

Apology Strategies in Arabic Used by Teenager Students: A Case Study

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Abstract

This research focused on apology strategies in Arabic used by Saudi teenage students at Madrasah() Secondary School and the gender role in using apology strategies. The participants were ten males and ten females, all native speakers of Arabic. The data for this research were collected using a Discourse Completion Task (DCT) questionnaire adopted from previous studies done by Harb (2015) and Jebani (2011). It consists of ten situations. The data were analyzed and classified into five apology strategies: ((Illocutionary Force Indicating Device (IFID), Responsibility (RESP), Explanation (EXPL), Repair (REPR), and Forbearance (FORB)). The results revealed that an IFID is the most used apology strategy by teenage students at Madrasah secondary school, followed by EXPL, REPR, RESP, and FORB. The results also show that gender greatly influences how various apology strategies are used. For instance, female students outperform male students by using apology strategies. In addition, teenage students at Madrasah Secondary School used an apology with a compliment to apologize to parents.

Keywords: Apology strategies, Gender differences, Madrasah, Teenager students

المستخلص

ركز هذا البحث على استراتيجيات الاعتذار باللغة العربية المستخدمة من قبل الطلاب المراهقين السعوديين في مدرسة مدركة الثانوية، ودور الجنس في استخدام استراتيجيات الاعتذار. شارك في البحث عشرة ذكور وعشر إناث، جميعهم من الناطقين الأصليين باللغة العربية. تم جمع البيانات لهذا البحث باستخدام استبيان لإكمال الخطاب تم تبنيه من دراسات سابقة. ويتكون الاستبيان من عشر حالات. وقد تم تحليل البيانات وتصنيفها إلى خمس استراتيجيات اعتذار: التعبير عن الاعتذار، إقرار المسؤولية، تفسير الحدث، إصلاح الموقف، وعدم تكرار الإساءة. وكشفت النتائج أن التعبير عن الاعتذار هي الاستراتيجية الأكثر استخدامًا من قبل الطلاب المراهقين في مدرسة مدركة الثانوية، تليها تفسير الحدث، وإصلاح الموقف، ثم إقرار المسؤولية، وعدم تكرار الإساءة. كما أظهرت النتائج أن الجنس يؤثر بشكل كبير على كيفية استخدام استراتيجيات الاعتذار المختلفة. على سبيل المثال، تتفوق الطالبات على الطلاب الذكور في استخدام استراتيجيات الاعتذار. بالإضافة إلى ذلك، يستخدم الطلاب المراهقون في مدرسة مدركة الثانوية الاعتذار مع الإطراء عند الاعتذار للوالدين.

الكلمات المفتاحية: استراتيجيات الاعتذار، الفروق بين الجنسين، المدرسة، الطلاب المراهقون

1. Introduction

The term pragmatics emerged as a branch of linguistics in the 1970s. Pragmatics is the study of communicative action in its sociocultural setting. It deals with the speaker's intended meaning and how the listener interprets it (Robert & Davies & Jupp, 1992; Kasper & Rose 2001; (as cited in Ugla & Abdin, 2016, 1). Pragmatic competence relates to the speaker's language understanding and the use of appropriateness and politeness rules in formulating and comprehending speech acts. Apologies, complaints, compliments, refusals, requests, and suggestions are the primary areas of interest in language pragmatics (Ugla & Abdin, 2016, 1).

Numerous studies have attempted to clarify what an apology is and how different ways of apologizing can be classified, as well as how this specific speech act is performed and perceived both in English and in different languages around the world (Determer, 2006, 15).

According to Bataineh (2006, 3), apology strategies are "the methods used by individuals to conduct the speech act of apology."

1.2 Statement of the Problem

Scholars are investigating the nature of apology and how certain social variables (gender, age, education) may affect the usage of apology strategies. Despite the enormous number of studies, the social component of gender appears to have received less attention, likely due to the general perception that females make better apologizers than males (Harb, 2015, 3). The present study investigates the use of apology strategies in Arabic by teenage students at Madrasah Secondary School. It also measures the effect of gender on the participants' use of apology strategies in Arabic. To the authors' knowledge, it is the first attempt to shed light on apology strategies used in the Saudi dialect of KSA with special reference to the Mekkah region (Madrasah Secondary School as a case study).

1.3 Research Questions

This research seeks to answer the following questions:

- What strategies do Saudi teenager students at Madrasah Secondary School use when apologizing?
- Does the participants' gender play a role in how they use apology strategies?

