Iraqi EFL Learners' Manipulation of the Speech Act of Refusal

براعة المتعلمين العراقيين للإنكليزية كلغة أجنبية بالرفض من أفعال الكلام

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Abstract

This study is concerned with revealing some aspects of Iraqi EFL learners' manipulation of the speech act of refusal. The study falls into four sections. Section one introduces the problem, aims, hypotheses, procedures, limits and the value of the study. Section two is devoted to the theoretical framework of refusal speech act. Section three is about collecting and analyzing data and section four is concerned with the conclusions of this study.

In order to achieve the objectives of the study, the researcher conducted a test in which 100 Iraqi EFL College students at the fourth year Department of English, College of Education, University of Babylon were asked to respond to the test of the study. Their performance is compared to the performance of a control group (10 NESs). Concerning the second objective of the study which is to find out if there is any evidence of pragmatic transfer, the test has been translated into Arabic and (10) native speakers of Arabic are involved in the test to compare their responses with those of Iraqi learners.

Section One
Introduction

1.1 The Problem

Whenever we make a conversation, we often form a general attitude towards the interlocutors' personality, style, and

viewpoints. This is made through the use of languages. One of the important ways is how to say 'no' directly or indirectly when we are unwilling to accept others' offers, suggestions, requests, invitations and other speech acts. Martinez – Flor and Juan (2010: 218) mention that refusal is a problematic issue because it is a face_ threatening act that may offend the relationship between the addresser and the addressee, since it contradicts the listener's expectations. Refusal is often realized through indirect strategies and thus require a high level of pragmatic competence. That is why refusal requires a face saving devices in order to keep our relations with others on good terms. As for Iraqi EFL university students, the use of the speech act of refusal has not, to the best of the researcher's knowledge, been studied independently and thoroughly. Accordingly, there is a need to answer the following questions**:**

1. What type of strategies do the Iraqi EFL learners adopt to realize the speech act of refusal?

2. Is there any evidence of pragmatic transfer in the refusal strategies used by Iraqi EFL learners?

1.2 Aims of the study

The present study attempts to reach the following aims:

1. Identifying the strategies that Iraqi EFL university students use to refuse others.

2. Identifying the extent to which the mother tongue interferes in the learner's performance.

1.3 The Hypotheses

The study hypothesizes that:

1.Iraqi EFL learners tend to use direct refusal strategies more frequently than the indirect ones.

2. Iraqi EFL learner's inaccurate responses may be attributed to the interference of their native language while performing

the speech act in the   target language (i.e. pragmatic transfer).

1.4 The Procedures

To fulfill the aims of the study, the following procedures will be adopted:

1. Presenting a theoretical background about the speech act of refusal.
2. Conducting a test by means of a written questionnaire to collect data about the strategies Iraqi EFL university students employ to perform the speech act of refusal.
3. Using an Arabic version of the test to compare the responses of Iraqi EFL learners with those of Arabic learners to find out if there is any evidence of pragmatic transfer in the performance of Iraqi EFL learners to issue the speech act of refusal.
4. Analyzing the findings of the empirical work in light of the model of this study and coming out with conclusions.

1.5 The Limitations

This study will have the following limitations:

1. The sample of the study is limited to university fourth year students at the Department of English, College of Education for Human Sciences, University of Babylon in addition to a control group of native speakers of English. Also a group of ten Iraqi Arabic native speakers from Department of Arabic, College of Education for Human Sciences, University of Babylon are used to find out if there is any evidence of pragmatic transfer made by Iraqi EFL learners.
2. Refusals can be realized by various linguistic and nonlinguistic strategies. The present study focuses only on the linguistic strategies, excluding the prosodic features since the test uses a written questionnaire.

3. Refusal speech act is used as a response to suggestions, offers, requests and invitations speech acts. This study will be limited to refusal of requests and refusal of offers exclusively.

1.6 Significance of the study

It is hoped that the study is of value, both theoretically and practically. Theoretically, it tries to give a general framework of the speech act of refusal. The practical part may be of importance to EFL teachers, students as well as syllabus designers as it sheds light on the manners of avoiding refusing others' impolitely. Finally this study will be of value to those interested in studying the pragmatic performance of EFL studies.

Section Two
Theoretical Background

2.1 Introduction

2.2 Definitions and Characteristics

Refusal is a speech act which occurs when a speaker directly or indirectly says "no" to a request, invitation, suggestion, or offer.(Al- Eryani, 2007: 21)

Refusing means, essentially, saying "no", 'I will not do it' in response to someone else's utterance, in which he has conveyed to us that he wants us to do something and that he expects us to do it. This speech act belongs to a family of verbal responses which includes also verbs such as decline, agree, disagree, answer and reply. (Wierzbicka, 1987: 94)

Searle and Vandervken (1985: 195) define the speech act of refusal in terms of the negative counterparts to acceptances and consetings. Just as one can accept offers, applications and invitations, so each of these can be refused or rejected.

