A comparative study on the realization of the condolence speech act between KCFL learners and CNSs

Xinyu Han

No.148, Tianmu Mountain Road, the West Lake District, Hangzhou City, Zhengjiang Province, China

nacho.hxy@gmail.com

Abstract. Working under the framework of Selinker's interlanguage hypothesis (1972) and Searle's speech act theory (1976), this study investigates the Korean Chinese as Foreign Language (KCFL) learners' realization of the condolence speech act in Chinese and compares their realization with Chinese native speakers' (CNSs) realization patterns. The study further analyzes if and how the social relation, social distance as well as degree of sadness influence KCFL learners' realization patterns of condolence. 30 KCFL learners and 30 CNSs completed a 4-item Discourse Completion Test (DCT). The responses are analyzed based on Elwood's (2004) coding scheme. The preliminary results indicate that learners' condolence strategies and formulas differ from NSs'. KCFL learners use the "other" strategy the most and use the "offer of assistance" strategy the least, while CNSs use the "acknowledgement of death" strategy the most and use the "expression of concern" strategy the least. Furthermore, learners' realization patterns vary across situations. Culturally, both affected by Confucianism, KCFL learners and CNSs generally show a similar pattern. Confucianism also influences how learners address situations with different social relations (Xiao, 2000). Also, the Korean conventional value that people should treat strangers with more caution (Kwon, 2016) affects learners' responses in situations with different social distances. Moreover, attitudes that owners view pets as functional rather than family members in the Eastern world leads to more serious and formal expressions in the human-related situation and less in the dog-related situation (Chen, 2011). Linguistically, nonnative responses are produced due to L1 transfer (Wu, 2012). The deixis also influences KCFL learners' responses in situations with different degrees of sadness (Qian, 2010). Pedagogically, the nonnative-like and formal style in KCFL learners' responses result from the textbook used in the Chinese class (Huang & Sun, 2010). One implication of this work is for Chinese teachers and textbook-designers to add more condolence-related linguistic and pragmatic knowledge in classes and textbooks.

1. Introduction

This paper investigates the Korean Chinese as Foreign language (KCFL) learners' realization of the condolence speech act in Chinese and compares their realization patterns with Chinese native speakers (CNSs)'. A 4-item Discourse Completion Test (DCT) was given to both the Korean learner (KL) and NS group. In this paper, I work under the interlanguage hypothesis (Selinker, 1972) and the speech act theory (Searle, 1976) to analyze the nonnative-like condolence realization and social factors between different situations.

According to Selinker's (1972) observation on the second language acquisition, two different sets of utterances lie in second language learners and native speakers of the target language. Most second language learners can never produce the identical utterances to native speakers when producing the target language (TL), although they attempt to express the same meaning (Selinker, 1972). Based on that, Selinker hypothesizes a separate linguistic system called 'interlanguage' (IL) which results from a "learner's attempted production of a TL norm" (1972, p. 214). There is a continuum in which the IL can generally approach the TL by combining the fresh input with its existing components. To achieve native-like language production, L2 learners need not only linguistic knowledge but pragmatic knowledge.

Pragmatic competence is emphasized in Bachman's (1990) model of communicative language ability. He focuses on the importance of appropriate language use in various communicative situations. The pragmatic dimension plays a vital role in interlanguage development, thus leading to an emergence of an interdisciplinary field known as Interlanguage Pragmatics (ILP; Liu, 2002). The performance of speech acts that refer to "the acts done in the process of speaking" (Sadock, 2006, p.53) is one of the criteria of competence of ILP.

The speech act theory belongs to pragmatics and there have been many related studies to date. Yule (1996) defines speech acts as speech functions that are realized by words. Speech acts usually involve interpersonal relations (Sadock, 2006) and are the separate units that constitute almost the whole pragmatic system of real-life language use (Austin, 1962. Searle, 1969,1979). For further study in this field, Austin (1975) devises a well-known taxonomy based on the illocutionary force, which consists of five categories as verdictives, exercitives, commisives, behabitives and expositives. This taxonomy is considered as incomplete and vague, especially the last two (Katz, 2015). Therefore, Searle (1976) presents an alternative one in which "the illocutionary point, and its corollaries, direction of fit and expressed sincerity conditions are the basis of constructing a classification" (p.10). In this system, Sealre divides five speech acts:

representatives: e.g., stating, asserting, claiming, predicting, etc.
directives: e.g., asking, commanding, ordering, inviting, etc.
commissives: e.g., vowing, promising, pledging, etc.
expressives: e.g., apologizing, deploring, welcoming, thanking, etc.
declarations: e.g., sentencing, christening, fining, etc.

