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A Sociopragmatic Analysis of the Relationship between Variation in
Social Power and the Practice and Perception of the Speech Act of
Apology in Algerian Academic Contexts

The Case of the Students and Teachers of Master 1 Didactics of Foreign Languages at
Bejaia

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Abstract

The main aim of this study is to investigate the realization of apology speech act under the influence of social power. The research method is speech act analysis in which researchers adopted two content analysis approaches, which were directed and conventional approaches including Discourse Completion Test (DCT). The present study took place at the University of Abderrahmane-Mira, Bejaia. That is, the population of this study includes Master 1 English language students and teachers from the English language department. 40 students and 15 teachers took part in our study and responded to the DCT. The study main findings revealed that the IFID (Illocutionary Force Indicating Device) strategy was a basic strategy to be combined with other strategies among students and teachers. It is also shown that students and teachers' responses were related to emotions and ethics category more often. In addition, the study results revealed that EFL students and teachers use mixed apologizing strategies more often than independent ones. Besides, both teachers and students used similar apologizing strategies in response to all social power situations. Moreover, the study participants' perception of apology were found to be more related to the category of emotions when dealing with equal-to-equal and high-to-low power situations, and they reflected the reason of awareness and recognition of social power mainly with high to low power relations. The results of the study can be used to raise students' awareness towards the practice of apologizing in relation to different social power contexts and to teachers who can use authentic materials in relation to the practice of apologizing. The main suggestion of this research is that comparative studies are expected to be conducted on the same topic.

Keywords: Apology Speech Act, Strategies, Social Power, EFL, Students, Teachers, Situations, DCT

Dedication (1)

Praise is to Allah, Almighty, who enabled me to finish this dissertation successfully and on time

To my dear father, who supported me all along my academic path until this day

To all my family and dear cousins and all my beloved ones

To my best friend Thin hinane who supported me and was all along with me in my best and hard moments

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List of Abbreviations and Acronyms

EFL	English as a Foreign Language
DCT	Discourse Completion Test
DCTQ	Discourse Completion Test Questionnaire
SAT	Speech Act Theory
TOEFL	Test of English as a Foreign Language
CCSARP	Cross-Cultural Study of Speech Act Realization Patterns
NS	Native Speakers
NNS	Non-native Speakers
BNC	British National Corpus
SRQ	Scale Responses Questionnaire
PakE	Pakistani English Speakers
PakU	Pakistani Urdu Speakers
BritE	British English Native Speakers
JL2Ss	Jordanian Second Language Speakers
JNESs	Jordanian Non-English Speakers
ENSs	English Native Speakers

ANES	American Native English Speakers
EA	Egyptian Arabic
SA	Saudi Arabic
JA	Jordanian Arabic
ELT	English Language Teaching

CHAPTER ONE: GENERAL INTRODUCTION

Different types of speech acts and the social factors affecting their realization have been the center of interest for many researchers. In fact, speech acts establish order in society and improve interpersonal interactions, such as caring about each other's emotions by expressing apologies to restore relationships and maintain harmony. Apologies are vital to preserving positive relationships, yet, their realization can be affected by a variety of social factors such as social power. Social power reflects the role associated to someone in society, and it is divided into three ranks (high, equal, and low). That is, in three ranks, we have three social power relations such as low to high, equal-to-equal, and high to low. Many studies were conducted to analyze the speech act of apology. To start with, apologetic practices have been discussed in different languages and cross-cultural studies. For instance, Harb (2015) examines the types of apology strategies used by Arabic native speakers. Chamani and Zareipur (2010) compared Persian and British English native speakers in the use of apologizing expressions. These studies, along with others, highlight the differences and similarities between participants in the use of apologizing strategies, including independent and mixed apology expressions.

Indeed, researchers linked apology speech act to the contextual variable of social power. That is, the current study's most prominent key findings revealed that participants use mixed strategies more frequently than independent ones. Also, the study participants' perception of apology were found to be more related to the category of emotions when dealing with equal-to-equal and high to low power situations, and they reflected the reason of awareness and recognition of social power mainly with high to low power relations.

The realization of the speech act of apologizing is influenced by a number of social variables, among which the variable of social power relations. Moreover, the relation between social power and the apologetic behaviour vary considerably from one cultural and national context to another. In fact, many differences were found in the practice of apology between English speaking countries and ESL/EFL countries. In some contexts, EFL learners and teachers are less likely to consider the element of social power as an essential variable while performing the act of apologizing. Hence, the importance of conducting research is represented

in investigating how people in different countries, cultures, academic and professional backgrounds change their ways of apologizing according to social power contexts.

1. The Statement of the Problem

In spite of the importance of understanding how the practice of apologizing varies according to variation in social power relationships, few studies were conducted in North African countries in general and Algeria in particular. This is true for the department of English at Bejaia University where no study was conducted on this important issue in the past. In addition, students apologize in their daily interactions, but they lack knowledge about some apologizing strategies. Therefore, this study is concerned about revealing how apologies are realized in this context with respect to this factor.

2. The Aim of the Study

The purpose of this research is to explore how teachers and students apologize. More particularly, it seeks to determine whether there are common apology expressions and strategies in a specific setting: the university. Aside from that, the aim is to identify whether teachers and students employ only independent or mixed strategies in order to apologize. Moreover, it aims to compare the responses of teachers and students to each apologizing situation based on different social power ranks (high, equal, low). Finally, it intends to raise students' awareness to the significance of apologies in daily communication and to examine whether they apply various strategies to convey their apologies.

3. The Research Questions

The study aims at answering one main question:

How do Bejaia University EFL students and teachers' perception and practice of apology vary according to the external social variable of social power (high, equal, and low)? To this end, more detailed research questions are related to it and are as follows:

- Do subjects express their apologies solely through independent strategies, or do they also use a mix of strategies?
- Do teachers employ different apologizing strategies with students in accordance with each social power relation?

- What are teachers' and students' perceptions of apologies in different social power relation contexts?

4. The Significance of the Study

Regarding a considerable number of previous studies about the speech act of apologizing, the present study is significant in several aspects. It is worth mentioning that there is a lack of studies on apology speech act in the Algerian educational context, particularly the University context. To fill this gap, our research sheds light on EFL University students' apologetic behaviour.

In addition, our dissertation involves not only participant students but also teachers of English language, which cannot be found in other studies. Other researchers paid close attention to gender, age, and status as major factors, which affect the choice of apology expressions. To fill this gap, our thesis comes up with the social power variable as a dominant and essential external factor that has a vivid effect on apology strategies selection.

5. The Methodology

The current study involved two approaches of content analysis, namely directed and conventional approaches. Besides, the main data collection tool is the Discourse Completion Test (DCT), including six real-life scenarios of different contexts distributed to both subjects (students and teachers). The study consisted of first-year Master's students of English, majoring in Didactics, and teachers of English language from the University of Bejaia. Participants were asked to imagine the situations and respond with the appropriate apology strategy; they were also asked to justify their choice.

Researchers employed the directed content approach for the sake of obtaining the frequency of the commonly used apology expressions by both students and teachers. For the conventional content approach, it helps understanding participants' perception of social hierarchy and relations and how are these mirrored in apologies.

6. Structure of the Dissertation

This dissertation is divided into four main chapters. The first chapter covered the general introduction, statement of the problem, significance of the study, research questions

and hypotheses, and methodology. The second chapter is divided into two sections. The first section introduces the theoretical background. In the second section, previous research was reviewed and focused mainly on the previous findings. Additionally, the third chapter is divided into two main sections. Section one deals with the methodological aspects of the study , such as research design, data collection instruments, data collection procedures, population and sample, and data analysis tools and procedures while section two deals with analysing the findings. Finally, the last chapter included a discussion of the findings, a general conclusion, limitations, suggestions for future researchers, and implications.

CHAPTER TWO: THEORETICAL BACKGROUND AND REVIEW OF THE LITERATURE

Introduction

This chapter provides a discussion on the theoretical issues related to the study's variables and a review of research about previous studies on apologizing and social power to demonstrate the relationship and the effect of the variables on each other. The chapter is composed of two main sections: a theoretical background and a review of literature about the research works conducted on this issue.

SECTION ONE: THEORETICAL BACKGROUND

1. Introduction

The primary concern of this section is to provide an overview of the speech act theory, defining speech acts and their levels before moving on to Searle's taxonomy of speech acts and distinguishing between direct and indirect speech acts. All of this background information on speech acts in general has an intent which is to lay the foundation for the definition of the apology speech act, and to specify certain internal and external factors that affect the realization of an apology. This section also puts emphasis on the external factors influencing apologizing, particularly social power and its types. Finally, the very first question that comes to mind when discussing and researching the speech act of apology is how to apologize effectively. Thus, providing various apology strategies suggested by different researchers will lead to an answer to this question.

2. Review of Speech Acts

2.1. Speech Act Theory: The Historical and Philosophical Origins

The study of speech act was initiated in the second half of the 20th century through the works of the two philosophers John Austin and John Searle. In fact, Austin founded speech act theory (SAT) in 1962 and Searle developed it in (1969, 1979). This theory refers to the study of speech acts, which falls under the purview of pragmatics (Makhlouf&Driss,2016). According to Fikenlberg (2011) SAT indicates that language is used to perform actions, it is concerned with speech and action, it is about what utterances do as well as what they

imply. In other words, speech act theory asserts that when people use language, the utterances they produce serve a purpose; it is not just speaking to speak but to conduct actions. Elbah (2022) added that SAT It is the study of how language users do things using words. Additionally, SAT is that when we speak or write, we are usually performing speech actions such as orders, requests, and apologies (Avazpour, 2020).

According to Elbah (2022)” SAT states that any saying is, in a way or another, doing, hence any meaningful utterance is a speech act”(p.613).

Austin (1962) was the first to present the essential assumptions underlying the theory of speech act, namely that when we speak, we do more than merely speak, we perform acts. He asserted that speech is divided into constatives and performatives. Constatives are statements that can be evaluated in terms of truth, but they do not elicit action. Performatives, on the other hand, are statements that can be evaluated in terms of felicity or action. Austin (1962)provided several examples of constatives, including:

- “France is hexagonal.” (p.142)
- “He is running.” (p.47)

All of those statements are assessed on a truth/falsehood scale; they are either true or false in light of a certain fact. However, Austin focused more on performatives in his work and gave some examples of them (p.5)

- “I name this ship the Queen Elizabeth.”
- “I bet you sixpence it will rain tomorrow.”

In this case, it is obvious that uttering the sentence involves performing two distinct speech acts: naming a ship and betting.

This theory is regarded as the foundation of language classification, which led to a more in-depth examination of the language. Searle (1969) expanded on Austin’s theory by suggesting indirect speech acts and categorizing speech acts into five major categories: assertive, directives, commissives, expressives, and declarations. Searle (1969) suggested some examples to illustrate more what do SAT denotes (p.22).

- “Sam smokes habitually.”

- “Does Sam smoke habitually?”
- “Sam, smoke habitually!”

He stated that in the three examples when the speaker is uttering at the same time he is doing an act.

In the first example, the speaker makes an assertion In the second example, the speaker asked a question

The third example the speaker is given an order.

2.2. Definition of Speech Act

The concept of speech acts was firstly defined by Austin in 1962 in the first edition of the book “how to do things with words”. He used the term performative sentence or utterance rather than speech act. “The issuing of the utterance is the performing of an action”(p.6). Thus, the term itself was used for the first time by Searle (1969) who stated that “ talking is performing acts according to rules” (p.22). According to Utami ,(2022), when people say a sentence, they are actively doing something rather than just saying something. Similarly, there are sorts of things that can be done with words such as questions, give orders, and make promises (p.10). Moreover, Yule (1996) asserted that speech acts are defined as actions accomplished through utterances. People not only construct grammatical structures and words, but they also conduct actions through those utterances. In other words, utterances are more than just utterances, they are acts.

Additionally, Verschueren (1999) noted that when Debby says, “Go anywhere today?” she does something that is known as asking a question; hence, this type is referred to as speech act.

2.3. Levels of Speech Acts

According to Yule (1996), the action of making an utterance consists of three linked acts: locutionary acts, illocutionary acts, and perlocutionary acts. Austin (1962) stated that an utterance includes three types of linguistic acts: the locutionary act (what is uttered), the illocutionary act (what is meant), and the perlocutionary act (the effect on the hearer).

2.3.1. Locutionary Act

Austin (1962) stated that locutionary act involves saying a specific statement with a specific meaning and reference. In addition, Yule (1996) has described locutionary act as the fundamental act of speaking, or the production of a meaningful linguistic expression. Similarly, Makhoul and Driss (2016) claimed that it is conveying something meaningful and understandable. Furthermore, Ahmed (2021) asserted that the locutionary act involves the formation of meaningful linguistic expression. As a result, this act relates to a speaker's meaningful words, phrases, and sentences.

2.3.2 Illocutionary Act

Yule (1996) explained it as the production of well-formed utterances with some kind of function in mind. Additionally, Makhoul and Driss (2016) classified it as using a statement to fulfil a function. Further, Ahmed (2021) referred it to the speaker's intention behind performing an act through speaking. Utami (2022) added that an illocutionary act is the act of employing speech to fulfil a function. When a speaker says something, he doesn't merely make a pointless utterance, he creates an utterance with some sort of purpose in his mind. That is to say, when a speaker produces an utterance, he always have a function in his mind. This utterance will accomplish something; more specifically, it will accomplish an act such as accusing, apologizing, blaming, promising and congratulating.

2.3.3 Perlocutionary Act

Yule (1996) defines perlocutionary act as the creation of an utterance with a function and the intent for it to have an effect. Ahmed (2021) interpreted it similarly as the influence of the utterance on the hearer. According to Utami (2022), a perlocution is the act by which locution and illocution have a particular impact or exert a certain influence on the hearer. As a result, perlocutionary act refers to the effect of the generated speech on the recipient.

Examples of all the three levels of speech acts including locutionary, illocutionary and perlocutionary are inserted in table 1 below for further understanding. Austin (1962, p. 101-102)

Table 1

Austin's (1962) Examples of Levels of Speech Acts

Example 1	Example 2
Act (A) or locution	Act (A) or locution
He said to me "shoot her". Meaning by "shoot" shoot and 10 referring by "her" to her	He said to me "you can't do that"
Act (B) or illocution	Act (B) or illocution
He argued (or advised, ordered) me to shoot her	He protested against my doing it
Act (C) or perlocution	Act (C) or perlocution
He persuaded me to shoot her	He stopped me, he brought me to my senses, he annoyed me

2.4. Types of Speech Acts

2.4.1. Direct Speech Act

According to Yule (1996), it occurs whenever there is a direct relationship between a structure and a function. The structures are (declarative, interrogative, imperative) and their corresponding functions are (statement, question, command / request)

He provided an example to explain more (p.54)

- "You wear a seat belt." (structure = declarative, function= statement)
- "Do you wear a seat belt?" (Structure =interrogative, function= question)
- "Wear a seat belt!" (Structure =imperative, function = command)

2.4.2. Indirect Speech Act

Yule (1996) explained that indirect speech act occurs when there is no direct relationship between a structure and a function. Furthermore, one of the most prevalent types of indirect speech acts in English takes the form of an interrogative but is rarely used to ask a question. Yule suggested the following example (p.55)

- "Do you have to stand in front of the TV?" Interrogative structure used to convey a command/ request function

2.5. Searle's Taxonomy of Speech Act

Searle (1969) had a systematic approach and classified speech acts under 5 main categories assertives, directives, commissives, expressives, and declarations. On the basis

of this taxonomy many researchers have developed their explanation and have adopted it in their studies. The following table will detail the explanations and examples provided by Yule in 1996.

Table 2

Yule (1996, pp. 53-54) Categories of Speech Acts, Explanation and Examples

N°	Category	Explanation	Example
1	Assertives/ representatives	Are those types of speech acts that express whether the speaker considers something to be the case or not, such as statements of facts, assertions, conclusions, and descriptions.	“Chomsky didn’t write about peanuts.”
2	Directives	They are used to make someone else to do something, such as commands, orders, requests, and suggestions.	“Could you lend me a pen, please?”
3	Commissives	They are used to commit Oneself to some future action such as promises, threats, refusals, and pledges.	“I’m going to get it right next time.”
4	Expressives	They express what the speaker is feeling. They describe psychological states and can be statements of pleasure, pain, likes, dislikes, joy or sorrow.	“Oh, yes, great.”
5	Declarations	Are those kinds of speech Acts that can change the world through utterances.	“Jury foreman: we find the defendant guilty.”

2.6. The Speech Act of Apology

2.6.1. Definition of Apology

According to Al-khaza'leh & ZainalAriff(2015), among the speech actions that individuals engage in everyday life situations, apology is commonly employed and extensively researched since it serves as a remedy for restoring and preserving harmony between speaker and hearer. Similarly, apology speech act serves as a remedial interchange, which aims to rebuild the social harmony after real or virtual offence, has been conducted. The act of apologising has been defined from a variety of perspectives, with some linguists seeing it as a form of repair or sitting things right. Muhammed (2006) defined apologies as an attempt to rebalance people's social relationships. Likewise, an apology is an act used to repair connections between a speaker and a hearer after the speaker has deliberately or accidentally offended the hearer... Olshtain (1989, p.165). In Al- khaza’leh and ZainalAriff (2015, p. 170) defined apology as “a speech act which is intended to provide support for the hearer who was actually or potentially mal-affected by a violation”. Holmes (1995,

p.155) explained apologising as a speech act that is intended to remedy the offence for which the apologizer takes responsibility (Muhammed, 2006, p.9)

Further, Utami (2022) claimed that apologising is a compensation measure for the offence of wrongdoing. Apologies can be private or public, written or verbal, and sometimes even nonverbal. Saoussen (2019) said that an apology is employed to repair a broken behavioural norm; the person apologises when someone is offended by his/her words. Apology is designed to boost personal and interpersonal relationships. Wardoyo (2017), on the other hand, stated that apology is expressive since it conveys the speaker's psychological attitude. Apology expresses the speaker's remorse and guilt for offending the audience. Besides that, Aydin (2019) presumed that as under the category of expressives, apology speech act plays an essential role in social interaction.

2.6.2. Factors Affecting Apologizing

Fraser (1981) as cited in Zeaiter (2016) identified five factors, which determines the apology strategy and how people will select the appropriate terms in order to apologize.

a. Factors of infraction.