Chen and Zhang (1995: 121) define refusal as a speech act by which a speaker "denies to engage in an action proposed by the interlocutor."

Holmes et. al. (2004: 948) define refusal as " the second part of a pair of adjacent utterances; the core component of a refusal is a denial or an expression of unwillingness to comply with a previous request, invitation, or offer."

From the point of view of behaviour, refusal can be defined as an attempt to bring about behavioural change by encouraging the other to withdraw his/her request and they identify the core component as a indicating opposition to granting a request. (Kline and Floyed, 1990: 460)

2.3 Types of Refusal

Refusals are found in four types of exchanges , namely those involving invitations- refusals, requests- refusals, offers - refusals and suggestions- refusals. The type of initiate act influences the realization of both the content and the form of refusal in question. This study concentrates on refusals of offers and refusals of requests exclusively.

2.3.1 Refusal of Offer

An offer is a speech act that may be followed by one of two possible second pair parts: an acceptance or a refusal. The acceptance is the preferred second pair part to an offer so is less complex than a refusal. It is usually immediate and involves the use of a direct speech act, such as *21."Yes, I'd love to."*

A refusal, however is a face_ threatening act and is the dispreferred second part to an offer. It is, thus, usually more complex, often indirect and less immediate. The refusal is often signaled by the use of delays, accounts, hedges and prefaces before the speaker gets to the actual refusal to an offer. (Paltridge, 2006: 123)

2.3.2 Refusal of Request

Requests are considered as " an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that s/he wants the requestee to perform an act which is for the benefit of the speaker." (Trosborg, 1995: 187)

Therefore, the speaker's role is to perform a request which s/he would like to compiled in his/ her benefit, while the hearer's response would be that of refusing such a request. Consequently, to perform that refusal in an appropriate way would require a good level of pragmatic competence in order not to offend the speaker's request. (Martinez – Flor and Juan, 2011: 58)

2.4 The Model

In a series of investigations, there were many attempts to classify the refusal strategies of different languages. One of them was done by Ueda

(1972: 185). He listed sixteen ways to avoid saying "no" in Japanese (vague no; silence; delaying answers; …). Some years later, (Rubin, 1983: 10) claimed that there were nine ways of refusing a cross a number of cultures.

Rubin indicated that in order for a non native speaker to send or receive a message of "no" to a native speaker, three levels of knowledge are required:

1) form _ function relation;

2) social parameter of saying "no" and;

3) underlying values.

After some attempts to find the best taxonomy for refusal strategies, the most commonly known and used semantic formulas in coding refusals by Beebe, Takahashi and Uliss – Weltz (1990) appeared. It is as follows:

Table (1)
A Model of Strategies for Expressing Refusal Speech Act
(Beebe, et.al. (1990: 55- 73))

Type	Strategies	Semantic Formulas
Direct	Performative	" I refuse "
	Non performative a. "No"	
	b. Negative willingness /ability	"I can't", "I don't think so"
Indirect	1. Statement of regret	"I'm sorry …","I feel terrible …"
	2. Wish	"I wish I could help you …"
	3. Excuse, reason, explanation	"My children will be home that night"; "I have a headache"
	4. Statement of alternative a. I can do X instead of Y	"I'd rather …", "I'd prefer
	b. Why don't you do X instead of Y	"Why don't you ask someone else?
	5. Set conditions for future or past acceptance	If you had asked me "earlier, I would have …"
	6. Promise of future acceptance	"I'll do it next time", "I promise I'll …", or "Next time I'll …" using "will" or promise
	7. Statement of principle	"I never do business with friends".
	8. Statement of philosophy	"One can't be too careful"
	9. Attempt to dissuade interlocutor a. Threat or statement of negative consequences to the requester.	"I won't be any fun tonight" to refuse an invitation
	b. Guilt trip	For instance: waitress to customers who want to sit a while: "I can't make a living off people who just order coffee…"

	c. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack	Who do you think you are?" "That's a terrible idea"
	d. Request for help, empathy, and assistance by dropping or holding the request.	
	e. Let interlocutor off the hook	"Don't worry about it", "That's okay…" "You don't have to…"
	f. Self-defense	"I'm trying my best", "I'm doing all I can do"
	10. Acceptance that functions as a refusal a. Unspecific or indefinite reply b. Lack of enthusiasm	
	11. Avoidance 1. Nonverbal a. Silence b. Hesitation c. Do nothing d. Physical departure	
	2. Verbal a. Topic switch b. Joke. c. Repetition of part of request, etc "Monday?" d. Postponement "I'll think about it" e. Hedging Gee, I don't know", "I'm not sure"	