This paper adheres to Sealre's classification to investigate KCFL learners' realization of the condolence speech act, one of Searle's expressives. Since the bereavement is a special time when people are vulnerable and helpless, infelicitous responses can cause secondary mental damage to the unfortunate addressee and can ruin personal relationships (Elwood, 2004). For this reason, the study of condolence speech act is necessary and essential. What's more, condolence speech act is generally not taught in textbooks, yet it is an essential function of language. In this case, the pragmatic failure is more likely to occur, i.e. the L2 learners may respond inappropriately in the L2 context due to the interlingual transfer or the lack of relative exposure (Kasper, 1992). This paper targets this issue by providing the data on KCFL learners' condolence realization in Chinese and analyzing differences of realization between learners' and NSs'. The present study sets out to fill the gap between two similar cultures and provide data for further studies on the condolence speech act.

2. Previous Studies

Comparing with other categories of speech acts such as apologizing, requesting and responding to compliments, condolence speech act has not been studied widely yet. Several papers in this field are from the perspective of cross-culture and many Iranian researchers have contributed significantly to this field these years. Lotfollahi and Eslami-Rasekh (2011) made a cross-cultural study in the realization patterns of condolence speech act between Iranian and English. They utilized two versions of the same 15-item DCT to collect responses. Results indicated that there were subtle differences between eastern and western society when giving condolence and sympathy. But they didn't mention the social distance in the conclusion section. In a further study, Moghaddam (2012) observed interjections and intensifiers used in fifty movies (25 in Iranian and 25 in English). The result suggested that there was a notable difference among intensifiers and interjections in each culture, and interjections as well as intensifiers could be organized semantically. Additionally, the nature of English and Iranian intensifiers was syntactically different.

One of the earliest studies focusing on the L2 learners' realization of condolence speech act was processed by Elwood (2004). To elicit the comparison between Japanese EFL learners and English NSs, Elwood designed a DCT involving two situations: the death of an old lady and a pet dog. Participants were equally divided into three groups as: 25 American students responding in English, 25 Japanese students responding in English and 25 Japanese students responding in Japanese. Then

he analyzed the data in two different sets: one for differences between three groups and the other for differences between two situations. The data revealed that Japanese EFL learners produced different formulas with American English speakers when expressing condolence. Also, among all the groups, most participants preferred different strategies in different situations. Although Elwood considered social factors in her study, she failed to control the age, gender, proficiency and other background information in each group. This can affect the final result.

In recent years, more studies began to associate the analysis of condolence speech act with the second language acquisition (SLA) processing, which compared the L2 learners' realization with the NSs' (Samavarchi & Allami (2012), Hamed & Asli (2013) and Yarmohanmmadi, Sadighi, Yamini & Bagheri (2018) .The DCT was widely used in these studies and usually varied on the social distance, social status and power. Results indicated that most L2 learners performed differently with NSs. The linguistic and cultural features of L1 as well as their proficiency level discouraged them from performing in a native-like way.

3. Current Study

Several studies have focused on the L2 learners 'realization of the condolence speech act and most of them are between western and eastern culture. The comparison and investigation between L2 learners and NSs from both eastern countries remain limited. As such, the present paper sets out to fill in this gap and analyzes different condolence semantic formulas and strategies between KCFL learners and NSs.

3.1 Research questions.

To compare the different condolence speech act of KCFL learners and CNSs, the following questions have been proposed:

[1] How do KCFL learners realize the condolence speech act in Chinese? What condolence strategies and semantic formulas do they use to formulate their condolence expressions in Chinese?

[2] Are there any differences between KCFL learners and CNSs in their realization of the condolence speech act? If so, what is distinct about KCFL learners' condolence realization patterns?

[3] Are there any external factors that can affect KCFL learners' performance, such as social relation, social distance and degree of sadness?

Because few studies work on the comparative analysis between KCFL learners' and CNSs' condolence realization, the present study serves as a preliminary step on addressing the need to focus on the subtle and unheeded difference between these two countries which have similar cultures as well as linguistic sources in history.

3.2 Research method.

To elicit the data of condolence speech act from the KCFL participants and the CNSs, this study employs a discourse completion test designed in Chinese as DCTs. The DCT consisted of four items that varied on three contextual factors: social relation, social distance and degree of sadness. Generally speaking, social relation defines the association, e.g., warm, friendliness, and dominance, between two or more people. (Zhang, 2015), social distance refers to the measure of nearness or intimacy that an individual or group feels towards another individual or group in a social network (Marian, Pastor-Satorras, Díaz-Guilera & Arenas, 2004), degree of sadness equals to the seriousness of the event and the hurt it causes to the addressee. Two items were about the death of an old lady and the other two about the death of a dog:

Situation 1: Your grandmother tells you that one of her old friends have passed away several days ago.

