The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners

Behzad Rahbar*, Linguistics IA University of Science and Research, Zanjan Branch, Iran.
Mohammad Reza Oroji, Linguistics IA University of Science and Research, Zanjan Branch, Iran.
Fariba Hedayatnejad, The School of Foreign Languages, Islamic Azad University, Science and Research, Zanjan Branch, Iran.

Abstract

The knowledge of the speech acts of refusals has crucial role in our daily communication, because of the interlocutor's face, politeness, and face threatening act. This study aims to investigate the gender differences in realization of the usage of proper strategies of refusal of suggestion in formal and informal situations. The participants consisted of 60 (30 females and 30 males) in intermediate level of language proficiency, in Zaban Negar institute of Tehran, Iran as EFL context. The instrument which is used in eliciting the data is Discourse Completion Test (DCT) that is in open ended form and composed of 18 situations that included refusal to a person of acquaintance, intimacy, and stranger among female and male learners. In this study, there are two DCT which are designed separately for female and male groups, and participants should put themselves in each situation and answer the question up to 20 minutes. Data was analyzed due to the frequency types of refusals which are applied to interlocutor's social distance by calculating the frequency statistics and in order to find any significant difference and to compare the differences chi-square was computed. The findings revealed that the frequency of applied refusals of suggestion was different among the learners to people with different levels of social distance. According to chi square analysis, the realization of applied strategies of the refusal of suggestion depends on the different social distances. The frequency of realized and applied strategies in formal and informal situation in refusal of suggestion is not statistically different between the female and male participants.

 Keywords: speech acts of refusals, suggestion, gender, formal and informal situation, refusal strategies

*ADDRESS FOR CORRESPONDENCE: **Behzad Rahbar,** Linguistics IA University of Science and Research, Zanjan Branch, Iran. *E-mail address:* Rahbarbehzad@gmail.com

1. Introduction

Due to the communication in the community, it should be considered not only the linguistic competence as the knowledge of vocabulary, and grammatical rules, etc, but also the pragmatic competence as the knowledge of language use, speech acts, and etc. One of the crucial factors in the speech acts field is the refusal of speech acts, which is considered in this study.

According to (Richards & Schmidt, 2002) Pragmatics is the study of how talkers apply and comprehend speech acts. Pragmatics plays a very crucial role in the understanding and production of the language. In EFL context, pragmatics is conceptualized as pertinent to speech acts, language uses, and politeness linguistic (Fioramonte & Vásquezand, 2011). Speech acts, have been defined as the utterances and the total situations in which the utterances are issued (Austin, 1962). Also, he added that there is a close relationship between language use and speech acts. According to (Sanders, 2005), speech act theory focuses on the utilization of formal sayings regarding what diversity they make to the social status of hearers and/or speakers.

(Felix-Brasdefer, 2006), in a sociolinguistic domain, stated the importance of refusals, because of their sensitivity to social variables, e.g. age, gender, level of education, power and social distance. Refusal is the negative reply to someone's invitation, offer, request, and suggestion. It is a hard task to refuse native or non-native speakers, especially refusing in a foreign language that the speakers have a lack of sufficient knowledge about the refusals. Refusing would be risky because of applying the improper refusal utterances which cause the listener's face to be threatened or cause the interlocutor's to be misunderstood, and also show the speaker' impoliteness. Speech acts of refusal such as suggestion are so important; because, they have a crucial role in everyday communication. EFL speakers should know how to use the proper refusals of suggestion in order to save the interlocutor's face and to be polite when they visit people in formal and informal situation. According to (Takahashi & Beebe, 1987), refusal is the lack of ability to say 'no' obviously and politely that has led to insult conversers by many non-native speakers. Refusals are complicate speech acts that need long progression of negotiation, cooperative attainments, and face-saving change in the direction to provide lodging disobedient nature of the act (Félix-Brasdefer, 2006; Gass & Houck, 1999). There are two kinds of refusal speech acts, directly and indirectly. As (Brown & Levinson, 1987) claim, the speaker can use special strategies such as directness, indirectness, and polite states to avoid quarrel. According to (Tanck, 2002), refusal occurs when a speaker says no to an invitation or request directly or indirectly.

The aim of this study was to explore the type of strategies in realization in order to use refusal of suggestion among Iranian males and females intermediate level of language proficiency in formal and informal situation through considering social distance and the learners' respondents to each situation is considered to check their respondents are related to the learners' sex whom they interact to people in every day communication.

Although there are so many studies in realization of speech acts of refusals in different dialects and languages, there have been conducted few studies of refusal of speech acts, such as suggestion in Iranian context, especially in an intermediate level; in contrast, most of them have been done in academic levels. So, as we believed, the application of speech acts refusals is not limited to the academic participants. Accordingly, a variety of participants with a variety of language proficiency levels have also been chosen as the population of the study. Thus, the researchers made an attempt to realize if there was a significant difference in the use of suggestion strategies between males and females. We also made an effort to scrutinize the refusal strategies used by both genders in terms of refusal of the suggestions.

