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Performing Apologies in EFL students' speech

A dissertation submitted in partial fulfillment for Master Degree in English

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Dedication

In loving Memory of my Brother ZIAD May He Rest in peace

First of all thank God who is always helping me to do any kind of work, and to my parents EL HADDI and SONYA for educating me and giving me unconditional support and encouragement to pursue my interests

To my beloved sisters RAYAN and SIRINA and my husband MOHAMED , I know for sure that you are my support and my strength, to my son WADJIH that gave me happiness and joy through my life

To my best friends BELHACEN RADJA , BECHICHI LINA , KHADZNADJI IMEN MESBAH KHADIJA , thanks for sharing all the good memories, and my other friends and my family , i specially mention my second parents NOURA AND ABDELHAMID BELAHCEN

thanks to all whom I love, thank you for being in my life for giving my passion and the strongest feelings

I dedicate this work to my brother who is waiting for us in the supreme paradise Inchaa Allah, and My son that one day will read it.

To all the forgotten people whom I knew

Hamida

Dedication

In the name of Allah, I would like to thank God who enlightened my path all along this study for giving me strength and the ability to do this work.

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To all those whom I love

Ryadh

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Abstract

The current study sheds light on the performance of apologies in the speeches of EFL students at Yahia Fares University Médéa. Its goal is to identify the apology strategies used by EFL students as well as the factors that influence their choice of apology strategies. It was hypothesized that EFL students use a variety of apology strategies with varying degrees of difficulty. The apology speech act is at the heart of cross-cultural disparities. It differs across diverse socio-cultural systems. It is one of the most difficult things for the majority of second language learners. An investigation was done in which Master's students, 16 male and 24 female students, were subjected to explicit apologetic strategy training, as well as the factors that impact EFL students' choice of apology techniques. To prevent the effects of formality and informality, a Discourse Completion Test (DCT) with 8 distinct social situations was used. Two crucial factors, social distance and social dominance between the offender and the affected, were controlled. According to the findings, the use of systematic, direct, and explicit apologies (IFIDs) as the head act is greater in EFL learners, whereas the use of implicit and indirect apologetic techniques (EXPL, RESR , REPA and FORB) is lower.

List of Abbreviations

SAT: Speech Act Theory

SA: Speech Act

IFID: Illocutionary Force Indicating Device

CC: Communicative Competence

CL: Communicative Language

FL: Foreign Language

L1: First Language

L2: Second Language

PC: Pragmatic Competence

SC: Sociolinguistic Competence

AS: Apology Strategy

DCT : Discourse Completion Test

List of Tables

Table 01: Students' Gender

Table 02: Students' Age

Table 03: Student's Frequencies of Apologizing

Table 04: Apology Strategies in Situation 1

Table 05: IFIDs in Situation 1

Table 06: Factors Influencing EFL Students' choice of the Apology Strategies (situation1)

Table 07: Apology Strategies in Situation 2

Table 08: IFIDs in Situation2

Table 09: Factors Influencing EFL Students' choice of the Apology Strategies (situation2)

Table 10: Apology Strategies in Situation 3

Table 11: IFIDs in Situation 3

Table12: Factors influencing EFL Students' choice of the Apology Strategies (situation3).

Table 13: Apology Strategies in Situation 4

Table 14: IFIDs in Situation 4

Table 15: Factors Influencing EFL students' choice of the Apology Strategies (Situation4)

Table 16: Apology Strategies in Situation 5

Table 17: IFIDs in Situation 5 .

Table18**:** Factors influencing EFL Students' choice of the Apology Strategies (situation4).

Table 19**:** Apology Strategies in Situation 6

Table 20**:** IFIDs in Situation 6.

Table 21**:** Factors Influencing EFL students' choice of the Apology Strategies (Situation6)

Table 22**:** Apology Strategies in Situation 7

Table 23**:** IFIDs in Situation .

Table24**:** Factors influencing EFL Students' choice of the Apology Strategies (situation7).

Table 25**:** Apology Strategies in Situation 8.

Table 26: IFIDs in Situation .

Table27: Factors influencing EFL Students' choice of the Apology Strategies (situation8).

Contents:

Dedication I

Acknowledgement III

Abstract IV

List of Abbreviations V

List of Tables VI

Contents: VIII

General Introduction: 1

1**. Definition of the Situation** 1

2. Proposition : 1

3. **OBJECTIVES :** 2

4. Research Methodologies : 2

5.Structure of the Survey : 2

Chapter One: Apologies As Speech Act 4

Introduction 5

1.2. The Theory Of Speech Acts : 6

1.3. Types Of Speech Act : 6

1.3.1.locutionary act : 6

1.3.2. Illocutionary act : 7

1.3.3.Perlocutionary : 7

1.4 .CLASSIFICATION OF SPEECH ACTS : 8

1.5. Communicative Competence : 9

1.6. Models of Communicative Competence : 10

1.6.1 Canale and Swine's' Model 10

1.6.2. Bachman's Model of Competence 10

1.6.3. Common European Framework Model : 11

1.8.1 .Strategies for Bald on Record: 13

1.8.2 . Positive Politeness Techniques: 13

1.8.3 Negative Politeness Techniques 13

1.8.4 Off-record or Indirect Strategy 14

1.9. Research on the Speech Act of Apology 14

Contents

1.10. Nonnative Speakers' Use of Apologies 16

1.10.1 Non-native Apologies and Exposure to the Target Culture 16

1.10.2. Non-native Apologies Across Proficiency Levels 17

Conclusion 18

2.2.Apology Speech Acts : 24

2.2.1.Direct Apologies: 25

2.2.2.Indirect Apologies: 25

2.2.3.Modification of Apology Strategies: 26

2.3.Apology Strategies: 27

2.3.1.Opting Out: 27

2.3.2.Evasive Strategy: 27

2.3.3. Direct Apology: 28

2.3.4.Indirect Apology: 28

2.3.5.Remedial Support: 29

2.4 .Offense Types : 29

2.5. Factor Influencing Apology Strategies : 31

2.5.1. Social Distance 31

2.5.2.Degree of Offense 31

2.5.3.The Cultural Factor : 32

2.6.Apologies is Difficult to Manage. 32

2.6.1.Genuine Communication Difficulties 32

2.6.2 .Personality and Gender Differences 33

2.6.3.Problems of Intent 33

2.6.4.Fear of Legal Consequences 33

2.7 .The Need For Apology 34

2.7.1.The Injured Person's Need for Sympathy or an Apology 34

2.7.2.The Injuring Person's Need to Express Sympathy or Offer an Apology 34

2.7.3.An Apology Can Help Avoid Litigation 34

CONCLUSION 35

Chapter Three: Data Analysis, Findings And Discussion. 37

Introduction : 38

3.1. Methodology 38

3.1.1. Participants : 38

3 .1.2. Discourse analysis (DA), or discourse studies : 38

Contents

3.2. Data Collection and Analysis Of The Discourse Completion Task : 39

3.2.1. Background Information. 39

3.2.2. Realization across Apology Strategies Situations. 40

3.4 .Summary of the Findings. 58

3.5. The Use of Religious Concepts : 59

3.6. The Limitations Of This Study : 60

Conclusion : 61

References 65

Appendix 72

الملخص 76

Introduction

General Introduction:

Apologizing is a crucial part of language learning and should be mastered by anybody learning a new language. But, in order to be expert in that subject, one must not only study apologies and the language used to convey it, as well as the many manners in which individuals make it, which may vary through one society to the next. Language is a method that allows all living beings to connect with one another.

As a result, language is no longer a barrier to meeting the needs of persons in the community, knowing the target language's grammar, phonology, and other linguistic aspects is insufficient. A variety of pragmatic research on various speech actions in many languages have been done. The findings revealed how tradition and culture play a significant influence in the formation of the target language.

1. Definition of the Situation

Many people have complex views about apologizing, and not all of our ideas and feelings about apologizing are consistent. Some of us were forced to apologize as kids when we damaged someone, while others freely apologized and usually felt better. Some individuals are embarrassed by apologizing, while others are nervous until we do. While a classic movie from decades ago said, "Love means never having to say you're sorry," many relationship gurus advise that never apologizing in a relationship is a definite way to lose it. Students think that Apologizing is difficult because it temporarily reduces your self-esteem. . When you apologize you give over some of your power and control to the other person, and that does not feel good to the vast majority of people. When you admit you have done wrong, it makes you vulnerable and you might feel embarrassed or even humiliated. In light of this approach, the following hypotheses might be formulated:

1. How to Perform the Apology Speech Act ?
2. What factors could impact the use of the apologies strategy?

2. Proposition :

It is believed that EFL students show a range of apology methods of varying degrees of difficulty.

3. OBJECTIVES :

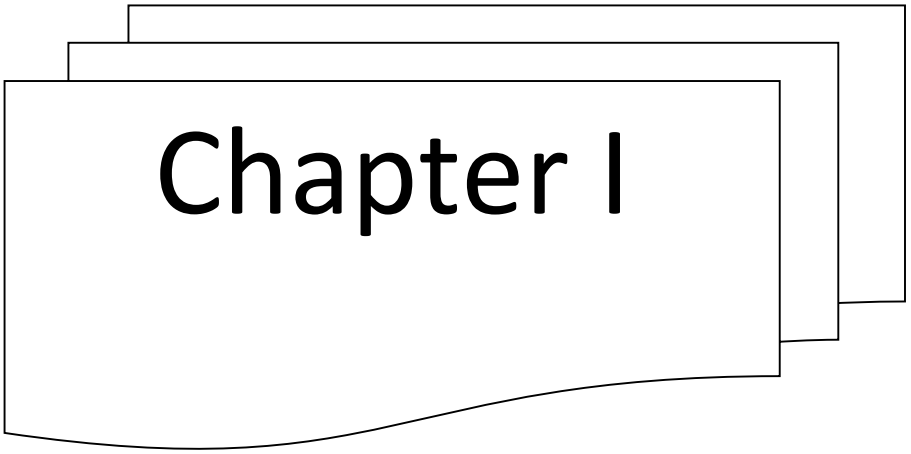
The objective of this study was to investigate the request and apology strategies of EFL undergraduate students and their linguistic and pragmatic competence in making requests and apologies.

4. Research Methodologies :

To fulfill the above-mentioned main objectives, the current study used a case study strategy. A Discourse Completion Test (DCT) questionnaire is used to collect data from students who were chosen at random. As a result, the participants were instructed to visualize themselves in such hypothetical situations and write their answers as naturally as possible, like they'll respond in those situations.

5.Structure of the Survey :

The current study is split into three parts. The first chapter provides background information on the act of performing apologies, apologies in pragmatics, and the various theories that approach this topic. The second chapter focuses on acts of performing apologies, the methods of expressing apology, the apologetic strategies, the elements that affect the selection of apology techniques, and the blockages that prevent relationship-motivated behavior (apology).The research tool is described, and the results are presented and discussed in Chapter Three, which is the practical part of the study.


Chapter I

Chapter One: Apologies As Speech Act

Outline

Introduction

1.1.The Concept Of *Speech Acts*

*1.2.*Speech Act Theory

*1.*3. Types Of Speech Act

1.31. Locutionary

1.3.2 Perlocutionary

1.3.3. Illocutionary

1.4. Classification of Speech Act

1.5. Communicative Competence

1.6. Models of Communicative Competence

1.6.1. Canale and Swine's Model

1.6.2 . Bachman's Model

1.6.3. Common European Framework

1.7. Pragmatics: performance vs. competence

1.8 .Politeness and Negative Politeness

1.8.1 .Strategies for Bald on Record

1.8.2. Positive Politeness Techniques

1.8.3 Negative Politeness Techniques

1.8.4 Off-record or Indirect Strategy

1.9. Research on the Speech Act of Apology

1.10.. Nonnative Speakers' Use of Apologies

1.10.1 Non-native Apologies and Exposure to the Target Culture

1.10.2. Non-native Apologies Across Proficiency Levels

Conclusion

Introduction

This chapter includes a number of theories and notions that are closely related to the topic of this study. It is based on Austin's speech Act theory, Pragmatic competence, communicative competence, and the concept of atonement, which is at the heart of this study from both linguistic and pragmatic viewpoints. The Speech Act theory seeks to describe language as a series of actions, with apology falling under the category of 'expressive' in Austin's theory. Apology is regarded as a face-saving act with major implications for human communication. The act of apologizing is founded on communicative competence and pragmatic competence considerations, according to numerous ideas and notions of major characters in the linguistic landscape. The term applies to the knowledge that speakers of a language have in order to communicate correctly, effectively, and accurately in various social situations, whilst the latter refers to the ability to use language effectively in order to achieve a certain goal and to grasp a language in context. Last, we concluded this section with, the topic of apology from both native and non-native speakers of english.

