

The Use of Apology Strategies by Arab Postgraduate Students

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ABSTARCT

The study was designed to focus on the pragmatic competence of Arab postgraduate students in producing apology speech act in Eastern Mediterranean University context, where English is the medium of instruction. Additionally, it aimed to find out the relationship between expressing apology, gender, proficiency level, and first language influence.

The study's theoretical framework was the speech act theory, its usage in diverse contexts, and the impact of certain social factors on expressing apology. Consequently, it is important because it may inform English as foreign language teachers and syllabus designers to emphasis more on producing pragmatics concepts to learners. In fact, the setting of this study is different and unique compared to previous empirical researches that considered speech act of apology.

The mixed method approach, which encompassed placement test, adopted discourse completion test and structured interview, was used as data collection instruments. For processing the data, both qualitative and quantitative analyses were used.

The results revealed that illocutionary force indicating devices, reparations, and compensations were the most frequently used apology techniques among the participants. Also, the relationship between producing apologies, proficiency level and gender variables were statistically insignificant. Furthermore, the sample revealed an inconsiderable impact of the first language on expressing apology.

For the implications, English teachers should endeavor to increase learners'

pragmatic competence in the foreign language learning. Also, syllabus designers should develop practical lessons by focusing on apology speech act in real life situations.

Considering the limitations, firstly, qualitative methods were used to collect the data. For future researchers, observing respondents in real conditions would be more constructive. Second, this study covered Arab postgraduate student with different proficiency levels. Future studies might select students with a particular proficiency level to explore new apology expressions.

Keywords: pragmatics competence, apology strategies, speech act, proficiency level, gender

ÖZ

Bu çalışma, İngilizcenin bir eğitim aracı olduğu Doğu Akdeniz Üniversitesi bağlamında özür dileme konuşma eylemi üretmede Arap lisansüstü öğrencilerin pragmatik yeterliliğine odaklanmak için tasarlandı. Ek olarak, özür dileme, cinsiyet, yeterlilik seviyesi ve anadil etkisi arasındaki ilişkiyi bulmaya çalıştı.

Çalışmanın teorik çerçevesi, konuşma eylemi teorisi ve farklı bağlamlarda kullanımı ve bazı sosyal faktörlerin özür dilemeyi ifade etme üzerindeki etkisiydi. Sonuç olarak, İngilizceyi yabancı dil öğretmenlerinin ve müfredat tasarımcılarının dikkatlerini öğrenenlere edimsel kavramlar üretmeye daha fazla vurgu yapmaya yönlendirebilmesi açısından önemlidir. Aslında, bu çalışmanın yürütüldüğü ortam, özür dileme eylemini değerlendiren önceki deneysel araştırmalarla karşılaştırıldığında temel farktır.

Veri toplama aracı olarak yerleştirme testi, söylem tamamlama testi ve yapılandırılmış görüşmeyi benimseyen karma yöntem yaklaşımı kullanılmıştır. Verilerin işlenmesi için hem nitel hem de nicel analizler uygulanmıştır.

Elde edilen sonuçlar, anlatım gücünü gösteren cihazlar, tazminatlar ve tazminatların katılımcılar arasında en sık kullanılan özür dileme teknikleri olduğunu ortaya koydu. Ayrıca özür dilemenin üretiminde yeterlilik düzeyi ve cinsiyet değişkenleri istatistiksel olarak önemsizdi. Dahası, özür dileme üzerindeki dikkate değer olmayan birinci dil etkisi örneklem tarafından açıkça doğrulanmıştır.

Sonuç olarak, İngilizce öğretmenleri, yabancı dil öğrenme sürecinde öğrencilerin pragmatik yetkinliğini artırmaya çalışabilir. Ayrıca, müfredat tasarımcıları gerçek hayattaki özür konuşma eylemini dikkate alarak pratik dersler geliştirmelidir.

Kısıtlamalar dikkate alınarak öncelikle verilerin toplanmasında nitel yöntemler kullanılmıştır. Gelecekteki araştırmacılar için, yanıtları gerçek koşullarda gözlemek daha yapıcı olacaktır. İkincisi, bu çalışma, farklı yeterlilik seviyelerine sahip Arap yüksek lisans öğrencilerini kapsıyordu. Gelecekteki çalışmalar için, yeni özür dileme ifadelerini keşfetmek için belirli bir seviyedeki öğrencileri seçebilir.

Anahtar kelimeler: pragmatik yeterlilik, özür dileme stratejileri, konuşma eylemi, yeterlilik düzeyi, cinsiyet

DEDICATION

To my main source of power and inspiration; my precious father

To the one who taught me patience and sacrifice; my dear mother

To the kindest souls; my beloved brothers

Thank you for being my family

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Praise to Allah, lord of the universes, and may blessings and peace of Allah be upon the most honored of the prophets, our master Mohammad and upon his family. First, I would like to produce my sincerely thank to Allah the Gracious for giving me the grace and power to accomplish this study.

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LIST OF ABBREVIATIONS

APS	Arab Postgraduate Students
AS	Apology Strategies
DCT	Discourse Completion Test
DF	Degree of Freedom
EFL	English as a Foreign Language
EMI	English a Medium of Instruction
EMU	Eastern Mediterranean University
ESL	English as a Second Language
EXPL	A Statement or Account of the Cause which Brought about the Violation
FORB	A Promise of Forbearance
FTAs	Face Threatening Acts
IC	Interlanguage Competence
IFIDs	Illocutionary Force Indicating Devices
L1	First Language
L2	Second Language
MA	Master Degree
MS	Mean Squares
NNSE	Non-Native Speakers of English
NS	Number of Strategies
NSA	Native Speakers of Arabic
NSE	Native Speakers of English
PhD	Doctoral Degree

PL	Proficiency Level
PT	Placement Test
REPR	An Offer of Repair
RESP	An Expression of the Speaker's Responsibility for the Offense
SA	Speech Act
SAT	Speech Act Theory
SD	Standard Deviation
SI	Structured Interview
SED	Standard Error of Differences
SEM	Standard Error of Mean
SPSS	Statistical Package for the Social Sciences
SS	Sum of Squares
TF	Total Frequency
TL	Target Language

Chapter 1

BACKGROUND OF THE STUDY

1.1 Introduction

The study aims to examine speech act of apology and its use by Arab students in Northern Cyprus from different perspectives. Thus, the first chapter of the dissertation describes the background of the study, which includes basic definitions, related to pragmatics, particularly, speech acts from different views. It also clarifies the main reason behind this study, and reveals the problems faced by Arab students regarding speech act productions. Besides, this part presents the study's objectives, questions and significance. Finally, a brief summary of the basic points presented in the current section.

1.2 Background of the Study

Language has always been used as an instrument to express people ideas, thoughts, and to communicate with each other. Therefore, scholars in various fields related to language directed their attention to figure out the ways people use language in different situations and societies. More specifically, they highlighted how people express their ideas in the Target Language (TL). From this perspective, a new domain of language study appeared, which is called pragmatics.

Pragmatics is considered as a developmental branch of the linguistics field. Charles Morris (1938) in his book "The Foundations of the Theory of Signs" defined it as "the science of the relation of signs to interpreters" (p.30). Further, Stalnaker (1972)

described pragmatics as "the study of linguistic acts and the contexts in which they are performed" (p. 383).

Further, Crystal (1985) described pragmatics as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects the use of language has on other participants in the act of communication" (p.240). In other words, it is concerned with the study of language in the light of contextual factors and principles related to language use and language users.

The main idea is that the interlocutors follow specific principles in their speech in order to continue the conversation. One of the important principles according to Grice (1975) (as cited in Mey, 2007) is the cooperative principle. It consists of four maxims; quantity, quality, relation, and manner respectively (Mey, 2007). Grice (1975) explained cooperative principle as follows "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange" (as cited in Mey, 2007, p.72).

The second important principle is politeness; how speakers interact politely with each other. Yule (2010) identified it as "showing awareness and consideration of another person's face" (p.135). The concept of politeness includes "the strategies used by language users to protect their own and their addressee's face" (Verschueren 1999, p. 51). However, speakers may use different politeness strategies based on three factors, which are power, social distance, and imposition (Brown and Levinson, 1987; as cited in Meyerhoff, 2011).

The above given principles are different across cultures and contexts; therefore, scholars have been interested in examining different types of speech acts related to politeness scope (Ahmed, 2017). Speech Act (SA) according to Ellis (2008) is “constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints” (p.159). In other words, it is the strategy used by speakers to produce and express the appropriate act in a particular case.

Apology is one of the different SAs action used by speakers to express feelings such as regret to the offended based on the fault they made (Ahmed, 2017). According to Goffman (1971), it is “gestures through which an individual splits himself into two parts, the part that is guilty of an offence and the part that dissociates itself from the delict and affirms a belief in the offended rule” (43). Therefore, we can say that apology is considered as the practical implication of politeness in different societies.

However, in order to produce the relevant SA, foreign or second language learners should acquire different types of competences, for instance, scholars such as Thomas (1983) distinguished between grammatical competence and pragmatics competence. “Linguistic competence would be made up of grammatical competence ('abstract' or decontextualized knowledge of intonation, phonology, syntax, semantics, etc.), and pragmatic competence (the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (Thomas, 1983, p. 92).

Barron (2003) also described pragmatic competence as “the knowledge of linguistic resources available in a given language for realizing particular illocutions,

knowledge of sequential aspects of SA and finally, knowledge of appropriate contextual use of a particular language linguistic resources” (p.10).

Further, Hymes (1972) focused on mastering communicative competence to achieve better goals in the Target Language (TL). He defined it as “the knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate or done in a particular speech community” (Hymes, 1972, p. 284).

Others concentrated on acquiring the Interlanguage Competence (IC) such as Kasper (1992), who defined it as “the branch of second language research which studies how non-native speakers understand and carry out linguistic action in a TL and how they acquire Second Language’s (L2) pragmatic knowledge” (p. 203). Later, Kasper (1996) explained IC as “the study of non-native speakers’ use and acquisition of L2 pragmatic knowledge” (p.145).

Although, foreign or second language learners want to speak appropriately with advanced language users, they often fail. Different reasons could underline this failure such as L1 transfer (Thomas, 1983). Pragmatics transfer is “the influence exerted by learners’ pragmatic knowledge of languages other than the target language on their comprehension, production and learning of pragmatic information in the target language” (Kasper, 1992, p. 207).

According to Almahi (2007) EFL learners in the context of Sudan to a great extent used their mother tongue to express different acts while speaking the foreign language due to their limited pragmatic competence. Therefore, they faced a number

of difficulties in terms of producing suitable expressions in the TL (Abbood, 2016; El Hiani, 2015).

Also, scholars stated the relationship between L1 transfer and proficiency level of learners (Abed, 2011; Han & Burgucu-Tazegul, 2016; Wannaruk, 2008). Problems related to limited skills were also reported by researchers, such as the pragmatic failure, which is defined according to Thomas (1983) as “the inability to understand what is meant by what is said” (p. 91).

Based on the mentioned results, the researcher’s motivation beyond this study is to highlight Arab postgraduate students’ (APS) pragmatic competence in selecting and producing apology SA in Eastern Mediterranean University (EMU) context, where English is the Medium of Instruction (EMI). According to Dearden (2014) EMI is “the use of English language to teach academic subjects in countries or jurisdiction, where the First Language (L1) of majority of the population is not English” (, p.4).

Additionally, the study aims to find out if there is any significant relationship between the use of Apology Strategies (AS) and the language Proficiency Level (PL) of APS. Furthermore, it tries to examine the positive/negative effect of gender and L1 on apology production.

1.3 Problem Statement

In Arab contexts, English is considered as a foreign language, thus teachers rely on using grammar translation methods to teach. They seek to increase learners’ repertoire of English vocabularies, and focus more on improving their grammatical competence (Ashoorpour & Azari, 2014). However, this method minimizes learner’

knowledge of the language and restricts their awareness of how to use it in context (Gaily, 2014).

Scholars such as Ahmed (2017), Ashoorpour and Azari (2014), and Jalilifar et al (2011), found that although English as a Foreign Language (EFL) students do have grammatical competence, they lack pragmatic performance. Similar to the results obtained in a study by Lin (2014), who indicated that EFL learners have insufficient pragmatic skills in producing a particular type of SA. Therefore, a major focus on using communicative methods in teaching English instead of the common traditional approaches should be used in foreign contexts to improve students' pragmatics skills (Zeaiter, 2016).

Researchers attempted to figure out additional reasons preventing learners from performing appropriate acts in the TL. Several researchers illustrated the impact of L1 and cultural differences on decreasing students' pragmatic production outcome. For example, Jafari and Sadeghghlo (2018) and Qari (2017) found that learners' mother tongue have a negative impact on the production of SA.

Alharbi (2017) stated that EFL learners attempted to transfer their speech from Arabic into English because of their limited knowledge of its culture. This is in alignment with Lihui and Jianbin (2010) and Al Otaibi (2016) who asserted learners' inability to perform appropriate act due to their limited cultural awareness of using the foreign language.

Furthermore, scholars affirm the notion that PL is an influential factor affecting learners' production of SA in different contexts. For instance, some researches

established positive link between the production of SA and learners' PL (e.g. Al Masaeed et al., 2018; Al-Rubai'ey, 2016; Bagherinejad & Jadidoleslam, 2015; Rastegar & Yasami, 2014; Tauguchi, 2011). According to the mentioned authors, advanced respondents of the TL were more capable of selecting and performing a proper act. Also, to a great extent they were able of produce different expressions in various situations compared to other groups of language proficiency.

Generally speaking, different challenges related to language proficiency might appear in Arab students due to different reasons. For example, Belhiah and Elhami (2015) and Arkin (2013) argued that limited language skill is considered as a significant challenge facing foreign learners of English in EMI contexts. Similar results were obtained in studies such as Yeh (2014), Floris (2014), and Lee (2014). Therefore, students use their L1 to translate some expression into the TL (Eser & Dikilitas, 2017).

The mentioned technique (translation) to some degree helps Arab students in the language learning and in expressing themselves in various situations. However, to a great extent it hinders their awareness of using the TL appropriately and limits their proficiency. Certainly, translating some forms/phrases from L1 into TL might cause a misunderstanding during a conversation with advanced speakers of that language due to the cultural and social differences between the two languages. More specifically, in producing or expressing appropriate act in English language, which seems to be a basic problem and a fundamental challenge for a number of Arab students in EMU, where English is EMI.

On the other hand, in a number of studies there was no relationship between SA production and PL. For example, Shabani et al (2017), Mohebbali and Salehi (2016), Ahmadi et al (2014), revealed comparable results in terms of producing SA. They found that students with different levels of proficiency used and performed different actions in a similar way.

Taking into account the above studies, Arab postgraduate students might have difficulties related to selecting and producing appropriate SA such as apology in contexts where English is the medium of instruction. According to Tamtam et al (2012) it is a global language used for studying and communicating in diverse institutions. For example, EMU is a multicultural EMI context that includes students from different nationalities. Consequently, English language is the only language used in the teaching, learning, studying, and interacting with colleagues and instructors, etc.

1.4 Aims of the Study

Since this research focused on the production of apology SA of Arab students, therefore, some things need to be specified. Firstly, it aims to investigate the types of AS used by APS in different situations in EMU context, where English is the medium of instruction. Secondly, the study aims to examine the relationship between the use of apology and students' PL. Thirdly, it investigates the link between the selection and production of apology SA and gender as a social variable. Lastly and most importantly, it highlights the influence of L1 on the production of apology by the respondents. In other words, it seeks to figure out if there is a cultural impact on Arab students in performing apology to the offended in varied social situations.

1.5 Research Questions

As previously mentioned, the present study will be carried out in EMU, to explore the typology of AS produced by Arab postgraduates in relation to gender and PL variables in EMI setting. Also, it intends to investigate the impact of native language on AS production by Arab students.

Therefore, the current research focuses on the following questions:

1. Do Arab postgraduate students use apology strategies in their speech?
2. Which types of apology strategies do Arab postgraduate students use in the DCT?
3. Is there any relationship between the use of apology strategy and the proficiency level of Arab postgraduate students?
4. Is there any impact of first language on Arab postgraduate students' production of apology strategies?
5. Are there differences in the production of apology strategies between Arab male and female postgraduate students?

1.6 Significance of the Study

Apology techniques are the major concern of scholars in the field of language teaching, particularly in pragmatics and sociolinguistics. The mentioned concept has been studied from different perspectives across cultural contexts. Some researchers only surveyed the production of apology between bilinguals and monolinguals (e.g. Hassan, 2014; Ghanbari et al., 2015; Mulamba, 2009; Yeganeh, 2012; Zahedi & Mehran, 2013). Others (such as: Alsulayyi, 2017; Atamturk & Atamturk, 2016; Istfici & Kampusu, 2009; Kanik, 2017; Salehi, 2014; Qari, 2017) examined AS used between Native Speakers of English (NSE) and EFL students. While a number of

scholars highlighted various techniques used by Arabs to produce AS in different contexts (e.g. Banikalef & Maros, 2013; Bataineh & Bataineh, 2006; Jebahi, 2011; Soliman, 2003; Uglu & Abidin, 2016).

Despite the fact that there are some similarities between the current study and the previous ones, however, what makes this study significant is the context. In other words, most of the researches were carried out in foreign contexts where learners used and speak EFL. But this study specifically focuses on Arab students enrolled in Master (MA) and Doctoral programs (PhD) of different faculties in EMU, where English is considered as a lingua franca and the language of instructions.

Consequently, following a classification of Olshtain and Cohen (1983), and Blum-Kulka and Olshtain (1984), the obtained results might help in discovering additional typologies used by Arab participants (from different countries) in EMI setting. Also, it is important to explore how they react to different situations related to apology and how they express their feelings of regret to the hearer. Accordingly, the study might improve the awareness of APS to pragmatic concepts, in particular SA of apology.

Furthermore, the current study focuses attention on the correlation between students' PL and the use of AS. On that account, it aims to measure their language efficacy and divide them into equal proficiency groups. This is significant in approving or disapproving the impact of language PL on producing apology. As a result, certain implications about teaching methods would be provided. For example, the finding might inform EFL teachers (specifically in Arabic contexts) to shift their attentions from using traditional approaches (such as the grammar translation method) to communicative styles in teaching practices. Also, the outcome might raise teachers'

awareness towards teaching the language in its context by providing practical examples to learners from real-life situations

This study also intends to figure out if there is any positive/negative link between the selection and production of apology strategies and gender as a social variable. For example, based on a personal knowledge, Arab women in general tend to use more techniques of apology and produce emotional expressions to express their apology to the hearer, different from men. However, this matter might be different between Arab males and females in EMI context. Therefore, the results might reflect the participants' background in using English language.

Another important matter in this study is that it focuses on the impact of first language/culture on apology production in a number of situations of Arabs. Thus, it is necessary to involve baseline data of Native Speakers of Arabic (NSA) and Native Speakers of English (NSE) by comparing their responses in different social situations regarding the expression of apology of the interlanguage study.

The findings may have implications for EFL teachers, and syllabus designers related to the usage of SA for foreign learners of the TL. For instance, curriculum makers might design new educational courses that would involve both the foreign language and its culture in one perspective considering the learning process. In the same vein, the significant of this study relies on providing additional implications, which focus more on the teachability of pragmatic concepts. Also, via results obtained it might increase the awareness of the institution (EMU) to shift their teaching towards social-cultural perspectives. As a result, students will be able of interact with advanced speakers without any misunderstanding.

1.7 Summary

This study aims to examine the use of AS by Arab students from the perspective of PL and gender. Additionally, it examines the first language effect on producing apology by Arab student. Therefore, the given part presented the problem statement behind conducting this research (such as limited language skills, L1 impact, etc.). Also, it reveals the study questions in order to find convincing answers. At the same time, it explained the significance of carrying out this work in the light of results achieved such as raising learners' awareness toward producing proper pragmatic concepts in TL.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The primary part of this chapter deals with various perspectives, definitions, competences and researches related to the field of pragmatics. In order to understand the concept of pragmatics, this section presents a number of descriptions/definitions produced by a number of researchers to clarify its meaning. It further highlights the core competences related to pragmatics that qualify learners to perform appropriate expressions in cross-cultural contexts. Also, the study presents a brief summary of general competences needed for learners and its cross-empirical studies.

Furthermore, a review of major concepts of the study such as pragmatic competence and interlanguage competence will be provided and discussed later. Moreover, the current section highlights a number of challenges related to producing proper SA between foreign or second language learners such as pragmatic transfer, and pragmatic failure.

The reason behind involving these competences in this section is its contribution to the success or failure of using and selecting divers speech acts in different cultural context. Also, it increases student's awareness towards not only developing grammatical skills, but they should acquire suitable skills to achieve better goals in

the foreign language and its appropriate use like professional speakers of the target language.

Considering SA as a part of pragmatics field, scholars found that it is important to study it among different cultures. Therefore, the second part of this chapter aims to produce theories of SA that forms the basic foundation of it. Besides, a special focus will be paid on apology from different perspectives.

This section of the thesis discusses Speech Act Theory (SAT), and provides detailed information regarding the given concept. Also, it highlights basic founders and major rules of using it. The last part aims to present definitions, information and categorization related to some core aspect of AS. Further, this section highlights cross-cultural researches on AS to present similarities and differences between language users in a number of contexts. It is divided into five subheadings; the first presents studies related to apology strategies and its uses by monolingual/ bilingual speakers.

The second examines the usage of the given techniques across additional and different contexts. While the third focuses only on providing researches related to the use of AS in Arabic dialects. The fourth investigates the relationship between the use of AS and social factors. Certainly, various factors play a role in producing apology between speakers of foreign language. However, this study particularly focuses on gender and PL. It attempts to provide closed studies that proved or disapproved the link between the given parties and the usage of apology techniques. Finally, the study produces a brief conclusion to sum up the basic information provided in the literature review part.

2.2 Pragmatics

Pragmatics is considered as a developmental branch of linguistics field, which is defined as “the science of the relation of signs to interpreters” (Morris, 1938, p.30). Further, Stalnaker (1972) described pragmatics as "the study of linguistic acts and the contexts in which they are performed" (p. 383). Furthermore, Crystal (1985) described pragmatics as

“the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.” (p. 240)

To state this matter differently, pragmatics is concerned with the study of language in its own context and examines different concepts and principles related to the language use and language user. For instance, it focuses on highlighting the impact of social and cultural factors on the process of interacting between speakers (Demirezen, 1991).

Besides, it emphasizes on understanding what speakers attempt to say and mean in a specific situation (Siddiqui, 2018). Therefore, pragmatics does not study the literal meaning as in semantics, but it spots light on additional meanings of a word/sentence via involving factors such as a context, or relationship between speakers, etc.

From this perspective, pragmatics played a significant role in studying how language users say what they mean and how they mean what they say (Mey, 2007). Consequently, to understand the correct meaning during a conversation, speakers should master different competences related to the TL. The advantage of this acquisition helps in avoiding misunderstanding and ambiguity among speakers.

2.3 Competence Related to Pragmatics

Since 1960, the concept of competence was the major focus of researchers in the linguistics field (Erton, 2017). Each one attempted to provide different views about what competence is, what makes a speaker/learner professional in the TL? The development of competence started with Chomsky who defined it as a set of mental skills that enable learners to produce correct sentence in the TL (as cited in: Makaryk & Sumner, 1993).

The linguist, Chomsky focused only on the acquisition of grammatical competence, which qualifies learners to be professional speakers of that language (Erton, 2017). In other words, the capacity of producing a suitable sentence without any grammatical errors qualified learners to be advanced users of the foreign language (Fauziati, 2015).

However, Chomsky's view of competence was criticized from authors such as Hymes (1972). According to Hymes, mastering a language is not only centered about grammatical structure and other mental principles; it is about how to use it appropriately in its context. In other words, learners might be able to produce a correct sentence from a grammatical perspective, but might not be correct in a particular context.

Hymes (1972) explained it as following "Competence in a language consists of not only grammatical rules but also sociocultural knowledge which involves when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (p. 277).

From this perspective, Hymes (1972) produced a new perspective of language competence, which is the communicative competence. This brings together the knowledge of language and the ability of use it correctly (Erton, 2017). Romaine (1994) explained that the communicative competence is represented in the learners' ability of realizing and understanding the grammatical rules of the language and how to use it properly in social conditions.

Canale and Swain (1980) provided elements related to the communicative competence, which are grammatical competence, sociolinguistics competence, and strategic competence. According to Canale and Swain learners should master all of the mentioned components at the same time to reach advanced levels of proficiency. For instance, speakers should know how to produce grammatically corrected sentence in a suitable context via using different strategies.

Few years later, Canale (1983) added additional component related to the sociolinguistics competence, which is a discourse competence. It focused on a new perspective of language fluency; speakers' ability of using the language and produce sentences/phrases/expressions/ etc., in different ways (Fauziati, 2015). Canale pursued to confirm Hymes' point of view toward the mentioned competence through focusing on mastering the language within its context (Erton, 2017).