Situation 2: Your best friend initially tells you that her pet dog died because of a car accident.

Situation 3: You haven't seen a deskmate for a few days. Then you see the deskmate in the classroom.

You: Hey, how's it going?

Deskmate: Actually, my grandmother passed away so I was away from school this past week.

Situation 4: You meet your new neighbor in the lift and he tells you that his lovely dog was hit by a car and died.

Responses were labeled according to Elwood's classification (2004) on formulas:

Table1. Patterns involved in responses

Patterns	Examples
Acknowledgement of the death	*o* 'oh'h, *a* 'Ah'
Expression of concern	*ni mei shi ba* 'are you OK'
Expression of sympathy	*jie ai shun bian* 'I'm sorry for your loss'
Offer of assistance	*wo neng wei ni zuo dian shen me ma* 'is there anything I can do for you'
Future-oriented remark	*bie dan xin* 'don't worry'

Besides, Elwood defined another category dubbed "other" with 8 sub-strategies:

Table2. Patterns involved in "other" strategy

Patterns	Examples
Related comments	*si ji zen me zhe me huai* 'what a bad driver'
Related questions	*si ji he jiu le ma* 'was the driver very drunk '
Sharing similar experience	*wo ye you yi zhi gou bei che zhuang le* 'my dog also died of the car accident'
Expression of empathy	*ni yi ding hen shang xin ba* 'you must be very painful now'
Statement of lacking words	*wo wu fa biao da wo de nan guo* 'I have no words to express my sympathy'
Statement of not knowing	*wo bu zhi dao gai shuo shen me* 'I don't know what to say'
Positive statement	*ni de xiao gou hen ke ai* 'your dog was very cute'
Action	*bao bao* 'I want to give you a hug'

3.3 Participants

Thirty CNSs (14 males and 16 females) were born and raised in mainland China, ranging in age from 18 to 24 with the mean age of 21. Thirty KCFL learners (12 males and 18 females) are studying at a Chinese university, ranging in age from 18 to 24 with the mean age of 19. Almost all the KCFL learners had passed the Class five of Test of Chinese Language Ability for Foreigners and their average time in China had reached 2.6 years.

3.4 Procedure

KCFL learners completed paper questionnaires in class. Chinese native students finished the test through the online survey. Both the KL group and NS group were required to complete the tests within 30 min. All of the respondents filled the Chinese version and the KL group was offered a Korean version to help understand situations accurately. To avoid the effect that the former version caused a language transfer from L1 to the latter one, the Korean version was given after they finished the Chinese one.

4. Results and Analysis

4.1 Comparison between KCFL Learners and CNSs.

To determine whether KCLF learners employ the same condolence realization pattern that CNSs use, the learners' data is compared with the CNSs' in English. Standards of response categorization in this paper were developed by Elwood (2004) as listed in the method section. The tables below display the frequency of condolence strategies used by all the respondents in four situations: death of grandmother's old friend, death of best friend's dog, death of deskmate's grandmother, death of new neighbor's dog.

Table 3. Frequency of the Use of Condolence Strategies by KLs and NSs

Condolence strategies	KLs	KL/Total(KSs)	NSs	NS/Total(NSs)	Total
Acknowledgement of death	20	10.10%	62	32.63%	82
Expression of concern	23	11.55%	4	2.11%	27
Expression of sympathy	44	22.11%	39	20.53%	83
Offer of assistance	9	4.52%	12	6.31%	21
Future-oriented remark	41	20.56%	21	11.05%	62
Other	62	31.16%	52	27.37%	114
total	199	100%	190	100%	389

Table 4. Frequency of the Use of 'Other' Sub-Strategies by KLs and NSs

Condolence strategies	KLs	KL/Total(KSs)	NSs	NS/Total(NSs)	Total
Related comments	31	50%	34	65.39%	65
Related questions	12	19.36%	8	15.38%	20
Sharing similar experience	2	3.22%	1	1.92%	3
Expression of empathy	14	22.59%	1	1.92%	15
Statement of lacking words	1	1.61%	0	0	1
Statement of not knowing	1	1.61%	0	0	1
Positive statement	1	1.61&	3	5.77%	4
Action	0	0	5	9.62%	5
Total	62	100%	52	100%	114

Overall, 199 and 190 labels were created and analyzed based on 120 sentences (in per group) that responded from KCFL learners and CNSs. Drawing on table 1 and table 2, KCFL learners and CNSs prefer different condolence strategies and semantic formulas. In the KL group, 44 labels are related to sympathy and 41 labels are future-oriented. Learners also prefer the "related comments" sub-strategy with 31 labels. In the NS group, 62 labels are acknowledgement-related and the second popular one is the "expression of sympathy" (39 labels). By counting the total number of labels used by KLs and NSs in four different situations, results are shown below:

First, 32.6% of CNSs opted the "acknowledgement" strategy as their first response, whereas 10.1% of Korean CLF learners chose this one. The most frequently-used formula in the NS group to express "acknowledgement" is jie ai shun bian 'I am sorry for your loss', while only one KCFL learner mentioned this native-like expression and the remaining employed various interjections like a 'ah', o 'oh' and so on.

