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ABBREVIATIONS USED IN THE THESIS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>C2</td>
<td>Second Culture</td>
</tr>
<tr>
<td>CAH</td>
<td>Contrastive Analysis Hypothesis</td>
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<tr>
<td>CLL</td>
<td>Communicative Language Learning</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>D</td>
<td>Social distance between the addressee and the addressee</td>
</tr>
<tr>
<td>DCT</td>
<td>Discourse Completion Test</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FL</td>
<td>Foreign Language</td>
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<td>FSA</td>
<td>Face-saving act</td>
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<td>FTA</td>
<td>Face-threatening act</td>
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<td>IH</td>
<td>Interaction Hypothesis</td>
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<td>IIO Models</td>
<td>Input-Interaction-Output Models</td>
</tr>
<tr>
<td>IL</td>
<td>Interlanguage</td>
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<td>IVEs</td>
<td>Indigenous varieties of English</td>
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<tr>
<td>L1</td>
<td>First or Native Language</td>
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<tr>
<td>L2</td>
<td>Second Language</td>
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<tr>
<td>LAD</td>
<td>Language Acquisition Device</td>
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<tr>
<td>MCDCT</td>
<td>Multiple-choice Discourse Completion Test</td>
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<tr>
<td>MCI Test</td>
<td>Multiple-choice Implicature Test</td>
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<tr>
<td>NS</td>
<td>Native Speaker</td>
</tr>
<tr>
<td>NNS</td>
<td>Non-native Speaker</td>
</tr>
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<td>P</td>
<td>Relative Power of the addressee over the addressee</td>
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<tr>
<td>R</td>
<td>Imposition present in the Speech Act</td>
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<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
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<td>SM</td>
<td>Supportive Move</td>
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<td>Target Language</td>
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<td>Target Culture</td>
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<td>Universal Grammar</td>
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