Later, Bachman (1990) revealed that communicative competence relied on three major components, which are grammatical competence, sociolinguistics competence, and strategic competence as seen in Figure 1. Bachman also added categories to the mentioned skills such as psychophysiological mechanisms (the cognitive ability in processing language data) (Fauziati, 2015).

Celce-Murcia et al (1993) presented a new framework related to the communicative competence that contained linguistic competence, socio-linguistic competence, discourse competence, and actional competence. For the actional skill, it was a new perspective concerned with speakers' ability of producing suitable act and selecting different techniques in order to perform it appropriately (Celce-Murcia et al., 1993).

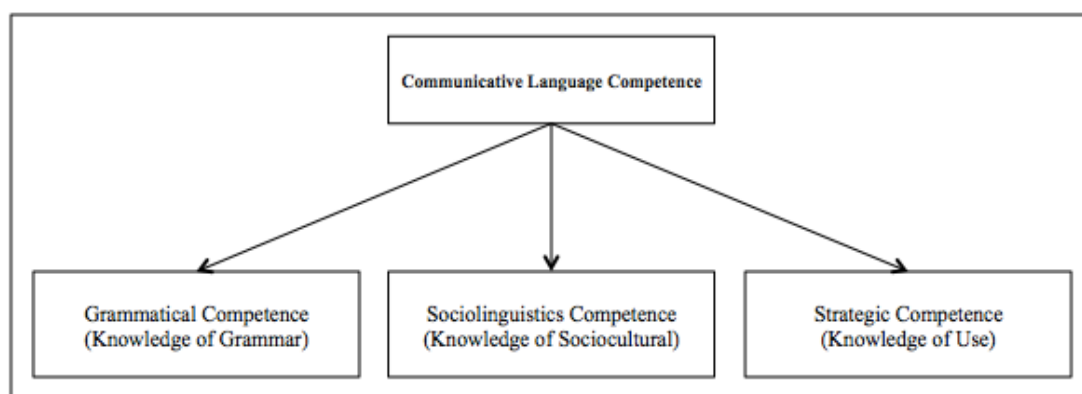


Figure 1: Types of Commuincative Competence by Bachman (1990) (p. 48-87)

With the focus of using the language from a social, and intercultural perspective, a close attention on pragmatic competence started to exist among scholars. The following part discusses an in-depth concept of pragmatic competence and interlanguage competence. The reason for presenting a brief review of different competences as mentioned above is to clarify the shift from grammatical competence to more developed skills related to the language use and language users.

2.3.1 Pragmatic Competence

Pragmatics is a developed domain of the linguistics filed, which deals with the language from sociolinguistic perspectives (Tello Rueda, 2006). Crystal (1985) defines pragmatics as following:

“The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (p.240).

Further, Bachman (1990) sees pragmatic competence as a main part of language use in that it enables learners to produce expressions more related to social and cultural context of the TL. Also, Barron (2003) identified it as:

“The knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally, knowledge of the appropriate contextual use of the particular languages‘ linguistic resources” (Barron, 2003, p.10).

Therefore, to interact appropriately using the TL, speakers need to acquire pragmatic competence. According to Kasper (1997), learners of a second language should develop their pragmatic competence to obtain a successful communication outcome. However, in the work by Leech (1983), further components of pragmatic competence were proposed that are pragmalinguistics and sociopragmatics. According to Leech, the first relates to mastering language skills in particular the grammar part. While the second includes skills related to language cultural concepts, specifically sociology. Also, Laughlin et al (2015) explained the classification of pragmatic competence produced by Leech as learners’ ability to produce resources of linguistics from cultural and contextual perspectives. Consequently, Laughlin et al produced a brief model to clarify these components as in Figure 2.

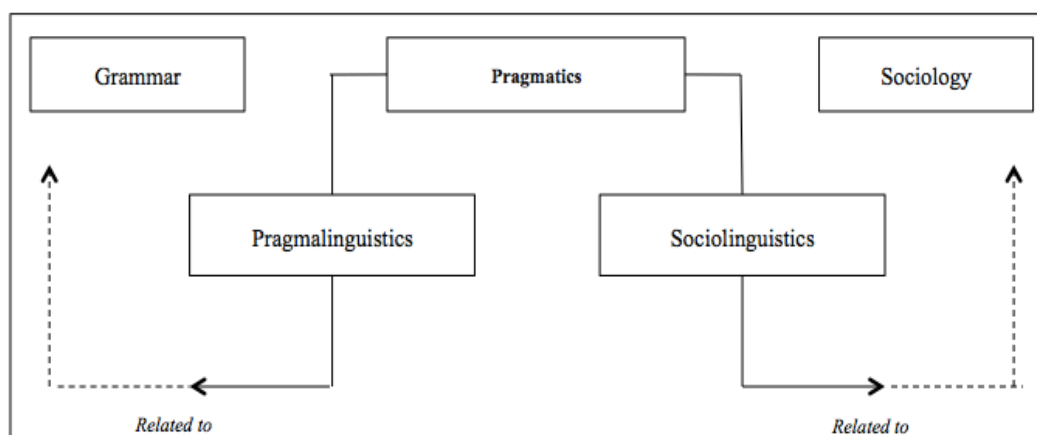


Figure 2: Pragmatic Competences of Leech (1983), by Laughlin et al (2015)

But the acquisition procedure of the given skill is not easy for many TL learners or users. For example, Ahmed (2017) conducted a study to examine the pragmatic knowledge of Arab EFL learners in varied statements. The author employed different methods such as DCT and interviews. Ahmed noticed a less degree of pragmatic knowledge of the respondents in different situations. She stated that although EFL students pass grammatical competence, their knowledge of pragmatics was restricted in some places. Numbers of reasons underline this problem such as the impact of the L1 on the foreign language due to the cultural differences among them (Kecskes, 2015).

Al-Ghazalli and Al-Shammary (2014) examined pragmatic challenges facing EFL students in terms of producing apology as a SA. A test was given to Iraqi participants as a data collection method. The findings confirmed the appearance of challenges related to pragmatics in that the participants were not able of recognizing and producing the suitable act. Al-Ghazalli and Al-Shammary stated that limited cultural awareness of English language and L1 impact were the reasons restricting their SA production in various cases.

Similar to results obtained in studies by Mehrpour et al (2016) and Qari (2017) who found negative effect of L1 on EFL learners when expressing their ideas in different cases. Besides, Istifci (2017) stated that Turkish EFL students employed their mother tongue while communicating in the second language.

Although a number of empirical researchers found that different pragmatic difficulties influenced the performance of appropriate act among EFL learners, there are other factors, which play important role in solving this problem. For instance,

the exposure to foreign language might contribute to the development of pragmatic competence between learners.

Taguchi (2013) supposed the significant impact of studying abroad on developing pragmatic competence among learners. The author involved three groups; one of them studied abroad. Certainly, all the participants were from different levels of language proficiency. For data collection, Taguchi distributed the oral DCT to the participants. The findings revealed that the exposure to the TL played a remarkable role in improving students' pragmatic skills. Also, Taguchi revealed that significant relationship between both language proficiency and pragmatic competence was noticed between the advanced students in the study.

The finding in the study by Taguchi (2013) was in line with Sánchez-Hernández and Alcón-Soler (2019). The authors surveyed if studying abroad contributed to improving the pragmatic competence of learners. Sánchez-Hernández and Alcón-Soler used both the questionnaire and interview as mixed method approach to collect data. Their results revealed a positive influence of studying abroad on the development of participants' pragmatic skills. The authors noticed that participants improved in sociopragmatic understanding while being exposed to the TL. Besides, the learners' PL to a large extent influenced their pragmatic competence. In other words, advanced students were more capable of selecting and performing suitable act in the foreign/second language.

A developmental study conducted by Rafieyan (2018) to examine the relationship between language proficiency and a number of perspectives related to pragmatics. Rafieyan firstly divided the participants into three groups based on their PL; pre-

intermediate, intermediate, and upper-intermediate. Secondly, the scholar used oral DCT to collect the responses. The findings of Rafieyan's study showed that both language proficiency and students' pragmatic comprehension were linked positively to each other.

Also, Rafieyan and Rozycki (2019) studied the effect of language proficiency on EFL learners' pragmatic competence. The researchers used Placement Test (PT), DCT, and survey on students who enrolled in different English language courses. Rafieyan and Rozycki showed that there is a link between the mentioned variables after analyzing their data. In that, advanced students were more able to perform better concepts of pragmatics more than students with low levels of proficiency.

Further, Khamyod and Aksornjarung (2014) compared learners' pragmatic competence in terms of producing apology. The participants were divided into high and low PL groups. A questionnaire with more than twenty situations was used as a data collection instrument. The quantitative analysis revealed that both pragmatic competence and language efficacy were positively linked. For instance, professional users were more capable of selecting suitable techniques and producing apology correctly in the foreign language different from the second group.

Allami and Naeimi (2011) examined the pragmatic competence of EFL participants in producing the refusal act. Groups with three levels of proficiency responded to a DCT as a qualitative method. Allami and Naeimi found that both language proficiency and pragmatic transfer were associated positively. For instance, Allami and Naeimi explained that students with low-level proficiency transferred basic concepts from the L1 into the TL due to their limited pragmatic competence. On the

other hand, the advanced group revealed their ability of performing the appropriate act of refusal in a several situations.

Scholars also illustrated additional factors that may play a considerable role in developing pragmatic skills of EFL learners such as the motivation. For example, Ahn (2007) examined the impact of motivation on the improvement of participants' pragmatic competence. Ahn used survey and DCT in addition to a test as instruments for collecting data from the sample. The scholar found that both motivation and pragmatic competence were linked positively between learners of English as a second language.

On the left side, Kitikanan (2019) supposed that the motivational role might increase EFL learners' understanding toward some aspects of pragmatics. Therefore, to collect data, the author applied a test on a number of participants. Kitikanan found a positive relationship between motivation and pragmatic competence.

2.3.2 Interlanguage Competence

The second skill related to pragmatics is called the interlanguage competence. According to Kasper (1992), it is defined as “the branch of second language research, which studies how non-native speakers understand and carry out linguistic action in a target language and how they acquire L2 pragmatic knowledge” (p. 203). In other words, how learners can benefit from the theory and main principles of pragmatics in producing an appropriate speech/conversation in the TL (Schauer, 2009). Thus, interlanguage competence examined the SA production of the Non-Native Speakers of English (NNSE) in the target language (Al-Adaileh, 2007). Besides, it studies factors (such as L1) that affect learners' L2 pragmatic output (Modehira, 2005; as cited in Worathumrong & Luksaneeyanawin, 2016).

Empirical studies in the field of pragmatics, particularly interlanguage pragmatics, examined the misinterpretation among native and NNS during their interaction. This misinterpretation may be found due to the limited knowledge of the native language's culture (Xu & Wannaruk, 2015). Pakzadian and Dastjerdi (2012) explained that the interlanguage pragmatics transfer influenced by the mother tongue and the culture of EFL learners. In turn, the transfer negatively affects the communication process in the native language.

Shleykina (2019) highlighted the impact of interlanguage pragmatics on producing greeting acts between Russian speakers. First, the author involved both Russian learners of English and NSE. Second, she used DCT as a qualitative data collection method. The results indicated that two groups were different in terms of producing greeting responses. The reason according to Shleykina was found in learners' limited interlanguage skills towards expressing acts in the TL.

Therefore, scholars focused on the important role of learner's level of proficiency in the field of pragmatics. Ellis (2008) declared the positive relationship between language proficiency and second language pragmatics. According to Bachman & Palmer (1996), language proficiency is represented by the knowledge of vocabularies, grammar, and language skills use. Moreover, Arghamiri and Sadighi (2013) claimed that pragmatic competence resulted in the learners' language proficiency.

Xu and Wannaruk (2016) examined the interlanguage competence of EFL Chinese students in relation to their language efficacy level. Firstly, a test was used to determine the respondents' level of interlanguage competence. Secondly, a

qualitative approach was used to achieve the objectives of the study, which included both semi-structured interview and DCT. The results of Xu and Wannaruk study showed that there was a significant relationship between the interlanguage competence and EFL students' PL. The scholars stated that students with high level of language proficiency were more capable of producing proper SA comparing to the remind groups in their study.

In the same context, Liu (2004) carried out a similar study by measuring the relationship between interlanguage competence and the level of proficiency of EFL students. Liu used both written and multiple-choice DCT alongside a test to measure if there is a link between the mentioned variables. The findings of the study illustrated that there was no correlation between the given parties, in that the PL was not seen as an influential factor impacting the production of SA between groups with different levels of proficiency. Consequently, this finding is not in agreement with Xu and Wannaruk (2016).

In contrast, Garcia (2004) surveyed if the PL of participants might significantly affect their understanding of pragmatics. Therefore, two groups of students with high and low levels of language proficiency were involved in the study. For the data collection tools, Garcia employed a test consisting of various items and a recorded dialogue to test her hypothesis. After examining the responses, the findings established a significant relationship between EFL learners' PL and their pragmatic skills. Garcia mentioned that the group with high levels of language proficiency only performed better-recorded results.

Also, it is assumed that additional factors lead to the development of interlanguage

competence between learners of the language. For example, Khorshidi and Nimchahi (2013) examined the impact of the motivation on improving EFL learners' interlanguage competence. Therefore, the authors used both test and DCT in order to achieve the mentioned aim. Khorshidi and Nimchahi revealed that both motivation and participants' interlanguage competence were correlated positively in the study.

Through reviewing the literature, we can notice the considerable role of acquiring diverse competences such as grammatical, pragmatic, communicative and interlanguage skills to perform a correct SA in a foreign/second language. However, learners in different contexts might face a number of challenges represents in the failure concerning expressing their acts in the TL due to different reasons. The next part explains pragmatic failure and pragmatic transfer of low-level learners and their limited pragmatic knowledge.

2.4 Pragmatic Failure

As mentioned above, to obtain fruitful results of the communication process in the TL, learners should master different types of skills previously discussed. However, some problems or challenges might face TL learners if they do not master these skills such as misunderstanding. This problem is called the pragmatic failure, according to Thomas (1983) it is defined as “the inability to understand what is meant by what is said” (p.93).

In other words, the production of incorrect expression in the TL could lead to misunderstanding during conversation between speakers of foreign or second language (Alsout & Khedri, 2019). This failure might exist due to cultural differences between learners; Chang (2009) explained:

“learners' lack of knowledge of different sociolinguistic rules among cultures and then dependence on their L1 socio-cultural norms in realizing speech acts in L2 (i.e., pragmatic transfer) can cause intercultural misunderstanding and lead to serious consequences” (Chang, 2009, p. 478).

Blum-Kulka and Olshtain (1986) defined pragmatic failure as the misunderstanding in meaning between two speakers because of their different cultural settings or their limited pragmatic competence. Thus, this could create a conversation failure in the TL (Hesam & Naeini, 2018). For example, in a study by Rashidi and Ramezani (2013), they found that Iranian EFL learners faced serious challenges in learning the foreign language because of their cultural differences.

Also, Jafari and Sadeghghlo (2018) ensured that the students had a pragmatic failure in using the foreign language. At the same time, culture and L1 were significant factors affecting SA production of EFL learners in the context of Iran (Hesam & Naeini, 2018). Hamouda (2014) noted that limited cultural knowledge and insufficient pragmatic understanding of the TL definitely contribute to pragmatic failure between the learners.

Blum-Kulka and Olshtain (1986) examined the factors that impact SA production between NSE and NNSE. The authors collected their data on the basis of cross-cultural SA patterns. Blum-Kulka and Olshtain revealed a pragmatic failure between NNSE during speech production, and it existed due to their limited language competence and the influence of their L1.

Also, Ghazzoul (2019) examined how Arab students of English produce their invitations and requests in various situations. Ghazzoul distributed a designed DCT

to participants who were studying abroad. The data was analyzed and compared to the responses of NSE. Ghazzoul noticed that Arab students used different expressions from the second group in different cases due to the differences between the two cultures of participants.

Almahameed and Al-Ajalein (2019) focused attention on exploring the existence of pragmatics failure in producing various types of SA. The authors distributed a DCT consisting of different situations to Jordanian EFL learners. Almahameed and Al-Ajalein stated that pragmatic failure appeared between the participants in different acts. This failure was seen in the use of L1 while expressing their acts. Also, differences in cultural perspectives between two languages contributed to the failure.

In the same vein, Mubais and Sofwan (2018) examined how EFL learners produce the promise act in the TL. The results of their study revealed that participants depended on their first language to express their ideas in the foreign language. Mubais and Sofwan (2018) highlighted the case of translation from L1 to L2, which in this case may lead to conversation failure between speakers.

In Iran, Jafari and Sadeghoghlo (2018) surveyed the degree of pragmatic skill existing among EFL learners in producing the refusal act. Authors used the DCT consisting of different scenarios related to refusal as an instrument to collect the data. Jafari and Sadeghoghlo discovered pragmatic failure in various situations due to L1 impact on the speech production in the target language.

Lihui and Jianbin (2010) in China examined the above-mentioned skill between learners of English. The authors used both questionnaires and interviews as a mixed

method to gather responses from the students. The findings of Lihui and Jianbin confirmed that participants' pragmatic competence was limited to an extent. Lihui and Jianbin noticed pragmatic failure existed between them because the participants lack of awareness of the TL cultural understanding.

Therefore, Wang et al (2018) suggested that teaching culture of TL might contribute to decreasing the degree of pragmatic failure among learners and improving their capabilities in the communication process. Also, Tan and Farashaiyan (2016) suggested that developing curriculums and materials related to the foreign language teaching might improve learners' pragmatic competence. An Additional recommendation was presented in Özdemir and Rezvani (2010) who suggested equipping teaching environment and providing additional practices in the target language to obtain fruitful results from the learners.

2.4.1 Pragmatic Transfer

No doubt, learners' first language plays a significant role in learning the target language and in producing native expressions in different scenarios. Researchers have examined its impact across cultures and contexts. Additionally, they investigated how NNS transfer their L1 pragmatic knowledge into the L2.

Pragmatic transfer according to Rizk (2003) is “the influence of learners' pragmatic knowledge of language and culture other than the target language on their comprehension, production, and acquisition of L2 pragmatic information” (p. 404).

Further, Abe (2017) identified L1 impact on producing and understanding different actions related to linguistics field. Also, Kasper (1992) and Thomas (1983) classified pragmatic transfer into two parts; the first is pragmalinguistic transfer or

failure, which is defined as “the process whereby the illocutionary force or politeness value assigned to particular linguistic material in L1 influences learners’ perception and production of form-function mappings in L2” (Kasper, 1992, p. 209).

While, the second part of Kasper and Thomas classification is the socio-pragmatic transfer or failure, and it is seen as “operative when the social perceptions underlying language users’ interpretation and performance of linguistic action in L2 are influenced by their assessment of subjectively equivalent L1 contexts” (Kasper, 1996, p. 209).

Further, Al Falasi (2007) suggested two types of pragmatic transfer, which are positive and negative transfer. The first transfer occurs when there are some common expressions between the mother tongue and the TL. In contrast, the negative happens when the NNS produce unsuitable L1 expressions in the native language.

Some studies examined factors that might affect speech productions by NNSE. For example, Abedi (2016) explained that Iranian EFL learners transferred some expressions while producing compliments because of limited pragmatic skill and L1 impact.

Al-Ali and Alawneh (2010) in their study compared the production of the request act between EFL learners and NSE. The authors distributed DCT to university students in order to achieve this purpose. The findings showed that production of request SA between NNSE (particularly Arab students) was influenced by their pragmatic knowledge and L1 transfer.

Further, in the context of Algeria, Dendenne (2014) carried out a study to examine the transfer in SA production (request) between EFL learners. The author used DCT for both NSE and EFL learners. Dendenne's results revealed that interlanguage skill and L1 transfer influenced the participants' production of request.

In other context; United Arab Emirate, Al Falasi (2007) examined the pragmatic transfer in producing compliments between EFL learners. The DCT was distributed to NSE and EFL respondents, and then interview was used as additional instrument. Al Falasi found that EFL female respondents transferred some expressions from Arabic into English. Cultural differences and participants' personal beliefs were the major reason behind that transfer.

A further study conducted by Lin (2014) in the context of China to find out if there are similarities and differences between EFL learners and NSE in producing the act of refusal. Both questionnaire and DCT were distributed to the participants. Similarities and differences were found between the mentioned groups. However, Lin stated that EFL learners used L1 transfer in some situations due to their insufficient pragmatic competence.

Hashemian (2012) investigated the role of culture in SA production between native speakers of Persian and NSE. The scholar firstly used PT to measure the PL of participants then a DCT to achieve the mentioned purpose. Hashemian (2012) revealed that a number of participants transferred some expression form their L1 into the TL. The reason for L1 transfer according to Hashemian was their low levels of language proficiency.

In Kuwait, Alotaibi (2016) focused on studying typology of compliments by female EFL learners through comparing their responses to NSE. The DCT as a qualitative approach was used with the two groups. Alotaibi revealed that EFL participants transferred some forms into the TL due to their limited awareness of cultural differences between the two languages.

In Iraq, Abed (2011) studied the existence of L1 transfer of EFL learners in the selection and production of a refusal act. The author involved NSE by comparing the responses of baseline and the interlanguage study in examining the given SA. The DCT was used to accomplish the above-mentioned purpose. Abed stated that EFL participants were capable of using and producing appropriate acts compared to the responses of baseline data. Also, a positive transfer existed in some situations. However, the participants possess some degree of awareness toward pragmatic concepts in various situations.

In the context of Oman, Al-Rubai'ey (2016) examines other factors that might impact the production of refusal SA by EFL students. She focused on the role of Arab respondents' identity on expressing the mentioned act in the TL. Al-Rubai'ey used the qualitative approach, which included oral DCT and interviews to collect data and to achieve her purposes. The findings indicated that the production of refusal was influenced by Arab respondents' identity in a number of cases.

In a different context, particularly one of the universities in North Cyprus, Sucuoğlu and Bahçelerli (2015) highlighted the production of SA compliment between Turkish EFL learners by comparing their responses to NSE. They asked the participants to responded to different situations written in a DCT. Sucuoğlu and Bahçelerli found

that EFL participants produced different responses, which were different from NSE. In that, the interlanguage study translated different forms from their mother tongue into the English language to produce the compliment act. Sucuoğlu and Bahçelerli explained the mentioned finding due to of Turkish respondents limited cultural knowledge of English in different situations.

In Indonesia, Eliza (2019) studied the production of SA (apology) between university learners of English. She adopted the qualitative approach (DCT and observation) to collect data. The findings showed that although participants were able of producing the act of apology, their L1 affected their expressions. Also, participants' culture played a negative role in producing some formulas related to apology into the native language.

In the same context, Widanta et al (2019) examined the correlation between the SA production (namely: refusal) and EFL learners' PL. The DCT was used as an instrument to collect data from participants. The analysis showed that producing refusal acts and PL were positively linked. In other words, participants with low levels of proficiency relied on their L1 to produce refusal expressions in the foreign language.

To sum up, different empirical researches examined different types of SA across various contexts as we previously stated and discussed. However, to achieve a better understanding of the given concept, it is important to produce the basic theories that explain its uses across cultures from the perspective of its founders. The following part of this chapter will attempt to convey the main aspects related to the Speech Act Theory (SAT).

2.5 Speech Act Theory

Speech acts are verbal words used by TL speakers in their conversational production. It might contain different types of acts such as request, refusal, compliment, apology (Khalib & Tayeh, 2014), disagreements, and other acts. Ellis (2008) identified SA as “constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints” (p.159).

However, to obtain a deeper understanding of SA perspective, it is essential to explain its basic theories and founders. Certainly, in the field of pragmatics, diverse theories examined the speech act; each one is considered as unique. However, the current study only focuses on employing SAT to examine the apology techniques used by APS in different situations.

2.5.1 Austin’s Speech Act Theory

The concept of SA was first developed by the linguist Austin (1962) in “How to do things with words.” Austin claimed that during the communication process, there are various acts provided by individuals, which needed to be studied and clarified. The reason behind that according to the author is that when speakers attempt to produce an act, it might affect the hearers’ thoughts, feelings, attitudes, etc. Austin (1962) noted, “saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons...” (1962, p. 101). As earlier noted, Austin emphasized on studying the ‘illocutionary act’ in an utterance (such as apology, request, complaints, etc.). For instance, through performing the act of apology by speakers, they attempt to:

- a) use locutionary act (e.g. I apologize, I am sorry)
- b) illocutionary act (such as expressing speakers’ feeling)

- c) prelocutioanry act (i.e. asking for forgiveness).

In the same vein, Austin (1962) addressed five typologies of SA used by speakers as following:

1. Verdictive (e.g. appraising and estimating)
2. Exercitive (e.g. advising, ordering, and warning)
3. Commisive (e.g. promising and declaring)
4. Bahatives (e.g. apologizing and congratulating)
5. Expositive (e.g. arguing and replying).

However, Austin's classification was found to be ambiguity, and linguists started to criticize his work (Qari, 2017). Mey (2007) stated that Austin's point of view as following "I am not putting any of this forward as in the very least definitive... It should be clear from the start that there are still wide possibilities of marginal or awkward cases, or of overlaps" (p. 151).