Second, CNSs hardly used the "expression of concern" strategy (2.2%) and only four formulas occurred in two dog-related situations. Differently, 11.55% of KCFL learners used this strategy and most of their responses involved the word "OK", with ni hai hao ba 'Are you ok' or mei guan xi ma 'is everything ok' the most common.

Third, 20.1% of KCFL learners as well as 11.1% of NSs fell the "future-oriented remark" group. Both KCFL learners and CNSs expressed their hope to see the addressees' emotional recovery, with bie tai nan guo 'Don't be too ' the most popular. The notable difference is that apart from this utterance, jia you 'come ' is another common utterance among all the learners, which is absent in CNSs' data.

Fourth, formulas in the "other" strategy vary individually. 8 sub-strategies were classified as "other". Among them, "related comments" strategy is the most popular in both the NS and KL group with respectively 65.4% and 50%. Unlike NSs, tian tang 'heaven' is the most frequently used word in the KL group. For instance, they produced sentences xiao gou qu le tian tang 'your dog must have gone to heaven'.

Fifth, 22.6% of KCFL learners chose "expression of empathy" sub-strategy, but only one NS's response was labeled in this category. Learners produced semantic formulas like hui hen shang xin ba 'you must be very sad' or hen tong ku ba 'you must be painful right now', which were hardly used in NSs' data.

Finally, although both KCFL learners and CNSs show a similar preference for the "expression of sympathy" strategy (around 22%), their formulas are different. NSs said dui bu qi or bu hao yi si 'I'm sorry' before they produced other words, while Korean-speaking learners directly showed their sympathy with the formulas like zhen rang ren jiao xin 'that's too bad' or tai ke xi le 'what a pity.'

4.2 Comparisons of differences between situations in KL and NS group.

To answer the third research question, four situations were divided into three different pairs according to different classification: social relation, social distance and degree of sadness. Social relation means the age gap between the speaker and hearer. Social distance refers to the degree of familiarity and intimacy of two interlocutors with each other, and the degree of sadness refers to the seriousness of the sorrowful things.

Table 5. Three Comparisons According to Different Factors

Social relation	Old generation	Young generation
	Grandmother's friend	Deskmate's grandmother
Social distance	Far	Close
	New neighbor's dog	Best friend's dog
Degree of sadness	High level	Low level
	Deskmate's grandmother	Friend's dog

Comparing with the KL group, NSs' formulas reveal fewer dramatic differences. Results show that they make more conventional responses unconsciously and show less consideration when producing specific sentences in different situations. Nonetheless, three comparisons show some strategic choice patterns.

The followings present results and further discussion is in the next section.

4.2.1 Comparison between the grandmother's friend situation and deskmate's grandmother situation.

The death of grandmother's old friend (situation 1) and the death of deskmate's grandmother (situation 3) were grouped to examine the effect of social relation.
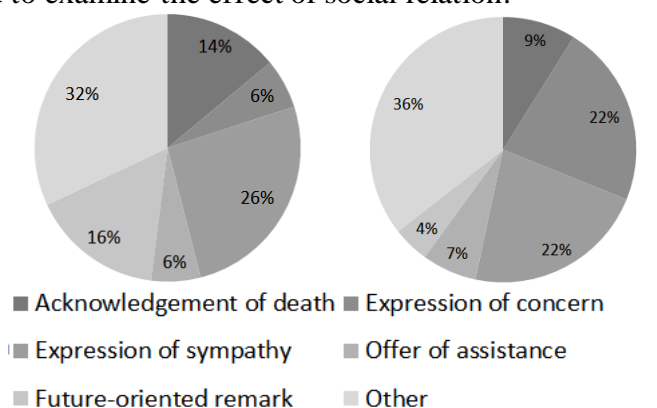

Figure 1&2. Breakdown of semantic formulas used by KLs in situation 1&3

Figure 1 and Figure 2 show two notable differences between the two situations. When consoling the elderly, 6% of KCFL learners' formulas are labeled as "expression of concern", whereas when facing peers, the figure is 22.2%. As for "future-oriented remark", 16% employ this to the elderly, while 4% do the same to the young.