1.1. The Concept Of *Speech Acts :*

The concept of speech acts was first defined by J.L Austin in his book entitled "How to Do Things with Words?" published in 1962. He demonstrate this by saying:

> What shall I have to say here is neither difficult
>
> nor contentious; the only merit I shall like to
>
> claim is that of being true, at least in parts. The
>
> phenomenon to be discussed is very widespread and
>
> obvious and it cannot fail to have been noticed, a
>
> least here and there, by others. Yet have not found
>
> attention paid to it specifically. (1962, p 1).

Austin never used the word "speech acts," instead referring to "performative sentences," which he defined as "the issuing of an utterance is the performance of an action" (p6). This phrase was coined by Searle (1969), who asserted that "speech actions... constitute

the essential minimum elements of linguistic communication" (p16). The speech act hypothesis is still a contentious area of research being pursued by numerous experts.

John Austin (1975) and John Searle (1969) are considered the forefathers of speech act theory, which incorporates how individuals apologize, promise, request, and conduct other language actions.

1.2. The Theory Of Speech Acts :

People can apologize with "I apologize," thank with "thank you," and promise with "I promise." These are known as performatives. Performatives are utterances that allow us to expressly execute our action or what we are doing. For example, at a wedding ceremony, the father of the bride might say: "I wed my daughter ", ((زوجتك ابنتي which qualifies as uniting a couple in marriage.

In certain scenarios, there exist specific societal standards and circumstances under which an act can be completed following the utterance of certain words.

The theory of speech actions seeks to comprehend the processes through which meaning emerges in context. It refers to the entire context, not just the utterance, which means that anytime we say anything, we are also doing something. To utter a performative is the prototype of a manner of accomplishing things using words. We can conduct an action using language by doing so.

Non-performative utterances can also perform a speech act, but only in an indirect manner. For example, when we say, "It's a little hot here," we can execute the act byasking (please open the window). We normally prefer this less direct approach since it appears to be less of an imposition on the person.

1.3. Types Of Speech Act :

We may execute many acts at the same time by speaking. There is the act of saying something, what the speaker means by saying it, and how the speaker hopes to effect the addressee; these are known as:

1.3.1.locutionary act :

Is essentially comparable to reciting certain utterance with specific context and reference, which is again roughly equivalent to meaning in the conventional sense (Austin, 1962: 108). Cutting (2002: 16) agrees, stating that locutionary is what is stated.

Yule (1996) also proposes locutionary act as the act of making meaningful utterances. The locutionary speaking act is demonstrated in the following sentences:

1. It's so dark in this room.

2. The box is heavy.

The above two statements describe the actual situation. The first statement is about the illumination in the room, while the second is about the weight of the box

1.3.2. Illocutionary act :

The expressive force of a speech, such as promising, apologizing, or offering, is used to conduct the illocutionary act (Yule, 1996:48). This is also known as the act of doing something The true description of the interaction state may be illocutionary act. As an example:

. 1. It's so dark in this room.

2. The box is heavy.

According to the examples above, the first statement is a request to turn on the light, while the second sentence is a request to hoist up the box. in order to say something. The illocutionary act is the most important degree of action in a speech act since it is determined by the force intended by the speakers.

1.3.3.Perlocutionary :

According to Hufford and Heasley (1983:250), a perlocutionary act is the act performed by a speaker when producing an utterance that has an influence on the hearer and others. The act of offering someone is also known as a perlocutionary act.

The influence of a speech on the ideas or conduct of another person is referred to as a perlocutionary act. A perlocutionary act is special to the conditions of issuance, and so is not generally performed just by speaking that particular utterance, and comprises all of the effects, intentional or unforeseen, frequently undetermined, that any particular word in a particular scenario causes. For

example:

1. It is so dark in this room.

2. The box is heavy

1.4 .CLASSIFICATION OF SPEECH ACTS :

As stated by Searle in Levinson (1983: 240), speech actions can be categorized into five categories: representatives, directives, commissives, expressive, and declarations.

a. Representatives :

are statements that commit the speaker to the truth of the given claim. The utterances are created based on the speaker's observation of particular items, followed by the statement of a fact or opinion based on the observation. When someone says "she's gorgeous," the speaker might base the remark on reality or just express his or her own opinion regarding a person's physical appearance.

It also says whether or not the speaker thinks this to be the fact. Factual statements, claims, conclusions, and descriptions are all instances of how the speaker represents the world as he or she sees it. For example, "The earth is flat" conveys the speaker's assumptions about the earth. The speaker believes that the earth is flat.

Some verbs that can be used to express a representative's speaking act include: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, and conclude.

b. Directives :

Directives are speech actions used by the speaker to persuade someone else to do something.These speaking behaviors include inquiring, questioning, commanding, ordering, and implying. For example, when someone asks, "Could you lend me a pencil, please?" the utterance signifies the speaker asking the listener to do something, in this case, lend him a pencil.

c. Commissives :

Commissives are speech actions in which the utterances commit the speaker to a future course of action; examples include promising, threatening, offering, refusing, and promises. For example, when someone says "I'll be back," it signifies the speaker's commitment to return.

d. Expressives :

Expressives are speaking acts in which the utterances indicate a mental state. Thanking, apologizing, greeting, and congratulating are examples of speech acts. For example, " “don’t be shy, my home is your home.”, The utterance expresses the speaker's statement of greeting to someone.

e. Declarations :

Declarations are speech actions in which the utterances cause instantaneous changes in the institutional condition of affairs and which rely on extensive extralinguistic structures. Excommunication, declaration of war, christening, and termination from work are examples of speech acts. "You're dead to me," for example.

1.5. Communicative Competence :

According to Richards et al. (1985), communicative competence encompasses knowledge of grammar, vocabulary, norms of speaking, understanding how to use and respond to various sorts of speech actions, and knowing how to use language correctly. Hymes has been recognized as a mentor in the communicative competence approach, and he considers language behavior in terms of appropriateness and accuracy (stifçi, 1998:12). Many researchers agree that the goal of L2 teaching should be communicative competence, and communicative competence of learners should include the ability to understand how language is used in social contexts to perform communicative functions, as well as knowledge of how utterances and communicative functions can be combined according to discourse principles (Loveday 1982, Canale and Swain 1980).

Canale and Swain (ibid.) distinguished four types of communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Sociolinguistic competence comprises both appropriateness of meaning and appropriateness of form, because every circumstance is potentially unexpected to nonnative speakers due to unknown sociolinguistic standards (Shaw, 1992). Sociopragmatic competence in a language, as part of sociolinguistic competence, encompasses not just linguistic and lexical knowledge, but also understanding how to modify speech act methods in response to situational or social variables in communication (Harlow, 1990).

1.6. Models of Communicative Competence :

Regarding the literature on second/foreign language teaching, learning, and assessment, there are widely accepted models of language proficiency that teachers are expected to teach, learners are expected to master, testers are expected to measure, and program evaluators must evaluate in accordance with. Canale and Swine's Model, Bachman's Model, and the Common European Framework Model are the most widely accepted models. The specifics will be handled individually.

1.6.1 Canale and Swine's' Model

The model developed by (Canale & Swian, 1980) differed from prior models in that it views communication as an active process that may be accomplished through language usage. The model is divided into four sections: grammatical, sociolinguistic, strategic, and discourse competencies (Canale,1983). The building of the aforementioned communicative competence sectors derives from the effective execution of the communicative approach (CLT). In a nutshell, the practitioners advised learners, instructors, materials authors, and testers to connect their pedagogical practices with the suggested theoretical framework of communicative competencies.

1.6.2. Bachman's Model of Competence

Canale and Swian's model was one of the most significant communicative competency frameworks in the area of foreign language teaching, learning, and assessment. Bachman later introduced a paradigm that emphasizes the key significance of metacognitive techniques in explaining the The connection between knowledge and emotive components of language usage (Fulcher & Davidson, . 2007). He stated that the new framework "attempts to expand" the previous concepts. describe the process through which separate components interact with one another and with the environment" The context in which language is used" (Bachman, 1990, p. 81).

Bachman slammed the previous models because they undermined the integrity of skills and linguistic components, as well as their failure to state the relationship between the two, claiming that "it was difficult to see whether the knowledge components were understood in their theories as simply manifested in skills in different modalities and channels, or whether they are fundamentally different in quality" (Bachman, 1990:83). As a result, Bachman defined three core components for language ability that are critical in defining one's competence in effective language usage for communication. Strategic

competence and psychophysiological systems are examples of these (Bachman, 1990, p. 84).

1.6.3. Common European Framework Model :

The CEF model is a relatively new trend in language learning, teaching, and evaluation. The paper offers similar foundations for the development of curriculum guides, syllabuses, examinations, textbooks, and other instructional procedures throughout Europe. The model defines what learners must acquire in order to engage in a language, as well as what language and abilities they must develop in order to act effectively. The model also identifies degrees of proficiency, allowing learners' progress to be monitored at each step of learning throughout the course of their lives. The CEF model encompasses three types of competence: linguistic, sociolinguistic, and pragmatic (CEF, 2001).

1) Linguistic competence is defined in the CEF model as the ability of learners to employ language objects for communicative goals. It emphasizes phonology, morphology, semantics, lexis, grammar, orthographic and orthoepic abilities (CEF, 2001).
2) Sociolinguistic competence, on the other hand, refers to the ability to regulate one's innate will and talents for acceptable language usage in a variety of sociocultural circumstances. The model emphasizes on certain broad characteristics of skills such as politeness rules, indicators of social links across generations, flock wisdom interpretation and expression, register variation, dialects, and accents.
3) Pragmatic competence is subsumed by three primary components in the Common European Framework (CEF) model: The functional uses of language resources, based on scenarios or scripts of interactional exchanges; mastery of discourse, cohesion and coherence, text type and form identification, irony and sarcasm Additionally, pragmatic competence include planning competence, which refers to the logical and procedural flow of communications in line with interactional and transactional schema.

1.7. Pragmatics: Performance vs. Competence :

Pragmatics has long been regarded as a branch of philosophy based on intuitions and observations of language behavior. During the mid-1980s, pragmatics experts favored a more formalized formalized formalized formalized formalized formalized formalized formalized formalized formalized formalized formal Cognitively focused

viewpoint, which resulted in psychologically reasonable models of communication (e.g., Relevance Theory) and a closer examination of the concept of 'pragmatic competence.'

Pragmatics had received little attention up to that point for two key reasons. First, in linguistics, the generative gram was an early form of the generative gram. Pragmatics had received little attention up to that point for two key reasons. First, an early version of the generative grammar framework in linguistics proposed a separation between competence and performance (Chomsky 1957). Chomsky (1980: 225) established the concept of 'pragmatic competence' in subsequent works to highlight that language users have awareness of how verbal language is connected to the specific condition of usage. However, the essential difference between competence and performance initially led many to put pragmatic phenomena in the domain of performance, so separating pragmatics from linguistic analyses focusing on the level of skill, primarily in syntax. Second, the modular theory of mind (Fodor 1983) first rejected the assumption that pragmatic processing, as a traditional Chomskyan-intended competence, was connected with a single, independently analysable module. Because the use of language includes a multitude of aspects (e.g., the calculation of implicatures, interpretation of speech actions, the turn-taking system, and so on), pragmatics was thought to be governed by the central cognitive processes rather than a single module.