2.5.2 Searle's Speech Act Theory

As stated above, several linguists criticized Austin's classification of speech acts; Searle (1969) was one of them. From Searle's point of view, Austin's work was to some extent incomplete and inconsistence. Therefore, Searle defined SA as "the reason for concentrating on the study of speech acts is simply this: all linguistic communication involves linguistic acts... and speech acts... are the basic or minimal units of linguistic communication" (p. 16). Consequently, through his studies, Searle (1969) noticed different types of acts. Thus, he provided a new classification as follows:

1. Directive (i.e. ordering and requesting)
2. Assertive (i.e. reporting and announcing)

3. Commissive (i.e. promising and swearing)
4. Declarative (i.e. declaring and performing)
5. Expressive (i.e. thanking and apologizing) (as cited in Mey, 2007, p.105).

The above-five categorization of Searle (1969) was presented because he claimed that the “unit of linguistic communication is not, as has generally been supposed, the symbol, word, or sentence, [...] but rather the production or issuance of the symbol or word or sentence in the performance of the speech act” (p. 16). Additionally, Searle suggested additional two types of SA that can be found in any sentence. The appearance of these types dramatically depends on the literal meaning of the speech. Searle explained it as follows:

“the meaning of a sentence does not in all cases uniquely determine what speech acts is performed in a given utterance of that sentence, for a speaker may mean more than what he actually says, but it is always, in principle, possible for him to say exactly what he means” (p. 18).

In the light of the above given quotation, SA can be divided according to Searle into direct and indirect. In the first type, speakers use a direct act to order hearers to do the act of something. While in the second type, they kindly order hearers to perform a specific action. According to Searle, the use of indirect performance is considered as a reflection of speakers’ politeness to the hearers. Thomas (1983) suggested that people preferred using the indirect SA for many reasons as follows “People also use indirect strategies when they want to make their speech more interesting, when they want to reach goals different from their partners or when they want to increase the force of the message communicated” (p. 143).

Searle focused on using some criteria in order to perform a coherent sentence such as

‘truthfulness.’ However, these criteria according to Mey (2007) were not used or preferred by people during their speech.

To sum up, both Austin and Searle produced valuable information related to the theory of SA. Their points of view towards studying the utterance to some degree were not similar in some points. According to Wardhaugh (1985) Austin focused on how speakers mean what they say in a conversation, while Searle examined how listeners react to any utterance performed by speakers.

Austin and Searle categorization of SA were criticized in different scholars such as Jaszczolt (2002), who mentioned that classifying SA from context to context, or across cultures is challengeable. Also, Jaszczolt found that there are different words that mean more than one specific action. Although there were criticisms related to Austin and Searle theory, we cannot ignore its significant contribution to the field of pragmatics (Mey, 2007). In my opinion, their works presented a baseline taxonomy, which later has become the fundamental stone for researchers across-different cultures and contexts.

2.5.3 The Cooperative Principles of Grice

Davis (2000) stated that Austin and Searle were interested in examining both the directness and indirectness of SA in a sentence. However, there are additional issues that needed to be considered particularly in the field of pragmatics. Because the most important case in that domain is what we mean not what we say. Also, there should be rules and principles that fulfill the purpose of the communication procedure between interlocutors.

Therefore, Grice’s (1975) (as cited in Mey, 2007) intention was to discover the direct

and implicit meaning in utterances performed by the speakers. He provided the cooperative principles, which played a significant role in the development of pragmatics (Qari, 2017), as following “make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1975, p.47; as cited in Mey 2007, p.72).

These principles according to Grice consisted of four maxims as described in the Table 1. However, the maxims of Grice were also criticized by number of researchers, for example, Thomas (1998) commented that people according to Grice view can only achieve a better goal of their conversation if they follow and employ these principles (as cited in Hadi, 2013). Which is not true, because Grice ignore the purpose of individuals’ conversation in some contexts and social classes. On the other hand, Thomas (1998) admitted that while there were some problems and gaps in Grice’s collaborative principles, it contributed to the field of pragmatics (as cited in Hadi, 2013).

Table 1: Description of Grice’s maxims

Type of the maxim	Description
The maxim of quantity	Make your contribution as informative as required; Do not make your contribution more informative than required
The maxim of quality	Do not say what you believe to be false; Do not say that for which you lack adequate evidence.
The maxim of relation	Make your contribution relevant.
The maxim of manner	Be perspicuous, and specifically: Avoid obscurity Avoid ambiguity Be brief Be orderly

Note. Source: (Grice, 1975; as cited in Mey 2007, p.72)

Verschueren (1999) on the other hand revealed that individuals’ speech does not only contained types of acts, which determine the purpose of their utterance, it contains the exact and implicit meaning beyond their speech. The implicit meaning according

to Verschueren includes three basic things: “the impossibility of complete explicitness, conventional linguistic means to cope with that impossibility, and strategies to exploit it in generating meaning” (p.26).

Brown and Levinson (1987) revealed that producing a speech based on the cooperative principles of Grice might reflect impoliteness acts between speakers. Therefore, they produced a new framework related to politeness that focused more on the aspect of Face Threatening Acts (FTAs). Brown and Levinson explained that to maintain a polite conversation, speakers should avoid actions that impose interlocutors to do specific actions that threaten their faces. Therefore, interlocutors might use this strategy to minimize the imposition. Besides, Brown and Levinson stated that performing FTAs depends on a number of factors such as social distance and familiarity with the addressee. Also, it might be different in the usage and production across-cultures (Salmani Nodoushan, 2016).

2.6 Speech Act Apology

The field of pragmatics contains various types of SA; it was examined and surveyed by a large number of researchers across cultures and contexts. The reason behind the existence of these studies according to Olshtain and Blum-Kulka (1985) was to obtain an extensive comprehension of individuals’ speech from linguistic and cultural perspectives. Ellis (2008) defined the concept of speech act as “constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints” (p.159).

The current study specifically emphasizes on highlighting a particular SA, which is the apology. The concept of apology was defined and identified from different point

of view. For example, the Cambridge dictionary defines it as “an act of saying that you are sorry for something wrong you have made.” While, the Oxford dictionary identifies apology as “a regretful acknowledgement of an offense or failure.” Both definitions deal with apology as an act that contains feelings such as acknowledging faults and admitting mistakes.

Austin (1962) affirmed that apology is a set of behaviors adopted by speakers during their speech. These behaviors included different sorts of emotions and types of illocutionary forces (e.g. thanking). According to Austin, the offender attends to perform the following acts while expressing apology as following:

- a locutionary act (i.e., I apologize, I am sorry)
- an illocutionary act (i.e., expressing speakers’ feeling)
- a perlocutionary act (i.e., asking for forgiveness)

While from the view of Searle (1979), apology is an expressive action used by the speaker in a specific situation. In other words, the apologizers show feelings like regretting and give reasons for the fault to the offended. These expressions contribute to decreasing the degree of the offense between the interlocutors. Further, Goffman (1971) described apology as “gestures through which an individual splits himself into two parts, the part that is guilty of an offence and the part that dissociates itself from the delict and affirms a belief in the offended rule” (p.143).

Furthermore, Bergman and Kasper (1993) defined apology as a softening action taken by the speaker to decrease the degree of insult on the offended. According to the authors, it is “compensatory action to an offense in the doing of which S (speaker) was casually involved and which is costly to H (hearer)” (p.82). Moreover, Gu

(1990) defined apology as “face-caring” (p.241). Generally speaking, apology is an act used by the apologizer, which includes various feelings like showing regretful, being careful, admitting faults, and explaining reasons behind it.

Olshtain and Cohen (1983) presented the concept of apology and gave five types of apology techniques, as follows:

1. An Illocutionary Force Indicating Devices (IFIDs) (e.g. I am sorry, I apologize, forgive me).
2. An expression of the speaker’s responsibility for the offense (RESP), (e.g. It was my fault).
3. An explanation or account of the cause, which brought about the violation (EXPL) (e.g. I missed the bus).
4. An offer of repair (REPR) (e.g. I will fix it).
5. A promise of forbearance (FORB) (e.g. I will never forget it again).

Olshtain and Cohen (1983, p.2.7), also suggested sub expressions related to the first strategy, which is IFIDs, as follows:

1. an expression of apology (i.e. I apologize)
2. an expression of regret (i.e. I am sorry)
3. asking for forgiveness (i.e. pardon me).

Further, they (Olshtain and Cohen) supposed that the second strategy, which is the speakers’ responsibility regarding the fault, should be divided into three subcategories, as following:

- a) Expressing and accepting the responsibility of the speaker.
- b) Blaming the speaker’s self for the fault.

c) Refusing to produce an apology (Olshtain & Cohen, 1983).

A continuation on Olshtain and Cohen classification of AS, Blum-Kulka and Olshtain (1984) added an additional technique, which is called the 'intensification.' They produced a set of examples to clarify the given strategy as following:

1. Intensification within IFIDs, it could be produced as:
 - adverbial (i.e. I am very.... sorry)
 - repetition (i.e. I am terribly, terribly sorry)
2. Concern for the hearer (e.g., have you been waiting long?)
3. Using more than one strategy at the same time (p.208).

Furthermore, Aijmer (1996) in his study attempted to divide the strategies of apology into two main categories, which are explicit and implicit techniques. Each typology includes emotional and non-emotional as subcategories of the strategies (as cited in Al-Adaileh, 2007).

Also, Sugimoto (1997) (as cited in Bataineh & Bataineh, 2006, p.1908) examined the types of AS between NSE and NNSE. The results of Sugimoto' study identified the subsequent strategies,

1. Primary strategies, in that it involves three sub techniques of apology (namely: statement of remorse, accounts, description of damage, and reparation.
2. Secondary strategies, it contains two main techniques that enable speakers to express their apology to the addressee, as follows: compensation and promise not to repeat offense.
3. Seldom used strategies; this technique composes four techniques which are

explicit assessment of responsibility; contextualization; self-castigation, and gratitude.

Another taxonomy of AS was produced in the work by Demeter (2012) and Kitao (2012) by analyzing a spoken discourse as shown in Table 2.

Table 2: Taxonomy of AS produce by Demeter (2012) and Kitao (2012)

Type of Strategy	Explanation	Example
Con-structured apologies,	When more than one individual commented on the fault happened	<i>I am sorry, we are late</i>
Repair strategies	Technique used by the apologizer to mitigate the offense	<i>Mr. Smith, excuse me, Mr. Schmidt, could you tell me...</i>
Apologies in advance	Advanced expressions of apology used by the speaker before doing the action	<i>I am sorry I have to ask you do this, but...</i>
Mutual apologies	Techniques employed when two speakers attempted to produce their apology to each other	<i>I am sorry, No, I am sorry</i>
Conditional apology	Conditional expressions used to apology	<i>I am sorry if you were offended</i>

Note: Source (Kitao & Kitao, 2013, p.3)

2.6.1 Categories of Apology Strategies

The communication process might be different among individuals and cultures. Besides, the choice of selecting the appropriate act depends on some social variables (Rafi, 2009). From this perspective, there are two categories of apology selection and production. The first includes the direct AS; in this type the offender directly offer explicit expressions of apology related to a particular situation. According to Blum-Kulka and Olshtain (1986), IFIDs such as ‘sorry, regret, asking forgiveness’ are seen to be a direct expression of apology (i.e. I am sorry, I apologize, please forgive me, I regret).

The second type is the indirect AS; Al-Adaileh (2007) explained four categories related to this type with examples, as follows

1. Accepting the blame (e.g., it was my fault)
 2. Expressing self-deficiency (e.g., I was confused)
 3. Expressing Lack of intent (e.g., I did not mean to)
 4. Recognizing the other person as deserving apology (e.g., you are right)
- (Al-Adaileh, 2007, p.39).

However, Blum-Kulka and Olshtain (1986) stated that offenders might refuse taking responsibility of their fault by blaming the victim in different situations. For example, the speaker might say ‘I did not see you because you were not careful enough.’

Searle (1969) explained the difference between direct or indirect user of SA, based on the exact meaning of a sentence produced in a specific context. For apologizing directly, someone might say ‘sorry for being late.’ While the indirect type, it might include other phrases containing apology (e.g. there was a terrible traffic). According to Searle’s view, providing indirect expressions in different scenarios is a reflection of the speakers’ politeness towards the hearers.

However, if we consider the cooperative principle of Grice’s (1975), (as mentioned in chapter 2), we can assert that those maxims are considerably related to the first type of categorization (the direct type).

Further, the degree of using direct and indirect apology techniques depends to a large extent on the context where the action happens. Ahmed (2017) noted that the context is considered as the major factor that determines the way of performing suitable acts of apology. For example, people focus on selecting the proper apology phrases while

interacting with people of a high social class such as the academic staff (i.e., sir, could you please forgive me?). On the other hand, direct apology formulas (e.g. I just forgot returning your book) might be used between friends and family.

2.6.2 Cross-Cultural Researches on Apology Strategies

The current part aims to present a brief review of AS across different contexts and cultures. Therefore, it is divided into five major parts as follows: the first part presents studies related to AS and Monolingualism/Bilingualism. The second highlights AS in different contexts, and the third focuses on AS by Arab EFL learners. While the fourth, examines these strategies in different Arabic dialects. The fifth investigates the relationship between the use of AS and social factors, particularly gender and PL.

2.6.2.1 Apology Strategies and Monolingualism/Bilingualism

In 2016, Rahimi Domakani and Hashemian compared the use of AS between Iranian bilingual and monolingual learners. The scholars firstly used a written test to examine learners' awareness towards the given act. Second, a DCT was distributed to both groups to evaluate their responses in a number of situations related to apology. Rahimi Domakani and Hashemian found similar responses were detected between the two groups in terms of using some techniques of apology, except responsibility and forbearance. Further, respondents showed limited cultural awareness considering apology SA. The reason behind this failure from the views of authors is on the limited input instruction related to SA, which contributed to low degree of awareness towards apology production.

At the same context, Yeganeh (2012) focused on bilingual students in their use of AS. The author asked participants to react to a DCT contained different scenarios related to apology in their L1. The findings revealed a high degree of apology

techniques used and it was found in IFIDs and responsibility on the offence. Besides, the participants insisted on explaining the reasons for the fault in different situations.

Further, Zahedi and Mehran (2013) investigated the use of different acts including apology by Iranian bilingual learners. Participants were advanced learners of English. The author used DCT and interviews as techniques to collect the data. The Analysis showed that the participants to some extent were able to select and produce an appropriate act in a number of situations. For instance, IFIDs were the most used technique by participants in order to produce their apology. Moreover, they used intensifications (e.g. very sorry and so sorry) to show their regret to the hearer. However, learners were less capable of performing proper expressions in different scenarios.

In the same context, Ghanbari et al (2015) investigated the use of AS between Kurdish learners as bilinguals in an Iranian University in relation to the educational level. The authors applied DCT as a most method used in the field of pragmatics. Through the quantitative analysis, the authors showed various findings related to the given aim. Firstly, a significant link between the use of AS and respondents' level of education was revealed. Secondly, the respondents mainly used three techniques to show their apology to the hearer (explanations, taking responsibility, and reparation, respectively). Thirdly, the learners reported less percentage of the intensification used in various scenarios.

In a different setting, Mulamba (2009) compared the use of AS between monolingual, bilingual, and trilingual speakers. The purpose was to figure out if there are differences in SA production between the three groups. To collect the data,

Mulamba used qualitative methods through DCT, role-play, and observation. The outcome of the analysis showed that there were slight similarities in apology expressions among the three groups. However, specific factors played a significant role in selecting those strategies such as the degree of familiarity with the speaker.

In Kurdistan context, Hassan (2014) studied the apology production between monolingual speakers. Therefore, the participants were asked to answer questions related to apology. Interviews were used as a supportive instrument to obtain more responses from them. Also, observing participants was employed to figure out their real actions in different situations. Hassan indicated the appearance of various techniques of apology used between participants. However, the social status factor influenced the participants' selection of apology techniques and expressions in a number of scenarios.

Another study was carried out by Kaya (2012) to examine the similarities and differences between Turkish and German learners of bilinguals in terms of their uses of apology. The author used the role-play as a first technique to collect the data. Later, a developed questionnaire was distributed to the participants to obtain additional responses considering apology. The analysis showed some similarities in terms of producing apology between the two groups. Although, IFIDs and taking responsibility showed the highest percentage of usage between Turkish and German learners, apology expressions were differently produced in some scenarios. Further, Kaya noted that the participants lacked the pragmatic competence in the expression of apology.

In Pakistan, Majeed and Janjua (2013) examined the production of apology act among three different groups of learners as multi-linguals. The authors focused attention on involving students with high levels of education. Majeed and Janjua used a qualitative method, which included DCT to collect the data. The findings revealed that direct and implicit expressions of apology were used among the participants. On the other hand, the two remaining groups used implicit and indirect strategies of apology (such as taking responsibility and repairing) different from the first group.

2.6.2.2 Apology Strategies in Different Contexts

The use of apology techniques was studied by a number of scholars. For example, Olshtain and Cohen (1981) presented five strategies of apology (as mentioned previously in SA apology), and it was used as the framework for future researchers. Later, based on the results of Olshtain and Cohen (1983), Blum-Kulka and Olshtain (1984) in their work 'A Cross-Cultural Study of Speech Act Realization Project (CCSARP1)' compared the use of AS between NSE and NNSE. Blum-Kulka and Olshtain distributed the DCT to two groups. The authors revealed similarities between the two groups in terms of apology production. Besides, they considered intensifications as a main part of the AS.

In Pakistan, Saleem et al (2014) used a developed qualitative instrument of a DCT to examine the production of apology between EFL learners. The scholars indicated different explicit and direct expressions were produced between them. Also, Saleem et al found that IFIDs and explanations beside intensifications were more performed apology strategies.

Also, Saleem and Anjum (2018) compared the production of AS between Pakistani

and NSE. Considering the data collection, the scholars used a descriptive approach that encompassed DCT and distributed it to the two groups of participants. The quantitative analysis showed that Pakistani respondents used more positive expressions of apology such as accepting and thanking. On the other hand, the second group's answers ranged between producing positive and negative apology expressions in a number of situations.

In Thailand, Chiravate (2019) compared the use of AS between EFL learners and NSE. The author involved third type of participants who were more exposed to the English language. While the fourth group included, Thai participants who never spoke English. Chiravate employed a questionnaire containing various scenarios regarding the act of apology. For the first group, cultural perspectives played a significant role in revealing the differences between native and non-native learners of English. Further, the exposure to the TL positively influenced their apology production. In that, participants were able to provide apology responses similar to native speakers.

In the same context, Katchamart and Cedar (2018) examined the production of apology based on EFL learners' educational level. The authors used DCT as a qualitative method to collect the data. The findings showed that the level of education significantly influenced the apology production between the respondents. For instance, third-year group were more capable of producing various techniques (such as IFIDs) to confirm their apology. Besides, they extensively expressed their feelings of regret to the addressee different from the other group. Katchamart and Cedar (2018) stated that limited pragmatic competence and L1 impact influenced the apology production among the first-year groups.

In another culture such as Iran, Salehi (2014) compared the use of AS between EFL postgraduate learners and NSE. Salehi employed DCT as a data collection tool, similarities between the two groups were found in terms of their apology production. Salehi explained that IFIDs and taking responsibility were seen to be the highest AS reported in different situations.

Moreover, Abedi (2017) examined strategies use between Iranian EFL learners with different levels of education. The scholar adopted the DCT questionnaire that encompassed nine different statements related to apology to collect the data from the sample. Abedi found a high percentage of AS used and it was revealed in both IFIDs and reparation.

Besides, in an Iranian university, Kuhi and Jadidi (2012) investigated the production of different types of SA, including apology. The authors employed the qualitative method (DCT) to collect the data from postgraduate learners of English. The analysis revealed that high level of pragmatic knowledge existed between the participants. In that, they were able to produce an appropriate act of apology to the offended. Also, they produced indirect apology expressions, which reflected a high degree of politeness perspectives.

Shariati and Chamani (2010) surveyed the most frequent AS used between speakers of native Persian by observing postgraduate students in natural circumstances. The analysis illustrated that asking for forgiveness and taking responsibility were highly reported by the participants. However, selecting and producing typologies of AS was to a considerable extent influenced by respondents' culture.

In the same year in the above-mentioned context, Tamimi Sa'da and Mohammadi (2014) studied SA apology between participants with a similar background (EFL learners). The scholars used DCT containing six different situations related to apology. The data analysis of Tamimi Sa'da and Mohammadi revealed that expressions such as regret, explanations, and reparations were mostly produced by the sample in a number of cases.

Furthermore, Bagherinejad and Jadidoleslam (2015) used DCT and PT as a fundamental method to test the production of AS by university EFL students. The findings revealed that IFIDs, repairing followed by taking responsibility were noticed with a high percentage of AS use between the participants, while they reported less usage in the remaining techniques.

Atamturk and Atamturk (2016) focused on examining the use of AS between Turkish, Turkish Cypriot, and NSE. The authors' aim was to discover the similarities and differences between the three groups in terms of expressing apology. According to the results achieved, feeling of regret, repairing, and explaining were highly produced among the respondents.

By using a different method, Bayat (2013) focused on analyzing a brief written dialogue presented by Turkish graduate students to figure out their use of AS. Bayat's results found that the participants preferred using explicit expression and explaining their reasons in order to perform their apology to the hearer.

In the same context, Istfic and Kampusu (2009) compared the use of AS between Turkish EFL learners and NSE through using an adapted DCT. The authors showed

the effect of L1 on the production of SA of apology between the participants. However, in the light of the results analysis, blaming the victims instead of apologizing was noticed in some situations.

Moreover, Tabatabaei et al (2018) examined the use of AS between learners of English and British native speakers. The scholars focused on exploring similarities and differences considering AS use between the two groups of respondents. Tabatabaei et al collected the data by using an adopted DCT. The findings showed the differences between Turkish and British participants in terms of apology production in different social situations. These differences according to Tabatabaei et al existed due to factors such as PL and L1 impact.

In Kurdish culture, different studies were carried out to reveal patterns of apology provided by EFL learners. For example, Alzeebaree and Yavuz (2017) used DCT to study the given aim on participants of undergraduate levels. Explaining reasons behind the offense and repairing the damage were mostly reported apology expressions by respondents in some scenarios.

In Indonesian context, Waluyo (2017) aimed to explore patterns of AS produced by EFL learners. The researcher used DCT of eight situations as a qualitative method to achieve the given purpose. Waluyo (2017) found a high level of admitting fault and acknowledging responsibility among the respondents. In addition, the author revealed that different factors (such as the culture) played a major role in the participants' production of apology.

Further, Eliza (2019) studied the usage of AS among Indonesian EFL undergraduate learners. Consequently, to collect the data, she firstly used a DCT then observed the respondents in different scenarios. Eliza stated that the participants used different techniques of apology; and the most frequent strategy was IFIDs. Furthermore, selecting and producing apology significantly depended on the social status of the addressee.

Sudirman (2018) also examined the usage of apology by foreign learners of English. In regards to the data collection, DCT and interviews were used. The outcome of Sudirman's study reported that various apology techniques were used between the EFL participants. For instance, IFIDs were the most frequently AS used in different cases. In addition, several strategies were produced at the same time to express apology to the offended.

In China, Jiang (2018) investigated the use of AS by EFL learners. Therefore, he used the DCT as a qualitative instrument to collect data and to fulfill his aim. The results of Jiang's study revealed that the respondents used different techniques of apology. However, the highest AS used between the learners were IFIDs, explanation, and responsibility, respectively.

In an additional context, Haristiani and Sari (2019) highlighted the use of AS between native speakers of Sudanese and Japanese. The scholars were interested in exploring if there are any similarities/differences between the two groups in terms of expressing apology in diverse situations. Therefore, Haristiani and Sari only focused on collecting printed sources such as magazines and analyzing expressions related to apology. The findings revealed that the Sudanese group used limited number of

apologies compared to the second one of their study. However, there were significant factors that influenced the usage of apology (namely: the social status) in both groups.

2.6.2.3 Apology Strategies by Arab EFL Learners

Strategies of apology were the most studied concept by scholars across different contexts. Definitely, a culture plays significant role in the way people apologize (Ahmed, 2017). Particularly foreign language speakers, they concentrate on providing different types of apology techniques in varied situations and contexts.

For example, Soliman (2003) conducted a study to find out the use of these techniques by Egyptian participants. Through using a qualitative approach, Soliman reported that the respondents used strategies such as blaming the victims for the damage instead of apologizing. Also, they used swearing by God's name in different case, which showed that L1 affected their apology production in different situations.

In Jordan, a qualitative approach with DCT and interview was used by Huwari (2018) to compare the use of apology techniques between EFL Asian and Jordanian learners. The findings of Huwari's study illustrated that IFIDs and compensation were mostly used by in two groups.

In the same context, Bataineh and Bataineh (2006) studied the same strategies on EFL learners majoring in different universities by using a designed questionnaire. Bataineh and Bataineh found the existence of AS; IFIDs, compensating, promising not to repeat the fault, and repairing were the most used techniques by the participants. However, Bataineh and Bataineh found other strategies such as blaming the victim, which was clearly seen in a number of cases.