2.5 Felicity Conditions

Yule (1996: 50) mentions that for the performance of a speech act to be recognized as intended, there should be certain expected or appropriate circumstances which are known as felicity conditions. For some cases, as in the example below, the performance will be infelicitous or, to say it in other words, inappropriately expressed, if the speaker is not a specific person in a special context (in this case, a judge is a curtroom):

40." I sentence you six months in prison." (Ibid: 50)

As far as refusal of offer speech act is concerned, (Barron, 2003: 128) mentions that to make refusal act felicitous, they should meet the following conditions which can be illustrated in the following table:

**Table 2 . Felicity Conditions for Refusals of Offers
(Searle 1969: 66 cited by Barron 2003: 128)**

Types of Conditions	The Formulation of the Condition in the Case of Refusing an Offer
Preparatory condition	a) H is able to (not) perform X. S believes H is able (not) to perform X. b) It is not obvious that H would (not) do X without being asked.
Sincerity condition	S wants H (not) to do X .
Propositional content condition	S predicates a future act X of H.
Essential condition	Counts as an attempt by S to get H (not) to do X.

As for refusal of request speech acts, Wierzbicka (1987: 94) presents
the following conditions with some modification from the researcher:

Table 3 . Felicity Conditions of Refusing a Request
Wierzbicka (1987: 94)

Types of Conditions	The Formulation of the Condition in the Case of Refusing a request
Propositional Content Condition	S want H to do X S believe that H will do X H do not want to do it H assume that he does not have to do it because he does not want to H say this because H want S to know it.
Sincerity Condition	H really do not want to do X
Essential Condition	X will not happen because H does not want to do it
Preparatory Condition	S believe that H will do X H does not want to do X

Section Three
Data Collection and Analysis

This chapter tries to investigate Iraqi EFL learners' performance in using the speech act of refusal at the production level. It investigates the strategies that Iraqi EFL learners use for the speech act of refusal when refusing someone of higher, lower or equal status. Their responses are going to be assessed in relation to what native English speakers respond in given situations. It also aims at identifying the extent to which the mother tongue interferes in the learners' performance. In this regard, their responses are also going to be assessed in relation to the responses of native speakers of Arabic to find out the interference of the first language in the performance of Iraqi EFL learners.

3.1 Data Collection

3.1.1 Subjects

The subjects chosen to participate in this study involve one hundred EFL undergraduate students chosen randomly from the fourth stage from the Department of English, College of

Education for Human Sciences, University of Babylon during the academic year (2013-2014). The subjects are asked to provide certain information such as age, gender, native language and nationality. Their native language is Arabic and they have similar EFL background. Their ages range between (22-24) years old. The reason behind choosing fourth year students to be the sample of the study is that they are supposed to be the most advanced learners of English.

In addition to the subjects mentioned above, a control group represented by ten native English speakers has been subjected to the same test. The subjects of this group are employees in a company called "Shell Oil Company" in Basra and range in age between (22-28). They all have B.A. degrees in different specializations. One of them is a teacher of English and the others are engineers. They speak BBC accent.

Concerning question number two of the test which aims at identifying the extent to which the mother tongue interferes with the learners' performance, the main test has been translated into Arabic and ten students chosen from the fourth stage from the Department of Arabic, College of Education for Human Sciences, University of Babylon during the academic year (2013-2014) are subjected to the Arabic test. Their responses are going to be compared with that of Iraqi EFL learners' to find out if there is any evidence of pragmatic transfer from their first language. Their ages range between (22_24) years old and all of them has the same native language.

3.1.2 The Test

In order to achieve the main aims of the study, a test of thirty situations has been designed to investigate the speech act of refusal as realized by Iraqi EFL university learners of English.

The test is intended to elicit information about the students' abilities to issue the speech act of refusal according to certain

contextual factors such as status, i.e., superiority, equality and inferiority of position, social distance, i.e., familiarity and unfamiliarity, and whether the power relationship is solidary or non- solidary . This test also aims at finding the interference of the mother tongue when performing the speech act of refusal. For this purpose, the main test has been translated into Arabic and submitted to a sample of fourth year learners from the Department of Arabic, College of Education for Human Sciences, University of Babylon.

3.2 Methods of Analysis

Concerning the first question of the study which finds out the strategies that are used by Iraqi EFL learners when issuing the speech act of refusal, the subjects' performance is going to be compared with the performance of the control group after rendering the results into percentages. All the types of analyses are carried out in terms of three factors: status, social distance and solidarity of power.