As a first attempt to justify pragmatic study within a modular-generative framework, the technique known as Cognitive Pragmatics originated in this theoretical setting. On the one hand, there's Asa. Kasher (1994), the first to coin the term "Cognitive Pragmatics," proposed a refinement of the Fodorian model. In order to account for pragmatic processing inside a modular framework, the idea of module must be used. Kasher It has been proposed that the use of language is based on two forms of pragmatic competence: purely pragmatic competence and purely pragmatic competence.There are two types of pragmatic competence: linguistic pragmatic competence and non-linguistic pragmatic competence. Purely linguistic pragmatic competence is governed by a collection of modules (with different features than Fodor's modules) that drive specific pragmatic phenomena, such as the fundamental sorts of speech actions (e.g., assertions, orders, inquiries), turn-taking, and so on.

According to Kasher, non-linguistic pragmatic competence is not modular but general, that is, it is linked to more general cognitive systems devoted to governing all pragmatic phenomena, and it is also based on nonverbal information, such as understanding indirect speech acts, metaphors, irony, politeness rules….

1.8. Politeness and Negative Politeness:

The concept of Pragmatic Competence is strongly tied to the 'politeness hypothesis,' which Brown and Levinson presented in 1987. The politeness idea has been identified as a vital code in social interactions. The concept of 'face,' which is "the positive social value a person effectively asserts for oneself or herself through his or her self-presentation," influences the choice of suitable social expression (Goffman, 1967, p.5). Because the speaker's "Face" is his or her public self-image, it must be maintained and protected in order to retain a healthy self-esteem. Brown and Levinson (1987) distinguish four types of politeness strategies:

1.8.1 .Strategies for Bald on Record:

They are used to approach the interlocutor directly and explain his or her requirements. Using imperative terms like "open the door" or "I need to use your computer."

1.8.2 . Positive Politeness Techniques:

They are used to reduce the danger to the listener's positive face by utilizing expressions that understand the listener's wish to be respected and to demonstrate that the connection is friendly and exhibits reciprocity. These tactics are summarized as follows:

Noticing and displaying interest in the listener. Avoiding dispute and seeking agreement.

I'm cracking jokes.

Positivity.

Making a promise and making an offer.

demonstrating similar ground with the listener

Assuming and anticipating reciprocity.

1.8.3 Negative Politeness Techniques

It entails avoiding imposition on the hearer, respecting the hearer's autonomy, and understanding the hearer's wish to be respected, typically by apologizing for imposition, reluctance, asking for permission to ask a question, and so on. Some of the techniques associated with poor politeness are listed below:

- The quality of being indi

- Using hedging or posing question
- Having a negative outl
- Imperfections have been reduced to a minimum.
- Position
- Thank you for your apology
- By omitting the addressee, you are impersonalizing both the speaker and the hearer.

1.8.4 Off-record or Indirect Strategy

It refers to the use of indirect language in order to lift the pressure off of the hearer and rather get the hearer to infer the indirect request for himself/herself such as the ones mentioned below:

· Using hints

· Using irony and metaphors

· Being ambiguous

· Making generalization and not mentioning the hearer indirectly

· Giving clues through associations

The aforementioned tactics would undoubtedly help the speakers make better communication decisions, form interpersonal connections, and maintain societal peace.

1.9. Research on the Speech Act of Apology

Apology, as a commonly employed speech act, can be considered as a face-saving gesture. The wide definition of apology might be "a speech act targeted to the hearer's face-needs and meant to correct a transgression for which the apologizer accepts responsibility, and thus to restore equilibrium between the apologizer and the hearer" based on several roles of the apology act (Holmes, 1989, p. 169). According to Olshtain and Cohen (1983), apologies are required when social standards are broken because apologies have the effect of paying off a debt.

- According to **Blum-Kulka** and **Olshtain** (1984), there are three prerequisites for the verbal act of apology to occur:

1. The apologizer committed a violation or refrained from committing a transgression (is about to do it).

2. A transgression is viewed as a breach of a social norm solely by the apologizer, the hearer, or a third party.

3. A violation is viewed as offending, injuring, or impacting the hearer in some way by at least one of the persons concerned

- **Trosborg (1995)** summarized these prerequisites as follows:

. There are two participants: one who apologizes and one who is apologized to. When a person has done something wrong or failed to do the right thing, which has offended the hearer and for which she/he may be held accountable, she/he must apologize as the offender. In terms of apologetic functions, apologies are expressive illocutionary with the objective of maintaining harmony between speaker and hearer (Leech, 1983), i.e. it may be regarded a corrective act.

- **Bergman and Kasper** (1993, p. 82), apology is "compensatory activity to a transgression in which the speaker was causally engaged and which is expensive to the hearer." They separated ritualistic and substantive apologies in English: ritualistic apologies are used with the formula excuse me to signify invasion of private space or injury to any personal right or sentiments. Substantive apologies can take several forms, such as "I am sorry," "I apologize," or "Please accept my apology," and are frequently followed by an express acknowledgment of responsibility.
- **Barnlund** and **Yoshioka** (1990) investigated apologetic techniques using a questionnaire approach in which respondents were asked to select one of twelve remedial tactics ranging from the most indirect to the most direct. They discovered that American respondents favored "explanation," but Japanese respondents selected "promise of repair" more frequently. The Americans tended to utilize a wide range of techniques with little regard for the offender's social standing, but the Japanese used a broader range of apologetic strategies that were tailored to the offender's status. Another noteworthy distinction between American and Japanese responders was found. Americans have a propensity to believe that following an apology, the connection with the addressee remained the same or improves.
- **Yang** (2002) investigated how context-external elements and sociolinguistic differences such as social position, social distance, and formal and private interactions impacted Korean English learners' choice of apologetic tactics. He concluded that the apologetic tactics used by Korean English learners differed from

those used by native English speakers due to a differing assessment of contextual elements in identical situations. Korean English speakers tended to translate their native cultural awareness of contextual elements, which influenced their apologizing tactics in English. The study presented no answers for why English learners struggled to recognize and apply the English-specified contextual elements.

1.10. Nonnative Speakers' Use of Apologies

Pragmatic competency is an essential component of human communication. People may miscommunicate and misunderstand one other due to a lack of pragmatic skills. In this regard, it is critical to increase students' pragmatic ability. Because apologies differ between languages, it is critical for language learners and instructors to understand whether language learners transfer their apologetic techniques and what factors influence the development of pragmatic competence in language acquisition.

Another aspect of language acquisition and pragmatic competence is exposure to language and how it affects pragmatic competence. The emphasis is significant since living in a target language setting is a key component of language learning. Kondo (1997) investigated the change in apologetic tactics employed by Japanese English learners who acquired the language in the target language context with a natural learning setting. Researchers are working to explain this phenomena in language acquisition.have been researching students' apology tactics These studies primarily concentrated on two distinct aspects that influence the development of pragmatic competence: competence in a foreign language and exposure to a culture.

1.10.1 Non-native Apologies and Exposure to the Target Culture

Shardakova (2005) performed a research to examine patterns of apologetic tactics used by American learners of Russian and native speakers of Russian. Proficiency in Foreign language and exposure to target language There were a total of 131 participants.41 Russian native speakers, 90 American Russian learners, and American learners Russian speakers are classified based on their skill level and in-country experience.wsParticipants were given a 21-item Dialogue Completion Questionnaire that included a variety of topics. Shardakova (2005) performed a research to examine patterns of apologetic tactics used by American learners of Russian and native speakers of Russian. Proficiency in L2 and exposure to target

language There were a total of 131 participants.41 Russian native speakers, 90 American Russian learners, and American learners Russian speakers are classified based on their skill level and in-country experience. Participants were given a 21-item Dialogue Completion Questionnaire that included a variety of topics. Examples of domains According to the findings of the study, Native Russian speakers and American Learners have access to the same techniques; yet, how they use the strategies differs. More intriguingly, the study found that L2 proficiency and exposure to the target culture had a separate influence on enhancing pragmatic competence, with exposure to the target language significantly affecting pragmatic abilities at lower proficiency levels

1.10.2. Non-native Apologies Across Proficiency Levels

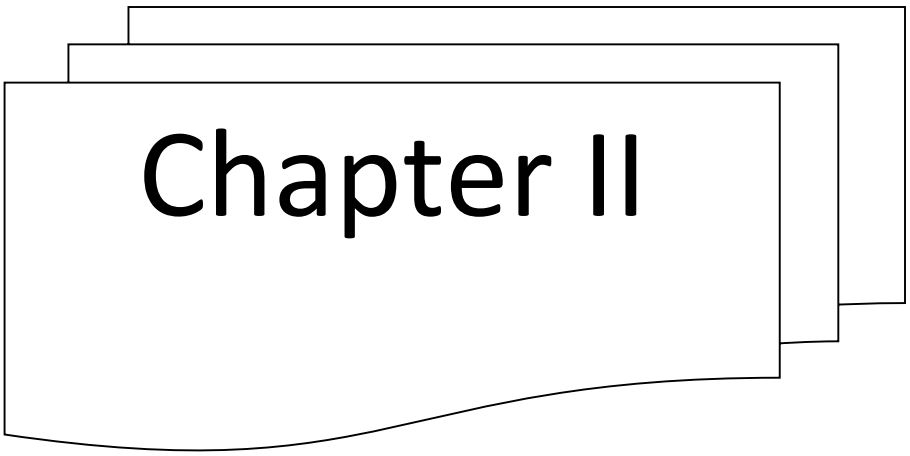
Olshtain and Rosenstein (1986) performed study to characterize the variations in apologetic tactics employed by native speakers and advanced level nonnative speakers of English using severity of acts and distance between interlocutors categories.To collect data, researchers administered two distinct versions of a questionnaire to 180 respondents, including 96 native speakers of American English and 84 advanced learners of English who speak Hebrew as their first language. The findings indicated that there were few variations in the usage of techniques between native English speakers and nonnative English speakers, while there were some disparities in the revisions of apologies. native speakers. The findings indicated that there were few variations in the usage of techniques between native English speakers and nonnative English speakers, while there were some disparities in the revisions of apologies. Nonnative speakers emphasized their apologies more than native speakers. The study found that advanced level learners use comparable apologetic tactics to native speakers, albeit there are some distinctions in the procedures for altering apologies.

Dalmau and Gotor (2007) conducted a study on apology strategies used by Catalan learners of English in their L2; specifically, they focused on the frequency of IFIDs. They investigated students who are classified in three different proficiency levels by using a DCT They also included two control groups of native Catalan speakers and native English speakers. Catalan native speakers used more IFIDs than British speakers, according to the findings. Additionally, upper-intermediate proficiency is required. Learners used IFIDs that were near to their original language, although being sophisticated and complex.Intermediate-level learners used fewer IFIDs than native English speakers?

According to the researchers, a lack of appropriate knowledge and skill The intermediate and advanced learners' levels stopped them from freely expressing themselves.

Conclusion

Apologies provide respect to people you have offended. Allowing the harmed party to know that it was your fault, not theirs, makes them feel better and allows them to save face.Apologizing helps to repair relationships by re-engaging individuals in conversation and making them feel more at ease with one another.


Chapter II

Chapter Two: How To Apologies, Communication Skills

Outline

Introduction

2.1.Definitions of Apologies

2.2.Apology Speech Acts

2.2.1.Direct Apologies

2.2.2.Indirect apologies

2.2.3.Modification of Apology Strategies

2.3.Apology Strategies

2.3.1.Opting Out

2.3.2.Evasive Strategy

2.3.3**.** Direct Apology

2.3.4.Indirect Apology

2.3.5.Remedial Support

2.4 Offense Types

2.5. Factor Influencing Apology Strategies

2.5.1. Social Distance

2.5.2.Degree of Offense

2.5.3.The Cultural Factor

2.5.4.Social statue

2.6**.**Apologies is Difficult toManage

2.6.1.Genuine Communication Difficulties

2.6.2.Personality and Gender Differences

2.6.3.Problems of Intent

2.6.4.Fear of Legal Consequences

2.7.The Need For Apology

2.7.1.The Injured Person's Need for Sympathy or an Apology

2.7.2.The Injuring Person's Need to Express Sympathy or Offer an Apology

2.7.3.An Apology Can Help Avoid Litigation

Conclusion

Introduction

Language is vital to human life since it is utilized for communication. According to Hornby (2005: 291), communication is the act of transmitting ideas, feelings, and information from one person to another. This definition focuses on the social role of language as a means of communication used by humans to convey information and messages.