According to face-threatening acts concept, in every day communication, one may threat the others' self-image. These acts impede the freedom of action of negative face, and the one's intended wish that is desired by the others positive face by either the hearer and speaker, or both of them. In refusals, the hearer's positive face may be threatened because they may infer utterance which is not favored by the speaker. According to (Ramos, 1991) the skill of refusing one's invitation, offer, request, or suggestion is more important so as not to hurt his/her feelings.

(Goffman, 1967) is one who early influenced the politeness, and described it as the admiration of particular person that shows to another through evasion or submission of rituals. (Kasper, 2006) define politeness as a linguistic behavior which is imagined as a dependent variable settled by the context value.

According to (Brown & Levinson, 1978) "Face" is something that is emotionally expended for future benefit, and can be misplaced, well kept, or increased and must be continuously served in mutual action. When we don't understand the other one, we give the non-verbal or non-threatening reaction to them. By doing this, we consider the face of ourselves and the hearer into account.

1.1 Empirical studies of gender and realization of refusal speech acts

According to (Boxer, 1993; Holmes, 1995; Lakoff, 1975; Tannen, 1990), gender and speech behavior are interwoven and interrelated to each other. The refusal of people requires various linguistic patterns and their gender differences (Liao & Bresnahan, 1996). in their study contrasted refusal strategies used by American and Chinese university students, both males and females. They concluded that both groups refused requests from their teacher more easily than from their friends or families. Moreover, Chinese provided more reasons than Americans. Women used more strategies than men to refuse someone of higher status. Americans usually began a refusal with a positive response, followed by a refusal.

(Widjaja, 1997) stated that, studied refusal strategies among Taiwanese and American females on the speech act of refusal specially about dating. Findings of the study revealed that the Taiwanese were inclined to be more direct in refusing, and the negative politeness strategies were reported to have been used by both groups.

(Nelson, Carson, Al Batal & El Bakary, 2002) investigated differences and similarities between Egyptian Arabic and American English refusals that used the adjusted discourse - completion test (DCT) according to (Beebe et al 1990) model. Participants composed of 30 American interviewers and 25 Egyptian interviewers. Each refusal was divided to its constituent's strategies. Data analysis was according to mean frequencies of direct and indirect strategies, and the impact of converser social status on strategy use. Results revealed that both groups utilized the same strategies and frequencies in their refusals. The findings showed that they failed to reveal the socio-pragmatic complexity of face - threatening act in refusals.

(Che Lah, Qusay Abdul Sattar & Raja Suleimanr, 2011) worked on the refusal of request. The aims were to find the favored semantic formula used by Malay academic students in Malaysia to refuse a request in an academic context. The participants were 40 undergraduate and postgraduate students. The data was accumulated by DCT and was analyzed according to the refusal taxonomy of (Beebe et al. 1990). The findings showed that participants were different in their refusal ways. Regret, and giving excuses or explanations were the favored formula. The choice of these semantic formulas implies the effect of Malaysian culture on respondents' realizations of refusals in English.

(Sahragard & Javanmardi, 2011) worked on refusal situations such as refusal of request, order, suggestion, and invitation in EFL context among twenty MA and twenty eight BA students of both males and females who were randomly selected. They applied DCT questionnaire as a material. The results showed that Iranian learners applied both direct and indirect strategies to refuse a situation. The mostly common strategies which are utilized by learners were the use of the expression of regret followed by an excuse or reason. Regarding offers, many used gratitude to refuse an offer along with an excuse or a reason. Concerning requests, learners applied an excuse or an explanation in order to refuse a request which were usually followed by a sense of regret. This is also true about refusing an invitation or a suggestion. For the low number of the participants that accidentally most of the participants were females in comparison to males, therefore, the researcher could not draw any conclusions toward gender differences among Iranian EFL learners. According to their level, all the learners in both levels of English was more

or less in the same level, so the researcher could not find a clear-cut boundary between the two groups regarding the strategies they used.

(Azizi Abarghoui, 2012) investigated the 40 Iranian EFL learners who were composed of 20 male and 20 female and 40 (20 male and 20 female) native speakers of Australia for considering the strategies of refusal of request, and he used the DCT to elicit the data. The results revealed that Iranian EFL learners care for apply limited strategies for the interlocutor's request. Refusal patterns are very different from non-natives' to natives' speakers, though they do share some similarities.