Few years later, in Jordan, Banikalef and Maros (2013) also examined the use of AS between EFL learners. The authors used interviews and DCT to collect more in-depth answers from the participants. Banikalef and Maros found that IFIDs and accepting responsibility were the most used strategies. However, the participants reported other techniques such as blaming the victim and swearing in different situations. This is similar to Al-Sobh (2013) who stated that feelings of regret, offer of repair and explanation were the most used AS in the DCT, provided by EFL learners in the same context.

While in the context of the Kingdom of Saudi Arabia (KSA), Alsulayyi (2016) examined the types of AS provided by EFL learners by using the DCT as a common pragmatic instrument to collect the data. The results indicated that IFIDs, responsibility and repairing were the most frequently apology techniques used by the participants.

In the same context, Almegren (2018) used both DCT and questionnaire to examine in-depth usage of these techniques between last year university students. The author figured out that the participants performed explicit forms of apology in different situations (such as sorry, apologize, etc.). Also, they were concerned in explaining their faults and presenting repairs to the offended in some scenarios.

Also, in KSA, Qari (2019) explore differences between Saudi as Native Speakers of Arabic (NSA) and NSE in terms of using and producing apology expressions in diverse scenarios. For collecting the data, a questionnaire was distributed to both groups. The findings of Qari showed that both groups selected and produced techniques of apology in different ways due to the different backgrounds between the

two languages.

In another Arabic context, a study conducted by Jebahi (2011) on Tunisian EFL learners by using the above-mentioned technique to explore types of AS offered by them. Jebahi noted that statement of remorse was the most frequent strategy of apologizing. While, the self-castigation strategy was the lowest reported by responders.

In Sudan, Salih and Elhassan (2016) examined expressing apology between EFL learners by using a DCT consisting of multiple choices. After analyzing the data, the scholars found that repairing the damage was the most used strategy by the participants.

With EFL participants of five different Arabic nationalities, Al-Zumor (2011) investigated the use of AS in different situations. Through analyzing the responses collected via the DCT, the findings showed the considerable effect of the participants' culture on producing their apology, in that they were accepted more responsibility toward the offense they made.

In Libya, Pathan et al (2015) focused on studying the production of apology between learners of foreign language. The authors applied the DCT to gather data from the respondents. The findings showed that direct techniques of apology such as explanation and responsibility were noticeably used between them in a number of social situations.

In Iraq, a study conducted by Uгла and Abidin (2016), to explore how university EFL learners selected and produced patterns of apology in various situations. The authors used DCT and interview to collect the data. Uгла and Abidin noticed different productions of apology patterns between the participants. Also, they were aware of the offense, explained their own reasons, and produced their apology to the hearer.

The same topic was also studied in Ahmed (2017); the researcher compared its use between EFL learners and NSA. Different tools were used to collect the data (namely: DCT, role-play, and interview). After the data were analyzed, Ahmed found the impact of Iraqi culture on expressing apology by the samples and differences were found between the two groups. Additionally, NSA used intensifications as a technique of apology more than EFL learners in different situations.

In a similar way, AS was examined between Arab EFL postgraduate students in the study presented by Jassim and Nimehchisalem (2016). An adopted DCT and a developed questionnaire were employed to achieve the scholars' aim. Jassim and Nimehchisalem revealed that Arab participants were more capable of producing different expressions of apology in diverse social scenarios. Also, IFIDs and intensifications were reported between them.

In Yemen, Alfattah (2010) carried out a study to explore phrases and techniques used by EFL participants to express their apology to the offended. The researcher relied on a qualitative approach that included the DCT as a method to collect data from the respondents who are from different universities. The qualitative analysis revealed

that diversity of AS existed by the learners; the highest percentage of technique used was reported in IFIDs. Alfattah stated that the participants believed in the usage of the given technique in expressing apology to the hearer in different scenarios.

2.6.2.4 Apology Strategies in Arabic Dialects

Scholars who were interested in studying the perspective of AS, did not only focused on examining its use between learners of the TL. They were also concerned on highlighting its use among other languages such as Arabic with different dialects, and common findings were found considering the selection and production of apology.

For example, Nureddeen (2008) studied how university students perform their apology in Sudanese Arabic dialect. The scholar used DCT as a qualitative instrument to collect the data. Nureddeen found that the participants were more used to strategies such as explanations and IFIDs in order to express their apology. The author stated that less usage was reported in the remaining strategies.

Samarah (2010) examined patterns of apology expressions among participants with three Arabic dialects (namely: Palestinian, Jordanian, and Yemeni) through recording participants' dialogue in various situations. After the data were analyzed, the results of Samarah's study showed that Arab participants used different expressions of apology such as sorry, apologizes, pardon, excuse me, etc.

In another Arabic dialect, Muzhir and AbdulZahraRahee (2012) conducted a study on Iraqi speakers of Arabic to examine their expression of apology in three different social statements in a DCT. The authors revealed that the participants reported feelings of guilty, remorse, repairing, and compensating to the addressee.

For the Jordanian Arabic, Banikalef, et al (2015) examined the use of AS between respondents in natural circumstances. They applied qualitative techniques such as observing specific events and interviewing participants to gain more responses related to apology. Banikalef, et al revealed that Jordanian students frequently use techniques like taking responsibility and swearing in order to perform their apology.

Harb (2015) also presented a study about the same topic with native speakers of different dialects of Arabic. A designed DCT in different social situations was presented to the participants to examine their use of AS. Harb's findings revealed that most strategies of apology by respondents were explanations, IFIDs, and reparations.

In another context such as Lebanon, a study was conducted by Zeaiter (2016) to survey the use of AS among adult students. By applying the mixed method approach, which included DCT, interviews, and questionnaires, the data were collected. The findings of Zeaiter's results revealed the appearance of using the given strategies by respondents. However, the analysis showed that the participants' L1 influenced their production of apology in several cases.

In a Syrian context, Hodeib (2019) highlighted the usage of apology between the participants. For data collection, the author distributed DCT to graduate and postgraduate students. The results revealed a high percentage of apology techniques were reported in IFIDs and repairing. Further, Syrian respondents used the intensification to express their apology by repeating some phrases to the offended. Moreover, the social status as a social variable played a significant part in selecting and producing apology.

2.6.3 Apology Strategies and Social Factors

According to a number of researches in the field of pragmatics, there are several social factors that influence the selection and production of AS by EFL/ESL (English as a Second Language) students. The current part focuses specifically on highlighting two specific variables (namely: gender and level of proficiency) that might impact the expression of apology between the learners. First, it provides a number of studies that seek to approve or disapprove the relationship between expressing apology and learners' proficiency levels in diverse contexts. While the second part discusses the positive/negative impact of gender on using strategies related to the act of apology.

2.6.3.1 Level of Proficiency

The EFL/ESL learners' level of language proficiency is considered a significant factor that impacts the usage of apology techniques. According to Salgado (2011), the language proficiency and the use of AS were remarkably linked among learners of foreign language.

Bagherinejad and Jadidoleslam (2015) in their cross-cultural study examined the SA of apology between EFL learners from the perspective of PL. They were divided into three groups after responding to the PT. The authors' findings revealed that PL plays a significant role in determining the types of AS used by students in several situations. Another interesting point noticed by Bagherinejad and Jadidoleslam was the positive link between the use of intensifications and respondents with advanced levels of proficiency.

Further, Al Masaeed et al (2018) studied the impact of PL on apology production among learners of the foreign language. Data analysis related to the DCT showed the significant relationship between level of proficiency and the use of AS. Al Masaeed

et al explained that learners with high PL used implicit strategies different from learners with low level of proficiency.

In line with the study of Rastegar and Yasami (2014), they examined the effect of participants' PL on performing apology. The authors distributed a DCT to the participants in four levels of proficiency. Rastegar and Yasami found that advanced learners use different and complex norms of apologizing compared to learners whose PL was limited.

The result of Rastegar and Yasami (2014) was similar to Istifci and Kampusu (2009), who investigate how the advanced learners of foreign language used and performed the act of apology. The authors used DCT on low and advanced PL groups. Also, they involved NSE as a baseline data to compare responses considering the apology strategies between the entire groups. Istifci and Kampusu revealed that learners' responses with high level of language proficiency were similar to native speakers' in terms of AS production.

In agreement with Aydin (2013), the researcher compared advanced foreign language learners and NSE in terms of apology expressions. Aydin employed qualitative approach that included DCT to achieve the given purpose. The author found that although L1 had an impact on advanced students, they were capable of producing the appropriate responses in different cases similar to NSE.

Banikalef and Maros (2013) also studied the selection and production of apology in relation to PL variable. After processing the data collected by a DCT, Banikalef and Maros noticed that although participants were advanced learners, they were not able

of producing correct answers. According to the authors, skills such pragmatic and sociolinguistic played a role in SA production between the learners.

Moreover, Dalmau and Gotor (2007) examined the use of AS among learners of second language. The participants, who were divided into three groups on the bases of their language proficiency, were asked to respond to DCT. Dalmau and Gotor stated that the use of lexical patterns and apology expressions were depended on the learner's PL. According to the researchers, advanced learners differently apologized form students with other PL.

On the other hand, there were some studies which rejected the correlation between AS and PL. For example, Khorshidi et al (2016) examined the production of request and apology between EFL learners. Authors focused more on students with high level of proficiency. After distributing two types of the DCT and analyzing the data, Khorshidi et al noted that PL of the participants was seen as an insignificant variable affecting their SA production.

The findings of Khorshidi et al (2016) were comparable to Mohebali and Salehi (2016). They concentrated on the relationship between the above-mentioned parties. Therefore, Mohebali and Salehi used PT and DCT to fulfill their purpose. The findings confirmed that both language proficiency and apology production were negatively correlated.

Further, the findings of Mohebali and Salehi (2016) supported the results of Cedar (2017), who used the DCT to figure out if a language proficiency and apology production is positively associated with NNSE. Cedar (2017) revealed that the

participants with different levels of proficiency were able to use similar apology techniques in various scenarios.

The results of Cedar's study were similar to Ahmadi et al (2014), who focused on the relationship between language proficiency and SA production. The authors used the qualitative approach on learners of a foreign language. Ahmadi et al showed the insignificant link between the studied techniques and participants' levels of proficiency. The obtained results by Ahmadi et al (2014) were similar to Shabani et al (2017).

Shabani et al (2017) highlighted the use of apology between undergraduate EFL students. First, authors determined the participants' language proficiency based on using a PT, and then used DCT as a qualitative method for collecting the data. Shabani and his colleagues showed the insignificant correlation between the mentioned parties, in that EFL learners with different levels of proficiency used similar apology techniques. However, Shabani et al specified that the advance group used more strategies compared to the remaining ones.

Tajeddin and Pirhoseinloo (2012) presented a further study to figure out if there is a positive link between apology production and EFL learners' levels of language proficiency. The researchers focused attention on involving professional language users. Later, Tajeddin and Pirhoseinloo used a qualitative approach represented in the DCT to collect the data. The analysis disapproved the correlation between the usage of AS and participants' proficiency levels. According to Tajeddin and Pirhoseinloo, the entire participants used similar responses to express apology in various situations.

2.6.3.2 Gender

Empirical studies focus on examining the impact of gender, as a social factor on the production of a number of acts between females and males in different contexts. For example, Lakoff (1973) stated that women generally use indirect expressions and prefer to be more polite during a conversation. In regards to the apology act in particular, scholars explore the correlation between the gender and AS. Some found significant differences between the two groups in using these strategies.

In Jordanian context, Bataineh and Bataineh (2006) surveyed the similarities and differences between male and female EFL learners in the use of AS. The authors used a qualitative method, which is the DCT to collect the data. Bataineh and Bataineh found that a number of differences existed between the two groups. For example, male participants used direct strategies in some situations such as blaming the victim. However, females tended to use indirect expression of apology such as avoiding the damage discussion.

In the same context, Darwish (2014) revealed meaningful differences between the uses of AS apology and the gender variable. The author used a DCT to collect the data and after the analysis process, Darwish found that females used different strategies more than males (e.g. offer of repair and blame the offended). Besides, they preferred using implicit strategies different from males in different situations related to apology.

Parsa (2012) with the similar instrument also investigated the use of the given techniques between ESL male and female postgraduates. Parsa showed that males

used several types of strategies to avoid apologizing. While females selected different techniques (i.e. IFIDs) to keep a good relationship with the hearers.

In the same vein, Tehrani et al (2012) examined the types of AS used by men and women EFL learners in the context of Iran. After analyzing the data collected via a DCT, authors found that female participants mostly use statements of remorse to offer their apology more frequently than males. On the other hand, males showed less degree of responsibility towards the offense compared to the females in various situations.

Also, Kuhi and Jadidi (2012) investigated the production of apology in one of an Iranian university with regards to the gender factor. The qualitative method (DCT) was used as an instrument to collect answers from EFL postgraduate learners. Kuhi and Jadidi asserted the considerable impact of gender on apology production. For instance, male participants mostly used IFIDs, promising not to repeat the fault, and taking responsibility as techniques of apology. While women explained their reasons behind the fault, compensated for the damage, and intensified their apology in diverse situations. Further, Kuhi and Jadidi (2012) noticed that male participants provide direct expressions related to apology, different from females.

Moreover, in KSA, Qari (2019) focused on the production of apology between male and female participants. She collected the data via using qualitative method such as a DCT including different social scenarios. The findings showed that the gender as a social factor played a significant role in the selection of apology techniques and the expressions of the regret. Furthermore, Qari noticed that female participants would

extensively express their apology to female-female relationship rather than female-male.

In the same context, El-Dakhs (2018) highlighted the production of apology between Saudi EFL learners with special focus on the gender factor. The author relied on a DCT, which contained different situations as a data collection tool. The findings revealed that gender to some degree influenced the expression of apology between the participants. For instance, in a number of cases, Saudi male and female participants offered their apology and explained their regret to the addressee in different ways.

On other hand, gender was seen as an inconsiderable factor affecting the use of AS between the respondents. For example, in the context of North Cyprus, Aboud (2019) conducted a study to find out if gender plays an influential part in using and producing apology between EFL postgraduates. Through analyzing data collected via an adopted DCT, Aboud revealed that gender was an insignificant factor in using AS by the respondents. The author revealed that IFIDs, repairing, and explaining were mostly used by men and women participants.

In other context like Pakistan, Saleem et al (2014) examined the usage of AS by learners from a gender perspective. The authors first distributed a DCT then collected the data from EFL undergraduate students. Saleem et al found insignificant difference between males and females in terms of using and selecting types of AS in different scenarios.

Similar to the study by Ghanbari et al (2015), the authors used the mixed method approach to examine similarities and differences between men and women in the production of apology. Ghanbari et al indicated the correlation between the given parties in the context of Iran. The obtained result was in agreement with Langat et al (2017).

Langat et al (2017) studied the impact of the gender on producing apology between learners of English. The authors used a DCT being a common method in pragmatics field to collect the data; it included more than ten situations related to apology. Langat et al confirmed the impact of the gender variable on producing AS in various scenarios.

Further, Ghanbari et al (2015) surveyed the use of AS and the gender by EFL learners. The scholars applied a DCT to collect the data, and the analysis procedure revealed that both males and females employed the same strategies. Ghanbari et al stated that the most frequent apology strategy used between the two groups was explaining, taking responsibility and repairing.

Chamani (2014) used a different instrumentation, which is the observation to measure the link between the usage of AS and the gender as a social variable. After collecting and analyzing the data, she stated that the relationship between the mentioned parties was insignificant. In that, comparable results between men and women in terms of using AS were appeared.

Further, Alzebaree and Yavuz (2017) studied how males and females selected and produced SA of apology in different social situations. Therefore, to collect the data,

they distributed a DCT to Kurdish learners of English. On the bases of the learners' responses, Alzeebaree and Yavuz revealed their pragmatic abilities of producing the appropriate act of apology. Further, the gender was found as a factor that affected the apology production between the two groups.

Majeed and Janjua (2014) examined the usage of apology strategies from a gender aspect in one of the Pakistani universities. They used a questionnaire to gather responses from respondents. Majeed and Janjua revealed similarities between men and women respondents in producing AS in different cases. However, the level of awareness towards selecting the given techniques existed between females than males.

In a different context, Harb (2015) studied the role of gender as a social factor, which may impact on the use of AS by native speakers of Arabic. Therefore, he developed a DCT as a method to collect data from the respondents. He arrived at a result that the gender played a negative role in choosing the mentioned techniques by Arab participants. In other words, both groups performed responses in terms of apology in various scenarios.

In regards to the usage of the intensification as a technique of apology, a number of authors found dissimilarities between males and females in terms of intensifying their apology to the hearers in different social situations. For instance, women dramatically preferred apologizing to friends, and intensified their expressions of regret to the addressee different from males' strategies. Bagherinejad and Jadidoleslam (2015) in their study revealed that women employed the "intensifications" in apologizing more often than men.

2.6 Summary

Since this study was designed to focus on students' pragmatic competence in producing SA of apology in the target language (English), thus, they should acquire core and advanced competences to communicate appropriately like advanced language users. Therefore, this section provided in depth information related to these skills from different scholars' points of views (namely: communicative competence, pragmatic competence, and interlanguage competence).

In the same time, it highlighted previous studies' results that confirmed the importance of acquiring these competences to the learners. Besides, this part underscored a number of challenges and problems that might face learners (such as pragmatic transfer and pragmatic failure) because of their insufficient knowledge of TL and their limited awareness of its culture.

Furthermore, producing the appropriate SA was the major concern of linguists across culture; therefore, it was important to understand its theoretical background, principles, and categorization. This will contribute to raising learners' awareness of the foreign or second language towards using it properly in its context. The current section presented the two basic theories of Austin and Searle regarding SA of apology. Although a number of researchers as previously mentioned criticized their works, no one can deny its contribution to the field of pragmatics.

Furthermore, the current chapter presented different concepts related to the topic of the study, which is apology SA. Also, it produced diverse classifications and categorizations of AS according to a number of scholars. Moreover, different cross-cultural studies (bilinguals, monolinguals, foreign and native speakers of the TL, and

additional researches) related to the use of AS were provided to obtain a better understanding of the apology act.

In addition, in this part of the thesis, we presented a brief review of studies that examined the impact of social factors on expressing apology. As we stated earlier, our focus were proficiency level and gender. There were different findings regarding the given factors; for instance, some confirmed the correlation between expressing apology and the mentioned variables, while others disapproved the relationship between them. Similarities were found among the literature and the current study such as the data collection methods, and type of participants (learners of a foreign language). However, the EMI context (EMU) where the study is carried out is consider a major difference compared to other researches.

Chapter 3

METHOD

3.1 Introduction

The present study was carried out in EMU, to explore apology techniques used by APS in EMI context. The focus is to examine the usage of these techniques in relation to the participants' PL. Additionally; it examined the positive/negative impact of respondents' L1 on apology production. This study also investigates the impact of gender as a social variable on performing apology between Arab respondents in various situations.

Therefore, on the basis of the above stated purposes, the mixed method approach, which includes both qualitative and quantitative instruments, was used to collect the data from respondents.

The following part discusses reasons behind employing the mixed method approach. At the same time, it provides definitions and information related to each research method used in this work. In addition, it produces in detail information regarding research design, context, sampling techniques, participants, data collection tools, its structures and procedures.

At the end of the current part, the researcher produced a brief conclusion that summarizes basic information provided in this study's methodology.

3.2 Research Design

The present study aims to explore AS used by Arab students in relation to the gender and PL. Additionally, it examines the impact of respondents' L1 on apology production.

The researcher designed this study based on the mixed method approach. According to Creswell (1999), Dörnyei (2007), and Tashakkori et al (1998), it is seen as an approach that encompasses both qualitative and quantitative methods to collect and analyze the data. The advantage of employing this approach in any research represents in understanding various studied cases in a qualitative and quantitative ways (Creswell, 1999).

That point of view was supported by Neuman (1997) (as cited in Nyame-Asiamah & Patel, 2009) who confirmed that using the two given approaches in studying a specific phenomenon contributes to obtaining more in depth and reliable results compared to applying one approach at the same research process. Cohen and Manion (1985) emphasized on the significant of collecting qualitative data (verbal) and quantitative data (numbers) at the same time to maintain a fruitful outcome of the research.

As stated before, the mixed approach relies on using both qualitative and quantitative methods that are different in terms of instruments used, data collection, data analysis, and data interpretation (Bazeley, 2004).

Considering the qualitative method, according to Krathwohl (1993) (as cited in Wiersma & Jurs, 2005), it “describes phenomena in words instead of numbers and

measures” (p.740). Also, it studies the individuals’ performance through their stories, thoughts (Bouma & Atkinson, 1995), experiences, interactions, etc., (Merriam, 2002). Therefore, the qualitative approach allows the researcher to obtain a deeper understanding of a specific situation (Silverman, 2000). Besides, it contributes to determining a particular case, and providing particular information related to a phenomenon (MacDonald & Headlam, 2008).

In the qualitative approach, scholars are considered it as a basic tool in the procedure of collecting the data (Mertins, 1998). They focus on examining how participants act and behave to a current situation and a certain issue (Fraenkel & Wallen, 1990). Therefore, researchers should determine what to study, how to notice, and what decisions should be made in order to achieve their studies’ objectives (Mertins, 1998).

As for the quantitative research, it is a method used to describe a particular case or issue in terms of numbers dissimilar to the qualitative method (Walliman, 2011). According to MacDonald and Headlam (2008), the purpose of the mentioned method is explaining data quantitatively via using different data collection tools such as questionnaires. For processing the data, the quantitative approach uses a statistical software programs to analyze it (Bernard & Bernard, 2013), such as the Statistical Package for the Social Sciences (SPSS) (Walliman, 2011).

Although the quantitative method is considered as an effective approach in conducting any research and analyzing its data, according to a number of researchers it includes some points of weakness. For example, Amaratunga et al (2002) stated the weakness of the quantitative approach represented in the inability of generalizing

theories (because it to a consider extent focuses on studying a particular case at a particular time).

In this current research, the qualitative approach includes the Discourse Completion Test questionnaire (DCT) and Structured Interview (SI) to achieve the study's aims. While, the quantitative method stands for the quantitative data analysis through using IBM SPSS Statistics Version 22. The researcher will explain the given instruments after discussing the context and participants involved in the current work.

3.3 Research Context

This study is carried out in the context of EMU in Famagusta, North Cyprus. The given institution is considered as a multicultural context, which includes a large number of national and international students from different cultures and backgrounds. Therefore, the English is seen to be as a global language and a lingua franca in the communication procedure. It is the only language used between the students in and outside the campus. Furthermore, EMU as mentioned before uses the English language as EMI in both learning and teaching processes (as it was previously explained in the first chapter).

The institution of EMU includes various types of participants who are enrolled in different programs of MA and PhD. The following part will explain the procedure of selecting participants in details.

3.4 Sampling Technique

The sample of this study is selected based on the judgmental sampling techniques. This method enables the researcher selected a particular participant based on specific criteria (Karatepe, 2013). For the standard of participants' selection for this study,

the researcher focuses on Arab (male and female) postgraduate students (MA and PhD) from different Arabic backgrounds. According to Etikan, Musa and Alkassim (2016), that technique does not require a theory or a setting in choosing the sample.

3.5 Participants

The responders are APS, NSE, and NSA. The selection procedure of the sampling was on the basis of their high level of education (MA and PhD) with different Arabic and English backgrounds. The total number of respondents is 170 students as illustrated in Table 3 and Table 5. The main purpose of choosing native and non-native respondents in this study is to find out if there is a positive or negative impact of participants' L1 on using AS and the production of apology expressions in different social situations.

3.5.1 Arab Postgraduate Students

For the first group of participants that are APS who registered in MA and PhD programs, the total number of the students according to EMU statistics for 2018 was approximately 300 students from different countries. The interlanguage participants are APS who enrolled in master and doctoral programs in EMU in Famagusta, North Cyprus. Respondents are from different faculties (namely: arts and science, engineering, business and economics, education, and tourism). The total number of APS is 150 students, however, only 120 respondents were selected to take part in this study, and reasons will be clarified later.

3.5.2 Native Speakers of English

The second group of the participants included ten Americans as NSE; four of the sample was enrolled in MA and PhD programs; two were working at EMU with a master degree; two were working as English language teachers with a master degree in education, and English language teaching. The remained respondents with MA

degree lived in the United States of America (USA), California, and they were reached via e-mail.

3.5.3 Native Speakers of Arabic

The third type of the sample who participated in the study contained ten NSA from different Arabic nationalities (namely: Syrian 4, Libyan 4, and Egyptian 2). Two of the respondents were enrolled in the MA program, while the rest had master and doctoral degrees from different departments and they worked as teachers. The researcher distributed the Arabic DCT to some of the participants, while others were reached via e-mail.

The reason for involving the baseline data (NSE and NSA) in this study was to compare responses of APS related to apology and examine its native language impact on their production. The following Table 3 illustrates types of the participants involved in this study.