The model of the speech act of refusal's strategies in "Chapter Two" is used for analysing the type of strategies adopted by the subjects and native English speakers.

As for the second question which aims at finding out if there is evidence of pragmatic transfer, the test has been translated into Arabic and the learners' responses are assessed in relation to native speakers of Arabic.

3.3 Data Analysis

The data obtained by the situations of the test reveal that a wide range of strategies is employed by the learners in their attempts to issue the speech act of refusal. Subjects tend to use certain types of strategies than others. The data elicited by the test signals some sort of difference between the subjects and the control group.

The situations requiring the subjects to issue the speech act of refusal are designed to fall into six types in terms of the

factors of **solidarity, status** and **distance.** These types can be described as follows:

    A. The speaker talks to a *familiar inferior* with whom s/he has a *solidary* power relationship.

    B. The speaker talks to a *familiar inferior* with whom s/he has a *non-solidary* power relationship.

    C. The speaker talks to a *familiar equal* with whom s/he has a *solidary* power relationship.

    D. The speaker talks to *unfamiliar equal* with whom s/he has a *non- solidary* power relationship.

    E. The speaker talks to a *familiar superior* with whom s/he has a *solidary* power relationship.

    F. The speaker talks to a *familiar superior* with whom s/he has a *non-solidary* relationship.

The following is the findings about the subjects performance on the six types of situations:

1. In type A situations, the learners prefer to use the direct refusal strategies, non performative strategy by using flat no or negative willingness/ability to issue the speech act of refusal and it gains (50%) while the natives vary their use of the strategies according to the type of situations such as using excuse/reason/explanation strategy, set conditions for future or past acceptance strategy, promise strategy, and finally alternative strategy.

2. In Type B situations, the learners show a greater tendency for using direct refusal strategies, non - perforamtive refusal more than other types of strategies (65%). They also tend to use excuse/ reason/explanation strategy, regret, and avoidance strategies. As for NESs, they tend to use excuse/reason/explanation strategy avoidance strategy, promise strategy and set conditions for future or past acceptance strategy.

3. In type C situations, Iraqi EFL learners tend to use non performative strategies more than other types of strategies (63%). As for NESs, they tend to use excuse/reason / explanation strategy more than other types of strategies(77.5%).

4. In type D situations, both Iraqi learners and NESs tend to use non- performative strategy and excuse/reason/explanation strategy to issue the speech act of refusal.

5. In type E situations, Iraqi EFL learners tend to use non performative strategy (56%) and excuse/reason/explanation strategy (44%). As for NESs, they tend to use non performative strategy (50%) and excuse/reason /explanation strategy (57.5%). Also, both NESs and Iraqi EFL learners tend to use promise strategy (50%).

6. In type F situations, Iraqi EFL learners tend to use non performative strategy (76.6%) while NESs prefer to use excuse/reason/explanation strategy (80%).

7. Arab learners avoid the use of flat "no" and performative strategy, "I refuse", as a means of mitigating the effect of the threatening of refusal speech act.

8. The most common strategies that are used by native speakers of Arabic was non - performative strategy such as negative willingness/ability 64.76% while Iraqi EFL learners used it 63.33%.

9. Another strategy used by both groups is that of excuse/ reason/ explanation. It represents 50% by native speakers of Arabic and 44.5% by Iraqi EFL learners. This similarity between the performance of both groups is an evidence that pragmatic transfer occurs in the performance of Iraqi EFL learners

Section Four

Conclusions

The main conclusions of this study are related to the strategies that Iraqi EFL learners use to issue the speech act of refusal in accordance to the performance of the control group. In addition to that, Iraqi EFL learners' performance concerning the pragmatic transfer are going to be summarized in this chapter. These conclusions are as follows:

1. The learners show greater preference for using direct refusal strategies more than the other types of strategies in most of the situations. They employ this strategy in (27) situations while the NESs tend to use it only in (8) situations.

2. Iraqi EFL learners have many problems in their attempts to match there performance with that of the natives' choice of the appropriate strategy. They either show less preference for the strategies used by the latter or employ strategies that are not preferred by them. For this reason, their performance can be described as being inappropriate.

3. Mostly, the contextual factors have no significant rule on the learners' choice of strategies.

4. Sometimes Iraqi EFL learners tend to use adjuncts of refusal such as gratitude/appreciation, statement of positive feeling/agreement with direct and indirect refusal speech acts as a means of mitigating the threatening of refusal speech act.

