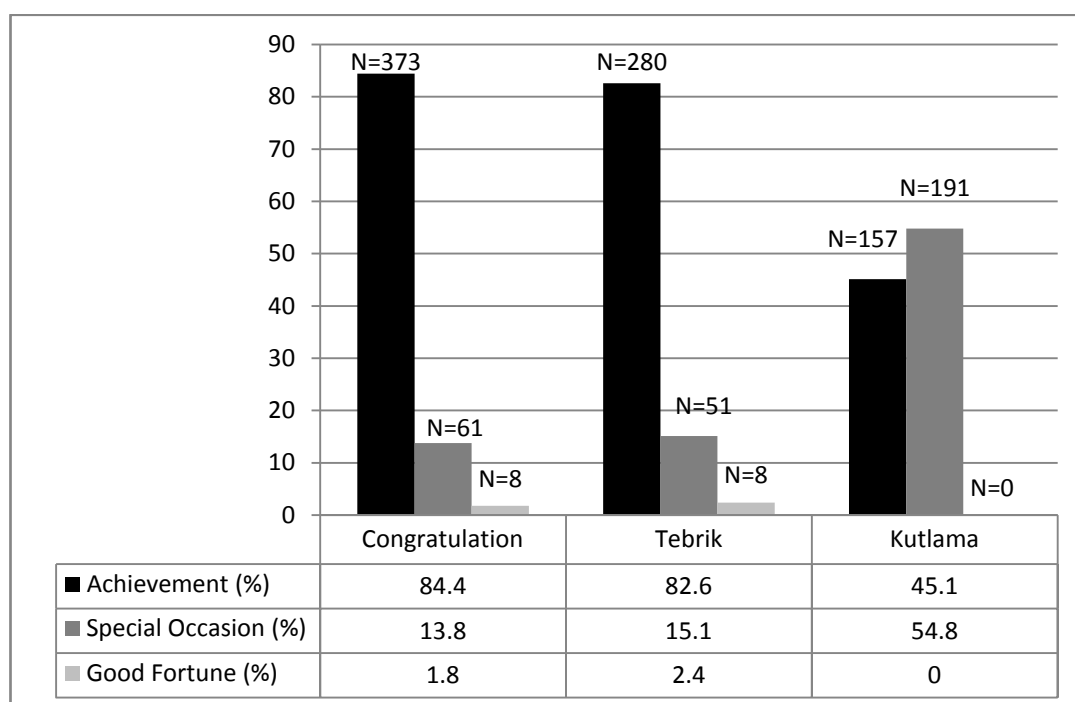
### 5.2.2. What are the contexts of use of *congratulation*, *tebrik* and *kutlama*?

In this section, the contexts of use of *congratulation*, *tebrik* and *kutlama* are presented and discussed quantitatively and qualitatively based on the classification scheme formulated in the previous section and the congratulated aspects within each category.

For the quantitative analysis, the data was coded and entered to SPSS (e.g., macro-categories: achievement=1, special occasion=2, good fortune=3; and micro-categories: sports=1, politics=2..., public joy=11, etc.) to get the frequencies using descriptive statistics and to be able to calculate the statistical significance in the results across *congratulation*, *tebrik* and *kutlama*.

#### *Macro-Categories*

The analysis in terms of the macro-categories has shown that there are some differences as well as similarities in the contextual conceptualization of the British English and Turkish congratulation. As Figure 5.1 below illustrates, of the two Turkish speech acts of congratulation that is *tebrik* and *kutlama*, *tebrik* is found to be the closest to *congratulation* and it seems to have similar associations with *congratulation*, while *kutlama* is found to present a distinct picture.



**Figure 5.1 The contexts of use of *congratulation*, *tebrik* and *kutlama* (Macro-categories)**

*Congratulation* and *tebrik* with percentages of 84.4 and 82.6 respectively seem to be greatly realized in contexts where achievement is concerned and where one’s effort and responsibility are involved. On the other hand, of the *kutlama* contexts, only 45.1% are related to achievement and they mostly consist of special occasions (54.8%), which are congratulated in only 13.8% and 15.1% of the contexts in the cases of *congratulation* and *tebrik* respectively. A similar trend is followed in the case of good fortune, which constitutes the least number of contexts in the whole data. Once again, *congratulation* and *tebrik* have similar values with 1.8% and 2.4% respectively and although it is rare, they are found to be performed in situations resulting from good fortune. However, *kutlama* has no incidence of good fortune, which indicates that *tebrik* is the preferred speech act in good fortune related contexts of congratulation.

The cross-cultural differences and similarities are made clearer by the statistical significance analysis of the data. The independent samples T-test was conducted to compare the results of the three groups (i.e., *congratulation*, *tebrik* and *kutlama*) in

terms of the contexts of use. As suggested by the frequencies in Figure 5.1 and the values in Table 5.10, it is found that there is a statistically significant difference between *kutlama* and *congratulation* and between *kutlama* and *tebrik* with a significance value ( $p=0.00$ ) smaller than 0.05. However, *congratulation* and *tebrik* have no statistically significant difference in the contexts where they are realized as the significance value ( $p=0.46$ ) is bigger than 0.05.

**Table 5.10**  
**Comparison of the target speech acts in terms of contexts of use (Macro-categories)**

| Group          | N   | Mean | Std. Deviation | t (dt)    | P (Sig. 2-tailed) |
|----------------|-----|------|----------------|-----------|-------------------|
| Congratulation | 442 | 1.17 | 0.425          | -0.742    | 0.459             |
| Tebrik         | 339 | 1.20 | 0.454          | (779)     |                   |
| Congratulation | 442 | 1.17 | 0.425          | -11.185   | 0.000             |
| Kutlama        | 348 | 1.55 | 0.498          | (682.007) |                   |
| Tebrik         | 339 | 1.20 | 0.454          | -9.658    | 0.000             |
| Kutlama        | 348 | 1.55 | 0.498          | (682.020) |                   |

#### *Micro-Categories*

Although the macro-categories of achievement, special occasion and good fortune have drawn a general picture about the contextual conceptualization of the target speech acts, further analysis in terms of the micro-categories is needed to uncover what each macro-category consists in British and Turkish cultures and thus, to gain more insight into the cultural aspects of the speech acts. The micro-categories and the kinds of events within these categories are also expected to provide a baseline in terms of the contexts where *congratulation*, *tebrik* and *kutlama* are realized.

#### *“Achievement”*

To begin with the micro-categories of achievement, overall, the most common areas of congratulation in the whole data of achievement including both English and Turkish data (N=810 contexts) are sports (28.1%), arts/media/entertainment (21.6%), politics (17.8%), education/academics (9.6%) and commerce/business/economics (8.4%) respectively. The contexts of environment/nature/science (2.3%), health (2.1%), security (1.1%) and food (0.5%) are quite rare in the data. The rest of the data consists of the unclassified contexts, that is, the miscellaneous category (8.4%), which generally involves voluntary work, mayor services and religious issues.



When *congratulation*, *tebrik* and *kutlama* are compared in terms of the micro-categories of achievement, it is seen that although *congratulation* and *tebrik* are greatly associated with achievement, the contexts where they appear within this macro-category are found to be different. Interestingly, *tebrik* and *kutlama*, which were found to have different contextual associations (i.e., *tebrik* being frequently used in contexts of achievement and *kutlama* in contexts of special occasion) occur in similar contexts of achievement. This is evident in the statistical significance analysis of the difference in the micro-categories of achievement across the three speech acts.

The results of the independent samples T-test given in Table 5.11 show that in terms of the micro-categories of achievement, there is a statistically significant difference between *congratulation* and *tebrik* ( $p=0.031$ ) but not between *tebrik* and *kutlama* ( $p=0.896$ ). The difference between *congratulation* and *kutlama* is not statistically significant as well but compared to the difference between *tebrik* and *kutlama*, it seems to be more significant with a p value (i.e., 0.105) closer to 0.05.

**Table 5.11**  
**Comparison of the target speech acts in terms of the micro-categories of achievement**

| Group          | N   | Mean | Std. Deviation | t (df) | P (Sig. 2-tailed) |
|----------------|-----|------|----------------|--------|-------------------|
| Congratulation | 373 | 3.85 | 2.748          | 2.165  | 0.031             |
| Tebrik         | 280 | 3.40 | 2.498          | (651)  |                   |
| Congratulation | 373 | 3.85 | 2.748          | 1.624  | 0.105             |
| Kutlama        | 157 | 3.43 | 2.634          | (528)  |                   |
| Tebrik         | 280 | 3.40 | 2.498          | -0.130 | 0.896             |
| Kutlama        | 157 | 3.43 | 2.634          | (435)  |                   |

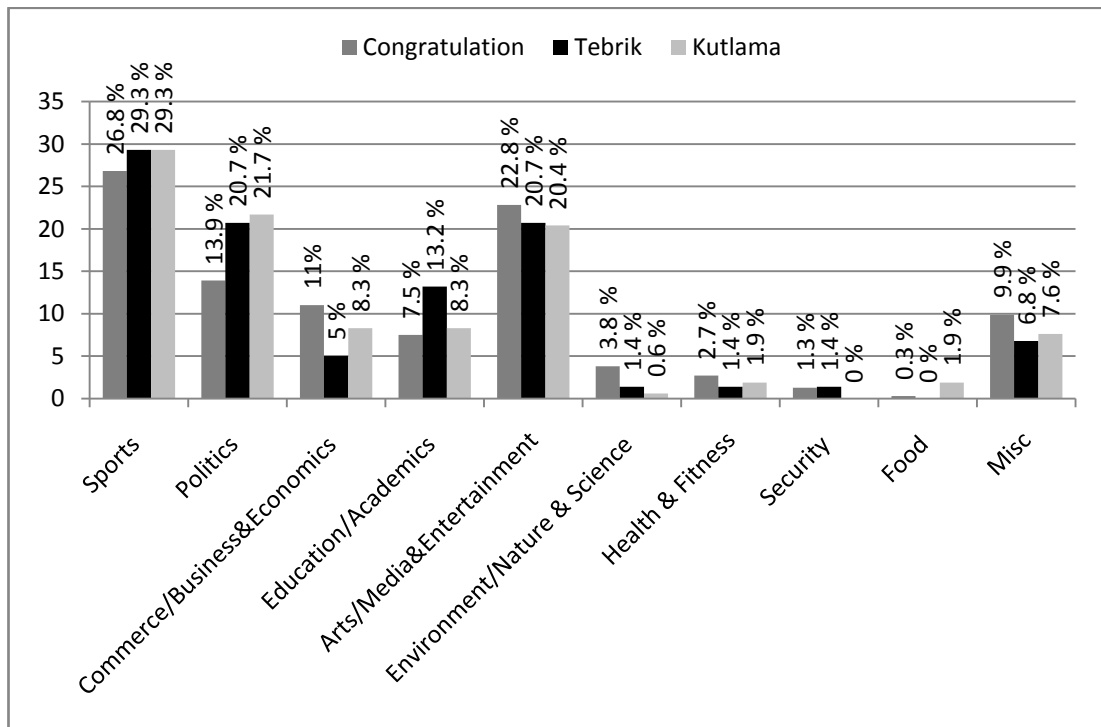
As Table 5.12 and Figure 5.2 demonstrate, among the micro-categories where *congratulation* is used, the most frequent ones are sports (26.8%), arts/media/entertainment (22.8%), politics (13.9%) and commerce/business (11%) respectively. In the case of *tebrik*, the categories with the highest percentage are sports (29.3%), politics and arts/media/entertainment with the same percentage (20.7%) and education/academics (13.2%). As for *kutlama*, similar to *tebrik*, the most common micro-categories of achievement are sports (29.3%), politics (21.7%)

and arts/media/entertainment (20.4%) followed by education/academics and commerce/politics with the same percentage (8.3%).

The subject fields where *congratulation* appears more than *tebrik* and *kutlama* are arts/media/entertainment (22.8%), commerce/business (11%), environment/nature/science (3.8%) and health (2.7%). In comparison to *congratulation* and *kutlama*, more incidences of *tebrik* are encountered in the contexts of education/academics (13.2%) and security (1.4%). In addition, *tebrik* and *kutlama* are used in the contexts of sports more than *congratulation* with the same percentage (29.3%). Their percentages are nearly the same for the area of politics (*tebrik*: 20.7%; *kutlama*: 21.7%), where *congratulation* has the lowest percentage (13.9%). Another area where *tebrik* and *kutlama* are nearly equally used is arts/media/entertainment (*tebrik*: 20.7%; *kutlama*: 20.4%), which has relatively more incidences of *congratulation*. Moreover, the occurrences of *congratulation* and *tebrik* in the category of security is almost the same with 1.4% for *tebrik* and 1.3% for *congratulation*. The category where *kutlama* is used more frequently than *congratulation* and *tebrik* is the “food” category (1.9%) with only three contexts of use. In this category, there are no samples of *tebrik* and there is only one sample of *congratulation* (0.3%).

**Table 5.12**  
**The values for the achievement contexts of *congratulation*, *tebrik* and *kutlama***

| Micro-categories of Achievement | Congratulation |      | Tebrik |      | Kutlama |      |
|---------------------------------|----------------|------|--------|------|---------|------|
|                                 | N              | %    | N      | %    | N       | %    |
| Sports                          | 100            | 26.8 | 82     | 29.3 | 46      | 29.3 |
| Politics                        | 52             | 13.9 | 58     | 20.7 | 34      | 21.7 |
| Commerce/Business&Economics     | 41             | 11   | 14     | 5    | 13      | 8.3  |
| Education/Academics             | 28             | 7.5  | 37     | 13.2 | 13      | 8.3  |
| Arts/Media&Entertainment        | 85             | 22.8 | 58     | 20.7 | 32      | 20.4 |
| Environment/Nature & Science    | 14             | 3.8  | 4      | 1.4  | 1       | 0.6  |
| Health & Fitness                | 10             | 2.7  | 4      | 1.4  | 3       | 1.9  |
| Security                        | 5              | 1.3  | 4      | 1.4  | 0       | 0    |
| Food                            | 1              | 0.3  | 0      | 0    | 3       | 1.9  |
| Misc                            | 37             | 9.9  | 19     | 6.8  | 12      | 7.6  |



**Figure 5.2** The contexts of use of *congratulation*, *tebrik* and *kutlama* (Achievement)

While the difference across *congratulation*, *tebrik* and *kutlama* is quite small in some of the categories such as sports, arts/media/entertainment, health, security and food, the variation across the three speech acts is greater in the categories of education/academics and commerce/business/economics. To begin with, the category of education/academics involves more *tebrik* (13.2%) contexts than *kutlama* (8.3%) and *congratulation* (7.5%). Examining this category further (see Appendices F-H), it is seen that the examined education/academics contexts are related to “school success” (e.g., passing an exam), “educational activities” (e.g., a school participating in a project) and “academia” (e.g., receiving a doctorate degree). *Congratulation*, *tebrik* and *kutlama* all seem to be mainly associated with “school success” with the percentages of 42.9%, 43.2% and 58.8% respectively of the data coded as education/academics for each speech act. This is followed by “educational activities” where *congratulation* has the lowest percentage (39.3%) in comparison to *tebrik* (43.2%) and *kutlama* (45.2%). However, more incidences of *congratulation* are encountered in the contexts of “academia” (17.9%), which makes up 13.5% of the *tebrik* data in the category of education/academics. In contrast to *congratulation* and

*tebrik*, there are no incidences of “academia” context where *kutlama* takes place. In this respect, considering the Turkish data, in the case of “academia” success, *tebrik* seems to be preferred to *kutlama*. Other than education/academics, another category where the three speech acts show greater variety is commerce/business/economics. In this category, there are more contexts of *congratulation* (11%) than *tebrik* (5%) and *kutlama* (8.3%). In the case of *congratulation*, “business awards” seem to be the most influential area as they make up 51.2% of the commerce contexts and the rest of the *congratulation* data in this category consist of business activities (29.3%), elevations (9.8%) and others (9.8%). On the other hand, the commerce contexts where *tebrik* and *kutlama* are performed are mainly about business activities (*tebrik*: 50%; *kutlama*: 69.2%) and unlike *congratulation*, quite a few of them are related to business awards (*tebrik*: 14.3%; *kutlama*: 23.1%). The *tebrik* data in this category also involve more cases of business elevations (35.7%), which constitute only 7.7% of the commerce related *kutlama* data. In relation to awards, it is seen that Turkish *tebrik* and *kutlama* contexts do not involve awards as much as English *congratulation* does. Apart from the category of commerce/business, where *tebrik* and *kutlama* has a few occurrences of business awards, the category of sports also presents no data of *tebrik* and *kutlama* for “sports awards” which constitute 5% of the *congratulation* data within this category (e.g., winning Queen’s Birthday Honours).

Other than the categories that show a variation across all the three speech acts, there are also categories where a difference is observed between two of the speech acts. For instance, there seems to be a great difference between *congratulation* and *tebrik/kutlama* in the field of politics. Considering the politics category further, it is seen that in comparison to the 69.2% of the *congratulation* data in politics; 91.4% of the *tebrik* and 79.4% of the *kutlama* data coded as politics dwell on “election victory and new appointments” and more of the politics data of *congratulation* with the percentage of 30.8 come from the area of “parliamentary work” (e.g., government’s policy), which constitutes only 8.6% of the politics data of *tebrik* and 20.6% of *kutlama*. The recent party elections in Turkey, which was on agenda at the time of

data collection, might have been influential on the high number of *tebrik* and *kutlama* data in relation to election victory.

The micro-categories of achievement bring into view the congratulated aspects in British and Turkish cultures and reveal what is considered worth congratulating in each culture. Regarding knowledge frames and speech act comprehension of congratulation, Dijk (1977:216) states that “when I congratulate somebody I should assume that something pleasant occurred to him, but our more general world knowledge will have to tell us *what* is pleasant, for *whom in what circumstances*”. The contexts of *congratulation*, *tebrik* and *kutlama*, which can be considered to be part of one’s world knowledge and mental representations, help to gain insight into the contextual conceptualization in the examined cultures. The corpora data have further shown that the understanding of “what is pleasant” and thus, what deserves congratulation might change. In the data, there were, for instance, negative contexts where congratulation was used although congratulation is at first glance associated with positive things. To illustrate, in the examples below, the negative action of defying and refusing are congratulated. A mother defying the doctors on the treatment they prescribed for her son and a governor refusing the demand of an institution are considered to be pleasant acts by the speakers.

*Mums know best medicine I WISH to **congratulate** Mrs Stoneman who defied doctors on the treatment they prescribed for her son Daniel. A mother always knows best where her children are concerned and there is too much interference at state level regarding bringing up children. It is quality of life that counts, not quantity...[BNC39]*

*Trabzon Valisi’ ne **tebrik** yağıyor: ‘Kalp hastalıklarında kolesterol riski’ araştırması kapsamında kan örnekleri toplamak isteyen [name] Enstitüsü’nün talebini şüpheli bulduğu için geri çeviren Trabzon Valisi [name], Türkiye’nin dört bir yanından kendisine **tebrik** yağdığını söyledi ....[MTCT13]*

*[Congratulations are in order for Trabzon governor: Trabzon governor [name] has refused the Institute of [name] for their demand of blood samples within the scope of a research named ‘Cholesterol risk in cardiac diseases’. The governor, who found the demand suspicious, said that he is receiving a lot of congratulation messages from different parts of Turkey.]*

Similarly, in the category of sports, in both English and Turkish data, there are contexts where the team that lost in a match is congratulated. This might be due to politeness or the perception that the team's efforts during the game deserve attention. As the context below exemplifies, the coach congratulates his team although they have lost and directs the message of congratulation to them by wishing them success and praising them. This shows that congratulation is not necessarily used when winning takes place.

*Gaziantep Büyükşehir Belediyespor Teknik Direktörü Erol Azgın ise son dakikada yedikleri gol nedeniyle çok üzgün olduklarını belirterek "Orduspor şanslıydı. Hem Ziraat Türkiye Kupası'nda, hem de ligde üst seviye işler yapan oyuncularımı, Orduspor'u ve Metin Diyadin'i **kutluyorum**. Orduspor'a Spor Toto süper Lig'de başarılar diliyorum" dedi. [GBK58]*

*[Gaziantep Metropolitan Municipality Football Coach Erol Azgın indicated that they were very upset for giving away goals in the last minutes and said, "Orduspor was lucky. I am congratulating my players who have shown great performance in both Ziraat Turkish Cup and the League, Orduspor and Metin Diyadin. I wish success for Orduspor in Sports Toto Super League".]*

Considering another example from the data, the variety of the contexts where congratulation is performed can be revealed. The example below presents a situation which the speaker views as success. It is about someone who was not given a job at a firm as an accountant. At first glance, this presents a context contrary to congratulation, which is known to take place in situations such as getting a job rather than not being accepted to a job. The reason why the speaker congratulates the 'unsuccessful' person is his view of the situation. He thinks that not being accepted to such a position at such a firm is more fortunate for him and thus, describes it as a "lucky escape".

*Head east, young man, and search for the silver lining With top City firms forced to ask some of their young accountants to take unpaid leave, CHRISTOPHER FILDES advises a nephew on profitable ways of utilising his time off By CHRISTOPHER FILDES My dear George YOU WILL not thank me for **congratulating** you on a lucky escape. It must be a shock to find that, after all your effort and in spite of your qualifications, Price Waterhouse does not have any work for you. All the same, I must tell you that my heart sank when I thought of you getting ready to serve a life sentence of accounting in that ghastly tower block at London Bridge station. Life*

*must hold something better. I see that you are being urged to take a long, unpaid holiday. [BNC97]*

The examples illustrate that the occurrence of congratulation like many other speech acts depends on the context, the circumstances, the person who congratulates (e.g., coach, friend, mother) and the person’s perception of what is pleasant as Dijk (1977) pointed out.

*“Special Occasion”*

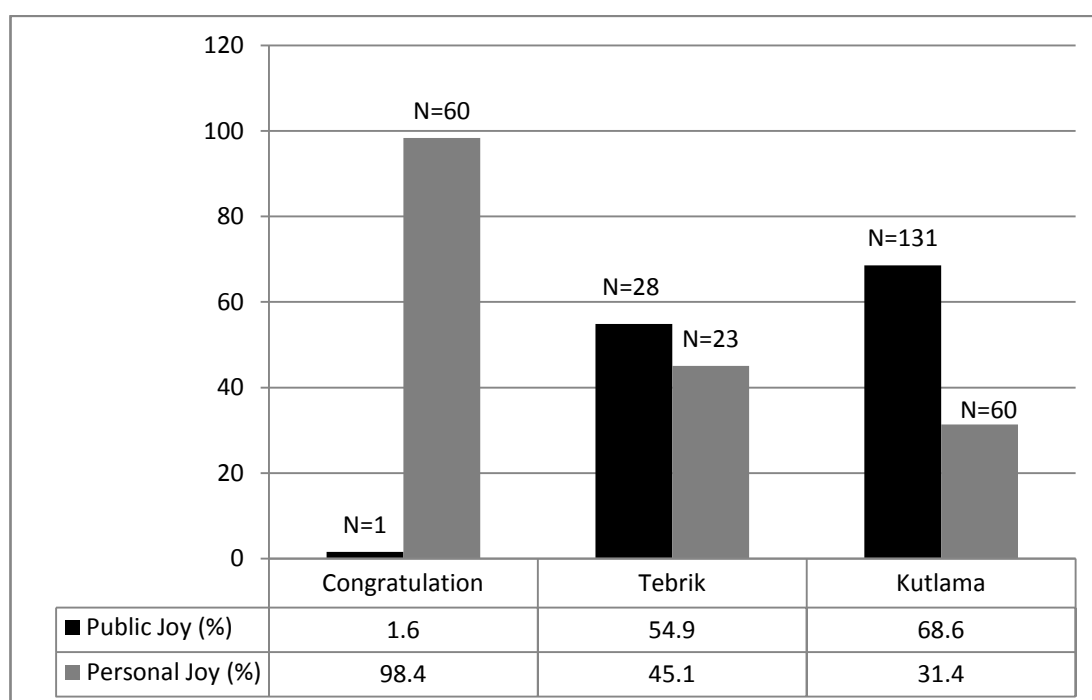
As for the micro-categories of “special occasion”, although *congratulation* and *tebrik* had similar percentages in the macro-category of special occasion (13.8% and 15.1% respectively), when the micro-categories of personal and public joy are considered, it is seen that their scope of special occasion is different. Similarly, despite the great difference between *tebrik* and *kutlama* with regard to the macro-category of special occasion (15.1% and 54.8% respectively), the micro-categories present consistency in the contexts of special occasion where *tebrik* and *kutlama* are realized. This is evident in the independent samples T-test results of the statistical analysis (see Table 5.13). While *congratulation* and *tebrik* as well as *congratulation* and *kutlama* are found to be statistically significantly different in terms of the micro-categories of special occasion ( $p=0.000$ ), *tebrik* and *kutlama* occur in these categories with no statistically significant difference ( $p=0.084$ ).