It is about the social damage done by offender, such as destroying someone's belongings, insulting someone, or stealing. (Fraser, 1981, as cited in Zeaiter,2016)

b. Severity of infraction.

It addresses the gravity of the harm. For example, suppose you lose your mother's bracelet. "Mom, I'm sorry," you can say to her. However, if you lose your mother's bracelet, which formerly belonged to your grandmother and holds enormous emotional value for her. You will most likely employ a more complex apology strategy. "Mom, I am so sorry, I promise I will do my best to find it, I will do anything to make it up to you". (Fraser, 1981, as cited in Zeaiter,2016)

c. Situations in which the infraction occurs.

There are two types of situations: formal and informal. For example, if you are apologising to your teacher you will probably use the words "excuse me". If you are apologising to your friend, you will go with "I'm sorry". (Fraser, 1981, as cited in Zeaiter,2016)

d. Relative familiarity between interactants.

It refers to the offender's relationship with the offended. You will say "excuse me" and "forgive me" if you step on a stranger's foot. Yet, you'll probably laugh or say "sorry" if you step on your friend's foot. (Fraser, 1981, as cited in Zeaiter,2016)

e. Gender of interactants.

In some cases or cultures, gender does affect apology strategy used as females and males may apologies differently. (Fraser, 1981, as cited in Zeaiter,2016)

2.6.3. Apologizing Strategies and models

Over the years, many apologizing strategies have been founded and for some developed. They serve the function of offering not just one means of apologizing, but several, depending on the context of the offence.

a. Olshtain and Cohen's (1983) model.

Olshtain and Cohen (1983) provided five main strategies to apologize with some sub strategies as well. The model consists of two major strategies and several sub strategies. We have an expression of an apology within we find an expression of regret, an offer of an apology and a request for forgiveness. We also have an acknowledgment of responsibility, which includes accepting the blame, expressing self-deficiency, recognizing the other person as deserving an apology, and expressing lack of intent. The model also contains three additional main strategies that do not have sub strategies: an explanation or account of a situation, an offer of repair, and a promise of forbearance.

Table 3

Olshtain and Cohen's (1983) Model

Classification of strategies	Examples	Explanation
A-An expression of an apology		In this formula and its sub formulas the apology is direct and one of apology verbs is used "apologise", "be sorry", "forgive", "excuse", and "pardon."
An expression of regret	I'msorry.	
An offer of apology	I apologize	
A request for forgiveness	Excuse me , please forgive me, or pardon me.	

B-An explanation or account of the situation	A person late for a meeting might explain “the bus was delayed.”	
C-Acknowledgment of responsibility		
Accepting the blame	It was my fault	
Expressing self-deficiency	I was confused, I wasn’t thinking, I didn’t see you	
Recognizing the other person as deserving apology	you are right	
Expressing lack of intent	I didn’t mean to	
D-An offer of repair	I will help you get up	It is only applicable when a physical injury or other damage has occurred
E-Promise of forbearance	When someone has forgotten a meeting with a friend more than once, the person may say “ it won’t happen again.”	It refers to a situation in which the offender could have avoided the offence but did not, possibly repeatedly.

2.7. Review of Social Power

2.7.1. Register

2.7.2. Definition of Register

Halliday and Hassan (1985, p. 89) as cited in Zhang (2013, p.165) defined register as “variation according to use”. That is, register is a language variety linked with various uses in various situations. Lukin et al. (2011) mentioned that it is evident that people speak differently in different settings, systematic research of variation based on what can be termed contextual factors such as setting, addressee, subject, and formality is relatively recent. Similarly, Halliday (1978) in Lukin et al. (2011) stated clearly that register seeks to reveal the general principles that regulate this variation, so that we can start to comprehend what situational factors influence what language aspects. He added that register is a semantic phenomenon in the sense that register is the grouping of semantic features according to the situation type. According to Zhang (2013), context influences what we say, and what we say influences the context. Therefore, the context of the situation determines the register.

a. Context of situation.

The concept was originally coined by Malinowski (1923) as cited in Zhang (2013) who asserted that the meaning of an utterance is determined not by the ideas of the words that comprise it, but by its relationship to the situational context in which the utterance happens. In other words, context is crucial in deciphering what utterances actually imply. According to Butt et al. (1996), context of situation is a term that refers to what is going on in the world outside the text that affects the text. In Lukin et al. (2011), Halliday implied that register is important in tying language to social context. Correspondingly, Halliday in Derewianka and Jones (2016) affirmed that in any given situation, there are three major contextual aspects that influence the language system choices we make: field, tenor and mode. As a result, the contextual factors of field, tenor, and mode constitute a context of situation. The three variables are described subsequently, but the primary focus will be on the tenor.

Field.

According to Derewianka & Jones (2016)“Field refers to the content or subject matter. That is, all discourse is centered on a subject matter and content. For example, four friends are having a political discussion. Politics is a subject matter in this context” (p.5). Similarly, Achsan and Bharati (2015) stated that field relates to what is happening, which includes activity focus (nature of social activity) and object focus (subject matter). Field is sometimes regarded as situation's topic. Zhang (2013) presented precise instances of the nature of social activities such as tennis, opera, cooking, farming, politics, and education. To sum up, Field can be described as both an activity focus (what individuals do in their daily lives) and an object focus (the topic under discussion).

Mode.

According to Achsan and Bharati (2015), mode refers to how language is employed, whether the channel of communication is spoken or written. Similarly, Derewianka and Jones (2016) defined mode as the communication channel being used. In other words, the communication channel can be either verbal or written. Lastly, mode is defined by only two words: speech or writing.

Tenor.

Butt et al. (1996) defined the tenor as the interlocutors' relationship in terms of social roles, status, and social distance. In Achsan and Sofwan (2016), Eggins (1994) divided the tenor into three categories: power, affective involvement, and contact. Similarly, Gerot and Wignel (1994, p.11) as cited in Zhang (2013, p. 165) indicated that the tenor refers to "the social ties between individuals taking part in regards to position or power, affect and contact". Each of these scholars has classified tenor into various external contextual variables that influence the choice of linguistic forms. According to Derewianka and Jones (2016), tenor refers to the roles that individuals engage, such as students or teachers, and their relationships with others in any given situation. Furthermore, Achsan and Sofwan (2016) made clear that tenor is concerned with the social relationships of people participating in a discourse. As a result, the contextual variable of tenor belongs to a context of situation that on its turn plays a huge role in determining the register. Tenor is concerned with the various social relationships that people can take over each other while having a conversation together.

2.7.3. Power

2.7.4. Definition of Power

According to different researchers, power has been associated with diverse definitions. Schaerer et al. (2018), for example, defined power as persons' uneven control over valuable resources, while Brauer and Bourhis (2006) said that power is the identification of psychological, personality, affective, cognitive, and behavioral characteristics of individuals with high or low power. In contrast, Leezenberg (2021) stated that power refers to the relationship between actors rather than their properties. He further clarified that power does not refer to possessions, but rather to social practices that generate truth, subjects, and knowledge. Similarly, Achsan and Sofwan (2016) asserted that power is a question of equal and unequal power of interactants' roles in communication. For example, positions with equal power are those of friends, while roles with unequal power are those of boss and employee. That is, power and its various forms influence the linguistic forms produced by individual participants. In this regard, Zhang (2013) noted that people are more likely to adopt appropriate language forms unconsciously based on their social position. Ultimately, based on the definitions presented by the scholars, we can conclude

that power shapes many aspects of society, including the forms of language chosen by individuals.

a. Social power.

According to Ahmed (2021) social power is a variable that describes the degree of control that one individual can have over the other. Moreover, relationships of social power can be illustrated by a professor and his/her candidate, a boss and his/her employee, or a father and his son. Similarly, Al khaza'leh and ZainalAriff (2015) stated that the role of social power in communication requires interlocutors to recognize each other's social standing. Similarly, Almathkuri (2021) defined power as the speaker's social position in respect to the hearer. To sum up, social power refers to a person's status or position that enables him to be superior, inferior, or equal to others.

b. Types of Social Power.

According to Almathkuri (2021) social power can be divided into three levels. Level one, when the speaker has a higher status than that of the hearer, power variable is +Level two, when the speaker's status is lower than the hearer's, the power variable is -P. Level three, when the speaker and the hearer have the same status, power variable is =P.

Al khaza'leh and ZainalAriff (2015) also suggested three types of social power. The first category includes those with high social power and how they interact with those with low social power (H-L). The second category covers persons with low social power and how they communicate with interlocutors with high social power (L-H). The third category comprises those who have equal social power with their interlocutors and how they interact with each other (E-E).

That is, in the first category (high power), the speaker has what enables him to be superior to others, in the second category (equal power), both interlocutors are socially equal and no one has power over the other, and finally in the last category (low power), is where the speaker has low power towards his hearer, implying that the speaker's position in society makes him inferior to the other.

3. Conclusion

We have presented the theoretical background in this section, beginning with speech acts in general and progressing to a specific speech act that is apologizing which is drawn up on this basis. Furthermore, the most significant issue of this section is the strategies given to produce an apology, the importance of this part lies in selecting one strategy to be used in the practical one to gather data. Finally, a specified factor, social power, is chosen due to its influence on the realization of apologizing, as it will be discussed in details in the next section.

SECTION TWO: REVIEW OF RESEARCH

1. Introduction

For decades, the apology speech act has earned the interest of a considerable number of researchers and scholars. That is, they aim at broadening people's pragmatic awareness about the use of speech acts. The purpose of this section is to provide an overview of previous studies that dealt with apology speech act. This section consists of two sub-parts; the first one is devoted to studies about the apology strategies used in different languages, in educational contexts, and in cross-cultural studies. While the second part focuses on studies about the relationship between social power and the apology speech act. Regarding apology practices, the first sub-part of the section is divided into three sets: Apologizing in different languages, in educational contexts, and in cross-linguistic comparative studies. In light of the second sub-part of this section, social power as a contextual variable affects the speech act of apologizing (e.g. social power ranks). That is, the second part of this section is dedicated to providing some studies into how the relationship between social power and apology speech act is interpreted and studied.

2. Apologizing Practices in Different Languages

Several researchers have discussed apology speech acts in different languages such as Indonesian, Persian, Spanish, Arabic, and American English.

Wouk (2006) in Indonesia conducted the first study of this kind in the literature review. It was about apologies in Lombok, Indonesia using distinct semantic formulas. Data were gathered from a Discourse Completion Test (DCT) consisting of six situations written in Indonesian. The scenarios differed in terms of social distance and status. The questionnaire was filled by 105 participants (44 females, 60 males, and 1 unspecified). The study findings showed that in moderate normal offense situations, participants used a variety of strategies, particularly an overt not an apology. It was also indicated that subjects opted out mainly due to the conditions of the act and the speaker's goals. Based on Indonesian culture, the author noticed that when the speaker experiences a profound sense of shame for their mistakes, they frequently chose to remain silent. In addition, Indonesians avoided overtly accepting responsibility. The study discussed gender issues in which the findings pointed out that no gender disparities existed in the selection of apology strategies.

In line with Wouk's (2006) investigation, Afghari and Kaviani (2005) attempted to excerpt and classify the use of apology strategies performed in Persian. The study aim was twofold: (1) Remark on whether Persian and British apologies have the same formulaic pragmatic structure. (2) Exploring the effect of social distance and social dominance upon the intensifiers for apologies frequency. Researchers employed a DCT with the participation of one hundred Persian male and female university students. The study revealed that Persian people apologized directly using performative verbs "I apologize" or indirectly by using performative verbs for the offense. Also, the expression of an apology (using IFID) was found to be the most frequently used apology formula in Persian among males and females, particularly "excuse me". However, the IFID expression of "I am embarrassed" was the third formula offered as a sportive act.

Moreover, the informants' apology utterances showed that the adverbial and the emotional intensifiers were of the highest frequency of internal intensifiers. In addition, the sub-formulas of internal intensifiers as hopes for forgiveness and swearing were frequently offered in Persian. The conducted study resulted in the constant use of the RESP formula in supportive intensifiers. That is, RESP (an acknowledgment of responsibility) and IFID (the expression of an apology) are the most used apology formulas in Persian and English. Similarly, REPR (an offer of repair) and EXPL (an explanation or account of the situation) apology formulas were extensively used while the FORP (a promise of forbearance) was rarely used in Persian. Lastly, the findings of the intensified apologies, in terms of social distance and dominance, revealed that the most intensified apologies were between close friends, while the least intensified apologies were offered to strangers. The addressee's power over the speaker resulted in intensified apology utterances.

Gender has a significant impact on how often an apology is used in speech. This claim was proven by González-Cruz (2012) in his study about the use of apology strategies by Canarian Spanish university students. He attempted to investigate gender differences when they employed apology strategies alongside discussing some social variables that were the severity of the offense, degree of familiarity, and the offended person's age. The author utilized the DCT, which included eight scenarios. The study findings show that "offering to apologize", with an IFID, was the most used frequent apology strategy among the informants. Interestingly, It was also found that men prefer to use Humor as a strategy

to apologize, whereas women tended to give explanations. Similarly, females were more likely than males in minimizing the offense and promising forbearance. In addition, the three social variables had a significant impact on the choice of apologies, except for humor, which was considered a polite strategy and extensively used when the offended person is elderly.

Similarly, Harb (2015) investigated the types of apology strategies used by Arabic native speakers through a Discourse Completion Test (DCT) of ten situations, which were translated into Arabic. The researcher attempted to find out whether males and females differed in expressing their apologies. The study involved twenty subjects (ten males and ten females) whose mother tongue was Arabic of different varieties: Egyptian Arabic (EA), Saudi Arabic (SA), and Jordanian Arabic (JA). The researcher analyzed the use of the following apology strategies in the study:

Illocutionary Force Indicating Device (IFID)
 Explanation (EXPL)
 Responsibility (RESP)
 Forbearance (FORP)
 Repair (REPR).

The apology strategies results revealed that, after EXPL, IFIDs comprised the second-highest strategy among participants of both groups (males and females). In this study, participants performed the IFIDs with EXPL. Besides, the two groups did not typically use RESPs and EXPLs. Therefore, EXPLs obtained the lowest frequency. Overall, the results assumed that Arabic speakers used a variety of apology strategies, particularly IFIDs with EXPLs. Even though the author did not provide much information about gender differences, the findings confirmed that there are no notable variations between males' and females' apologizing strategies for.

In addition, Abdi and Biri (2014) investigated a corpus-based study on apology exchanges utilized in an American sitcom namely “The Simpsons”. The study aimed at identifying the appropriate apology strategies, the different offenses, and the variables that affect the choice of apology strategies. For data analysis, 8 seasons of the Simpsons were selected in the corpus. The conversations containing apology expressions were transcribed following Tosborg's (1995) and Fraser's (1981) frameworks. Based on apology strategy

types, the results showed that the expression of regret was the most frequent apology strategy. Similarly, acknowledgement of responsibility and explanation were also frequently used in the corpus. Conversely, the promise of forbearance was the least frequent apology strategy. Regarding the types of offenses, the findings indicated that offenses related to inconvenience and talk motivated the performance of apologies. Moreover, the nature of the infraction and the severity of the infraction were found to be the most frequent factors, which lead the speakers to select a certain apology type. Furthermore, the most frequent apology mixtures used in the corpus were Expression of Regret mixed with Explanation and Expression of Regret mixed with Acceptance of the Blame. Lastly, the findings revealed that “I am sorry” and “Forgive me” were the utmost repeated apology forms, but “My fault” and “I did not mean any disrespect/offense” were the least repeated apology forms.

The above five studies assume that apology speakers of different languages use distinctive apology practices. The IFID expressions are the most prominent ones Afghari and Kaviani (2005), González-Cruz (2012), and Harb (2015). Concepts of offense, obligations to apologize, and methods of rendering an apology are not universal in nature but rather are affected by social and cultural norms. The first potential shortcoming is that in these studies the choice of apology strategies is highly influenced by gender differences. The second weakness is the authors did not select EFL students as the study population.

3. Apologizing in Educational Contexts

The speech act of apology is not only limited to specific languages but also takes part in both educational settings among EFL university students and in teaching.

The first study of this sort was carried out by Uгла and Abidin (2016) to compare the use of apology strategies between English and Iraqi Arabic by Iraqi EFL students. The study involved a mixed method of both a Discourse Completion Test (DCT) and an interview. Besides, fifty Iraqi EFL students responded to the DCT, and an interview was conducted with twelve participants. The study findings revealed that explicit expressions of apology, particularly expressions of regret used more frequently in English and in Iraqi Arabic apology strategies. Regarding apology strategies in Iraqi Arabic, many Iraqi EFL students used "pardon" instead of "sorry". That is, it was found that EFL Iraqi students were influenced by their mother tongue. Moreover, Iraqi students combined expressions of regret

and offer of apology strategies to perform an apology. The study researchers suggested that Iraqi EFL students employed a variation of apologies based on the DCTQ situations.

Furthermore, Pairji (2018) investigated the distinction between Jambi male and female university students in the use of apology strategies. The researcher adopted the Descriptive qualitative method in which he selected an open role-play instrument for data collection (including six situations). The sample involved six participants of three male and three female participants. Pairji applied Olshtain's and Cohen's (1981) taxonomy of apology strategies. The study findings show that “expression of regret”, “explanation”, “promise of forbearance”, and “exclamation” were the three most frequently used strategies. In contrast, the two least frequently used strategies were: “acknowledgement of responsibility” and “an offer of apology”. Based on gender data, the results showed that male students uttered apology strategies more than female students. Similarly, male students predominated expression of regret, self-deficiency, gratitude and exclamation strategies, whereas female students dominated the expression of regret strategy. The researcher discovered that, unlike female students, male participants apologized more frequently and in more varied ways. In addition, they were more motivated to uphold and repair the relationship between the apologizer and the offended person.