Apology is a type of speaking act that is frequently employed by people in encounters. It is an expressive illocutionary act that deals with emotion. By apologizing, it implies that the person apologizing has caused someone else's feelings to be wounded (speakers). It can be harmed by both words and acts. This circumstance will hurt the speaker's connection with the hearer, thus the speaker considers apologizing to restore harmony between them.Although asking for an apology is a means to repair a damaged relationship, some people find it difficult to do so. Some of them believe that apologizing is embarrassing since they must disclose their shortcomings to the interlocutor. This idea is similar to the concept of "losing face," in which the apologizer must dare to take a chance on whether the apology will be accepted or not.When there is a damaged relationship between a speaker and a hearer, an apology should exist in order to heal their relationship. So, the reason someone requests an apology is to repair a damaged connection.This chapter focuses on the sorts of transgressions that need the performance of apologetic actions, the methods and techniques used to execute apologies,Factor Influencing Apology Strategies,Apology is Difficult to Manage and The Need For Apology.

2.1.Definitions of Apologies

An apology, according to Bergman and Kasper (1993), is a "compensatory activity to a crime in which S was casually engaged and which is expensive to H." The cost might be in the form of embarrassment or even a serious misunderstanding. It is apparent that various cultures see the cost of such an error differently, and therefore the necessity of an apology. In Bergman and Kasper's terms, a conduct that is regarded highly severe in one culture may not require an apology at all in another. Furthermore, the intensity of such a face-threatening behavior appears to be directly related to the sort of apology selected to defend face.

Brown and Levinson (1987) asserted that all speakers adopt the same technique under the same conditions, and attempted to illustrate this by examining three different languages:

English, Tzeltal (a Mayan language), and South Indian Tamil. Several scholars, however, have questioned this notion, claiming that various individual characteristics are involved in both believing an act to be face threatening and the approach utilized in apologizing (Trosborg,1987). According to Trosborg, these characteristics are governed by one's social and cultural patterns, as well as one's culture's behavioral standards. This leads to the belief that not only do speakers of different languages see the need for an apology differently, but they also apologize in diverse ways.

Differences in apologetic method use have been shown to be connected with cross-cultural differences by interlanguage studies as well as research that looked at how speakers of various languages apologize in their native language. Such investigations appear to provide a more comprehensive picture of the interaction between speech actions and cultural variables (Barnlund & Yoshioka, 1990; Suszczynska, 1999). Social factors such as gender, age, and social standing also influence the choice of apologetic tactics. In a study of New Zealanders, Holmes (1993) discovered that there are considerable disparities in the distribution of apologies between men and women, and that women apologize more than males.

Owen provides a definition that severely restricts the meaning of an apology (1983). Apologies, according to him, are corrective actions that follow what he refers to as a priming move on the side of the person who expects the apology, which is a move that prompts the apology.

While this method makes sense, the difficulty with Owen's definition is that he limits the usage of the term apology to utterances that contain the explicit phrases "I'm sorry" or "I apologize" and variants of these.

Such a definition would preclude any indirect methods of apologizing from the outset, and would rule out many of the sorts of apologies discussed in the next chapter. Only specific apologies would be covered by Owen's definition.

According to Trosborg (1995), "apologies are expressive illocutionary activities that may be distinguished from complaints, which are also expressive acts, by being convivial in nature" (p. 373). However, because apologies are not the only convivial actions, Trosborg further narrows the definition by saying that apologies have a restorative role, which distinguishes them from thanking, applauding, and other convivial acts. Thus, she adheres

to Owen's (1983) definition of apologies, but broadens it by embracing additional utterances that communicate apologies in addition to explicit apologies.

Finally, Holmes (1990) defined apologies as "social acts conveying emotive meaning" (p. 155), and believes they are politeness practices intended to correct an offense on the speaker's side. Holmes also provided an intriguing and significant distinction in defining apologies that had not before been discussed. As a result, while defining apologies, one must include the potential of a speaker apologizing for someone else's actions. As a result, "the definition refers to the person who accepts responsibility for the offense rather than the perpetrator" (p. 161).

2.2.Apology Speech Acts :

The goal of Speech Act Theory is to explain language exchange in terms of how it affects both listeners and speakers. Austin (1962) proposed speech act theory by proposing that the two fundamental acts of speech are constatives and performatives. Constatives are assertions that can be evaluated for veracity. In that sense, declaratives are assertions that do not elicit actions. Performatives, on the other hand, are statements that can be assessed in terms of felicity or in terms of their deeds.These two sorts of acts of speech served as the foundation for language classification, which led to a more in-depth examination of the language. Searle (1969) took a systematic method, categorizing speech actions into five major categories: assertives, directions, commisives, expressives, and declarations.

Under the expressives category, apologetic speech actions play a vital role in human communication as a face-saving act of speech. As a result, it is critical that people understand what an apology is and how it works. An apology is a corrective act of speech, which signifies that the speaker is attempting to save face as a result of an action.Apologies are defined by Cohen and Olshtain (1983) as a speech act between two participants in which one of the participants expects or thinks oneself entitled of compensation or explanation because of an offense committed by the other. In that case, one of the participants has the option of apologizing or denying culpability or the gravity of the conduct. In that way, an apology serves as a civility tool.Apology speech styles are characterized by the original work of Cohen and Olshtain (1983), which has been mostly adopted by subsequent studies as formulaic expressions that comprise an explanation or

account, recognition of responsibility, offer of repair, and assurance of forbearance. Apologies can be amended by employing a mix of apologetic tactics together or with intensifiers such as adverbs to enhance the apology, or they can be modified to reduce the offender's culpability.

2.2.1.Direct Apologies:

According to Cohen and Olshtain (1983), an apology consists mostly of explicit illocutionary force indicating devices (IFID), which are utterances or formulaic formulations that communicate the sense of repentance or regret. Performative verbs such as "sorry," "apologize," and "excuse" are examples of formulaic language. They are termed direct apologies since they feature direct utterances of regret and apology.Direct apologies are the most commonly utilized apologetic strategy in English, according to research. Holmes (1990) discusses apologetic tactics in New Zealand English through an anthropological research in which she created a corpus based on ethnographic methods by gathering data from naturally occurring conversations and apology exchanges with the assistance of college students.After completing the survey, she discovered that about half of the apologies included a statement of apology, particularly expressing sorrow for an action.

2.2.2.Indirect Apologies:

Apologies are not usually accompanied with a performative verb or an IFID. To communicate the meaning of a spoken act, a number of verbs or phrases might be utilized (Searle, 1976). In the case of apologies, indirect apologies can be given in a variety of ways.Cohen and Olshtain (1983) classified indirect apologies as follows: providing an explanation, acknowledging responsibility, offer a repair, anda promise offorbearance.

Providing an explanation for an action might be a way for indirectly apologizing. In the instance of a formula, the perpetrator provides an explanation for theoffence.For example, to explain why he or she was late for class, a student may say that the tire on his or her automobile popped on the way.This apologetic strategy may be acceptable or unacceptable depending on the environment; culture, severity of action, age, gender, the specific scenario, and other considerations. According to Holmes (1990), offering an explanation for the behavior was the second most common apologetic approach in New Zealand English, and the most commonly used indirect apology strategy.

Another indirect technique to express an apology is "acknowledgement of responsibility," which involves the speaker's admission of the wrong or blame. The speaker might use several subsets to express the sense of responsibility or even refute it. The following are examples of subsets: Accepting responsibility, e.g. "It's my fault," expressing self-deficiency, e.g. "I was confused," recognizing the other person's right to apologize, e.g. "You're right!" and expressing lack of intent, "I didn't intend to" (Cohen & Olshtain, 1983).

In other cases, speakers may promise to repair the damage produced by their actions. In a particular situation, fixing might mean repairing or replacing the offender's damaged good, or mending the annoyance caused by the conduct.For example, if the offender breaks the other person's computer, the appropriate apologies would be, "I will buy you a new one." Depending on the listener's response, this form of action may or may not need an action.

Another sort of indirect technique is a promise of forbearance, which incorporates future action or a guarantee that the activity will not occur again. This form of indirect apology method is situational and does not constitute the bulk of apology strategies.

2.2.3.Modification of Apology Strategies:

In some circumstances, the individual apologizing might enhance the apology by employing several strategies. In addition, the speaker can utilize intensifiers such as adverbs to change the majority of the IFIDs generated by the speaker. Instead of just stating "I am sorry," the speaker may say, "I am very sorry." or "I am deeply sorry." The speaker might also lessen the gravity of the apology by rejecting blame, denying guilt, or minimizing the offense**.**In certain circumstances, the speaker may not apologize at all, which is a crucial aspect of how an apology speech is delivered. Trosborg (1987) discovered in her study of apology methods in Danish and English that Danish natives utilized non-apologies in role-plays when speaking English. Non-native English speakers used non-apologies more than native Danish or English speakers. While conducting non-apologies, speakers employed a variety of tactics. Trosborg (1987) defines the techniques as follows: explicit denial of guilt, implicit denial of responsibility, offering explanation for the conduct, blaming a third party, and blaming the complainer.

2.3.Apology Strategies:

In order for our apology act to be more effective, we required a strategy. According to Alquraishy (2011), when performing the apologetic act, they should apply certain apologies tactics. It is employed to keep the connection or, at the very least, to diminish the offense to the offended.Every person has their unique method of apologizing to others. Whether they stated it explicitly using a verb that indicates apology, such as sorry, apologize, or pardon, or indirectly, such as the apologizer explaining themselves or accepting responsibility Trosborg (1995).

2.3.1.Opting Out:

This method is utilized if the apologizer refuses responsibility since they believe they are not guilty.There are five types of opting out, including:

a. Explicit Denial of Responsibility:It is used when the apologizer expressly disputes that an offense happened or that she/he should be held accountable for it.
b. Implicit Denial of Responsibility:n this method, the apologizer essentially rejects being responsible for the wrongdoing.
c. Justification:In this method, the apologizer presents arguments to persuade the listener that no guilt can be assigned to him or her.
d. Blaming Someone Else:The apologizer in this group attempts to dodge responsibility by blaming othersThe talk utilized the example of blaming someone else.
e. Attacking Complainer:In this category, the apologizer attacks the complainer when he believes he is unable to defend himself.

2.3.2.Evasive Strategy:

1. Minimizing of the Degree ofOffense:The apologizer does not dispute culpability in this technique. He or she downplays the gravity of the offense.This approach comes in three varieties.Examples include:

a. Minimizing:The apologizer attempts to minimize the severity of the offense by stating that it is not a big problem.

b. Querying Precondition:In this method, the apologizer expresses uncertainty about something, whether it is right or not.It is also used to cover the complaint.

c. Blaming Someone Else:In this method, the apologizer promises that the third party or someone else is also to blame for the error.

2.3.3. Direct Apology:

The approach of direct or explicit apology is used when the apologizer utilizes a statement or speech that incorporates a performative verb such as forgive, sorry, excuse, or apologize. Furthermore, direct apologies is known as Illocutionary Force Indicating Device (IFID). Direct tactics are classified into three types:

1. Expression of Apology:It is used when the apologizer has directly or explicitly apologized to the listener. It is classified into three types: expression of regret, apology, and request for forgiveness.
2. Offer of Apology:The apologizer expresses regret to the hearer for any errors or offenses.
3. Request for Forgiveness:It happens when the apologizer seeks forgiveness from the listener.Please forgive me, Pardonme. for example.

2.3.4.Indirect Apology:

Indirect techniques are utilized when the apologizer expresses his or her apologies to the listener in an indirect or implicit manner. There are two types of indirect strategies: acknowledgment of responsibility and explanation or account.