1.4 Apology definitions

The term apology refers to a verbal act that expresses support for the offended addressee. The speaker is willing to degrade himself to ensure that the apologies are both

face-saving and face-threatening for the hearer (Olstain,1989,156). Moreover, Garcia (1989:44) gives a further definition of apology: "an explanation offered to a person affected by one's action that no offense was intended, coupled with an expression of regret for any that may have been given; or a frank acknowledgment of the offense with an expression of regret for it, as a form of reparation."

1.5 Previous Studies on Apology

In the area of apology strategies, several researchers have conducted some research. For instance, AlSulayyi (2016,1) focuses on factors including social distance, power, and the seriousness of the offense while analyzing the apology strategies employed by 30 Saudi EFL teachers in Najran, Saudi Arabia. His research outlines gender variations in the respondents' speech—using a Discourse Completion Task, which consisted of 10 situations, intended to assess how respondents would respond when they imagined themselves to be members of various social statuses, whether higher, lower, or equal. The ten situations that make up the exam employed in his study also took social distance and power into account. According to the findings, IFID, downgrading responsibility (DR), upgrading, offering a repair, taking responsibility, and verbal redress are the strategies for apologizing to those Saudi respondents used the most frequently. The findings also showed that gender greatly influences how various apology strategies are used. For instance, males employ the IFID and upgrader strategies more frequently than females, and females use the DR strategy more frequently than males.

Moreover, Nuredeen's (2008,1) research outlines the type and extent of apology strategies in Sudanese Arabic, shedding light on the community's sociocultural attitudes and values. The corpus studied consisted of 1082 responses to a Discourse Completion Test (DCT) that included 10 different social situations with varying degrees of offense, the strength of social relationships, and power between hypothetical speakers and hearers. The informants were 110 adults from Khartoum, Sudan, with a college education. The corpus was examined to determine the strategies and frequency with which they were employed. Although this is a pioneering study in its societal context, the findings support previous findings indicating the universality of apology strategies; however, this study's choice of apology strategies reinforces the cultural-specific aspect of language use.

Furthermore, his research, (Jebani, 2011,1) focuses on using apology speech by Tunisian university students. A hundred Tunisian Arabic-speaking students were chosen at random for the research. The subjects' apology strategies were elicited using a discourse completion test (DCT). According to the findings, Tunisian university students used statements of remorse the most when the offender was a close friend, (ii) elderly, and (iii) had the power to influence the offender's future. Many subjects denied responsibility for the offense and shifted blame to other sources via accounts. Furthermore, other less common strategies included self-incrimination, an offer of repair, victim blaming, invoking Allah's name, intensification, minimization, and humor.

Finally, (Harb 2015,1) aims to determine whether gender influences the apology strategies used by native Arabic speakers, i.e., how Arab males and females express apologies in different situations. Data for his research were gathered using a Discourse Completion Task (DCT) questionnaire that included ten real-life scenarios in the form of short descriptive statements. Participants' responses were analyzed and classified into five distinct apology strategies based on the Cross-Cultural Speech Act Realization Patterns: (Illocutionary Force Indicating Device (IFID), Responsibility (RESP), Explanation (EXPL), Repair (REPR), and Forbearance (FORB)). The researcher initially hypothesized that participants' apology strategies would show more differences than similarities among Arabic native speakers. Regardless of gender, the data analysis revealed more similarities than differences. There were no statistically significant differences found.

In fact, from all the previous studies mentioned above, this research will differ in some areas. For example, the research setting is Madrasah secondary school, and the participants are between (16-17) years.

2. Methodology

2.1 Sample of the research

This research consisted of twenty participants: ten males and ten females. All participants are from Madrasah secondary school, and their ages are between (16-17). All twenty participants are native speakers of Arabic.

2.2 Data collection instrument

The data instruments in this research are qualitative and quantitative data. Quantitatively, the participants' responses were analyzed to determine percentages, present the most used apology strategies, and identify the gender role in the responses between females and males. At the same time, qualitatively, the researchers categorized the responses to the DCT questionnaire. A Discourse Completion Test (DCT) was adopted from previous studies (see Harb,2015,40 & Jebani,2011,10) to elicit data because the DCT helps achieve research goals and accounts for gender differences.

The DCT questionnaire is made up of two sections:

- 1- demographic data (gender: male and female).
- 2- Ten situations, each of which involves a situation that requires an apology. Situation 1, for example, represented the situation of a friend's lost most essential papers. Respondents were asked to state what they would say to the friend when he asked about the papers (see the appendix).