**Table 5.13**  
**Comparison of the target speech acts in terms of the micro-categories of *special occasion***

| Group          | N   | Mean  | Std. Deviation | t (dt)    | P (Sig. 2-tailed) |
|----------------|-----|-------|----------------|-----------|-------------------|
| Congratulation | 61  | 11.98 | 0.128          | 7.372     | 0.000             |
| Tebrik         | 51  | 11.45 | 0.503          | (55.438)  |                   |
| Congratulation | 61  | 11.98 | 0.128          | 17.875    | 0.000             |
| Kutlama        | 191 | 11.31 | 0.465          | (246.829) |                   |
| Tebrik         | 51  | 11.45 | 0.503          | 1.754     | 0.084             |
| Kutlama        | 191 | 11.31 | 0.465          | (74.493)  |                   |

As Figure 5.3 displays, *congratulation* seems to be associated mainly with personal joy (98.4%) and there is only one context of public joy (i.e., the 40<sup>th</sup> anniversary of

German Democratic Republic) where *congratulation* is realized. Looking into these contexts of *congratulation* further, events coded as personal joy consist of marriage/engagement with the highest percentage (41.7%), arrival of a baby/pregnancy (23.3%), anniversary (23.3%; e.g., 25 years of service), birthday (6.7%), retirement (3.3%) and purchase of a new house (1.7%) (see Appendix F).



**Figure 5.3 The contexts of use of *congratulation*, *tebrik* and *kutlama* (Special Occasion)**

In relation to birthday contexts (N=4) of *congratulation*, it is seen that interestingly they refer to one's centenary, 90<sup>th</sup> birthday and 75<sup>th</sup> birthday and not to the ones in between. The birthdays of old age might have been considered as remarkable achievement. In this respect, since *congratulation* is greatly linked with achievement, its use in the personal joy contexts mentioned above might also be due to the perception of these contexts as involving some kind of effort or responsibility and thus, achievement. For instance, congratulating one's retirement might refer to the person's contributions to his/her work and success in completing a particular period of work (e.g., *Congratulations to Todd [retired man] and his family on a wonderful career* [GNE82]). Similarly, in the cases of anniversary (see example below), one's



success in achieving, for example, 25 years of excellent service and contributions to the company might be emphasized when such events are congratulated and in the case of marriage, one's success in finding the right person to marry and attempting to marry might be considered as worth congratulating. The association of congratulation with achievement might be the reason why there is only one incidence of public joy, which does not address a particular person and this person's involvement in a particular happy event but which concerns everyone celebrating the event. However, a kind of ethnographic research is needed to understand the perceptions regarding the personal joy events of *congratulation*.

*Mike Rogerson Estate Agents are very pleased to **congratulate** Pam Anderson on her tenth anniversary with the company. Pam began her career at Mike Rogerson when we opened our Cramlington branch in Manor Walks in 2001. Pam is and continues to be a valuable asset to the Mike Rogerson brand. Pam has done a fantastic job in bringing new and old clients to the business, and offers invaluable experience to customers in the Cramlington area. Thanks for the many years of excellent service. [GBE9]*

On the other hand, in contrast to *congratulation*, *tebrik* is greatly used in contexts of public joy with the percentage of 54.9 and *kutlama* is used in such contexts even more frequently (68.6%). The reverse is seen for personal joy which is realized more with *tebrik* (45.1%) than *kutlama* (31.4%). In this respect, *tebrik* is similar to *congratulation*, which is also used mainly in cases of personal joy. *Tebrik* and *kutlama* have similar contexts of public and personal joy although the frequencies of occurrence of these contexts show a great variation. To start with the personal joy contexts, similar to *congratulation*, *tebrik* events categorized as personal joy consist of mainly marriage/engagement (47.8%), arrival of a baby (21.7%) and circumcision (Tr. *sünnet*; 13%). This is followed by anniversary, birthday, purchase of a new house and pilgrimage, each of which makes up only 4.3% of the *tebrik* data in the category of personal joy, which means that there is only one context of these events. On the other hand, the most frequent events of *kutlama* in the category of personal joy are anniversary (40%; e.g., wedding anniversary), birthday (31.7%) and marriage/engagement (18.3%). This is followed by arrival of a baby (3.3%),

circumcision (1.7%) and others (5%), which involve events such as the new term and end of academic year.

Regarding the events of public joy, it is found that in Turkish, religious days and festivals, official national days (e.g., Republic Day) and other days such as mother's day, new year and valentine's day are congratulated more frequently with *kutlama* (68.6%; 131 contexts) and less with *tebrik* (54.9%; 28 contexts). However, in the English data of *congratulation*, no incidences of new year or Christmas are encountered. Looking into the public joy contexts of *tebrik* (see Appendix G), it is revealed that the majority of these contexts (75%) involve religious days and festivals and this is followed by official national days (14.3%) and other days (10.7%; e.g., father's day). The frequencies of these contexts, however, differ in the case of *kutlama* since almost half of the public joy events of *kutlama* (46.6%) consist of "other days", which involve a great variety of days such as New Year, Nurses Day, World No Tobacco Day and World Press Freedom Day (see Appendix H). This is followed by religious days and festivals (35.9%) and official national days (17.6%).

The picture drawn regarding the personal and public joy events of *tebrik* and *kutlama* shows that *tebrik* is preferred in situations that directly concerns someone and like *congratulation*, it might be used when someone wants to address the effort and responsibility involved in a happy event such as wedding. On the other hand, *kutlama*, which is greatly used in special occasions as compared to achievement, might emphasize the happiness and joy involved in a particular situation and give the impression that the event is worth celebrating. Therefore, *kutlama* is encountered in the celebrations of special days that lead to public joy. It seems to be used not as frequently in cases of personal joy and within these contexts of personal joy, it is preferred in the occasions of birthday and anniversary more than marriage and arrival of a baby. Although *tebrik* and *kutlama* are found to be used interchangeably in the examined contexts, there seems to be a preference mechanism with regard to their usage.

The findings support Cihangir's (2010) comments that in Turkish, congratulations are not only frequently used in everyday communications to acknowledge one's success and express pleasure for the effort in; for example, promotions, passing exams and winning a competition but they are also exchanged among interlocutors on special days and emotionally loaded occasions such as religious and national days/festivals, birthdays, anniversary and wedding days. In addition, the findings are partly in line with Zülfikar's (2002) observation that today *tebrik* tends to be replaced with *kutlama* and we have come to congratulate bairams, engagements, weddings and new year not with *tebrik* but with *kutlama*. However, the examined data show that although some of the mentioned occasions such as new year are more frequently congratulated with *kutlama*, both *tebrik* and *kutlama* are frequently used but the contexts where they are used and their frequency of occurrence in these contexts seem to differ.

#### *“Good Fortune”*

Since the corpora data has a few contexts of good fortune, no further micro-categories could be derived. However, the congratulated aspects within this category can be discussed. As it was previously presented, no incidence of good fortune exists in *kutlama* data unlike the *tebrik* and *congratulation* data which consist of nearly the same percentage of good fortune contexts (*tebrik*: 1.8%, *congratulation*: 2.4%). In the case of both *congratulation* and *tebrik*, the main context resulting from good fortune is winning a prize from a draw, which constitutes 87.5% of the good fortune contexts of *congratulation* and 75% of *tebrik*. In the English data, there is one more context where the owners of a netbook of a certain brand are considered lucky and thus, congratulated since this netbook was selected as the best. In the Turkish *tebrik* data, two more contexts of good fortune were encountered. One of them is winning a lottery and the other is being on the right web site by chance. These contexts further show that one can achieve success by good luck without making a great deal of effort although some kind of effort is involved in the sense that one buys lottery tickets or gets involved in a prize draw. However, it is one's 'good luck' that determines the success and makes one succeed among all the others who have gone through the same process. In this respect, the perceptions regarding good fortune related contexts

might change. Matisoff (2000), for instance, in his study on psycho-ostensive expressions in Yiddish, informs that in Yiddish congratulatory expressions, “luck” is a key concept and it is believed that one’s good fortune or God’s help makes happiness possible. It can be inferred that in Yiddish culture, in the events of congratulation, no matter how much effort one makes, good fortune is considered to play an important role in success. Therefore, in the expressions of congratulation, well-wishes that make reference to the continuation of good luck into the future are frequently used.

### **5.2.3. The contexts of use and the cultural scripts of *congratulation*, *tebrik* and *kutlama***

In terms of the contexts, the corpora data seem to reveal information that could be incorporated into the definitions of the speech act of congratulation. In this way, the definitions can be extended and cultural scripts can be formulated. First of all, the findings support Bardovi-Harlig’s (1996) statement that native and non-native speakers may use different speech acts in the same context. While Turkish people tend to congratulate special occasions such as new year, no samples of English data were found for such contexts, in which simply speech acts such as a well-wish might be used (e.g., *happy new year!*). However, the contexts of achievement seem to be similar in English and Turkish.

Considering the definitions of the speech act of congratulation, some of them do not specify the kinds of events congratulated. In Searle’s (1969:66-7) constitutive rules of “congratulate”, for instance, it is stated that “some event, act, etc., *E* [is] related to *H*” and this event is “in *H*’s interest”. Congratulation “counts as an expression of pleasure”. However, Searle (1969:65) in his explanation of expressives and specifically congratulation makes a reference to good fortune by defining the act as an expression of pleasure at hearer’s good fortune. Similarly, the aspect of good fortune is explicitly stated in Austin’s (1962) definition of behabitives (i.e., expressions of attitudes or reactions toward the past conduct, *fortunes* [emphasis added] or attitudes of others). However, what Searle and Austin mean by ‘good

fortune' is not clear. Bach and Harnish (1979:52) provide a more detailed definition by evaluating the target speech act in terms of social expectation and specifying the event as "H has D(-ed)" and "good fortunes like D(-ing)" although the distinction between these two aspects of the event is not clear and the latter seems to refer to the former. Searle's (1969) and Bach and Harnish's (1979) definitions of "congratulate" focus on speaker and hearer feelings regarding the event and the speech act more than the event itself and thus, expressions such as "S is pleased at E" and "S expresses gladness for H's having D(-ed)", which refer to speaker feelings, and "E is in H's interest" and "the intention that H take S's utterance as satisfying this [social] expectation", which refer to hearer feelings or thoughts, are used. Moreover, the mentioned definitions do not seem to take into consideration cultural elements and present a broad picture in relation to the speech act of congratulation.

#### *Cultural Script of "Congratulate"*

As for the cultural script of the English speech act verb "congratulate" proposed by Wierzbicka (1987:229) in the light of the Natural Semantic Metalanguage Approach (see below), it presents information regarding the hearer's action (i.e., what is expected of the hearer; lines 1 and 2), the hearer's feeling about the event (line 3), speaker's feeling about the event (line 4), the speaker's action (i.e., the act of congratulation; line 5), why such an action is performed (line 6) and finally the hearer's thought about the act (line 7). The part of the cultural script that is focused on in this section of the study is the hearer's action (lines 1 and 2) that is what the hearer is expected to do in order to be congratulated. This is based on the findings about the contexts of use (see section 5.2.2). The other parts of the cultural script that refer to speakers' action, their feelings and purposes in performing the speech act are discussed in the next section where congratulation strategies or components were examined and discussed.

*Congratulate:*

- 1 I know that something good has happened to you
- 2 I think it wouldn't have happened if you didn't do something
- 3 I assume that you feel something good because of that
- 4 I want to say that I feel the same because of that
- 5 I say: I feel something good because of that
- 6 I say this because I want to cause you to know how I feel because of it
- 7 I assume that you would want me to say this

It can be said that the data and the findings in relation to English *congratulation* are more or less in line with the cultural script. As it is emphasized in the cultural script, one is expected to do something in order to experience the good event and be congratulated. The results of the study with regard to the contexts of use of *congratulation* also show that "achievement" is an important element and one's efforts and responsibility in such contexts are greatly acknowledged. However, at the same time, the corpora data give information that is missing in the cultural script. Considering the category of "special occasion" which involves the contexts of public and personal joy, although not a great number of *congratulation* contexts consist of special occasions, its use in such contexts especially in the events of personal joy such as anniversary indicate that the person does not necessarily have to be responsible for the event. In Wierzbicka's (1987) terms, "happy events" (e.g., birth of a child) can be congratulated along with "impressive actions" (e.g., winning a match). However, the reason why Wierzbicka (1987) does not make a separate reference to these happy events in the cultural script is her assumption that the addressee has to do something so that the happy event can take place. She gives the example of engagement or marriage and explains that the girl's parents can be congratulated on the assumption that they have made some effort in making the happy event possible and she further notes that it would be inappropriate to congratulate the girl's brothers or sisters. However, the data of the present study has shown that not necessarily those who make an effort and great contribution to the event but also others who are involved in the event somehow sharing the happiness and pleasure can be congratulated for the happy event as the example below from the English data suggests. It is about someone who is pregnant and not the parents of the baby or the pregnant mother but the grandmother is congratulated. This further

demonstrates that *congratulation* can be realized to simply share the happiness and not just to acknowledge the success in a particular event.

***Congratulations**, Granny Banana!! You're gonna love that little one to pieces.*  
[GBE102]

In this context, it is unknown whether the grandmother was influential on the decision to have a baby and how much she was responsible for it. Therefore, it is as though the event of pregnancy itself is acknowledged and the happiness is shared through congratulation. This also shows that the speaker perception of the special occasions can change leading to vagueness in terms of what aspect of the occasion is congratulated by the speaker since either the happiness itself for its own sake or the addressee's responsibility and effort in relation to the happy event might be worth of congratulation in contexts of personal joy.

Unlike the contexts of achievement, in the events of special occasion, the hearer's effort and responsibility are usually not brought into foreground and there is no particular focus on a specific task carried out by the hearer. As the example below illustrates, achievement related contexts make explicit reference to the efforts and works of the hearer, who in this case, has shown how bullying can be handled effectively. Therefore, whether there is an effort involved in the special occasions or not or to what extent the addressee is responsible for the happy event, it is still necessary to incorporate the category of special occasions along with achievement into the cultural script without limiting it to the aspect of effort and responsibility. In this way, the cultural script can have a broader scope. Special occasion is also separately stated in some of the dictionary definitions (see section 5.1.1.).

*Nick Gibb MP said: "I would like to **congratulate** Cambridgeshire County Council – the winner's of Stonewall's Education Equality Index 2011. They have shown how bullying, and in particular homophobic bullying, can be tackled effectively. Successful schools have clear policies – developed with pupils and parents – that result in pupils understanding what is expected of them. [GNE58]*

In the data of *congratulation*, there are also contexts of good fortune, which is not stated explicitly in the cultural script. Contrary to Wierzbicka's (1987) assumption that the person does something that causes the happy event, in the contexts of good fortune, the addressees succeed due to their good luck in, for instance, winning a prize from a draw. The aspect of good fortune was also considered by Searle and Vanderveken (1985a:212), who state that "in congratulating, one expresses pleasure with the preparatory condition that the thing in question is beneficial or good for the hearer...congratulate need not involve an act or anything the hearer is responsible for. It may be simply some item of *good fortune* [emphasis added]". In addition, some references were made in the English monolingual dictionary definitions of *congratulate* where terms such as "luck", "fortunate" and "good fortune" were used.

As a result, the statements regarding the contexts of use of *congratulation* in the cultural script (lines 1 and 2) can be extended and modified by making reference to the contexts of special occasion and good fortune along with achievement which is already specified in the cultural script. The following explications can, thus, be formulated.

*Congratulate:*

1a **I know that something good has happened to you**

**I think it wouldn't have happened if you didn't do something**

1b I know that something good has happened to you

Maybe you haven't done something to have this good thing

"1a" consists of the first two lines in Wierzbicka's cultural script of *congratulate* and they are related to the achievement aspect of *congratulation* and thus, doing something is emphasized. These lines were taken as the base or as the underlying structure and the other lines (1b) were built onto this. 1b is related to the personal joy and good fortune aspects, where some kind of effort and responsibility are not necessarily expected and hence, this is indicated with "maybe". Moreover, "1" refers to the contexts of *congratulate* in the cultural script and the letters (i.e., a, b, c...) show the alternatives or the possible contexts where *congratulation* can be performed in British culture. In other words, if "a" that is the criterion of achievement is not



met, “b” offers a second option and presents another criterion for the realization of the target speech act.

### *Cultural Script of “Tebrik”*

As for the cultural script of *tebrik* in terms of the contexts of use, a cultural script similar to *congratulation* can be proposed since they have similar contextual associations. The area where they show a great difference is the category of special occasion. While *congratulation* has only one context of public joy in the whole data, *tebrik* has more contexts of public joy than personal joy. In this respect, a small addition can be made in the cultural script since public joy and personal joy might involve different features. The personal joy, as the name suggests, is concerned with the happiness of a particular person; on the other hand, public joy is experienced by both the speaker and the hearer presenting a different picture. In this respect, although Wierzbicka (1987) points out that *congratulation* is more addressee oriented than speaker oriented, considering the case of public joy such as New Year, which the speaker also celebrates and is also involved in, *tebrik* becomes both addressee and speaker oriented. Therefore, this could be an additional point in the cultural script of *tebrik*. “1b”, which consists of three lines, is added to the modified cultural script of *congratulation*. It shows that the good thing experienced does not concern the hearer only but also the speaker and other people in the same context. This is indicated by “I, you, other people”, which are among the semantic primes (Wierzbicka, 2005). An attempt was made to make a general statement in the first line of “1b” by saying that “there is something good” where a particular person such as “you” is not specified. The last line in “1c” was also added to emphasize the aspect of the public joy that effort and responsibility are not involved and that the events are celebrated and congratulated when the time comes.

*Tebrik:*

1a **I know that something good has happened to you**

**I think it wouldn't have happened if you didn't do something**

1b I know that there is something good

I, you, other people have the same good thing

I, you, other people haven't done something to have this good thing

1c I know that something good has happened to you

Maybe you haven't done something to have this good thing

### *Cultural Script of "Kutlama"*

The cultural script of *tebrik* seems to fit the cultural script of *kutlama* in terms of the contexts of use since there are incidences of *kutlama* in all the categories except good fortune, which is defined with the same reductive paraphrases of personal joy. However, the results of the study reveal that *tebrik* and *kutlama* have different frequencies of occurrence in these categories, which might be due to their different contextual associations (e.g., *kutlama* being used frequently in contexts of special occasion and *tebrik* in contexts of achievement). Regarding the cultural script of *kutlama*, then, the cultural script of *tebrik* can be taken and the order of the lines can be changed to put the contexts in order of frequency. Therefore, "1b" in the cultural script of *tebrik* which refers to public joy, is given priority. This is followed by "1c", which refers to personal joy. "1a" appears at the end since achievement is the least frequent context of *kutlama*. Moreover, *kutlama* is found to have no contexts of good fortune, which was incorporated into the cultural script of *tebrik* with "1c". However, "1c" also refers to personal joy as neither good fortune nor personal joy necessarily requires effort and responsibility on the part of the hearer. Thus, to be able to refer to personal joy, "1b" is kept.

*Kutlama:*

1b I know that there is something good

I, you, other people have the same good thing

I, you, other people haven't done something to have this good thing

1c I know that something good has happened to you

Maybe you haven't done something to have this good thing

1a **I know that something good has happened to you**

**I think it wouldn't have happened if you didn't do something**

Although the cultural scripts of *tebrik* and *kutlama* illustrate the contexts of use and the frequencies of these contexts, they do not present the cross-cultural differences and similarities to a great extent. For instance, when *tebrik* and *kutlama* were compared, it was seen that *tebrik* was used more in contexts of personal joy and *kutlama* was employed more in contexts of public joy. However, it was not possible to reflect these differences in the cultural scripts of *tebrik* and *kutlama*, in both of which public joy explication comes before personal joy explication due to the finding that in the cases of *tebrik* and *kutlama* separately, there are more public joy events than personal joy events.

### **5.3. Corpus Search: Congratulation Strategies/Components**

In this part of the study, the corpora data were examined in terms of the strategies and/or components employed in the realization of the speech act of congratulation. Therefore, the whole contexts or the congratulation messages were scrutinized to identify what preceded or followed the search items, that is, the performative verbs of congratulation in English and Turkish and their various lexical forms. Since the aim was to uncover the strategies embedded in the actual speech act performance (i.e., the immediate context of the performative verbs and their lexical forms) as well as the accompanying devices, the terms “strategy” and “component” are both used.

Before identifying the strategies/components, however, a selection of contexts had to be made in the data. Since the search items involve various lexical forms of the performative verbs such as reported forms, not all the contexts present the actual speech act performance of congratulation. In this respect, there is a variation in the data in terms of how the target speech act is presented since the data were collected from various sections of different newspapers (e.g., news items, columns, tabloid, script) and blogs (i.e., news-related posts, personal diary). Therefore, there are both reported and unreported congratulation messages. The reported ones include either directly reported or indirectly reported congratulations as well as both of them, whereas the unreported ones usually consist of direct congratulations (e.g., columnists congratulating somebody, blog users congratulating a member). For the

purposes of this study, the unreported congratulations and the directly reported congratulations were selected. Although the indirectly reported congratulation messages presented some clues regarding the strategies, due to the problems of subjectivity and the unparallelism in the way the congratulation message was conveyed, they were excluded.

Especially in newspaper items, it was possible to encounter a number of reported forms of congratulation as in the example below, which shows how the strategies can be embedded in the indirectly reported congratulation messages.

*THE audience showed warm appreciation of Ballymoney's Literary and Debating Society's presentation of the "The Heiress" at the 41st Newry Drama Festival. Speaking at St Colman's Hall last night Dick Mills, chairman Northern Amateur Theatre Association, **congratulated** the committee on an entertaining programme for the week ahead. Adjudicator Roma Tomelty-Carnegie said the play had some wonderful production values. The sound and lighting effects were very good and the Victorian costumes were excellent. It was a wonderful production, well crafted and well casted with no weak links, she said. [BNC69]*

In the example, the writer refers to the accompanying devices, in other words, what followed the speech act of congratulation. For instance, by reporting what the speaker said (i.e., ...*said the play had some wonderful production values*), the reporter shows that the strategy “appreciation of the act” was employed in the congratulation message. Furthermore, in some of the contexts in the data, the strategy itself was identified, named and presented by the reporter as in “...*captain Dorothy Ling welcomed and **congratulated** all the players who had competed in the Spring Meeting morning medal and afternoon foursomes under very poor weather conditions. She **thanked** everyone who had contributed to the success of the day*” [BNC52]. In this example, the reader is informed that the congratulation was followed by thanking. In some of the contexts, the act of congratulation was reported both subjectively and objectively with some utterances in the congratulation message being given in quotes as in the example below. In this example, too, reference is made to such components as “thanking” and “well-wish” in the quotes but the immediate context of congratulation is not provided in the quotes and the act is just defined as “kutladi” (eng. congratulated) by the reporter.