More subtle differences are in each category. Typically, when consoling the elderly, most respondents said ni hai hao ma 'are you ok' and other formulas were rare to see. While when consoling peers, they said wo dan xin ni 'I'm worried about you' instead. Some of them also used hen/zhen de 'very much' to strengthen their concern. Concerning the "expression of sympathy" strategy, bie tai shang xin 'don't be sad' and bie dan xin 'don't worry' was the most popular sentence in the KL group to console the elderly, followed by tai yi han le 'What a pity' and zen me ban 'What should we do next'. However, when the addressee was peers, dui bu qi 'I'm sorry' was the most common formula among all the Korean responses.
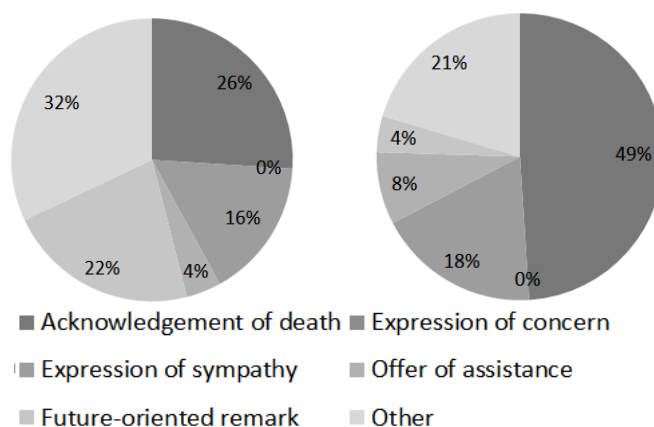
Figure 3&4. Breakdown of semantic formulas used by NSs in situation 1&3

Concerning NSs, the most notable difference is that 22% of CNSs made future-oriented remarks to console the elderly, while 4% did so to peers. Additionally, almost half of CNSs expressed acknowledgement first to treat the elderly, whereas 26% did so to peers. Also, although proportions of the "offer assistance" strategy were relatively small in both situations, the figure for the latter situation doubled that for the former.

4.2.2 Comparison between the friend's dog situation and neighbor's dog situation.
The car accidents of best friend's dog (situation 2) and new neighbor's dog (situation 4) were grouped to examine the influence of the social distance in the KL group.
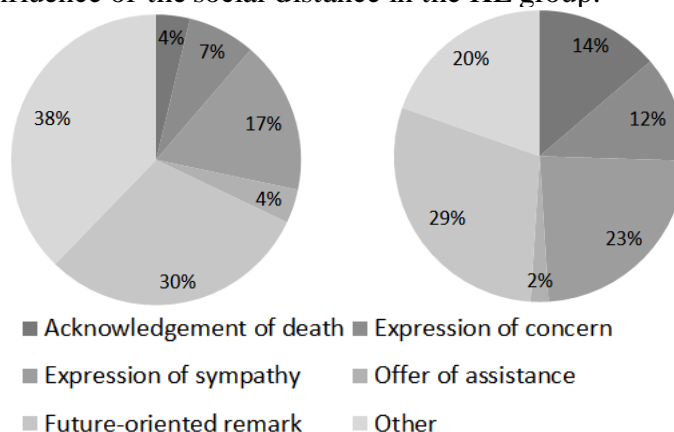

Figure 5&6. Breakdown of semantic formulas used by KLs in situation 2&4

Figure 5 and Figure 6 reveal a different pattern in two situations where addressees had different social distances to Korean respondents. Quantitatively, 3.8% of learners used the "acknowledgement of death" strategy in friend's dog situation and 13.7% in neighbor's dog situation. Besides, expressing concern and sympathy were two popular strategies in the latter situation (11.8%, 23.5%) but not in the former one (7.5%, 17.0%). Also, Korean learners preferred the "other" strategy (37.7%) in the friend-related situation, such as making related comments (60%), asking related questions (20%), expressing empathy (15%) and so on.

Obvious differences occur in "future-oriented remark". In the friend's dog situation, learners prefer both jia you 'come on' and bie tai nan guo 'don't be sad'. While in neighbor's dog situation, jia you 'come on' was much more common than other formulas.