(Guo, 2012) worked on both Chinese and American refusal speech act from the perspectives of cross-cultural communication by using a modified version of the discourse completion test (DCT) developed by (Beebe et al. 1990). The subjects was 60 US college students and teachers and 60 Chinese college students and teachers are interviewed. The findings showed that there are more similarities than differences among the Chinese and Americans in making refusals in their suggestion, offer, invitations, and request toward different level of social distance. Both groups preferred to utilize indirect refusal strategies rather than direct strategies and the strategies of reason, statement of alternative, and regret. American groups applied a greater number of direct strategies than the Chinese subjects on average. The differences can be caused by cultural differences between Chinese and American Culture.

1.2 Research Questions

1) Does the realization of applied strategies of the refusal of suggestion depend on the social distance?

2) Does the frequency of realized and applied strategies in formal and informal situation in refusal of suggestion depend on learner's gender?

2. Method

2.1 Participants

In this study, 100 students including 50 males and 50 females were selected. Having taken the Preliminary English Test (PET), 60 individuals including 30 males and 30 females were selected as the participants of the study. Accordingly, two groups of participants (group of males and group of females) were formed so that the types of strategies used by each group could be assessed and any significant difference between two groups could be analyzed.

2.2 Instrument

The instrument which was used in this study was a questionnaire based on a more uniform and standard way of eliciting data. This is the most popular instruments which have been used in collecting data to investigate different types of speech act. The questionnaire consisted of eighteen target situations in written form of discourse completion test (DCT). The questions were open ended form.

2.3 Procedure

Participants received eighteen English written situations, and then they were asked to answer to each situation. These situations were in conversation form and learners should put themselves into those special situations and answer to those questions. The questionnaire was coded based on the variables of the study like the kinds of strategies of refusal: direct (D), indirect (IND), and adjunct refusal (A); formal and informal situations which considered social distance with three levels: acquaintance (A), intimate (I), and stranger (S); and sex relationship with two levels: same (S), opposite (O). The data was coded based on the strategies which were

applied in each situation by the researcher. Then the frequency of refusal strategies which had been used among the three levels of social distance was compared with each other.

2.4 Coding the refusal strategies

There are more studies which have been done by considering the semantic formula according to (Beebe & Takahashi, 1990) model of speech acts of refusal, but this study just considered the types of semantic formulas as the followings:

I. Direct: *No; I can't do it.* (D)
II. Indirect: *I'm sorry; I should pick up my son at the airport.* (IND)
III. Adjuncts: *I'd love to come, but I can't;* (A)

The example with considering all variables of refusal strategies would be: No, I don't think so Mary; I will solve it by myself. That would be coded as [IND], [IO]

2.5 Data collection

To collect data, the discourse completion test (DCT) questionnaire was distributed among 60 males and females in Zaban Negar institute in Tehran. The time allocated was twenty minutes. There were eighteen situations for the refusal of suggestion in the DCT.

2.6 Data analysis

This research made use of the qualitative mode for the analysis. The questions were in open-ended form. According to pilot study analysis, the participants were consisted of 2 females and 2 males, and the validity of the questionnaires was 0.8 and the internal consistency of items was 0.7. The reliability of the items of the questionnaire was calculated by alpha- cronbach, and to observe the reliability of the current study coding, three raters were considered for this study.

The qualitative analysis was computing the average of the refusal ways in social distance by considering the frequency and Std. Residual, which were analyzed by SPSS 17 within descriptive analysis due to the applied questionnaire responses.

The analysis of crosstabs (two-way chi-square) is run to probe any significant differences in the realization of applied strategies of the refusal of suggestion on the different social distances. The frequencies, percentages, and standardized residuals (Std. Residual) applied for the refusal of suggestion. The analysis of crosstabs (two-way chi-square) is run to probe any significant differences in the realization of applied strategies of the refusal of suggestion on the different social distances. The frequencies, percentages, and standardized residuals (Std. Residual) applied for the refusal of suggestion. The analysis of crosstabs (two-way chi-square) is run to probe any significant differences in the realization of applied strategies of the refusal of suggestion on the different social distances.

3. Results

The initial aim of this study was to investigate how Iranian EFL learners produce the refusal of suggestion and what strategies they used in different situations of acquaintance, stranger, and intimate distance person, and also to check whether their applied strategies were dependent on gender.

The result of reliability according to table 1 is .82 and the inter-item correlation matrix is computed as 1.00 for both males' and females' questionnaires, and according to Pearson correlations for both questionnaires was r = 1 and Correlation is significant at the .020 level (2-tailed) according to overall alpha level which was set at p<0.5, the questionnaires was valid.