*At sahibi [name] yarış sonrasında jockey [name]'ı içtenlikle **kutladı**. [name], "Bu zafer ekibindir. Emeği geçen herkese teşekkür ederim. Allah bütün at sahiplerine bu önemli kupayı nasip etsin" dedi. [GNK133]*

*[After the race, the horse owner [name] heartily **congratulated** the jockey [name] and said "This victory belongs to the team. I would like to thank everyone who has a part in this. May Allah bless every horse owner with this award." ]*

Although such contexts give clues about the kinds of congratulation strategies and components and the ones given importance by the reporters, these were excluded since not all of the contexts involving indirect congratulations or involving a mixture of both indirect and direct congratulations follow the same pattern and they do not provide all the strategies as systematically as they are utilized in the actual act of congratulation. According to Fowler (1991), in newspapers, real events go through a selection process. "The vast majority of events are not mentioned, and so selection immediately gives us a partial view of the world" (Fowler, 1991:11). Based on this, Fowler (1991) further indicates that the way news items are reported changes in terms of content and presentation depending on the newspaper. Therefore, in the case of strategies, it was thought that including the indirectly reported congratulations or the mixed ones would lead to a partial understanding and subjectivity involved in their reporting would influence the results and cause inconsistency. As a result, only the contexts where the speech act of congratulation in English and Turkish was directly realized and where the actual performance was presented were selected. In other words, the unreported congratulations and the directly reported congratulations whereby the whole congratulation message was presented by the reporter were selected. One example is given below from the English data.

*...I offer my **congratulations** to all who have worked to bring this prestigious event to Dundee – and to all those members of the Host Committee for their excellent preparations to make this event a great success in August for the participants and the Dundee public.... [GBE38]*

In total, for *congratulation*, 265 contexts were selected from 442 contexts; for *tebrik*, 174 contexts from 339 contexts and for *kutlama*, 234 contexts from 348 contexts.

### 5.3.1. What are the congratulation strategies/components?

Before analyzing the selected contexts, a set of strategies or components had to be identified and developed based on the data. In doing this, Can's (2011) components in her study of e-mail congratulations were taken as the baseline. Table 5.14 presents these components.

**Table 5.14**  
**Congratulation Components in Can (2011)**

| No | Components                         |
|----|------------------------------------|
| 1  | Greeting                           |
| 2  | Expression of opinion              |
| 3  | Expression of feeling              |
| 4  | Well-wish                          |
| 5  | Advice giving                      |
| 6  | Thanking                           |
| 7  | Explanation of one's own situation |
| 8  | Additional notes                   |
| 9  | Complimenting/praising             |
| 10 | Closing                            |

Some of the components in Table 5.14 were excluded for the analysis of the present data. "Greeting", "closing" and "additional notes" were three of these as they are related to the e-mail nature of the data in Can (2011) and they were not encountered in the selected newspaper and blog data of this study. In addition, "explanation of one's own situation" (e.g., *Ben de Antalya'ya atandım* (Can, 2011), [eng. *As for me, I am appointed to Antalya as a teacher*]) was another component that was not considered in the analysis of the congratulation strategies in this study since it was not encountered in the present data as it was thought to be related to the informal nature of the e-mail messages and the e-mail group where they were exchanged. In the data of the current study, however, the majority of the congratulation messages are formal and the factor of group dynamics is not involved since the "comments" section in blogs were disregarded and only the main posts were obtained. Based on this, the use of the component "explanation of one's own situation" in Can (2011) might be related to the purposes of the e-mail group. One of the aims of this group was to share information related to school life or personal life of the members and to

make announcements. Therefore, the members might have felt the need to inform others of their own situation while congratulating others.

The rest of the components (i.e., expression of opinion, expression of feeling, well-wish, advice-giving and thanking) except “complimenting/praising” were kept. Some modifications were made in the component of “complimenting/praising” to make it more specific and to clarify its scope. In doing this, Wong’s (2010) label in the classification system of thanking strategies he had formulated based on corpus data was utilized. In his category of “complimenting interlocutor or positive evaluation of previous speaker’s utterance”, he makes a distinction between “appreciation of the act” (e.g., *thank you, that’s lovely*) and “appreciation of the addressee” (e.g., *thank you, that’s nice of you*) (Wong, 2010:1244). Looking at the data of the current study, making such a distinction for congratulation seemed to be applicable and valid. It was expected that specifying the object of appreciation as “act” and “addressee” might itself reveal some cross-cultural information regarding the target speech act and make the category of “complimenting/praising” more specific and thus, easier to identify. Therefore, “appreciation of the act” and “appreciation of the addressee” were taken as two separate strategies/components. Moreover, the strategy “joking” was added into the list of congratulation strategies as it was encountered in the data.

As for the organization of the congratulation strategies, Wong’s (2010) classification system of thanking strategies provided a guideline (See Appendix I). He has put the thanking strategies into three groups; (a) compound thanks (in Aijmer’s (1996) terms), (b) single occurrences and (c) thanking as an extended turn. The first group consists of strategies (e.g., appreciation of the addressee) which accompany the formulaic expression (e.g., *thank you*) to reinforce the speech act. In this study, too, the reinforcing devices or strategies are put under the group of “compound congratulations” and these strategies are not mutually exclusive; in other words, more than one strategy can be used and is found to be used at the same time within the same context. The second group involves a single occurrence of the formulaic expression. In this group, the category of “thanking as a single expression” was found relevant for congratulation and thus, within the group of “single occurrences”,

the category “congratulation as a single expression” was included. As Wong (2010:1247) states, in this category, “the formulaic expression does not perform any specific function other than expressing” the speech act, which is, in this case, congratulation. In other words, the congratulation message does not involve any other accompanying or reinforcing strategies specified in the first group (i.e., compound congratulations). In addition, in the second group of “single occurrences”, one more category identified in the present data was added. It is “congratulation as an irony”, where congratulation is used as a single occurrence having one particular function and not involving the other congratulation strategies. As for the third group (i.e., thanking as an extended turn) in Wong’s classification scheme of thanking strategies, it is a group in its own right as it does not involve any categories. This group was not made part of the classification system of congratulation strategies because Wong examines spoken data, which contains examples with several turns with more than one occurrence of the formulaic expression and several strategies. However, in this study, the data, which is composed of written genre, is made up of single turns. Within these single turns, more than one strategy is found to be used and examining these strategies within the scope of the first group that is “compound congratulations” was considered to be sufficient for the purposes of this study. As a result, the classification scheme of congratulation strategies/components in Table 5.15 was developed. The classification was validated by engaging a researcher in the field of Applied Linguistics in the classification process of congratulation strategies so that an outsider perspective was involved. During this process, the disagreements were discussed and the problematic areas were revised.



| <b>Table 5.15</b>  |                                       |
|--|---------------------------------------|
| <b>Classification scheme of congratulation strategies/components</b> |                                       |
| <b>Compound Congratulations</b>                                      |                                       |
| <i>congratulation /tebrik/ kutlama (search items) + ...</i>          |                                       |
| A  | Appreciation of the act               |
| B  | Appreciation of the addressee         |
| C  | Expression of opinion                 |
| D  | Expression of feeling                 |
| E  | Well-wish                             |
| F  | Thanking                              |
| G  | Advice-giving                         |
| H  | Joking                                |
| <b>Single Occurrences</b>  |                                       |
| I  | Congratulation as an irony            |
| J  | Congratulation as a single expression |

Each strategy is briefly explained below and examples are provided.

*A. Appreciation of the act:*

This strategy refers to the speaker's positive evaluation about the act or the happiness of the hearer, in other words, about the achievements, the events or days leading to personal and public joy as well as the happy events resulting from good fortune. Positive adjectives such as "wonderful" and "great", which were used to comment on the successful act or the happy event/day, and formulaic expressions such as "well done" and "well deserved" were especially helpful in identifying this strategy. In a few of the contexts, the speakers themselves express their appreciation of the act by, for example, saying "*Involvement in all these areas has met with great success and has been greatly **appreciated**...*" [BNC83] and "*Bu sezon beşte beş yapan Fenerbahçe'nin başarısı her türlü **takdirin** üstündedir...*" [GNK42] (eng. *This year the success of Fenerbahçe, who did five to five, deserves every kind of appreciation*). For the strategy of "appreciation of the act", more examples are given in Table 5.16 from the data of *congratulation, tebrik* and *kutlama*.

**Table 5.16****Examples from *congratulation*, *tebrik* and *kutlama* data for the strategy of “appreciation of the act”**

|                | <b>Examples</b>   | <b>English Translations</b>  |
|----------------|---|--|
| Congratulation | <ul style="list-style-type: none"><li>- <i>fine investigative reporting</i></li><li>- <i>excellent article</i></li><li>- <i>a sterling performance</i></li><li>- <i>a very impressive civic magazine of a very high standard (eye catching layout, well written, full of interest)</i></li><li>- <i>a modern, progressive, caring zoo</i></li><li>- <i>rich and rewarding theatrical experience</i></li><li>- <i>well done, well deserved</i></li><li>- <i>fantastic job/ fantastic win</i></li><li>- <i>amazing result / great success</i></li><li>- <i>wonderful achievement</i></li><li>- <i>momentous victory</i></li></ul>   |  |
| Tebrik         | <ul style="list-style-type: none"><li>- <i>güzel şeyler yapmış</i></li><li>- <i>harika bir gece</i></li><li>- <i>muhteşem bir zafer / çok iyi bir mücadele</i></li><li>- <i>sergiyi gezdim gerçekten çok güzel</i></li><li>- <i>halkın memnuniyetini cezbeden çalışmalar, çok güzel hizmetler</i></li><li>- <i>örnek bir arkadaşlık dayanışması</i></li><li>- <i>büyük başarılar</i></li><li>- <i>bundan daha güzel ne olabilir</i></li><li>- <i>çok iyi kaleme alınmıştır</i></li><li>- <i>en iyi sanat projesi</i></li><li>- <i>haklı bir derece</i></li><li>- <i>alkışlamak lazım</i></li></ul>  | <ul style="list-style-type: none"><li>- <i>did nice things</i></li><li>- <i>a wonderful night</i></li><li>- <i>a wonderful victory / a great game</i></li><li>- <i>I had a look around the exhibition, it is really great</i></li><li>- <i>works that please the public, great services</i></li><li>- <i>an example friend cooperation</i></li><li>- <i>great successes</i></li><li>- <i>what more can you expect</i></li><li>- <i>well-written</i></li><li>- <i>the best arts project</i></li><li>- <i>a well deserved degree</i></li><li>- <i>deserves applaud</i></li></ul>   |
| Kutlama        | <ul style="list-style-type: none"><li>- <i>öz ve lezzetli yapmış</i></li><li>- <i>çok başarılı / çok büyük bir başarı / inanılmaz bir başarı</i></li><li>- <i>babalar günü benim için çok özeldir</i></li><li>- <i>çok uygun reklamlar</i></li><li>- <i>çok olumlu ve kutlanması gereken bir davranış</i></li><li>- <i>mukaddes gün ve gecelerin en hayırlılarından</i></li><li>- <i>çok büyük bir organizasyon</i></li><li>- <i>finale yakışır bir maç</i></li><li>- <i>spor sayfalarını överdim çünkü hak ediyor</i></li><li>- <i>dünyanın önde gelen merkezlerinden biri</i></li><li>- <i>iyi bir performans</i></li><li>- <i>emeklerine gönüllerine sağlık</i></li><li>- <i>kutsal ve onurlu meslek (hemşireler günü)</i></li></ul> | <ul style="list-style-type: none"><li>- <i>made it so delicious</i></li><li>- <i>very successful / a great success / an unbelievable success</i></li><li>- <i>father's day is very important for me</i></li><li>- <i>very appropriate advertisements</i></li><li>- <i>a very positive behaviour that should be congratulated</i></li><li>- <i>one of the most blessed ones among holy days and nights</i></li><li>- <i>a great organization</i></li><li>- <i>a match worthy for the final</i></li><li>- <i>I would praise the sports pages because it is well deserved</i></li><li>- <i>one of the world's outstanding centres</i></li><li>- <i>a good performance</i></li><li>- <i>God bless your efforts</i></li><li>- <i>a blessed and dignified job (nurses day)</i></li></ul> |

## B. Appreciation of the addressee:

This strategy refers to the speaker's positive evaluation of the hearer or the addressee, who has done something successful or who is somehow involved in the happy events of personal and public joy as well as events resulting from good fortune. With this strategy, not the act but the person's role in the event is emphasized and appreciated. Therefore, there is a reference to the person's characteristics and skills as the examples in Table 5.17 suggest.

**Table 5.17**  
**Examples from *congratulation, tebrik* and *kutlama* data for the strategy of "appreciation of the addressee"**

|                | Examples  | English Translations  |
|----------------|---|---|
| Congratulation | <ul style="list-style-type: none"><li>- <i>frankness in doing something</i></li><li>- <i>an exceptionally nice man and a very able one</i></li><li>- <i>our talented engineers / an extremely talented artist</i></li><li>- <i>look gorgeous (marriage)</i></li><li>- <i>hard-working apprentices</i></li><li>- <i>his character and presence in our locker room will be missed (retirement)</i></li><li>- <i>Pam is and continues to be a valuable asset to the company</i></li><li>- <i>great couple (marriage)</i></li><li>- <i>hard work and determination throughout the season</i></li><li>- <i>a highly regarded player</i></li><li>- <i>unstinting devotion to Rugby League, one of sport's genuine heroes, as well as one of the nicest men</i></li><li>- <i>excellent team</i></li><li>- <i>experienced and very well respected</i></li></ul> |   |
| Tebrik         | <ul style="list-style-type: none"><li>- <i>böyle bir organizasyon yüreğini koymadan yapılamaz</i></li><li>- <i>yürekleriyle oynuyorlar</i></li><li>- <i>ayrı bir yetenek</i></li><li>- <i>en iyi şekilde ülkesine hizmet eden</i></li><li>- <i>fedakar Anadolu insanı</i></li><li>- <i>çok yetenekli oyuncuların kurulu bir takım</i></li><li>- <i>medeni cesaret ve çalışkanlığınız</i></li><li>- <i>saydığımız bir ağabeyimiz</i></li><li>- <i>en iyi hakemlerden biri</i></li><li>- <i>kıymetli işadamımız</i></li><li>- <i>çok değerli şair</i></li><li>- <i>kahraman babalar</i></li></ul>   | <ul style="list-style-type: none"><li>- <i>such organization cannot be made without putting one's heart into it</i></li><li>- <i>playing wholeheartedly</i></li><li>- <i>a different talent</i></li><li>- <i>one who serves for his/her country in the best way</i></li><li>- <i>a self-sacrificing Anatolian</i></li><li>- <i>a team composed of very talented players</i></li><li>- <i>your moral courage and hard working side</i></li><li>- <i>a respected brother/man</i></li><li>- <i>one of the best referees</i></li><li>- <i>our valuable businessman</i></li><li>- <i>a valuable poet</i></li><li>- <i>hero fathers</i></li></ul> |

**Table 5.17 (continued)**

|         |  |   |
|---------|--|---|
| Kutlama | - saygınlığı çok yüksek isimler<br>- herkesin harcı değil<br>- gönlünün büyüklüğünü gösterdi   | - highly respected names<br>- not everyone can do this<br>- showed the greatness of his/her inner self  |
|         | - bizim basket oyun zekamız, isteğimiz, coşkumuz ve takım olarak mücadele ediyor olmamız aradaki farkı kapatıyor<br>- sanayicilerin mücadele azmi, üretme heyecanı ve zoru başarması<br>- yapıcı ve barışçıl karakter<br>- büyük bir oyuncu olabilecek niteliklere sahip<br>- kardeşim de bu kabiliyet ve yetenek fazlasıyla var | - our basketball game intelligence, willingness, enthusiasm and moving on as a team make up the difference<br>- businessmen's ambition for struggle, enthusiasm for production and success of the difficult<br>- creative and peaceful character<br>- has the qualifications needed to become a great player<br>- my friend has this ability and talent to a great extent |

*C. Expression of opinion:*

This strategy is used when the speaker presents his/her view and opinion about the hearer's act, good fortune and about the happy events or days of personal and public joy. Unlike "appreciation of the act" and "appreciation of the addressee", the speaker does not praise the act or the addressee but just indicates what s/he thinks about the situation in general. As the example below illustrates, after congratulating a newspaper for mentioning a particular topic, the speaker gives his/her opinion about this topic, which supports the stance the newspaper has taken.

*My **congratulations** to the Daily Mirror for exposing the horrors in Britain's safari parks. I can't understand why monkeys from Longleat and Woburn are used for research. [BNC127]*

To give another example, in the sample below, the speaker starts the congratulation message, which addresses a group of people who have decided to get university education at a later age, with a statement about education (i.e., *Eğitim, beşikten mezara kadardır*) followed by the comment that age is not a factor in education (i.e., *hiç bir zaman yaşı yoktur*).

*Eğitim, beşikten mezara kadardır, hiç bir zaman yaşı yoktur, ben arkadaşlarımızı **tebrik** ediyorum. Bu, gerçekten örnek bir arkadaşlık dayanışmasıdır... [GNT66]*

*[Education is from cradle to grave, it has no age. I congratulate my friends. This is, indeed, an example of a friend corporation.]*

With the strategy of “expression of opinion”, rather than evaluating the degree of success or the degree of the importance of special occasions such as national or religious days, the speakers generally present their thoughts about how important the success or the happy day is for the hearers and speakers or the society in general and what kinds of advantages it will bring for them in the future. As the example below indicates, once the certified divers are congratulated after completing their courses, the speaker expresses the advantage that this certification will bring to the society (i.e., ...*which enhances our ability to serve Harveys Lake and surrounding communities*). In this context, the speaker does not judge the quality of success by, for instance, referring to the divers’ performance during the training and s/he does not praise the addressees by, for instance, stating that the members have the necessary skills and they have become great divers. Instead, the speaker presents his/her view regarding the new situation.

**Congratulations** *to: Chief David Davis, Assistant Chief Mike Avery, Chief Engineer Chris Higgins, Assistant Engineer Steve Forgues, Water Rescue Lieutenant Carol Starosta and Firefighter Josh Pfeiffer for their certification as Open Water SCUBA Divers. HLF D now has 9 members that are certified divers, which enhances our ability to serve Harveys Lake and surrounding communities. [GBE18]*

Furthermore, it was seen that the speakers explain what has changed or what changes after experiencing achievement in, for instance, sports and after getting involved in special occasions such as arrival of a baby and mother’s day. Looking at the example below, the speaker makes a comment on someone’s promotion by saying that the “*real hard work begins*” and shares his/her view about what the achievement will change in the achiever’s life.

**Congratulations** *to my colleague Iain McKenzie on his selection as Labour's candidate for the forthcoming Inverclyde Westminster By-election. Now the real hard work begins! [GBE27]*

To give another example, the speaker in the context given below congratulates the champion team as well as the teams that have participated in the tournament and at the end of the congratulation message, s/he states his/her opinion that involvement in

such activities help people strengthen their relationships. In this example, the success of championship is not evaluated in terms of what makes the championship worth of success but a comment is made regarding the importance of taking part in such acts.

*34 yıldır aralıksız olarak düzenlenen bu turnuvanın bu yılki şampiyonu Karadağ köyümüz oldu. Şampiyon takım ile turnuvaya katılan diğer takımlarımızı yürekten **kutluyorum**. Kemahlılar spor ile birlikte sahada mücadele edip dostluklarını pekiştiriyorlar. [GNK101]*

*[This year's champion of the tournament, which has been organized for 34 years repeatedly, is Karadağ village. I heartily congratulate the champion team and the teams who have taken part in the tournament. With sports, Kemahlılar strengthen their relationships by playing a game in the same field.]*

The expression of opinion is also found in contexts where the speaker states his/her expectation of and belief in the hearers' future success. To illustrate, in one of the contexts in *tebrik* data, the speaker presents a happy event where a coach is appointed in the football club and indicates his belief that the new coach and his management will help the team promote to the highest league (i.e., *Kemal Saraçoğlu ve yönetimi, Şanlıurfasporu yıllardır hasret çektiğimiz üst lige çıkaracaklarına inanıyorum* [GNT73]. (eng. *I believe Kemal Saraçoğlu and his management will help Şanlıurfaspor promote to the highest league, which they have been looking forward to for years*)).

#### *D. Expression of feeling:*

The strategy of “expression of feeling” refers to speakers' expressing how they feel regarding the happy event. With this strategy, speakers convey to the hearer that they share the happiness and that they have similar feelings about the act, good fortune or the day of special occasion. Examples of adjectives and expressions that English and Turkish speakers use in their expressions of feelings in congratulation messages are given in Table 5.18.

**Table 5.18****Examples from English and Turkish data for the strategy of “expression of feeling”**

|              |   |   |
|--------------|---|---|
| English data | - pleased to/that<br>- amazed at<br>- impressed with<br>- happy to<br>- proud of<br>- thrilled with/ excited at   | - delighted to<br>- it is with the greatest delight that<br>- it is quite exciting to<br>- it is such a joy<br>- I am over the moon<br>- you've done us proud   |
|              | <b>Examples</b>   | <b>English Translations</b>   |
| Turkish data | - bizleri gururlandıran, çok gurur duyduk, gurur kaynağı olmuştur<br>- göğsünü kabartıyor<br>- çok sevindim/sevindik, bizleri oldukça sevindirmiştir<br>- seni çok seviyorum<br>- ne keyifli, büyük bir keyif<br>- büyük bir mutluluk yaşatan, bizi mutlu ediyor, çok mutlu oldum<br>- bizi memnun etti<br>- beni duygulandırdı<br>- heyecanlandım<br>- güzel duygular yaşıyorum<br>- büyük bir övünç duyuyoruz | - makes us proud, felt proud, was a source of pride<br>- makes us proud<br>- felt very happy, made us happy<br>- I love you<br>- what a delight, great pleasure<br>- gave us great happiness, makes us happy, felt very happy<br>- made us pleased<br>- affected me emotionally<br>- felt excited<br>- having nice feelings<br>- feeling honoured |

**E. Well-wish:**

Well-wish is another strategy employed in the congratulation messages in order to express that the happiness continues in the future or that the happy event brings luck. In addition, well-wish seems to be used when the speaker wants to wish that the new event and thus, the change in one's life (e.g., promotion) is handled successfully and happily. In the majority of the contexts, the words “wish” and “dilerim/diliyoruz” in Turkish are used, which has made it easier to spot the strategy. For instance, in the English data, expressions such as “*wish them success for the future*”, “*best wishes to...*”, “*wish them the best*” and “*best wishes for a long and happy future together*” were frequently used. Formulaic expressions such as “*good luck*” and “*keep up the good work*” were also used to wish wellness for the hearer. Similarly, in the Turkish data, expressions such as “*başarılarının devamını dileriz*” (eng. *wish you a continued success*), “*sağlık ve mutluluk dolu bir ömür diliyoruz*” (eng. *wish you a life full of health and happiness*), “*bundan sonraki hayatınızda mutluluklar dilerim*” (eng. *wish you happiness for the future*) and “*ulusumuza ve milletimize hayırlara vesile olmasını*

*dileriz*” (eng. *We wish that it brings luck to the country*) were used. Some formulaic expressions such as *“yolunuz açık olsun”* (eng. *wish you success*), *“hayırlı olsun”* (eng. *good luck with it*) and *“darısı benim başıma”* (eng. *the same to me*) were also encountered in the data.

#### *F. Thanking:*

The strategy of “*thanking*” is used to express gratitude for the hearer and for those who have made a contribution to the happy event and who have played a role in the realization of the event. The hearers are thanked especially when the event concerns others and brings benefit for other people. For instance, in the data, it is seen that the fans or the club managers congratulate and then thank the team for the championship because it is important for the reputation of the team and the club. Similarly, the theatre players are congratulated and thanked by the audience for the excellent performance they displayed because the players’ success helped the audience enjoy the play and have a great time. In addition, in the case of the anniversary of a company, the workers are not only congratulated for the special occasion but also thanked for having offered many years of excellent service. Likewise, a mayor is not only congratulated for his/her services to the town but also thanked since these services directly concern the public and are carried out for the wellness and benefit of the public.