Table 3: Profile of NSE, NSA, and APS

Participants	Gender		Educational level		F	%
	Male	Female	MA	PhD		
NSE	2	8	8	2	10	7.1
NSA	3	7	8	2	10	7.1
APS	70	50	68	52	120	85.7

Note. F= Frequency

3.6 Data Collection Tools

AS for the current study, it aims to explore AS used by APS in relation to the PL and the gender factors. Besides, it attempts to figure out the first language effect on expressing apology. Therefore, the qualitative approach is used to fulfill the given aims. For collecting the data, PT, DCT, and interviews are employed in this work. Consequently, the following part discusses each instrument separately through

highlighting general information, structure of the instruments, and statements of the tools.

3.6.1 Placement Test

This study aims to examine the usage of apology strategies between Arab postgraduates from a PL perspective. Thus, it is necessary to use a PT for determining students' ability related to their language use. According to Hughes (1989) and Davis et al (1999), PT is widely employed to collect information considering learners' language efficacy then divide them into groups based on their scores attained in a test.

Across time, test makers designed and provided different types of tasks; each one was produced to achieve a specific purpose (McNamara, 2008). For instance, Hughes (1989) mentioned that tests might be used for measuring students' ability of the language without following a particular course. Also, it could be applied to evaluate their knowledge of the language and explore their strength/weakness performance (Hughes, 1989).

For example, the multiple-choice test according to McNamara (2008) includes different options that enable the foreign language learners to select the right answer on the basis of their previous knowledge of the language. Consequently, the proficiency tests are used to assess learners' capability of the language use (McNamara, 2008).

Although there are a number of benefits related to the usage of PT such as determining students' levels of language proficiency, some authors reported disadvantages of using it. Bachman and Palmer (2010) mentioned that using the

same test designed in a specific context for particular learners might not be useful in different settings. Also, some types of tests only focused on measuring parts of language proficiency (e.g. grammar and vocabulary) and ignored other skills (i.e. speaking and listening) (Bachman & Palmer, 2010).

Based on personal experience, we supposed that not all Arab students are professional speakers of the English language. Thus, in the first stage, an adopted PT from Atlas Language School (“Online Placement Test”, 2018) was used to measure their knowledge of the foreign language and explore their levels of English proficiency.

3.6.1.1 Structure of the Placement test

The PT used to measure levels of English language efficacy of Arab participants includes two parts, the first relates to the demographic information, while the second contains 50 questions.

3.6.1.2 Demographic Information

Considering the main focus, the sample of the study is Arab postgraduate students; therefore, the general demographic information in the PT emphasizes their levels of education (MA and PhD), gender, their distributions in faculties and their Arabic nationality.

3.6.1.3 Statements of the Placement Test

The PT used in the current study contains 50 different questions related to English as a foreign language as clarified in Appendix A. The participants were asked to respond to each question based on their language competence. For instance, in the first five questions, participants should fill the gap with the right answer. While in the remaining 45 questions, they should complete the sentences by selecting the correct response.

3.6.2 Discourse Completion Test

The researcher used the DCT to achieve the previously mentioned purposes of the study. According to Mackey and Gass (2005) and Ivanovska et al (2016), a DCT is the most used technique in the field of linguistics and pragmatics, particularly in examining various types of SA. The DCT is defined as “written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study” (Kasper & Dahl, 1991, p.14).

This test allows responders to read the given situations as open-ended questions and answer it based on their competence and their knowledge of a particular act (Kasper & Dahl, 1991). Gass and Neu (2006) reported the reason of using DCT is the researcher’s ability of collecting a huge number of the data from participants in a brief time.

Kasper (2000) noted that DCT is considered as a sufficient method for collecting the data, when the aim of the study is “to inform the speakers’ pragma-linguistic knowledge of the strategic and linguistic forms by which communicative acts can be implemented, and about their socio-pragmatic knowledge of the context factors under which particular strategies and linguistic choices are appropriate” (p.329) (as cited in Martínez Flor & Usó Juan, 2011).

The study adopts the DCT from Harb’s study (2015) to examine the use of AS by APS in general. The main focus is on perspective of participants’ proficiency levels. At the same vein, the DCT distributes to the baseline data and interlanguage study to investigate the impact of L1 on producing these techniques between Arab participants (See Appendix B and C for the DCT).

3.6.2.1 Structure of the DCT

The following part of this study discusses the structure of the DCT used to collect the data. It is divided into two parts, the first relates to the demographic information, while the second includes the statement of DCT. The subsequent section clarifies the component of the mentioned instrument in details.

3.6.2.2 Demographic Information

Since this study aims to explore the use of apology techniques between APS on the basis of their levels of language proficiency, therefore the demographic information in the DCT focuses on their level of education (MA and PhD students), their distributions in different faculties/departments and their Arabic nationality.

3.6.2.3 Statements of DCT

The DCT contains ten different situations as clarified in Table 4. Each statement represents a case that participants should answer based on their knowledge and competences regarding the apology SA.

Table 4: Illustration of the DCT statements

Statement	Brief illustration
1	Damaging a friend's book
2	Being late to meeting a classmate
3	Inability of attending the exam
4	Being late to meet a teacher
5	Rejecting a friend's invitation
6	Rejecting a childhood friend's ceremony
7	Pushing a lady
8	Forgetting a promise to a brother/sister
9	Forgetting to return a book to the librarian
10	Forgetting to return a friend's CD

3.6.3 Structured Interview

Without a doubt, there are a number of research methods, which may be used to collect the data; the qualitative approach is used in the current study. As stated

before, the qualitative approach allows the researcher to obtain a deeper understanding of the specific situation (Silverman, 2000). The interview is considered as an essential part in the qualitative approach (Bouma & Atkinson, 1995) and it relies on asking questions related to a specific case to collect the data in a flexible way (Walliman, 2011).

According to the Bouma and Atkinson (1995), the purpose of the interview is to examine the way people think and believe through asking relevant questions related to a particular issue. Kvale (1996, p.1) (as cited in King & Horrocks, 2010) noted, “If you want to know how people understand their world and their life, why not talk to them?”

Edwards and Holland (2013) provided two types of the interview, structured and semi-structured. For the semi-structured interview, it is defined as a method that gathers more insights on the attitudes, thoughts, and actions of the participant (Kendall, 2008). Authors such Edwards and Holland (2013), and Gay et al (2006) assumed that semi-structured interview is a method designed based on a list of items that enables the research to ask and obtain deep answers from respondents regarding a particular case.

For the second type, which is the structured interview, this instrument is designed based on a list of specific questions related to the studied topic with a limited degree of freedom in asking the questions (Cohen & Manion, 1985). For instance, at first, the researchers prepare and organize a set of items related to the subject examined. Secondly, they ask participants to respond to every question briefly and relevantly. Usually, authors read the questions to respondents.

According to Walliman (2011), SI is a beneficial method in data collection procedure, because it is considered as not an expensive instrument in collecting data, and less influential from the author on respondents. Besides, Walliman assumed that the interviews do not play a significant role on participants' responses to the subject under study.

At the same vein, SI is used as a supportive approach employed by researchers to obtain more answers and facts about the phenomena of their works (Taylor et al., 2015).

Generally speaking, this study used a structured interview as an additional instrument and a supplementary method to achieve more responses and in-depth answers related to the use of AS and the gender variable between Arab participants in EMU. Ten questions were prepared and developed on the bases of items provided in the study by Harb (2015).

Considering the sample, the present study selected similar participants who responded to the DCT to be involved in the interviews. The total number is 30 Arab male and female postgraduate students majoring in a number of departments as in Table 5.

Table 5: Participants' profile in the structured interviews

Gender	Level of education		F	%
	MA	PhD		
Male	8	7	15	50
Female	5	10	15	50

3.6.3.1 Structure of the Structured Interview

The researcher discusses the structure of the SI that used to highlight the production of apology between male and female Arab students in the context of EMU. Therefore, it includes two parts, the first relates to the general information, while the second includes the interview's question. Consequently, this following section clarifies the components of the mentioned instrument in details.

3.6.3.2 General Information

Whereas the current study aims to investigate the use of AS between Arab male and female postgraduate students, general information of the SI contains in specific the gender, educational level (MA and PhD) and country.

3.6.3.3 Questions of the Interview

The second part of the interview includes questions related to the impact of the gender as a social factor on using and producing apology. Consequently, it relies on presenting ten different scenarios to participants; they were developed on the bases of statements provided in the study by Harb (2015) as previously mentioned. Each item reflects a different situation, for example, the item number one reflects the case of damaging a friend book; the participants will be asked to react and provide apology expressions considering this scenario (See Appendix D for the interview questions).

3.7 Data Collection Procedure

In order to collect the data from Arab postgraduates using the above-stated tools, it was necessary to firstly obtain the ethics committee approval as shown in Appendix E. The second step was to distribute the instruments (namely: PT, DCT, and SI) to gather the samples' responses. Thus, the following part provides information regarding the process of collecting in the context of EMU.

3.7.1 Placement Test

The adopted PT was distributed to APS in different departments in the context of EMU. The total number of participants was 150 and lasted for two weeks. As for the responding time, it was between 15-20 minutes. Each participant got an informed constant letter before distributing the PT to clarify the aims of the study and the confidentiality of the participants' information.

3.7.2 Discourse Completion Test

The adopted DCT was distributed to APS in different departments in the context of EMU. The total number of participants was 120. It lasted for one month. The DCT included two parts. The first is related to the demographic information of the responders (such as: the age, gender, and level of education). The second includes ten statements related to apology SA. The timing of response to the DCT ranged between 10-15 minutes. Besides, there was an informed consent form produced to participants to explain the aim of using this instrument and ensure that their information will be only used for the current study's purpose.

3.7.3 Structured Interview

The interviews were made with narrow numbers of respondents who were representative of the study's population. The number of participants was thirty APS (Males = 15, and Females = 15) in different departments, in the context of EMU. It lasted for one month. The SI contained two parts; the first involves the demographic information (gender, and level of education). The second includes questions related to the production of apology strategies in different situations. Each interview lasted between 15-30 minutes. Every participant also received an informed constant letter before the data collection. It simplifies the aims of the study and ensures the confidentiality of the participants' information.

3.8 Summary

As for the current study, it examines the use of apology strategies by APS in relation to their PL and gender. Another purpose is to highlight L1 effect on producing the apology SA. Thus, the study uses mixed methods approach that contains both quantitative and quantitative instruments to fulfill these purposes.

Considering the qualitative method, it contained PT, DCT, and SI as qualitative tools to collect the data. Whereas, the second approach, which was the quantitative approach, represented in analyzing the data using SPSS program, as it will be explained in the next chapter.

The given section of the study focused on presenting detail information of the research design, participants (namely: interlanguage study and baseline data), in addition to sampling techniques used to select them in this work. Furthermore, it produced instruments used to collect the data and its procedure. Consequently, readers will be able to have a coherent understanding of the current's study methodology.

Chapter 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

As mentioned in the previous chapter, the current work used qualitative and quantitative approaches to examine the usage of AS by APS. The first focus of the study was to investigate the existence of the given strategies between Arab respondents. Besides, it pursued to find out the impact of PL and gender of Arab participants on producing the mentioned techniques. Also, the current work highlighted L1 impact on participants' apology production in a number of different scenarios.

After collecting the data in the earlier chapter, the current part directs to present a deep analysis for the collected answers by using different tests and techniques. First, the participants were categorized into three groups of language proficiency after responding to PT. Second, quantitative qualitative tests were employed to the data collect via the DCT. Thus, the following section provides detailed information related to the procedure of data analysis through several instruments.

Moreover, since this work concerned with studying the relationship between the use of AS and the gender as a social factor, the structured interviews was employed to fulfill the mentioned aim. After collecting the data from Arab respondents, both qualitative and quantitative analysis will be provided and discussed in this part.

4.2 Data Analysis Procedure

After the data were collected using the PT, DCT, and SI, the researcher directed to the analysis procedure. In the given instruments, qualitative and qualitative analysis was employed to examine the data. Each result obtained via different instrument will be quantitatively or qualitatively discussed.

4.2.1 Analyzing Data Collected by PT

The current study focuses on examining the relationship between AS and PL. The first step was to distribute the adopted PT to the first type of participants, which are APS. The total number of students who responded to the given test was 150, however, the study only selected 120 students (based on a PT results) and equally divided into three levels of proficiency (namely: intermediate, upper-intermediate, and advanced) as illustrated in Table 6.

Table 6: Group's profile after responding to the placement test

Group	Level of Education		F	%
	MA	PhD		
Intermediate	25	15	40	33.3%
Upper-intermediate	27	13	40	33.3%
Advanced	16	24	40	33.3%

4.2.2 Analyzing Data Collected by DCT

For collecting data via using the DCT as a qualitative method, it will be analyzed in two different ways; the first relies on the qualitative test, which encompasses both numbers and percentages of Arab participants' responses to each scenario related to apology. While the second uses one-way ANOVA as a quantitative test to examine the correlation between the use of AS and PL of respondents. Thus, this section

directs to present in depth analysis of the collected data, as it will be clarified later in the following parts.

4.2.2.1 The Qualitative Analysis

The DCT was distributed to some participants to measure their use of AS in different situations. As mentioned previously the study adopted the apology techniques classification of Olshtain and Cohen (1983) and Blum-Kulka and Olshtain (1984).

The study used firstly the qualitative analysis, which involves calculating the frequency and percentage of the responses reported by participants. According to Sapsford and Jupp (2006) “actual numbers may be useful for planning purposes but percentages (are more interpretable and lend) themselves more easily to useful comparison” (as cited in Jebahi, 2011, p. 3).

For the first research question ‘do Arab postgraduate students use apology strategies in their speech?’ the qualitative analysis confirmed that Arab respondents in different scenarios encompassed in the DCT remarkably used various types of apology expressions.

Table 7: Percentage of AS provided by APS

Strategy	Frequency	Percentage %
IFIDs	952	42.5
EXPL	887	39.6
REPR	287	12.8
RESP	70	3.1
FORB	42	1.8

Considering the second research question, ‘what is the most common apology strategies used by Arab postgraduate students?’ the qualitative analysis indicated the highest and lowest frequency and percentage regarding AS used by respondents.

Table 7 showed that IFIDs (42.5%) and EXPL (39.6%) were remarkably used among participants. Also, the repairing was used with less than thirteen percent. While, both RESP (3.1%) and FORB (1.8%) were the least reported strategies between APS.

In regards to the third research question ‘is there any relationship between the use of apology strategies and the proficiency level of Arab postgraduate students?’ After dividing the APS into three groups based on their PL (namely: intermediate, upper-intermediate, and advanced), the frequency and percentage were calculated separately for each group to show their use of AS. For the first group (intermediate), Table 8 illustrated two main strategies clearly found through the analysis procedure, which were IFIDs (44.4%) and EXPL (36.8%). Also, REPR (12.4%) was used with a less degree compared to IFIDs and EXPL. However, participants showed insignificant use of RESP (4.6%) and FORB (1.6%) in the apology speech production.

Table 8: Frequency and percentage of AS used by the intermediate group

Strategy Statements												
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TF	%
IFIDs	37	38	27	34	25	29	40	30	30	36	326	44.4
EXPL	16	27	38	33	34	31	22	14	24	31	270	36.8
REPR	21	2	0	0	7	3	24	29	0	5	91	12.4
RESP	5	1	0	1	0	0	6	0	18	3	34	4.6
FORB	0	2	0	0	0	0	0	2	2	6	12	1.6

Note. TF = Total Frequency

At the same time, the researcher calculated the frequency and percentage of apology intensification used by intermediate group as in Table 9. The analysis showed that they used intensification with a percentage of 21.6%. It was obviously found in statement number 10 “being late to return a friend’s CD.” Also, Table 10 was

prepared to clarify the apology expressions utilized by the intermediate group for each statement.

Table 9: Frequency and percentage of the intensification used by the intermediate group

Statement	1	2	3	4	5	6	7	8	9	10	TF	%
	6	7	1	4	0	1	7	4	0	14	44	21.6

Table 10: Apology expressions utilized by the intermediate group

Statement	Apology expression
1	I am sorry, forgive me, I apologize, my child ruined your book; I will buy you a new one
2	Excuse me, I am sorry for being late, I had a surprising condition
3	I apologize, I am sorry, I was sick, here is my medical report; would you please allow me attending the exam again?
4	I apologize, excuse me, I am sorry for being late, thank you for waiting me, there was an accident, I got caught in the traffic jam
5	I apologize, I am sorry, I have something to do with my mother, I have an urgent case
6	I apologize, sorry, forgive me, my father is hospitalized
7	I apologize, I am sorry, please forgive me, I was hurrying to a class; I did not see you, Are you ok? Shall we go to the hospital?
8	Sorry, could you forgive me? I just forgot about it, I had a work; I will make it up to you next time
9	I apologize, I am sorry, please accept my apologize, I really forgot about it, I have to pay the fee.
10	I am sorry, please forgive me, I just forgot it, I was busy, I will bring it to you

Table 11: Frequency and percentage of AS used by the upper-intermediate group

Strategy Statements	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TF	%
IFIDs	39	37	25	33	27	31	40	28	29	36	325	43.9
EXPL	25	27	37	40	37	36	20	19	31	28	300	40.5
REPR	16	1	0	0	9	7	23	31	0	6	93	12.5
RESP	0	0	0	0	0	0	0	0	6	6	12	1.6
FORB	0	2	0	0	0	0	0	5	2	0	9	1.2

For the upper-intermediate group, the analysis demonstrated the frequency and percentage regarding each type of AS provided between participants as in Table 11. Certainly, there were two considerable techniques used by them, which were IFIDs

(43.9%) and EXPL (40.5%). Moreover, the participants utilized the REPR with a percentage of 12.5%. But the analysis stated that both RESP (1.6%) and FORB (1.2%) were least AS used by this group.

Further, the frequency and percentage of apology intensification used by upper-intermediate group were calculated as shown in Table 12. The percentage was 34.9%; it confirmed their use of intensification in different scenarios, particularly in statement number 7 and 10. Furthermore, the study provided a Table 13 for showing the apology production utilized by upper-intermediate group.

Table 12: Frequency and percentage of the intensification used by the upper-intermediate group

Statement	1	2	3	4	5	6	7	8	9	10	TF	%
	8	3	2	7	7	10	16	1	4	13	71	34.9

Table 13: Apology expressions utilized by the upper-intermediate group

Statement	Apology expression
1	I am sorry, I apologize, thank you for borrowing me the book; I will buy you a new book, my little sister/ child draw on several pages
2	I apologize, sorry for being late, I had something to do, I was stuck in the traffic jam
3	I am sorry, I apologize, excuse me, I was sick, I could not attend the exam, here is the medical report, can you arrange a make-up exam?
4	I apologize, I am sorry for being late, there was an accident/ a traffic jam, thank you for waiting me
5	I am sorry, I apologize, I cannot come, I have an urgent issue, my mother needs me, thank you for inviting me, and we will have a dinner next time
6	I am sorry, I apologize, I cannot attend the ceremony, my father is in the hospital, I will send your gift
7	I apologize, I am sorry, forgive me please, Are you ok? Let me help you, I was hurrying to the class, I did not see you, let us go to the hospital
8	I am sorry, I apologize, I have to work, I promise we will go the next day; I will make it up to you
9	I am sorry, forgive me, I apologize, I forget it, I was busy, I will pay the fee, I will bring it today, I will not repeat it again
10	I am sorry, I apologize, forgive me, I am late, I forgot to return it, I will give it back to you today

Regarding the advanced group, the frequency and percentage of participants'

responses related to AS were calculated as stated in Table 14. Advanced students confirmed their high use of EXPL (41.3%) and IFIDs (39.2%). Additionally, they utilized the repairing technique to offer their apology with a percentage of 13.4%. But the insignificant percentage was seen in both RESP (3.1%) and FORB (2.7%).

Table 14: Frequency and percentage of AS used by the advanced group

Strategy	Statements											TF	%
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
IFIDs	37	36	25	30	24	26	40	30	19	34	301	39.2	
EXPL	20	28	40	40	38	39	27	28	25	32	317	41.3	
REPR	26	2	0	1	8	0	21	33	1	11	103	13.4	
RESP	0	1	0	4	0	0	5	3	9	2	24	3.1	
FORB	1	7	0	0	0	0	0	2	11	0	21	2.7	

Table 15: Frequency and percentage of the intensification used by the advanced group

Statement1	2	3	4	5	6	7	8	9	10	TF	%
10	5	5	13	3	8	23	7	3	11	88	43.3

Table 16: Apology expressions utilized by the advanced group

Statement	Apology expression
1	I apologize, I am sorry, please accept my apologize, my little brother had drawn on some pages, I will get you a new one
2	I am sorry, I apologize, pardon me please, please forgive me, sorry for being late, I missed the bus, thank you for waiting me, it will not happen again
3	Sorry, I apologize, I could not make it, I was ill, I will get you a health's report; can I attend the exam?
4	Forgive me, sorry, I apologize, excuse me, sorry for being late, there was an accident, I got stuck in the traffic jam, thank you for waiting me, I should have left a bit earlier.
5	Sorry, I apologize, I have something urgent, I will not come, I will make it up to you
6	Sorry, congratulations, my father is in the hospital
7	Sorry, apologize, please forgive me, Are you ok? I did not see you, please let me help you, do you need anything? I am in rush to my class, It is my fault
8	I am sorry, I apologize, I have to work, I will make it up to you
9	I am sorry, I apologize, I forgot to return the book, I will pay the fee charges
10	I am sorry, forgive me, I apologize, I totally forgot it, I was busy, I will return it as soon as possible

At the same time, Table 15 was provided to indicate the frequency and percentage of

apology the intensification used by the advanced group; a percentage of 43.3% of intensification used was shown by the respondents. In particular, they intensified their apology in statement number 7 and 10. Subsequent, the researchers listed most expressions of apology utilized by the advanced group as appeared in Table 16.

4.2.2.2 The Quantitative Analysis

To increase the reliability of the groups' qualitative results in their use of AS, the mean and standard deviation were measured as provided in Table 17. The groups' mean was as following: intermediate (M = 19.96), upper-intermediate (M = 19.94), and advanced (M = 19.94). The average values were comparable between three groups of language proficiency.

However, the standard deviation of the upper-intermediate (SD = 20.8548), and the intermediate (SD = 19.4363) groups was slightly greater than the advanced group (SD = 19.0445). These slight differences mean that students with different levels of proficiency were very homogenous in terms of using apology techniques.

Table 17: Mean and standard deviation of intermediate, upper-intermediate, and advanced groups

Participants	Number of strategies	Mean	Std. Dev.
Intermediate	5	19.96	19.4363
Upper-intermediate	5	19.94	20.8548
Advanced	5	19.94	19.0445

Note. Std. Dev. = Standard Deviation

At the same vein, one-way ANOVA was used to compare the use of AS between and within three groups as stated in Table 18. For using apology between the groups, the SS was 0.0013 that explains the inconsiderable impact of the language level factor on expressing apology. Also, there was an insignificant difference between actual and estimated averages (MS = 0.0007).

On the other hand, there were high values considering using strategies of apology within the groups ($SS = 4701.536$). Besides, differences between actual and estimated averages were very high ($MS = 391.7947$). Considering the DF, which reflects the sample size, if we exclude 14 participants that will not impact the total result of using apology technique between and within the groups. In regards to the f -ratio, the value was $F = 0$, and p-value was .999998, which means that the relationship between using apology and Arab students' proficiency levels was statistically insignificant at $< .05$.

Table 18: One-way ANOVA results for the use of AS between intermediate, upper-intermediate and advanced groups

The use of AS	SS	df	MS	F	P
Between-groups	0.0013	2	0.0007	$F = 0$.999998
Within-groups	4701.536	12	391.7947		
Total	4701.5373	14			

Note. SS = Sum of Squares, df = degree of freedom, MS = Mean Squares, the relationship between the use of AS and PL is not significant at $p < .05$.

As for the fourth research question 'is there a first language impact on Arab postgraduate students' production of apology strategies?' to answer the given subject, it was necessary to involve both NSA and NSE to compare apology responses provided by the baseline data and the interlanguage study. Therefore, the DCT in the English language and its translation in Arabic were distributed to both of them. Firstly, NSA who does not speak English language responded to the Arabic translation of the DCT. Their responses related to each statement were first written into Arabic, translated into English, then the accuracy was checked by an EFL teacher, as illustrated in Table 19. Secondly, the NSE who does not speak Arabic were asked to answer questions provided in the DCT to investigate their production of AS in the target language as given in Table 20.