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

Table 1. Reliability Statistics of the DCT

Instrument	Number of Participants	Number of Items	Reliability Index	Reliability Method
DCT	30	18	.82	Cronbach's Alpha

The first research question of this study asked whether the realization of applied strategies of the refusal of suggestion depend on the social distance. In order to answer this question the analysis of crosstabs (two-way Chi-square) was used to explore any significant differences in the realization of applied strategies of the refusal of suggestion on the different social distances. Table 3 depicts the frequencies, percentages and standardized residuals (Std. Residual) for the refusal of suggestion (direct, indirect and adjunct) on social distance (acquaintance, intimate, and stranger). The former two indices are descriptive and should be interpreted horizontally, i.e. within each group; while the latter – Std. Residual – is an inferential index based on which conclusions as to the significance of the differences between the three situations of using of strategies can be made. This index should be interpreted vertically for using each of the strategies by the three social statuses. Std. Residuals beyond +/- 1.9, show that the utilization of the strategies is not random; hence significantly beyond expectation.

Based on the results displayed in Table 2, it can be concluded that 38.9 percent of the participants used direct strategies on acquaintance, while 48.9 percent applied direct strategies on intimate, and 49.2 percent utilized direct strategies on stranger. Hence the participants expressed refusals by using more direct strategies to interlocutors on strangers. Moreover, 53.9 percent of the participants used indirect strategies in acquaintance, while 44.7 percent applied indirect strategies on intimate, and 40.8 percent utilized indirect strategies on stranger. Therefore the participants expressed refusals by using more indirect strategies to interlocutors on acquaintance.

Besides, 7.2 percent of the participants used adjunct strategies on acquaintance, and 6.4 percent applied adjunct strategies on intimate, but 10.0 percent utilized adjunct strategies on stranger. So the participants showed refusals by using more adjunct strategies to interlocutors on strangers.

Table 2. Frequencies, Percentages and Std. Residuals; Participants' Application of Refusal of Suggestion on Social Distance

			Strategies			
			Direct	Indirect	Adjunct	Total
Social Distance	Acquaintance	Count	140	194	26	360
		% within Social distance	38.9%	53.9%	7.2%	100.0%
		Std. Residual	-1.9	2.1	-.4	
	Intimate	Count	176	161	23	360
		% within Social distance	48.9%	44.7%	6.4%	100.0%
		Std. Residual	.9	-.5	-1.0	
	Stranger	Count	177	147	36	360
		% within Social distance	49.2%	40.8%	10.0%	100.0%
		Std. Residual	1.0	-1.6	1.4	
Total		Count	493	502	85	1080
		% within Social distance	45.6%	46.5%	7.9%	100.0%

Examining Std. Residuals indicates that only one of the above mentioned statistics are selected significantly beyond expectation, i.e. Std. Residuals are beyond +/- 1.96. The

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

application of indirect strategies in acquaintance (53.9%, Std. Residual = 2.1>1.96) is significantly above expectation.

The results of chi-square (x^2 (4) = 15.638, *p* = .004, *p* < .05) in Table 3 indicate that the differences are statistically significant. Therefore the realization of applied strategies of the refusal of suggestion does depend on the social distance**,** and we can claim that the realization of applied strategies of the refusal of suggestion depends on the social distance.

Table 3. Chi-Square Test for Application of Refusal of Suggestion on Social Distance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.638[a]	4	.004
N of Valid Cases	1080		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.33.

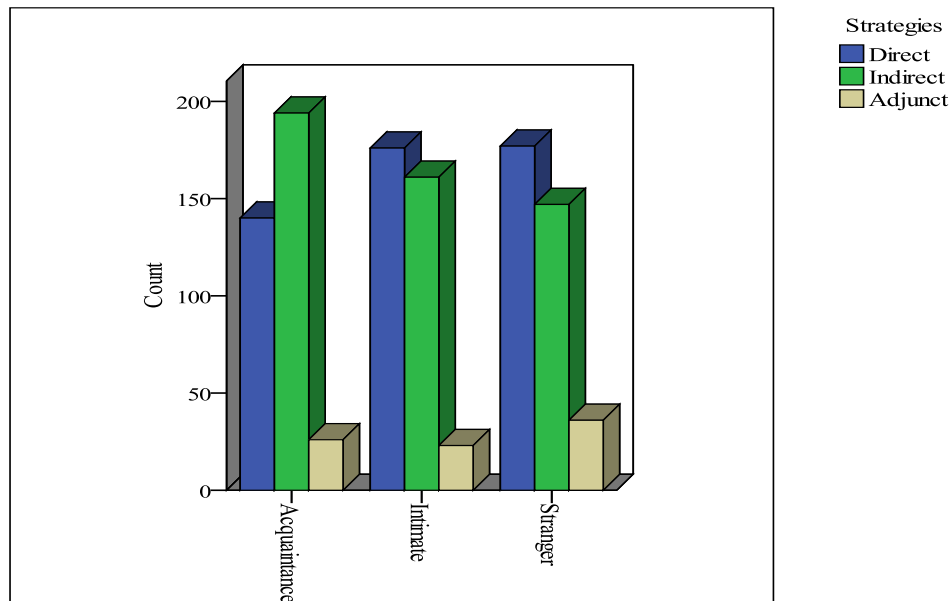Figure 1 below displays the results as appeared in Table 2.