Other than the addressee, people, who have contributed to the success or the special occasion in general, are thanked in the congratulation messages. Therefore, expressions such as *“a big thank you to everyone involved”* and *“emeği geçen herkese teşekkür ediyorum”* in Turkish are used. For instance, in an event of riders’ championship, after the champions are congratulated, the sponsors are thanked for making the event possible. Moreover, in the Turkish data, it is seen that in the special occasions of mother’s and father’s day, mothers and fathers are thanked for the things they have done for their children. Similarly, in the contexts of graduation, not only the graduates but also the parents, teachers, principles or the school management, who are thought to play a great role in the success of the students, are



congratulated and thanked. In the case of sports, the coach is congratulated and thanked along with the players.

#### *G. Advice-giving:*

The strategy of “advice-giving” is used in the congratulation messages to tell the hearers what they can do to benefit from or handle with the new situation in the best way. In the example below, some advice is given to the hearer, who was appointed the first female presiding officer in the parliament. This was considered to be a challenging task for the hearer (i.e., *it won't be an easy job*). Thus, the speaker tells the hearer to ignore the criticisms of others and shows that this could be a way to overcome the difficulties in the new job and to achieve further success.

***Congratulations:** On Wednesday Tricia Marwick was appointed the first female Presiding Officer in the Scottish Parliament...Good luck Tricia, it won't be an easy job. Ignore the criticism of others who say you'll not be capable of standing up to Alex Salmond. Anyone who can stand up to the giant distiller Diago is well equipped to handle any MSP. [GNE121]*

In the Turkish data, especially in the cases of graduation and special occasions such as kandil (religious day), bairams and mother's day, the hearers are given some advice as they are congratulated. In the congratulation messages of graduation, the graduates are told not to lose their hope and self-confidence. As the example below shows, the speaker gives some advice to the hearer about what s/he should do during the religious festival (i.e., calling the elderly, visiting them, kissing their hands and making kids happy)

*Bayramınız **kutlu** olsun... Bir Ramazan ayı daha göz açıp kapayana kadar geçti. Bayramınız huzurlu, mutlu ve illa ki sevdiklerinizle geçsin. Büyüklerinizi aramayı, fırsatınız varsa gidip ellerini öpmeyi ihmal etmeyin. Küçüklerinizi sevindirir bayram havasını yaşatın...İçinizdeki çocuk hiç ölmesin....[GBK83]*

*[Happy bairams...Another month of Ramadan has ended. I hope that you will spend the bairam in peace, with happiness and with people you love. Do not forget to call your elderly, visit them and kiss their hands. Make the young happy and experience the joy of bairam...Let the child in you never die...]*

#### *H. Joking:*

Although it is quite rare, joking was found to be employed in the realization of the speech act of congratulation. It was especially used in informal contexts. As in the example below, the speaker ends the congratulation message with a joke in the form of a wish, which is not a well but a bad wish as the speaker wishes for sleepless nights. However, in the given context, it is clear that the speaker is just joking in saying it and s/he might use the way of joking to express the truth and the difficulties the mother is expected to face.

*Good Luck/Congratulations! Just a wee message to say good luck and hope everything goes well for you and your Mrs. Hope baby makes a speedy and safe arrival, and may you both have many happy sleepless nights ahead of you...[GBE8]*

In one of the contexts, the speaker jokes and then says “joking!” probably to make sure that the statement “*For any club issues whilst on honeymoon, Jez will be contactable on his mobile*” is not misunderstood.

*Congratulations, Mr. Chairman!: As I am sure some of you are already aware, our hard-working club Chairman, Jeremy “Jez” Farrant is getting married this weekend...the club would like to wish Jez and Sally all the very best for a long and happy future together. For any club issues whilst on honeymoon, Jez will be contactable on his mobile...joking! [GBE146]*

As the examples suggest, joking seems to be used in informal contexts by people with close degree of relationship.

#### *I. Congratulation as an irony:*

In a few contexts, congratulation was used to make an ironical remark. This function of congratulation was also touched upon in the literature (e.g., Anolli et al, 2002; Brown, 1980; Justova, 2006). Although the situation is not worth of appreciation and the hearer has not done something good, the speaker uses congratulation to criticize the person in an indirect way. This is evident in the example given below, where a failure (i.e., losing vote) is congratulated.

*Labour not only won here, but more or less maintained its share of the vote. Four wins are four wins. However, may I take this opportunity to **congratulate** the LibDems on losing about 80% of their vote. A thoroughly deserved result if I might say so. [GNE62]*

A similar example is given from the Turkish data. In this example, too, the speaker is angry with the people who came to mend some stuff in the house and people who brought some goods to the house. She indicates that she has become a “monster” because of these people and conveys this by congratulating them and then making further criticisms about them.

*Bir canavar yarattınız **tebrikler** .... Bunlardan bu kafayla bir halt olmaz. İşini düzgün yapan işine saygı duyan adamlar olmadıkça bir halt olmaz. Lafa gelince laf çok ama iş yok. [GBT136]*

*[You have created a monster, congratulations...These people with such mentality will never be useful. They will never be so unless there are people who do their job properly and who respect their job. When it is time to talk, they talk but they do not do the work.]*

#### *J. Congratulation as a single expression:*

This category contains congratulation messages where congratulation is expressed for its own sake without giving other specific information such as appreciation of the act. In other words, no other strategies or components are used in these messages. In most of the cases, the speech act of congratulation seems to be realized to make an announcement or to report the happy event as in the examples below from both English and Turkish data:

*WORLD BOOK WINNER **CONGRATULATIONS** to Kimberley Beales of Hereford. She is the winner of our recent contest to win a superb £500 World Book Encyclopedia for her school. [BNC151]*

***TEBRİKLER** ŞAMPİYON DAMLASPOR: İstanbul U 15 Ligi 5. Grup'ta oynanan maçta Zeytinburnu Damlaspor, deplasmanda Sefaköyspor'u 2-0 mağlup etti. [GBT71]*

*[Congratulations champion Damlaspor: Zeytinburnu Damlaspor which played in the match of İstanbul U15 League, 5<sup>th</sup> group defeated Sefaköyspor in the displacement for 2-0.]*

*Kartal Belediyesi, Denizcilik ve Kabotaj Bayramı'nı yelken yarışlarıyla kutlayacak. Kabotaj Bayramı **Kutlu** Olsun!..[GBK92]  
[The city hall of Kartal will celebrate the Maritime and Cabotage Day with a sailboat race. Happy Maritime and Cabotage Day]*

The examples show that the congratulation is performed just to acknowledge and thus, make the event known to others.

*Congratulation forms as a strategy/component:*

In the examined data of this study in both English and Turkish, it was seen that other than congratulation strategies/components, repeated forms of congratulation or a combination of congratulation forms were used in the same context. These were considered to function as a congratulation strategy/component since the repeated forms might aim to reinforce the congratulation message. Therefore, these forms were also examined to see the types of congratulation expressions employed in the contexts and their combinations. To do this, first of all, *congratulation*, *tebrik* and *kutlama* expression types were identified based on the data. The *congratulation* expressions were grouped into two types (see Table 5.19). The first type refers to more formal expressions of congratulation such as *I would like/wish to congratulate* and *I must congratulate*, while the second type refers to the formulaic expression *congratulations!*. The *tebrik* and *kutlama* expression types were grouped together into four groups. The first group refers to the more formal usages of *tebrik* such as *tebrik ediyor/eder...* and *tebrik etmek istiyorum*. The second group refers to the more formal usages of *kutlama* such as *kutlarım/kutluyorum/kutluyoruz*. The expression *kutlu olsun* was also put into this type although it is used in both informal and formal contexts. The third and the fourth groups refer to the formulaic expressions *tebrikler!* and *kutlarınız!/kutlarım!* respectively (see Table 5.19).

| <b>Table 5.19</b>  |  |
|--|--|
| <b>Expression types of <i>congratulation</i>, <i>tebrik</i> and <i>kutlama</i></b> |  |
| <b>English: <i>Congratulation</i></b>  | <b>Examples</b>  |
| Type 1   | <i>I would like/wish to congratulate</i><br><i>I must congratulate</i><br><i>...should be congratulated</i><br><i>...is to be congratulated</i><br><i>My congratulations are extended to</i><br><i>I would like to send my congratulations</i> |
| Type 2   | <i>Congratulations!</i>  |
| <b>Turkish: <i>Tebrik &amp; Kutlama</i></b>  | <b>Examples</b>  |
| Type 1   | <i>tebrik ediyor/eder...</i><br><i>tebrik ediyorum/ediyoruz/ederim/ederiz</i><br><i>tebrik etmek istiyorum</i><br><i>tebriklerimi gönderiyorum</i>   |
| Type 2   | <i>kutluyor/kutlar/kutlarken...</i><br><i>kutlarım/kutluyorum/kutluyoruz</i><br><i>kutlamak gerek</i><br><i>kutlu olsun</i>  |
| Type 3   | <i>Tebrikler!</i>  |
| Type 4   | <i>Kutlarız!</i><br><i>Kutlarım!</i>   |

### 5.3.2. What are the strategies/components of *congratulation*, *tebrik* and *kutlama*?

In this section, the frequencies of strategies/components for *congratulation*, *tebrik* and *kutlama* are presented and discussed. In total, 265 contexts of *congratulation*, 174 contexts of *tebrik* and 234 contexts of *kutlama* where the actual speech act performance was directly presented were selected and examined in terms of strategies/components. The frequencies were calculated using the CLAN CHILDES program and the frequency command (see section 4.5).

**Table 5.20**  
**The frequencies of strategies/components for *congratulation*, *tebrik* and *kutlama***

| Congratulation Strategies/components    | Congratulation |      | Tebrik |      | Kutlama |      |
|---|----------------|------|--------|------|---------|------|
|   | N              | %    | N      | %    | N       | %    |
| A Appreciation of the act               | 89             | 23.3 | 54     | 17.3 | 60      | 14.8 |
| B Appreciation of the addressee         | 33             | 8.6  | 39     | 12.5 | 59      | 14.5 |
| C Expression of opinion                 | 64             | 16.8 | 56     | 17.9 | 64      | 15.8 |
| D Expression of feeling                 | 29             | 7.6  | 35     | 11.2 | 42      | 10.3 |
| E Well-wish                             | 40             | 10.5 | 76     | 24.4 | 88      | 21.7 |
| F Thanking                              | 18             | 4.7  | 14     | 4.5  | 23      | 5.7  |
| G Advice-giving                         | 1              | 0.3  | 5      | 1.6  | 20      | 4.9  |
| H Joking                                | 5              | 1.3  | 1      | 0.3  | 0       | 0    |
| I Congratulation as an irony            | 5              | 1.3  | 4      | 1.3  | 4       | 1    |
| J Congratulation as a single expression | 98             | 25.7 | 28     | 9    | 46      | 11.3 |
| TOTAL                                   | 382            | 100  | 312    | 100  | 406     | 100  |

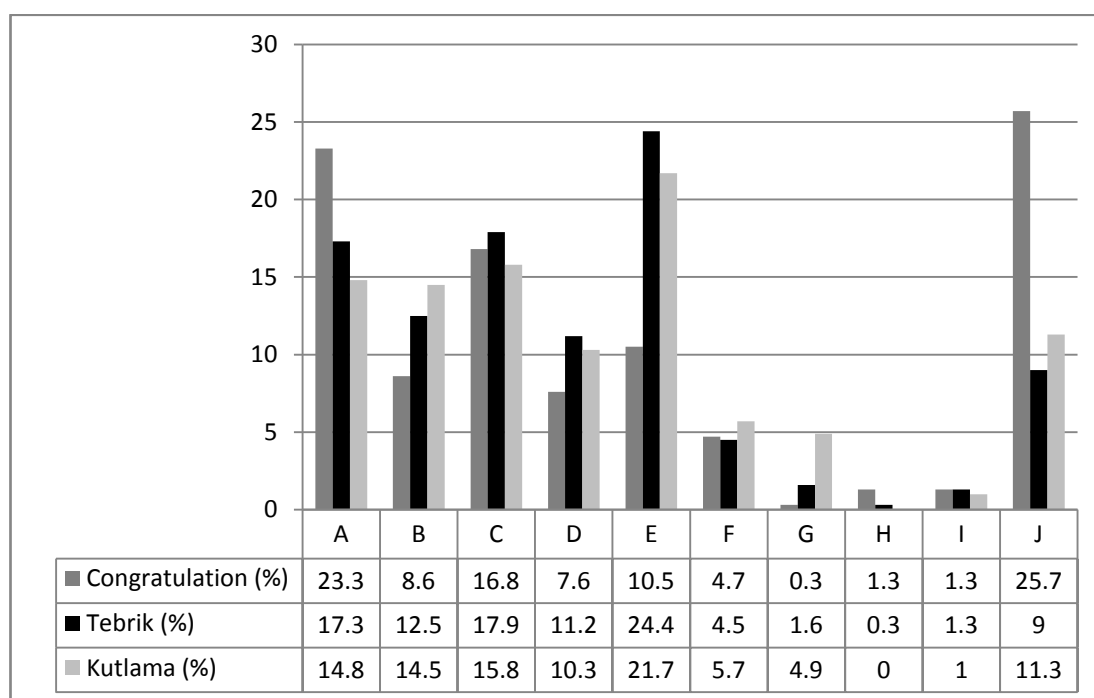
To begin with the strategies of *congratulation*, as Table 5.20 shows, the most frequent strategy is the appreciation of the act (23.3%). This is followed by expression of opinion (16.8%), well-wish (10.5%), appreciation of the addressee (8.6%) and expression of feeling (7.6%). The rarest strategies of *congratulation* are thanking (4.7%), joking (1.3%) and advice-giving (0.3%). Single occurrences of *congratulation* constitute 27% of the congratulation strategies. 1.3% of this refers to the function of congratulation as an irony and the rest 25.7% contain the congratulation messages where *congratulation* is used simply as a single expression with no accompanying devices. In addition, more than one strategy was found to be employed in the same congratulation message. Among the examined 265 contexts of *congratulation*, 103 contexts consist of single occurrences of *congratulation* whereby irony (N=5) and congratulation as a single expression (N=98) are used and thus, in these contexts of single occurrences, only one strategy is employed. Examining the rest of the contexts where “compound congratulations” (A-H) are used, it is seen that, in 79 of these contexts, only one strategy was used. In 57 contexts, two strategies; in 19 contexts, three strategies; in 6 contexts, four strategies and in only one context, five strategies were found to be used.

Regarding the strategies of *tebrik* (see Table 5.20), the most frequently used strategy with *tebrik* is well-wish (24.4%). This is followed by expression of opinion (17.9%), appreciation of the act (17.3%), appreciation of the addressee (12.5%) and

expression of feeling (11.2%). The *tebrik* strategies with the least percentages are thanking (4.5%), advice-giving (1.6%) and joking (0.3%). Considering the single occurrences of *tebrik*, *tebrik* as a single expression constitutes 9% of the strategies and *tebrik* as an irony makes up only 1.3% of the strategies. Furthermore, among the examined 174 contexts of *tebrik*, excluding the single occurrences of *tebrik* which take place in 32 contexts and thus, considering the contexts of “compound congratulations”, 54 contexts of *tebrik* include only one strategy. In 51 contexts, two strategies; in 25 contexts, three strategies; in 11 contexts, four strategies and in only one context, five strategies were found to be utilized along with the expression of congratulation (i.e., performative verbs and their lexical forms).

Looking at the *kutlama* strategies (see Table 5.20), the most commonly used strategy is well-wish (21.7%) similar to *tebrik*. This is followed by expression of opinion (15.8%), appreciation of the act (14.8%), appreciation of the addressee (14.5%) and expression of feeling (10.3%). The rarely used strategies of *kutlama* are thanking (5.7%) and advice-giving (4.9%). There were no incidences of joking strategy in *kutlama* data. With regard to the single occurrences of *kutlama*, it is found that 11.3% of the strategies consist of single expressions of *kutlama* and only 1% of them involve *kutlama* as an irony. Based on this, among the examined 234 contexts of *kutlama*, single occurrences of *kutlama* (i.e., single expression and irony) appear in 50 contexts. Considering the remaining contexts, where “compound congratulations” are employed, in 78 contexts, only one strategy; in 58 contexts, two strategies, in 36 contexts, three strategies, in 8 contexts, four strategies, in two contexts, five strategies and in another two contexts, six strategies were identified.

When *congratulation*, *tebrik* and *kutlama* are compared in terms of the strategies, it is seen that there is a greater difference between *congratulation* and *tebrik* as well as between *congratulation* and *kutlama* but *tebrik* and *kutlama* seem to follow a similar trend in the sense that similar strategies/components seem to be emphasized in the contexts of both *tebrik* and *kutlama*.



**Figure 5.4** The frequencies of strategies/components for *congratulation*, *tebrik* and *kutlama*

As Figure 5.4 demonstrates, the strategies which are used in contexts of *congratulation* more than *tebrik* and *kutlama* are appreciation of the act (23.3%), congratulation as a single expression (25.7%) and joking (1.3%). In the contexts of both *tebrik* and *kutlama*, the strategies that are used more than in the contexts of *congratulation* are appreciation of the addressee (*tebrik*: 12.5%, *kutlama*: 14.5%), expression of feeling (*tebrik*: 11.2%, *kutlama*: 10.3%), well-wish (*tebrik*: 24.4%, *kutlama*: 21.7%) and advice-giving (*tebrik*: 1.6%, *kutlama*: 4.9%). With regard to these strategies which are used more in the Turkish data compared to the English data, *tebrik* contexts contain a higher number of expression of feeling and well-wish strategies than *kutlama* and *kutlama* contexts include the strategies of appreciation of the addressee and advice-giving more than *tebrik* although the difference between *tebrik* and *kutlama* is quite small across these strategies.

The strategies that are used in the contexts of *congratulation*, *tebrik* and *kutlama* with similar frequencies of occurrence are expression of opinion, thanking and congratulation as an irony. Relatively more incidences of expression of opinion are



encountered in the contexts of *tebrik* (17.9%) and then in the contexts of *congratulation* (16.8%) and *kutlama* (15.8%) respectively. As for the strategy of thanking, relatively a higher number of *kutlama* contexts involve thanking (5.7%) as compared to *congratulation* (4.7%) and *tebrik* (4.5%) contexts. Lastly, the strategy of congratulation as an irony is used with the same percentage in the case of *congratulation* and *tebrik* (1.3%), which is to a small extent, higher than *kutlama* (1%).

The differences between the English and Turkish data in terms of the use of congratulation strategies/components can be attributed to some cultural aspects. Firstly, the strategies of the appreciation of the act and congratulation as a single expression being used frequently in *congratulation* data and the appreciation of the addressee, well-wish, expression of feeling and advice-giving being employed more frequently in *tebrik* and *kutlama* data might be an indication that English *congratulation* is more task-oriented and Turkish *tebrik* and *kutlama* are more social-relational in Kim's (1993) terms. This means that in the case of English, there is a concern for clarity over feelings and in the case of Turkish, there is a concern for the hearer's feelings. This might be the reason why English contexts have a greater number of "congratulation as a single expression" strategy where no attempt was made to use reinforcing devices or compound congratulations and thus, where the important point seems to be conveying the congratulation message itself or announcing the happy event. In this sense, it might be concluded that English congratulation also has a transactional aspect in communication, which is message-oriented (Corbett, 2003). On the other hand, Turkish *tebrik* and *kutlama* seem to be more social in nature and thus, interactional. Although it is the hearer's act or the special occasion that leads to the realization of the speech act of congratulation, the act is not appreciated in Turkish as much as in English and the appreciation of the addressee and speakers' feelings regarding the act seem to be emphasized more than in the case of English congratulation.

Considering the findings in the light of Hofstede's "National Cultures Model" (2001), the results can be said to support his finding that among the 56 countries,

Turkish culture is a moderately collectivist feminine and British culture with the third highest individualism score is an individualistic masculine culture. Regarding British culture, the emphasis put on the act done by the hearer and on sharing this successful act with others by just using the strategy of congratulation as a single expression might be a reference to the masculine aspect of British culture since “in masculine cultures, people have a stronger motivation for achievement and put work in the centre of their lives” (Hatipoğlu, 2009:57). On the other hand, in Turkish, a greater use of congratulation strategies in the same contexts and the frequent use of strategies such as well-wish and advice-giving, which express one’s concern for the hearer’s future and the use of strategies such as expression of feeling and appreciation of the addressee, which indicate speaker’s concern for the hearer’s feelings show that solidarity and establishing strong relationships with one another are emphasized. These are aspects of collectivist feminine cultures (Hofstede, 2001). Lastly, the findings seem to be more or less in line with the information gained from monolingual dictionary definitions in section 5.1. Unlike Turkish monolingual dictionary definitions, the monolingual dictionary definitions of *congratulate* were found to emphasize the hearer act (i.e., what the hearer does to be congratulated) more than the speaker act (i.e., how the speaker realizes the act of congratulation). In the Turkish definitions of *tebrik* and *kutlama*, however, the focus was on how the speakers are expected to convey their feelings in the case of a happy event.

*Congratulation, tebrik and kutlama forms as a strategy/component:*

The data was also analyzed in terms of the congratulation forms or types, which could be considered as another strategy or component employed in the congratulation messages. In doing this, the aim was particularly to find out the repeated forms of congratulation in the contexts or the combination of the congratulation types. Therefore, the combo function in CLAN CHILDES was used to reveal to what extent more than one form was used in the same context and to see which forms were used together.

To begin with the *congratulation* data, as Table 5.21 shows, the combinations of the two types of *congratulation* identified in section 5.3.1 were used in 37 contexts out of the examined 265 contexts. In 48.6% of these contexts, type 1, which refers to more formal expressions of *congratulation* (e.g., *I would like to...*), and type 2 (i.e., *congratulations!*) were used together. 43.2% of the contexts involved the use of type 2 for two times. The least frequently used combination of *congratulation* types was type 1 being used twice (8.1%) (i.e., type 1 + type 1).

**Table 5.21**  
**Combination of *congratulation* forms and their frequencies**

| Combination of forms (in any order) | Congratulation |      |
|-------------------------------------|----------------|------|
|                                     | N              | %    |
| Type 1 + Type 2                     | 18             | 48.6 |
| Type 1 + Type 1                     | 3              | 8.1  |
| Type 2 + Type 2                     | 16             | 43.2 |
| TOTAL                               | 37             | 100  |

Considering the *tebrik* and *kutlama* data, it was found that the highest number of contexts where two combinations of forms appeared was *tebrik* contexts (69 contexts out of 174 contexts) as compared to *congratulation* and *kutlama* and *kutlama* had the least number of contexts (23 contexts out of 234 contexts) where a combination of congratulation types was used.

**Table 5.22**  
**Combination of *tebrik* and *kutlama* forms and their frequencies**

| Combination of forms (in any order) | Tebrik |      | Kutlama |      |
|-------------------------------------|--------|------|---------|------|
|                                     | N      | %    | N       | %    |
| Type 1 + Type 2                     | 18     | 26.1 | 11      | 47.8 |
| Type 1 + Type 3                     | 23     | 33.3 | 0       | 0    |
| Type 1 + Type 4                     | 0      | 0    | 0       | 0    |
| Type 1 + Type 1                     | 12     | 17.4 | 0       | 0    |
| Type 2 + Type 3                     | 6      | 8.7  | 0       | 0    |
| Type 2 + Type 4                     | 0      | 0    | 1       | 4.3  |
| Type 2 + Type 2                     | 2      | 2.9  | 10      | 43.5 |
| Type 3 + Type 4                     | 0      | 0    | 0       | 0    |
| Type 3 + Type 3                     | 8      | 11.6 | 0       | 0    |
| Type 4 + Type 4                     | 0      | 0    | 1       | 4.3  |
| TOTAL                               | 69     | 100  | 23      | 100  |

Looking at Table 5.22, it is seen that in the contexts of *tebrik*, the most frequently used combination of *tebrik/kutlama* forms was “type 1 + type 3” (33.3%); in other words, more formal expressions of *tebrik* (e.g., *tebrik ediyorum*) and the formulaic expression *tebrikler* appeared together. This was followed by the combination “type 1 + type 2” (26.1%), which has shown that in contexts of *tebrik*, *tebrik* and *kutlama* can be both used as the example below illustrates.