1. Acknowledgment of Responsibility:The apologizer in this method decides to accept responsibility, which he or she might do both directly , tacitly and by employing various degrees of self-blame (from low to high intensively).
   a. Implicit Acknowledgment:It is used by the apologizer when he or she indirectly blames himself/herself for the offenses committed.
   b. Explicit Acknowledgment:It is used by the apologizer when the error is expressly acknowledged.
   c. Expression of Lack of Intent:The apologizer stated that he had no intention of causing harm or offending anyone.
   d. Expression of Self-deficiency:It happens when the apologizer shows the listener a deficiency of himself/herself.
   e. Expression of Embarrassment:In this method, the apologizer is embarrassed of what he has done to the hearer.

f. Explicit Acceptance of the Blame:In this method, the apologizer receives when the complainer blames him/her.

2. Explanation or Account:In this method, the apologizer attempts to minimize the error or the guilty by explaining or accounting for the circumstance to the person who has been offended by him/her. It is classified into two types:

a. Implicit Explanation:The apologizer is indirectly explaining to the listener.

b. Explicit Explanation:It is used when the apologizer is specifically explaining something to the hearer.

2.3.5.Remedial Support:

When the issue is out of control, the apologizer employs this method. The apologizer then accepts responsibility and has no defense. There are three sorts of remedial assistance, including:

1. Expressing Concern for Hearer:The apologizer is portrayed to be concerned about the hearer's situation in this method.
2. Offer of Repair:In this method, the apologizer may offer to "fix" the damage that he or she has caused. It is classified into three types: repair, compensation, and promise forbearance:
   a. Repair:This method is employed when the apology presented may be literal or an offer to pay for all of the damage
   b. Compensation:Compensation is employed when the apologizer is unable to mend, thus the apologizer provides the complainer a "compensatory" activity or "tribute."
   c. Promise of Forbearance:In this strategy, the apologizer swears never to commit the offense or make the same mistakes again. It can be shown by using the performative verb "promise.

2.4 .Offense Types :

An apology is required because of the transgression or "object of remorse" (Coulmas, 1981:71). It is considered that the kind and severity of an offense have a significant impact on the manner of the later apology. Stepping on someone's toe, for example, will almost certainly result in a different apology than knocking someone over and breaking

his/her leg (Deutschmann,2003:265). Wolfson, Marmor, and Jones (1989:178-179) mention the following types of social obligations that result in apologies when broken:

1. The need to uphold a social or professional commitment or agreement.

2. The duty to respect other people's property.

3. The responsibility to avoid causing harm or distress to others.

Aijmer(1996:164) and Holmes(1990:178) proposed a new taxonomy. They (ibid.) divide transgressions into six categories: 'inconvenience,"space,' 'talk,' 'time,' 'possessions,' and'social gaffes.' In this study, the crimes were classified using Deutschmann's (2003:266) comprehensive framework, which was based on Holmes' (1990:178) and Aijmer's (1990:178) work (1996:164). It was divided into the following categories:

1. Accidents: Damage to property, inadvertently injuring someone, colliding with someone, being in the way unintentionally.

2. Errors and misconceptions: Errors and misunderstandings.

3. Expectation breach: denying offers, declining requests, forgetting commitments, failing to honor agreements, failure to meet expectations, personal flaws.

4. Interruptions, not paying attention, forgetting a name, being late, departing improperly, creating inconvenience, stealing something without permission, taboo violations, accidentally hurting someone's feelings are all examples of lack of concern.

5. Slips of the tongue, digressions, hesitations, corrections, being confused, neglecting to explain anything are all examples of talk violations.

Coughing, burping, sneezing, clearing the throat, accidently laughing loudly, and flatulence are all examples of social gaffes.

7. Hearing offenses: failure to hear, failure to understand, failure to believe one's ears

8. Breach of consensus offenses: disagreeing or contradicting, reprimanding, refusing, denying, retaliating, demanding, confronting.

2.5. Factor Influencing Apology Strategies :

People apologies when they make mistakes. They apologize in a variety of ways. This is tied to a number of elements that have an impact on it. The following are some of the most typical reasons that influence people's choice of apologies.

2.5.1. Social Distance

Depending on his or her connection with the hearer, someone may utilize a variety of methods to apologize to the other person. According to Holmes (1992:13), the social distance measure is beneficial for stressing how well we know someone. The speaker will select an apologetic technique based on whether or not the hearer has a close relationship with him. The greater the bond between the speaker and the hearer, the more politeness is shown. In other words, the more courteous apologizing method is being implemented.

2.5.2.Degree of Offense

According to Brown and Levinson (1978:60), the more an act threatens the speaker's or hearer's face, the more likely the speaker would pick a higher numbered technique. Furthermore, Trosborg asserts that the degree of imposition and severity of the crime are important contextual elements determining the choice of socio-pragmatics techniques used in the communication actions of requesting, complaining, and apologizing (Trosborg, 1994:419). Trosborg discovered that the speaker's perception of the degree of offense is one of the factors influencing how a specific strategy is expressed. According to this notion, when the speaker's fault is bigger, he or she will utilize the more courteous apologizing method.According to this notion, when the speaker's fault is bigger, he or she will utilize the more courteous apologizing method. As a result, the choice of apologetic technique with a given amount of politeness will be influenced by the degree of offense. So, the more serious the transgression, the more the speaker accepts responsibility; in other words, the speaker employs an apology technique with a high degree of politeness.

There are several types of crime. Holmes (1995:167) divides the types of offenses into six categories. They are as follows:

1) Violations of space: colliding with someone, skipping a line

2) Talking offenses: interrupting, talking excessively.

3) Inappropriate use of time: keeping people waiting, taking too long.

4) Possession offenses: causing damage to or loss of someone else's property.

5) Social faux pas: burping, coughing, and inappropriate laughter

6) Inconvenience/poor service: delivering someone the wrong thing.

2.5.3.The Cultural Factor :

from one culture to the next (Aslani et al., 2013). Certain cultures place a high value on complicated and comprehensive apologies, while some perceive this as attracting further unwelcome attention.Paying attention to the problem is pointless. American apologies, for example, are often used in the United States.recognized to be complex and lengthy to an extent where providing excuses is not permitted It is unrealistic to expect rapid forgiveness.If one has done something wrong, he should apologize by showing regret and accepting responsibility in order to regain the confidence and goodwill of the person he or she has harmed (Annia, 2010, p.23). The first phase needs the genuine use of words like 'I'm sorry,' 'I apologize,' followed by a mention of the precise deed for which he/she is sorry. The offender should next sympathize with how the other person felt about his or her conduct in the second phase. Finally, the offender must rectify his or her conduct in order to prevent repeating the same error (ibid).

2.5.4. Social statue :

The social status is a social value measurement. It is the degree of respect, honor, presumed competence, and reverence shown to individuals, groups, and organizations.inside a society (Sauder, et al, 2012, p. 267-283). One of the most crucial factors is social standing.Individual aspects that might influence the formulation of an apology. For example, how to apologizes to a waiter at a restaurant differs from how he employs to apologize to his employer or a job manager.

2.6.Apologies is Difficult to Manage.

2.6.1.Genuine Communication Difficulties

The English language is riddled with ambiguity. Not only is meaning found in context, but also in common ideas, actions, values, norms, and experience. Context frequently allows for more than one meaning to make sense.The term "love," for example, is widely understood to signify a variety of things. ' Despite the uncertainty, the listener frequently

guesses a meaning. This is generally an issue when someone says "I love you" in a long-standing relationship, allowing familiar context to determine the right meaning.

"Sorry" is another word that signifies different things to different individuals.This single word can be used to indicate regret for another person's suffering (sympathy) or regret for one's own actions (remorse) (remorse). In comparison to "I love you," "I'm sorry" is used in a broader range of situations. Nonetheless, even when there is no established relationship or mutual knowledge of characters, the listener assumes meaning.

2.6.2 .Personality and Gender Differences

Apologies and professions of compassion are influenced by culture, gender, and personality type. While there are no hard and fast rules, women are more likely than males to apologize. Women are also more likely to express sympathy or worry by saying "I'm sorry." 26 When the speaker is plainly blameless, it is difficult to misinterpret such a concern for something else. When the correct target of blame is unknown, such a remark may be misinterpreted as an apology or admission of culpability or guilt.

2.6.3.Problems of Intent

When an offended individual is seeking for someone to blame, the risk increases. Worse, some people point the finger at others without considering whether or not they are justified in doing so. Although it is uncommon, some people feel they may profit from an apology.

2.6.4.Fear of Legal Consequences

When an angry individual is seeking for someone to blame, the risk increases. Worse, some people assign blame to others without considering whether or not it is justified. Although it is uncommon, some people feel that they may profit from an apology.Often, an apology is insufficient to meet the plaintiff's burden of evidence. In some cases, an apology can be a mitigating element, while the absence of an apology might be aggravating. The practice of never apologizing is harmful to the public since it leads torather than reconciliation, to litigation Judges do not use the phrase "public policy."as a motivation to accept apologies They merely indicate that an apology is required.inadequate to satisfy the case's elements

2.7 .The Need For Apology

2.7.1.The Injured Person's Need for Sympathy or an Apology

Sympathy and apologies are beneficial to a wounded individual or loved ones in a number of ways. As part of the healing process, these people should receive an apology or other statement of sympathy. 9 Apologies or professions of sorrow make a terrible incident palatable by dispelling any question about evil intentions or indifference and allowing offended parties to blame the situation on the turn of fortune's wheel

2.7.2.The Injuring Person's Need to Express Sympathy or Offer an Apology

The individual who has caused the injury must apologize, although this requirement appears to be opposed to the goals of success and perfection.

It is difficult for the person who is hurting to maintain self-respect in the face of individuals who have been wounded. Apology might help you regain your self-esteem. 3 Failure to apologize, or the inability to apologize effectively, can lead to strained relationships, grudges, and retribution.

When we apologize to individuals we have wronged, though, something amazing happens. A genuine apology, offered and accepted, may alleviate embarrassment and inspire forgiveness." Sincere apologies include:

1) accepting responsibility for wrongdoing.

2) explaining the offense.

3) indicating that the offending action was not intended as a personal insult; and 4) expressing real, soul-searching remorse, conveying guilt, worry, and shame.

"An apology is a kind of restitution for emotional, bodily, or financial debt. The expression of shame and sorrow is intended to... restore harm... [done] to... [another's] self-concept... [While] reparations are mostly symbolic . . . [the \sprocess] is emotionally rewarding to both ... parties."

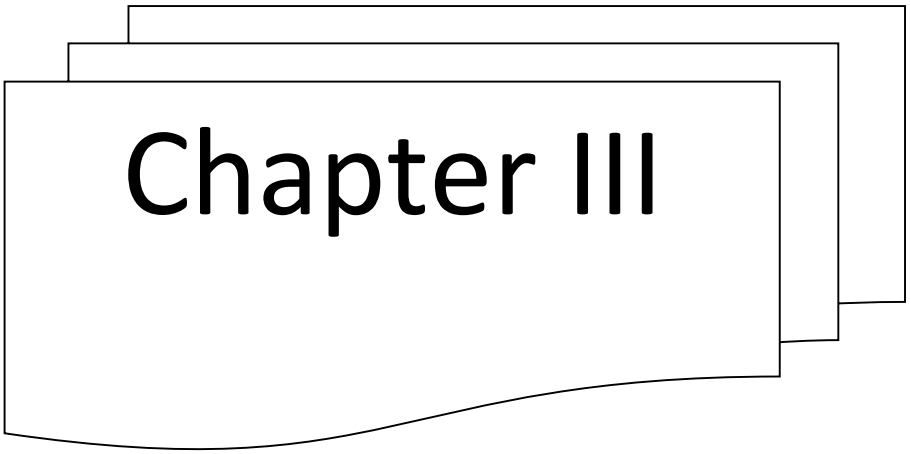
2.7.3.An Apology Can Help Avoid Litigation

delivered and received appropriately, dispels rage and aids in the avoidance of litigation.'8 Obtaining an apology is sometimes the subject of litigation.