Growing on the idea that the apology speech act varied among EFL students, researchers have been interested in the way this act is integrated in teaching. Research on teaching apology speech act was investigated in Iran by Eslami-Rasekh and Mardani (2010). They examined explicit teaching method for the speech act of apology with the aim of examining the results of explicit teaching of apology speech act as well as measuring the application of intensifying devices. Researchers chose a sample of 60 subjects to represent two homogenous groups were selected at random to the explicit and implicit teaching groups. For data collection, five types of instruments were employed: (a) A TOEFL test version, (b) A collection of small data cards with a range of apologetic scenarios, (c) A model dialogue for role-playing activities, (d) A questionnaire, (e) Feedback and discussion. The TOEFL test resulted in two homogeneous groups in terms of language proficiency. It was found that the experimental group's mean score was high enough to support the assertion that explicit teaching of apology strategies, and it has a significant impact on students' pragmatic awareness. The frequency of the occurrence demonstrated

that students receiving training in the apology speech act acquired the necessary understanding of the proper intensity required in an English apology. However, students who were unaware of the proper degree of intensification used “thank you very very much”, “really really sorry”, and “forgive me for the sake of God” more frequently and occasionally in inappropriate settings.

The study findings for dialogue implementation showed that we could employ explicit, short, and engaging written dialogues with a variety of illustrations to teach our students how to perform the speech act of apology. The study also revealed that, under the same degree of offence within the same social setting, Iranians commonly employ intensifiers and apologize more frequently than native speakers do. In sum, the study findings assume that explicit teaching of apology speech act is useful.

It is notable that using apology strategies in educational contexts reveal common findings. That is, EFL students used different apology strategies Uгла and Abidin (2016) and Pairji (2018). In addition, the use of multiple data collection tools contributed to the validity of data such as interviewing and role-play. Teaching the speech of apologizing has a significant impact on EFL students. However, there is a certain drawback associated with the previous studies in which they neglected the fact that some contextual variables affect the use of apology strategies among EFL learners.

4. Cross-Linguistic Comparative Studies

One of the most prominent cross-cultural studies of apology speech act is that of the cross-cultural study of speech act realization patterns project. This study was proposed (CCSARP) by Blum-Kulka and Olshtain's (1984) who investigated the two speech acts of requests and apologies. The study aim is twofold: First, to compare the realization patterns of the two speech acts across languages. Second, to demonstrate the similarities and differences between Native Speakers (NS) and Non-native Speakers' (NNS) realization patterns of the two speech acts. The methodological framework is based on the assumption of certain variables of intra-language and inter-language (cultural) variability as well as individual variability (e.g. sex, age, and education). For the implementation of requests and Apologies, the study involves eight languages divided among the informants (Australian, American, British, Canadian, Danish, German, Hebrew, and Russian). The authors used Discourse Completion Test (DCT) instrument to collect data with a sample of 400

participants (NS and NNS) for each language considering equal number of male and female university students. Therefore, the study finding showed that participants from various groups adopted similar strategies for apologizing with the occurrence of cultural preferences in the use of strategies. It was also found that the distribution of realization patterns' cross-linguistic comparative investigation demonstrated significant cross-cultural variability.

Another cross-linguistic study, which was scrutinized by Suszczynska (1999) who examined a sample of data from a corpus of written English, Hungarian, and Polish responses to a Discourse Completion Test (DCT) that consisted of eight situations. The study participants' were 110 students divided into three groups (14 Americans, 20 Hungarians, and 76 Polish). The research highlights the differences found between the three language groups in terms of apologetic responses. The author analyzed the data according to the apology strategy of Illocutionary Force Indicating Device (IFID) formulas, the remaining apology strategies and the situation of the 'lady in the supermarket'. For the IFID formulas, the study findings showed that the expression of regret "I am sorry" was the most frequently used IFID in English data. Also, the statements often began with emotional exclamations "Oh!". In Hungarian, they preferred to use "do not be angry" more often. Compared to the English group, Hungarians used fewer exclamations. In Polish group, participants employed the performative verb in most cases "I apologize". Even though the three languages intensified the expression of regret, they differed in the use of other strategies.

In addition, the author tied the remaining strategies to the situation of 'Speaker bumping into an elderly in a supermarket'. Accordingly, the IFID was followed by a concern expression and a repair offer in English data. Conversely, Hungarians used intensified self-deficiency, non-intentionality, or self-dispraise preceded by the IFID. Besides, Polish speakers offered help most of the time. The summarizing results suggested that, unlike the English respondents, Hungarians and Polish were more eager to offer assistance. Furthermore, the situation of the 'lady in the supermarket' (she blocked the way and a collision happened). The data analysis showed that English respondents preferred to justify or account for the offence, whereas Hungarian ones commented on the difficulty of

passing by. Moreover, the Polish were found to interact by commenting on the difficulty of passing as well as reprimanding the lady.

In 2010, Chamani and Zareipur published a paper in which they investigated how apologies were used as well as the offences that led to them among Persian and British English Native Speakers (NS). The researchers used observatory methods to collect data for their corpus-based study. That is, they collected data by analyzing a large corpus from real-life situations including public and private places. The spoken dialogue texts of the British National Corpus (BNC) were used to extract British English apologies. Similarly, the Persian corpus contained 500 apology exchanges taking into account interlocutors' demographic information (age, education, gender, familiarity degrees, and occupation). Regarding the analysis of the two different corpora, the study findings showed that the highest percentage of apologies were received for hearing offenses in English and accidents in Persian. Relatively speaking, the results revealed that both groups employed the same apology strategies. Further, Persian speakers used IFID with additional strategies, whereas English speakers often used a single IFID. Thus, Persian made additional use of IFID. Consequently, the most typical IFIDs were "sorry" and "forgive".

Studying the speech act of apologizing cross-linguistically broadens researchers' knowledge on how this act is realized in different languages and cultures. However, these studies do not consider that some social variables might affect the use of apology strategies because they focused on comparing the cultural identities of each group of participants in terms of apology performance.

5. Studies into Social Power and Apology Speech Act

Some contextual variables contribute to the selection of the appropriate apology strategy. Social power is seen to perceive a vivid impact on apology speech act at the level of cross-cultural comparative studies in the following studies.

Saleem et al. (2018) studied apology responses among Pakistani English speakers of various social powers. The adopted method was quantitative in which researchers collected data through a Discourse Completion Test (DCT) and Scale Responses Questionnaire (SRQ). For Pakistani Urdu, the questionnaires were provided with a translated version of Urdu. Further, the data samples were divided into three groups: 150 Pakistani English

speakers (PakE), 150 Pakistani Urdu speakers (PakU), and 30 British English native speakers (BritE). The study results showed that, at various social power levels, the three groups' respondents had a tendency to employ more "Acceptance strategies" than the higher and equal levels participants did. In contrast, higher and equal-status respondents preferred to utilize more acknowledgment and rejection strategies. Moreover, BritE of high social status tended to use evasion strategies more often than PakE and PakU. Regarding the Sociopragmatic level, the interpretation and perception of the contextual variable of social power varied between PakU speakers and BritE. Therefore, the study findings concluded that there are some cultural understanding of Pakistani and British cultures, including the similarities and differences in how they performed and perceived apologies responses.

With the same interest of Saleem et al. (2018), Al-khaza'leh (2018) compared a group of 40 Jordanian second language speakers (JL2Ss) to the two baseline groups of 40 Jordanian non-English speakers (JNESs) and 40 English native speakers (ENSs). The author utilized Discourse Completion Test (DCT) and Scaled Response Questionnaire (SRQ). He adopted the DCT of Al-Adaileh (2007), and he piloted Bergman and Kasper's (1993) SRQ. JL2Ss and ENSs are provided with the English version of the two instruments, whereas JNESs responded to the Arabic version. Moreover, the participants of the pilot study were six individuals excluding those who took part in the primary investigation (two JL2Ss, two JNESs, and two ENSs). The participants' responses were sorted into three categories of high, equal, and low social powers. Accordingly, the data analysis involved four contextual variables: severity of the offence, possibility of apology, difficulty of the apology, and apology acceptance.

Regarding the severity of the offence, the findings showed that the high social power category indicated that Jordanians did not perceive the offenses against people of low social power as particularly serious offenses. Besides, the negative sociopragmatic transfer occurred in the first and second categories since the assessments of the two Jordanian groups resembled each other but were distinct from ENSs assessments. Unlike the first category, low social power analysis revealed that ENSs consider offense as very serious regardless of the social power of their offended parties. Furthermore, the results showed that JL2Ss and ENSs rate the possibility of apology as being greater than JNESs concerning high and equal social power categories. Besides, the third category of equal social power estimated

that the three groups' assessments of the apology possibility were in agreement. This demonstrated cross-cultural and inter-language similarities between the two cultures, particularly in the willingness to apologize whenever the offense occurred.

Additionally, the current study showed the unwillingness of Jordanian groups to apologize for their low social power offended parties more than the ENSs group. In category 2, it is found that the difficulty of apology assessment of apology difficulty of JL2Ss is higher JNESs; However, the difficulty of apology assessment of JNESs was higher than ENSs. In the low social power category, both Jordanian groups gave the difficulty of apologizing for a substantially lower rating than the ENSs group.

The last part of the results represents the likelihood of apology acceptance. Social power category results revealed that JL2Ss' assessment of the likelihood of apology acceptance was higher than JNESs', and the JNESs' assessment was higher than ENSs'. Further, it was found that the Jordanian groups likelihood of apology acceptance assessment was higher than ENSs group assessment. In low social power, the analysis showed that Jordanians anticipated that the offended parties could accept their apologies, whereas ENSs do not.

Along with social power, gender affect the selection of apology strategies. This type of study was proposed by Humeid (2013) to compare the apology strategies of American native English speakers (ANES) with those of Iraqi EFL university students regarding gender and status. The study employed a Discourse Completion Test (DCT) in which the questionnaire consisted of twelve situations. It was distributed to a sample of twenty Iraqi EFL students (ten males and ten females) and eight Americans (four males and four females). The study findings showed that Iraqi EFL male students employed the most apology strategies with people of high status, whereas American males tended to utilize most categories more often. Moreover, Iraqi and American females used more apology classifications when dealing with individuals of higher status. Overall, people of equal positions received the lowest apology categories used by Iraqi EFL learners and ANES. Furthermore, American males frequently gave lengthy responses when apologizing, but females typically provided brief ones. Further, it was found that Iraqi females use apology categories more frequently than Iraqi males.

The study findings revealed that both American and Iraqi EFL students heavily employed IFID, intensified IFID, and IFID + justification. The results indicated that Iraqi EFL learners begin their apology sentences with IFID or intensified IFID (e.g. IFID +promise of non-recurrence), Americans were not often inclined to start sentences with these terms.

To elicit natural data, the three authors utilized multiple instruments. That is, the tools contributed to the validity of their studies findings. Even though these studies focused on the use of apology speech act, the gap was that the researchers did not give much attention to social power ranks in professional settings such as student- to- teacher and teacher- to- student. Instead, they shed light on cross-cultural aspects in the performance of the speech act of apologizing. To illustrate, Al-khaza'leh (2018) assumed that JL2Ss were engaged in negative sociopragmatic transfer while apologizing in English. That is, they have not yet acquired the necessary pragmatic knowledge. Similarly, Saleem et al. (2018) put much emphasis on the cultural differences between Pakistani and British cultures. Not only social power seemed to have an impact on the choice of apology strategy but also gender which make the study findings not fully devoted to social power and apologizing activity Humeid (2013).

6. Conclusion

The first chapter addressed the theoretical background of this paper. It is divided into two sections. The first section provided detailed information about the literature review of the apology speech act. The section introduced the theory of speech acts, levels, and types. It also included the most famous taxonomy of apologizing along with presenting the apology strategies model to be employed in this study. Besides, the first section concluded with a brief overview of the social power variable and its ranks. For the second section, we reviewed related studies to apology speech acts in a variety of languages and apologizing in educational contexts as well as cross-linguistic comparative studies. The last point of the section presented studies on the relation between the apology speech act and the contextual variable of social power.

CHAPTER THREE: METHODOLOGY AND RESULTS OF THE STUDY

Introduction

The present chapter aims at providing a methodological overview and data analysis to this study. It comprises three sections. The first section describes the methodological framework of this research by presenting such main elements as the study design, data collection tool, population and sampling as a starting point to the next section. The second section aims at presenting the study's research results obtained through the Discourse Completion Test (DCT). This latter contributes to the validity of data and the research findings. Last but not least, the third section involves the study's discussion which provides a detailed interpretation of the findings, sets a comparison with previous results and draws conclusions regarding the context of the present research.

SECTION ONE: RESEARCH METHODOLOGY

1. Introduction

The primary goal of this section is to provide as a detailed description of the study's methodological design and framework as possible. Such as the research design employed the instruments used for data collection, a clear explanation of how the instruments are administered, the population and sample, and finally the tools or techniques used for analysing data.

2. Research Design and Methods

The nature and objectives of this study require the use of a linguistic discourse-oriented descriptive research design. The method followed is speech act analysis as the study focuses on the analysis of the speech act of apologizing.

3. Data Collection Instruments

Discourse Completion Test (DCT) has been selected as the main instrument for this study. Most of the previous research based on apology speech act have elicited their data through the use of DCT. For instance Banikalef et al. (2015) have adopted DCT as the main tool in their study of apology strategies in Jordan Arabic, and they clearly stated that Discourse Completion Test is a written questionnaire that requires respondents to read a

description of the situation designed to represent a variety of settings and roles with varied degrees of social power, social distance, and severity of offence and then asks respondents to write down what they would say in that context. More specifically, in our study the participants are provided with specific situations of various types of offenses related to the social variable of power that demands an apology to which they have the right to answer freely. In addition to the reasons that should be provided by the participants to justify the way they decided to express their apology. Besides, Utami (2022) confirmed that DCT is an excellent method of data collection. Likewise, Ahmed (2021) added that DCT is widely employed in pragmatics studies. We have chosen this instrument for a variety of reasons. First, it gives an appropriate context for all forms of apology strategies to be realized. Second, the participants are allowed to express themselves without interference from the researchers. Last, it enables the researchers to efficiently collect data in a short period of time.

4. Data Collection Procedures

The DCT was distributed electronically, specifically using Google form, with a link shared with the group's delegate personally and shared with the teachers through their emails. The DCT consisted of 12 situations, six of which were assigned for students exclusively and the other six for teachers only. Furthermore, the situations developed for the students featured the three types of social power, ranging from high to low to equal power, the same was valid for the situations created for the teachers. The situations were designed by the researchers themselves, they were inspired by real context, and they were structured in such a way that they require apology for each with regard to social power.

5. Population

The population of this study consisted of Master 1 Didactics students of English language in the eighth semester, studying at Bejaia University. The population was chosen with assumption that they master the English language as they all have had oral expression modules since their first year. That is, they are competent enough to know how to apologize properly and use the appropriate terms.

The population also included University teachers from the department of English language and literature. The teachers are in charge of linguistic, didactic and literature

modules at license (bachelor) and/or master levels. They were chosen randomly in order to obtain more reliable and authentic results.

6. Sample

The current study examined a sample of 40 Master 1 students, studying in the English language department at Bejaia University who are majoring in Didactics of Foreign Languages. Besides, the sample consisted of 15 teachers in the department of English at Bejaia University. Accordingly, it was assumed that those students have obtained sufficient knowledge of how to write and speak the language fluently to be able to express themselves in real-life situations, particularly in the use of apology strategies. Demographically, the sample involved male(16) and female (24) students whose ages ranged between 21 to 32, also, female (7) and male (8)teachers who aged between 33 and 50.Besides, students' mother tongue is Arabic (5) and Kabyle with (35),also,teachers mother tongue is Arabic (9) and Kabyle (6). In addition, the group of teachers was significant to show how certain social ranks affected the use of apology strategies. Since our research employed a descriptive design, the optimal approach was to adopt a probability sampling technique in which the selection of participants, out of the targeted population, was based on the principle of randomization to raise students' awareness toward the apology speech act realization. That is, seeking to elicit apology strategies and the effect of social power by EFL students as well as teachers, the probability sampling method gives our results more external validity.

7. Data Analysis Tools and Procedures (The Analytical Framework)

This part of the chapter explains the methods of analysing the data acquired and specifies which tools were used during the investigation. The researchers employed two approaches of content analysis: directed and conventional approach.

As far as directed approach is concerned, all participants' responses were first identified and classified according to the apology strategies chosen for this study. Second, each apology strategy was assigned an already existed code and entered into the computer alongside the findings. Third, the Excel software was utilised to generate statistical tables.

As far as conventional approach is concerned, the researchers focused on the justifications provided by the participants. First, each response was carefully read, and a term or phrase that seemed to capture the reasoning in the participant's responses was written in the margin of the DCT. Second, labels were assigned to each set of similar replies, which were then grouped under main categories: 1) awareness and recognition of social power and 2) ethics and emotions. Third, the Excel program was used to compute and generate frequency tables.

As far as the pragmatic analysis of students' responses is concerned, the researchers used the framework proposed by Olshtain and Cohen 1983. The apologising responses were examined using a model of five strategies in which some of them included sub-strategies. For what concerns types of social power the categorization made by Al khaza'leh and ZainalAriff (2015) was adopted: high to low, equal to equal, and low to high social power relations. The researchers started analysing the students' replies according to the situations provided. The teachers' replies were then analysed. Furthermore, situations were presented using tables outlining the strategies utilized with examples, frequency and percentages.

8. Data Coding

Codes are assigned to the provided strategies belonging to Olshtain and Cohen's framework in 1983. Particularly, the sub strategies were identified and given the same code as their main strategies.

The following table presents a detailed illustration of the data coding employed in this study.

Table 4

Data Coding of the Apology Strategies

Strategies	Data Coding
1. Illocutionary force indicating device/An expression of an apology An expression of regret An offer of apology A request for forgiveness	IFID
2. An explanation or account of the situation	EA
3. Acknowledgment of responsibility	

Accepting the blame Expressing self-deficiency Recognizing the other person as deserving apology Expressing lack of intent	RESP
4. An offer of repair	RPR
5. Promise of forbearance	FORB

9. Conclusion

This section presented a detailed description of the study methodology. It highlighted the research design and approaches that were employed in this study. The section also explained the researchers' use of DCT as the main data collection instrument and described its administration. More importantly, the section provided detailed information about the target sample from both students and teachers. Last but not least, this section develops a clear overview on how the study results are in the following section of research findings.

SECTION TWO: ANALYSIS OF THE FINDINGS

The present section aims at presenting and analysing the results of the study. It comprises five main parts. First, the section starts with the analysis of the global use of apology strategies (i.e. the types of strategies used by students and teachers and the mostly use strategies). The sections then proceeds to a detailed analysis of the variation in the use

of apologizing speech act according to the text external contextual feature of social power. After that, as a follow-up to the analysis of variation, a comparative triangulation of students and teachers' uses of apology strategies are dealt with. Finally, focus is turned to students' perceptions of apologizing and its influence of their apologetic practices.