Figure 1. Application Of Refusal Of Suggestion On Three Social Distances

The second research question of this study inquired whether the frequency of applied strategies to people of social distance in refusal of suggestion depends on learner's gender. The analysis of crosstabs (two-way Chi-square) was employed to investigate any significant differences in the frequency of realized and applied strategies to people of social status in refusal of suggestion between the females and males. Before running Chi-square, the frequencies, percentages and standardized residuals (Std. Residual) for the refusal of suggestion (direct, indirect and adjunct) by females and males on acquaintance (see Table 4), intimate (see Table 5), and stranger (see Table 6) were computed.

Table 4. Frequencies, Percentages and Std. Residuals; Application of Refusal of Suggestion to Males and Females of 'Acquaintance' Social Distance

| | | | Strategies | | | Total |
			Direct	Indirect	Adjunct	
Gender	Female	Count	70	101	9	180
		% within Gender	38.9%	56.1%	5.0%	100.0%
		Std. Residual	.0	.4	-1.1	
	Male	Count	70	93	17	180
		% within Gender	38.9%	51.7%	9.4%	100.0%
		Std. Residual	.0	-.4	1.1	
Total		Count	140	194	26	360
		% within Gender	38.9%	53.9%	7.2%	100.0%

Table 5. Frequencies, Percentages and Std. Residuals; Application of Refusal of Suggestion to Males and Females of 'Intimate' Social Distance

| | | | Strategies | | | Total |
			Direct	Indirect	Adjunct	
Gender	Female	Count	84	83	13	180
		% within Gender	46.7%	46.1%	7.2%	100.0%
		Std. Residual	-.4	.3	.4	
	Male	Count	92	78	10	180
		% within Gender	51.1%	43.3%	5.6%	100.0%
		Std. Residual	.4	-.3	-.4	
Total		Count	176	161	23	360
		% within Gender	48.9%	44.7%	6.4%	100.0%

TABLE 6. Frequencies, Percentages and Std. Residuals; Application of Refusal of Suggestion to Males and Females of 'Strange' Social Distance

| | | | Strategies | | | Total |
			Direct	Indirect	Adjunct	
Gender	Female	Count	89	70	21	180
		% within Gender	49.4%	38.9%	11.7%	100.0%
		Std. Residual	.1	-.4	.7	
	Male	Count	88	77	15	180
		% within Gender	48.9%	42.8%	8.3%	100.0%
		Std. Residual	-.1	.4	-.7	
Total		Count	177	147	36	360
		% within Gender	49.2%	40.8%	10.0%	100.0%

Examining Std. Residuals revealed that none of the above mentioned statistics are chosen significantly beyond expectation, i.e. Std. Residuals are not beyond +/- 1.96 for the three acquaintance, intimate, and strange levels of social status between females and males.

Chi-square Test (see Table 7) failed to find any significant difference in the frequency of realized and applied strategies to people of social distance in refusal of suggestion between females and males on all three levels of social distance, i.e. 'Acquaintance' with (x^2 (2) = 2.791, *p* = .24, *p* > .05), 'Intimate' with (x^2 (2) = .910, *p* = .63, *p* > .05), and 'Stranger' with (x^2 (2) = 1.33, *p* = .51, *p* > .05) in which *p* value for all three levels of social status was well above .05 level of significance. Accordingly as the frequency of realized and applied strategies to people of social distance in refusal of suggestion does/does not depends on learner's gender **was retained**. In other words, female and male respondent answered the DCT questions almost similarly.

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

Table 7. Chi-Square Test for Application of Refusal of Suggestion by Males and Females of Acquaintance, Intimate, and Stranger Social Distance

Social Distance	N of Valid Cases	Pearson Chi-Square Value	df	Sig. (2-sided)
Acquaintance	360	2.791[a]	2	.248
Intimate	360	.910[a]	2	. 634
Stranger	360	1.339[a]	2	.512