CONCLUSION

"Apology is a kind of social compact." It establishes shared moral ground between two persons or [on a bigger scale].Apology is not a sign of power. It is an act of honesty because we confess we made a mistake; it is an act of charity because it restores the self-concept of individuals we have offended.It provides hope for a rebuilt and potentially improved connection. The apology is a pledge... an act of bravery.

An apology has an uncommon ability to accelerate the healing process.There is hope that as individuals have a better knowledge of the legal ramifications of apologizing, more people will feel comfortable doing so.


Chapter III

Chapter Three: Data Analysis, Findings And Discussion.

Outline

Introduction

3.1. Methodology

3.1.1. Participants

3.1.2. Discourse analysis (DA), or discourse studies

3.2. Data Collection and Analysis Of The Discourse Completion Task

3.2.1. Background Information

3.2.2.Apology Strategies Realization across Situations

3.4 .Summary of the Findings

3.5.The Use of Religious Concepts

3.6. The Limitations Of This Study

Conclusion

Introduction :

Discourse Completion Tasks (DCTs) are, a sort of data data collection that provides enormous volumes of contextually diverse data as well as equivalent cross-linguistic speech act data. It's mostly used in cross-cultural and interlanguage pragmatics . It includes a variety of DCT design problems, as well as scenario creation. The purpose of this study was to see how EFL learners in Algeria approach the speech act of apology, as well as to investigate the English apology tactics used by Master students in relation to the use of apology as a speech act . The data for this study was obtained from the university . EFL students utilized a range of apologetic tactics, according to the study's findings , indicated they were well-versed in the usage of suitable apology forms to fulfill the requirements of various events and relationships , Instead of perceiving it as an apology, they felt compelled to explain their actions . The focus of this research is to show how a variety of circumstances impact apologetic approach, as well as the difficulty and importance of apologizing.

3.1. Methodology

3.1.1. Participants :

The present study's participants included of 40 student's of Master (LMD). It was performed on the usage of apologies in various settings among 16 male and 24 female students ,it's not a random selection to provide the best information . The selection of this sample was based on the assumption that students at this stage would be responsible for their actions, aware of the impact of their wrongdoings on others, and that their age, cultural background, and University education would enable them to figure out their misdeeds and restore their relationships with others.

3 .1.2. Discourse analysis (DA), or discourse studies :

In cross-cultural pragmatics, the Discourse Completion Task (DCT) is possibly the most often used data collection instrument which examines different speech behaviors across languages, as well as in either pragmatics.It analyzes the pragmatic ability and evolution of learners. DCTs are especially effective in these fields of study since establishing culture-specific patterns in speech act completion or pragmatic aspects of a given interlanguage necessitates a huge volume of data, because the DCT is the only existing data gathering tool that generates sufficiently big corpus of similar data , Speech act data was carefully altered. DCTs are useful for discourse analysis of speech acts since they can be converted

into any language and given to large groups of users quickly. (Aston 1995: 62; Barron 2003: 85). Despite the fact that DCT answers may not perfectly mimic actually occurring data , The organisational advantages of the DCT make it a useful and practical data gathering approach, especially for large-scale projects. (Johnston, Kasper, and Ross 1998: 157; Billmyer and Varghese 2000: 521; Kasper 2000: 325; Barron 2003: 85). DCTs can be coded to elicit level of flexibility of any utterance in a variety of contexts, thereby describing a broad range of textual formulae that can be used to integrate a given speech act. (Beebe and Cummings 1996: 80; Johnston, Kasper, and Ross 1998: 158; Kasper 2000: 325; Barron 2003: 84). This is especially beneficial "when researching languages that have not yet been discovered." described pragmatically and for speech acts that have not been specified in more documented languages" (Bardovi-Harlig 1999: 239).

As a conclusion, one of the key advantages of DCT-based studies has been the generation of a huge amount of cross-linguistic information and the provision of knowledge into the pragmatics of language variations.

3.2. Data Collection and Analysis Of The Discourse Completion Task :

3.2.1. Background Information.

Q1 : Gender of the Student

Ansewer	Frequency	%
Male	16	40 %
Female	24	60 %

Table 1 : Gender of the Students

According to the data above we can deduce that, the majority of DTC questionnaire respondents are females (60 percent), with the remaining fraction representing male respondents (40 percent).

Q2 : How old are you?

Variant	student population	%
20-30	32	80 %
30+	08	20%

Table 2 : How old are you?

As can be seen, the majority of responses (80%) are between the ages of 20 and 30 years old, with just 20% being older than 30.

Q3 : How frequently do you apologize?

Value	Frequency	%
Always	0 8	20%
Often	10	25%
Sometimes	14	35%
Rarely	0 5	12.5%
Never	0 3	07.5%

Table 3 : Apology Frequency of Students

According to Table 03, it appears that (35%) of the students occasionally apologize. While (25%) of them admitted to often apologizing.

3.2.2. Realization across Apology Strategies Situations.

To gather data, participants were given a brief description of the study's goal. They were then asked to offer some background information. They were then asked to complete the DCT-based questionnaire by jotting down their responses in each situation.This study aims to categorize apologetic tactics and identify the various types of strategies used by EFL students. Following that, examine why the EFL students adopted such an

apology method in apologizing. Finally, examine the elements that impact the apologetic method. This study employs descriptive-qualitative methodology, with the researcher describing the data in sentences based on the collected data, and classifying them into five types of apology based on IFIDs, responsibility, explanation, repair, Repair Concern , Forbearance ,Opting Out. and the factors influencing the EFL student's apology. Social status, types of Offense, Gender,Social distance , and the cultural factors .

Situation 1

You borrowed a book from your male employer, but your nephew ripped a few pages. You looked at bookshops but couldn't find the identical one. You understand how significant the book was to your employer and are deeply sorry. How do you apologize ?Table 04 illustrates the apology formulas used in Situation 1

Apology Strategies	**Number of Students**	**Percentage**
IFIDs	12	30 %
Responsibility.	10	25 %
Explanation	08	20 %
Repair	06	15 %
Forbearance	00	0 0 %
Concern	01	2.5 %
Opting Out	03	7.5 %

Table 4 : Frequency of apology strategies for Situation 1 .

As table(3) shows the frequency and the seven strategie adopted by EFL Students, the (IFID) was used more than others in high percentages which account for (30%). Though it occurs frequently, for example : I'm sorry to inform you that my nephew tore a few pages from your book. I looked for the same one but couldn't find it. I sincerely sorry. Explanation approach (20%) is comparatively higher. It is used as an excuse to conduct an offense. Responsibility (25%) indicates that the criminal was aware of his crime , for example : Please accept my apologies, sir, for my error. This is a really terrible occasion for me. Repair (15%) is used if the offender believes that a verbal apology would not enough , for example : I attempted to locate a new one but was unable. Concern (1%) and Forbearance (0%) methods were rarely utilized by students**.** We discovered that there is a mix of strategies. Apologies have frequently included the terms IFID+Explanation, IFID+Responsibility, or IFID+Responsibility+Repair. They used this combo because they are afraid of seeming less honest. This can be explained by the fact that the chosen sample frequently allows for a greater volume of verbal production.

The following table 5 lists the lexical elements used in Situation 01:

The sub-types of IFIDs	**Number of Students**	**%**
I'm sorry	08	20 %
Pardon	08	20 %
Forgive me	02	05 %
I apologise	03	7.5 %
Exuse me	05	12.5%
Accept my deep appology	14	35 %

Table 5 covers the IFID subtypes used in situation 1. (20%) of students have used the phrases "I'm sorry" and "forgive me". (5 %)They used the phrase Please forgive me. (7.5 %) of them chose "I apologize." (12.5%) of the Students used the phrase Excuse me. While (15%) of the students used the phrase Accept my deep apologies.

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 1.**

"I apologize to the employer's head for ripping a few pages of his book."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**%**
The social statue	19	47.5%
Types of Offense	05	12.5 %
Gender	00	00 %
The culture Factors	05	12.5 %
Social Distance	11	27.5 %

Table 6: Factors Influencing EFL Students' choice of the Apology Strategies (situation1)

The findings of this situation indicate that (47.5%) of students' choices were impacted by the offender's social status, while (12.5%) demonstrate that their choices were influenced by the factors Types of Offense and Culture Factors. The remaining percentag of students (27.5%) chose Social Distance.

Situation 2

You borrowed your bestie's brand-new digital camera, unintentionally damaged it, and now you're embarrassed...what would you say to him?

Apology Strategies	**Number of Students**	**Percentage**
IFIDs	08	20%
Responsibility	12	30%
Explanation	00	00%
Repair	20	50%

Forbearance	0	00 %
Concern	0	00%
Opting Out	0	00%

Table 7 : Frequency of apology strategies for Situation 2.

The number of apologetic methods employed in this situation is three, with IFIDs, Responsibility, and Repair being the most frequently utilized, and IFIDs being the least frequently used.Many of the participants felt that a Repair strategy was the most suitable in this instance because the incorrect behavior was so clear.

The following example illustrates an intermediate learner's usage of apologetic tactics in situation 2: I apologize. I got a new one for you, and I hope you understand why. I hope you accept my reason.

The following table 8 lists the lexical elements used in Situation 02:

The sub-types of IFIDs	**Number of Students**	**%**
I’m sorry	8	20 %
Excuse me	10	25 %
Forgive me	18	45 %
Accept my deep apology	04	10%

Table 6 covers the IFID sub -types used in Situation 02. (20%) of pupils have used the phrases "I'm sorry" , This lexical i'm sorry indicates sincerity. (25 %)They used the phrase « Excuse me ». (45 %) of them chose "Forgive me.", It is a common term among Algerian EFL students. While (10%) of the students used the phrase Accept my deep apologies.

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 2.**

"I'm sorry for damaging my friend's new digital camera."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**%**
The social statue	00	00%
Types of Offense	28	70%
Gender	00	00%
The culture Factors	00	00%
Social Distance	12	30%

Table 9: Factors Influencing EFL Students' choice of the Apology Strategies (situation 2).

The findings of this situation indicate that (70%) of students' choices were impacted by the offender's Types of Offense . The remaining percentag of students(30%) chose Social Distance.

Situation 3

You were ordered to do your schoolwork, which was to write an academic paragraph for your writing module test; effortlessly, you copied an article from the internet, but your professor may easily detect that...what would you say?

Apology Strategies	**Number of Students**	**Percentage**
IFIDs	8	20%
Responsabilty	6	15%
Explanation	8	20%
Repair	6	15%
Forbearance	11	27.5%
Concern	00	00%
Opting Out	1	2.5%

Table 10 : Frequency of apology strategies for Situation3 .

As can be seen in table above, no many participants chose Opting(2.5%)out strategies It means refuse to take responsibility and the highest strategies was Forbearence (27.5%). The students utilized IFIDs in conjunction with other tactics, such as IFIDs + Explanation or IFIDs + Responsibility. Concern, on the other hand, had never been employed in the current scenario. That shows that the offender accepts responsibility by showing remorse and promising never to repeat the mistake.

We've seen that some students use profanity to indicate their lack of intent. They sometimes dodge responsibility for a certain situation., It is used as an excuse to conduct an offense.

Example :swear ,Idid not mean, excuse me. I didn't have enough time and I need some assistance.

The following table11 lists the lexical elements used in Situation 3.

The sub-types of IFIDs	**Number of students**	**%**
Pleas Pardon me	6	15%
I’m sorry for this	10	25%
Fogive me please	12	30%
Excuse me	12	30%

Table 5 covers the IFID subtypes used in situation 1. (20%) of students have used the phrases "I'm sorry" and "forgive me". (5 %)They used the phrase Please forgive me. (7.5 %) of them chose "I apologize." (12.5%) of the Students used the phrase Excuse me. While (15%) of the students used the phrase Accept my deep apologies

Although the majority of participants announced apologies in order to repair their relationship with their teacher and demonstrate to him/her that they are accountable, others stated that they did not apologize or even had the courage to admit their faults or offenses, despite feeling bad about their actions and knowing they were wrong. It is the

second time they have done this, therefore they are embarrassed and ashamed of their mistakes**.**

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 3**

" I sincerely apologize to my professor for duping him in homework."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**%**
The social statue	18	45%
Types of Offense	08	20%
Gender	0	00%
The culture Factors	14	35%
Social Distance	0	00%

Table 12: Factors Influencing EFL Students' choice of the Apology Strategies (situation 3).