5. Concerning the second aim of the study which is to find out if pragmatic transfer exists or not, it is found that Iraqi EFL learners' performance were similar to the performance of Arab learners. That is to say Iraqi EFL learners resorted to their L1 (Arabic) by transferring the refusal norms from Arabic and applying them to the target language, English.

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ملخص البحث

تُعنى هذه الدراسة بتناول الطلبة العراقيين المتعلمين للغة الانجليزية بوصفها لغة أجنبية لفعل الكلام "الرفض". تتألف هذه الدراسة من أربعة أجزاء. يعرض الجزء الأول مشكلة البحث وأهدافه و فرضياته و إجراءاته و حدوده. أما الجزء الثاني فيكرس للإطار النظري لفعل الكلام الرفض. الجزء الثالث متعلق بجمع وتحليل البيانات. يحتوي الجزء الرابع على نتائج البحث.

لتحقيق أهداف الدراسة، أعدت الباحثة اختبارا طبقته على ١٠٠طالب وطالبه في الكلية للعراقيين الدارسين للغة الانجليزية لغة أجنبية من الصف الرابع / قسم اللغة الإنجليزية في كلية التربية / جامعة بابل وتتبنى هذه الدراسة نماذج لتحليل بيانات الاختبار، فضلا عن مقارنة أداء المتعلمين مع أداء مجموعة ضابطة من١٠ من متحدثي اللغة الأصليين.أما الهدف الثاني وهو معرفة فيما لو كان هنالك تداخل اللغة ألام، فقد تم ترجمة الاختبار إلى اللغة العربية وتم مقارنة أداء المتعلمين مع أداء١٠ طلاب من متحدثي اللغة العربية الأصليين.

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Appendix
The Test

Please read the following situations and then complete them by refusing .(Respond as if you were in an actual conversation)

Situation 1: You are a mother of four children. One day you are going shopping with your little son. He asks if you can buy an expensive toy for him.

Son: Mother, I like that toy so much. Could you please buy it for me?
You:
……………………………………………………………..

Situation 2: You are in the fourth year of college. You attend classes and you take good notes. Your close classmate often misses classes and asks you for the lecture notes.

Friend: Oh no! We have an exam tomorrow but I don't have the
notes of the lectures of the last week. I am sorry to ask you this, but   could you please lend me your notes?
You:
…………………………………………………………………….

Situation 3: You are working in a big company. Your boss offers a better position and a raise. But you need to move far away. You do not want to go.

Boss: I'd like to offer you a new position. Of course, you will also get an increase in salary, but you have to move to another city.
You:
……………………………………………………………..

Situation 4: You are at a friend's house. Your friend offers you eating but you are on a diet.

Friend: How about another piece of cake?
You: ……………………………………

Situation 5: You are waiting at the bus stop. A man comes up and asks you to fill in a questionnaire for him but you don't have enough time to do so.

Man: Hi, I am doing a survey for our new product. Would you mind filling this questionnaire?

You:

…………………………………………………………………………

Situation 6: You are a manager and have a meeting abroad but you are rather busy. Your assistant offers to go instead of you but you prefer to do things yourself..

Your assistant: If you don't have time, I can go instead of you.
You:

…………………………………………………………………………

Situation 7: You are a secretary. It is getting close to the end of the work hours and you want to leave. But your boss wants you to stay.

Boss: If you don't mind, I'd like you to spend an extra hour tonight so that we can finish some necessary work.
You:

…………………………………………………………………………

Situation 8: You are shopping at the supermarket and a stranger notices that you are struggling with heavy bags. He offers to help you carrying the bags but you can handle them.

Stranger: Let me help you with your bags.
You: …………………………………………………

Situation 9: You are the owner of a restaurant. One of your waiters asks to get tomorrow off.

Waiter: I know that tomorrow will be a busy day at the restaurant, but it's my son's birthday and we have planned a party. I'd like to take tomorrow off.
You:

…………………………………………………………………………

Situation 10: Your close friend offers you to have lunch together. You should leave the college early since you have to pick up a friend at the airport.

Colleague: Hey, do you want to go to the cafeteria to have lunch?

You:

……………………………………………………………………

Situation 11: Your youngest brother asks you to help him doing his homework but you have many things to do.

Youngest Brother: I wonder if you could help me with my homework?

You: ……………………………………………………………………

Situation 12: You have a party at home. One of your close friends comes rushing to speak to you.

Friend: Oh, God, I'm sorry ! I have broken your expensive vase. I feel terrible about it. I'm ready to pay for it.

You:

……………………………………………………………………

Situation 13: You have a friend who sometimes borrows money from you but he doesn't pay back the debt before you ask him to do so .