Table 19: Apology expressions produced by NSA

Statement	Apology expression
1	<i>Ana asef</i> (I am sorry), <i>Atather minka</i> (apologize from you), <i>Arjook samihne</i> (please forgive me), <i>Atather beshedda</i> (I apologize strongly), <i>saashtari laka kitaban jadedan</i> (I will buy you a new book)
2	<i>Ana asef</i> (I am sorry), <i>Atather minka</i> (apologize from you), <i>Taakharto besabab thoroof khassa</i> (I was late because of special circumstances)
3	<i>Atather minka</i> (apologize from you), <i>Konto mareethan lethaleka lam astatee alkodom lelemtehan</i> (I was sick, that is why I could not come to the exam)
4	<i>Atather minka</i> (apologize from you), <i>ana Atather</i> (I apologize) <i>Takharto besabab alhadeth</i> (I was late because of the accident)
5	<i>Atather minka</i> (apologize from you), <i>ana Atather</i> (I apologize) <i>Lan astatee almajee ladayya thoroof khassa</i> (I will not be able to come, I have special circumstances), <i>Ommy tahtajone</i> (my mother needs me)
6	<i>Atather minka</i> (apologize from you), <i>lan astatee almajee</i> (I will not be able to come), <i>besabab tharif waledi elsehhey</i> (because of my father's health circumstance), <i>waledi fi almashfa</i> (my father is in the hospital)
7	<i>Atather minka</i> (apologize from you), <i>Arjook samihne</i> (please forgive me), <i>Atather beshedda</i> (I apologize strongly), <i>takharto ala aldares</i> (I was late to my class), <i>hal ante bekhair</i> (are you ok?) <i>daeina nathhab ela almashfa</i> (let us go to the hospital), <i>daeiny osaedake</i> (let me help you)
8	<i>Ana Atather</i> (I apologize), <i>Atather minka</i> (apologize from you), <i>Ladayya alkatheer min alamal</i> (I have a lot of work), <i>Sanathhab ghadan</i> (we will go tomorrow)
9	<i>Atather minka</i> (apologize from you), <i>Konto mashgool</i> (I was busy), <i>hatha khataae</i> (this is my fault), <i>Saadfaa algarama</i> (I will buy the fee)
10	<i>Atather minka</i> (apologize from you), <i>Lakad naseto eadata al CD</i> (I forgot returning the CD), <i>Konto mashgol</i> (I was busy)

Table 20: Apology expressions provided by NSE

Statement	Apology expression
1	I am sorry, I apologize, some damage occurred to the book, something happened I will give/buy you a new book
2	I am sorry, I apologize, I was late; something came up
3	I am sorry, I apologize, I could not come I was ill, I can bring you the doctor report, Could you possibly sit the make up exam?
4	Apologize, I am sorry, thank you for waiting I am late, there was an accident/traffic jam, are you still free to meet/discuss now?
5	I apologize, I am sorry, I would not be able to come, something urgent happened; we can arrange it for another day
6	I am sorry My father was hospitalized; I am not able to attend your wedding
7	I am sorry, I apologize, are you ok? I did not see you; is there anything I can do for you? Please let me help you
8	I am sorry I have a work right now; I will take you another day
9	I apologize, I am sorry for bringing it back late, due to my illness I was not able to bring the book, I forgot to return it; I will pay the late fee
10	Sorry, I apologize, forgive me I totally forgot; could I give it to you tomorrow?

4.2.3 Analyzing Data Collected by the Structured Interview

For analyzing the data collected via SI to examine the last question, which was the relationship between the use of AS and the gender factor, first, the recorded responses were written via using “Word Software Program.” The study provided two examples of the interview transcription for male and female responses as shown in Appendix F and G. Later, that data were categorized on the bases of Olshtain and Cohen (1983) and Blum-Kulka and Olshtain (1984) classification. Also, numbers and percentages of using every technique of apology for each situation were calculated qualitatively. Further, t. test as a quantitative analysis were applied to increase the reliability of results qualitatively obtained.

4.2.3.1 The Qualitative Analysis

By following the same categorization of AS produced by Olshtain and Cohen (1983) and Blum-Kulka and Olshtain (1984), the study classified the most frequent strategies provided by Arab male and female participants in each statement. The numbers and percentages were calculated qualitatively to report the highest and least use of AS between the two groups of respondents. To state this matter differently, the researcher categorized the most frequent data reported by the responders then classified it in tables to illustrate their answers regarding their use of AS.

4.2.3.1.1 The Use of AS by Arab Female Postgraduates

In regards to the last research question ‘are there differences in the production of apology strategies between Arab male and female postgraduate students?’ The interview data were first categorized as mentioned above, and then analyzed qualitatively through calculating both numbers and percentage of females’ responses in each situation. The analysis indicated that Arab female reported high average of AS used in IFIDs, EXPL, and REPR (40.1%, 40.1%, and 15.2%, respectively). However, females showed less degree of responsibility toward the fault with a

percentage of 2.6%, while, they used the last technique of apology, which is FORB with a percentage of 1.6% as clarified in Table 21. At the same time, the use of intensification by female participants was calculated qualitatively for each scenario, and the total frequency was 25. Arab women highly intensified their apology in the case of pushing a lady as in Table 22. Moreover, the most frequent apology expressions provided by Arab female participants to every case were organized as in Table 23.

Table 21: Frequency and percentage of AS used by Arab female respondents

Strategy	Statements											TF	%
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
IFIDs	15	15	11	15	9	10	15	13	7	11	121	40.1	
EXPL	7	15	15	14	15	12	8	9	11	15	121	40.1	
REPR	8	2	0	0	7	3	12	14	0	0	46	15.2	
RESP	2	0	0	0	0	1	1	0	4	0	8	2.6	
FORB	0	2	0	0	0	0	0	0	3	0	5	1.6	

Table 22: Frequency of the intensification used by Arab female respondents

Statementl	2	3	4	5	6	7	8	9	10	TF
	3	2	2	3	1	3	4	3	2	25

Table 23: Apology expressions utilized by Arab female respondents

Statement	Apology expression
1	Sorry, apologize, please accept my apology, I will buy a new one, my child draw on your book
2	Sorry, apologize for being late, it was the traffic, I was sick
3	Sorry, apologize, here is my medical report, I was sick, thank you for waiting me
4	Apologize, sorry, I was late because of the traffic jam,
5	Sorry, apologize, we can have a dinner later, I have an urgent situation, my mom needs me
6	Sorry, apologize, please accept my apology, my father is in hospital, my father is sick, congratulation,
7	Sorry, apologize, forgive me, I did not mean it, I did not see you, I have a class, let me help you please, let us go to the hospital
8	Apologize, sorry, I have to work, I forgot it, I will make it up to you, we will go this weekend
9	Sorry, apologize, I was late, I forget about it, I was busy, I will pay the fees
10	Sorry, apologize for being late, I was busy, I forgot it, thank you, I will return it tomorrow/as soon as possible

4.2.3.1.2 The Use of AS by Arab Male Postgraduates

The qualitative analysis (frequency and percentage) of the data collected by Arab male participants via the SI revealed that EXPL, IFIDs and REPR were mostly AS used by them (43.5%, 39.1%, and 13.1%, respectively) as shown in Table 24. On the left side, the remained techniques that were RESP with a percentage of 2.5% and FORB with a percentage of 1.4% were the least reported by the participants.

Table 24: Frequency and percentage of AS used by Arab male respondents

Strategy	Statements											TF	%
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
IFIDs	12	12	10	11	8	8	15	10	10	11	107	39.1	
EXPL	6	11	15	14	15	15	11	7	11	14	119	43.5	
REPR	8	2	0	0	2	3	5	13	1	2	36	13.1	
RESP	0	0	0	2	0	0	1	0	3	1	7	2.5	
FORB	0	1	0	0	0	0	0	0	2	1	4	1.4	

Table 25: Frequency of the intensifications used by Arab male respondents

Statement1	2	3	4	5	6	7	8	9	10	TF
3	2	2	2	0	2	7	3	1	3	25

Table 26: Apology expressions utilized by Arab male respondents

Statement	Apology expression
1	Sorry, apologize, my son did it, I will get/buy you a new one, thank you
2	Sorry, pardon me please, I was late because of the traffic jam, I was busy
3	Sorry, apologize, I was ill/sick, I have a health report
4	Apologize, sorry, please accept my apology, there was a traffic/an accident, thank you for waiting me
5	Sorry, apologize, excuse me, my mother needs me, I have something urgent to do, I have a family situation, thanks for the invitation
6	Sorry, apologize, my father is in the hospital, I had to be in the hospital, congratulation,
7	Sorry, apologize, please forgive me, excuse me, are you ok? Let me help you, I am rushing to my class, I did not see you, shall I take you to the hospital?
8	Sorry, I have to work, I promise I will take you out next week
9	Please accept my apology, please forgive me, sorry, apologize, I forgot returning the book
10	Apologize, forgive me, sorry, I was busy, I forgot to give it to you, I will give it to you tomorrow

At the same time, Table 25 was designed to illustrate the total frequency of the intensifications used as a technique of apology by the male participants in the entire situations, and it was 25. Further, the apology expression, obtained by the male postgraduates through the SI, were written for each situation and then it was listed as in Table 26.

4.2.3.2 The Quantitative Analysis

In this part of the data analysis, the study tests the effect of the gender on expressing apology between Arab students via applying the t. test statistics. In fact, it is applied on the independent sample to examine if there are similarities/differences between Arab female and male postgraduates in terms of using and producing apology in various social cases. Consequently, the next section attempts to provide quantitative findings that might confirm or disconfirm the relationship between the above-given parties.

4.2.3.2.1 The Effect of Gender on Using AS between Arab Postgraduates

For examining the impact of the gender as a social factor on expressing apology between Arab participants, it was necessary to use the quantitative statistical analysis for achieving more reliable results between the two groups. In the qualitative analysis part (frequency and percentage), there were slight differences in the use of AS between male and female participants. Therefore, the study directed to employ the quantitative test (t. test) to confirm the reliability of results obtained in the previous section.

The quantitative analysis as in Table 27 indicated that the mean of female and male responses to the five strategies of apology was equal ($M = 19.1920$). Also, the SD between the women and men was comparable (19.186, 20,105 respectively). As for the SEM, it was mostly similar, 8.580 for females, and 8.991 for males. While the

degree of freedom, which stands for the sample size, it indicated that excluding eight respondents would not influence the values of using AS between the two groups. Furthermore, the SED result for male and female responses was 12.428. In regards to the results of p-value as shown in Table 27, it was 0.0000, which clarified that the relationship between the gender and the use of apology strategies was statistically insignificant at $< .05$.

Table 27: An independent sample t. test results for comparing the use of AS between Arab female and male postgraduate students

Group	NS	Mean	SD	SEM	df	SED	P
Female	5	19.920	19.186	8.580	8	12.428	t = 0.0000
Male	5	19.920	20.105	8.991			

Note. NS = Number of Strategy, SD = Standard Deviation, SEM = Standard Error of Mean, df = degree of freedom, SED = Standard Error of Difference, P-value is not significant at $< .05$.

4.3 Summary

The current chapter of this work was designed to clarify the process of analyzing the data obtained via various instruments to achieve the aims of the study. For the first instrument, which is PT, it was used to determine Arab respondents' language proficiency in English. On the bases of their scores in the test, they were divided into three groups.

Second the DCT as a second instrument used to investigate the use of AS between respondents; first the data were analyzed qualitatively via counting numbers and percentages for the usage of AS in each situation. Then, the quantitative analysis (one-way ANOVA) was used to examine if there is a considerable impact of PL on producing AS between Arab respondents. Moreover, the data that collected via SI to study the correlation between the gender and the use of AS were firstly analyzed

qualitatively (numbers and percentages) and then quantitatively via applying SPSS program (t. test analysis).

Further, the DCT in the English language and its translation in Arabic were distributed to the baseline to examine L1 impact on apology production. Therefore, their responses to each situation were listed in tables to compare expressions previously provided by interlanguage data.

At the same time, a number of tables were provided for each analytical step to clarify the most and least used strategies related to apology. Also, expressions provided by Arab respondents were listed to indicate most frequent answers in every scenario. Moreover, tables of the quantitative analysis were inserted to show the results of the relationship between the use of apology strategies, PL, and the gender variable.

Chapter 5

DISCUSSION

5.1 Introduction

The current part of the thesis argues the results achieved in the previous chapter related to typology of AS provided by Arab postgraduate students, the relationship between the usage of apology strategies, proficiency level, and the L1 impact. Consequently, qualitative and quantitative findings regarding the first instrument, which is the DCT, it will be argued with examples provided by respondents in different social scenarios.

Second, the results achieved in the second qualitative method that is the structured interview, which pursues to find out similarities and differences between Arab male and female participants and their uses of apology techniques, will be deeply discussed. Additionally, this part of the thesis seeks to produce the obtained outcome and compare it to previous studies through indicating to the literature review part that confirmed or disconfirmed the correlation between the given parties.

5.2 Discussion-DCT

The data that qualitatively and quantitatively analyzed via using the DCT in the previous chapter will be enormously discussed in the following part. The purpose of this section of the current work is to offer convenient discussions for its four questions.

5.2.1 Arab Postgraduate Students' Use of Apology Strategies

The first objective of the study was to find out if Arab participants do use the apology techniques in different situations related to apology. The qualitative results (frequency and percentage) approved that Arab participants to a great extent selected and used different types of techniques to express their apology in varied scenarios as showed in Figure 3.

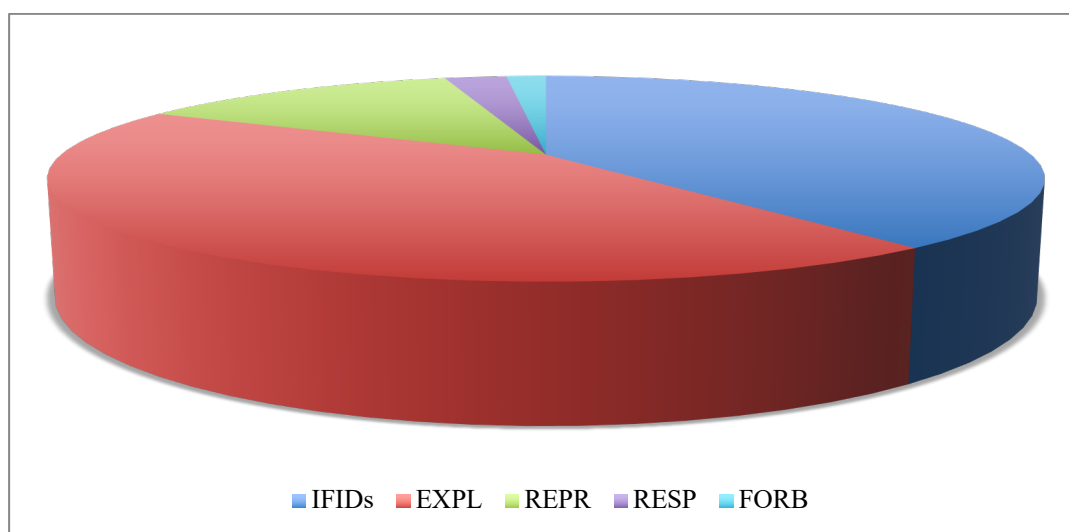


Figure 3: AS Used by APS

In alignment with Almegren (2018), Al-Sobh (2013), Jassim and Nimehchisalem (2016), and Ugla and Abidin (2016), who found out Arab participants used different techniques in order to produce their apology, explain their own reasons beyond the fault, and provide different expressions and intensification of apology in various situations to the hearers.

5.2.2 Typology of Apology Strategies Produced by Arab Respondents

The second purpose of the current work was to explore types of strategies related to apology used by Arab participants. The percentage and frequency of the most used AS were calculated in each situation. The analysis showed that there are three highly used techniques of apology produced by Arab postgraduates, which are IFIDs,

EXPL, and REPR, similar to Al-Sobh (2013), Almegren (2018), Tamimi Sa'da and Mohammadi (2014) and Atamturk and Atamturk (2016).

5.2.2.1 IFIDs

The percentage of IFIDs as the first mostly used AS was 42.5%. For example, apology expressions as given previously in chapter 4 showed that Arab students mostly provided forms such as 'I am sorry, I apologize, please accept my apology, and please forgive me.' Other apology phrases were used, such as 'excuse me and pardon me' in different statements. That result approved that participants to a considerable extent were able to select and produce various apology expressions in the DCT.

5.2.2.2 EXPL

The second used technique of apology between respondents was EXPL with a percentage of 39.6 %. To state this matter differently, Arabs in addition to use IFIDs to express their apology, regret, and so on to the hearer, they emphasized on explaining their own reasons beyond fault and this happened in several scenarios. For example, in a statement number three, which represents the inability to attend the exam, almost all the participants declared that the healthy situation was the main reason for not attending the determined exam by the teacher. Arab participants were really concerned in giving the reasons for the offense to confirm their soreness to the offended.

5.2.2.3 REPR

REPR was the third strategy used by Arab participants with a percentage of 12.8%. At some points, respondents in order to express their apology and explain the transgression, directed to select and produce their compensations for the addressee to minimize the degree of the damage, or the offense they committed. For instance, in

the first scenario, which included the case of ‘damaging a friends’ book’, a number of participants showed their desire to buy a new book to the offended as an apology technique.

5.2.2.4 RESP

Respondents used the RESP with the least percentage of 3.1%. Although Arab participants showed a slight degree of responsibility toward the fault in specific cases of the DCT, some were capable of using it, particularly in the scenario number nine, which represents ‘being late to return a book to the librarian.’

For example, a limited number of Arab postgraduates stated that they are ready to pay the fees in order to express their apology and regrets towards being late to the librarian. The given achieved result was different from Al-Zumor (2011) and Waluyo (2017), who found that taking responsibilities towards the transgression was highly noticed between their participants.

5.2.2.5 FORB

While the last and least used strategy of apology was FORB with a percentage of 1.8%; it was not in line with Bataineh and Bataineh (2006). In that participants reported the inconsiderable use of the mentioned technique in most of the cases. For example, in the case of being late to meet a classmate, a few numbers of Arab students announced that they would not be late again as to confirm their apology to the offended.

5.2.2.6 Intensification

For the usage of intensifications by the total number of Arab participants, we can notice that they were able of intensifying their apology in different ways. Simple and complex intensifications were performed between the participants such as ‘so sorry, terribly sorry, etc.’

5.2.3 Apology Strategies-Proficiency Level Relationship

Since one of the study's purposes was to examine the relationship between the usage of apology strategies and Arab postgraduate students' PL. Consequently, the first step was to measure their English proficiency levels via using an adopted PT as clarified in the previous chapter. On the bases of their results in the PT, Arab participants were divided into three groups as follows intermediate, upper-intermediate, and advanced.

5.2.3.1 The Qualitative Analysis

The qualitative analysis (namely: frequency and percentage) of participants' responses to the first instrument, which is the DCT showed the most and least used of AS among the three groups. As for the highly used AS, Table 28 and Figure 4 showed that Arab respondents reported a remarkable percentage in three main strategies, which are IFIDs, EXPL, and REPR. While the least percentage of AS used as illustrated at the same table were found in the two remained strategies, which were RESP and FORB.

The current section discusses in depth the percentage of each apology technique used by intermediate, upper-intermediate, and advanced groups. In addition, it provides different examples that clarify its usage in different scenario encompassed in the DCT.

Table 28: Percentage of AS used among intermediate, upper-intermediate, and advanced groups

Strategy	Groups' percentage		
	Intermediate %	Upper-intermediate %	Advanced %
IFIDs	44.4	43.9	39.2
EXPL	36.8	40.5	41.3
REPR	12.4	12.5	13.4
RESP	4.6	1.6	3.1
FORB	1.6	1.2	2.7

5.2.3.1.1 IFIDs

The first most used technique of apology among the three groups (intermediate, upper-intermediate and advanced) was IFIDs with percentages of 44.4%, 43.9%, and 39.2%, respectively. The percentage was comparable between three groups, however, students with intermediate and upper-intermediate level of language proficiency showed a slight increase of use in the given strategy comparing to the advanced ones.

Almost, there were similarities in producing the apology expressions in the ten different scenarios between the three groups. For example, students with intermediate level of proficiency provided expressions such as ‘sorry, forgive me, excuse me, I apologize, please accept my apologize.’

While the upper-intermediate group used the following expression to produce their apology ‘sorry, I apologize, excuse me please, and forgive me please.’ For students with advanced levels of language proficiency, expressions such as ‘apologize, sorry, excuse me, please forgive me, please accept my apology, pardon me please’ were found in various situations.

Therefore, the level of proficiency in the use of IFIDS between the three groups was not seen as a significant factor that affects Arab participants’ apology production and expressions.

5.2.3.1.2 EXPL

The second used AS between the three groups was EXPL as follow: intermediate (36.8%), upper-intermediate (40.5%), and advanced (41.3%). In the light of the mentioned percentage, students with high level of proficiency were able to explain

their apology better compared to the intermediate group. It can be clarified as the more language efficiency existed between students; the more justifications used to produce their apology. Although percentages to some extent were comparable between the three groups regarding their use of EXPL in a number of different situations, the level of proficiency played a slight part in explaining reasons beyond the transgression to the hearer.

5.2.3.1.3 REPR

Participants with intermediate, upper-intermediate, and advanced levels of proficiency used the third strategy of apology with percentages of 12.4%, 12.5%, and 13.4%, respectively. For example, three groups reported high use of this strategy in scenario number eight, which represents forgetting a promise to a child. They were concerned in repairing their fault in the next time as an attempt to confirm their apology to the kids. Consequently, the level of proficiency as a variable did not impact the use and selection of REPR as an apology technique among students with different levels of proficiency.

5.2.3.1.4 RESP

The qualitative analysis showed that RESP as one of the apology techniques was reported with less percentage of use among the three groups. However, the intermediate group with a percentage of 4.6% and the advanced with a percentage of 3.1% were taking responsibility towards their faults compared to students with upper-intermediate level 1.6%.

For example, in the scenario number nine, some students with different levels of proficiency stated that they are ready to pay the fees due to their responsibility of returning the book to the librarian on time. Thus, the level of proficiency did not

impact three groups of language efficiency level in using the RESP as a technique of apology.

5.2.3.1.5 FORB

The last and least used technique of apology reported by Arab participants was FORB with a percentage of 1.6% (intermediate), 1.2% (upper-intermediate), and 2.7% (advanced). The entire groups used the mentioned strategy with a comparable percentage in the statements of the DCT.

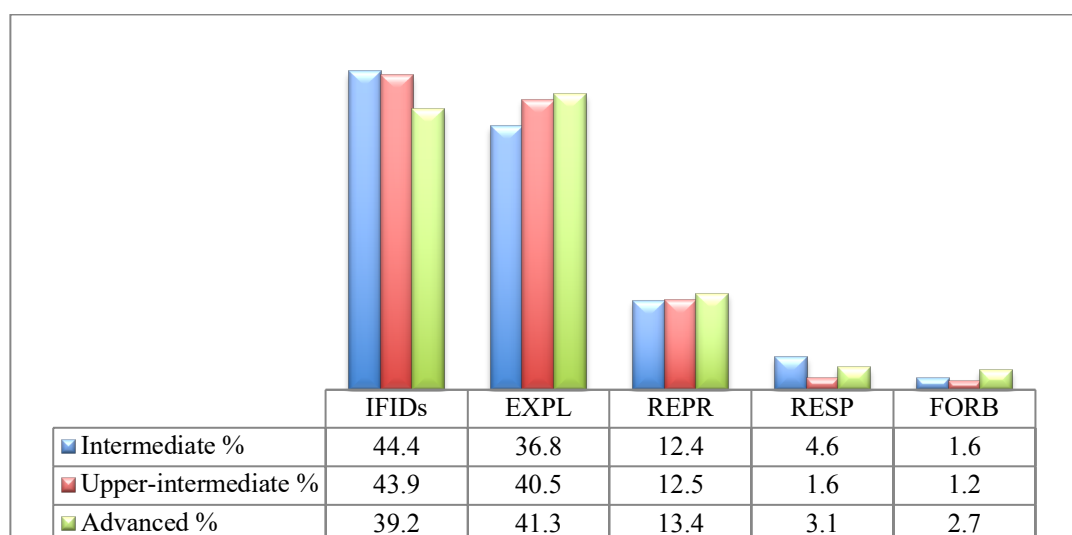


Figure 4: Percentage of AS Used among Intermediate, Upper-intermediate, and Advanced Groups

5.2.3.1.6 Intensification

As mentioned before, the intensification, according to Blum-Kulka and Olshtain (1984), was considered as one of techniques related to apology. Therefore, it is necessary to examine the use of that strategy between Arab students with different levels of proficiency. Figure 5 illustrated percentage of intensification used between intermediate, upper-intermediate, and advanced groups. Considering the first group (intermediate), they provided simple intensifications with a percentage of 21.6% such as ‘I am so sorry, very sorry, and really sorry’ in different cases. However, they

intensified their apology specifically in the last statement of the DCT, which reflects the case of forgetting to return a friend's CD. As for the second group (upper-intermediate), they used simple and different intensifications with a percentage of 34.9%, like 'I am so sorry, very sorry, really sorry, quite sorry, and I sincerely apologize.' The most used of the intensification was clearly reported in the scenario of pushing a lady by students with intermediate level of proficiency.

While students involved in the advanced group performed complex intensifications with a percentage of 43.3% such as 'extremely sorry, truly sorry, terribly sorry, sincerely apologize, deeply apologize.' Also, they dramatically used this technique in the scenario of pushing a lady similar to students with upper-intermediate level of proficiency. This result was in line with Jassim and Nimehchisalem (2016) who approved Arab students used the intensification to express their apology to the offended. However, students with high levels of proficiency were able to use the intensification technique more, producing different expressions of apology compared to the intermediate group, similar to Rastegar and Yasami (2014).