*Geçtiğimiz sezon başarılı bir performans göstererek masa tenisi 1.lige yükselen Belediyespor Bayan Masa Tenisi Takımını **tebrik ediyor** ve **kutluyorum**...* [GNT7]

[I am congratulating the Municipal Sports Woman Table Tennis team, which was promoted to the first league in table tennis last term by showing a successful performance.]

This might be either because the performative verbs *tebrik* and *kutlama* are seen as separate acts with different connotations or because they might be considered to have similar contextual associations and thus, the speech act of congratulation might be emphasized by simply using the two forms as a way of repetition. However, in the case of *tebrik*, the formal expressions of *kutlama* (e.g., *kutluyorum*, type 2) were preferred to the formulaic expression *kutlarım/kutlarız!* (type 4). Therefore, there are no contexts of *tebrik* where type 4 (i.e., *kutlarım/kutlarız!*) was used. In addition, in 17.4% of the *tebrik* contexts, where a combination of forms were used, type 1 was repeated twice and in 11.6% of the contexts, type 3 (i.e., *tebrikler!*) was used twice.

In relation to the *kutlama* contexts, where a combination of *tebrik/kutlama* forms was used, it is found that the most frequently combination was “type 1+type 2” (47.8%). In other words, similar to *tebrik*, more formal expressions of *tebrik* and *kutlama* were used together in the same contexts. The second frequently used combination of types in *kutlama* contexts was “type 2+type 2” (43.5%). The formulaic expression of *kutlama* (i.e., *kutlarım/kutlarız!*, type 4) was rarely used. It was repeated twice in only 4.3% of *kutlama* contexts and it appeared with type 2 (i.e., formal expressions of *kutlama*) in only 4.3% of the *kutlama* contexts. In none of the *kutlama* contexts, type 4, that is the formulaic expression of *kutlama* was used together with *tebrik* types (i.e., type 1 and type 3).

The combination of the target speech act types indicates that when a language has two performative verbs for a speech act as in the case of Turkish, they lead to a richer combination of forms in the realization of the speech act. In addition, there seems to be a particular preference mechanism with regard to the choice of these combinations (e.g., the formulaic expression *tebrikler!* being preferred to the formulaic expression *kutlarız/kutlarım!*). Considering the congratulation types in terms of strategies/components, it can be said that the formulaic expressions of the speech act itself are used as accompanying or reinforcing devices in the speech act performance. For instance, *kutlama* types are used to accompany *tebrik* and vice versa or the formulaic expressions such as *congratulations*, *tebrikler* and *kutlarım* are used along with the performative verbs. The reason for the use of different combination of congratulation types might be to emphasize the speech act and remind the hearer that the act is performed and the social expectation is met.

### **5.3.3. What is the distribution of strategies/components across the contexts of *congratulation*, *tebrik* and *kutlama*?**

The distribution of the examined strategies across the contexts of use of the target speech act in English and Turkish was revealed to find out if particular strategies were used in particular contexts such as achievement, special occasions of public and personal joy and good fortune, which were identified in section 5.2.

Table 5.23 displays the number and percentage of *congratulation* strategies in contexts of achievement, good fortune and personal joy. Public joy events are not present since there was only one public joy event existing in the *congratulation* data and it was not selected for the study of strategies as it presented an indirect speech act performance. It is found that in the achievement contexts of *congratulation*, the most frequently used strategy was appreciation of the act (25.7%). This was followed by congratulation as a single expression (23.5%), well-wish (8.7%), appreciation of the addressee (8%) and expression of feeling (7.7%) respectively. The frequencies of strategies seem to be different in contexts of personal joy, where the most common strategy was congratulation as a single expression (31.3%) and well-wish (20.3%).

This was followed by appreciation of the act and appreciation of the addressee with the same percentage (12.5%) and expression of opinion (7.8%). The least number of strategies were employed in the contexts of good fortune, where only three strategies that is congratulation as a single expression (71.4%), appreciation of the act and expression of feeling with the same percentage (14.3%) were used.

The strategy of congratulation as a single expression was the most frequent strategy across all the three contexts of use of *congratulation*, which might indicate that in English congratulation, the realization of the act itself without a need to use reinforcing devices is given importance. Regarding the contexts, where accompanying components are used (i.e., compound congratulations), appreciation of the act was more commonly used in achievement contexts as in these contexts, there is an obvious effort and responsibility involved and the successful act of the hearer is brought into foreground. On the other hand, contexts of personal joy involve a greater number of well-wish, which emphasizes the emotionally loaded happy event or the special occasion and address the hearer's further happiness in, for instance, marriage and arrival of a baby, which can be considered as ritual events. The common use of well-wish in personal joy contexts as compared to appreciation of the act might further show that in congratulating personal joy events, not the effort involved but the happy event is emphasized.

**Table 5.23**  
**The distribution of strategies across the contexts of *congratulation***

| <i>Congratulation Strategies</i>      | Achievement |            | Special Occasion:<br>Personal Joy |            | Good Fortune |            |
|---------------------------------------|-------------|------------|-----------------------------------|------------|--------------|------------|
|                                       | N           | %          | N                                 | %          | N            | %          |
| Appreciation of the act               | 80          | 25.7       | 8                                 | 12.5       | 1            | 14.3       |
| Appreciation of the addressee         | 25          | 8.0        | 8                                 | 12.5       | 0            | 0          |
| Expression of opinion                 | 59          | 19.0       | 5                                 | 7.8        | 0            | 0          |
| Expression of feeling                 | 24          | 7.7        | 4                                 | 6.3        | 1            | 14.3       |
| Well-wish                             | 27          | 8.7        | 13                                | 20.3       | 0            | 0          |
| Thanking                              | 15          | 4.8        | 3                                 | 4.7        | 0            | 0          |
| Advice-giving                         | 1           | 0.3        | 0                                 | 0          | 0            | 0          |
| Joking                                | 2           | 0.6        | 3                                 | 4.7        | 0            | 0          |
| Congratulation as an irony            | 5           | 1.6        | 0                                 | 0          | 0            | 0          |
| Congratulation as a single expression | 73          | 23.5       | 20                                | 31.3       | 5            | 71.4       |
| <b>TOTAL</b>                          | <b>311</b>  | <b>100</b> | <b>64</b>                         | <b>100</b> | <b>7</b>     | <b>100</b> |

Considering the distribution of *tebrik* strategies across the contexts of use (i.e., achievement, special occasions of public and personal joy and good fortune), as Table 5.24 illustrates, in the achievement contexts of *tebrik*, the most frequently used strategies were well-wish (20.7%), expression of opinion (19.6%), appreciation of the act (19.3%), appreciation of the addressee (13.7%) and expression of feeling (12.2%). As for the contexts of public joy, well-wish (41.7%) followed by congratulation as a single expression (20.8%), expression of opinion and advice-giving with the same percentage (12.5%) and expression of opinion (8.3%) occurred more frequently than other strategies. Furthermore, the contexts of personal joy do not involve various strategies as much as the contexts of public joy do. Similar to public joy and achievement, in the contexts of personal joy, well-wish (70%) was the most frequently employed strategy. The remaining three strategies within the contexts of personal joy; in other words, the appreciation of the addressee, expression of feeling and congratulation as a single expression appeared with the same percentage (10%). Lastly, good fortune contexts, where not a great variety of strategies were utilized, consisted of congratulation as a single expression (50%), well-wish (37.5%) and appreciation of the addressee (12.5%) respectively.

**Table 5.24**  
**The distribution of strategies across the contexts of *tebrik***

| <i>Tebrik</i> Strategies              | Achievement |            | Special Occasion |            |              |            | Good Fortune |            |
|---------------------------------------|-------------|------------|------------------|------------|--------------|------------|--------------|------------|
|                                       |             |            | Public Joy       |            | Personal Joy |            |              |            |
|                                       | N           | %          | N                | %          | N            | %          | N            | %          |
| Appreciation of the act               | 52          | 19.3       | 2                | 8.3        | 0            | 0          | 0            | 0          |
| Appreciation of the addressee         | 37          | 13.7       | 0                | 0          | 1            | 10         | 1            | 12.5       |
| Expression of opinion                 | 53          | 19.6       | 3                | 12.5       | 0            | 0          | 0            | 0          |
| Expression of feeling                 | 33          | 12.2       | 1                | 4.2        | 1            | 10         | 0            | 0          |
| Well-wish                             | 56          | 20.7       | 10               | 41.7       | 7            | 70         | 3            | 37.5       |
| Thanking                              | 14          | 5.2        | 0                | 0          | 0            | 0          | 0            | 0          |
| Advice-giving                         | 2           | 0.7        | 3                | 12.5       | 0            | 0          | 0            | 0          |
| Joking                                | 1           | 0.4        | 0                | 0          | 0            | 0          | 0            | 0          |
| Congratulation as an irony            | 4           | 1.5        | 0                | 0          | 0            | 0          | 0            | 0          |
| Congratulation as a single expression | 18          | 6.7        | 5                | 20.8       | 1            | 10         | 4            | 50         |
| <b>TOTAL</b>                          | <b>270</b>  | <b>100</b> | <b>24</b>        | <b>100</b> | <b>10</b>    | <b>100</b> | <b>8</b>     | <b>100</b> |

The results show that no matter what the context or event is, well-wish is the most frequently used strategy in *tebrik* contexts. Even in the case of achievement, well-wish is encountered as much as appreciation of the act, which is closely associated with achievement. This might be an indication that Turkish *tebrik* gives priority to solidarity and the successful act or the happy event is just a means to show one's concern for one another. Furthermore, advice-giving is mainly encountered in public joy contexts since these contexts concern both the hearer and the speaker. Thus, as somebody who has experienced the same event, the speaker tells the hearer how to best benefit from public joy events and spend these days. In this way, common ground is established, which is another way of establishing solidarity. In addition, thanking was only used in achievement contexts. It might have been utilized in contexts especially where the successful act indirectly influences the speakers and brings benefit for them as well as the hearer.

As for the distribution of *kutlama* strategies across its contexts of use, where good fortune does not exist (see Table 5.25), it is seen that in the achievement contexts of *kutlama*, the most frequently used strategies were appreciation of the act (19.8%), expression of opinion (18.7%), appreciation of the addressee (15.9%) and well-wish (13.7%). In addition, in *kutlama* contexts of public joy, well-wish (25.6%) followed by congratulation as a single expression (18.3%), expression of opinion (15.9%), appreciation of the act and appreciation of the addressee with the same percentage (11.6%) were the most common strategies employed in *kutlama* messages. Regarding the strategies in *kutlama* contexts of personal joy, the strategies with the greatest frequency of occurrence were well-wish (35%), appreciation of the addressee and expression of feeling with the same percentage (18.3%).

Unlike *tebrik*, in *kutlama* contexts, a greater variety of strategies were used in special occasions of public and personal joy, which could be due to the close association between *kutlama* and special occasions as compared to *tebrik*, which is more closely linked with achievement and thus, which has more strategies in achievement contexts. Therefore, *kutlama* seems to give priority to different strategies in the cases of achievement and special occasions making a distinction between them. While



achievement is congratulated mainly with the reinforcing device of appreciation of the act, special occasions of public and personal joy are congratulated with well-wish.

**Table 5.25**  
**The distribution of strategies across the contexts of *kutlama***

| <i>Kutlama</i> Strategies             | Achievement |            | Special Occasion |            |              |            |
|---------------------------------------|-------------|------------|------------------|------------|--------------|------------|
|                                       |             |            | Public Joy       |            | Personal Joy |            |
|                                       | N           | %          | N                | %          | N            | %          |
| Appreciation of the act               | 36          | 19.8       | 19               | 11.6       | 5            | 8.3        |
| Appreciation of the addressee         | 29          | 15.9       | 19               | 11.6       | 11           | 18.3       |
| Expression of opinion                 | 34          | 18.7       | 26               | 15.9       | 4            | 6.7        |
| Expression of feeling                 | 21          | 11.5       | 10               | 6.1        | 11           | 18.3       |
| Well-wish                             | 25          | 13.7       | 42               | 25.6       | 21           | 35         |
| Thanking                              | 20          | 11.0       | 3                | 1.8        | 0            | 0          |
| Advice-giving                         | 4           | 2.2        | 14               | 8.5        | 2            | 3.3        |
| Joking                                | 0           | 0          | 0                | 0          | 0            | 0          |
| Congratulation as an irony            | 3           | 1.6        | 1                | 0.6        | 0            | 0          |
| Congratulation as a single expression | 10          | 5.5        | 30               | 18.3       | 6            | 10         |
| <b>TOTAL</b>                          | <b>182</b>  | <b>100</b> | <b>164</b>       | <b>100</b> | <b>60</b>    | <b>100</b> |

When *congratulation*, *tebrik* and *kutlama* are cross-culturally compared in terms of the distribution of strategies across contexts of use, it is seen that there are differences as well as similarities. To begin with the achievement contexts, the strategies that were used with *congratulation* more than *tebrik* and *kutlama* were appreciation of the act and congratulation as a single expression. The remaining strategies were employed in *tebrik* and *kutlama* contexts more than *congratulation*. Especially the strategies of appreciation of the addressee, well-wish and expression of feeling were more frequently used in *tebrik* and *kutlama* contexts as compared to *congratulation*. This finding seems to reflect the distinction Markus and Kitayama (1991) make with regard to cultural approaches to achievement. In other words, Turkish *tebrik* and *kutlama* could be said to follow a socially oriented achievement motive, whereas English congratulation an individually oriented achievement motive. The former refers to the desire to meet expectations of other people and the latter involves a kind of achievement that is realized for its own sake (Markus & Kitayama, 1991). The priority given to the strategies of the appreciation of the act and congratulation as a single expression in English congratulation messages seem to

make a reference to individually oriented aspect of achievement as these strategies aim to convey the message, evaluate the act and express what makes the act worth of congratulation. On the other hand, it can be stated that in the case of Turkish congratulation, various strategies such as appreciation of the addressee, expression of feeling and well-wish are frequently used to show that the social expectations are met. In response to a kind of achievement, expression of feeling might be used to show that the achievement has made everybody satisfied and pleased as the social expectation is fulfilled; appreciation of the addressee might be used to indicate that the person has the qualities admired by other people and well-wish might be used to express further success and convey further expectation of the speaker. Similarly, in Turkish data, in achievement contexts, not only the hearers were congratulated and thanked but also parents and teachers were congratulated and thanked showing that the achievement has met the expectations of other people around the hearer and that this is a further success for the parents and teachers (e.g., ...*mezun olan tüm öğrenciler ile öğretmenlerini ve ailelerini kutladı.* [eng. ...*congratulated all the graduates as well as the teachers and families.*]). All these strategies could have a motivational aspect as pointed out by Al-Khatib (1997) with regard to Jordanian congratulations. In other words, the congratulation strategies/components might aim to motivate the hearer to do more and to show more progress as well as motivate others to model the good behaviour of the hearer. In this way, the socially oriented aspect of achievement might be reminded and emphasized.

Other than achievement, considering the strategies employed in personal joy events cross-culturally in English and Turkish, it is seen that a higher number of well-wish and expression of feeling were utilized in Turkish *tebrik* and *kutlama* as compared to *congratulation*. In addition, in the case of Turkish, appreciation of the addressee was preferred to appreciation of the act; in fact, in *tebrik* contexts of personal joy, appreciation of the act was not used at all. On the other hand, in the personal joy events of English *congratulation*, the percentage of the two strategies (i.e., appreciation of the act and appreciation of the addressee) is the same. The reason why appreciation of the addressee strategy was emphasized in personal joy contexts in both English and Turkish might be an indication that in these events, not the effort

or responsibility that might be involved but one's attempt to experience such a happy event is addressed and appreciated. However, in the public joy events, which exist in the Turkish data, there is a higher number of the appreciation of the act; in other words, in the case of *tebrik*, there is no incidence of appreciation of the addressee but appreciation of the act and in the case of *kutlama*, appreciation of the act and appreciation of the addressee have the same percentage. This could be attributed to the nature of the events celebrated in public. In these events, there is not a particular choice or decision made on the part of the hearer but the event is rather celebrated by both the speaker and the hearer as well as other people at a certain period of time (e.g., religious festivals). Therefore, rather than the addressees, it is these events or acts that are appreciated by the speaker who express the importance and benefits of public joy events.

Lastly, the cross-cultural comparison of the strategies utilized in good fortune contexts, which took place in *congratulation* and *tebrik* data, has shown that except for congratulation as a single expression, different strategies were preferred in English and Turkish. While in English, appreciation of the act and expression of feeling were used to congratulate events resulting from good fortune, in Turkish, appreciation of the addressee and well-wish were employed. No other strategies were used in good fortune contexts, which are quite rare in both the English and the Turkish data. Although in good fortune events, the addressee does not necessarily do something to achieve success, it is interesting that in the case of Turkish, appreciation of the addressee was a strategy used, which might further indicate that no matter what the event is, as long as there is happiness on the part of the hearer, s/he is congratulated and such strategies such as appreciation of the addressee might be used to show one's sincerity as the example below demonstrates. In this example, the hearer who won a dress from a prize draw was congratulated.

*tebrikler*...benim olamasada melisuna'ya da çok yakaşacağına eminim. güzel günlerde giysin. [GBT167]

[congratulations...Although it is not mine, I am sure it will look great on melisuna. Wear it happily.]

#### 5.3.4. Congratulation strategies/components and the cultural scripts of *congratulation, tebrik and kutlama*?

In section 5.2, the cultural script proposed by Wierzbicka (1987:229) for the English performative verb *congratulate* in the light of NSM was analyzed and divided into sections as in the following:

*Congratulate:*

- 1 I know that something good has happened to you
- 2 I think it wouldn't have happened if you didn't do something
- 3 I assume that you feel something good because of that
- 4 I want to say that I feel the same because of that
- 5 I say: I feel something good because of that
- 6 I say this because I want to cause you to know how I feel because of it
- 7 I assume that you would want me to say this

Lines 1 & 2: hearer's action

Line 3: hearer's feeling about the event

Line 4: speaker's feeling about the event

Line 5: speaker's action

Line 6: the reason why such an action is performed by the speaker

Line 7: hearer's thought about the act of the speaker

The information obtained from the analysis of the contexts of use of *congratulation, tebrik* and *kutlama* in section 5.2 was integrated into Wierzbicka's cultural script of *congratulate* to extend the cultural script of *congratulate* and formulate ones for *tebrik* and *kutlama* based on the results. Since the contexts of use provided information about the hearer's action, this information was integrated into lines 1 and 2 in Wierzbicka's cultural script of *congratulate*. In this section (i.e., section 5.3), however, the data was examined from the speaker perspective by uncovering the kinds of strategies/components employed by the speakers in their realization of the target speech act. Therefore, it was thought that the information obtained from the congratulation strategies/components provide information regarding speakers' actions and their purposes in congratulating somebody. This means that in Wierzbicka's cultural script of *congratulate*, information obtained from the strategies could be added to line 5, which refers to speakers' action and line 6, which states the

reason why such an act is performed by the speaker. Although line 4 is also about the speaker, since its content is linked to line 3, which refers to hearer's feeling about the event, line 4 was not modified. In other words, in line 4, the speaker says that s/he feels the same as the hearer, who states his/her feeling in line 3. Thus, hearers' perspective regarding their feeling about the happy event is needed to be able to work on line 4.

Further research is needed to gain information about lines 3 and 7 since these lines consist of statements regarding the hearers' feelings about the event and their thoughts about the act of congratulation and it does not seem to be possible to examine the data, which consist of speakers' statements, from hearer's perspective and gain insight into their feelings and thoughts.

Regarding the strategies, the category of "single occurrences" consisting of the two strategies of congratulation as an irony and congratulation as a single expression was disregarded and only the strategies in the category of "compound congratulations" were taken as the base since they were thought to provide more specific information about what the speaker does and why s/he does it. Among the strategies in the category of "compound congratulations", the first five most frequently used strategies in both Turkish and English data were integrated into the cultural script to make the main points explicit. Thus, the strategies of appreciation of the act, appreciation of the addressee, expression of opinion, expression of feeling and well-wish were taken as the base. The identified congratulation strategies/components were found to be employed in the data of *congratulation*, *tebrik* and *kutlama* with different frequencies of occurrence. Therefore, first of all, the strategies were defined using semantic primes and their reductive paraphrase analysis was carried out to develop explications. Then, the reductive paraphrases defining the strategies were put in order of frequency for *congratulation*, *tebrik* and *kutlama*.

Table 5.26 shows the reductive paraphrases of the five most frequently used strategies in the category of "compound congratulations".

**Table 5.26**  
**The reductive paraphrases of the five most frequent strategies/components in the category of “compound congratulations”**

| Five most frequent strategies/components | Reductive paraphrases                        |
|--|--|
| Appreciation of the act                  | It is something very good                    |
| Appreciation of the addressee            | You are very good                            |
| Expression of opinion                    | I think something because of that            |
| Expression of feeling                    | <b>I feel something good because of that</b> |
| Well-wish                                | I want more good things to happen to you     |

*Cultural Script of “Congratulate”*

The reductive paraphrases of the five strategies were thought to be added to line 5 in Wierzbicka’s cultural script of *congratulate* as this line is about what the speaker says in realizing the speech act of congratulation. Similar to the process followed in expanding the cultural script of *congratulate* in terms of contexts of use (lines 1&2), the line number was kept as “5” and the added paraphrases were labelled as 5a, 5b and 5c, etc. 5a consists of the original explication in Wierzbicka’s cultural script and it is taken as the baseline or as the underlying structure onto which further information is added. Then each line is put in order of frequency of occurrence as it was found in section 5.3.3. As a result, the following cultural script of *congratulate* with regard to line 5 (i.e., what the speaker says, speaker’s action) was provided.

*Congratulate:*

- 5b I say: it is something very good
- 5c I say: I think something because of that
- 5d I say: I want more good things to happen to you
- 5e I say: you are very good
- 5a I say: I feel something good because of that**

The expanded cultural script of *congratulate* seems to reflect the most frequently used strategy of appreciation of the act (i.e., it is something very good) followed by expression of opinion (i.e., I think something because of that), well-wish (i.e., I want more good things to happen to you) and appreciation of the addressee (i.e., you are very good). Expression of feeling was already stated in the original cultural script. However, the findings of this study have shown that expression of feeling is not used as frequently as other strategies such as appreciation of the act and that it comes as

the last strategy among the five most frequently employed strategies. Therefore, it appears at the end of the cultural script with regard to line 5. Moreover, Searle's (1969) and Bach and Harnish's (1979) definitions of "congratulate" also express speaker perspective only in terms of expression of feeling about the event by means of such expressions as "*S* is pleased at *E*" and "*S* expresses gladness for *H*'s having *D(-ed)*", which refer to speaker feelings. In this respect, the definitions of *congratulate* in the literature do not seem to provide a broader picture in relation to the speech act of congratulation.

The information obtained from the congratulation strategies can also be integrated into line 6, which explains speaker's purpose in realizing the target speech act in relation to what is said in line 5. As a result, line 6 in Wierzbicka's cultural script of *congratulate* is kept as the baseline (i.e., 6a) and the new information is added onto it considering the frequencies of occurrence of the strategies.

