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**EFFECT OF IMPOSITION
ON REFUSALS OF REQUESTS
BY VIETNAMESE ESL LEARNERS
IN SPEAKING AND EMAILS**

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ABSTRACT

This study investigated effect of imposition on how Vietnamese learners of English at different levels of language proficiency refuse requests in speaking and emails. The comparison between two modes (speaking and writing) is also performed. The data was obtained with the support of 24 Vietnamese students in Melbourne, which comprise three groups of eight. Using the semantic formulas modified from the formulas proposed by Beebe et al. (1990), refusals in three role-play situations and three emails were coded to find out frequency for each strategy. Statistical analysis was done with Chi-square. It was found that imposition does influence on the refusal strategies. In high imposition scenarios, higher number of direct strategies and adjuncts are employed. However, direct strategies were mainly used by the beginner group. On the other hand, adjuncts are preferred by advanced participants. As for in direct strategies, language proficiency also affects the chosen performed strategies. In terms of differences between role-plays and emails, significant results were found in all three groups. While lower proficiency groups feel freer to refuse directly in writing, advanced groups apply adjuncts to make moves for their refusal in speaking.

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