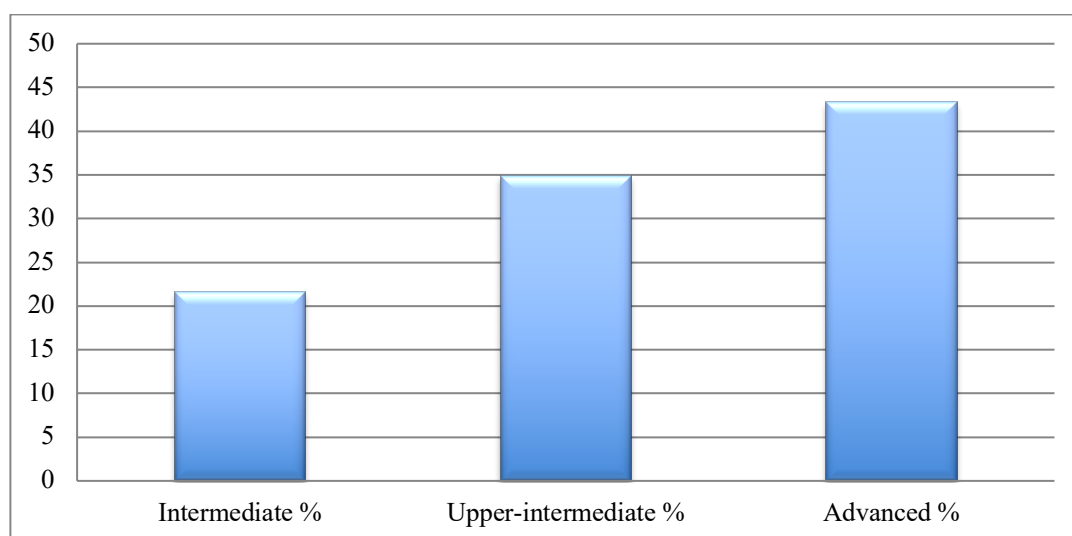


Figure 5: Percentage of the Intensification Used by Intermediate, Upper-intermediate, and Advanced Groups

5.2.3.2 The Quantitative Analysis

After examining the use of AS among Arab students with intermediate, upper-intermediate, and advanced level of proficiency through the use of qualitative analysis, an additional analysis was used to confirm the qualitative obtained results. As mentioned in the chapter of data analysis, one-way ANOVA was also used to find out if there is a significant relationship between the use of AS and PL.

The result revealed that the relationship between using apology and PL was statistically insignificant at $p < .05$. This result was in line with Ahmadi et al (2014), Cedar (2017), Khorshidi et al (2016), Mohebbali and Salehi (2016), and Shabani et al (2017). All of the given researchers confirmed that the level of proficiency was not considered as an influential factor that impacted the production of AS between the respondents.

5.2.4 First Language Impact on Using Apology Strategies

The fourth aim of the study was to explore if the first language of Arab postgraduates plays an influential role in the selection and production of apology. Therefore, as earlier mentioned, the DCT was distributed to the baseline data (NSA and NSE) and compared their responses to the interlanguage study in each scenario as shown in Table 16 and 17.

Through comparing the expressions provided by the baseline data, there was not a negative impact of Arabic as L1 on producing apology in various situations in the TL. Similarities were found between the interlanguage study and the NSE regarding answers provided in different statements. For instance, Arab students used and selected IFIDs as a technique to produce an apology similar to NSE. As an illustration, speakers of native English used expressions of IFIDs such as ‘sorry, I

apologize, forgive me.’ In agreement with the production of interlanguage study, they were able to show their apology through using various expressions such as ‘sorry, I apologize, forgive me, excuse me, pardon me, please accept my apology, etc.’

By looking at how speakers of native Arabic used and offered IFIDs in the DCT, they used expressions dissimilar to NSE such as ‘I apologize from you, I apologize strongly.’ Almost, differences between the baseline data were found related to apology production, due to the cultural differences between the two languages.

Without a doubt, APS with different levels of proficiency approved awareness toward using appropriate formulas considering apology in several situations, and this confirmed their pragmatic competence of the TL. The given result is dissimilar to Mehrpour et al (2016), and Qari (2017) who found a negative L1 impact on producing SA in the English language. The fundamental reason behind this case according to the scholars was the level of pragmatic competence between the respondents.

In spite of that, the study indicated that the PL to some extent played part in performing the correct and complex sentences considering apology. To state this matter differently, Arab participants with intermediate level of proficiency produced correct sentences and answers related to apology, it was brief and limited in the entire situation. While, the advanced group was more professional in creating different and extended phrases to express their apology to the offended and reasons behind it. In alignment with Rastegar and Yasami (2014), who stated that advanced

students were able to producing various and different expressions compared to other groups of language proficiency.

5.3 Discussion-Structured Interview

As stated earlier, the objective of applying structured interviews, as a qualitative instrument is to examine similarities and differences between both Arab male and female participants in using apology. The study used the same AS classification of Olshtain and (1983), and Blum-Kulka and Olshtain (1984), then counted the most frequent answers obtained by participants. Therefore, the next part of this discussion is to argue respondents' results for each situation considering their apology expressions.

5.3.1 Apology Strategies-Gender Relationship

Since one of the study's purposes was to examine if there is a relationship between the use of apology and the gender variable, therefore, this part discusses the data qualitatively and quantitatively achieved in the previous chapter. Also, it attempts to compare between findings of conducted studies and the current one.

5.3.1.1 The Qualitative Analysis

The frequency and percentage of male and female participants' responses to interview questions clarified the most and slightest use of AS. Considering the most AS use, the qualitative analysis showed that IFIDs, EXPL, and REPR were the most used and preferred by men and women respondents.

On the left side, RESP and FORB were the less reported by them in different situations as previously stated. In the following part, it seeks to produce in-depth discussions of the most and least AS used by Arab male and female participants with examples taken from the data collected.

5.3.1.1.1 The Use of AS by Arab Female Postgraduates

The qualitative analysis of the interview data collected by Arab females indicated that the highly reported AS were IFIDs, EXPL, and REPR, while the least used strategies were RESP and FORB as in Figure 6. For the first used technique of apology that is IFIDs, females were able to produce it with a percentage of 40.1%. The existence of IFIDs mostly noticed in ten scenarios, however, in cases such as damaging a friend's book, being late to meet a classmate, being late to meet with a teacher, and pushing a lady, IFIDs was used by the entire women participants. Expressions provided by them were diverse such as sorry, apologize, excuse me, forgive me, and accept my apology please.

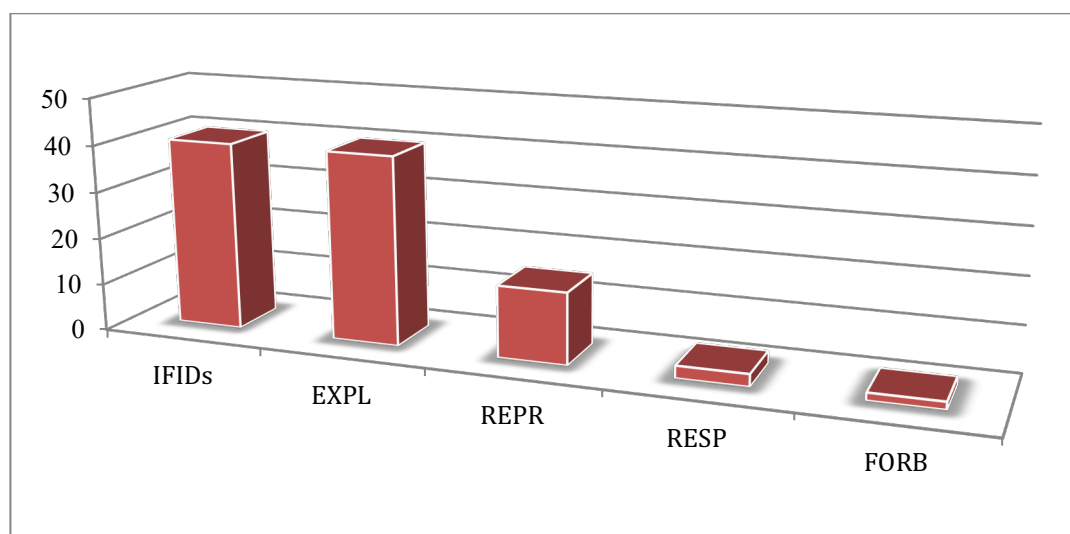


Figure 6: Percentage of AS Used by Arab Female Participants

Considering the second highly used AS, females used the EXPL used with a percentage of 40.1%. The analysis clarified that they were concerned with presenting their explanations in various statements. However, situations such as being late to meet a classmate, being late to exam, refusing a friend's invitation, and being late to return a friend's CD were mostly used by all the female students. For example, in the

case of being late to the exam, women participants stated their reasons for not attending the exam such as being sick. Also, they attempted to produce their medical health reports to justify the situation to the teacher. Besides, some girls preferred to thank the teacher for waiting for them as an appreciation and mitigation of the transgression.

In regards to REPR, the female participants used this technique of apology with a percentage of 15.2%. Although, it reported a less degree of usage compared to IFIDs and EXPL, it existed in different cases between Arab women. They pursued to compensate for their fault in various cases, especially in the case of ‘pushing a lady, and forgetting a promise to a child.’ For example, in the pushing a lady scenario, most of Arab females showed their desire to help the lady through taking her to the hospital for a check.

At the same time, RESP was used with an average of 2.6% between females. The given percentage approved that the degree of responsibility towards the offense was not mentioned in the various situations. However, a number of women particularly in the case of being late to return a book to a librarian were responsible of that fault. They stated that they were ready to pay the fees as to produce their regret.

The last reported AS was FORB, Arab women reported the slightest used of FORB with a percentage of 1.6%. It was existed in two situations that were ‘being late to meet a classmate and being late to return a book to a librarian.’ A few numbers of girls stated that they would not repeat this fault again.

Considering the use of the intensification, Arab girls used it with a total frequency of

25 in most of situations. They provided the following examples 'so sorry, very sorry, really sorry, extremely sorry, really apologize, sincerely apologize' to confirm their soreness to the offended.

5.3.1.1.2 The Use of AS by Arab Male Postgraduates

Through analyzing the data collected via interviewing Arab male participants, three main strategies of apology were found: EXPL, IFIDs, and REPR, while the two remained techniques were less reported by them (RESP and FORB) as shown in Figure 7. EXPL was taking the first place of AS used between Arab male students, it was reported with a percentage of 43.5%. The entire participants used this technique in situations such as being late to exam, refusing a friend's invitation, and the inability to attend a friend's ceremony. Different explanations were provided to express their apology and to produce the reasons behind that case. For example, in being late to exam scenario, the whole Arab respondents stated that their illness was the main cause of not attending the exam.

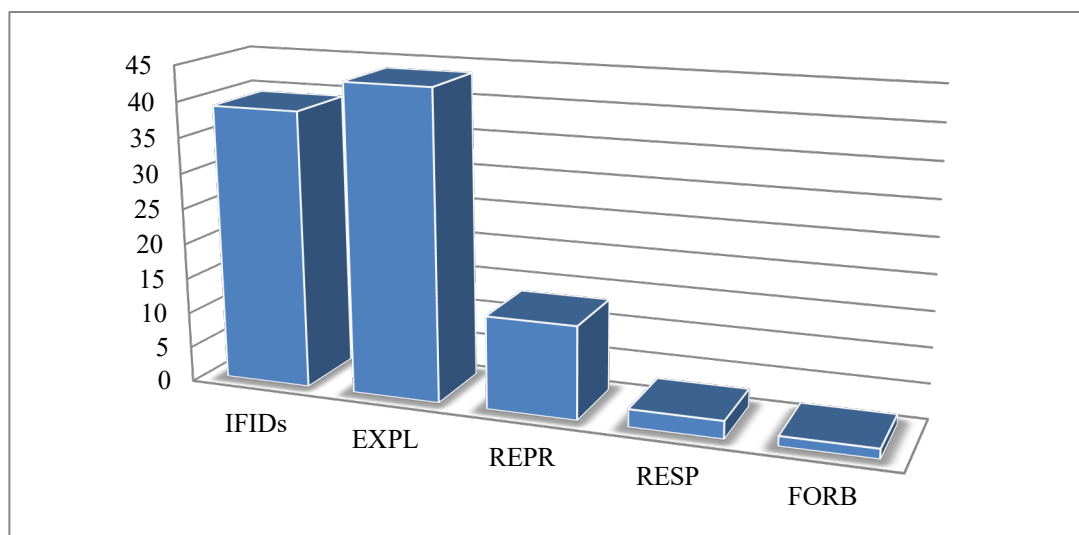


Figure 7: Percentage of AS Used by Arab Male Participants

The second AS used was IFIDs with an average of 39.1%; in ten statements, men

participants directed to offer such expressions ‘sorry, I apologize, please forgive me, please accept my apology, and pardon me please’ to confirm their apology to the offended. For example, participants were asked to provide apology expressions in the case of pushing a lady, their answers were as follow ‘sorry, apologize, please forgive me, and excuse me.’

As for the third used AS, it was REPR with a percentage of 13.1%, Arab male participants to some degree showed their desire to compensate for the damage to the offended. The give technique was mostly used in the situation number eight, which represents ‘forgetting a promise to a child’. Most of the participants offered their reparation such as saying ‘I will take you out next week’ to decrease the degree of the fault they made. On the other hand, RESP as a strategy of apology reported a low percentage of use (2.5%) by Arab male students. Only three participants declared their responsibility toward the offense in the case of forgetting to return a book to the librarian, they provided answers such as ‘it was my mistake, and I will pay the fees.’

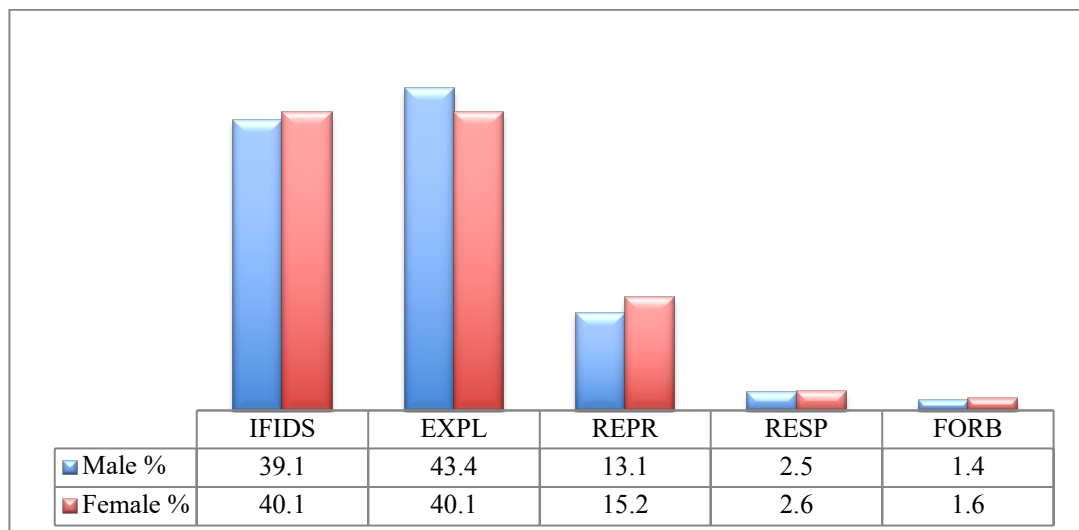


Figure 8: Percentage of AS Used by Arab Male and Female Participants

The least used technique of apology between men was FORB with a percentage of

1.4%. For example, two males' answers in the case of forgetting to return a book to the librarian were "it will not happen again" as an apology to minimize their fault.

In regards to the use of the intensification by Arab male students, the analysis as previously provided showed that total frequency of using that technique was 25. It was obviously reported in the case of pushing a lady. Also, in different situation, Arab male participants used such intensifications 'really sorry, very sorry, so sorry, truly sorry, terribly sorry, really apologize' to express their sincere apology to the offended.

To sum up, the qualitative analysis of the interview data revealed that although there were slight differences in using AS between male and female, both used IFIDs, EXPL, and REPR as techniques of producing their apology to the offended. On the left side, Arab female and male participants reported less use of AS in FORB and RESP as in Figure 8. Selecting and offering similar AS between two groups was in alignment with Aboud (2019), Alzebaree and Yavuz (2017), Chamani (2014), Ghanbari et al (2015), Langat et al (2017), and Majeed and Janjua (2014), who found comparable results between men and women in terms of using and producing apology in varied cases.

Also, the frequency of intensification used between Arab female and male participants was equal and they mostly intensified their apology in a comparable way as seen in Figure 9. This result was different from Bagherinejad and Jadidoleslam (2015) who indicated that girls were more able to use intensifications in apologizing compared to male participants.

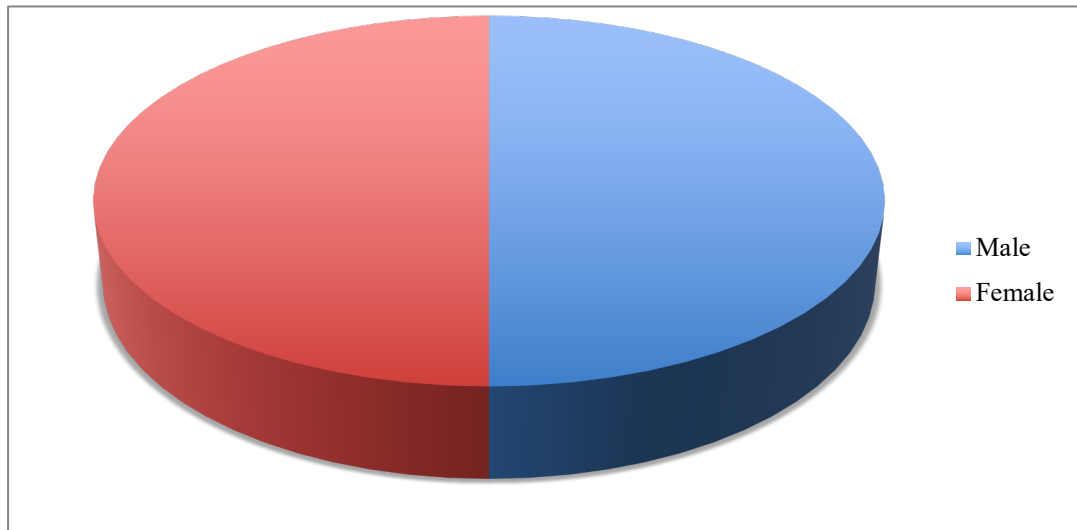


Figure 9: Frequency of Intensification Used between Arab Male and Female Participants

Regarding apology expressions provided by Arab females, they were much the same as the male in each situation. Therefore, from a qualitative perspective of analysis, the gender was not found as an influential factor that affected the use of AS between Arab participants.

5.3.1.2 The Quantitative Analysis

In the subsequent part, the study provides a discussion related to the relationship between the use of AS and the gender variable from the perspective of the quantitative analysis (t. test statistics) as produced and clarified in the previous section.

5.3.1.2.1 The Effect of Gender on Using AS between Arab Postgraduates

As mentioned before, although there were slight differences found between the use of AS between male and female participants, they were able to use similar strategies of apology in different scenarios. To confirm the given obtained results, the study also directed to use a quantitative test to eliminate any suspicious regarding qualitative findings. Therefore, the t. test statistics was used for an independent

sample to compare between males and females answers in terms of expressing apology.

The findings of t. test as illustrated earlier in Table 27 showed comparable results between men and women. For example, the mean was equal for the two parties; also, to a great extent the standard deviation was matching between males and females results. For the p-value, the analysis confirmed that relationship between the use of apology strategies and the gender was statistically insignificant at $p < .05$. In other words, usage and selection of AS by Arab males were comparable to Arab females in various cases. In alignment with Aboud (2019), Alzebaree and Yavuz (2017), Chamani (2014), Ghanbari et al (2015), Langat et al (2017), and Majeed and Janjua (2014) who found similarities between men and women in terms of using and producing apology in various situations.

5.4 Summary

This chapter aimed to provide a deep discussion to the procedure of data analysis. In this part of the current work, it firstly discussed the results obtained for the first qualitative method, which is the DCT to investigate the use of AS between Arab students and to examine the effect of PL and L1 on producing the given techniques. As for discussing the data collected via the second instrument, which is SI, arguments and discussions were provided to approve the insignificant impact of the gender variable on the use and production of AS between Arab participants.

Chapter 6

CONCLUSION, IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCHES

6.1 Introduction

Since the beginning of the current study, our concern was to consider the usage of AS by Arab respondents in EMI context. The focus was on examining the impact of gender, PL, and L1 on apology production. Thus, this study used various techniques (namely: PT, DCT, and structured interviews) to achieve its objectives. Consequently, this section presents the ultimate outcome of the current work with brief discussion to each result.

This chapter also aims to offer some practical implications on the basis of revealed findings. In that it may help English teachers, Arab students and curriculum makers to avoid difficulties related to foreign language and their culture. Moreover, this section presents a number of limitations found in this work. Also, it provides suggestions for future researches for attaining more fruitful outcome for English learners and their usages of apology.

6.2 Conclusion

The study was conducted to highlight the pragmatic competence of Arab postgraduates considering selecting and producing apology SA in the context of EMU, where English is EMI. Additionally, it aimed to find out if there is any significant relationship between the use of apology strategies, gender, and PL by

Arab respondents. Also, it examined the positive/negative effect of the participants' L1 on expressing apology.

Through using the qualitative approach that encompassed PT, DCT, and interviews, the data were collected from Arab respondents. For data processing, qualitative (frequency and percentage) and quantitative (SPSS) analysis was employed at the same time.

The current study revealed that Arab respondents were able to use and perform a number of techniques related to apology in various situations. However, three fundamental techniques related to apology were obviously used by them as following: IFIDs, explanations and compensations. While the remained strategies (RESP and FORB) revealed low percentages of use in most of the situations.

Further, the findings indicated that PL was found as an insignificant factor regarding producing AS by Arab participants. Consequently, students with intermediate, upper-intermediate, and advanced levels of proficiency selected and presented similar apology technique in different scenarios. Besides, the participants with different levels of proficiency used intensifications as a strategy to show their regret to the offended.

However, advanced students most frequently intensified their expressions compared to the intermediate group. Furthermore, the study's results regarding the use of AS and gender variable showed that the relationship between those parties was found to be insignificant. For instance, Arab males and females students offered comparable responses to each situation related to apology. Also, the frequency of intensifications

used was similar between two groups. At the same time, apology expressions were to a great extent produced between men and women respondents in different scenarios.

In regards to the native language impact on producing apology between Arab postgraduates, the study showed the insignificant impact of Arabic mother tongue on producing apology. By comparing responses provided to the DCT by three groups (NSE, NSA, and APS), APS was closer to NSE in terms of producing AS rather than NSA. Therefore, in the light of the given result, Arab participants showed possess pragmatic skills in expressing their apology to the offended through using different forms and phrases in different social scenarios.

6.3 Implications

On the bases of achieved findings, APS proved their capabilities of selecting the appropriate technique of apology in a number of various cases. This result encourages teachers of English language specifically in Arabic countries to focus more on improving different competences related to TL not only the grammatical one. This improvement can be achieved through the exposure to new types of acts such as apology.

To state this matter differently, EFL teachers should produce pragmatic concepts like apology, request, etc., in the teaching process. At the same time, they should teach Arab students how to offer apology, express regret, and use different technique to maintain a good relationship with the hearer. At this point, learners' language skills would be improved and qualified to be advanced TL users.

The given implication can be achieved by paying more attention on modern teaching methods of English. Consequently, English teachers in foreign contexts (namely:

Arabic countries) should develop their styles and focus on the teachability of pragmatic concepts.

Additional implication can be produced by the current study, which is related to syllabus designers. They should reconsider the curriculum of English language, where it is considered as a foreign language at some contexts particularly Arab contexts. To state this matter differently, mostly all English courses focus more on teaching the language from the grammatical, reading, writing, and to some extent, speaking perspectives.

Although improving these skills is considered as a fundamental condition in mastering the English language, it will not be enough to use it as a professional speaker. What we mean, learning the foreign language without knowing its culture might lead to appear problems related to misunderstanding at some cases as previously stated by Xu and Wannaruk (2015).

Therefore, curriculum makers should design new educational courses, gathers both language and culture in one perspective of English learning. For example, they might design courses that produce the concept of apology for learners, present types and expressions used to offer apology to the offended. In turn, learners would be able to understand the cultural differences between their L1 and the TL in some situations related to SA such as apology. Consequently, supplementary competences such as interlanguage skill would be improved due to the understanding of cultural perspective considering the English language. Thus, they might be more like professional TL users than only learners due to their ability to produce the correct SA in various scenarios.