Friend: Hey, as you know, I have to pay the rent in a week but I don't have enough money. Could you lend me 50 dollars?

You:

……………………………………………………………………

Situation 14: Your eldest brother has a free ticket to the movies but he is unable to attend. He offers to give the ticket to you, but you don't have time to go.

Eldest brother: I have a free ticket to the movies. Would you like to go?

You:

……………………………………………………………………

Situation 15: You are a manager of a company. One of your employees has made an appointment to see you for a consultation at ten a.m. next

Wednesday. However, he calls to postpone it but you are busy in the next days.

Employee: I cannot come at this date. Could you please give me an alternative one?

You:

………………………………………………………………….

Situation 16: Your friend asks to use your car to go on a journey. You know that he is a careless and unskillful driver so you don't want to lend him the car.

Friend: Would you mind lending me your car to go on a journey?

You: …………………………………………………………

Situation 17: You are the owner of a supermarket . One of your workers asks to speak to you in private but you think you cannot help him.

Worker: As you know, I have been here for more than three years now and you have been pleased with my work, but to be honest, I really need an increase in my salary.

You: …………………………………………………………

Situation 18: You have to hand your report tomorrow and you have many things to do. Your eldest brother offers to type it for you but you usually do things by yourself.

Eldest brother: Shall I type the report for you?

You: …………………………………….

Situation 19: You are a receptionist in a four star hotel. A guest asks if he can smoke in a non- smoking area.

Guest: Can I smoke here?

You: …………………………….

Situation 20: You are a pupil in a primary school. Your mother wants you to turn off the TV and do your homework but you want to watch your favorite programme.

Mother: Ann, turn off the TV now and do your homework immediately.

You: ……………………………………………………………

Situation 21: Your friend offers you some ice-cream but you have flu.

Friend: Have some ice-cream.

You: …………………………………………………………….

Situation 22: You are in a supermarket with your friend. You like to buy a vase but you find out that you don't have enough money. Your friend offers to lend you some money but you don't like to borrow from anyone.

Friend: Let me lend you some money.

You: ……………………………………….

Situation 23: You are sick. Your father offers to take you to the hospital but you prefer to stay at home to rest.

Father: Would you like me to take you to the hospital?

You, ……………………………………………………

Situation 24: This is your first time to go abroad and you choose a seat on the plane by the window. After you are seated, a lady comes over to change her seat.

Lady: Can I change my seat with yours? Mine is an aisle seat at the back of the plane.

You:……………………………………………………………….

Situation 25: You are painting your house. You feel tired. Your cousin offers to help you but you think it is not necessary.

Friend: Shall I help you painting this wall?

You: …………………………………………………………..

Situation 26: You are walking down the street and it starts raining heavily. A young guy stops the car and offers you a ride but you don't trust him.

Young guy: It's raining here, do you need a ride?

You: ……………………………………………….

Situation 27: Your professor wants you to help in planning a class party, but you are very busy this week.

Professor: We need some people to plan the class party. Do you think you can help?

You:…………………………………………………..

Situation 28: You are going through some financial difficulties. One of your friends offers you some money but you don't want to accept it.

Your friend: I know you are having some financial difficulties these days. You always help me whenever I need something. I can lend you $20. Would you accept it?

You:……………………………………………………………

Situation 29: During lunch time at the university, a student whom you do not know before, asks you for a favour, but you are in a hurry.

Student: I am doing a project which requires me to make interviews with people. Could I interview you for 20 minutes?

You: ………………………………………………….

Situation 30: You went to a big company for a job. The secretary asked you to fill in a form and told you that she would call you later but you find out that it was not suitable for you.

Secretary: We think you are the best for the job. You will work ten hours a day. It will take you some time but it is a good experience. Are you interested in taking the job?

You: ……………………………….…………………

ألنسخه العربية للاختبار

اقرأ المواقف ألتاليه ثم أكمل بالرفض (اجب كما لو انك في محادثه حقيقية).

الموقف الأول: أنت أم لأربعة أطفال. في احد الأيام ذهبت مع ابنك الصغير للتسوق. طلب منك شراء لعبة ثمينة .

الابن: لقد أحببت تلك أللعبه كثيرا. هل بإمكانك أن تشتريها لي؟

أنت:................

الموقف الثاني: أنت في ألمرحله الرابعة من الكلية . أنت تحضر المحاضرات وتدون ملاحظات جيدة. زميلك المقرب غالبا ما لا يحضر تلك المحاضرات ولا يدون الملاحظات ويطلب منك دفتر الملاحظات.

الصديق: لدينا امتحان غدا ولكني لم أدون الملاحظات من الأسبوع الماضي . أنا آسف للسؤال. هل بإمكانك أن تعطيني الملاحظات رجاءا ؟

أنت:................