1. Types of Apology Strategies Used by the Students and the Teachers

1.1. Students' Responses

Table 5 below presents the types and frequency of strategies and apologizing strategies used by student respondents.

Table 5

Frequency of Apologizing Strategies as Used by the Students

Strategies	Frequencies	
	F	%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation	70	29.17%
Illocutionary Force Indicating Device	50	20.83%
Illocutionary Force Indicating Device+ An Offer of Repair	36	15%
Illocutionary Force Indicating Device+ Acknowledgment of Responsibility	30	12.50%
Illocutionary Force Indicating Device+ Promise Forbearance	13	5.42%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ Acknowledgment of Responsibility	11	4.58%
Explanation or Account of the Situation	8	3.33%
Illocutionary Force Indicating Device+ Acknowledgment of Responsibility+ Promise Forbearance	6	2.50%
An Offer of Repair	4	1.67%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ An Offer of Repair	3	1.25%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ Promise Forbearance	3	1.25%
Illocutionary Force Indicating Device+ Acknowledgment of Responsibility+ An Offer of Repair	2	0.83%
An Offer of Repair + Acknowledgment of Responsibility	1	0.42%
Explanation or Account of the Situation+ An Offer of Repair	1	0.42%

Explanation or Account of the Situation+ Promise Forbearance	1	0.42%
Acknowledgment of Responsibility	1	0.42%
Total	240	100%

The analysis of the general use (in all the situations) of the apology strategies used by the students revealed that the mostly used apology strategy was the mixed strategy of *Illocutionary Force Indicating Device with An Explanation or Account of the Situation* (IFID+EA) (29.19 %) followed by the independent strategy of *Illocutionary Force Indicating Device* (IFID) with (20.83%)

1.2. Teachers' Responses

Table 6 below presents the types and frequency of strategies and apologizing strategies used by teachers respondents.

Table 6

Frequency of Apologizing Strategies Used by Teachers

Strategies	Frequencies	
	F	%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation	02	22.22%
Illocutionary Force Indicating Device	81	20.00%
Illocutionary Force Indicating Device+ An Offer of Repair.	81	15.56%
Illocutionary Force Indicating Device+ Acknowledgment of Responsibility	82	11.11%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ An Offer of Repair	1	8.89%
Explanation or Account of the Situation+ An Offer of Repair	3	3.33%
Illocutionary Force Indicating Device+ Acknowledgment of Responsibility+ An Offer of Repair	3	3.33%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ Promise Forbearance	3	3.33%
Explanation or Account of the Situation	0	2.22%
An Offer of Repair	0	2.22%
Illocutionary Force Indicating Device+ Promise Forbearance	0	2.22%

Illocutionary Force Indicating Device+ Acknowledgment of Responsibility+ Promise Forbearance	0	2.22%
Acknowledgment of Responsibility	8	1.11%
Promise Forbearance	1	1.11%
Illocutionary Force Indicating Device+ Explanation or Account of the Situation+ Acknowledgment of Responsibility	8	1.11%
Total	273	100%

The analysis of the general use (in all the situations) of the apology strategies used by the English department's teachers revealed that the mostly used apology strategy was the mixed strategy of *Illocutionary Force Indicating Device with An Explanation or Account of the Situation* (IFID+EA) (22,22 %) followed by the independent strategy of *Illocutionary Force Indicating Device* (IFID) with 20%.

2. Variation in Apologizing Strategy Use According to Social Power

Attempt in what follows is to analyze variation in the practice of the apology strategies according to the change in social power relations. The first step is concerned with the

2.1. Variation in Students' Apologizing Strategy Use According to Social Power

2.1.1. Situation 1

The first situation aimed at assessing students' practice of apology in a situation of low to high social power. For a detailed description of the situation, refer to Appendix (A), page 101.

As shown in table 7 below, it can be noticed that the respondents used several apologizing strategies. However, the absolute majority (72.50 %) of the students made use of mixed apology strategies while only 27.50% used an independent apologizing strategy.

Table 7

*Apologizing Strategies Used by EFL Students in Situation 1
(Low to high, formal, student to teacher)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	

Independent strategies (27.50%)	IFID	11	27.50 %	I am so sorry Sir, please forgive me With a great respect for you dear teacher I apologize for doing that.
Mixed strategies (72.50%)	IFID+ FORB	11	27.50 %	I am sorry for the disturbance. I will never repeat it again. I would like to apologize about what happened and I promise you that it will not be Repeated again.
	IFID+EA	10	25.00 %	Sorry Sir, I would like to apologize, it was an emergency. I am so sorry miss. I was checking the time.
	IFID+ EA+ FORB	3	7.50 %	I would like to apologize for using my phone it was for an emergency. I will never do it again. I apologize. I felt very scatter-brained and incapable of focusing. I will do my best to make sure it doesn't happen again.
	IFID+ RESP	3	7.50 %	I apologize for my failure to be grateful for the favor you are doing for us. I apologize. I did not mean it.
	IFID+EA+ RESP	1	2.50 %	I am deeply sorry for acting this way as I have an emergency still there is not a reason that allows me to do disrespect the hard work you try to do.
	IFID+ RESP+ FORB	1	2.50 %	Excuse me Mr./Mrs. It is disrespectful from me I'll stay focused and won't disturb you again.

As far as the independent strategy model is concerned, the practice of apologizing is exclusively related to the sole strategy of *Illocutionary Force Indicating Device* (IFID). The second model, on the other hand, involves six types of strategy combinations (see table 13 for the different combinations and the percentages). However, two types of strategy combinations particularly IFID+FORB and IFID+EA dominated students' responses with a response rate of 52,5% of the total number of responses. The sum of the four remaining combinations represent only 20% of the apologizing responses. Refer to table 7 above for sample apologetic responses.

2.1.2. Situation 2

The second situation's purpose is to evaluate students' apologizing in a context of unequal social power (low to high). Refer to Appendix (A), page 101, for a more thorough account of the situation.

Table 8

*Apologizing Strategies Used by EFL Students in Situation 2
(Low to high, formal, student to teacher)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (25%)	EA	6	15%	Sir I just want to say that It's common to have this kind of problem that could happen to anyone anytime. It was a situation beyond my control. I would appreciate some consideration and compassion from you sir.
	IFID	4	10%	Sorry for submitting my homework late. Good afternoon Miss/ Sir I'm really sorry. Could you please accept my work in spite of being too late.
Mixed strategies (75%)	IFID+EA	29	72.50%	I am so sorry for being late; I faced an Internet connection problem. I apologize for submitting the assignment very late, it was due to bad Internet connection.
	IFID+RESP	1	2.50%	I apologize, I am truly sorry for any negative impact I can cause, I understand that I passed the deadline.

The analysis of the results has revealed that the students responded to situation 2 by using both independent and mixed strategies. However, as table 14 demonstrates, the majority of the students made use of mixed strategies (75%) with the combination IFID+EA being by far the mostly used mixed strategy with 72,5% of responses. The remaining combination represent only 2.50% of the apologizing responses. The independent strategies were used by 25 % of the student respondents and involved two types of strategies: EA with 15% of responses and IFID with 10% of responses. Refer to table 8 above for sample apologetic responses.

2.1.3. Situation 3

The aim of the third situation is to assess the students' apologies in a context of equal social power (equal to equal). For an in-depth account of the situation, check Appendix (A), page 101.

Table 9

*Apologizing Strategies Used by EFL Students in Situation 3
(Equal-to-Equal, informal, student-to-student)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (35%)	IFID	10	25%	I apologize for acting with you in this way I am sorry. I apologize.
	RPR	2	5%	I will repay you I will help you study all night I would recapitulate and arrange another day and revise with you
	RESP	1	2.50%	I was not thinking right
	EA	1	2.50%	I needed a little break away from studying so I decided to go
Mixed strategies (65%)	IFID+RESP	8	20%	Sorry man, it is my fault, I totally forgot that I promised you to help you to revise the lessons of linguistics for the exam. I am sorry I just forgot to come to you.
	IFID+RPR	6	15%	I am really sorry, I feel really bad but I promise I will help you whenever you want from now on. I am sorry for everything my friend please give me another chance to help you.
	IFID+EA	4	10%	I apologize; my friends insisted and obliged me to go on a picnic with them. Therefore, I am sorry. I am so sorry my friend, I didn't come because I forgot.
	IFID+FORB	3	7.50%	I am so sorry I will never do this again to you.

	IFID+EA +RESP	2	5%	My friend I am embarrassed for what I did please forgive me it was unplanned.
	IFID+RESP +FORB	1	2.50 %	I am really sorry, I hope you forgive me, believe me that I didn't do it on purpose. This is the last time I will do such thing.
	IFID+RPR +RESP	1	2.50 %	Please forgive me, I am so sorry, it is my fault, so how about we revise together tomorrow.
	IFID+EA +RPR	1	2.50 %	My friend, I rarely get the opportunity to go out with my friends and it was an impulsive decision for me to cancel my plans with you for that although that is no excuse and I am sincerely sorry for breaking my promise and I will make it up for you another time soon.

Similarly, to the previous situations, the analysis of the results has shown that most of the students used mixed strategies to express apology with a practice rate equal to 65% while about 35% of the students used independent strategies to apologize (see table 9 above). Yet, it is worth noting that the IFID independent strategy has received the highest response rate among all the other independent strategies and mixed strategies (25% of responses). Moreover, all the mixed strategies are based on the combination of IFID with other strategies.

Additionally, as can be seen in table 9, two main types of combinations dominated students' responses, totaling 14 (i.e. 35% of the total number of responses): IFID+RESP and IFID+RPR. These are followed by the mixed strategies of IFID+EA and IFID+FORB, which were used respectively by 10% and 7.50% of the students. The total rate of the four remaining combinations equals only 12,5% of the apology strategies. Refer to table 15 above for sample apologetic responses.

2.1.4. Situation 4

The fourth situation aimed at assessing students' practice of apology in a situation of equal-to-equal social power. For a detailed description of the situation, refer to Appendix (A), page 101.

Table 10

*Apologizing Strategies Used by EFL Students in Situation 4
(Equal-to-Equal, informal, student-to-student)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (15%)	IFID	5	12.50 %	I am so sorry. Forgive me. I am sorry for that.
	RPR	1	2.50 %	I will pay you to fix it.
Mixed strategies	IFID+ RPR	15	37.50 %	I am so sorry. I will repair your phone. I apologize for this terrible mistake. I will buy you a new phone.
(85%)	IFID+EA+RES P	6	15.00 %	I am so sorry; I have an exam that is why I am walking quickly. I did not mean to do that. Sorry for this mistake, I am in hurry to have my exam. I did not see you.
	IFID+ EA+ FORB	5	12.50 %	Please accept my apologies. I was very stressed since I have an important exam. I am sorry. I run quickly because I was late for my exam.
	IFID+ RESP	4	10.00 %	I am sorry. I was late and lost my attention. I am so sorry. I did not see you.
	IFID+ EA+ RPR	3	7.50 %	I am sorry. I was walking quickly and did not pay attention. I can help you to fix it. I apologize. I am in rush to have my exam. We can meet later and I will fix it.
	EA+RPR	1	2.50 %	I am in hurry since I have an important exam. I will see you later and fix the problem.

The analysis of students' response to situation has revealed that the respondents employed a variety of apologizing strategies including both independent and mixed one. However, as demonstrated in table 10 above, the mixed strategies were the most used by our respondents. Out of 40 apologetic responses, 6 only six respondents used independent strategies (representing 15% of total responses) while 34 respondents used mixed strategies with a response rate equal to 85% of apologetic responses.

Regarding the first model of strategies, the act of apologizing is mainly linked to both of the independent strategies of *Illocutionary Force Indicating Device* (IFID) and *An Offer of Repair* (RPR). However, IFID represents the main strategy used by students in this model with a response rate equivalent to 12,5%. On the other hand, the second model includes six different types of strategy combinations (refer to table 10 for the list of mixed strategies). As can be seen in the table the mixed strategy of IFID+RPR received 37% of the apologetic responses followed by the triple-combination strategies of IFID+EA+RESP and IFID+ EA+ FORB that received respectively 15 and 12, 5 % of the responses. The total rate of the three remaining combinations represents only for 20% of the apologetic responses. Refer to table 16 above for sample apologetic responses.

It is worth noting that five out six mixed strategies used by the students were based on the combination of the IFID strategy with one or two other strategies.

2.1.5. Situation 5

The fifth situation aimed at assessing students' practice of apology in a situation of high to low social power. For a detailed description of the situation, refer to Appendix (A), page 101.

Table 11

Apologizing Strategies Used by EFL Students in Situation 5

(High to low, informal, student to worker)

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (32,5%)	IFID	12	30.00 %	Please, accept my apologies. I am sorry for what I did earlier.
	EA	1	2.50 %	What I did was unforgivable. Even though I was stressed and angry, you were, just applying, the rules and I do not have to take it personal.
Mixed strategies (67.50%)	IFID+EA	17	42.50 %	I am sorry. I was very late and, somehow, angry. You know the period of exams. I do really apologize. I was late and in hurry to catch the exam by being on time.
	IFID+ RESP	8	20.00 %	I so sorry. Forgive me. I did not mean to do that. I am so sorry. That is your job and you were right about asking for the student card.

IFID+ RESP+EA	1	2.50 %	I am sorry. I did not mean to do that. I was very stressed at that moment and I needed to be on time for this important module.
IFID+EA+ FORB	1	2.50 %	I would sincerely apologize. Please forgive me. I was confused for being late to pass the exam. I will not do it again.

As table 11 above demonstrates, the use of apology strategies by the respondents is similar to that of the previous situations, with the mixed strategies being used more than the independent strategies. In fact, the mixed strategies were used by 67.50% of the respondents while the independent strategies were used by 32.5% of the respondents.

As far as the independent strategy model is concerned, the practice of apologizing is primarily related mainly to the independent strategies of the Illocutionary Force Indicating Device (IFID) and to a lesser extent to Explanation or Account of the Situation (EA). By contrast, the mixed strategy model comprises four distinct types of strategy combinations, all of which result from the combination of the IFID strategy with other apologetic strategies (refer to table 17 above). Refer to table 11 above for sample apologetic responses.

It is worth noting that the dominant mixed strategy concerns IFID+EA with 42.5% of the apologetic responses followed by IFID+RESP with a response rate equivalent to 20% of students' total responses. Finally, the two remaining combinations represent only 5% of students' apologetic responses.

2.1.6. Situation 6

The sixth situation aimed at assessing students' practice of apology in a situation of high to low social power. For a detailed description of the situation, refer to Appendix (A), page 101.

Table 12

*Apologizing Strategies Used by EFL Students in Situation 6
(High to low, informal, student to worker)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies	IFID	7	17.50	My sincere apologies to you, sir. Forgive me. I am sorry.

(20%)			%	
	RPR	1	2.50 %	I will buy the whole box of chocolate.
Mixed strategies (80%)	IFID+RPR	13	32.50 %	I am so sorry; I will pick up the chocolate bars and organize them. I am sorry for this. I will arrange it.
	IFID+RESP	8	20.00 %	I am sorry; I did not do it on purpose. I am sorry; I did not mean to drop it.
	IFID+EA	5	12.50 %	Sorry, the floor is slippery and it caused me to drop the box. Sorry, it was very crowded and could not handle it
	IFID+EA+RPR	4	10.00 %	I am really sorry for that. I am so tired and could not stand right so as the box fell. What shall I do to help you? I am sorry. I accidentally slipped. I will help you.
	IFID+RESP+ RPR	2	5.00 %	Sorry, I did not mean to do that. I will collect them. Pardon, sir. I did not see them. I will take the chocolate back.

The results obtained from the analysis of students' responses in the sixth situation confirm those of the previous situations with mixed strategies receiving the absolute majority of students' apologetic responses (80%) and the independent strategies receiving only 20 % of the total rate of students' apologetic responses.

As can be observed in the table above (table 12), the results for situation six also confirm the use of IFID as the main independent strategy (17,5%) on the one hand, and its use as the core combinatory strategy to form mixed apology strategies on the other hand (IFID+RPR, IFID+RESP, IFID+EA, IFID+EA+RPR, IFID+RESP+RPR) . In addition, the main mixed strategies concerns IFID+RPR, which is used by 32, 5% of the respondents, followed by IFID+RESP with 20% of apologetic response rate. The three remaining strategies are used by 27, 5 % of the respondents. Refer to table 12 above for sample apologetic responses.

2.2. Variation in Teachers' Apology Strategy Use According to Social Power

2.2.1. Situation 1

The goal of the first situation is to evaluate teachers apologies in a context of equal social power (equal to equal). Appendix (B), page 105, provides an exhaustive description of the situation.

Table 13

*Apologizing Strategies Used by Teachers in Situation 1
(Equal to Equal, Informal, Teacher to Teacher)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (20%)	IFID	2	13.33 %	I am so sorry for the time trouble that I have caused yo I am really sorry.
	EA	1	6.67 %	I had some urgent matters to deal with.
Mixed strategies (80%)	IFID+RPR	4	26.67 %	Dear colleague, I am dreadfully sorry for my absence, I Hope we could meet very soon. I'm deeply sorry, let's try to work online
	IFID+EA	2	13.33 %	Words cannot express how embarrassed I am, but I was obliged, again, to be absent to this meeting. I hope you will take into consideration my apologies and forgive me. I am sorry, I had my reasons to be absent.
	IFID+RESP	1	13.33 %	Hey mate, I wanted to take a moment to apologize to you for missing our coordination session. I know that we agreed to meet and prepare practice tasks together, and my absence was unacceptable. I understand that my actions have caused inconvenience and frustration for you, and I want you to know that I'm truly sorry
	IFID+EA+FOR B	1	6.67 %	I really apologize. I had some urgent issues to deal with. This will not happen again.
	EA+RESP+FO RB	1	6.67 %	It was my fault. I had to inform you that I confronted some problems. This will never happen again.

EA+RPR	1	6.67 %	I am really sorry, let's do it today.
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The analysis of the results has shown that most of the teachers used mixed strategies to express apology with a practice rate equal to 80% while about 20% of the teachers used independent strategies to apologize (see table 13 above). Yet, it is worth noting that the (IFID+RPR) mixed strategy has received the highest response rate among all the other independent strategies and mixed strategies (26.67% of responses).