Differences also occur in other sub-strategies. One is that the "related questions" strategy was absent in the neighbor's dog situation, while five respondents asked various questions in the best friend's dog situation. Besides, although dog-related comments occur in both situations, the owner and driver-related ones only occur in the best friend's situation.
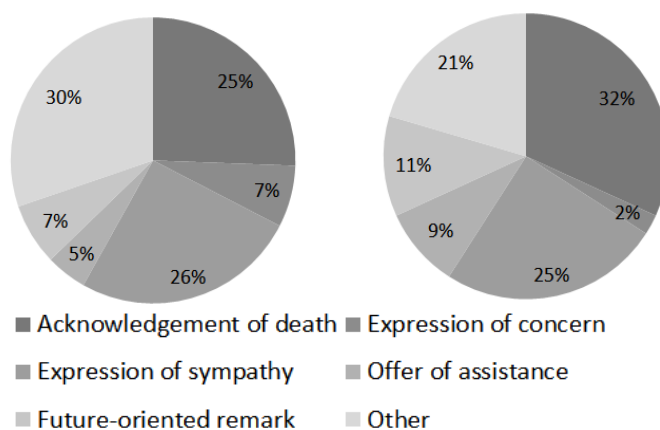
Figure 7&8. Breakdown of semantic formulas used by NSs in situation 2&4

Concerning CNSs, both "offer assistance" and "future-oriented remark" strategy constituted larger sections in the neighbor's dog situation. While CNSs preferred the "expression of concern" strategy when facing close friends.

4.2.3 Comparison between the deskmate's grandmother situation and friend's dog situation.
Because deskmates and friends were participants' peers, and both of them were fairly close to participants, the social relation and social distance were similar in these two situations. Although differences in the comparison between the death of deskmate's grandmother (situation 3) and death of best friend's dog (situation 2) could come from other confounding variables, these two situations were grouped here to analyze the influence of the degree of sadness in the KL and NS group.
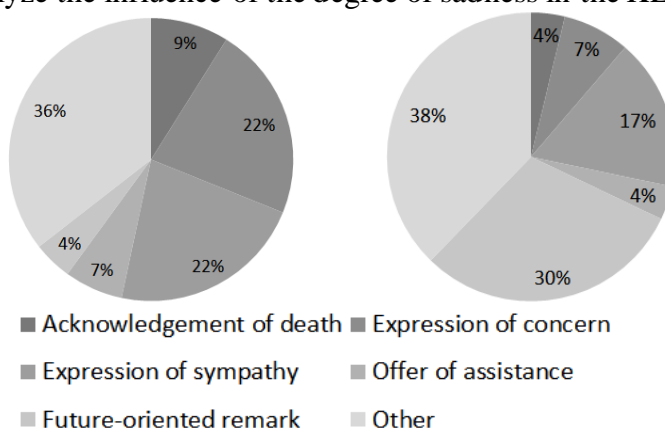

Figure 2&5. Breakdown of semantic formulas used by KLs in situation 3&2

As is shown in Figure 2 and Figure 5, numbers of Korean learners' "expression of concern" strategy and "future-oriented remark" strategy were different. In the deskmate's grandmother situation, 22.2% of learners' formulas involve the concern, while only 7.1% in the best friend's dog situation. For "future-oriented remark", there were 4.4% of sentences using this strategy in the former, while 30.2% in the latter.

Formula patterns are different in the "expression of concern" strategy. Learners made first-person sentences to address the dog situation (e.g., ni hai hao ma 'are you all right'), while made second-person sentences to the human situation (e.g., wo zhen de hen dan xin ni 'I'm really worried about you'). Additionally, in the "expression of sympathy" strategy, learners used bie tai nan guo 'don't be too sad' in the friend's dog situation, while use dui bu qi 'I'm so sorry' in the peer's grandmother situation.
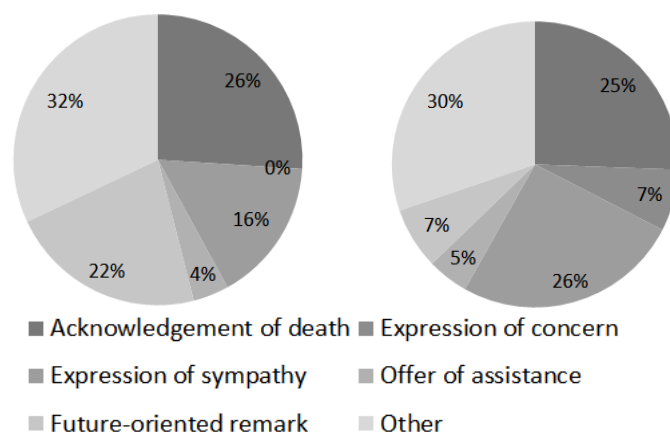
Figure 3&7. Breakdown of semantic formulas used by NSs in situation 3&2

To analyze whether CNSs were affected by different degrees of sadness, two same situations were also compared here.

A notable difference is that the proportion of acknowledgement in the deskmate's grandmother situation (Sit.3) is nearly twice more than that in the friend's pet dog situation (Sit.2). This indicates that people value the death of human and response with "ah" or "oh" to show their serious attitudes towards the unfortunate news.