*Congratulate:*

6b I say this because I want to cause you to know what I think about it

6c I say this because I want to cause you to know what I think because of it

6d I say this because I want to cause you to know what I want because of it

6e I say this because I want to cause you to know what I think about you

**6a I say this because I want to cause you to know how I feel because of it**

As the cultural script shows, "what is the hearer is caused to know" changes. Thus, the information provided by the strategies lies in the noun clauses "what I think", "what I want" and "how I feel". "What I think" in 6b, 6c and 6e refers to the appreciation of the act, expression of opinion and appreciation of the addressee respectively. Although these three strategies refer to speaker's thoughts and thus, are described with "what I think", a distinction was made across these strategies by saying "about it" for appreciation of the act, "about you" for appreciation of the addressee and "because of it" for expression of opinion, which presents the general views of speakers within the contexts of congratulation and which is not limited with the act or the hearer. In addition, "what I want" in 6d refers to well-wish, which was defined as "I want more good things to happen to you". The last statement in the

cultural script of line 6 consists of the original statement that is the expression of feeling defined with the noun clause “how I feel”.

#### *Cultural Scripts of “Tebrik” and “Kutlama”*

The same cultural script was formulated for both *tebrik* and *kutlama* in terms of the strategies and thus, in terms of what the speakers are expected to do because the order of frequency of the five strategies was found to be the same across *tebrik* and *kutlama*. In formulating the cultural script of *tebrik/kutlama* with regard to lines 5 and 6, the cultural script of *congratulate* modified based on the findings of this study was taken as the base since it consists of the five strategies that were also most frequently employed in *tebrik* and *kutlama* data but with different frequencies of occurrence. Therefore, the order of the reductive paraphrases was changed so that the strategies that were given priority were brought to the beginning of the script and the rarely used ones to the end. As a result, the following cultural script of *tebrik/kutlama* with regard to line 5 can be provided.

#### *Tebrik / Kutlama:*

5d I say: I want more good things to happen to you

5c I say: I think something because of that

5b I say: it is something very good

5e I say: you are very good

**5a I say: I feel something good because of that**

Since in *tebrik/kutlama* contexts, the most commonly used strategy was well-wish, 5d was brought to the beginning of the cultural script and appreciation of the act was moved to the third line. The remaining strategies kept their position.

The same change was made in the order of the reductive paraphrases of line 6 as in the following. 6d, which refers to well-wish, appears as the first line followed by 6c, 6b and 6e.



*Tebrik / Kutlama:*

6d I say this because I want to cause you to know what I want because of it

6c I say this because I want to cause you to know what I think because of it

6b I say this because I want to cause you to know what I think about it

6e I say this because I want to cause you to know what I think about you

**6a I say this because I want to cause you to know how I feel because of it**

When the cultural scripts of *congratulate*, *tebrik* and *kutlama* are compared, it is seen that it is not possible to see the cross-cultural differences and similarities to a great extent as they present the order of the frequencies of the strategies within the contexts of *congratulation*, *tebrik* and *kutlama*. For instance, when the percentages of the strategies were compared cross-culturally, it was found that expression of feeling was used in *tebrik* and *kutlama* data more frequently than in *congratulation* data. However, among the five most frequently used strategies in the case of *congratulation*, *tebrik* and *kutlama*, expression of feeling was the least frequent strategy and thus, it appears at the end of the cultural scripts.

## CHAPTER 6

### CONCLUSION

#### 6.0. Presentation

In this chapter, the purpose, data collection and analysis procedure and the findings of the study are summarized. Then some conclusions are drawn and the implications regarding the speech act of congratulation are discussed. Lastly, limitations and suggestions for further research about the speech act of congratulation in British English and Turkish are presented.

#### 6.1. Summary

This study examines the speech act of congratulation cross-culturally in British English and Turkish in order to gain insight into the cultures and contribute to foreign language education as well as intercultural communication. The speech act of congratulation is referred to with two words in Turkish, that is, *tebrik* and *kutlama*, which were observed to be used interchangeably and frequently in contexts of congratulation. Thus, a comparison is also made between the two words of Turkish congratulation. To find out the cross-cultural differences and similarities between British English and Turkish in the realization of the speech act of congratulation, the study begins with the monolingual and bilingual dictionary definitions of the performative verbs *congratulate*, *tebrik* and *kutlama* and then follows a corpus approach to uncover the contexts of use of English *congratulation* and Turkish *tebrik* and *kutlama* and to reveal the strategies/components employed in their performance. The British English and Turkish monolingual and bilingual dictionary definitions of the target performative verbs provide an overview with regard to the native speaker conceptualization of the speech act of congratulation. In the following phase where a corpus approach is adopted, the contexts of use and the strategies/components are examined to formulate classification schemes for contexts of use and for the

strategies/components of the speech act of congratulation so that a cross-cultural comparison of *congratulation*, *tebrik* and *kutlama* can be made. Regarding the congratulation strategies/components, the study also aims to find out the distribution of strategies/components across contexts of use, which are previously uncovered. In addition, the study attempts to develop cultural scripts for *congratulate*, *tebrik* and *kutlama* based on the cultural script of *congratulate* provided by Wierzbicka (1987) within the framework of Natural Semantic Metalanguage Approach (NSM). Therefore, the results are discussed in the light of NSM and the information obtained from the contexts and strategies are integrated into the existing cultural script to modify the cultural script for *congratulate* and to formulate ones for *tebrik* and *kutlama*.

To be able to collect the targeted data, in the first phase of the study, 47 dictionaries are looked up. They consist of 15 English-English monolingual dictionaries, 10 Turkish-Turkish monolingual dictionaries, 14 English-Turkish bilingual dictionaries and 8 Turkish-English bilingual dictionaries. In the second phase of the study, which involves the main data for the study of the target speech act, data is obtained from a variety of corpora, that is, Brigham Young University - British National Corpus (BYU-BNC), METU Turkish Corpus (MTC) and Google and from the genres of newspaper and blog (news-related and personal diary posts; “comments” sections excluded). As the search items, the performative verbs *congratulate*, *tebrik* and *kutlama* and their various lexical forms are entered into the corpora. In total, 442 contexts of *congratulation*, 339 contexts of *tebrik* and 348 contexts of *kutlama* are collected. Of the *congratulation* data, 192 contexts come from BYU-BNC newspapers, 83 contexts from Google newspapers and 167 contexts from Google blogs. The *tebrik* data involves 22 contexts from MTC newspapers, 133 contexts from Google newspapers and 184 contexts from Google blogs. As for *kutlama* data, 44 contexts are obtained from MTC newspapers, 134 contexts from Google newspapers and 170 contexts from Google blogs. During the data collection process, since corpora with different interfaces and architecture are used, to arrive at a comparable data, some steps are followed as the corpus approach is applied: (a) identifying the search items (i.e., the various lexical forms of the performative

verbs), (b) sifting the data and selecting the ones relevant for research (e.g., excluding the *kutlama* contexts where *kutlama* is used in the meaning of “to celebrate”), (c) selecting comparable genre (i.e., newspapers) by comparing and contrasting the genres in British English and Turkish corpora and eliminating the genres that do not exist in both corpora, (d) comparing the size of the collected data across corpora and (e) using the Web as a complementary corpus to overcome the non-equivalence in the size of the data obtained from systematic corpora (i.e., BYU-BNC and MTC) by collecting more data from Google newspapers and to collect data from a different genre existing on the Web (i.e., Google blogs).

As for the analysis of the data, the analysis software programs CLAN CHILDES and SPSS are used. The dictionary definitions are examined using CLAN CHILDES where the definitions are entered and the frequency of each item in the definitions are calculated. The content words and their frequency counts helped to code the definitions into categories such as “speaker-related aspects” and “hearer-related aspects”. For the analysis of the contexts of the target speech act, macro-categories (i.e., achievement, special occasion and good fortune) and micro-categories (e.g., sports, politics, personal joy) of contexts of use are derived to be able to classify the data. The general overview provided in the dictionary definitions and the preliminary studies on congratulation (Can, 2011; Hatipoğlu & Can, in press) are used in formulating the macro-categories of contexts of use. The micro-categories are created according to subject field and a cross-domain approach, whereby the existing domains in BYU-BNC are taken as the baseline, is used in the development of the micro-categories especially that of achievement category. The newspaper and blog classifications in some of the studies (e.g., Lex et al., 2009; Maria, 2000) are also utilized and modifications are made in the classification as the data is classified. To examine the macro and micro-categories of contexts of use quantitatively, the statistics program SPSS is used. In SPSS, the descriptive statistics are used to calculate the frequency of occurrence and the percentage of the categories of *congratulation*, *tebrik* and *kutlama*. SPSS is also used to calculate the statistical significance of the results across *congratulation*, *tebrik* and *kutlama* using independent samples T-test. In analyzing the congratulation strategies/components,

firstly, the contexts where the speech act of congratulation is directly realized are selected. In total, for *congratulation*, 265 contexts are selected from 442 contexts, for *tebrik*, 174 contexts from 339 contexts and for *kutlama*, 234 contexts from 348 contexts. Before analyzing the selected contexts, a set of strategies or components are identified. In doing this, Can's (2011) components in her study of e-mail congratulations and Wong's (2010) outline of thanking strategies, which is also based on corpus research, are utilized. The strategies are then modified based on the data. For the quantitative analysis of the congratulation strategies, CLAN CHILDES is used. Once the strategies are identified in the data, they are coded and entered into CLAN CHILDES. The frequency command is used to calculate the number of the strategies used in the data of *congratulation*, *tebrik* and *kutlama*. In addition, the data is analyzed in terms of the congratulation types (e.g., *Congratulations!* as one type), which is considered as another strategy or component in the congratulation messages. In order to find out the combinations of the congratulation types, the combo function in CLAN CHILDES is used.

The findings of the study with regard to the dictionary definitions show that English-English monolingual dictionaries define *congratulate* in terms of both speaker and hearer related aspects with the latter exhibiting three sub-categories of achievement, special occasion and good fortune. The majority of the items are related to the hearer; in other words, what the hearer is expected to do in order to be congratulated and the majority of the hearer-related items make a reference to achievement. This is followed by special occasion, where happiness is the key word and good fortune. On the other hand, the speaker related content words in the English definitions of *congratulate* consist of mainly "praising" followed by "expressing pleasure".

As for the Turkish-Turkish monolingual dictionary definitions of *kutlamak*, unlike the definitions of *congratulate*, the majority of the items refer to speaker actions in the realization of the speech act emphasizing the way the act is expected to be performed. More specifically, the most common element is the expression of the speaker's happiness and pleasure about the happy event. In these definitions, there is no explicit reference to "achievement" and "good fortune" and the lexical items seem

to revolve around “special occasion” from hearer perspective. In addition, in some of the Turkish dictionaries, *tebrik etmek* appears in the definitions of *kutlamak*, which shows that the definitions suffer from circularity in the sense that the two Turkish performative verbs (i.e., *tebrik etmek* and *kutlamak*) are defined in terms of each other. The Turkish monolingual dictionary definitions of *tebrik etmek*, on the other hand, present a similar picture as *kutlamak* but these definitions show greater circularity, inadequacy as well as obscurity in the sense that the nature of the “event” mentioned is not made clear and all the definitions of *tebrik etmek* except two of them define *tebrik etmek* as *kutlamak* only and the two definitions, which also include *kutlamak* as part of the definitions, provide some additional information.

In relation to the bilingual dictionary definitions, it is found that English-Turkish bilingual dictionary definitions define *congratulate* as *tebrik etmek* and *kutlamak*. On the other hand, the most frequent correspondence of *tebrik etmek* in Turkish-English bilingual dictionary definitions is *congratulate* followed by *felicitate* and *compliment*. Regarding the English equivalents of *kutlamak* given in the bilingual dictionaries, a greater number of items are presented due to the variety in the meaning of *kutlamak*, which is used in two different but similar contexts (i.e., celebration and congratulation). Thus, *celebrate* and *congratulate* are the most common acts *kutlamak* is said to correspond with.

The findings of the study show that there are some cultural differences as well as similarities in the conceptualization of the speech act of congratulation in terms of its contexts of use and strategies/components. With regard to the contexts of use (i.e., achievement, special occasion and good fortune), it is found that in terms of the macro-categories of the contexts, of the two Turkish words *tebrik* and *kutlama*, *tebrik* is closer to *congratulation* as both *tebrik* and *congratulation* are greatly realized in contexts of achievement and *kutlama* appears mostly in special occasions. In the case of good fortune, which constitutes the least number of contexts in the whole data, *tebrik* and *congratulation* have similar frequencies of use but *kutlama* has no incidence of good fortune.

As for the findings in relation to the micro-categories of contexts where the target speech act is realized, it is found that in terms of the “achievement” micro-categories, *tebrik* and *kutlama* occur in similar contexts of achievement but *congratulation* presents a slightly different picture. The subject fields where *congratulation* appears more than *tebrik* and *kutlama* are arts/media/entertainment with a small difference and commerce/business/economics with a bigger difference. The contexts where *tebrik* and *kutlama* are used more than *congratulation* are sports with a small difference and politics with a greater difference. In addition, in comparison to *congratulation* and *kutlama*, more incidences of *tebrik* are encountered in contexts of education/academics with a greater difference. In comparison to *congratulation* and *tebrik*, the category where *kutlama* is more frequently used is the food category.

Regarding the findings related to the micro-categories of “special occasion”, it is seen that although *congratulation* and *tebrik* have similar percentages and *tebrik* and *kutlama* show a great difference in the macro-category of special occasion, when the micro-categories of personal and public joy are considered, their scopes of special occasion seems to be different. *Congratulation* seems to be associated mainly with personal joy events such as marriage/engagement, arrival of a baby and anniversary and there is only one context of public joy where *congratulation* is realized. In contrast to *congratulation*, *tebrik* is greatly used in contexts of public joy and *kutlama* is used in such contexts even more frequently. The reverse is seen for personal joy which is realized more with *tebrik* than *kutlama*. In this respect, *tebrik* is similar to *congratulation*, which is also used mainly in cases of personal joy. Similar to *congratulation*, *tebrik* events categorized as personal joy consist of mainly marriage/engagement and arrival of a baby. On the other hand, the most frequent events of *kutlama* in the category of personal joy are anniversary and birthday. The events of marriage and arrival of a baby do not occur in *kutlama* data as frequently as in *tebrik* and *congratulation* data. Regarding the events of public joy, it is found that in Turkish, religious days and festivals, official national days (e.g., Republic Day) and other days such as mother’s day and new year are congratulated more frequently with *kutlama* and less with *tebrik*. However, in the English data of *congratulation*, no incidences of new year or Christmas are encountered.

The examination of the data in terms of the congratulation strategies/components shows that of the “compound congratulations”; appreciation of the act, appreciation of the addressee, well-wish, expression of opinion and expression of feeling are the five most frequently employed strategies in the data of *congratulation*, *tebrik* and *kutlama* and thanking, advice-giving, joking are the rarely used ones. When *congratulation*, *tebrik* and *kutlama* are compared in terms of the strategies, it is seen that there is a greater difference between *congratulation* and *tebrik* as well as between *congratulation* and *kutlama* but *tebrik* and *kutlama* seem to follow a similar trend emphasizing similar strategies. In the case of *congratulation*, the most common strategies are the appreciation of the act and congratulation as a single expression, whereas in the cases of *tebrik* and *kutlama*, well-wish is the most frequently used strategy. In the contexts of both *tebrik* and *kutlama*, the strategies that are used more than in the contexts of *congratulation* are appreciation of the addressee, expression of feeling, well-wish and advice-giving. The strategies that are used in the contexts of *congratulation*, *tebrik* and *kutlama* with similar frequencies of occurrence are expression of opinion, thanking and congratulation as an irony.

With regard to the combinations of congratulation forms or types employed in the congratulation messages as reinforcing devices, it is found that in the *congratulation* data, the majority of the contexts where the two congratulation types are used consists of the combination of type 1, which refers to more formal expressions of *congratulation* (e.g., *I would like to...*), and type 2 (i.e., *congratulations!*). In the Turkish data, an interesting point is the use of *tebrik* forms together with *kutlama* forms in the same context. In *tebrik* and *kutlama* data, thus, the combination of type 1 and type 2 is commonly used. In other words, more formal expressions of *tebrik* (e.g., *tebrik ediyorum*) and *kutlama* (e.g., *kutluyorum*) are used together in the same contexts. However, the formulaic expression *kutlarım/kutlarınız!* (type 4) is rarely used.

Considering the distribution of the strategies across the contexts of use where *congratulation*, *tebrik* and *kutlama* are used, it is found that in the achievement contexts, the strategies that are used with *congratulation* more than *tebrik* and



*kutlama* are appreciation of the act and congratulation as a single expression. The remaining strategies are employed in *tebrik* and *kutlama* contexts more than *congratulation*. Especially the strategies of well-wish, appreciation of the addressee and expression of feeling are used in *tebrik* and *kutlama* contexts of achievement more frequently than *congratulation*. Regarding the strategies employed in personal joy events cross-culturally in English and Turkish, it is seen that a greater number of well-wish and expression of feeling are utilized in Turkish *tebrik* and *kutlama* as compared to *congratulation*. In addition, in the English data, appreciation of the act and appreciation of the addressee are used with equal percentages, whereas in the case of Turkish, appreciation of the addressee is preferred to appreciation of the act; in fact, in *tebrik* contexts of personal joy, appreciation of the act is not used at all. However, in the public joy events, which exist in the Turkish data, there is a higher number of the appreciation of the act strategy, which could be attributed to the nature of the events celebrated in public and the aspect that these events are celebrated by both the speaker and hearer as well as other people at a certain period of time. Similar to personal joy events, in the public joy events of both *tebrik* and *kutlama*, well-wish is the most frequently used strategy. Unlike *tebrik*, in *kutlama* contexts, a greater variety of strategies are used in special occasions of public and personal joy, which could be due to the close association between *kutlama* and special occasions as compared to *tebrik*, which is more closely linked with achievement and thus, which has more strategies in achievement contexts. Lastly, the cross-cultural comparison of the strategies utilized in good fortune contexts, which are encountered in *congratulation* and *tebrik* data, has shown that except for congratulation as a single expression, different strategies are preferred in English and Turkish. While in English, appreciation of the act and expression of feeling are used to congratulate events resulting from good fortune, in Turkish, appreciation of the addressee and well-wish are employed.

## 6.2. Conclusions and Implications

Considering the results, it can be said that the speech act of congratulation is one of the important and frequently used speech acts in everyday communication as suggested by the contexts where the speech act is realized and the strategies. Especially in the case of Turkish, it is found that congratulations are not only frequently used to acknowledge one's success but they are also exchanged among interlocutors on special days and emotionally loaded occasions such as religious and national days/festivals, birthdays, anniversary and wedding days. Furthermore, this study has revealed that the native speaker conceptualization of the English and Turkish speech act of congratulation is different considering the contexts of use and the strategies/components. Based on the findings, it is possible to state that English congratulation is more task-oriented, whereas Turkish congratulation is more social-relational in Kim's terms (1993). Specifically in terms of achievement, English seems to follow an individually oriented achievement motive, while Turkish appears to have a socially oriented achievement motive (Markus & Kitayama, 1991) as the use of particular strategies in the contexts of achievement has indicated. In this respect, in Hofstede's terms (2001), the collectivist and feminine aspect of Turkish culture and the individualistic masculine aspect of British culture seem to be reflected in the realization of the speech act of congratulation as far as the data and the findings of this study are concerned.

The results are found to reflect the hypotheses that were formulated by the researcher in a preliminary study that led to this study. In this preliminary study, a random corpus search of the target performative verbs was carried out. It was, for instance, hypothesized that in English, special occasion of public joy are not congratulated as in Turkish and that *tebrik* is closer to *congratulation* due its greater association with achievement as compared to *kutlama*, which is more frequently employed in contexts of special occasions.

This study has shown that as a starting point, the corpus approach is a useful way of studying speech acts and their conceptualization cross-culturally. In this respect, the

study has supported the statement that the corpus based cross-cultural studies can lead to a better understanding of the status of the illocutionary verbs within a broader theory of speech act (Stubbs, 1996). In addition, it is seen that systematically designed corpora (e.g., BNC and MTC) can help elicit relevant data from sources that are not that well organised and/or designed for research purposes (e.g., the web) by providing the search items and showing what needs to be complemented in terms of, for instance, genre and size of the available data. Such systematic corpora can also guide the process of analysis by presenting the domains for the classification of the collected data. Furthermore, the study has shown that even if corpora with different interfaces and architecture are used, comparable data can be collected if some principles are followed such as identifying the search items, sifting the data and selecting the ones relevant for research purposes and comparing and contrasting the cross-cultural corpora in terms of genres and sizes of the collected data. As a result, corpus approach allows the researchers to work with data coming from different modes of communication (e.g., newspapers and blogs) making it possible to draw a more realistic and detailed picture of the use of the target speech act and enabling you to see characteristics that otherwise might have been left unnoticed. In this sense, corpus approach allows the researchers to work with large samples of data, which reveal information not foreseen in linguistic theories.

It is believed that the study has contributed to the ongoing studies of NSM and to the definitions of congratulation in the literature by modifying and extending them based on the information obtained from corpora data. In this sense, the features of congratulation not foreseen in the definitions in theory are brought out. In addition, the findings can be utilized in the area of lexicon and translation whereby the dictionary definitions of *congratulation*, *tebrik* and *kutlama* can be modified using the findings of this study and the cultural scripts, one of the aims of which is to bring clarity to dictionary definitions. In this way, the problems of obscurity, circularity and inadequacy identified in their definitions can be overcome.

This study can be considered to have some contributions in the areas of cross-cultural and intercultural communication by focusing on the sociopragmatic aspects of the

speech act of congratulation in British English and Turkish and presenting the cultural knowledge and awareness through congratulation contexts and strategies which will help interlocutors cope with real life situations. In this way, intercultural communicative competence (Byram et al., 2002) can be ensured enabling non-native speakers to ‘survive’ in new contexts and interpersonal relations by successfully responding to unfamiliar linguistic, cultural and social factors (Celce-Mulcia & Olshtain, 2005).

The current study also has some implications in foreign language education specifically in the area of pragmatic competence and the development of speech acts by providing metapragmatic information about the speech act of congratulation, which lacks evidence in the literature and in teaching materials (Vellenga, 2004). Such information or input based on linguistic evidence could be useful for learners of English as well as Turkish as a second/foreign language, who can have the chance to develop cultural awareness and communicative competence. Not only non-native speakers but also native speakers will gain awareness with regard to what is appropriate in the realization of the speech act of congratulation in their own speech communities since for non-native speakers such knowledge is often unavailable at a conscious level (Tatsuki & Houck, 2010). For instance, the differences and similarities uncovered in this study regarding the Turkish congratulation words *tebrik* and *kutlama* can be a way of awareness-raising on the part of the native speakers of Turkish. In addition, material developers or program coordinators can use the input in developing materials for learners of English and Turkish as a foreign/second language and thus, incorporate it into textbooks or other supplementary classroom materials. The incorporation of cultural and pragmatic information regarding the speech act of congratulation is expected to increase the number of ‘small C’ elements present in textbooks in comparison with the fact-oriented ‘big C’ elements which have been dominating the textbooks and which have been criticised for their inadequacy in developing cultural competence (Byram & Feng, 2005). Other than foreign language learners and material developers, teachers can also benefit from the results of this study especially in terms of explicit metapragmatic instruction and teachers’ pedagogical development as well as pragmatic competence.

Cultural scripts developed for the purposes of this study specifically have implications in L2 teaching and intercultural communication. As Goddard and Wierzbicka (2007:109) indicate, semantic primes, which are made up of core vocabulary and high-frequency items, are of important use for the lexical syllabus of early L2 teaching due to the assumption that “semantically prime meanings should all be pre-existing in the learner’s L1 mental lexicon” and thus, “they should be easily recognisable and easy to learn”. Similarly, semantic primes have a core grammar that could also be made part of the syllabus. For similar reasons, NSM is said to ease intercultural communication by providing a natural language that can be understood by people from different backgrounds. As Goddard and Wierzbicka (2007:120) state, “while [NSM English] cannot serve a full-fledged language of intercultural communication, it can serve as an auxiliary language of intercultural training: as a ‘neutral’ cultural notation for comparing languages and cultures”. In this respect, the cultural scripts formulated for *congratulation*, *tebrik* and *kutlama* can be a contribution to intercultural training and thus, to the development of one’s intercultural communicative competence.