The frequency of applied strategies in different levels of social distance situation in refusal of suggestion is not statistically different between the female and male participants. So they applied strategies in the same way. Females are a little more sensitive to the opposite gender (male), by using less direct strategies than males. Males used more strategies when they refused people of opposite gender than females. Males refused people of the opposite gender with many more 'NO' phrases. The following figures, i.e. Figure 2, Figure 3 and Figure 4 graphically illustrate the results as appeared in Table 4, Table 5 and Table 6.
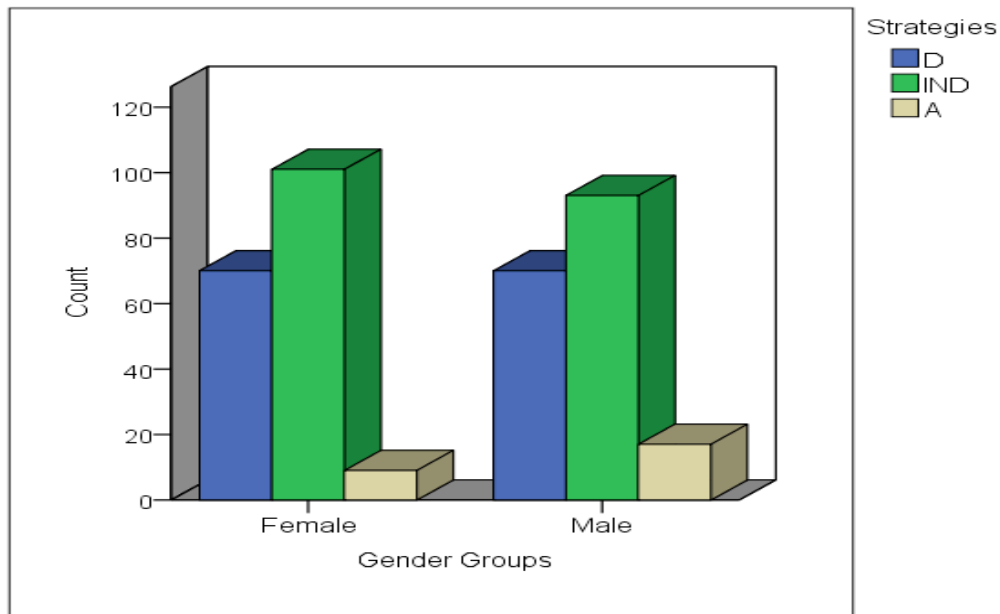

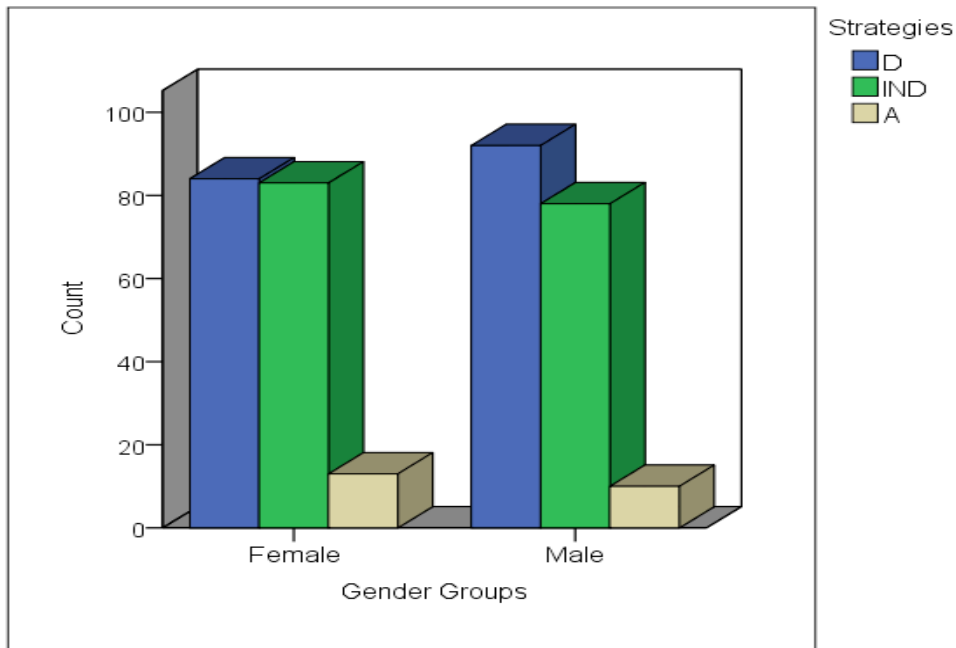Figure 2. Acquaintances' Applied Refusal Strategies By Females And Males