2.3 The use of the colloquial dialect

The situations in this research are written in the colloquial dialect of Saudi Arabia. Therefore, participants in this study used colloquial dialects to ensure that responses closely mirrored natural conversations. Asking informants to use their everyday language appeared more authentic and valid for capturing realistic responses.

2.4 Data Analysis

Percentages were used in discussing and analyzing the findings to determine which apology strategy has the greatest or lowest statistical frequency among respondents' selections. The data were collected based on the acceptable judgments of the responses.

2.5 Apology strategies

Five apology strategies are proposed by Blum-Kulka in 1984 (as cited in Harb, 2015, 19). These strategies include the following: Illocutionary Force Indicating Device (IFID), an acknowledgment of responsibility (RESP), An explanation (EXPL), an offer of repair (REPR), and A promise of forbearance (FORB).

3. Results and discussion

3.1 Results

Table 1 shows the DCTQ results. These findings relate to the research's first question, the apology strategies used by teenage students at Madrasah Secondary School.

Table 1: Apology strategies used by Saudi teenage students at Madrasah Secondary School

Apology strategies	Percentage
IFID	67.5%
RESP	23%
EXPL	53%
REPR	31.5%
FORB	4.5%

As seen in Table 1, the Illocutionary Force Indicating Device (IFID) has the highest percentage among all the apology strategies. An explanation (EXPL) is the second rank, followed by an offer of repair (REPR), an acknowledgment of responsibility (RESP), and A promise of forbearance (FORB) strategy, which is the lowest strategy.

The tables below show the findings related to this research's second question, the gender role in using apology strategies between males and females.

Table 2: Percentages of IFID among males and females

		<u>SITUATIONS</u>										
	<u>GENDER</u>	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	<u>TOTAL</u> %
IFID	Male	7	6	6	5	9	7	3	8	8	1	60%
	Female	9	7	10	8	8	9	3	7	9	5	75%

Thus, the use of Illocutionary Force Indicating Device (IFID) among male and female student participants could be seen in all situations; situation 5 (Bumping into the waiter) scores the highest rank of respondents with male students, while situation 3(Coming late to meet the manager) scores the highest rank of respondents with female students. On an Illocutionary Force Indicating Device (IFID) strategy, female students outperform male students who use this strategy.

Table 3: Percentages of RESP among males and females

		<u>SITUATIONS</u>										
	<u>GENDER</u>	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	<u>TOTAL</u> %
RESP	Male	4	3	0	0	1	2	1	4	2	5	22%
	Female	3	1	0	0	4	4	0	5	3	5	25%

Thus, the use of Acknowledgment of responsibility (RESP) among male participants could be seen in eight situations and among female students in seven situations. Situation 10 (Forgot a Promise to Little Brother) scores the highest in respondents' rank with male and female students. Situations 3 (Coming late to meet the manager) and 4 (Death of a friend’s father) scored zero in respondents' rank for male and female students. In contrast, situation 7 (slapping the child) scored zero respondents with female students.

Table 4: Percentages of EXPL among males and females

		<u>SITUATIONS</u>										
	<u>GENDER</u>	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	<u>TOTAL</u> %
EXPL	Male	4	8	9	3	3	1	1	7	4	2	42%

	Female	9	7	10	6	3	7	0	8	2	6	58%
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Explanation (EXPL) among male participants could be seen in all situations; among female students, it was seen in nine situations. Situation 3 (Coming late to meet the manager) scores the highest respondents rank with male and female students. Situation 7 (slapping the child) scores the lowest for male and female students, while situation 6 (spilled coffee in the father's office) scores the lowest for respondents with male students.

Table 5: Percentages of REPR among males and females:

		SITUATIONS										
	<u>GENDER</u>	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	<u>TOTAL</u> %
REPR	Male	0	3	0	0	0	5	2	2	4	9	25%
	Female	2	5	0	0	1	7	1	4	8	10	38%

The use of Offer of Repair (REPR) among male students could be seen in six situations, while in eight situations among female students. Situation 10 (Forgot a Promise to Little Brother) scores the highest rank for both male and female students.

Table 6: Percentages of FORB among males and females:

		SITUATIONS										
	<u>GENDER</u>	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	<u>TOTAL</u> %
FORB	Male	0	0	0	0	0	0	0	0	0	3	3%
	Female	1	0	0	0	1	0	0	1	0	3	6%

The promise of forbearance (FORB) among male students could be seen only in situation 10 (Forgot a promise to little brother), while it was seen in four situations among female students. Situation 10 (Forgot a Promise to Little Brother) scores the highest rank for both male and female students.