The findings of this situation indicate that (45.5%) of students' choices were impacted by the offender's social status, while (20.%) demonstrate that their choices were influenced by the factors Types of Offense . The remaining percentag of students (35%) chose Social Distance.

Situation 4

Finally, you found a reliable work, but problems followed you; you fought and got into a fight with someone who you had no idea was your new boss until you saw him sitting on the boss's desk... what would you say to make it up?

Apology Strategies	**Number of students**	**%**
IFIDs	10	25%

Responsibiliy	10	25%
Explanation	10	25%
Repair	00	00%
Forbearence	00	00%
Concern	05	12.5%
Opting Out	05	12.5%

Table 13 : Frequency of apology strategies for Situation4

The qualitative investigation revealed that the EFL learners used five primary apologies techniques, with the following advantages: IFIDs (25 %), Responsability (25 %), Explanation (25 %).This shows that the student is aware of their mistake and needs to apologize in order to reduce rigidity and restore harmony between them, As an example, consider: I apologize, sir; I was so nervous before my job interview. Concern and Optinig out (12.5%). This demonstrates that the student refuses to accept responsibility because they do not feel guilty. For example, I don't believe it's my fault.

The following table14 lists the lexical elements used in Situation 4.

The sub-types of IFIDs	**Number of students**	**%**
I’m sorry	36	90%
For give me	04	10%

Table 14covers the IFID sub-types used in situation 4. (90%) of students have used the phrases "I'm sorry" . While (10%) of the students used the phrase For give me.

- **Factors influencing EFL students’ choice of the Apology Strategies in Situation 4**

"I sincerely apologize to my new supervisor at my new job."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**%**
The social statue	28	70**%**
Types of Offense	06	15**%**
Gender	00	00**%**
The culture Factors	00	00**%**
Social Distance	06	15**%**

Table 16: Factors Influencing EFL Students' choice of the Apology Strategies (situation 4).

The above results reveal that (70%) of respondents indicated that the social status of the offended affected their choices of the apology formulas. A percentage of (15%) which represents 6 students opted for the Types of Offense . The same percentage (15%) associated the choices of their apology formulas to the Social Distance .

Situation 5

You had a meeting plan with a partner, you missed the appointment and ruined the plan, you wanted to apologize but are worried of his reaction because this is not your first time missing your get-together with him. How would you express your regret?

Apology Strategies	**Number of students**	**Percentage**
IFIDs	08	20**%**
Responsibiliy	06	15%
Explanation	04	10%

Repair	16	40%
Forbearence	00	00%
Concern	03	7.5%
Opting Out	03	7.5%

Table 17 : Frequency of apology strategies for Situation5

Table 17 demonstrates that repair approaches outperform the other choices by (40%). In the current situation, the offenders fear that a verbal apology may not be enough to restore both sides' harmony. For example, I promise to be there the next time and will reward you with a dinner; let's make another appointment, forgetting a get-together with a close friend is a more serious offense that demands elaborate apologies and higher incidence. (20%)of the students employed IFID techniques. (15%) of the students admitted fault and stated why they had left the meeting again. This is an example: I was very tired; it was out of my hands not to appear; an important scenario prompted me to be late for your firm.(10%) of the responders used explanation (E.g. all this because of my charged program). (7.5%) had utilized Concern and Opting Out. There is no evidence of Forbearance in our data.

The following table 18 lists the lexical elements used in Situation 5.

The sub-types of IFIDs	**Number of students**	**Percentage**
I'm sorry	16	40**%**
Pardon me	14	35**%**
Excuse me	4	10**%**
I apologies	6	15**%**

- **Factors influencing EFL students' choice of the Apology Strategies in Situation5.**

According to Table 18, the degree of language used and apology formulations vary substantially. (40 percent) of pupils have said "I'm sorry." (35 percent) of them have used

the words "Forgiveness me." In Arabic apologies, there has been a balance between statements of guilt (I'm sorry =?anaa?aasifa/?aasif and 3uthran) and professions of pardon (saamihnii/?ismahlii). Excuse me was used by ten percent of them. (15%) of them have taken use of Please accept my sincere apologies.

As a result, we may conclude that the larger representation of forgiving phrases in Arabic data supports the hypothesis that asking for forgiveness in informal contacts, such as in Algerian Arabic, is becoming more common.

"I apologize to my friend for skipping the meeting for the second time."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**Percentage**
The social statue	00	00**%**
Types of Offense	36	90**%**
Gender	00	00**%**
The culture Factors	00	00**%**
Social Distance	04	10**%**

Table 19: Factors Influencing EFL Students' choice of the Apology Strategies (situation 5).

According to the afore mentioned findings, (90%) of respondents said that the Types of Offense, whereas (10%) of them related their choice of apology strategies (or formulae) to the real social distance.

Situation 6

You work as a professor. You are 20 minutes late for a meeting with your pupils. How do you express your apologize?

Apology Strategies	**Number of students**	**Percentage**
IFIDs	6	15**%**
Responsibiliy	12	30**%**
Explanation	10	25**%**
Repair	10	25**%**
Forbearence	00	00**%**
Concern	00	00**%**
Opting Out	02	05**%**

Table 20 : Frequency of apology strategies for Situation 6.

Table 12 listes the ferequency and percentage of apology strategies used by the participants.In this situation EFL lerners chose to opoloy Responsibility (30%)was the most favored strategy, for example : Hello, I apologize for being late, Please excuse my late arrival.Explanation and Repair were used by the same percentage of students (25%). On the other hand, Forbearence ,Concern, Opting out, are underutilize,for example : It is not necessary to apologize for 20 minutes. But, in any case, I apologize.

These data indicate that the power relationship has a significant impact on the choice of apologetic tactics, a person in a higher position was compelled to apologize to someone in a lower position.

The following table 21 lists the lexical elements used in Situation 6

The sub-types of IFIDs	**Number of students**	**Percentage**
I'm sorry	08	20**%**
Pardon me	10	25**%**
Excuse me	6	15**%**
Forgive me	12	30**%**
Accept my deep appology	4	10**%**

According to Table 21, (20%) of the students had used the phrase "I'm sorry." . (25 %) have used excuse me. Excuse me was used by(15%)of them. (30%) of them used the phrase "forgive me." Accept my apologies has been used by (10%) of them.

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 6.**

"I apologize to my students for my tardiness."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**Percentage**
The social statue	00	00**%**
Types of Offense	30	75**%**
Gender	00	00**%**
The culture Factors	02	05**%**
Social Distance	08	20**%**

Table 22: Factors Influencing EFL Students' choice of the Apology Strategies (situation 6).

Situation 7

You have a child and are visiting a friend for the first time. When your son destroys a costly vase, Your friend says . "Oh, no, this was a present from my mum," explains your pal. What are your thoughts?

Apology Strategies	**Number of students**	**Percentage**
IFIDs	10	25**%**
Responsibiliy	8	20**%**
Explanation	00	00**%**
Repair	18	45**%**
Forbearence	00	00**%**
Concern	00	00**%**
Opting Out	04	10**%**

Table 23 : Frequency of apology strategies for Situation 7.

Table 23 shows that 45 percent the students chose the Repair option. This implies that they relegalized their mistakes and believed that a verbal apology would not enough. (25%)of them have adopted IFID tactics. We discovered that the majority employed a mix of tactics, such as IFIDs+Repair or IFIDs+Responsibility (e.g. Sorry, I will compensate it). Twenty percent of people have claimed responsibility (E.g. it was my fault). Explanation, Concern, and Forbearance are rarely employed by students.

The following table 24 lists the lexical elements used in Situation 7.

The sub-types of IFIDs	**Number of students**	**Percentage**
I'm sorry	22	55**%**
Excuse me	6	15**%**
Forgive me	6	15**%**
Accept my deep apology	6	15**%**

According to Table 14, (55%) of the students have used the phrase "I'm sorry." (15%) of them have utilized Forgive me. (15%) of them used the phrase "accept my deep apology.", the same percentage have utilized Excuse me .This demonstrates learners' understanding of apologies marked for register (formal) and, as a result, politeness. Nonetheless, learners appear to struggle with overcoming language restrictions.

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 7.**

"I'm sorry for damaging my friend's present."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**Percentage**
The social statue	00	00**%**
Types of Offense	26	65**%**
Gender	00	00**%**
The culture Factors	00	00**%**
Social Distance	14	35**%**

Table 25: Factors Influencing EFL Students' choice of the Apology Strategies (situation 7).

According to the above-mentioned findings, the factor of Types of Offense influenced (75%) of students' choice of apology formulae; however, the factor of "social distance" influenced (35%).

Situation 8

You promise your daughter that you would assist her with her schoolwork, but you are short on time. When she gets home from school and discovers out, she is furious. What would you tell her?

Apology Strategies	**Number of students**	**Percentage**
IFIDs	17	42.5%
Responsibiliy	9	22.5%
Explanation	4	10%
Repair	8	20 %
Forbearence	00	00%
Concern	2	5 %
Opting Out	00	00%

Table 26 : Frequency of apology strategies for Situation8.

According to Table 26, the majority of students employed the IFIDs strategy (42.5%) , for example : I know I promised to finish your homework, dear, but I don't have enough time , and Responsibility (22.5 %), on the other hand, we have seen a decrease in Repair (20 %), Explanation (10 %),Ghawi (1993: 47) discovered that the Explanation approach is a fundamental one in Arabic, and also there is a fall in Concern (5%). Opting Out and

Forbearance are not available in this case, They are frequently unrelated to the apologetic act itself.

They appear to have a significant part to play in such a situation, as when engaging with kids, they should be chosen with care to calm them since they are more sensitive to transgressions than adults.

The following table 27 liste the lexical elements used in Situation 8.

The sub-types of IFIDs	**Number of students**	**Percentage**
I'm sorry	17	42.5 %
Foregive me	13	32.5 %
I apologise	10	25%

According to Table 27, the expression of regret I'm sorry is dominant (42.5%) , (For example, I'm sorry, youngster, I truly am, I'm very sorry; I'm really sorry.) It is a formulaic expression for regret. The expressions Forgive me and have been used by (32%) of the students , (saamihiinii/?asmhiilii to a female apologee) in Arabic are as common as expressions of remorse. Given the casual nature of the circumstance, we attribute this to the fact that this IFID is extensively used in the low variety (Algerian Arabic; saamhiinii or?asmhiilii). and the expression I apologise have been used by (25%) of the students. given the fact that the situation is informal (unlike in Situation 4).

- **Factors influencing EFL students' choice of the Apology Strategies in Situation 8.**

"I apologize to my daughter for not helping her with her studies."

Factors influencing EFLstudents' choice of the apology strategies	**Number of students**	**Percentage**
The social statue	09	22.5%
Types of Offense	21	52.5 %
Gender	00	00%
The culture Factors	00	00 %
Social Distance	10	25%

Table 28: Factors Influencing EFL Students' choice of the Apology Strategies (situation 8).

The majority of respondents (52 %) stated that the element "Types of Offense" affected their choice of apologetic strategies for this case. While the remaining percentage (22.5%) seems to be impacted by the "Social Statue" factor. and (25%) seems to be influenced by "Social Distance."

3.4 .Summary of the Findings.

In English, a single amplified context-appropriate IFID suffices (Màrquez Reiter, 2000).As a ritualistic intensifier, apologetic behavior in Arabic necessitates the use of more than one IFID in articulating the apology.the EFL Students use several IFIDs to express regret, ask forgiveness, or accept an apology. This is explained by the fact that Algerians place a high value on the context of the apology. It appears that direct apologies are preferred in the EFL learners context, because of two factors : The first one might be EFL learners' insufficient pragmalinguistic competence which impedes their use of evasive or compensation strategies. Second, the adoption of direct tactics may be founded in Algerian sociocultural norms that favor direct apologies (IFID the most frequent apology strategies in situations 01,03,04,08), particularly when delivered to an interlocutor of the opposite gender or with a higher social status in terms of age or social position.