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

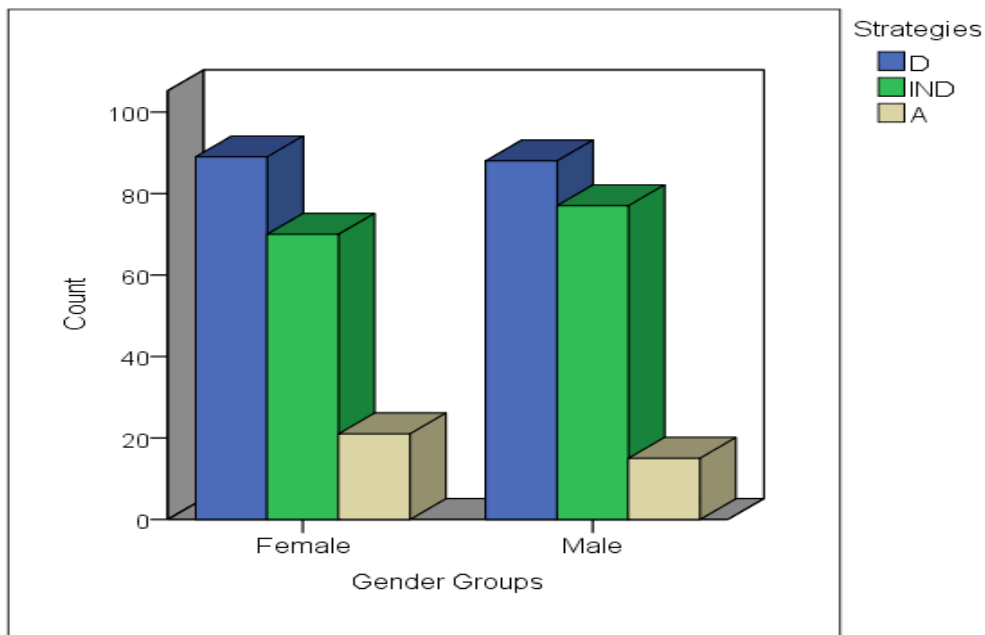Figure 3. Intimates' Applied Refusal Strategies By Females And Males

Figure 4. Strangers' applied refusal strategies by females and males

4. Discussion

Dearth of the research in refusal of suggestion in an intermediate level in Iranian EFL context, led the researcher to deal with refusal of suggestion to people with deferent level of social distance. The results were analyzed with regarding the different kinds of refusal strategies; the frequency of refusal strategies to people of acquaintance, intimate, and stranger social distance; and the refusal strategies due to considering the gender differences.

The finding of this study is compatible with (Vaezi, 2011) Social distance and power play a vital role in production of refusal among Persian native speakers. This study lends support to (Guo, 2012) direct strategies were more frequently used among intimates. Participants applied more indirect refusal strategies rather than direct ones. In different situations, social distance and power impact the choice of refusal strategies.

Chi square analysis revealed a fundamental difference in realization of utilized strategies of the refusal of suggestion on the social distance. Learners applied more indirect strategies to people of acquaintances; they used a little more direct strategies to people of intimates; and they used more direct strategies to people of strangers. The learners also, used more adjunct strategies to people of strangers.

There is not any significant difference in the frequency of applied strategies to people of social distance in refusal of suggestion between females and males. Females and males used more IND strategies when they refused acquaintances.

5. Conclusion and Recommendations

The aim of this study was to investigate into the preferred strategies of refusals of suggestion applied by Iranian female and male intermediate learners in formal and informal situation. This study probed into the refusals of suggestion to acquaintance, intimacy, and stranger distance. According to the questionnaire data, learners' realization and application of refusal strategies were depend on the interlocutor's social distance. Females and males were not different from each other due to their refusal strategies and they revealed the same number of strategies of refusals when they interacted with people of the three social distances levels. Both genders used more direct strategies in their refusal of the people of the cross sex society gender than the single sex society.

A teacher should pay more attention to helping learners avoid pragmatic failures by teaching them the pragmatic knowledge. According to (Zheng & Huang, 2010) teachers should provide learners with the communicative rules, social conventions, and values of the target nation. This study supported the importance of comprehending refusals of speech acts in intermediate level, so EFL teachers should design the tasks which expose the learners to different pragmatic information that help them to carry out the speech acts and refusals of speech acts properly according to the people's social status and social distance. Language instructors should develop pragmatic ability by designing contextualized, task based activities that expose the learners to different kinds of pragmatic input and producing the proper output. Language instructors should instruct language forms and functions in the context of communicative oral activities in formal and informal situation in order to carry out speech acts successfully. The sociolinguistics information should be placed into the L2 curriculum and the text books from the beginning levels of language learning. Language instructors should teach how to do speech acts in FL in different situations of social distance.

More interesting aspects of refusals of speech acts will be as the effects of gender on nonverbal communication in refusals of suggestion, The effect of age on the refusals of suggestion in the EFL context, The effect of gender on refusals to invitation in Iranian EFL context, The effect of age and gender on promising as a speech acts in EFL context, and The effect of gender on blaming in the EFL context.

6. Acknowlededment

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

References

Austin, J.L. (1962). *How to do things with words*. London: Oxford University Press.

Azizi Abarghoui, M (2012). A Comparative Study of Refusal Strategies Used by Iranians and Australians. *Theory and Practice in Language Studies*, 2439-2445.