The total rate of the five remaining combinations equals 53.33 % of the apology strategies while the EA independent strategy accounts only for 6.67% of the responses. Refer to table 13 above for sample apologetic responses.

2.2.2. Situation 2

The second situation's purpose is to assess teachers' apologies in a context of equal social power (equal to equal). Page 105 of Appendix (B) contains an in-depth account of the situation.

Table 14

*Apologizing Strategies Used by Teachers in Situation 2
(Equal to Equal, Informal, Teacher to Teacher)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (40%)	IFID	6	40%	I am sorry. I am sorry for the confusion.
	IFID+RESP	3	20%	I am really sorry, it is my fault for not double check with the timetable. I am sorry. I did not pay attention to the schedule.
Mixed strategies (60%)	IFID+EA	2	13.33 %	Sorry for mistaking the room, I did not check my time schedule. I apologize. I did not check my timetable.

	IFID+FORB	1	6.67 %	Sorry, my mistake! I should have double-checked. It will not happen again, promise!
	IFID+EA+RPR	1	6.67 %	I apologize, it was a mistake, I will pay more attention next time.
	IFID+RESP+R PR	1	6.67 %	I am really sorry. I didn't pay attention. Would you like me to leave? Alternatively, we can exceptionally exchange rooms today?
	IFID+EA+FOR B	1	6.67 %	Excuse me; I just wanted to apologize for the confusion I caused earlier. I was supposed to be teaching in room 17, but I made a mistake and went to room 18 instead. I'm sorry for any inconvenience I may have caused you. I understand that my mistake may have disrupted your schedule or caused some frustration, and I apologize for that. In the future, I'll be sure to double-check the location of my lectures and avoid any similar misunderstandings

As shown in table 14 above, it can be noticed that the respondents used several apologizing strategies. However, the majority (60%) of the students made use of mixed apology strategies while only (40%) used an independent apologizing strategy.

Following the table above and in the context of the first model, the act of apologising is only associated with the following Illocutionary Force Indicating Device (IFID) strategy. Contrarily to the second model that employs six different sorts of strategy combinations (see table 14). Refer to table 14 above for sample apologetic responses.

Table 14 shows that, with 5 responses (33.33% of the total responses), two types of combinations have dominated students' responses: IFID+RESP and IFID+EA. Interestingly, the total of the last four combinations accounts for 26.68% of the apologies.

2.2.3. *Situation 3*

The aim of the third situation is to assess teachers' apologies in a context of unequal social power (high to low). The complete description of the situation can be found on page 105 of Appendix (B).

Table 15

*Apologizing Strategies Used by Teachers in Situation 3
(High to low, Informal, Teacher to Student)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent strategies (13.33%)	RPR	2	13.33 %	Let us have an extra session. I will send you my feedback tonight.
	IFID+EA+RPR	5	33.33 %	Sorry for this delay in answering you. I had a lot of work these past weeks. I will catch up very soon. Sorry, I did not have time to correct the essays. I promise I will as soon as I have some free time
Mixed strategies (86.67%)	IFID+RPR	3	20%	I apologize. I will correct them immediately and discuss your mistakes face to face. I truly apologize for the delay. I dive into it right away and you will have the feedback tomorrow sharp.
	IFID+EA	2	13.33 %	I am sorry. I had no time. Oh sorry again. I am very busy and have tight schedule.
	EA+RPR	2	13.33 %	I did not have time. I will correct them immediately. I had impeachments, I promise to check them altogether very soon.
	IFID+RESP+RPR	1	6.67 %	Hello Ali, I just wanted to apologize for not reviewing your essays as we had agreed. I understand that this has been frustrating for you, and I take full responsibility for not fulfilling my commitment. I promise to make it up to you and provide the feedback and guidance that you need to improve your writing skills.

As table 51 above demonstrates, the use of apology strategies by the respondents is similar to that of the previous situations, with the mixed strategies being used more than the independent strategies. In fact, the mixed strategies were used by 86.67% of the respondents while the independent strategies were used by 13.33% of the respondents.

Considering the first model, as shown in the table above, the practise of apologising is only associated with the *Offer of Repair (RPR)* independent strategy. In contrast to the second model which incorporates five different sorts of strategy combinations (see table 15). Refer to table 51 above for sample apologetic responses.

It is worth noting that the dominant mixed strategy concerns IFID+EA+RPR with 33.33% of the apologetic responses followed by IFID+RPR with a response rate equivalent to 20% of students total responses. Finally, the three remaining combinations represent only 33.33% of students' apologetic responses.

2.2.4. Situation 4

The fourth situation aimed at assessing teachers' practice of apology in a situation of high to low social power. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 16

*Apologizing Strategies Used by EFL Teachers in Situation 4
(High to low, Informal, Teacher to Student)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent Strategies 46.67%	IFID	6	40.00%	Just saying I am sorry. The only thing i can do is to apologize from him in front of the other classmates
	RESP	1	6.67%	You are right. Here it is your new mark.
Mixed strategies	IFID+EA	4	26.67%	I will apologize in the next session explaining that it was a mistake and correct it.

53.34%				I am sorry to yelling at you. I would hope you would understand the fact that I am overwhelmed with work at this moment.
	IFID+RESP	3	20.00 %	Sorry, you were right. Your mark should be upgraded. I did not pay attention. I wanted to apologize for my behaviour when you contested your grade. I was unprofessional and I am sorry for yelling at you.
	IFID+RPR	1	6.67%	I would apologize to them publicly just in the same way they were yelled at in public and fix their mark.

Likewise, respondents employed both independent and mixed strategies in this situation. With respect to the first model, the practice of apologizing is related to the individual strategy of the *Illocutionary Force Indicating Device* (IFID) and *Acknowledgment of Responsibility* (RESP). However, IFID represents the main strategy used by teachers in this model with a response rate equivalent to 40.00%.

On the contrary, the second model uses three various types of strategy combinations (see table 16 for the different combinations and the percentages). As can be noticed in the table the mixed strategy of IFID+EA received 4 responses with 26.67% followed by the following mixed strategies of IFID+RESP and IFID+RPR that received 4 responses with a total percentage of 26.67%. Refer to table 16 above for sample apologetic responses.

It is essential to point out that the three mixed strategies used by the teachers were based on the combination of the IFID strategy with one of the other strategies.

2.2.5. Situation 5

The fifth situation aimed at assessing teachers' practice of apology in a situation of low to high social power. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 17

*Apologizing Strategies Used by EFL Teachers in Situation 5
(Low to high, Formal, Teacher to the Dean)*

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent Strategies (26.67%)	IFID	3	20.00%	I am so sorry sir Please accept my apologies. I would email him an apology
	EA	1	6.67%	I will send a mail explaining the reason.
Mixed strategies (73.34%)	IFID+RPR	5	33.33%	I would send a formal email apologizing to the dean asking for a second chance to meet. I am deeply sorry, I totally forgot about the meeting. I will come whenever you want to schedule another meeting
	IFID+EA	4	26.67%	Sorry for not coming, I had so many things to do that I forgot the appointment. I am sorry. I had an issue and could not come.
	IFID+RESP	1	6.67%	I would say that I'm really sorry and that he has the full right to take the necessary administrative measures.
	IFID+RESP+RPR	1	6.67%	I express my sincerest apologies to him for missing our scheduled meeting. I take full responsibility for my mistake. Please let me know if there is anything, I can do to make it up to you.

The analysis of the results in table 17 showed that the teachers used both independent and mixed strategies in response to situation 5. Yet, the majority of respondents used mixed strategies with a response rate of 73.34%, whereas independent strategies received a percentage of 26.67%.

Regarding the first model, the practice of apologizing is mainly related to the strategies of *Illocutionary Force Indicating Device* (IFID) and *Explanation or Account of the Situation* (EA).

Concerning the second model, it involves four types of strategy combinations (see table 17 for the different combinations and the percentages). However, two types of strategy combinations specifically IFID+RPR and IFID+EA occupied teachers' responses with a response rate of 60% of the total responses. The sum of the two remaining combinations

represent only 13.34% of the apologizing responses. Refer to table 17 above for sample apologetic responses.

In addition, it is essential to point out that the four mixed strategies used by the teachers were based on the combination of the IFID strategy with one of the other strategies.

2.2.6. Situation 6

The sixth situation aimed at assessing teachers' practice of apology in a situation of low to high social power. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 18

Apologizing Strategies Used by EFL Teachers in Situation 6

(Low to high, Formal, Teacher to the Head of the Department)

Model	Strategies	Frequencies		Sample apologetic responses
		F	%	
Independent Strategies (20%)	IFID	2	13.33%	I would meet him in his office and express my apologies. Sorry, sorry, sorry, and sorry.
	FORB	1	6.67%	I will promise that such a situation would never happen again.
Mixed strategies (80%)	IFID+EA	6	40.00%	I will go and apologize saying sorry and explain the reasons of being late. Saying I am sorry, I had an issue and could not correct all the exam sheets on time
	IFID+RESP	2	13.33%	I would say that I am really sorry and that he has the full right to take the necessary administrative measures. I am sorry. I did not mean to do that. I should be on time.
	IFID+RPR	1	6.67%	I will send him and email to apologize, and I will do my best to correct my behaviour.
	IFID+FORB	1	6.67%	I apologize for the delay, but I give you my word that this will never happen again.
	IFID+RESP+F ORB	1	6.67%	I am truly sorry for the delay. I did a mistake, but not on purpose. Please, let me know if there is anything else, I can do to rectify the situation.
	IFID+EA+ RESP	1	6.67%	I express my sincere apologies for the delay. In addition,

				I will explain the situation so as not to be any misunderstanding and I promise him that will never happen again.
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Similar to the previous situations, teachers made use of the mixed strategies to express apology totaling 80% while only 20% of the respondents used independent strategies (see table 18 above). For the independent strategy use, IFID and FORB have received a response rate of only 20%.

Moreover, it is worth mentioning that the main type of combination that predominated teachers' responses is (IFID+EA) totaling 40.00% of the responses. The total rate of the five remaining combinations equals only 40% of the apology strategies. Refer to table 18 above for sample apologetic responses.

Interestingly, the six mixed strategies that teachers employed was a result of them combining the IFID strategy with another strategy.

2.3. Comparison of the Students and Teachers' Practice of Apology

In what follows, the comparison of teachers and students' practices of the apology speech act are compared both from a general practice point of view and from social power variation point of view. A comparison of teachers and students' perceptions on and beliefs about the apologetic behaviour is compared and contrasted in the different social power situations.

2.4. Comparison of the Global Apologetic Practices

As shown in the figure 1 below, the analysis of the students and teachers responses about the mostly used strategies revealed that they used identical apology strategies, including independent and mixed ones. That is, respondent teachers and students employed the following strategies: IFID+EA, IFID, IFID+RPR, and IFID+ RESP. It is essential to point out that teachers and students initialize their apologetic combinations with the *Illocutionary Force Indicating Device* (IFID) strategy.

Figure 1

The Most Used Strategies by Students and Teachers

	Mostly used strategies	
Teachers		Students

1. IFID+EA (22.22%)	1. IFID+EA (29.17%)
2. IFID (20.00%)	2. IFID (20.83%)
3. IFID+RPR (15.56%)	3. IFID+ RPR (15%)
4. IFID+ RESP (11.11%)	4. IFID+ RESP (12.5%)

As summarized in figure 2 below, both students and teachers made use of mixed strategies more frequently than independent ones. In addition, the mixed strategy of *Illocutionary Force Indicating Device (IFID)* with *Explanation or Account of the Situation (EA)* were the mostly used combination by teachers and students. It is worth noting that teachers and students used the same mixed strategies in their apology practices that are IFID+EA, IFID+ RPR and IFID+ RESP.

Figure 2

Comparison of the General Apologetic Practices of Teachers and Students

	Teachers		Students
Types of apology strategies	Independent (20%)	Dominant types	Independent (20.83%)
	Mixed (48.89%)		Mixed (56.67%)
Frequent apology strategies	1. IFID+EA (22.22%) 2. IFID+RPR(15.56%) 3. IFID+RESP (11.11%)	The mostly used strategies	1. IFID+EA(29.17%) 2. IFID+RPR (15%) 3. IFID+RESP (12.5%)

2.5. Comparison of the Variation in apologetic strategies according to social power

2.5.1. Low to high power

This part analysed students and teachers' apologetic responses to authentic social situations in which the power relations were unequal (low to high). As far as students' responses are concerned, the imagined interlocutors are the student (low power rank) and the teacher (high power rank). The first situation concerns a classroom context in which the student uses his mobile phone while the teacher was talking to the class. In the second situation, the student submits the homework two hours after the deadline. Concerning teachers' responses, the imagined interlocutors are the teacher (low power rank) and the

dean of the faculty and the head of the department (high power rank). In the first situation, the teacher forgot to go to a face-to-face discussion to which he was invited by the dean of the faculty. In the second situation, the teacher was very late in submitting student's term exam reports.

The similarity in the situations proposed for both teachers and students are that in one type of situations it is question of a face-to-face interaction in an academic context while the other type involves the realization of professional and academic duties.

Figure 3

Comparison of the General Apologetic Practices in Low to High Social Power Situations

Mostly used strategies		
	Teachers	Students
		Situation 1
Situation 5	1. IFID+RPR(33.33%)	1. IFID+FORB (27.50%)
	2. IFID+ EA (26.67%)	2. IFID (27.50%)
	3. IFID (20%)	3. IFID+EA 20%
		Situation 2
Situation 6	1. IFID+EA (40.00%)	1. IFID+EA (72.50%)
	2. IFID+ RESP (13.33%)	2. EA (15%)
	3. IFID (13.33%)	3. IFID (10%)

As illustrated in the figure 3 above, comparison of teachers and students' results has revealed that the most frequently used strategies are IFID+RPR, IFID+ EA, and IFID (situation 5) and IFID+EA, IFID+ RESP, and IFID (situation 6) for the teachers. For students, IFID+FORB, IFID, and IFID+EA (situation 1) and IFID+EA, EA, and IFID

(situation 2). Therefore, the teachers and students use different apology strategies in situations of low to high power relations involving delayed realizations, by the lower in rank, of professional duties and in situations involving inappropriate semi-informal behaviours by the lower in rank in academic and professional contexts.

In addition, *Illocutionary Force Indicating Device* (IFID) strategy was found to constitute the common combinatory strategy in all the low to high power situations. It is also one of the main independent strategies used by students and teachers in all of the situations. The use of this strategy reveals that the students and teachers always start by offering a direct apology in situations of low to high power interactions.

The other strategies that are used by the teachers and students in the combination of the mixed strategies are different in all situations. In fact, the mostly used combinations by the teachers were IFID+RPR (situation 5) and IFID+EA (situation 6). On the other hand, the mostly used combinations by the students were IFID+FORB (situation 1) and IFID+EA (situation 2). Thus, in the first type of the situations students have the tendency for a direct offering of an apology and *Promise of Forbearance* while the teachers offer a direct apology as well along with *Offer of Repair*. In contrast to the second type of situations, in which both students' and teachers' responses are similar in tending to offer a direct apology alongside with *An Explanation or Account of the Situation*.

2.5.2. Equal-to-equal power

This part examined students and teachers' apologetic responses to realistic social situations with equal power relations. As far as the students' responses are considered, the imagined interlocutors are students (equal power). The first situation concerns a context between classmates in which the offender cancel a revision session without any consent of the other part. In the second situation, the student runs into in another strange student and breaks his phone. Concerning the teachers' responses, the imagined interlocutors are teachers (equal power). In the first situation, the teacher misses a coordination session for the third time with his colleague. In the second situation, the teacher did not check his timetable, so he went to teach in another teacher's classroom.

The similarity in the situations proposed for both teachers and students are that one type of the situations concerns letting down an equal interlocutor which results in missing

meetings while the other type concerns offending an equal interlocutor like breaking another student's phone and wasting time of a colleague teacher.

As illustrated in the figure 4 below, comparison of teachers and students' results has revealed that the most frequently used strategies are IFID, IFID+ RESP, and IFID+ RPR (situation 3) and IFID+ RPR, IFID+EA+ RESP , and IFID (situation 4) for the students. IFID+ RPR, IFID+ EA, and IFID (situation 1) and IFID, IFID+ RESP, and IFID+ EA (situation 2) for the teachers. Therefore, the teachers and students use different apology strategies in all situations of equal-to-equal power relations.

Figure 4

Comparison of the General Apologetic Practices in Equal to Equal Social Power Situations

Mostly used strategies		
	Teachers	Students
Situation 1		Situation 3
	1. IFID+ RPR (26.67%)	1. IFID (25%)
	2. IFID+ EA (13.33%)	2. IFID+ RESP (20%)
	3. IFID (13.33%)	3. IFID+ RPR (15%)
Situation 2		Situation 4
	1. IFID (40%)	1. IFID+ RPR (37.50%)
	2. IFID+ RESP (20%)	2. IFID+EA+ RESP (15%)
	3. IFID+ EA (13.33%)	3. IFID (12.50%)

In addition, *Illocutionary Force Indicating Device*(IFID) strategy was found to constitute the common combinatory strategy in all the equal-to-equal power situations. It is also one of the main independent strategies by the students and teachers in all situations. The use of this strategy reveals that the students and teachers always start by a direct apology in situations of equal-to-equal power interactions.

The other strategies that are used by the teachers and students in the combinations of the mixed strategies are different in situations 1 and 2. In fact, the mostly used combinations

by the teachers were IFID+ RPR (situation 1) and IFID+ RESP (situation 2). On the other hand, the mostly used combinations by the students was IFID+ RESP (situation 3) and IFID+RPR (situation 4). Thus, in the first type of the situation teachers have the tendency to a direct offering of an apology and offer of repair while the students offer directly an apology as well and acknowledge their responsibility. In contrast to the second type, the responses are inversed.

2.5.3. High to low power

This part analysed both students and teachers' apologetic responses to real-life social situations where power relations were unequal (high to low). Concerning the students' responses, the imagined interlocutors are the student (high power rank), the doorman, and the shop owner (low power rank). In the fifth situation, the student arrived to the University late at the day of the exam, but the doorman did not allow him to enter the University without his student card. For the sixth situation, the student went to a shop near the University in where he slipped and dropped a whole box of chocolate. Regarding teachers' responses, the imagined interlocutors are the teacher (high power rank) and the student (low power rank). In the third situation, the teacher forgot about his agreement with the student about correcting the essays. The fourth situation concerns a classroom context in which the teacher yelled at his student for arguing about his mark.