3.2 Discussion

As shown in Table 1, teenage students at Madrasah Secondary School used an Illocutionary Force Indicating Device (IFID) (67.5%) more than other strategies.

e.g., "آسف" "أعتذر"

"Sorry"

"Apologize"

This finding is similar to the results reported by (Alsulayyi, 2016, 6). An explanation or account of the situation (EXPL) (53%) was the second highest rank of apology strategies,

e.g., "الطريق كان زحمة"

"أخوي شق الورقة الأولى"

"The road was traffic."

"My brother tore the first paper."

Followed by an offer of repair (REPR) (31.5%) was the third highest rank like the results reported by (Harb, 2015, 30),

e.g., "راح ادفع ثمن الكتاب"

"قهوتك اليوم علي"

"I will pay the price of the book."

"I will buy you a coffee today."

An acknowledgment of responsibility (RESP) (23%) was the fourth rank of apology strategies,

e.g., "انشقت بسبب خطأ مني"

"It tore by the wrong of me."

Finally, the lowest strategy is a promise of forbearance (FORB) (4.5%).

e.g., "أوعدك ما أنسى المرة الجايه"

"I will not forget the next time, I promise."

3.2.1 Illocutionary Force Indicating Device (IFID)

This strategy involves the use of common apology expressions like "I'm sorry" and "I apologize". (Harb, 2015, 19) lists these expressions into three subcategories:

- An expression of regret, e.g., (I am sorry, أنا آسف),
- An offer of apology, e.g., (apologize, أعتذر),
- A request for forgiveness, e.g., (forgive me, سامحني).

Bergman & Kasper (1993, 88) provide an example of the IFID strategy, The book that speaker A borrowed from speaker B has yet to be returned. I am sorry, Speaker A says in apology. I forgot to bring your book. Here, speaker A uses the word "sorry" to communicate his or her remorse to apologize for the wrongdoing.

Table 2 shows that an IFID is the most common apology strategy category between both groups; participants used an IFID in all situations with different numbers. This comparison shows that female students outperform male students when using the IFID apology strategy (75% vs. 60%); the difference is (15%). Males used an IFID strategy at 60%. Situation 5 (Bumping into the waiter) scores the highest number, while situation 10 (Forgot a Promise to Little Brother) scores the lowest. In addition, females used an IFID strategy of 75%, while situation 3 (Coming late to meet the manager) scored the highest, unlike situation 7 (Slapping the child), which scored the lowest number. Here, both males and females do not apologize to children even if they slap them. It is emphasized that in Madrasah, it is not customary to apologize to children. It is believed that there is no need to do so because slapping is seen as part of the upbringing and discipline process. Jebahi (2011, 4) states that children do not receive apologies in Tunisia because they "will soon grow up and forget."

3.2.2 Acknowledgment of Responsibility (RESP)

AlSulayyi (2016, 2) explains this strategy as the apologizer makes an effort to apologize for their error using verbal and nonverbal actions. Harb (2015, 21) lists taking responsibility into three subcategories:

- Accepting the blame, e.g., (الغلط مني, the fault by me),
- Embarrassment, e.g., (الصراحة محرج منك, honestly I feel embarrassed of you),
- Lack of intention, e.g., (غصب عني, against my will)

Table 3 shows that female students outperform male students when using the RESP apology strategy (25% vs. 22%); the difference is (3%). Males used RESP 22% and females 25%, while situation 10 (Forgot a promise to little brother) Scored the highest number for both males and females equally, with situation 8 (Helping friend) with females,

e.g., "أدري إني وعدتك"

"I know I promised you"

It is essential to note that accepting responsibility is the "most explicit, most direct, and powerful apology strategy" (Nuredeen, 2008, 12). On the other hand, like in situation 7 (slapping the child), one of the female responses denies the responsibility.

e.g., "أنا شايفه الجوال بيدك يعني أنت اللي كسرتة"

"I see the phone with you, which means you are the one who broke it."

3.2.3 Explanation (EXPL)

As Table 4 shows above, female students outperform male students when using the EXPL apology strategy (58% vs. 42%); the difference between them is (16%). Males' responses for all situations scored 42%, while females' responses scored 58%. Situation 3 (Coming late to meet the manager) scores the highest number for both.

e.g., "الطريق كان زحمة" "تأخرت بسبب زحمة الطريق"

"The road was traffic." "I was late because of the road traffic."