Also, this study provides implications related to the institution of EMU where it uses English as EMI. The institution should provide more professional English courses to those who enrolled in master and doctoral programs. As we were one of the postgraduate students who first studied English to improve our level of proficiency. From our opinion, it was not considered as supportive courses, in that it only emphasizes on improving four skills of English language (namely: reading, writing, speaking, and listening). But, as students with Arabic backgrounds, we have a lot of challenges in expressing our ideas to teachers or colleagues in the first year. It can be explained as the limited knowledge of the TL and the restricted practice of using it.

Therefore, the institution (EMU) should provide training programs to national and international students on the importance of using the language in the society. This can be a factor in increasing students language skills and improving their awareness on pragmatic concepts of English. In turn, the learning process of English will shift from the grammatical perspectives to the cultural and sociocultural aspects. Consequently, a number of difficulties related to English language between the students, specifically Arab students would decrease. Thus, they will be able to use it and communicate with speakers such as American or British without a misunderstanding or failure.

6.4 Limitations and Future Researches

The current study was focused on examining the use of AS between APS in relation to the gender and PL as social factors in EMU where English is EMI. Further, the impact of L1 on apology production was the major concern of this work. Although there were special efforts while conducting this study, there were some limitations that needed to be highlighted.

The first limitation is the qualitative instruments used to achieve the study's purposes that are DCT and SI. While the DCT contributes to collecting the data in a short period of time, there are a number of disadvantages related to its use in this context of study. For instance, there are ten open-ended questions involved in the DCT, which require from participants responding to each situation based on their knowledge and skills. Each scenario reflects a specific situation and a social class such as student to teacher, student to classmate, friend to friend, father to son/daughter, and so on.

As for the future studies, from our perspective of view, they might want to develop a DCT that contains more scenarios such as wife to husband, neighbor to neighbor, brother to sister/brother etc. the reason beyond developing a DCT, is to discover more Arab participants' responses regarding their producing of apology in other different social cases.

For structured interviews, the study employed it as a data collection tool after using the DCT. The purpose of using it was to obtain more detailed answers by Arab males and females regarding their uses of AS. Due to the limited time of conducting the current study, the researcher developed ten oral questions related to similar scenarios encompassed in the DCT; more focus was given to apology expressions produced between the two groups.

For future studies, in our opinion, they should use semi-structured interview as an additional instrument to achieve more extensive answers regarding the use of AS and social factors such as the gender. The given qualitative method enables the

researcher to ask more questions related to a particular situation, in that more answers will be obtained from the respondents.

The second limitation of this study is that Arab participants enrolled in MA and PhD programs in a number of faculties of EMU. Different Arabic cultures were participated in the current work, which were considered as strength and weakness point at the same time. For the strength of including participants from various Arabic backgrounds, it contributes to gathering different cultural responses related to the use of apology. On the left side, each Arabic country reflects a dissimilar culture, and every dialect of Arabic needs to be focused on and investigated. For us, firstly we wanted to focus on a particular Arabic context, but there were a few numbers of participants who speak a specific dialect enrolled in EMU. Consequently, we had to include additional Arabic dialects to reach a huge number of postgraduates and achieve more responses related to apology production.

For future studies, we believe that highlighting the use of AS by an individual Arabic culture such as the Syrian context and compare it to American, British, or Australian cultures might contribute to realizing typologies of apology used in different scenarios and recognizing sorts of competences existed in the above-mentioned culture.

Besides, future directions might want to focus on comparing the use of apology between foreign learners of two different Arabic dialects. From our opinion, the process of comparing the mentioned point contributes to exploring new types of apology between two societies with different traditions and styles of producing soreness or regret to the offended.

Thirdly the context where the study was conducted is considered as a limitation from our point of view. To clarify that point, it was carried out in EMU where English is EMI, we only focused on involving Arab participants who are studying at the above-mentioned institution. However, there are a number of Arab students enrolled in other Cyprus Universities. The reason for not including them in our study is returned to the limited time in collecting data during the period when this study was conducted.

Therefore, future researchers might specifically focus on including Arab students studying at other Cyprus universities where English is EMI. The advantage of that suggestion represents in expanding the number of Arabs. Consequently, results would be more reliable and generalized on Arab students enrolled in EMI contexts of Cyprus.

6.5 Summary

The last chapter of the current work attempted to conclude the basic results achieved in this study. It has been discovered that Arab postgraduates used apology in different situations. Furthermore, they reported high percentage of AS used in IFIDs, EXPL, and REPR, while they insignificantly used both RESP and FORB. Moreover, findings indicated that both PL and gender as social factors negatively influenced the production of AS between Arab respondents. At the same time, respondents' L1 played an insignificant part in using and expressing apology in different social situations.

On the bases of the findings, the study presented implications related to teachers of English language (particularly in Arab contexts) to focus more on increasing

different students' language skills. Also, syllabus makers should design courses that gather both the language and culture in one perspective of English learning process. Besides, there should be training programs provided by the institution that focus on using the language in the society.

Although the current work achieved varied purposes related to apology strategies via using different research methods, there were some limitations that needed to be highlighted for future scholars such as the data collection methods. Consequently, using a further instrument such as semi-structured interviews will increase the value of this research through obtaining more answers from respondents considering apology production. Also, the type of participants is seen to be a limitation, therefore, future studies might want to focus on one or two Arabic contexts and compare collected responses to NSE.

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APPENDICES

Appendix A: Placement Test

INFORMED CONSENT FORM

You are requested to participate in a study conducted by Farida Aboud, a PhD student in FLE (Foreign Language Education Department, Faculty of Education), Eastern Mediterranean University, North Cyprus. You have been selected as a prospective participant since this study aims to explore the use of apology strategies between Arab postgraduate students in relation to the level of proficiency.

The researcher will use a *Placement Test* to measure the proficiency level of Arab postgraduate students. Should you give your consent to participation, you will be requested to complete a test. I ensure you that your identity will remain confidential and prospective data related to your participation will be used for research purposes only. You may withdraw from the study at any time you want.

Farida Aboud

Assoc. Prof. Dr. Javanshir Shibliyev

PhD Candidate

PhD Dissertation Supervisor

Department of Foreign Language Education

In the light of the given instructions, I agree to participate in the current study.

Date:

Name, Surname, and Signature of Participant

Signature of Researcher

PLACEMENT TEST

Complete questions 1 to 5 by filling in each gap with the correct word(s).

Complete questions 6 to 50 by choosing the word or phrase that best completes the sentences or answers the questions.

1. _____ is your name? My name is Marie.

2. _____ are you from? I'm from Paris, France.

3. _____ old are you? I am 20 years old.

4. _____ brothers and sisters have you got? I've got one.

5. What is _____ name? Pierre.

6. Dave: _____ you like football?

- Are
- Do
- Does
- Is

7. My father _____ in an office. He works in a factory.

- no work
- nor works
- don't work
- doesn't work

8. I _____ to the cinema yesterday. I played computer games instead.

- didn't go
- don't go
- not go
- no go

9. Last week I _____ to the beach with my friend Sandra.

- were
- goes
- went
- was

10. I haven't got _____ money. Could you pay for dinner?

- any
- a
- no
- some

11. Where _____ to university?

- are you go
- did you

- went you
 - did you go
12. Bill _____ Ben.
- is more taller than
 - is taller than
 - is the taller than
 - is more tall than
13. I dreamt _____ last night. You won the World Cup.
- on
 - about
 - to
 - cover
14. Turn _____ your mobile phone, please.
- out
 - of
 - at
 - off
15. Carla: "I can't speak Japanese."
Tony: "_____ can i."
- so
 - either
 - too
 - neither
16. Fred: '_____'? John: ' Oh, about 45 minutes.'
- When is it
 - How long time is it
 - How long time does it take?
 - What time is it
17. What does your brother like?
- He is very nice
 - He is very well
 - He is a good boy
 - He likes football
18. Why _____ go to Galway at the weekend?
- do we
 - don't we
 - aren't we
 - are we
19. I'm looking forward to _____ to Ireland next month.
- will be going
 - going
 - go
 - will go
20. Would you mind _____, please?
You're not allowed to smoke here.

- not smoke
- not to smoking
- not to smoke
- not smoking

21. This food is delicious! It's the first time _____ here.

- I ate
- I did eat
- I have eaten
- I eat

22. I have been in Dublin _____ 3 days.

- since
- during
- ago
- for

23. If I won €1 million, I _____ my mom a house on the coast.

- buy
- would buy
- will buy
- am buying

24. I hope _____ you again soon.

- to meeting
- meeting

- meet
- to meet

25. When I went to New York I _____ get a visa.

- must
- must have
- had to
- must have to

26. Have you thought about _____ your car?

- selling
- to sell
- to be selling
- sell

27. Now that I think about it, I remember _____ the front door when I left this morning, so I know the keys can't be in the house.

- locking
- to have locked
- to lock
- locked

28. If you want to drive a car, you must have a driving _____.

- permission

permit

registration

license

29. We're running _____ petrol!

We need to find a petrol station.

out with

out of

out

without

30. Whether Pele's the greatest player
ever is a _____ of opinion.

matter

subject

case

choice

31. Which word does not have the
same vowel sound as the others?

shall

wall

fall

tall

32. Which word does not have the
same sound as the others?

come

some

home

sun

33. Which word does not have the
same vowel sound as the others?

love

money

busy

butter

34. Which word does not have the
same vowel sound as the others?

low

toe

throw

now

35. Which word does not have the
same vowel sound as the others?

said

head

red

great

36. You're late for class. You _____
got up earlier.

must have

should have

should

must

37. Every time I see him, he's got a new girlfriend. All his relationships seem to _____ wrong after a month or two.

- turn
- end
- go
- come

38. That was the best concert I've ever been to. It was _____ wonderful.

- fairly
- very
- much
- absolutely

39. He left _____ goodbye to us.

- not say
- no saying
- without saying
- no say

40. After four attempts, she finally succeeded _____ passing her driving test.

- on
- to

with

in

41. It was a _____ race. I nearly won, but John just beat me by a metre or so.

- near
- close
- closed
- nearly

42. I hated maths at school. The teacher _____ so much homework.

- made us to do
- made us do
- made us doing
- has made us to do

43. The police are looking _____ several burglaries in the area.

- into
- for
- up
- after

44. You can always get your money back if you keep the _____.

- bill
- ticket

- recipe
 - receipt
45. She _____ me for the accident.
- accused
 - denied
 - blamed
 - complained
46. Would it _____ you if we came on Saturday morning?
- fit
 - suit
 - like
 - agree
47. You _____ me she was married before I asked her out.
- ought to tell
 - can to tell
 - can have told
 - could have told
48. You'd better invite him to the party as well, _____ you?
- wouldn't you
 - hadn't you
 - shouldn't
 - would
49. I didn't pass my exams this time, but that doesn't _____ out the possibility of getting into Trinity College next year.
- cancel
 - put
 - rule
 - strike
50. Take the short _____ through the park. It'll save time.
- cut
 - path
 - way
 - distance

Appendix B: DCT

INFORMED CONSENT FORM

You are requested to participate in a study conducted by Farida Aboud, a PhD student in FLE (Foreign Language Education Department, Faculty of Education), Eastern Mediterranean University, North Cyprus. You have been selected as a prospective participant since this study aims to explore the use of apology strategies between Arab postgraduate students in relation to the level of proficiency.

The questions of the DCT were adopted from the Harb's study (2015) to fulfill the aims of the current study. Should you give your consent to participation, you will be requested to complete the questions. I ensure you that your identity will remain confidential and prospective data related to your participation will be used for research purposes only. You may withdraw from the study at any time you want.

Farida Aboud

Assoc. Prof. Dr. Javanshir Shibliyev

PhD Candidate

PhD Dissertation Supervisor

Department of Foreign Language Education

In the light of the given instructions, I agree to participate in the current study.

Date

Name, Surname, and Signature of Participant

Signature of Researcher

5. A friend of yours called to invite you over for dinner and you accepted the invitation. Right before you were about to head out to his/her place, your mother called for an urgent matter that demanded your physical presence. How would you apologize to your friend?

.....

6. Your best friend (from childhood) was getting married on Friday. You had arranged to attend the ceremony, but unfortunately your father was hospitalized hours before the ceremony. What would you say (i.e. apologize) to your childhood friend?

.....

7. Your math class starts at 8am sharp. It took you a while to find a parking spot. Luckily, you found a spot, but it was too far from your classroom. While rushing to the classroom, you pushed an old lady in the parking lot and unfortunately she fell to the ground. How would you apologize to her?

.....

8. You promised your little brother/sister (nephew or niece) to take them out for ice cream on Saturday between noon and 5pm, since you are off work on Saturdays and Sundays. However, your work supervisor called and requested that you work on that particular Saturday because two of your co-workers had called in sick. You honored your supervisor's request and totally forgot your promise to your little brother/sister (nephew or niece). What would you say to them?

.....

9. You checked out a book from the library that was due (to be returned) on Monday. You totally forgot and did not remember till Wednesday – the day you got an email reminder from the librarian. To avoid late fee charges, what would you say to the librarian?

.....

10. You borrowed a CD from your friend. You were supposed to give it back in exactly one week (i.e., seven days). Two weeks (14 days) went by and you had not returned the CD. Your friend saw you at a local community gathering and asked for his/her CD. How would you apologize?

.....

Appendix C: Arabic DCT

يُرجى قراءة الحالات التالية بعناية فائقة/

تخيل نفسك في مثل هذه السيناريوهات وأكتب تماماً كيف سيكون ردك على الحالات المبينة أدناه. لا توجد إجابات صحيحة أو إجابات خاطئة. سيتم استخدام نتائج الاستبيان لأبحاثي الشخصية فقط ولن يتم نشرها.

معلومات عامة:

الجنس : () ذكر () أنثى
الدرجة العلمية: () الماجستير () الدكتوراة

1. كنت قد اقترضت كتاباً من زميلك، لسوء الحظ قام طفلك (أو أخوك الصغير أو ابن أخوك أو ابن أختك ...

الخ) بالرسم على عدد من صفحات الكتاب. ماذا ستقول لصديقك عندما ستعيد الكتاب؟

.....

2. كان من المفترض أن تلتقي زميلك في المكتبة في تمام الساعة الثانية عشرة ظهراً. لم تستطع الوصول إلى

المكتبة حتى الساعة 12:30. ماذا ستقول لصديقك؟

.....

3. كان لديك امتحان يوم الاثنين. للأسف كنت مريضاً، ولم تستطع الحضور. ماذا ستقول لأستاذك عندما تراه في

المرّة القادمة؟

.....

4. كان لديك موعد الساعة 10:30 صباحاً مع معلم اللغة الأجنبية لمناقشة موضوع البحث الخاص بك. بسبب

أزمة مرورية خانقة (ناجمة عن وقوع حادث على الطريق السريع)، تأخرت 25 دقيقة. لحسن الحظ مدرس

اللغة الأجنبية كان لا يزال في انتظارك في مكتبه. ماذا ستقول لمعلمك؟

.....

5. اتصل بك صديق ودعاك لتناول العشاء وأنت قبلت الدعوة. عندما كنت على وشك الخروج لتلبية الدعوة،

تلقيت اتصالاً من والدتك لأمر مهم يتطلب حضورك الشخصي. كيف ستعذر لصديقك؟

.....

6. صديقك (منذ الطفولة) سيتزوج يوم الجمعة. كنت قد رتبت لحضور الحفل، ولكن للأسف كان والدك قد أدخل المشفى قبل الحفل بساعات محدودة. كيف ستعتذر لصديق طفولتك؟

.....

7. يبدأ درس الرياضيات في تمام الساعة 8:00 صباحاً. استغرق منك الأمر بعض الوقت للعثور على مكان لتصطف بسيارتك. لحسن الحظ، وجدت مكاناً لكن المسافة كانت بعيدة عن الصف. تطلب الأمر منك أن تهرع للصف مما تسبب أن دفعت امرأة مسنة وسقطت على الأرض. كيف ستعتذر منها؟

.....

8. وعدت أخوك الصغير (أو ابن أو ابنة أخوك) بشراء الأيس كريم (البوظة) يوم السبت بين الظهر والخامسة مساءً كونه يوم عطلة لديك. صادف أن اتصل مديرك في العمل وطلب منك القيام بمهام موظف آخر تغيب عن عمله عن غير قصد. قمت بتلبية طلب مديرك ونسيت تماماً وعذك لأخوك الصغير (أو ابن أو ابنة أخوك). ماذا ستقول له أو لها؟

.....

9. استعرت كتاباً من المكتبة وكان من المقرر أن تعيده يوم الاثنين. لإنشغالك بأمر آخرى، فقد نسيت تماماً ولم تتذكر إعادته حتى يوم الأربعاء وهو اليوم الذي تلقيت فيه رسالة تذكير من أمين المكتبة. لتجنب غرامات التأخير، ماذا ستقول لأمين المكتبة؟

.....

10. اقترضت سي دي من صديقك وكان من المفترض عليك إعادته خلال أسبوع واحد (أي سبعة أيام). مر أسبوعين ولم تقم بإعادته. بالصدفة رآك صديقك في السوق وطلب منك إعادة السي دي. كيف ستعتذر منه؟

.....

Appendix D: Structured Interview

INFORMED CONSENT FORM

You are requested to participate in a study conducted by Farida Aboud, a PhD student in FLE (Foreign Language Education Department, Faculty of Education), Eastern Mediterranean University, North Cyprus. You have been selected as a prospective participant since this study aims to explore the use of apology strategies between Arab postgraduate students in relation to the gender variable.

The structured interview as a qualitative instrument will be used to achieve the given purpose between male and female respondents. Should you give your consent to participation, you will be requested to answer the interview question. I ensure you that your identity will remain confidential and prospective data related to your participation will be used for research purposes only. You may withdraw from the study at any time you want.

Farida Aboud

Assoc. Prof. Dr. Javanshir Shibliyev

PhD Candidate

PhD Dissertation Supervisor

Department of Foreign Language Education

In the light of the given instructions, I agree to participate in the current study.

Date:

Name, Surname, and Signature of Participant

Signature of Researcher

Interview Questions

General information

Gender: Male Female

Level of education: MA PhD

Country:

Questions

1. Imagine that you ruined a friend's book, how would you apologize? What apology expression would you say?
2. You were late to meeting a friend, how would you apologize? What apology expression would you use?
3. You were sick and could not meet with your teacher, are there any specific expressions would you like to say at this situation? How would you produce your apology?
4. You could not meet with your teacher because of the rush hour. How would you explain your situation and apologize?
5. You refused a friend's invitation for dinner because your mother has an urgent situation? How would you explain your situation and apologize?
6. You rejected your best friend's ceremony because your father was hospitalized, what apology expression would you use to explain your statement?
7. You pushed an old woman because you were running to attending a class, what would you say to her?

8. You supposed to have an ice cream with your child but you forgot due to a work circumstance, what would you say in this scenario?
9. You were late to return a book to a librarian, how would you express you apology to avoid the penalty?
10. You were late to return a friend's CD, how would you apologize?

Appendix E: The Ethics Committee Approval

 <p>Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"</p>	<p>Eastern Mediterranean University "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2018-0248
Subject: Application for Ethics.


15.10.2018

RE: Farida About
Foreign Languages Education

To Whom It May Concern:

On the date of **15.10.2018**, (Meeting number **2018/59-63**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Farida About, from the Department of Foreign Languages Education, to pursue with her Phd. thesis work "**The Use of Native Language Politeness Strategies by Syrian EFL Postgraduate Students in English Classroom Discussions**", under the supervision of Assoc. Prof. Dr. Javanshir Shibliyev. This decision has been taken by the majority of votes.

Regards,


Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee

ŞT/ba.

www.emu.edu.tr

Appendix F: Structured Interview Transcription: An Example of a Female's Responses

Interviewer: We are conducting this study to explore the use of apology strategies by Arab postgraduate students in relation to the gender variable. Therefore, the structured interview as a qualitative instrument will be used to achieve the given purpose and all of your responses will be recorded. Could you please produce yourself?

Participant: *Well, first of all, hello, I am a student enrolled in the master program of the industrial engineering and I am from Morocco.*

Interviewer: Well, nice to meet you, now I am going to ask you some questions related to our topic, and the first one is 'imagine that you ruined a friend's book, how would you apologize? What apology expression would you say?'

Participant: *Ok, for this scenario, I would say I am really sorry for ruining your book. I will buy you a new one.*

Interviewer: The second scenario is 'you were late to meeting a friend, how would you apologize? What apology expression would you use?'

Participant: *Well, I would say I apologize my friend but it was the traffic.*

Interviewer: The third scenario is 'you were sick and could not meet with your teacher, are there any specific expressions would you like to say at this situation? How would you produce your apology?'

Participant: *Ok, I would say good morning my dear teacher, I really apologize, I was sick.*

Interviewer: The fourth one is 'you could not meet with your teacher because of the rush hour. How would you explain your situation and apologize?'

Participant: *I would say I am sorry, I could not come on time because of the traffic, and the bus was late.*

Interviewer: The fifth scenario is ‘you refused a friend’s invitation for dinner because your mother has an urgent situation? How would you explain your situation and apologize?’

Participant: *I would say to her, dear friend I really would like to accept your invitation for the dinner, but I have an urgent situation. I apologize, my mother needs me and I have to be with her.*

Interviewer: The sixth is ‘you rejected your best friend’s ceremony because your father was hospitalized, what apology expression would you use to explain your statement?’

Participant: *Well, for this situation I would say congratulation my friend, I am very sorry, I cannot be with you because my father is really sick.*

Interviewer: The seventh scenario is ‘you pushed an old woman because you were running to attending a class, what would you say to her?’

Participant: *Ok, this scenario is really bad, I would say please forgive me my mother, let me help you please.*

Interviewer: The eighth scenario is ‘you supposed to have an ice cream with your child but you forgot due to a work circumstance, what would you say in this scenario?’

Participant: *Well, I would say to her I am sorry, I have to work. But we will go this weekend.*

Interviewer: The ninth is ‘you were late to return a book to a librarian, how would you express your apology to avoid the penalty?’

Participant: *Well, I would say to her or him I apologize for being late, please could you cancel the penalty? I have a lot of things to do this week and I really forgot.*

Interviewer: The tenth scenario is 'you were late to return a friend's CD, how would you apologize?'

Participant: *I would say I really apologize for being late, if you want, I will give it to you tomorrow.*

Appendix G: Structured Interview Transcription: An Example of a Male's Responses

Interviewer: We are conducting this study to explore the use of apology strategies by Arab postgraduate students in relation to the gender variable. Therefore, the structured interview as a qualitative instrument will be used to achieve the given purpose and all of your responses will be recorded. Could you please produce yourself?

Participant: *I am PhD student from Jordan and I am studying at the department of chemistry.*

Interviewer: Well, wish you a best of luck, now there are a number of situations related to apology and you have to answer each situation. The first one is as following 'imagine that you ruined a friend's book, how would you apologize? What apology expression would you say?'

Participant: *Actually, I would buy a new book for my friend and I would say I am sorry, this book was damaged because I did not pay any attention to it. I am sorry again; here is your new one and thank you.*

Interviewer: That sounds good, and the second case is 'you were late to meeting a friend, how would you apologize? What apology expression would you use?'

Participant: *Ok, I would just call him and say I really apologize, I was busy to meet you, sorry again.*

Interviewer: The third case is 'you were sick and could not meet with your teacher, are there any specific expressions would you like to say at this situation? How would you produce your apology?'

Participant: *Well, I would say I am sorry but I was sick. I would explain the situation that I went to the hospital and I have my health report you can check it.*

Interviewer: The fourth is ‘you could not meet with your teacher because of the rush hour. How would you explain your situation and apologize?’

Participant: *Ok, in this case, first, I would say thank you for waiting me and I would express my apology and say that there was a traffic jam and I could not reach on time, I am sorry.*

Interviewer: The fifth case is ‘you refused a friend’s invitation for dinner because your mother has an urgent situation? How would you explain your situation and apologize?’

Participant: *Ok, I will just call my friend, thank him for inviting me and tell him that I have a family situation. So, excuse me, I cannot come.*

Interviewer: The sixth scenario is ‘you rejected your best friend’s ceremony because your father was hospitalized, what apology expression would you use to explain your statement?’

Participant: *Sure, I would call my friend and explain my father’s situation, and I had to be in the hospital. Also, I would say congratulation.*

Interviewer: Well, the seventh situation is ‘you pushed an old woman because you were running to attending a class, what would you say to her?’

Participant: *I would say please forgive me I have a class. Also, I would ask her if she is ok, and say I am sorry, shall I take you to the hospital?*

Interviewer: The eighth case is ‘you supposed to have an ice cream with your child but you forgot due to a work circumstance, what would you say in this scenario?’

Participant: *I would say hey kids, I am sorry, I have to work, we can do it this weekend, I promise.*

Interviewer: The ninth one is as following ‘you were late to return a book to a librarian, how would you express your apology to avoid the penalty?’

Participant: *Well, it happened to me once, in this case I would say please accept my apology, I forgot returning the book on time.*

Interviewer: The last scenario is ‘you were late to return a friend’s CD, how would you apologize?’

Participant: *Ok, I would say I am sorry, forgive me, I totally forgot, I was busy.*