The similarity in the situations proposed for both teachers and students are that ,in one type of situations, of not giving much attention to the low interlocutor's rank. Concerning the other type, it is about not giving much interest for the low interlocutor's rank academic needs.

Figure 5

Comparison of the General Apologetic Practices in High to Low Power Situations

Mostly used strategies			
	Teachers		Students
Situation 3		Situation 5	
	1. IFID+EA+RPR(33.33%)		1. IFID+EA (42.50%)
	2. IFID+RPR (20%)		2. IFID (30.00%)

	3. IFID+EA (13.33%)		3. IFID+ RESP (20.00%)
Situation 4	1. IFID (40.00%) 2. IFID+EA (26.67%) 3. IFID+RESP (20.00%)	Situation 6	1. IFID+RPR (32.50%) 2. IFID+RESP (20.00%) 3. IFID (17.50%)

As can be seen in figure 5 above, a comparison of teachers and students' results has shown that the most frequently used strategies are IFID+EA+RPR, IFID+RPR, and IFID+EA (situation 3) and IFID, IFID+EA, and IFID+RESP (situation 4) for the teachers. For students, IFID+EA, IFID, and IFID+RESP (situation 5) and IFID+RPR, IFID+RESP, and IFID (situation 6). As a result, teachers and students, in situations of high to low power relations, use different apology strategies.

Moreover, it was found that the *Illocutionary Force Indicating Device* (IFID) strategy served as the common combinatory strategy in all high to low power scenarios. It is also noticed that students used the IFID as a main independent strategy in situations 5 and 6, and teachers used it in situation 4. Therefore, the use of this strategy demonstrates that, in high to low power situations, both students and teachers initiate by acknowledging their offences.

Concerning the mixed strategy use, teachers in situation 3 and students in situation 5 used different combination of mixed strategies. Yet, teachers in situation 4 and students in situation 6 employed similar combinations of mixed strategies. In fact, the mostly used combination by the teachers was IFID+EA+RPR. On the contrary, IFID+EA was the most used combination by the students. Consequently, in the first type of the situation students have the tendency to acknowledge their mistake with a direct apology and *Explanation or Account of the Situation*, whereas the teachers admit the error by using a direct apology along with *Explanation or Account of the Situation* and *An Offer of Repair*. For the second type of the situation, students have the tendency to acknowledge their mistake with a direct apology and *An Offer of Repair*, but teachers tended to admit the mistake using only a direct apology.

2.6. Teachers and Students' Justifications of their Apologetic Behaviour

The purpose of this stage was to identify students 'reasons for choosing a particular type of apologizing instead of another.

2.7. Description of the Framework of Apologetic Behaviour

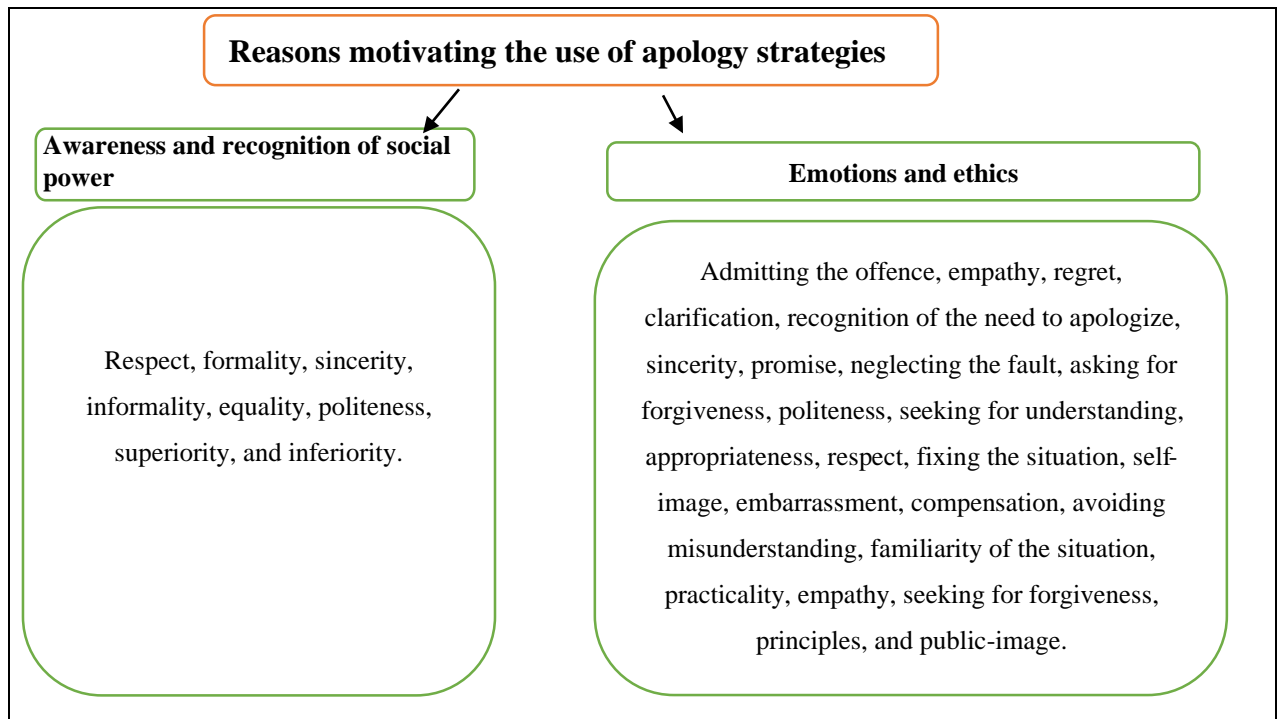
The following figure comprises the students and teachers' justifications for the way in which they chose to apologize. The first concern was to identify different labels related to students and teachers' responses. Sample examples of students and teachers' responses are in the tables throughout the present section. This has enabled us to identify the different reasons for students and teachers' apologetic behaviour from students and teachers' point view.

The analysis of students and teachers' responses on the justifications of their use of the apology strategies in the six situations has revealed the existence of multiplicity of reasons for apologizing in such or such way (figure 12 below).

However, as illustrated in figure 6 below, the comparison of the different reasons enabled us to classify them into two main types: (1) awareness and recognition of social power and (2) emotions and ethics. In fact, while in some situations the students and teachers provided justifications reflecting an awareness of the interlocutor's social rank and the recognition of the need to apologize according to the situations of power relationships, in other situations the students and teachers apologised for subjective, emotional and ethical reason such as regret, empathy, admitting the offence and so forth.

Figure 6

The Framework of Students and Teachers' Apologetic Behaviour



2.6.1. Students' Justifications of their Apologetic Behaviour

2.6.2. Students' Justifications in Situations of Unequal Low to High Power Relations

a. Situation 1.

The first situation aimed at eliciting students' justifications of their use of apology strategies in a situation of unequal social power (low to high) in which the students misbehaved (by using the mobile) in front of the teacher during class.

The analysis of the results enables us to identify seven main reasons for students' choice of the apology strategies: respect, admission of the offence, formality, regret, empathy, clarification, and recognizing the need for apologize. Two reasons are considered as a reflection of awareness and recognition of social power: respect and formality. Respect is the reason for 42.5% of students' apologetic choice while formality represents 17.5%, thus totaling 60% of the total number of students' justifications. On the other hand, five reasons out of seven can be classified under the category of ethics and emotions: admitting the offence (20%), empathy (12.5%), regret (10%), clarification (2.5%), and recognition of the need to apologize (2.5%), totaling a response rate of 40%. Accordingly, the absolute

majority of students' justifications in this situation are classified under the category of awareness and recognition of social power.

Table 19

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 1

Reasons	Sample responses	Frequencies	
		F	%
Respect	Because he is my teacher and I should respect him. Because as students we must use expressions that show the respect to our teachers.	17	42.5%
Admitting the offence	Because it was my fault and I had to apologize to the teacher because it was not respectful to use the phone while the teacher explain the course. Because instead of following I was playing on the phone which is wrong.	8	20%
Formality	I should be formal as I'm addressing to my teacher. Because I'm Apologizing to a teacher so I should use a formal way.	7	17.5%
Empathy	Because it would not help to let him upset without telling him something to lighten him. Because I believe that I owe this apology to the teacher as they may feel as if their efforts had gone unappreciated and it was all in vain and they shouldn't get discouraged by the behavior of one single student.	5	12.5%
Regret	Because I regret what I have done which was disrespectful. Because I should do what I did in the first place.	4	10%
Clarification	I should explain to him/her why I was using my phone.	1	2.5%
Recognizing the need to apologize	Because in such cases, we should apologize.	1	2.5%
Total		40	100%

b. Situation 2.

The second situation's purpose is to evaluate students' reasons for apologizing in a context of unequal social power (low to high), in which the students submitted their homework after the deadline set by the teacher.

Table 20

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 2

Reasons	Sample responses	Frequencies	
		F	%
Clarification	Because I need to make it clear that it wasn't due to negligence or lack of punctuality on my end. I apologized this way to clarify that the delay was out of my control and was not on purpose.	9	22.5%
Formality	Because I'm addressing to my teacher and I should use a formal language. Because I'm Addressing to a teacher, and it is by email so I must use formal expressions.	8	20%
Admitting the offence	Because I was not responsible. I apologized this way since it was my fault for not sending it before the deadline.	7	17.5%
Sincerity	I had to tell the truth and convince him that it was not on purpose. I have to be sincere and tell the truth.	6	15%
Respect	For two reasons, respect and academic status. I should respect my teacher and his academic position over me.	6	15%
Recognizing the need to apologize	I should apologize anyway to get my work accepted. The situation requires an apology	2	5%
Empathy	Because the teacher is a human being too he has a life and he can sometimes be late or have problems just like us but also he respects us and apologises each time there's a problem from his side.	1	2.5%
Politeness	I must be polite when I apologize to him because he is my teacher.	1	2.5%
Total		40	100%

The analysis of the results enables us to identify eight main reasons for students' choice of the apology strategies: clarification, formality, admitting the offense, sincerity, respect, recognizing the need to apologize, empathy, and politeness. Three reasons of those reasons are a reflection of awareness and recognition of social power, formality (20%), respect (15%), and politeness (2.5%); totaling (37.5%). For the second type (emotions and ethics), 5 reasons out of 8 were classified as ethics and emotions: clarification (22.5%), admitting the offence (17.5%), sincerity (15%), recognizing the need to apologize (5%), and empathy (2.5%) totaling for (62.5%). Consequently, the absolute majority of students' justifications in this situation are classified under the category of emotions and ethics.

2.6.3. Students' justifications in situations of equal-to-equal power relations

a. Situation 3.

The aim of the third situation is to assess the reasons students have for apologizing in a context of equal social power (equal to equal). For an in-depth account of the situation, check Appendix (A), page 101.

Table 21

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 3

Reasons	Sample responses	Frequencies	
		F	%
Regret	Because I really feel sorry for him and I shouldn't do that, and I don't want to loose my friend. Because I regret what I have done to him.	13	32.5%
Promise	Because a promise is a promise and they were relying on me so it's unacceptable to let them down like that. I apologized this way because this may be considered as dishonesty from me because I promised , and that's may ruin our relationship too .	7	17.5%
Sincerity	I think that since he is my classmate, I should be honest with him and express my self sincerely. I have to be sincere with him since he is my friend so he will understand me.	6	15%
Admitting the offence	I have to admit my fault and apologize to him. It is my fault and I should make it up to him.	6	15%
Informality	I used informal expression to apologize because I'm addressing to my classmate. I have to apologize like that using emotions in order to make him feels like I'm really sorry, and this time I used can instead of could because I know him he's my classmate I am not obliged to use could because he's not a stranger and we're in the same level.	5	12.5%
Clarification	In such mistake, I was obliged to clarify things to solve the problem. And suggest another day. I had to tell him the reason and clarify things so that I can fix the problem	2	5%
Recognition of the need to apologize	This situation really requires an apology since you hurt someone.	1	2.5%
		40	100%

As it can be seen in the table above, the results revealed that the students justified their apologies by seven reasons: regret, promise, sincerity, admitting the offence, informality, clarification, and recognition of the need to apologize. In the first type, two reasons were found to reflect awareness and recognition of social power, sincerity (15%) and informality (12.5%) totaling 27.5% of the total number of students' justifications. Whereas, in the second type, five reasons out of seven were found to reflect ethics and emotions: regret (32.5%), promise (17.5%), admitting the offence (15%), clarification (5%), and recognition of the need to apologize (2.5%) totaling for 72.5% of the justifications. As a result, the absolute majority of students' justifications in this situation are classified under the category of emotions and ethics

b. Situation 4.

The fourth situation aimed at assessing students' justifications in a situation of equal social power (equal to equal). For a detailed description of the situation, refer to Appendix (A), page 101.

Table 22

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 4

Reasons	Sample responses	Frequencies	
		F	%
Admitting the offence	Because it was my fault, and I had to apologize that way.	13	32.50
	It is my fault. I should assume the consequences.		%
The need to apologize	I was obliged to apologize in that way.	10	25.00
	Because it requires such apology		%
Neglecting the fault	It happens and nothing else to be done.	3	7.50
	Since I was in hurry, it happens to apologize like that.		%
Formality	I used a formal expression to apologize since he/she is a stranger.	2	5.00
	I assumed that I should apologize in a formal way.		%

Asking for forgiveness	Because I had to ask for forgiveness since I have done something terrible.	1	2.50 %
Politeness	I had to apologize in a polite way because he is a stranger	1	2.50 %
Equality	He has the same position as me, so that is the way I should apologize in.	1	2.50 %
Empathy	Because I did not mean to do it, but I still feel sorry for the consequences	1	2.50 %
Seeking for understanding	If I express my apology to that person in such a way, he might understand me.	1	2.50 %
Appropriateness	It seems an accurate way	1	2.50 %
Total		40	100%

According to the results displayed in the table above, ten reasons were given by students in order to justify their apologetic behaviour: admitting the offence, recognition of the need to apologize, neglecting the fault, formality, asking for forgiveness, politeness, equality, empathy, seeking for understanding, and appropriateness.

Equality (2.5%) was found to be the only representative reason of the first type of justifications which is awareness and recognition of social power, whereas nine reasons were found to reflect more ethics and emotions: admitting the offence (32.5%), recognition of the need to apologize (25%), neglecting the fault (7.50%), formality (5%), asking for forgiveness(2.5%), politeness (2.5%), empathy (2.5%), seeking for understanding (2.5%), and appropriateness (2.5%) totaling for 97.5% of the justifications. Therefore, the absolute majority of students' justifications in this situation are classified under the category of emotions and ethics

2.6.4. Students' justifications in situations of unequal high to low power relations

a. Situation 5.

The fifth situation aimed at assessing students' justifications in a situation of low social power (high to low). For a detailed description of the situation, refer to Appendix (A), page 101.

Table 23

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 5

Reasons	Sample responses	Frequencies	
		F	%
Respect	Since he is the doorman, I should respect him.	12	30.00
	I apologized that way because I respect old people		%
Admitting the mistake	Because it was my fault.	9	22.50
	Because at the end of the day he was just doing his job, and I had no right to act that way		%
Recognition of the need to apologize	Because I had to apologize since the thing I did is unacceptable.	7	17.50
	I had to apologize since he is doing his job and needed to apply the rules.		%
Regret	Because I regretted what I did.	4	10.00
	I should not have yelled at him because he was doing his job		%
Sincerity	I had to be sincere in my apologizing way.	2	5.00%
	He deserved a sincere apology for that big mistake		
Fixing the situation	Because I needed to fix the situation, for the next time he will let me in.	1	2.50%
Neglecting the fault	Because it happens	1	2.50%
Self-image	I had to apologize because what I did showed that I am not educated	1	2.50%
Appropriateness	I could not find a better way to do so.	1	2.50%
Politeness	Since the doorman is older than me, and he was only doing his job, I had to be polite in my apology	1	2.50%
Embarrassment	Because I was embarrassed	1	2.50%

Total		40	100%
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Based on the data displayed in the table above, eleven justifications were given by students for their apologetic behaviour: respect, admitting the offence, recognition of the need to apologize, regret, sincerity, fixing the situation, neglecting the fault, self- image, appropriateness, politeness, and embarrassment. However, this situation is different from the previous ones since the whole provided justifications are to be classified under ethics and emotions type and there is no use of other reasons reflecting awareness and recognition of social power.

b. Situation 6.

The sixth situation aimed at assessing students' justifications in a situation of low social power (high to low). For a detailed description of the situation, refer to Appendix (A), page 101.

Table 24

Students' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 6

Reasons	Sample responses	Frequencies	
		F	%
Admitting the offence	Because I understand that the accident is caused by me, and I assume the responsibility. Simply, it was my mistake, and I held responsibility.	12	30.00%
Respect	I should respect him and collect what was dropped. I should apologize that way to show respect.	5	12.50%
Recognition of the need to apologize	It is a huge mistake, which I had to apologize for. I had to apologize in this situation.	4	10.00%
Fixing the situation	Because I had to fix what I destroyed.	4	10.00%

	Because I was the one who dropped the box and had to arrange it.		
Neglecting the fault	It was not on purpose. Since the place was crowded, I do not have to beg him to forgive me	3	7.50%
Appropriateness	That is how it should be in such context. It seems the best way to apologize.	3	7.50%
Empathy	The man has been working all day, and I should consider how tired he is and help him. Because it may cause him loose money for it, and it made me feel sorry	3	7.50%
Politeness	I had to say sorry out of being polite. I apologized that way to show politeness	2	5.00%
Self-image	I apologized because it was a public place. Because I was in a public area.	2	5.00%
Sincerity	I should show that it was unintentional and the sincerity to help them. Because I had to be sincere in my apology	2	5.00%
Total		40	100%

In reference to the table above, ten reasons were given by the students to justify their apology use: admitting the offence, respect, recognition of the need to apologize, fixing the situation, neglecting the fault, appropriateness, empathy, politeness, self-image, and sincerity. Therefore, all of the mentioned justifications were found to reflect ethics and emotions with a response rate of 100%.