الموقف الثالث: أنت تعمل في شركه كبيره . عرض عليك رئيسك منصبا وزيادة في الراتب . لكن يجب عليك الانتقال بعيدا وأنت لا تريد ذلك.

الرئيس: أود أن اعرض عليك مركزا جديدا. بالطبع ستحصل على زيادة في راتبك لكن

يجب أن تنتقل إلى مدينه أخرى .

أنت:................

الموقف الرابع: أنت في منزل صديقك . عرض عليك أن تأكل لكنك تتبع ألحميه .

ألصديق: ما رأيك في قطعة أخرى من الكيك ؟

أنت:................

الموقف الخامس: وأنت تنتظر في محطة للباص جاء رجل وطلب منك أن تملا استبيان له لكن ليس لديك الوقت الكافي.

الرجل: أنا أقوم باستبيان عن منتجنا الجديد .ا تمانع في ملء هذا الاستبيان؟

أنت:................

الموقف السادس: أنت رجل أعمال ولديك اجتماع في الخارج لكنك مشغول قليلا. عرض مساعدك الذهاب بدلا عنك .

مساعدك:إذا لم يكن لديك الوقت الكافي استطيع أن اذهب بدلا عنك.

أنت:................

الموقف السابع: تعمل أنت سكرتير وفي نهاية ساعات العمل اليومي وتهم بالمغادره طلب منك رئيسك أن تبقى.

الرئيس: إذا لم تمانع أود أن تقضي ساعة اضافيه هذه ألليله لانجاز بعض العمل الضروري.

أنت:................

الموقف الثامن: وأنت تتسوق في احد المحلات لاحظك شخص غريب وأنت تحاول جاهدا حمل حقائب ثقيلة و يعرض عليك المساعدة في حملها لكنك تستطيع تدبر امرها.

الشخص الغريب: دعني أساعدك في حمل الحقائب.

أنت: ....

الموقف التاسع: أنت صاحب مطعما. يطلب منك احد العاملين أن يأخذ أجازه ليوم غد.

النادل: اعلم إن المطعم سيكون مزدحما يوم غد ولكن يوم غد لدينا حفلة عيد ميلاد ولدي. أود أن اطلب أجازه ليوم غد.

أنت: ....

الموقف العاشر: عرض عليك صديقك العزيز أن تتناول الغداء معه ولكن عليك مغادرة الكليه مبكرا لاستقبال احد الأصدقاء في المطار.

الصديق: أتود الذهاب معي إلى الكافيتريا لتناول الغداء؟

أنت: ....

الموقف الحادي عشر: طلب أخوك الأصغر أن تساعده في عمل الواجب ألبيتي لكنك مشغول بأمور عديدة.

الأخ الأصغر: أتساءل لو انك تستطيع أن تساعدني في عمل الواجب ألبيتي؟

أنت: ....

الموقف الثاني عشر: لديك حفله في المنزل . هرع احد أصدقائك نحوك للتحدث إليك.

الصديق: يا للهول ... أنا آسف .... انا كسرت تحفه ثمينة ...... اشعر بالحرج الشديد جراء ذلك.... أنا مستعد لان ادفع ثمنها.

أنت: ....

الموقف الثالث عشر: لديك صديق يستدين منك المال دون إرجاعه إلا بعد مطالبته بإعادة الدين.

الصديق: كما تعلم يجب علي أن ادفع الإيجار خلال أسبوع لكن ليس لدي المال الكافي. هل بإمكانك إقراضي ٥٠ دولارا؟

أنت: ....

الموقف الرابع عشر: لدى أخيك الاكبر تذاكر مجانية لحضور فلم لكنه لا يستطيع حضور العرض. فيعرض عليك الذهاب لكن ليس لديك الوقت لذلك.

الأخ الاكبر: لدي تذاكر مجانية لحضور فلم. أتود الذهاب؟

أنت: ....

الموقف الخامس عشر: أنت مدير شركه . احد مستخدميك قدم طلبا لمقابلتك يوم الأربعاء المقبل في الساعة العاشرة صباحا لغرض الاستشارة. اتصل لغرض التأجيل ولكنك مشغول في الأيام القادمة.

المستخدم :لا استطيع الحضور في هذا الوقت. هل تستطيع إعطائي موعدا آخر؟

أنت: ....

الموقف السادس عشر: طلب احد الأصدقاء استخدام سيارتك للذهاب في رحله. أنت تعلم انه سائق غير ماهر و مهمل لذلك لا تريد إعطاءها له.