Some of the situations in this study required more usage of certain strategies than others, such as "offering repair/ or "acknowledging responsibility." However, the special character of apology, in which the degree of offense has an impact comparable to power, can lead to the frequent use of "offering repair" even when interlocutors have equal power; this is seen in Situation 2 in this study.

The very low frequency of "opting out" shows the veracity of the second reason, in that opting out is simple to implement pragmatistically but harmful to social interactions. "Promise of forbearance" and "showing concern for hearer" strategies are employed less frequently than other strategies. This preference may imply that direct apology has a cross-cultural realization in that every offense or error, regardless of culture, necessitates direct apologies realization. However, the low usage of tactics such as "showing concern for the hearer" and misuse of "direct apologies" may be attributed in part to L1 cultural norms that discourage the former strategy from being used frequently.

This study's findings also shed insight on cross-situation variation in strategy utilization. This variation includes two components: strategy type variation and strategy frequency variation. As with other speech acts, variation in approach type appears to be influenced by the nature of the apology situation in terms of power and distance in general, as well as the severity of the situation and the damage/offense requiring apologies.

Besides variation in strategy type, frequency variation was seen across scenarios. It appears that, when combined with the necessity to apply certain strategies in a particular apology situation, some apology situations demand a bigger or fewer number of strategies in order to maximize the effect of the apology and decrease the likelihood that the apology will not be accepted. This is obvious, for example, in the frequent usage of "acknowledging responsibility" in Situation 1 and "offer for repair" in Situation 2 together with "direct apology (IFID)."According to the data, some situations necessitate the employment of specific tactics or a combination of strategies to accomplish a more effective apology, which can contribute to the avoidance of doing a face-threatening behavior.

In terms of the elements that influence EFL students' choice of apology strategies, findings show that while apologizing, participants are more sensitive to « Types of Offense » , and also the different types of relationships have an impact on the apologies they make. Participants use different apologetic tactics depending on the hearer's "social position" and "culture level." When it comes to gender, the participants pay little (either no) emphasis to it.

Furthermore, participants adopt distinct apologetic patterns depending on the severity of the offense ("Rank of imposition"). The more serious the offense, the more likely that an explicit apology will be supported by additional indirect techniques such as recognition of responsibility or promises of forbearance.

3.5. The Use of Religious Concepts :

Replies including religious notions are studied . it was found as a result of the influence of Islamic culture mostly on speech patterns of EFL learners. EFl students highlight God's will in their responses. They believe that only God has influence over the future and can predict what will occur. As a result, some apologizers pledged mending only if God permitted it:

situation02: I'm sorry. By God's grace, I'll buy you a new camera.

Situation 01: Please forgive me, sir. I will bring your book tomorrow, if God wills.

To mitigate the offense and ensure that what is said is real, one may swear by God that he or she does not lie, for example:

Situation 06: Please accept my apologies for my tardiness. It was the traffic, I swear to God.

situation 05,08: Oh, sorry. By God I was very sick.

Speech act strategies are mistakenly translated from L1 to L2. (Thomas,1993:99). " When a pupil strives to do the right speech act but uses the erroneous linguistic meaning (i.e. currently nearly from acceptability of form), this is referred to as ragmatic failure." (Ellis, 1994:167).

3.6. The Limitations Of This Study :

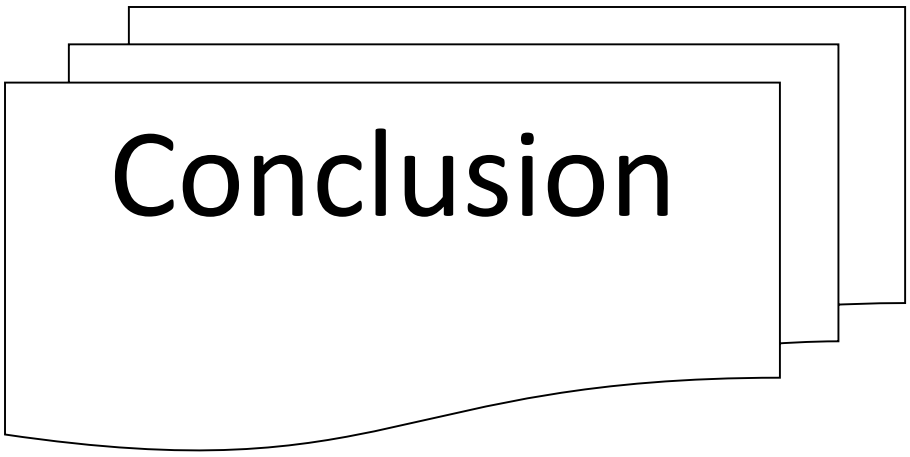
In regards of the study's flaws, there were a handful that come into play for future investigation. First, The scholar in this paper used DCT as a data collection tool to achieve the objectives . Semi-structured questionnaires might potentially be employed to collect extra data for this study for future work. Second, Participants of this study were EFL students in different cities. Future studies may seek to study the use of AS with EFL graduate learners from specific cities in order to get more specific and generalizable results.

Conclusion :

An apology can be defined broadly as follows : A speech act targeted towards the hearer's face-needs and intended to correct a transgression for which the apologizer takes responsibility, and thereby rebuild a positive relationship between the apologizer and the hearer. The current study aims to evaluate the various apologetic tactics used by EFL learners, as well as the relationship between apology strategies and gender. According to the study, IFIDs, Among all participants, accounts and reparation were the most often mentioned AS. Male and female users of AS utilized it in a comparable fashion. While the remaining methods were not employed often by all individuals.

In terms of strategy type and strategy frequency , The statistics show that strategy utilization varies between contexts. This distinction makes sense given that apologetic scenarios might differ in terms of interlocutors' power dynamics, social distance, and the degree of offense or hurt. Without a clear knowledge of the event's nature. It is hard to use suitable apologetic strategies. So that EFL learners are exposed to the application of each approach in an appropriate setting, textbooks should include dialogues in which apologies are delivered in various circumstances.

Finally, Data on the usage of apologetic strategies by EFL learners show that as proficiency grows, EFL learners' apology tactics do not become more native-like. This is consistent with the majority of studies in the literature, which suggests that pragmatic competence lags behind linguistic skill. As a result, reading about speech act in textbooks will not increase pragmatic output , because pragmatic competence does not necessarily follow linguistic aptitude, interlanguage pragmatic acquisition requires instructional intervention.


Conclusion

General Conclusion

An apology is a speech act aimed at the hearer's face needs and meant to fix an offense for which the apologizer accepts responsibility, thus reestablishing a good connection between the apologizer and the hearer.

Based on the findings, apology strategies can be found in talk shows. The talking program involves interaction between two or more individuals. Consequently, we discovered the errors made while apologizing during a particular conversation. By doing this research, it is hoped that the readers will comprehend and recognize the importance of adopting apologetic tactics in everyday life or media communication. I hope my research will be valuable to the reader in exploring this issue using various data sources. This study may not be generalizable to all EFL learners; nonetheless, it can give some insights into apologetic approach patterns in the context of Algerien students, as well as some implications for cultural norms and standards in Algerien society. According to data research, most students employ a variant and mix of apologetic techniques, particularly IFID tactics. Most of them utilize "I am sorry" as the dominating statement of remorse when announcing apologies. When it comes to the factors that influence EFL students' choice of apology strategies, the findings show that when apologizing, participants are more sensitive to the "social distance" between them as "speakers" and the hearer (offended). They agree that different relationship types affect the apologies they produce.


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Appendix

Appendix

Discours completion take (DTC)

Dear student's you are kindly asked to answer this structured DTC which is administrated to gather the need information in order to accomplish our master dissertation, this DTC is aims at the way EFL students apologies in different situations and the hurdle that faces them. Your view point will remain confidential. Hence you are politely invited to provide the apology that you would use when facing those situations. We would really appreciate your cooperation.

Part one; general information

Please put a tick √ in the appropriate box

Q1: Are you?

A . Male ☐

B . Female ☐

Q2: how old are you?

20_ 30 ☐

30+ ☐

Q3: How often do you apologize?

A . Always ☐

B . Often ☐

C. Some times ☐

D. Rarely ☐

E. Never ☐

Part two: imagine situations

How would you apologize in each case of those situations? please write the exact words in each case .

Situation 1:

You borrowed a book from your male employer, but your nephew ripped a few pages. You looked at bookshops but couldn't find the identical one. You understand how significant the book was to your employer and are deeply sorry. How do you apologize.....

The apology formula:.....

Situation 2:

You borrowed your bestie's brand-new digital camera, unintentionally damaged it, and now you're embarrassed...what would you say to him?

The apology formula.....

.....

Situation 3:

You were ordered to do your schoolwork, which was to write an academic paragraph for your writing module test; effortlessly, you copied an article from the internet, but your professor may easily detect that...what would you say?

The apology formula.....

.....

.

Situation 4:

Finally, you found a reliable work, but problems followed you; you fought and got into a fight with someone who you had no idea was your new boss until you saw him sitting on the boss's desk... what would you say to make it up?

The apology formula.....

.....

Situation 5:

You had a meeting plan with a partner, you missed the appointment and ruined the plan, you wanted to apologize but are worried of his reaction because this is not your first time missing your get-together with him. How would you express your regret?

The apology
formula.....
.....

Situation 6:

You work as a professor. You are 20 minutes late for a meeting with your pupils. How do you express your apologize?

The apology formula.....

.....
.

Situation 7:

You have a child and are visiting a friend for the first time. When your son destroys a costly vase, Your friend says . "Oh, no, this was a present from my mum," explains your pal. What are your thoughts

The apology formula

……

.....

Situation 8 :

You promise your daughter that you would assist her with her schoolwork, but you are short on time. When she gets home from school and discovers out, she is furious. What would you tell her ?

Appendix

The apology formula.....

.....

الملخص

تهدف الدراسة الحالية عن كيفية آداء الإعتذارات في خطاب طلاب اللغة الانجليزيه كلغة أجنبية في جامعة يحئ فارس بالمدينة.

الإعتذار هو عبارة عن عمل خطابي موجه لتلبية إحتياجات سامع الإعتذار ويقصد به إصلاح الخطأ الذي يتحمل المعتذر مسؤوليته،و بالتالي نشئ إرتباط جيد بين المعتذر والسامع.

واستنادا إلى النتائج، يمكن العثور على إستراتيجيات الإعتذار في البرامج الحوارية .ويشمل برنامج الكلام التفاعل بين شخصين أو أكثر .ونتيجة لذلك، اكتشفنا الاخطاء التي ارتكبت اثناء الاعتذار خلال محادثة معينة .ومن خلال إجراء هذا البحث، من المأمول أن يدرك القراء أهمية تبني الأساليب الخاصة بالاعتذار في الحياة اليومية . أتمنى أن أقدم الإضافة ببحثي هذا ويكون ذي قيمة للقارئ في أستكشاف هذه المسألة من خلال مصادر مختلفة للبيانات .قد لا تكون هذه الدراسة قابلة للتعميم على جميع المتعاملين بهذه اللغة ؛ ومع ذلك، يمكن أن يعطي بعض الأفكارعن الاعتذار في سياق كلام الطلاب الجزائريين، .ووفقا للبيانات، فإن أغلب الطلاب يستخدمون مجموعة متنوعة ومزيج من أساليب الاعتذار، وخاصة تكتيكات .IFID يستخدم عندالاعتذارو يتضمن عبارة" أنا آسف "كالعبارة المعبرة عن الندم و الاعتذار. و من خلال العينة الطلابية التي أجري عليها هاذا البحث ، فإن النتائج تظهر أنه عند الاعتذار، يكون المشاركون أكثر حساسية تجاه" البعد الاجتماعي "بينهم بصفتهم" متحدثين "و مستمعين.و يتفقون على أن مختلف أنواع العلاقات تؤثر على الاعتذارات التي ينتجونها.