In summary, results indicate that learners' condolence strategies and formulas differed from NSs'. Among all the responses, KLs use the "others" strategy most in four situations (31.16%), while NSs use the "acknowledgement of death" strategy most (32.63%). And the "offer of assistance" strategy is the least popular one in the KL group (4.52%), while the "expression of concern" strategy is the least popular one in the NS group. In terms of formulas, jia you 'come on' , zen me ban 'what should we do next' only occur in the KL group. Jie ai shun bian 'I'm sorry for your loss', which is widely used in the NS group, is hardly seen in the KL group.

Concerning the social relation, KLs use indirect words (e.g., *bie dan xin* 'don't worry') to console the elderly, while use direct words (e.g., *wo hen dan xin ni* 'I'm worried about you') to peers. Concerning the social distance, KLs asked more questions and made more comments to friends rather than neighbors. As for the degree of sadness, KLs use first-person formulas in the dog situation, while second-person formulas in the grandmother situation.

5.Discussion

5.1 The Comparison between the KL Group and NS Group.

In this section, I am exploring the cultural, linguistic and pedagogical factors that make KCFL learners' responses non-native like.

5.1.1 Cultural factors.
Sharing similar cultural values, KL and NS group show similar patterns in the comparison between the deskmate's grandmother situation and friend's dog situation. All of them prefer the "expression of sympathy" in the deskmate's grandmother situation instead of the friend's dog situation. One reason is the conventional use of jie ai shun bian 'I'm sorry for your loss', a common expression defined as "acknowledgement" strategy. CNSs are so familiar to it that they hardly use other words. In Chinese native context, jie ai shun bian 'I'm sorry for your loss' has involved most of their feeling and has been enough to be an appropriate response. The other explanation is that implicitness and subtlety are Chinese language' features (Li, 2007). CNSs hardly express their concern or sympathy in a direct way. Rather, they employ other strategies such as offering assistance and making related comments.

5.1.2 Linguistic factors.
One notable difference is that nearly half of Korean responses used jia you 'come on'. In Chinese, jia you 'come on' is an encouragement to inspire others. However, never does any CNS employ this formula as a response to others' death. This formula used by learners is a cross-cultural pragmatic

failure (Thomas, 1993). This failure usually occurs in communications between two people who, in any particular domain, do not share a common linguistic or cultural background (1993). For KCFL learners, they formulate jia you 'come on' to encourage the addressee. But as they are not proficient enough on pragmatic competence, their condolence speech act is nonnative-like.

Another nonnative-like expression is zen me ban 'what should we do next'. This formula results from Korean learners' first language transfer (Jams, 1980). By first language transfer James means that the knowledge of the first language influences the second language acquisition. In the Korean language, e ddek hae 'what should we do next' is common. Its original meaning is to ask what to do next, but in most cases, it is an exclamation showing surprise or helplessness. Learners used this as an exclamation. It suggests that the negative transfer from KLs' mother tongue influences their formulas. From an intra-group comparison, the frequency of this nonnative-like expression lowers with the proficiency in China increasing. There are fourteen formulas jia you 'come on' among learners with Class four or five in the proficiency test, while no such formulas among learners with Class six.

Besides, the third language, English, also affects learners' speech act. Almost every participant has learned English systematically. Some formulas are like neither Chinese nor Korean, but English, such as ting dao zhe ge xiao xi wo hen yi han 'I'm sorry to hear that'. This semantic formula is common in English-speaking countries instead of China or Korea, indicating that KCFL learners' condolence speech act is influenced by their third language knowledge as well (Wu, 2012).

5.1.3 Pedagogical factors.

Textbook-like formulas are common in the KL group. For instance, wo lai an wei ni 'I want to console you' and wo jin tian hui zai ni shen bian 'today I can be with you' are two formulated by Korean learners. There are neither grammatical errors nor pragmatic errors, but they are too written-style to be used in oral communications. Lacking related practical experiences, Korean learners can only refer to their textbooks for right responses and are hard to aware of whether it is native-like. And because textbook designers focus more on the grammatical function instead of communicative function, learners' formulas are nonnative-like (Huang & Sun, 2010).

5.2 Comparisons between Situations in KL Group

Results reflect the social relation, social distance as well as degree of sadness affect realization patterns of the condolence in both the KL and NS group. Generally, KLs have similar patterns with NSs in the comparison concerning the social relation. Both of them prefer the "acknowledgement of death" strategy in the deskmate's grandmother situation and the "future-oriented remark" strategy in the grandmother's friend situation. Furthermore, two groups show similar patterns in situations with different social distances. They make an acknowledgement to their new neighbors and make more related comments to their close friends.

following discussions are on differences in three comparisons in the KL group.