### **6.3. Limitations and Further Research**

Since this study is the first attempt to analyze the speech act of congratulation cross-culturally in British English and Turkish and since it aims to provide a baseline for the study of congratulation, the influence of the factors such as genre, age, gender and social background are not considered. Therefore, these sociolinguistic factors might have been influential on the results. Based on this, one of the limitations of corpus study is that not every corpus provides adequate metadata information and thus, it becomes difficult to obtain information about the speakers or the hearers as the data is collected. In addition, this study has limited the corpus search to written genre only and the spoken data is not studied, which might be necessary to draw a broader picture about the speech act. Regarding the issue of genre, for the purposes of having comparable data, only the newspaper and blog genres are selected and the further study of other genres might lead to more generalizability of the results. A limitation in relation to the cultural scripts is also observed. The cultural scripts

involve information based on the frequencies of occurrence within the contexts of *congratulation*, *tebrik* and *kutlama* and thus, they do not show the cross-cultural differences and similarities. For instance, in Turkish data, although the strategy expression of feeling is the last strategy among the five most frequently strategies, when it is compared with *congratulation*, more occurrences of expression of feeling are present in the Turkish data. However, in the cultural scripts, in the cases of both English and Turkish, this strategy appears as the last.

The limitations are expected to be overcome with further research and the suggestions for further research are presented as in the following;

- (1) The contexts of use or situations uncovered for *congratulation*, *tebrik* and *kutlama* can be used in different data collection tools such as Discourse Completion Tests (DCT) for further cross-cultural studies. Methodological studies that compare various data collection tools and methods (e.g., corpus versus DCT) in speech act studies can also be carried out.
- (2) The speech act of congratulation can be studied from the perspective of interlanguage pragmatics. The findings of this study can be used to compare the native speaker strategies of congratulation with the strategies employed by non-native speakers or more specifically by learners of English and Turkish. In this way, implications for foreign language education can be put forward.
- (3) A variety of genres (e.g., spoken, written and electronic) where the speech act of congratulation is used can be examined and the extent to which the genre influences the way the target speech act is realized can be uncovered.
- (4) The influence of sociolinguistic factors such as age, gender and social status on the way the speech act of congratulation is performed could be studied.
- (5) The congratulation strategies/components themselves can be examined cross-culturally. For instance, the way the strategy of appreciation of the act is employed in British English and Turkish could be revealed in terms of what kinds of adjectives are used in appreciating the act.
- (6) In this study, since the performative verbs and their various lexical forms are used as the search items, the data is composed of explicit congratulations. The

implicit or indirect congratulations can also be studied to find out different functions of the speech act.

- (7) The forms of congratulation can be studied in more detail in terms of, for instance; formulaic expressions and adverbs of intensification.
- (8) In order to gain further insider perspective regarding the speech act of congratulation, interviews can be carried out or metapragmatic conceptualization questionnaires can be administered. In this way, both the speaker and hearer perspective on the speech act of congratulation can be achieved. In this study, two lines in the cultural script of *congratulate* are not modified as they are about the hearers' feelings and thoughts, which are not accessible by means of the data used in this study. Therefore, the information obtained from interviews and questionnaires might fill this gap.

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## APPENDIX A

### English-English Monolingual Dictionary Definitions of *Congratulate*

| No. | Sources   | English-English Monolingual Dictionary Definitions of<br><i>Congratulate</i>   |
|-----|---|--|
| 1   | <i>Collins Cobuild English Language Dictionary</i> (Sinclair et al., 1990)  | <p>1. If you congratulate someone,</p> <p>1.1. you say something to them which indicates that you are pleased that something special and nice has happened to them.<br/>E.g. <i>Friends and relatives came to congratulate the parents and to see the baby.</i> congratulation- a letter of congratulation.</p> <p>1.2. you praise them for something difficult, skilful, or admirable that they have done.<br/>E.g. <i>I congratulate you, it's a beautiful piece of work... He was warmly congratulated for appearing on the same platform as his opponent...I congratulate the bosses on their foresight.</i></p> <p>2. If you congratulate yourself, you are proud of having done something or of possessing a particular quality, or you are pleased about something that has happened to you.<br/>E.g. <i>We have very little reason to congratulate ourselves...I congratulated myself on not looking my age.</i></p> |
| 2   | <i>Oxford Essential Dictionary for Elementary and Pre-intermediate Learners of English</i> (2006)                     | <p>to tell somebody that you are pleased about something that they have done.<br/>E.g. <i>I congratulated Sue on passing her exam.</i></p>   |
| 3   | <i>Oxford Learner's Thesaurus: a Dictionary of Synonyms</i> (Lea et al., 2008)  | <p>to tell somebody that you are pleased about their success or achievements...You would congratulate somebody on something they have achieved on a particular occasion, especially when there is an obvious result.<br/>E.g. <i>I congratulated them all on their results. The authors are to be congratulated on producing such a clear and authoritative work. Congratulations on your exam results! She congratulated me on passing my driving test.</i></p>   |
| 4   | <i>Oxford Advanced Learner's Dictionary of Current English: International Student's Edition</i> (Hornby et al., 2005) | <p>to tell somebody that you are pleased about their success or achievements.<br/>E.g. <i>I congratulated them all on their results. The authors are to be congratulated on producing such a clear and authoritative work.</i></p>   |

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**Appendix A (continued)**

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|----|---|---|
| 5  | <i>Longman Active Study Dictionary of English</i> (Maingay, 1991)                               | to express your pleasure or admiration for a happy event or success.<br>E.g. <i>I was just planning to congratulate you on your exam results.</i>   |
| 6  | <i>Longman Dictionary of Contemporary English for Advanced Learners</i> (2009)                  | <b>1.</b> to tell someone that you are happy because they have achieved something or because something nice has happened to them. Thesaurus: praise<br>E.g. <i>He never stopped to congratulate me. She congratulated me warmly on my exam results. All three are to be congratulated for doing so well.</i><br><b>2.</b> congratulate yourself (on something): to feel pleased and proud of yourself because you have achieved something or something good has happened to you<br>E.g. <i>I congratulated myself on my good fortune.</i>   |
| 7  | <i>Macmillan English Dictionary for Advanced Learners: International Student Edition</i> (2002) | <b>1.</b> to tell someone you are pleased about their success, good luck or happiness on a special occasion.<br>E.g. <i>The men were all congratulating one another warmly. I congratulated him on his recent promotion.</i><br><b>2.</b> congratulate yourself: to be proud of yourself for being successful or lucky.<br>E.g. <i>I was congratulating myself on my lucky escape when disaster struck.</i><br>somebody is to be congratulated for something: a formal way of saying that someone has done well.<br>E.g. <i>Your secretary is to be congratulated for his prompt actions.</i> |
| 8  | <i>Longman Lexicon of Contemporary English</i> (McArthur, 1981)                                 | to tell someone that one is happy, pleased etc. because he/she has been successful or lucky in some way.<br>E.g. <i>Let me be the first to congratulate you! They congratulated him on his success.</i>   |
| 9  | <i>The Concise Oxford English Dictionary</i> (Soanes & Stevenson, 2008)                         | <b>1.</b> express pleasure at the happiness or good fortune of.<br><b>2.</b> praise for an achievement.   |
| 10 | <i>Cambridge Learners' Dictionary: English-Turkish</i> (O'Shea., 2009)                          | to tell someone that you are happy because they have done something good or something good has happened to them.<br>E.g. <i>Did you congratulate Cath on her engagement?</i>  |
| 11 | <i>Collins English Dictionary and Thesaurus- Lexicon</i> (2000)                                 | <b>1.</b> to communicate pleasure, approval or praise to (a person or persons); compliment<br><b>2.</b> to consider (oneself) clever or fortunate (as a result of)<br>E.g. <i>She congratulated herself on her tact.</i>  |

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**Appendix A (continued)**

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|-----------|---|---|
| <b>12</b> | <i>Longman New Junior English Dictionary (NJED)</i> (1993)                                  | to say you are pleased about a happy event.<br>E.g. <i>I congratulated them on the birth of their baby.</i>   |
| <b>13</b> | <i>The Collaborative International Dictionary of English v.0.48</i> (Porter & Miller, 1913) | to express of feel sympathetic joy;<br>to address with expressions of sympathetic pleasure on account of some happy event affecting the person addressed; to wish joy to.<br>E.g. <i>It is the king's most sweet pleasure and affection to congratulate the princess at her pavilion. --Shak. [1913 Webster]</i><br>to congratulate one's self, to rejoice; to feel satisfaction; to consider one's self happy or fortunate.  |
| <b>14</b> | <i>AudioEnglish.net, WordNet 2.1</i> (2005)   | say something to someone that expresses praise, express congratulations, be proud of, pride or congratulate (oneself) for an achievement  |
| <b>15</b> | <i>Collins Cobuild Advanced Learner's English Dictionary</i> (2004)                         | <b>1.</b> If you congratulate someone, you say something to show you are pleased that something nice has happened to them.<br><i>E.g. She congratulated him on the birth of his son. I was absolutely astonished by the reaction to our engagement. Everyone started congratulating us.</i><br><b>2.</b> If you congratulate someone, you praise them for something good that they have done.<br><i>E.g. I really must congratulate the organizers for a well run and enjoyable event. We specifically wanted to congratulate certain players.</i><br><b>3.</b> If you congratulate yourself, you are pleased about something that you have done or that has happened to you.<br><i>E.g. Waterstone has every reason to congratulate himself.</i> |
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## APPENDIX B

### Turkish-Turkish Monolingual Dictionary Definitions of *Tebrik etmek* and *Kutlamak*

| No. | Sources  | Turkish-Turkish Monolingual Dictionary Definitions  |  |
|-----|--|---|--|
|     |  | <i>Tebrik etmek</i>   | <i>Kutlamak</i>  |
| 1   | <i>Temel Okul Sözlüğü</i> (Ateş, 2004)                         | kutlamak  | mutluluk verdiği inanan bir günün belli dönemlerinde birine armağan verip tebrik etmek.  |
| 2   | <i>Türk Dili Sözlüğü</i> (Hançerlioğlu, 1992)                  | (Not available)   | (Os. Tebrik etmek) mutlu bir olay nedeniyle buna sevinildiğini söz, yazı ya da armağanla birine anlatmak.  |
| 3   | <i>Ansiklopedik Türkçe sözlük</i> (Demiray & Alaylıoğlu, 1988) | (Not available)   | mutlu bir olgu dolayısıyla, buna sevinildiğini birine söz, yazı veya armağanla anlatmak.   |
| 4   | <i>Temel Türkçe Sözlük</i> (Demiray, 1994)                     | kutlamak  | sevindirici bir olaydan duyulan duyguyu güzel sözlerle bildirmek (eşan. tebrik etmek).   |
| 5   | <i>Türkçe'nin Sözlüğü</i> (Yelten & Özkan, 2002)               | Ar. Yeni bir şey için "mübarek olsun" diye dua etme veya takdire değer bir iş için sahibine "aferin" demek, kutlamak. | mutlu bir hadise karşısında duyulan sevinci, birine söz, yazı veya hediye ile ifade etmek, tebrik etmek, kutlulamak.   |
| 6   | <i>Öz Türkçe Sözlük</i> (Püsküllüoğlu, 2002)                   | (Not available)   | herhangi bir mutlu olaydan dolayı duyulan sevinci birine söz, yazı, davranış ya da armağanla anlatmak. E.g. <i>Sayın senatörü içtenliğinden ve cesaretinden dolayı kutlamak gerekir. - NN.</i> |
| 7   | <i>Türkçe Sözlük</i> (2005)                                    | Ar. kutlamak  | mutlu bir olay nedeniyle buna sevinildiğini birine söz, yazı ya da armağanla anlatmak, tebrik etmek.   |
| 8   | <i>Türkçe Sözlük</i> (Püsküllüoğlu, 1995)                      | kutlamak  | herhangi bir mutlu olgudan dolayı duyulan sevinci o olguya erişen kimseye söz, yazı, davranış ya da armağanla anlatmak. E.g. <i>Yeni evlileri kutlamak için sıraya girdik.</i>                 |

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**Appendix B (continued)**

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|           |  |  |   |
|-----------|--|--|---|
| <b>9</b>  | <i>Türkçe Sözlük</i><br>(Eren et al., 1980)      | kutlamak<br>E.g. <i>her halde iyi bir şey olmuş; çünkü tebrik ediyorlar.</i> -<br><i>M.Ş. Esendal.</i>                           | mutlu bir olay sebebiyle buna sevinildiğini birine söz, yazı veya armağanla anlatmak, tebrik etmek. |
| <b>10</b> | <i>Büyük Türkçe Sözlük</i> (Akalin et al., 2009) | (Herhangi bir olayı) kutlamak<br>E.g. <i>Herkes etrafımı sarmış, beni hararetle tebrik ediyorlardı.</i> -N. F. <i>Kısakürek.</i> | mutlu bir olaya sevinildiğini söz, yazı veya armağanla anlatmak, tebrik etmek.                      |

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## APPENDIX C

### English-Turkish Bilingual Dictionary Definitions of *Congratulate*

| No. | Sources   | English-Turkish Bilingual Dictionary Definitions of <i>Congratulate</i> |
|-----|---|---|
| 1   | <i>Orient Express: A Definition Plus Student's Dictionary English-English &amp; Turkish; Turkish &amp; English with Thesaurus</i> (Şeftalioğlu, 2008) | kutlamak, tebrik etmek  |
| 2   | <i>Comprehensive Orient Express Pocket Dictionary: English-Turkish; Turkish-English</i> (Şeftalioğlu, 2007)   | tebrik etmek, kutlamak  |
| 3   | <i>Cambridge Learners' Dictionary: English-Turkish</i> (O'Shea et al., 2009)  | tebrik etmek, kutlamak  |
| 4   | <i>Oxford Türkiye Sözlüğü İngilizce-Türkçe</i> (Warren, 1998)   | tebrik etmek, kutlamak  |
| 5   | <i>The Golden Dictionary: English-Turkish; Turkish-English</i> (Arıkan et al., 1982)  | tebrik etmek, kutlamak  |
| 6   | <i>Büyük Sözlük: İngilizce-Türkçe</i> (1990)  | kutlamak  |
| 7   | <i>Tureng</i>   | tebrik etmek, kutlamak  |
| 8   | <i>Zargan İngilizce Sözlük</i> (Uğur, 2001-2011)  | kutlamak, tebrik etmek  |
| 9   | <i>Turkish Dictionary for Language Learners and Travelers to Turkey</i>   | kutlamak, tebrik etmek  |
| 10  | <i>Milliyet English-Turkish Comprehensive Dictionary</i> (Tuğlacı, 1987)  | tebrik etmek  |
| 11  | <i>Redhouse English-Turkish Dictionary</i> (Avery et al., 1985)   | tebrik etmek, kutlamak  |
| 12  | <i>Arion English Dictionary for Turkish Students</i> (Yurtbaşı, 2004)   | tebrik etmek  |
| 13  | <i>Redhouse Büyük El Sözlüğü (The Larger Redhouse Portable Dictionary)</i> (2006)   | kutlamak, tebrik etmek  |
| 14  | <i>Oxford English-Turkish Dictionary</i> (İz et al., 1993)  | tebrik etmek, kutlamak  |



## APPENDIX D

### Turkish-English Bilingual Dictionary Definitions of *Tebrik etmek* and *Kutlamak*

| No. | Sources   | Turkish-English Bilingual Dictionary Definitions                     |   |
|-----|---|--|---|
|     |   | <i>Tebrik etmek</i>  | <i>Kutlamak</i>   |
| 1   | <i>Comprehensive Orient Express Pocket Dictionary: English-Turkish; Turkish-English</i> (Şeftalioğlu, 2007) | congratulate   | celebrate, congratulate, keep, observe  |
| 2   | <i>Redhouse Sözlüğü, Türkçe-İngilizce</i> (Alkım et al., 1968)  | congratulate, wish joy, felicitate                                   | celebrate, congratulate   |
| 3   | <i>Turkish Dictionary for Language Learners and Travelers to Turkey</i>                                     | compliment, congratulate   | congratulate, celebrate   |
| 4   | <i>Tureng</i>   | congratulate, pat on the back, compliment on, compliment, felicitate | felicitate, emblazon, gratulate, fete, keep, observe, memorialize, celebrate, commemorate, compliment on, congratulate, greet |
| 5   | <i>Zargan İngilizce Sözlük</i> (Uğur, 2001-2011)  | congratulate, felicitate   | felicitate, congratulate, celebrate   |
| 6   | <i>The Golden Dictionary: English-Turkish; Turkish-English</i> (Arıkan et al., 1982)                        | congratulate on, felicitate somebody on                              | celebrate, commemorate, congratulate  |
| 7   | <i>Arion English Dictionary for Turkish Students</i> (Yurtbaşı, 2004)                                       | congratulate   | congratulate, celebrate   |
| 8   | <i>Redhouse Büyük El Sözlüğü (The Larger Redhouse Portable Dictionary)</i> (2006)                           | congratulate (someone)   | congratulate, celebrate   |

## APPENDIX E

### Sample Data for the Categories of Contexts of Use

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#### Achievement: Sports

...But United had reason to **congratulate** goalkeeper Tommy Wright for a spectacular save in the 33rd minute that stopped Brentford going level. Blissett took the ball from Howey, then exploded a right-foot volley that Wright somehow juggled over the crossbar. United passed the ball sweetly between each other to continue to create chances that should have put the game beyond Brentford, and it was no surprise when, in the 63rd minute, they created a fine goal that stretched Brentford to breaking point. [BNC4]

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#### Achievement: Politics

Political correspondent PRIME Minister John Major today sent a message of **congratulations** to Bill Clinton after his overwhelming triumph in the American presidential elections. And Mr Major also sent a private message to defeated President George Bush. Mr Major said: "I have sent a message to President-Elect Clinton offering him my **congratulations**." Mr Clinton has already emphasised the areas of continuity we can expect in foreign policy under his presidency... [BNC182]

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#### Achievement: Commerce/Business & Economics

Gaziantep Sanayi Odası (GSO) Yönetim Kurulu Başkanı Adil Konukoğlu, Türkiye İhracatçılar Meclisi (TİM) tarafından açıklanan "Türkiye'nin 1000 Büyük İhracatçısı" arasına giren 53 Gaziantepli firmayı **kutladı**... [GBK54]

[The chairman of Gaziantep Association of Manufacturers Adil Konukoğlu congratulated the 53 companies from Gaziantep which were listed in "Turkey's top 1000 big exporters" as reported by Turkish Exporters Assembly.]

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#### Achievement: Education /Academics

High achievers celebrate at John Summers High School, Queensferry: PUPILS of a Deeside school have had plenty to celebrate. Two Year 11 students at John Summers High were praised for their excellent work at the school's recent record of achievement ceremony. Key Stage 4 learning manager Julie Bellis and chairman of governors Craig Hunter were on hand to **congratulate** Stacey Cox and Michael Deakin on receiving the award for academic achievement and overall contribution to school life award respectively. [GNE76]

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### **Achievement: Arts/Media & Entertainment**

*...Belediye Başkanı Ahmet Çakır ise yaptığı konuşmada sergiden dolayı sanatçıları **tebrik** ederek, Malatya Belediyesi'nin sosyal, kültürel ve sanatsal faaliyetlere ayrı bir önem verdiğini söyledi. Çakır, bu tür eserlerin yaşaması, yaşatılması ve çoğaltılması adına desteklerinin devam edeceğini kaydederek, serginin hayırlı uğurlu olmasını diledi. [GNT107]*

*[...In his speech, mayor Ahmet Çakır congratulated the artists for the exhibition and said that Malatya Town Hall gives special importance to social, cultural and artistic activities. Çakır wished good luck with the exhibition and noted that they will continue to support such activities for the sake of keeping such pieces of art work alive and increasing their number.]*

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### **Achievement: Environment/Nature & Science**

*Depremin gelecekteki büyüklükleri hakkında yorum yapmanın birkaç yolu var. Biri de geçmiş depremlerdeki fay kırık boylarını tespit ederek deprem büyüklüğü tahmin etmek. Fransız gemisi bu kırığın boyunu belirleyerek tahminleri somutlaştırdı . En yetkili mercii böyle bir açıklama yapıyor, saygı göstermek ve onları **kutlamak** gerek. [MTCK12]*

*[There are a number of ways of making comments on the magnitude of future earthquakes. One of them is predicting the magnitude of the earthquake by determining the length of the fracture fault in the past earthquakes. A French ship supported the predictions with evidence by determining the length of this fracture fault. The most competent authority makes such an explanation; it is worth showing respect to them and congratulating them.]*

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### **Achievement: Health & Fitness**

*THE Northern Health and Social Services Board is delighted to see the Royal Victoria Hospital introducing new medical techniques as highlighted in your article " Treatment Service Boost for the Royal Victoria " (September 3). The Royal is to be **congratulated** on introducing Direct Access Endoscopy, (DAE), however your readers may be interested to know that Northern Board patients have enjoyed the benefit of DAE for some time...[BNC43]*

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**Achievement: Security**

*Diyarbakır Valisi Mustafa Toprak, Diyarbakır'da polisinin önemli görevlerin üstesinden geldiğini belirtti. Vali Toprak, olaylarda ortaya konan etkili çalışmalarından dolayı sürekli **tebrik** edildiklerini vurgulayarak, "Geriye dönüp baktığımızda, yani sizlerin karşı karşıya kaldığınız sokaklardaki suç ve suçların önlenmesi, problemler, sıkıntılar ve sıkıntıları bertaraf etmek kolay değil. Siz edinmiş olduğunuz tecrübe, birikim ve mesleğinize getirmiş olduğunuz vakarla birlikte olayları gayet iyi bir şekilde sonuçlandırıyoruz." dedi. [GNT25]*

*[Diyarbakır governor Mustafa Toprak indicated that in Diyarbakır, the police officers handle important duties. He emphasized that they are continuously congratulated for the effective work carried out and said, "Looking back on, in other words, it is not easy to prevent crimes you face in the streets and overcome problems and burdens. With the experience and qualifications you have gained and the dignity with which you do your job, you are able to bring solutions to the problems all together".]*

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**Achievement: Food**

*...Hepimiz Şans ' in yemeklerini çok beğendik . Uludağ ' da Le Bouquet ' yi açan Cücü yoktu . Güzel karısı , İzmirli hemşerim Demet Söz ise Kanal D ' de yeni bir şov programını sunmaya başlamış , hayırlı olsun . Cüneyt , Şans ' in mөнüsünü az ama öz ve lezzetli yapmış . Bu konuda Ali Ekber Sarıgül ' ü de **kutlarım**. [MTCK6]*

*[...We all liked the food in Şans. Cücü, who opened Le Bouquet in Uludağ was not there. Her beautiful wife Demet Söz from İzmir started presenting a new programme on Kanal D, good luck. Cüneyt made Şans's menu less but delicious. Therefore, I congratulate Ali Ekber Sarıgül.]*

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**Achievement: Miscellaneous**

***Congratulations** to Gill Raikes MBE: Gill Raikes MInstF Cert, Director of Fundraising at the National Trust, and a trustee of the Institute of Fundraising, has been awarded the MBE in the Queen's birthday honours list. Lots of people have been quick to add their **congratulations** to Gill, including Mark Astarita, Director of Fundraising at the British Red Cross and the new Chair of the Institute of Fundraising. [GBE108]*

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**Special Occasion: Public Joy**

*Anneler Günü'nüz **kutlu** olsun! Bütüüüüüün bu şansı yakalamış ve dünyanın ennnn güzel duygusunu tatmış annelerimizin Anneler Günü'nü **kutluyorum**. [GBK120]*

*[Happy Mother's Day! I am congratulating the Mother's Day of all the mothers who got this chance and experienced the world's greatest feeling.]*