Beebe, S. J., Øyen, O., Sandberg, M., Frøysa, A., Hansson, V., & Jahnsen, T. (1990). Molecular cloning of a tissue-specific protein kinase (Cγ) from human testis—representing a third isoform for the catalytic subunit of cAMP-dependent protein kinase. *Molecular Endocrinology*, *4*(3), 465-475.

Boxer, D. (1993). Social distance and speech behavior: The case of indirect complaints. *Journal of Pragmatics, 19,* 103-125.

Brown, P., & Levinson, S. (1978). Universals in Language Usage: Politeness phenomena. In E. Goody (Ed.), *Questions on politeness: Strategies in social interaction* (pp. 56-289). Cambridge: Cambridge University Press.

Brown, P., & Levinson, S.C. (1987). *Politeness: Some universals in language usage.* Cambridge: Cambridge University Press.

Che Lah, S., Qusay Abdul Sattar, H., & Raja Suleimanr, R. (2011). Refusal Strategies in English By Malay University Students. *GEMA Online™ Journal of Language Studies* 69 *Volume 11(3).*

Felix-Brasdefer, J. C. (2006). Linguistic politeness in Mexico: Refusal strategies among male speakers of Mexican Spanish. *Journal of Pragmatics, 38*, 2158-2187.

Fioramonte, A., & Vásquez, C. (2011). Integrating pragmatics into the MA-TESL program: Perspectives from Former Students. *TESL-EJ* 15 (2): 1-22.

Gass, S., M., & Houck, N. (1999). *Interlanguage refusals: A cross-cultural study of Japanese-English.* New York: Mouton de Gruyter 2.

Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior.* New York: Pantheon Books.

Guo, Y. (2012). Chinese and American Refusal Strategy: A Cross-cultural Approach. *Theory and Practice in Language Studies,* © 2012 ACADEMY PUBLISHER Manufactured in Finland.

Holmes, J. (1995). *Women, men and politeness.* London: Longman.

Kasper, G. (2006). Beyond repair, conversation analysis as an approach to SLA. In K. Bardovi- Harling, and Z. Dörnyei (eds), *Themes in SLA research. AILTA. Review* 19: 83-99. Amsterdam: John Benjamins Publishing Company.

Lakoff, R. (1975). *Language and woman's place.* New York. Harper and Row.

Liao, C., & Bresnahan, M. J. (1996). A contrastive pragmatic study on American English and Mandarin refusal strategies. *Language Sciences, 18*, (3-4), 703-727.

Nelson, G. L. Al Batal, M. & El Bakary, W. (2002). Directness vs. indirectness: Egyptian Arabic and US English communication style, *International Journal of Intercultural Relations, 26*, 39-57.

Ramos, J. (1991). No…Because..: A study of pragmatic transfer in refusals among Puerto Rican teenagers speaking English, PhD diss. Columbia University

Richards, J.C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Longman (Pearson Education).

Sahragard. R., & Javanmardi. F. (2011). English Speech Act Realization of "Refusals" among Iranian EFL Learners *Cross-Cultural Communıcatıon*, *7*(2), 181-198.

Sanders, R., E. (2005). Testing "observations": The methodological relevance of attention to cognition in discourse studies. In H. te Molder & J. Potter (Eds.), Discourse and cognition (pp. 57-78). Cambridge: Cambridge University Press.

Takahashi, T., & Beebe, L.M. (1987).The development of pragmatic competence by Japanese learners of English. *JALT Journal, 8,* 131-55.

Tanck, S. (2002). *Speech Act Set of Refusal and Comparison of Native and Non-Native English Speakers' Production*. Retrieved August 19th, 2009 from: http://www1.american.edu/tesol/wptanck.pdf

Tannen, D. (1990). *You just don't understand: Men and women in conversation*. New York: William Morrow & Company.

Vaezi, R. (2011). A Contrastive Study of the Speech Act of Refusal Between Iranian EFL Learners and Persian Native Speakers. *Cross - Cultural Communication, 7*(2), 213-218. Retrieved from: http://proxy2.lib.umanitoba.ca/login?urlhttp://search.proquest.com.proxy2.lib. umanitoba.ca/docview/1019052851?accountid=14569

Rahbar, B., Oroji, M., R., & Hedayatnejad, F. (2015). The effect of gender on refusal of suggestion in formal and informal situations among Iranian learners. *Global Journal of Sociology*. *5*(1), 01-13.

Widjaja, C. (1997). A study of date refusal: Taiwanese females vs. American females. *University of Hawai'i Working Papers in ESL, 15*(2), 1-43.

Zheng, L., & Huang, J. (2010). A Study of Chinese EFL Learners' Pragmatic Failure and the Implications for College English Teaching. *Polyglossia, 18*, 41-54.