5.2.1 Cultural factors.

The comparison between the grandmother's friend situation and deskmate's grandmother situation shows that social relation affects KCFL learners' condolence speech act. Respondents treat the elder with more respect and rarely show their concern directly, which is different from the way they treat their peers. When consoling the elderly, KLs said ni hai hao ba 'are you ok' to express their concern. While when consoling peers, they spoke their concern out by saying wo zhen de hen dan xin ni 'I'm really worried about you'. Asian cultures can explain this phenomenon. In history, Korea was deeply influenced by Chinese Confucianism and ethical codes became important in Korean daily routines from an early time. Confucianism emphasizes the moral of "respect for seniority" in society to a large extent (Xiao,2000). This is proved by the Korean language, in which there is a complicated honorific system and it is a must for the younger generation to use honorific Korean to the elderly (Ma, 2001).

The comparison between the friend's dog and neighbor's dog reveals the effect of social distance. Korean learners showed more interest in details of the friend's dog by asking whether the driver was drunk or other related questions, while they did not ask more about the death of the new

neighbor's dog. Also, KLs made comments (e.g., what a bad driver) as responses to their friends but not did so to their new neighbors. This contrast reflects the Korean characteristic that Korean people usually treat strangers with more caution and try not to offend them (Kwon, 2016). If the addressee is someone they are unfamiliar with, they produce formal sentences according to social etiquette in order to avoid misunderstanding and discomfort.

The last comparison indicates that KCFL learners' condolence speech act is influenced by the degree of sadness. In the "expression of sympathy" strategy, dui bu qi 'I'm sorry' is more serious and formal than bie nan guo le 'don't be sad'.Korean respondents use former one on the human and the latter one on the dog. The reason can be culture-related. Affected by Eastern culture, Korean people have a negative attitude towards human death, especially when compared with people in Western culture (Zhao, 2009). One's death is considered an extremely painful and serious event in Eastern culture and the addressee will receive sympathy from others. While the death of a pet dog is considered less painful, so people's responses are less serious as well. This is distinct from western cultures. In western cultures, pets are usually considered as family, but in eastern culture, the pet is a fairly new concept (Chen, 2011). Because dogs used to be functional, they are less important in eastern families.

5.2.2 Linguistic factors.

Sentences starting with different persons in the "expression of concern" strategy indicate the effect of the social distance. Formulas starting with the first person can help emphasize the subjective role of the speaker (Qian, 2010). By doing that, respondents can convey their deep concern to the addressee directly and show their respect and miss to the decreased. KCFL learners said wo hen dan xin ni 'I'm worried about you' in the human-related situation, while said ni hai hao ba 'are you ok' in the dog-related situation. This shows the effect of the degree of sadness in the KL group.

6.Conclusion

This study has shown the KCFL learners' realization of the condolence speech act in Chinese and compared the patterns with Chinese NSs'. Based on the findings in this study, following conclusions can be drawn:

First, the unfamiliarity of the condolence speech act leads to nonnative-like realization patterns. Without guidance in class and textbooks, learners produced formulas jia you 'come on' and caused a cross-cultural pragmatic failure. Besides, learners' first and third language can influence their condolence realization patterns. Both the language transfers result in nonnative-like responses. Additionally, the textbook learners used also affects their expressions (Huang & Sun, 2010). Formulas like wo lai an wei ni 'I'll console you' are uncommon in the Chinese context.

Second, social relation, social distance and degree of sadness influence Korean CFL learners' condolence speech act. Results reveal that the formality and deixis varied in four given situations. This indicates that learners consciously change the realization pattern to achieve an appropriate expression in different situations.

Finally, this work adds to the growing body of speech act research in many ways. First, because few studies pay attention to the difference of condolence speech act between two Eastern cultures, this study emphasizes the importance of investigating these differences between two culturally-similar countries. It actually shows responses from participants from two similar cultures vary. Second, the condolence speech act has not been widely studied, so results from this speech act-oriented study can provide data for the further related analysis and benefit material developers. Third, this paper implicates Chinese teachers and textbook designers to add more condolence-related knowledge and cultural background to class and textbooks.

7.Limitation

First, this is a pilot study and more data is needed to generalize. Second, written DCTs can cause constraints on the study of speech acts because what L2 learners think they would say in the given situations may not be the same as what they actually say. In addition, the written production of the

condolence speech act can be different from the spoken production in face-to-face interaction (Ellis, 2008). As such, further studies can pay attention to L2 learners' performance in oral interactions. Also, with a larger participant group, researchers can investigate the relationship between other factors (e.g., proficiency of participants) and their condolence speech act.

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