2.7. Summary of Students' Justifications According to Social Power Situations

As can be noticed in table 28 below, students tend to justify their practice of apologies based on ethics and emotions more than on awareness and recognition of social power, regardless to the differences in social power relations. In fact, the absolute majority

of the students (83.33%) justified their uses of the apology strategies with reasons related to ethics and emotions. This perfectly applies to all the situations of equal-to-equal and high to low social power relations. However, in situations of low to high power relations, students' justifications were found to be completely contradicting. In situation 1, the students justify their apology use by reasons reflecting awareness and recognition of social power while in situation 2 they justify those using reasons by referring to ethics and emotions. This difference may be due to the nature of the two situations as situation one involves spontaneous oral classroom interaction while situation two involves expressing an apology related to a late submission of a homework. In other words, in the second situations, the students seeks a favor from the teacher, which requires some subjectivity.

Table 25

Summary of Students' Justifications in the Six Situations

Situations		Types of justifications			
		Awareness and recognition of social power		Ethics and emotions	
		Number of occurrences	Percentages	Number of occurrences	Percentages
Low to high	Situation 1	24	60%	16	40%
	Situation 2	15	37.5%	25	62.5%
Equal to equal	Situation 3	11	27.5%	29	72.5%
	Situation 4	1	2.5%	38	97.5%
High to low	Situation 5	0	0%	40	100%
	Situation 6	0	0%	40	100%
Total		40	16.66%	200	83.33%

2.6.5. Teachers' Justifications of their Apologetic Behaviour

2.8. Data Analysis Description

The following tables involves the teachers' justifications for the way in which they chose to apologize. The first concern was to assign different labels related to teachers' responses. Sample examples of teachers' responses are in the tables throughout the present

section. This has enabled us to identify the different reasons for teachers' apologetic behaviour from teachers' point view.

2.6.6. Teachers' Justifications in Situations of Equal-to-Equal Power Relations

a. Situation 1.

The first situation aimed at identifying teachers' justifications of apology in a situation of equal social power (equal to equal) in which the teacher missed the meeting scheduled with his colleague teacher. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 26

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 1

Reasons	Sample responses	Frequencies	
		F	%
Sincerity	Because this is an embarrassing situation which requires sincere apologies Because this is the truth and I think that saying the truth is the best way to overcome problems	4	26.66%
Admitting the offence	In this apology, I acknowledge my mistake and I take responsibility for my behaviour. It was my mistake and I had to apologize	3	20%
Compensation	Suggesting another meeting since this is the only way that can fix the inconvenience caused by my successive absences. I have to reschedule another meeting with him and make it up to him	3	20%
Avoiding misunderstandings	It's in order to avoid any misunderstanding.	1	6.66%
Familiarity of the situation	The colleague tends to be understandably aware about my own situation since it happens often among colleagues.	1	6.66%
Practicality	Because this is the most common and most practical among colleagues	1	6.66%
Empathy	To not let him be angry and to keep good work relationship	1	6.66%

Seeking for forgiveness	To make him/her forgive and forget my misbehaviour.	1	6.66%
Total		15	100%

The analysis of the results enables us to identify eight main reasons for teachers' choice of the apology strategies: sincerity, admitting the offence, compensation, avoiding misunderstandings, formality of the situation, practicality, empathy, and seeking for forgiveness. Concerning the first type, no reason is regarded as a reflection of awareness and recognition of social power. Yet, the second type that is classified as ethics and emotions obtained all the eight reasons: sincerity (26.66%), admitting the offence (20%), compensation (20%), avoiding misunderstanding (6.66%), familiarity of the situation (6.66%), practicality (6.66%), empathy (6.66%), and seeking for forgiveness (6.66%), the whole response rate of 100%. Consequently, all teachers' justifications in this situation are classified under the category of emotions and ethics.

b. Situation 2.

The second situation's purpose is to elicit teachers' apology justifications in a context of equal social power (equal to equal) which refer to the teacher delivering a lecture in another teacher's classroom. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 27

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 2

Reasons	Sample responses	Frequencies	
		F	%
Familiarity of the situation	It is a recurrent situation that happens often among colleagues. This type of inadvertence are likely to happen	6	40%
Admitting the offence	It is my fault so I need to apologize for taking his/her room and wasting time for his session. Because it is my fault.	4	26.66%

Avoiding misunderstandings	To make things clear and avoid misunderstandings. In order to avoid misunderstandings between us.	2	13.33%
Recognizing the need to apologize	Since it was not my spot, I have to say at least sorry. The least thing I can do is saying sorry	2	13.33%
Appropriateness	Because that's the way things should be done in such situation.	1	6.66%
Total		15	82.2%

The analysis of the results enables us to identify five main reasons for teachers' choice of the apology strategies: formality of the situation, admitting the offence, avoiding misunderstanding, recognizing the need to apologize, and appropriateness. With reference to the first type, no reason was found as a reflection of awareness and recognition of social power. However, the second type can be classified under the category of ethics and emotions that obtained all teachers' justifications: Familiarity of the situation (40%), admitting the offence (26.66%), Avoiding misunderstandings (13.33%), Recognizing the need to apologize (13.33%), and appropriateness (6.66%), totaling the whole response rate of 100%. Therefore, all teachers' justifications in this situation are classified under the category of emotions and ethics.

2.6.7. Teachers' Justifications in Situations of Unequal High to Low Power Relations

a. Situation 3.

The aim of the third situation is to evaluate teachers' apology justifications in a context of unequal social power (high to low) in which the teacher forgot to correct his students' essays. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 28

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 3

Reasons	Sample responses	Frequencies	
		F	%

Compensation	I apologize and offer a compromise. I will correct all the essays at once. It's an obvious mistake and the student could take it blandly. To fix it sooner is better than none.	6	40%
Practicality	Because it would be the most practical way. It's more practical that way.	3	20%
Sincerity	You should communicate with your students and explain that you had impeachments, and to be sincere. I have to say the truth.	3	20%
Principles	We are teachers, if the student do not learn from our behaviour then how will he learn the knowledge from us. It is a matter of principle	1	6.66%
Admitting the offence	Normally I shouldn't give promises unless I'm able to fulfil them.	1	6.66%
Inferiority	addressed to an inferior addressee	1	6.66%
Total		15	82.2%

The analysis of the results enables us to identify six main reasons for teachers' choice of the apology strategies: compensation, practicality, sincerity, principles, admitting the offence, and inferiority. Regarding the first type, only one reason was found as a reflection of awareness and recognition of social power: inferiority (6.66%). For the second type, which can be classified under the category of ethics and emotions obtained five reasons: compensation (40%), practicality (20%), sincerity (20%), principles (6.66%), and admitting the offence (6.66%), totaling a response rate of 93.33%. As a result, the vast majority of teachers' justifications in this situation are classified under the category of emotions and ethics.

b. Situation 4.

The fourth situation aimed at assessing teachers' justifications in a context of unequal social power (high to low) in which the teacher yelled at his student in a classroom context. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 29

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 4

Reasons	Sample responses	Frequencies	
		F	%
Admitting the offence	Since I yelled at him in front of his classmates. I have to admit my mistake in front of them as well I recognized my mistake and gave the student the mark he deserved	5	33.33%
Appropriateness	Because it is the way I can apologize. As a teacher, it is a sufficient way to apologize to a student.	2	13.33%
Self-image	So that the student will not keep a bad image of his teacher. Self-image is very important for the students at their age. Helping them build a good self-image is strategy to the students ' well-being and teachers' as well.	2	13.33%
Fixing the situation	I offer to provide any additional support that the student may need. By apologizing for my actions and taking responsibility for my mistake. I would recheck the exam sheet and give him/her the correct grade.	2	13.33%
Neglecting the Fault	I do not have to apologize since I do not speak to my students in this way.	1	6.67%
Public image	As I said, a public insult needs a public apology in addition to the deserved correction of the mistake.	1	6.67%
Regret	I should not have done such thing even under pressure.	1	6.67%
Respect	I respect my students and do my best to be fair with them.	1	6.67%
Total		15	82.2%

The analysis of the results enables us to identify eight main reasons for teachers' choice of the apology strategies: admitting the offence, appropriateness, self-image, fixing the situation, neglecting the fault, public image, regret, and respect. As far as the first type is concerned, only one reason was found as a reflection of awareness and recognition of social power: appropriateness (13.33%). The second type that is classified as ethics and emotions obtained the seven reasons: admitting the offence (33.33%), self-image (13.33%), fixing the situation (13.33%), neglecting the fault (6.67%), public image

(6.67%), regret (6.67%), and respect (6.67%), totaling a response rate of 86.67%. Hence, the absolute majority of teachers' justifications in this situation are classified under the category of emotions and ethics.

2.6.8. Teachers' Justifications in Situations of Unequal Low to High Power Relations

a. Situation 5.

The fifth situation aimed at assessing teachers' justifications in a situation of unequal power relations (low to high). It is about the teacher who forgot to meet the dean of the faculty. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 30

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 5

Reasons	Sample responses	Frequencies	
		F	%
Superiority	The dean represents hierarchy. The apologizing attitude must fit the status, I guess. In this situation, the dean of the faculty holds a superior position to me, and it is important to show respect and professionalism in any communication with them.	8	53.33%
Formality	It is the dean, so a formal email would be the best thing and way to apologize. I had to be formal since he is the dean.	2	13.33%
Appropriateness	Because that is the accurate way teachers and the administration deal with each other. Because it should be in this way.	2	13.33%
Admitting the offence	Because I made him wait for me.	1	6.67%
Respect	It is disrespectful to the dean of the faculty.	1	6.67%
Embarrassment	It is a very unpleasant situation. I would not like to live it. No words are enough to express my embarrassment.	1	6.67%
Total		15	82.2%

The analysis of the results enables us to identify six main reasons for teachers' choice of the apology strategies: superiority, formality, appropriateness, admitting the mistake, respect, and embarrassment. For the first type, four reasons are considered as a reflection of awareness and recognition of social power: superiority (53.33%), formality (13.33%), appropriateness (13.33%), and respect (6.67%) with a total rate of 86.67% from teachers' justifications. The second type that is classified as ethics and emotions obtained only two reasons: admitting the offence (6.67%) and embarrassment (6.67%), totaling a response rate of 13.33%. Consequently, the majority of teachers' justifications in this situation are classified under the category awareness and recognition of social power.

b. Situation 6.

The sixth situation aimed at evaluating teachers' justifications in a situation of unequal power relations (low to high) in which the teacher made a delay for bringing the lists of the exam results to the head of the department. For a detailed description of the situation, refer to Appendix (B), page 105.

Table 31

Teachers' Justifications of Apologetic Responses and Corresponding Frequencies in Situation 6

Reasons	Sample responses	Frequencies	
		F	%
Superiority	Owing to his higher position. It is a hierarchical attitude as I address the head of the department.	6	40%
Admitting the offence	He is the head of the department. Apologising face to face is the least we have to do. It is our fault so we need to apologise. In this situation, it is important to apologize for my mistake and take responsibility for the delay in bringing the exam results list as requested by the head of the department.	3	20.00%
Formality	This situation requires a formal way of apologizing.	1	6.67%
Appropriateness	The best way to apologize to the head of the department.	1	6.67%
Respect	To keep respectful relationship with the head of the department.	1	6.67%

Recognizing the need to apologize	This situation deserved to be apologized for.	1	6.67%
Informality	Because the head of the department and I are close enough to do things that way.	1	6.67%
Embarrassment	Because I feel ashamed.	1	6.67%
Total		15	82.22%

The analysis of the results enables us to identify eight main reasons for teachers' choice of the apology strategies: superiority, admitting the offence, formality, appropriateness, respect, recognizing the need to apologize, informality, and embarrassment. For the first type, four reasons are regarded as a reflection of awareness and recognition of social power: superiority (40%), formality (6.67%), appropriateness (6.67%), and respect (6.67%), totaling 60.00% of the total number of teachers' justifications. The second type that is classified as ethics and emotions obtained four reasons: admitting the offence (20.00%), recognizing the need to apologize (6.67%), informality (6.67%), and Embarrassment (6.67%), totaling a response rate of 40.00%. Accordingly, teachers' justifications in this situation were classified equally under the two categories of awareness and recognition of social power in addition to ethics and emotions.

2.9. Summary of Teachers' Justifications of their Apologetic Behaviours

As can be noticed in table 36 below, teachers tend to justify their practice of apologies based on ethics and emotions more than on awareness and recognition of social power, regardless to the differences in social power relations. In fact, the absolute majority of the teachers (72.22%) justified their uses of the apology strategies with reasons related to ethics and emotions. This perfectly applies to all the situations of equal-to-equal and high to low social power relations. However, in low to high power relations, teachers' justifications are completely contradicting in the two situations. In situation five, the teachers justify their apology use by awareness and recognition of social power while in situation six they justify their apologies using both ethics and emotions in addition to awareness and recognition of social power equally. This difference may be due to the nature of the two situations. While situation five involves the realization of professional and

academic duties, the sixth situation involves a face-to-face interaction in an academic context.

Table 32

Summary of Teachers' Justifications in the Six Situations

Situations		Types of justifications			
		Awareness and recognition of social power		Ethics and emotions	
		Number of occurrences	Percentages	Number of occurrences	Percentages
Equal to equal	Situation 1	0	0%	15	100%
	Situation 2	0	0%	15	100%
High to low	Situation 3	1	6.66%	14	93.33%
	Situation 4	2	13.33%	13	86.67%
Low to high	Situation 5	13	86.67%	2	13.33%
	Situation 6	9	60%	6	40%
Total		25	27.77%	65	72.22%

CHAPTER FOUR: DISCUSSION AND CONCLUSION

Introduction

The aim of the present chapter is two-fold. First, it seeks to discuss the results of the study by answering the research questions. Second, it concludes the thesis by reviewing the process of the study, summarizing the main findings, highlighting the main strengths and limitations of the study, predicting the implications of the study and suggesting possible future research tracks.

SECTION ONE: DISCUSSION OF THE FINDINGS

1. Introduction

This section is concerned with the discussion of the findings gathered in the preceding results section. It is structured and conducted around the study's research questions and includes a detailed interpretation of the results in light of the theoretical knowledge and previous findings from similar studies in other national and international contexts. The section also aims at drawing conclusions and testing the study's hypotheses based on confirming or denying the hypotheses.

2. The First Research Question

Do teachers and students apologize solely through using independent strategies or they also apologize using mixed strategies?

The findings of the present research related to the first question reveal that in all of the provided six situations the students employed both independent and mixed strategies in order to express apologies. In what follows, the results (percentages) are ordered in the same order of the situations, i.e. from one to six. To start with, independent strategies obtained respectively 27.5%, 25%, 35%, 15%, 32.5%, and 20%. Conversely, mixed strategies got, in the same order, 72.5%, 75%, 65%, 85%, 67.5%, and 80%. Therefore, the findings showed that the mostly used strategies by the students are the mixed ones. Likewise, teachers also employed both of the two models of apologizing strategies. Given the fact that the results are ordered according to situations from one to six, independent strategies received respectively the practice rates of 20%, 40%, 13.33%, 46.67%, 26.67,

and 20%, whereas the mixed strategies obtained (in the same order of situations) the practice rates of 80%, 60%, 86.67%, 53.33%, 73.33, and 80%. Consequently, the results demonstrated that the mostly used model of strategies by teachers is the mixed one.

The comparison of our results with those found internationally reveals a complex international situation. In fact, several foreign scholars have investigated the issue of independent and mixed strategy use in relation to the speech act of apologizing and found that independent apology strategies are the most frequently used ones, while others in other countries identified some balance in the use of the two types. To start with, Uгла and Abidin (2016) conducted a study to compare the use of apology strategies by Iraqi EFL students in English and Iraqi Arabic. Both independent and mixed strategies were found to be used. Similarly, in another Arabic-speaking country, namely Oman, Harb (2015) conducted a study on the types of apology strategies used by Arabic native speakers. In this study, independent and mixed strategies were employed. In another EFL country, namely Iran, Chamani and Zareipur (2010) published a paper in which they investigated how apologies were used between Persian and British English Native Speakers (NS). The findings showed that both independent strategies and mixed strategies were used.

Accordingly, our study has revealed that the students and teachers in Bejaia University (Algeria) have the specificity of using more mixed strategies than independent ones. This reveals the need of Algerian students and teachers tend to make more communicative efforts to convince their interlocutors.

In addition to the issue of mixed and independent strategies, our study has revealed that both students and teachers made an extensive use of the IFID strategy either alone, as an independent strategy or in combination with other strategies like RPR, RESP, EA, FORB. The particular use of this strategy is shared in many places of the world (see Uгла and Abidin, 2016; Chamani and Zareipur, 2010). However, in the studies mentioned previously, IFID is more frequently used as an independent strategy. The Algerian specificity can be explained by the need to affirm explicitly the desire to apologize and the feeling of the need to explain, to assume responsibility, to offer a repair, to ask for another chance. This is partly similar to Harb's (2015) findings, which revealed that Omani students used EA apologizing strategy or IFID and EA. The difference with our study is that IFID, in our context, is the core-combinatory strategy. In addition, our respondents use IFID with

a multiplicity of strategies, not only EA. The diversity of combinations, in our context may be due to the high level of English proficiency and the high educational background of the respondents.

3. The Second Research Question

Do teachers employ different apologizing strategies with students in accordance with each social power relation?

The present research question aims at examining the differences in apology strategies used between Master one students in the Department of English and their lecturers in the same institution. Similarly, to the findings of the previous research question, the respondents were found to use both independent and mixed types of strategies to express apologies in the different social power situations.

To start with, responses related to situations (1), (2), (5), and (6) which were meant to measure how the teachers and students apologize in situations of unequal power (low to high) revealed that the students and teachers used both independent and mixed strategies in order to express their apologies in accordance with low to high social power relations. The results revealed that the strategies used were as follows IFID+RPR, IFID+ EA, and IFID (situation 5) and IFID+EA, IFID+ RESP, and IFID (situation 6) for the teachers. IFID+FORB, IFID, and IFID+EA (situation 1) and IFID+EA, EA, and IFID (situation 2) for the students. Therefore, it can be noticed that the teachers and students make a common use of the IFID strategy, which denotes their regret, recognition of their offence and desire to apologize explicitly. In addition, the teachers tend to seek repair, explain the reasons of their offense and to assume responsibility. On the other hand, the students rather tend to explain and to ask for a second chance.