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**Special Occasion: Personal Joy**

***Tebrikler** Sabri Sarioğlu:Galatasaraylı futbolcu Sabri Sarioğlu, baba olmanın mutluluğunu yaşıyor. Sabri Sarioğlu ve Yağmur Sarioğlu çiftinin bir erkek çocukları oldu. Sabri ve Yağmur Sarioğlu çiftini **tebrik** ediyor; hayata gözlerini yeni açan Sarp Sarioğlu'na ailesiyle birlikte sağlık ve mutluluk dolu bir ömür diliyoruz. [GBT5]*

*[Congratulations Sabri Sarioğlu: The Galatasaray football player Sabri Sarioğlu is having the happiness of having become a father. The couple Sabri Sarioğlu and Yağmur Sarioğlu have had a son. We congratulate Sabri and Yağmur couple and wish Sarp Sarioğlu who has just opened his eyes to the world a life full of happiness and health with his family.]*

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**Good Fortune**

***Congratulations** you've won a boob-job!: Tomorrow night, in an East-London nightclub, party-goers will get the chance to win plastic surgery in a raffle. I don't want to sound crude but this party could go tits-up...[GNE32]*

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## APPENDIX F

### The Aspects Congratulated in the Micro-categories of *Congratulation* Contexts

| Categories                | The Contexts of <i>Congratulate</i>  | N                      |
|---------------------------|--|------------------------|
| Sports<br>(100 contexts)  | - Sports people's performance<br>(e.g., winning a game/race in football, cricket, boxing, golf, bowling, driving, horse riding, rugby, cycling; promotion to a League; winning a championship; scoring a goal; winning a medal)  | 72 contexts<br>(72%)   |
|                           | - Sports people's promotion/new appointments<br>(e.g., appointment as a new manager of a football club; a referee's promotion to the senior list; getting the job of captaining a team; being qualified as the new coach)  | 7 contexts<br>(7%)     |
|                           | - Sports awards<br>(e.g., being recognised in the Queen's Birthday Honours list for devotion to Rugby League; winning Birthday Honours for services to sports; a boxing club winning an award)   | 5 contexts<br>(5%)     |
|                           | - Others<br>(e.g., encouraging the team's skills; completing open water courses; representing the country in a marathon; the manager bringing quality players)   | 16 contexts<br>(16%)   |
| Politics<br>(52 contexts) | - Election victory/ new appointments<br>(e.g., a political party's election victory; becoming a member of the parliament; elevation to the cabinet; being elected as the new councillor; a woman getting a seat in the cabinet; being selected as the candidate of a political party; appointment as a minister)                     | 36 contexts<br>(69.2%) |
|                           | - Parliamentary work<br>(e.g., government's policy; a governor signing an act; a government adopting a program; the government running a diplomatic campaign; a party's stand against destructive policies; a member of parliament taking a courageous and correct step; a leader being bestowed the great honour by the government) | 16 contexts<br>(30.8%) |

| <b>Appendix F (continued)</b>                         |  |                        |
|---|--|------------------------|
| Commerce/<br>Business &<br>Economics<br>(41 contexts) | - Business awards<br>(e.g., local businessmen being awarded certificates for the quality of their work; a businessman getting Queen's Award for promoting enterprise growth; fastest growing digital media companies winning an award; a company winning an award for customer service; winning an award for the production of a device; a teenager receiving the National Apprentice of the Year) | 21 contexts<br>(51.2%) |
|   | - Business activities<br>(e.g., increasing productivity and investment in manufacturing; producing a skilful budget; exporting the engines produced to Europe; a company opening its headquarters; releasing a new software program)   | 12 contexts<br>(29.3%) |
|   | - Elevations/ new appointments<br>(e.g., being elected to the post of managing director; a board's successful decision in selecting a new manager; shareholders' decision to change the trust's investment management)   | 4 contexts<br>(9.8%)   |
|   | - Others<br>(e.g., a company passing a validation visit successfully; completing a mentoring program for business enterprises; the local authorities' campaign on the government restrictions on their spending)   | 4 contexts<br>(9.8%)   |
| Education<br>/Academics<br>(28 contexts)              | - School success<br>(e.g., passing exams and getting good results; end of year success at a college; high achievers at a high school; students receiving awards; graduation; completing a certificate; a school winning an award)  | 12 contexts<br>(42.9%) |
|   | - Educational activities<br>(e.g., students being selected to participate in a project; students winning the most innovative idea in a program; becoming a maths champion; students being allocated places on summer schools at Cambridge University)  | 11 contexts<br>(39.3%) |
|   | - Academia<br>(e.g., professors being elected to new positions; research professionals being awarded sponsored places at a conference; receiving a doctorate degree; an associate dean receiving a Queen's award)  | 5 contexts<br>(17.9%)  |

| <b>Appendix F (continued)</b>                        |   |                        |
|--|---|------------------------|
| Arts/Media & Entertainment<br>(85 contexts)          | - Publication<br>(e.g., newspaper's fine investigative reporting; an agony aunt's appreciated column; a writer's fair comment column in the newspaper; a newspaper providing necessary and good quality information; excellent article; an author having a new collection out; an impressive civic magazine of a high standard)   | 17 contexts<br>(20%)   |
|  | - Leisure activities<br>(e.g., winning a quiz competition; becoming the world book winner of a contest; Game Bingo Winners; being awarded in the Queen's New Year's Honours List after an organisation of a festival; an entertainer receiving a People of the Year award)  | 17 contexts<br>(20%)   |
|  | - Painting/photography & Design<br>(e.g., the gallery opening its doors to youth; a photographer's picture; winning and running up a flower show drawing competition; winning a photo competition; a designer winning an award; Graphic Design students' successful degree show; wonderful architecture)  | 14 contexts<br>(16.5%) |
|  | - Acting/Dancing<br>(e.g., fine acting debut, a director's meticulous work and production at the Drama Festival; providing a rich and rewarding theatrical experience; an artist being selected to take part in a summershow; graduating from a ballet school; film sector organisations/projects receiving funding)  | 14 contexts<br>(16.5%) |
|  | - Music<br>(e.g., getting a music award for a recent album; a song best of the night; a singer winning Britain's Got Talent; a musician winning awards; a guitarist's new band)   | 9 contexts<br>(10.6%)  |
|  | - TV/Radio/Internet<br>(e.g., BBC's magnificent wildlife films; becoming a TV's game show host; a cartoon series's international success; winning a blog competition; winning a competition and becoming the Skills Academy MOBO Bloggers)  | 8 contexts<br>(9.4%)   |
|  | - Others<br>(e.g., bringing the Imperial War Museum to the town)  | 6 contexts<br>(7.1%)   |
| Environment/<br>Nature &<br>Science<br>(14 contexts) | (e.g., city and county councillors taking part in a project on environmental improvements; Roads Service's successful completion of the year programme of works; an aqueduct being granted Big Lottery Fund for restoration; conservationists' operation; recognizing the need to extend and revise environment protection laws; being honoured with an Honorary Life Membership by The Irish Garden Plant Society; a farmer's management of chicks; making a zoo modern, progressive and caring) | 14 contexts<br>(100%)  |



| <b>Appendix F (continued)</b>     |   |                        |
|-----------------------------------|---|------------------------|
| Health & Fitness<br>(10 contexts) | (e.g., introducing Direct Access Endoscopy; making an improvement in a problem of the National Health Service; clinical service's commitment to the trust and delivery of good patient care; Splendid effort for leukaemia fundraising; attempts to reduce problems such as alcohol-dependency; one's fitness; mothers' achievement in the breastfeeding program at a child centre) | 10 contexts<br>(100%)  |
| Security<br>(5 contexts)          | (e.g., officers' providing a safe environment; police's successful raid; rebels' restraint; a coroner's bravery; falling crime rates)   | 5 contexts<br>(100%)   |
| Food<br>(1 context)               | (e.g., receiving prizes for the food made)  | 1 context<br>(100%)    |
| Miscellaneous<br>(37 contexts)    | - Voluntary work<br>(e.g., receiving Queen's Award for voluntary service; being named in Queen's Birthday Honours List for fundraising; the beneficiaries of donation)  | 5 contexts<br>(13.5%)  |
|                                   | - Religion<br>(e.g., receiving a national Catholic Woman of the Year award; promotion to pipe sergeantry; being elevated to Bishop)   | 5 contexts<br>(13.5%)  |
|                                   | - Others<br>(e.g., being named in Queen's Birthday Honours List; a triumphant trip; release from prison; couple coming to terms with their differences and working together successfully; Speaking Russian well; winning a case; being perceptive; receiving Queen's Award for voluntary service; bride's hair; protesters' strike)   | 24 contexts<br>(64.9%) |
| Public Joy<br>(1 context)         | - Anniversary<br>(e.g., 40th anniversary of the German Democratic Republic)   | 1 context<br>(100%)    |
| Personal Joy<br>(60 contexts)     | - Marriage/engagement   | 25 contexts<br>(41.7%) |
|                                   | - Arrival of a baby/ pregnancy  | 14 contexts<br>(23.3%) |
|                                   | - Anniversary<br>(e.g., 25 years of service; an organisation's 75th anniversary; wedding anniversary)   | 14 contexts<br>(23.3%) |
|                                   | - Birthday<br>(e.g., one's centenary, 90th birthday)  | 4 contexts<br>(6.7%)   |
|                                   | - Retirement  | 2 contexts<br>(3.3%)   |
|                                   | - Purchase of a new house   | 1 context<br>(1.7%)    |
| Good Fortune<br>(8 contexts)      | - winning a prize from a draw   | 7 contexts<br>(87.5%)  |
|                                   | - Others<br>(e.g., Samsung being selected as the best netbook of the year (lucky owners))   | 1 context<br>(12.5%)   |

## APPENDIX G

### The Aspects Congratulated in the Micro-categories of *Tebrik* Contexts

| Categories  | The Contexts of <i>Tebrik</i>   | N                      |
|---|---|------------------------|
| Sports<br>(82 contexts)                               | - Sports people's performance<br>(e.g., winning a game/race in football, tennis, volleyball, taekwondo, handball, chess, weight lifting, basketball, boxing, athleticism, motor racing, water sports; winning a championship; promotion to a league; winning a medal; a team's success during the term; a player's successful goal) | 64 contexts<br>(78.0%) |
|   | - Sports people's promotion/new appointments<br>(e.g., a referee's promotion; being elected as the chairman of a football club)   | 11 contexts<br>(13.4%) |
|   | - Others<br>(e.g., a football player signing an agreement; a sports organisation manager's support; parents encouraging their kids to attend sports activities; opening a sport centre for tennis; organisation of water sports festival)   | 7 contexts<br>(8.5%)   |
| Politics<br>(58 contexts)                             | - Election victory/ new appointments<br>(e.g., election victory; becoming the chairman of a political party; being elected as the speakership of the parliament; being elected as a member of parliament; appointment as the mayor of a town; being elected as a minister)  | 53 contexts<br>(91.4%) |
|   | - Parliamentary work<br>(e.g., the decision of a government; signing a peace agreement; a political party not protesting and attending the oath-taking ceremony at the parliament)  | 5 contexts<br>(8.6%)   |
| Commerce/<br>Business &<br>Economics<br>(14 contexts) | - Business awards<br>(e.g., the head of a bank getting an award for becoming the year's bureaucrat; a board of trade representing their country and getting an award in a competition)  | 2 contexts<br>(14.3%)  |
|   | - Business activities<br>(e.g., opening a hotel; production of an appliance; developing a project for promoting tourism in the town; starting a business in one's hometown)   | 7 contexts<br>(50%)    |
|   | - Elevations/ new appointments<br>(e.g., being elected to the post of managing director; being elected as the head of a holding company; being elected as the chairman of the chamber of commerce)  | 5 contexts<br>(35.7%)  |

| <b>Appendix G (continued)</b>            |  |                     |
|--|--|---------------------|
| Education /Academics (37 contexts)       | - School success<br>(e.g., graduation; getting into university; a school becoming second in the category of “the school of high standards”; a school becoming second in maths and science in the high school entrance exams; top ranking of a school in the university entrance exam; being successful in an exam)   | 16 contexts (43.2%) |
|  | - Educational activities<br>(e.g., a project team of a school winning a competition; students participating in a science project; opening schools; university winning a competition with a micro satellite they designed; a teacher's success in publishing a magazine with her students; students’ success in a maths competition and representing their schools; a school winning a project competition) | 16 contexts (43.2%) |
|  | - Academia<br>(e.g., becoming an Associate Professor; becoming a rector; being appointed as the Dean of a faculty)   | 5 contexts (13.5%)  |
| Arts/Media & Entertainment (58 contexts) | - Publication<br>(e.g., an author of a book winning an award; a successful newspaper; a columnist receiving an award; a publishing press producing a well-written history book)  | 8 contexts (13.8%)  |
|  | - Leisure activities<br>(e.g., winning a quiz competition; winning a competition (survivor); coming first in a local joke/narrative competition)   | 5 contexts (8.6%)   |
|  | - Painting/photography & Design<br>(e.g., winning a photo competition; opening a photograph exhibition; a cartoonist receiving an award in an International Cartoon Competition; opening an art exhibition; design of a building)  | 8 contexts (13.8%)  |
|  | - Acting/Dancing<br>(e.g., successful performance of an actress; a group's dance performance at a show; receiving a movie award; organisation of a film competition)   | 5 contexts (8.6%)   |
|  | - Music<br>(e.g., production of a successful song; an orchestra's success at the concert; organisation of a jazz festival)   | 10 contexts (17.2%) |
|  | - TV/Radio/Internet<br>(e.g., DJ of the week; a successful TV series; a TV channel's success in promoting tourism; creating a successful blog; success of a web site)  | 13 contexts (22.4%) |
|  | - Others<br>(e.g., organisation of Turkish Language Olympic programme; contributions to and efforts in the establishment of a cultural museum; a poem being selected as the poem of the week)  | 9 contexts (15.5%)  |

| <b>Appendix G (continued)</b>                       |  |                        |
|---|--|------------------------|
| Environment/<br>Nature &<br>Science<br>(4 contexts) | - Environmental improvements<br>(e.g., contribution to and efforts in a project on agriculture; receiving an award for works on environment; success of the countrymen in agriculture; taking over the position of the geologist and earthquake scientist) | 4 contexts<br>(100%)   |
| Health &<br>Fitness<br>(4 contexts)                 | - Health services<br>(e.g., Ministry's Prohibiting Bisfenola, which causes cancer; losing weight; a governor rejecting a foreign institution's request for obtaining blood samples)  | 4 context<br>(100%)    |
| Security<br>(4 contexts)                            | - Ensuring safety and security<br>(e.g., finding suicide bombers and arresting them; the police's success during riots, security officers' promotion)  | 4 contexts<br>(100%)   |
| Miscellaneous<br>(19 contexts)                      | - Voluntary work<br>(e.g., establishing an association; businessmen's help for the poor; the success of a committee in their services)   | 6 contexts<br>(31.6%)  |
|   | - Mayor Services<br>(e.g., the Mayor doing nice things in the town; mayor's services to the town; a councillor opening a condolence house; free transportation for the elderly and disabled)   | 5 contexts<br>(26.3%)  |
|   | - Others<br>(e.g., being a good guide in the town; doing a lot of ironing; one's sincere comments about an organisation/activity)  | 8 contexts<br>(42.1%)  |
| Public Joy<br>(28 contexts)                         | - Religious Days (Kandil/Ramadan) and Festivals (Bairams)  | 21 context<br>(75.0%)  |
|   | - Official National Days<br>(e.g., Youth and Sports Day; Republic Day; Maritime and Cabotage Day)  | 4 contexts<br>(14.3%)  |
|   | - Other Days<br>(e.g., Father's Day; New Year; Valentine's Day)  | 3 contexts<br>(10.7%)  |
| Personal Joy<br>(23 contexts)                       | - Marriage/engagement  | 11 contexts<br>(47.8%) |
|   | - Arrival of a baby  | 5 contexts<br>(21.7%)  |
|   | - Anniversary<br>(e.g., 45th anniversary of a football club)   | 1 context<br>(4.3%)    |
|   | - Birthday   | 1 context<br>(4.3%)    |
|   | - Circumcision (Sünnet)  | 3 contexts<br>(13.0%)  |
|   | - Purchase of a new house  | 1 context<br>(4.3%)    |
| - Pilgrimage  | 1 context<br>(4.3%)  |                        |
| Good Fortune<br>(8 contexts)                        | - Winning a prize from a draw  | 6 contexts<br>(75%)    |
|   | - Winning a lottery  | 1 context<br>(12.5%)   |
|   | - Others<br>(e.g., being on the right web site)  | 1 context<br>(12.5%)   |

## APPENDIX H

### The Aspects Congratulated in the Micro-categories of *Kutlama* Contexts

| Categories  | The Contexts of <i>Kutlama</i>  | N                      |
|---|---|------------------------|
| Sports<br>(46 contexts)                               | - Sports people's performance<br>(e.g., winning a game/championship in boxing, basketball, volleyball, football; promotion to a league; winning a medal; coming third in an athleticism competition; a ski team coming third in a championship; winning a horse race) | 27 contexts<br>(58.7%) |
|   | - Sports people's promotion/new appointments<br>(e.g., a basketball player's success in National Basketball Association's player selections; being elected as the chairman of a football club; being in management post for the fourth time)                          | 11 contexts<br>(23.9%) |
|   | - Others<br>(e.g., organisation of a rally racing; fans' support for a team; organisation of disabled sports; opening summer sport schools; sports people and teams attending a bicycle touring; organisation of a football tournament)                               | 8 contexts<br>(17.4%)  |
| Politics<br>(34 contexts)                             | - Election victory/ new appointments<br>(e.g., election victory; becoming the chairman of a political party; becoming a prime minister; being elected as a member of the parliament)  | 27 contexts<br>(79.4%) |
|   | - Parliamentary work<br>(e.g., party members' gentlemanly competing; members of the parliament contributing to and voting for the scheme considering the public's decisions and thoughts; party members' efforts during the election)                                 | 7 contexts<br>(20.6%)  |
| Commerce/<br>Business &<br>Economics<br>(13 contexts) | - Business awards<br>(e.g., 53 companies being listed in the top 1000 big exporters; industries being listed in the top 500 big industries)   | 3 contexts<br>(23.1%)  |
|   | - Business activities<br>(e.g., workers bringing success to a company; a company producing the version of a software program; setting up a spa tourism centre; opening a unit in a textile factory)   | 9 contexts<br>(69.2%)  |
|   | - Elevations/ new appointments<br>(e.g., being elected to the post of managing director)  | 1 context<br>(7.7%)    |

| <b>Appendix H (continued)</b>             |   |                    |
|---|---|--------------------|
| Education /Academics (13 contexts)        | - School success (e.g., graduation; a school's success in university entrance exam)   | 7 contexts (53.8%) |
|   | - Educational activities (e.g., contributing to the construction of a school; universities carrying out education and research in peace; a school winning an English language education system competition; Turkish Education Volunteers Foundation's efforts and services) | 6 contexts (46.2%) |
| Arts/Media & Entertainment (32 contexts)  | - Publication (e.g., a writer's success in describing a person; a newspaper's success; publication of a book about the town; an author's books on Turkey's history)   | 5 contexts (15.6%) |
|   | - Leisure activities (e.g., one's efforts in the organisation of a nightclub)   | 1 context (3.1%)   |
|   | - Painting/photography & Design (e.g., an art club's success in "Turkey's most active club" competition; contribution to the organisation of a culture and art festival; success in an handcraft exhibition)  | 8 contexts (25.0%) |
|   | - Acting/Dancing (e.g., receiving an award in a film festival; winning a folk dance competition)  | 2 contexts (6.3%)  |
|   | - Music (e.g., conservatoire students' concert performance; a singer singing nice songs at a concert)   | 2 contexts (6.3%)  |
|   | - TV/Radio/Internet (e.g., the success of a TV series; a DJ's obeying a grammar rule in news reporting; updating the official web site of the town council; 200th programme of a TV programme)  | 6 contexts (18.8%) |
|   | - Others (e.g., a successful poem; organisation of a poetry evening; organisation of Turkish Language Olympic Programme; opening an ethnography and social life museum; organisation of a cultural festival, rug festival)  | 8 contexts (25.0%) |
| Environment/ Nature & Science (1 context) | (e.g., an authority reporting their evidence-based predictions about earthquake)  | 1 context (100%)   |
| Health & Fitness (3 contexts)             | (e.g., a doctor starting new treatment; being selected as the police of the month for donating a great deal of blood; medical assistants' courage in their protests)  | 3 contexts (100%)  |
| Food (3 contexts)                         | (e.g., chef's success in offering delicious menu)   | 3 contexts (100%)  |

| <b>Appendix H (continued)</b>  |  |                        |
|--------------------------------|--|------------------------|
| Miscellaneous<br>(12 contexts) | - Voluntary work<br>(e.g., making innovation and carrying out successful projects in the town; being a member of an association; Turkish Youth Association's success; voluntary associations' contribution to the society)   | 4 contexts<br>(33.3%)  |
|                                | - Mayor Services<br>(e.g., a town's growth and development)  | 2 contexts<br>(16.7%)  |
|                                | - Others<br>(e.g., organisation of a retirement evening; a father's efforts in raising his son; one's speech; one's ambition; one's maturity)  | 6 contexts<br>(50%)    |
| Public Joy<br>(131 contexts)   | - Religious Days (Kandil/Ramadan) and Festivals (Bairams); Birth of the Prophet  | 47 context<br>(35.9%)  |
|                                | - Official National Days<br>(e.g., Youth and Sports Day; Republic Day; Maritime and Cabotage Day; the conquest of Istanbul; April 23 National Sovereignty and Children's Day; Teacher's Day)   | 23 contexts<br>(17.6%) |
|                                | - Other Days<br>(e.g., Father's Day; Mother's Day; New Year; Nurses Day; Dietitian Day; Retirement Day; Pharmacists Day; Ada Lovelace Day; Police day/Bairam; 1st May Labor Day; World No Tobacco Day; World Press Freedom Day; Alcohol and substance addiction corporation and non-drunkness day; 18th anniversary of the Internet) | 61 contexts<br>(46.6%) |
| Personal Joy<br>(60 contexts)  | - Marriage/engagement  | 11 contexts<br>(18.3%) |
|                                | - Arrival of a baby  | 2 contexts<br>(3.3%)   |
|                                | - Anniversary<br>(e.g., wedding anniversary; anniversary of a town's liberation from enemy invasion; 86th anniversary of a football club; anniversary of an association; anniversary of a newspaper; 22th anniversary of a town becoming a county; 15th anniversary of a university)   | 24 contexts<br>(40%)   |
|                                | - Birthday   | 19 context<br>(31.7%)  |
|                                | - Circumcision (Sünnet)  | 1 context<br>(1.7%)    |
|                                | - Others<br>(e.g., the new term; end of academic year; International Silifke Culture Week)   | 3 contexts<br>(5%)     |

## APPENDIX I

### Wong's (2010) Classification System of Thanking Strategies

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| Wong's classification system of thanking strategies (2010:1247) |   |
|---|---|
| Compound<br>thanks  | A Thanking + alerters (A1: attention getter (e.g. oh); A2: title (e.g. Professor); A3: name (e.g. Alice))   |
|   | B Thanking + complimenting interlocutor or positive evaluation of previous speaker's utterance (B1: appreciation of the act; B2: appreciation of the addressee) |
|   | C Thanking + confirming interlocutor's commitment   |
|   | D Thanking + refusing   |
|   | E Thanking + stating intent to reciprocate  |
|   | F Thanking + stating interlocutor's non-existent obligation   |
|   | G Thanking + stating reason   |
| Single<br>occurrences   | H Thanking as a closing signal  |
|   | I Thanking as a responder to an expression of gratitude   |
|   | J Thanking as a single expression   |
| Thanking as an<br>extended turn                                 | K Thanking as an extended turn  |

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