الصديق: أتمانع إعطائي سيارتك للذهاب في رحله؟

أنت: ....

الموقف السابع عشر: أنت صاحب محل. احد عمالك طلب التكلم معك بموضوع خاص لكنك تعتقد أن ليس بإمكانك ألمساعده.

العامل: كما تعلم أنا اعمل هنا لأكثر من ثلاث سنين وأنت راض عن عملي. ولكن بصراحة أنا بحاجه لزيادة في دخلي.

أنت: ....

الموقف الثامن عشر: يجب عليك تسليم تقريرك يوم غد ولديك العديد من الأمور الأخرى للقيام بها. عرض عليك أخوك الأكبر طباعته ولكنك في العادة تقوم بأمورك بنفسك.

الأخ الأكبر: هل لي أن أطبع التقرير لك ؟

أنت: ....

الموقف التاسع عشر: أنت تعمل في الاستعلامات في احد فنادق الأربعة نجوم. طلب احد النزلاء التدخين في منطقة لا يجوز فيها التدخين.

النزيل: هل لي أن أدخن هنا ؟

أنت: ....

الموقف العشرون: أنت تلميذة في مدرسه ابتدائية. طلبت أمك إطفاء التلفاز والقيام بواجبك ألبيتي لكنك تودين مشاهدة برنامجك المفضل.

الأم : آن ، أطفئي التلفاز ألان واعملي واجبك ألبيتي في الحال.

أنت: ....

الموقف الحادي والعشرون: عرض عليك صديقك بعض المرطبات لكنك مصاب بالزكام.

الصديق:أتود أكل بعض المرطبات؟

أنت: ....

الموقف الثاني والعشرون: أنت في احد المحلات مع صديقك تود شراء تحفه واكتشفت ان ليس لديك المال الكافي . يعرض عليك صديقك المال لكنك لا تحب أن تقترض من أي شخص.

الصديق: دعني أقرضك بعض المال.

أنت: ....

الموقف الثالث والعشرون: أنت مريض.عرض عليك أبيك أن ينقلك إلى المستشفى لكنك تفضل البقاء في المنزل لترتاح.

الأب: هل ترغب بان أخذك إلى المستشفى؟

أنت: ....

الموقف الرابع والعشرون: هذه المرة الأولى لك للسفر خارج البلاد وقد اخترت المقعد القريب من نافذة ألطائره. وبعد جلوسك جاءت فتاة :

الفتاة: هل بإمكاني استبدال مقعدي ؟ مكاني في الممر في نهاية الطائرة.

أنت: ....

الموقف الخامس والعشرون: وأنت تقوم بطلاء منزلك تشعر بالتعب ويعرض احد الأقارب ألمساعده لكنك تعتقد إن ذلك غير ضروري.

الأقارب: هل لي أن أساعدك بطلاء هذا الحائط؟

أنت: ....

الموقف السادس والعشرون: بينما كنت تتمشى بدأت تمطر بغزاره.اوقف شاب سيارته وعرض توصيلك لكنك لا تثق .

الشاب: إنها تمطر هنا. هل تحتاج إلى توصيله؟

أنت: ....

الموقف السابع والعشرون: طلب منك أستاذك أن تساعده في التخطيط لحفلة لكنك مشغول جدا هذا الأسبوع.

الأستاذ: نحن بحاجه إلى أناس لتخطيط حفلة. هل تعتقد أن بإمكانك المساعدة؟

أنت: ....

الموقف الثامن والعشرون: أنت تمر بصعوبات ماليه . عرض عليك احد أصدقاءك بعض المال لكنك لا تريد أن تقبله.

الصديق: أنا اعلم أن لديك بعض الصعوبات ألماليه في هذه الفترة. أنت دائما تساعدني عندما أكون بحاجة إلى ذلك. استطيع إقراضك ٢٠ دولار. هل تتقبلها مني؟

أنت: ....

الموقف التاسع والعشرون:أثناء فترة الغداء في الجامعة طلب منك تلميذ لا تعرفه من قبل معروفا لكنك على عجل.

التلميذ: أنا أقوم بمشروع يتطلب مقابلة أشخاص. هل استطيع مقابلتك لمدة عشرين دقيقه؟

أنت: ....

الموقف الثلاثون: ذهبت لشركه كبيره لغرض العمل. طلبت منك السكرتيرة ملء استمارة وأخبرتك إنها ستتصل بك لاحقا لكنك وجدت إن ذلك لا يلائمك.

السكرتيرة: نحن نعتقد انك الأنسب لهذا العمل.سوف تعمل عشرة ساعات يوميا لكنها تجربه جيده. هل أنت مستمتع بهذا العمل؟

أنت: ....