As far as the situations of equal-to-equal social power interactions are concerned, the results demonstrated that the strategies used were as follows IFID, IFID+RESP, and IFID+ RPR (situation 3) and IFID+ RPR, IFID+EA+ RESP, and IFID (situation 4) for the students. IFID+ RPR, IFID+ EA, and IFID (situation 1) and IFID, IFID+ RESP, and IFID+ EA (situation 2) for the teachers. Similarly, in the case of the unequal social power of high to low (situations 5 and 6), both teachers and students were found to adopt mixed types of apology strategies, though they used different combinations of apologizing strategies, but

for the independent strategies, they used the same strategy of *Illocutionary Force Indicating Device (IFID)*. In fact, the strategies used were as follows: IFID+EA+RPR, IFID+RPR, and IFID+EA (situation 3) and IFID, IFID+EA, and IFID+RESP (situation 4) for the teachers. For students, IFID+EA, IFID, and IFID+RESP (situation 5) and IFID+RPR, IFID+RESP, and IFID (situation 6). In fact, in these four situations, both students and teachers have similar apologetic behaviours, as they tend to apologize explicitly, explain the reason of the offense, assume responsibility and offer a repair. If the teachers have kept the same behaviour as in low to high situations, the students have ceased seeking for a second chance, which denotes some practice of social power.

The different readings through the literature has revealed that a considerable amount of research has linked the use of apology strategies to the contextual variable of social power. Saleem et al. (2018) conducted a study on apology responses between Pakistani English speakers (PakE), Pakistani Urdu speakers (PakU), and British English native speakers (BritE). The study findings showed that PakE and PakU used Acceptance¹ strategies with high-power interlocutors, and they employed Acknowledgment² strategies with equal and lower social power parties. On the other hand, BritE used Acceptance and Evasion³ strategies when dealing with parties of higher, equal, and lower social power levels. In addition, Humeid (2013) conducted a study to compare the apology strategies of American native English speakers (ANES) with those of Iraqi EFL university students regarding gender and status. The study findings showed that Iraqi EFL male students employed the highest number of apology strategies with people of high status, whereas American males tended to utilize more apology strategies with people of lower rank. Moreover, Iraqi and American females used more apology classifications when dealing with individuals of higher status. Besides, people of equal positions received the lowest apology strategies used by Iraqi EFL learners and ANES.

It can be noticed that in the two studies, people from western countries tend to use the same apology strategies with people of higher, equal, and lower social power levels, while people in the Middle East and Asian countries apologize differently to people of

higher, equal, and lower social power levels. These latter seem to consider people belonging to higher levels in society. Therefore, it can be concluded that Bejaia University students and teachers' apologetic behaviour is closer to Western countries' norms than to Middle East and Asian countries' norms of apologetic behaviour.

4. The Third Research Question

What are teachers and students' perceptions of apologies in different social power relation contexts?

Both students and teachers provided a variety and a multiplicity of reasons for the way they apologized, yet all of the given reasons were found to form two major categories. The first category involves such reasons of apologetic choices as empathy, sincerity, promise, politeness, regret, seeking forgiveness, etc. These latter have as a common distinctive feature, the elements of ethics and emotions. On the other hand, such reasons as respect, formality, sincerity, informality, equality, and so forth, have more to do with awareness and recognition of the impact of social power. Accordingly, the two categories of reasons for apologetic choices can be labelled as follows: (1) awareness and recognition of social power and (2) ethics and emotions. Moreover, it has been noticed that the absolute majority of the respondents (both teachers and students), in (four out of six) DCT situations for each, mainly all situations of equal-to-equal and high-to-low power relations, mentions the justifications belonging to the category of ethics and emotions as the main reasons for making their apologetic responses. On the other hand, the number of sample justifications belonging to the category of awareness and recognition of social power are limited to only two situations for each group of respondents.

Several researchers in the world conducted studies on the issue of the perception of apologies in different social power relations contexts. Al-Khaza'leh (2018) conducted a study on the influence of social power on the perception of apology speech act. He compared a group of 40 Jordanian second language speakers (JL2Ss) to the two baseline groups of 40 Jordanian non-English speakers (JNESs) and 40 English native speakers (ENSs). The researcher found that Jordanian groups with high and equal social power do not consider the offenses as severe when they apologize to their low and equal social power interlocutors. Conversely, ENSs perceive the offense as very severe with all the situations of social power (high, equal, and low) and thus they made use of more apology expressions

to the other offended parties. That is, the ENSs group did not consider the contextual variable of social power, and they apologized in the same way in each situation. In contrast, Jordanian groups evaluated the situations and found that the offense is not severe when committed against low-power interlocutors. Therefore, Jordanian participants were found to be more aware and recognizable of social power's role than ENSs.

Saleem et al. (2018) conducted another study of the same type in which he investigated apology responses between Pakistani English speakers (PakE), Pakistani Urdu speakers (PakU), and British English native speakers (BritE) under the impact of social power. The researcher found that both PakE and PakU prefer giving high values to equal and lower level situations. In contrast, BritE group often gives low values to situations with lower social relations and intermediate evaluations to situations with equal level social power. Another finding is that PakE and PakU groups addressed their higher and equal power interlocutors with the honorifics (sir/dear), but BritE participants never addresses their counterparts with honorifics (sir/dear). Consequently, both PakE and PakU perceived the apology responses situations quite similarly and are found at variance from the BritE group.

Similar to the apologetic responses, apologizers in the Middle Eastern and other Asian countries perceived the offense made to lower rank interlocutors less important than those made to higher rank interlocutors. On the other hand, western countries perceive the offenses made to people in lower social power ranks as important as those made to people belonging to higher power ranks. As far as Bejaia University students and teachers are concerned, the justification of the apologetic responses has shown that in low to high DCT situations, the apologetic responses were motivated by the respondents' awareness and recognition of the impact of social power and its important role in apologizing successfully. On the other hand, in all the other situations of equal-to-equal and high-to-low, and one of the situations of low-to-high, the participants used justifications corresponding to the category of ethics and emotions. As a result, it can be concluded that Bejaia University students and teachers have similar reasons for apologizing to those of people belonging to western countries. This similarity may be due to geographic proximity as well as the level of education and the, in addition to the influence of the academic background of the participants (all were students and teachers in the department of English:

5. Conclusion

In the light of previous results, the chapter provided a detailed explanation of the study's key findings and discussed the results of the study that take the same line as this research. The sections succeeded in answering the research questions and in drawing valuable research conclusions.

SECTION TWO: CONCLUSION

The aim of this study is to investigate variation in students and teachers' apologetic behaviour according to variation in social power relations. It includes the exploration of the use of apology strategies in different of social-power-based apology-motivated situations. The study followed a mixed design method methodology with data collected using two instruments a Discourse Completion Test (DCT) and an open-ended questionnaire. This latter was integrated to the DCT, as the respondents were required to justify their DCT apologetic responses. The study attempted to answer three main questions, which are as follows:

- Do subjects express their apologies solely through independent strategies, or do they also use a mix of strategies?
- Do teachers employ different apologizing strategies with students in accordance with each social power relation?
- What are teachers and students' perceptions of apologies in different social power relation contexts?

This research has succeeded in answering all of the questions mentioned above and in drawing a number of conclusions, the most important of which are as follows:

- (1) Bejaia University's EFL students and teachers tend to use mixed strategies more frequently than independent ones.
- (2) IFID is the main independent apology strategy used by Algerian students and teachers. In addition, this strategy represents the core-combinatory strategy, which EFL students and their teachers, in this research context, mix with a variety of other strategies to express apology. The four most common strategies that are mixed with IFID are EA, RESP, RPR and FORB.
- (3) Teachers and students seem to have similar apologizing strategies in all the situations of social power, with the mixed strategies being the mostly used and IFID as the main combinatory strategy.
- (4) The analysis of the teachers and students' perceptions of apology showed that these latter justified their apologetic behaviour using a wide range of reasons for choosing how to apologize. Accordingly, a model of perceptions of apology has been drawn from the results of the present study. This model suggests that the different reasons

for choosing how to apologize can be divided into two major classes: (1) awareness and recognition of the social power and (2) ethics and emotion.

- (5) Teachers and students seem also to have similar perceptions of apology in the different social power situations. In fact, except for one situation of low to high social power interactions, all the other situations showed the interlocutors to justify their answers based on emotions and ethics more than based on awareness and recognition of social power.

All in all, it can be affirmed that Bejaia University students and teachers are aware of the importance of social power but prefer to behave according to moral and emotional considerations when an offence is made, regardless to the status of their interlocutor, which reflects the dominance of the principles of social solidarity and equality in the University of Bejaia.

1. Implications

Several pedagogical uses can be made of the present study's findings. EFL students are more likely to gain profit from the study's main results. The present study can help students develop their awareness on the practice of apologies in different social power and cultural contexts. The study's findings have revealed that Algerian teachers and students tend to focus more on ethics and emotions, which implies the necessity for students to learn how to cope with power rigid societies and academic contexts. The use of several strategies for apologizing also reveals the necessity for the students to develop a multitude of communicative strategies to be more flexible in English-based communication. In addition, exposure to a variety of situations and contexts is likely to help learners understand and learn how to apologize correctly in various situations and contexts. In their English language use, students are likely to broaden their knowledge about the different apology expressions used in their target language.

As far as English language teaching is concerned, teachers can raise their students' awareness on the cross-cultural differences in the use of apology expressions and strategies in general and on the relationship between social power variables and language use in particular. In fact, the study findings show that Algerian students and teachers tend to overestimate the role of ethics and emotions in practising apologies, which implies the perceived importance of teaching the norms of power relations that are very important in

English speaking academic settings. Therefore, teachers can use authentic materials like real oral conversations and written documents (including the practice of apologizing), which are produced by students in Algeria, and compare them with those produced in English-speaking countries. In view of that, it is of paramount importance for teachers to show students the significant role of using apology strategies in their daily interactions and how this act can be influenced by some external variables such as social power.

2. Limitations of the study

The present study has a number of limitations. To start with, the lack of local research and references regarding the subject of our research imposed some difficulties. In fact, although a number of research works on the usage of apologetic strategies and pragmatic awareness has been conducted in Algeria, no studies have focused on the relationship between social power and apology speech act. Consequently, the construction of our literature and the discussion of the results has been a bit difficult.

Second, the study focused only on a sample of students and teachers at Bejaia University (Master one students of Didactics and teachers in the department of English) which limits the generalizability of the findings to other larger contexts and settings such as other departments, universities in Algeria or other North African and EFL countries.

Third, the researchers employed only two instruments to collect data (Discourse Completion Test) and an open-ended questionnaire although alternative instruments may have been used. In fact, role-play is regarded as an effective data collection tool in this kind of studies. It consists of situations similar to those used in DCT with the crucial exception that in role-plays, participants are requested to engage in face-to-face interaction and to individually play specific roles in the target situation. In fact, roles plays offer as natural answers as possible. Nevertheless, we were unable to employ this instrument in our research due to time constraints.

Fourth, the study focused solely on one social variable (social power in an academic context) while it could have examined others such as gender, age, mother tongue, academic status, and social distance. When an additional variable is considered, more understandable and specific findings can be obtained. Considering gender, it allows us to determine if it affects apologising strategies and whether females and males apologise

differently/similarly. Yet, it was not possible to adopt more than one variable, which is social power, due to time and space limitations and institutional restrictions.

Finally, the researchers were unable to answer this question “Does awareness of the relationship between the social power variable and the practice of apologizing have an impact on the performance of apologizing?” Answering this question would have provided more detailed results about the employment of apologetic strategies as well as whether these strategies differ from one situation to another due to the influence of social power. However, due to the thesis size restrictions imposed by the English language department, an answer to this question was not possible.

3. Suggestions for Future Research

Several suggestions are possible in the present study. To start with, to address the study’ limitations, a number of actions can be taken, among which:

- (1) Replicating of this study with a larger population and sample from each specialty to have more generalized results representing English as a Foreign Language students. That is, other researchers can replicate the study by choosing the remaining specialties, such as a) Linguistics and b) Literature and Civilization, in addition to Didactics, in order to generalise the findings to the entire level of Master 1 students.
- (2) Using quantitative methods such as role-play and observations also with qualitative methods such as recording, interviews. All of the mentioned tools will aid in getting as much authentic and natural data as possible since they all involve face-to-face interactions.
- (3) Plan experimental research works, to base their research on controlling the effect of other variables like gender and age or social factors such as academic status and social distance between the interlocutors. To control the effect of one additional variable, more specific results will be obtained, such as if females and males apologise differently depending on the situation and whether they rely on emotions, and whether age affects the usage of strategies. There are numerous questions that can be asked and answers that can be gathered.

(4) To conduct a comparison of the realization of the apology speech act between English and native language of participants like Arabic and Kabyle. Conducting such a comparison will allow researchers to learn about the strategies employed by both languages, whether language influences the production of an apology, and whether there are any common expressions between the two languages.

(5) To answer the mentioned question in the limitations which could not have been answered regarding some constraints such as the time commitment and the considerable size of a thesis.

Moreover, other suggestions related to ELT⁴ research can be made. Action research studies and experimental can be planned at university to examine the effect of teaching of speech acts in general and the speech act of apology in particular on the development of students' communicative competence. The effect of raising cross-cultural awareness of social power norms on students' cross-cultural interaction can be assessed through similar methods.

The practice of apologies in written correspondences needs also to be researched. This is particularly true in professional correspondence where the practice of apologies is documented in written forms. This new area of research may enable researchers to compare between communicative productions in written and oral media in general and between oral and written apologies in particular.

All in all, the present study set forth to examine the influence of the variable of social power on the realization the speech act of apology in the English language department of an Algerian university. However, as the aim could not be realized in this small-scale master thesis, a comprehensive research project needs to be launched to explore more thoroughly the practice of speech acts in general and apology speech act in particular

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Appendices

Appendix (A) Discourse Completion Test for Students

Dear students,

The following test aims to investigate the apology strategies employed by Bejaia University students and to see whether their answers will be influenced by the social variable of power. Accordingly, six real-life situations are designed to examine your apologizing behavior. Please, respond to each situation as naturally as possible. We would also be grateful if you could provide justifications to your responses.

Socio-demographic information

Age:

Gender:

Mother tongue:

Low power to high power

Situation 1:

By the end of the semester, your teacher has arranged a recapitulation session for all what you have studied so far. The teacher was under no obligation to do so and he had to free time simply to help you for your exam. However, since the beginning of the session, you were distracted by online chat messages. The teacher noted that you were distracted and, in the end, caught you using your phone.

How would you apologize to him?

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Please, explain briefly why you have to apologize this way.

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Situation 2:

Your teacher of Written Expression assigned you a homework (writing an essay) and set a deadline for online essay submission (via email or e-learning). However, due to bad internet connection, you submitted your work two hours after the deadline.

How would you apologize to your teacher?

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Please, explain briefly why you have to apologize this way.

Equal power to equal power**Situation3:**

Your classmate has been in hospital for a long period of time and was unable to attend all his University lectures. He asked you to help him revise the lessons of linguistics in preparation of the exam. You agreed and arranged to do it the coming weekend. That day, instead, you preferred to go out on a picnic with your friends. Later, your classmate discovered the reason and was quite offended.

How would you express your apology to him?

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Please, explain briefly why you have to apologize this way.

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Situation 4:

You were absent in the oral expression exam and your teacher scheduled a substitution session for you. On the day of the exam, you were also late and you had to walk briskly to get to the classroom on time. While walking quickly you ran into another student from the same building. Consequently, his phone fell down and got broken.

How would you apologize to him?

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Please, explain briefly why you have to apologize this way.

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High power to low power

Situation 5:

You had an exam of an important module with a high coefficient. You were late for it due to a traffic jam. You arrived to the University but the doorman refused to let you in without seeing your student card. You got angry and you pushed him and shouted by saying, "I do not have time for such nonsense". Later, you regretted your act and went back to him.

How would you express your apology to him?

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Please, explain briefly why you have to apologize this way.

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Situation 6:

You went to a shop/store near your University to buy some snacks. However, the store was overcrowded with customers. You slipped and caused a whole box of chocolate bars to be dropped on the floor.

How would you apologize to the store owner?

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Please, explain briefly why you have to apologize this way.

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Appendix (B) Discourse Completion Test of Teachers

Dear teachers,

This DCT questionnaire aims to investigate the apology strategies that will be employed by teachers and to see whether their answers will be influenced by the social variable of power. Any of the situations listed below require an apology. Please respond as naturally as possible. You are also required to provide some demographic information about yourself, such as your age and gender.

Socio-demographic information

Age:

Gender:

Mother tongue:

Equal power to equal power

Situation 1:

You agreed with a co-teacher who teaches the same modules as yours to meet and prepare a resume for students to be posted on e-learning, but this is the fifth time you have missed the appointment under the pretext that you do not have time. This teacher got upset.

How would you apologize to him?

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Please justify

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Situation 2:

You are supposed to be teaching in Building 8, Room 17, but you forgot to double check which room you will deliver the lecture in. You headed to room 18, and another teacher came in at the same time and told you that you are mistaken. Therefore, you checked your timetable to find out that it is not the right classroom.

How would you apologize for such a mistake?

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Please justify

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High power to low power

Situation 3:

Your student needed to improve his writing skill. As a result, you agreed with him on a plan that consisted of sending you his essays on various topics weekly, and you will correct them for him. It has been 4 weeks since he was sending you the essays, but you did not even take a look at them.

How would you apologize to the student who requested for the correction?

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Please justify

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Situation 4:

You distributed exam results to your students, but one of them contested the given mark, claiming that you failed to calculate the total amount of points. Since you were under pressure to correct the students' marks, you yelled at your student telling him that he did not have to argue about his mark. At the end of the session, you rechecked this student's paper and found out that the computation was incorrect, and he obtained a higher grade than the prior one.

How would you apologize to your student?

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Please justify

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Low power to high power

Situation 5:

The dean has asked to see you about an urgent issue that must be addressed. You scheduled a meeting with him, but you forgot to go.

How would you apologize for such behaviour?

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Please justify

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Situation 6:

The head of the department asked you to bring the lists of the exam marks of your students on a specific day. All teachers brought their lists; except for you who were super late to bring them and it caused a delay for students' averages to be released. The head of the department got angry about this behaviour.

How would you apologize to him?

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Please justify

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