"طلعت بدري بس مسكتني زحمة حادث ما توقعتها"

"I went out early but found an accident traffic I did not expect."

With male responses situation, 2 (The torn textbook) was the second highest situation,

e.g., "اخوي الصغير شق الورقة بغير قصد منه"

"My little brother tore the paper unintentionally."

In contrast, with female responses situation, 1 (The Lost paper) scores the second highest number,

e.g., "ضاعت مني قبل اوصلها وماحصلتها اعذرني"

"It was lost before I delivered it, and I did not find it. Excuse me."

"اعتذر والله بس الورقة ضاعت مني مدري شلون ضاعت"

"I apologize, wallah. The paper was lost from me, and I do not know how it was lost."

Furthermore, situation 7 (Slapping the child) scores the lowest number for both; the age of the child may be a factor in this; the speaker (S) may have reasoned that the child would not grasp the reason(s) and perhaps that they would not matter to the child. As an alternative, it might be read regarding the child's status; it might be that young children have lesser status and are not thought to warrant an explanation (Harb, 2015, 24). One of the responses for situation 6 (spilled coffee in father's office) was

"القهوة من طيبكم قامت تصب روحها على مكانكم"

"The coffee poured itself in your place because of your kindness."

The respondent here fixed an explanation with humor and compliments; it could ease the seriousness of the situation. This type of apology is often used with parents.

3.2.4 Offer of Repair (REPR)

Nuredeen (2008, 12) defines an offer of repair as the speaker making an effort to make amends or pay for the harm the offense caused. Table 5 shows that female students outperform male students when using the REPR apology strategy (38% vs. 25%); the difference is (13%). Males used REPR 25% and females 38%. Situation 10 (Forgot a promise to little brother) scores the highest number for both; it could tend to the Islamic religion recommended sympathizing with the little ones,

e.g., "الآن يجيك أحلى آيس كريم"

"The best ice cream comes to you now."

"شرايك نطلع انا وانت بكرة اشترى لك آيس كريم ونروح الالعاب؟"

"What do you think about you and me going out tomorrow, buying you an ice cream, and going to the games?"

And one of the responses,

e.g., "اوعدك بكرة اجيبلك بدل الـ آيس كريم عشر إن شاء الله"

"I promise you tomorrow I will bring you ten instead of one ice cream, god willing."

"بكرة أعوضك إن شاء الله"

"Tomorrow, I will compensate you, god willing"

It is an indication of generosity with the Saudi people in general. It has been discovered that this strategy includes the speech act of promise as one of the realizations. Also reflecting the cultural background of Saudi norms as a reflection of the Islamic community is the use of "Insha'Allah."

Situation 9 (Push an old adult) is the next rating with females,

e.g., "خليني أساعدك تقومين ياخاله وأحب راسها"

"Let me help you, aunt. And kissing her head."

Kissing the head of an older woman/man indicates excellent respect and appreciation in Madrakah village. With males, situation 6 (spilled coffee in father's office) is the second highest number,

e.g., "ما انتهت للقهوة فين المناديل امسحها"

"I did not notice the coffee; where are the napkins to clean it?"

"امسح اللي انكب وابوس راس طويل العمر"

"Wipe what spilled and kiss the head of the dear father."

These respondents tend to respect the Father as Abu Darda' heard the Prophet (ﷺ) say: "The Father is the middle door of Paradise (i.e., the best way to Paradise), so it is up to you whether you take advantage of it or not.*. Situations 3-4 (Coming late to meet the manager)- (Death of the friend's father) have no responses for both genders because they are things that have no compensation. The responses for situation 8 (Helping friend) are similar between males and females,

e.g., "ادفع له قيمة مدرس خصوصي"

"Pay for him the price of a private teacher."

"ارسل لها ورد اعتذار"

"Send her flowers as an apology."

"ابشري بالعموض وقهوتك اليوم عليا"

"I will pay for your today' coffee."

These are indications of the value of friendship between them.

3.2.5 The Promise of Forbearance (FORB)

The final apology strategy observed in the participants' responses was a promise of forbearance. (Harb,2015,27) explains this strategy as better behavior in the future. Table 6 shows that female students outperform male students when using the FORB apology strategy (6% vs. 3%); the difference is (3%). There was only one situation where male participants used FORB, with situation 10 (Forgot a promise to little brother).

e.g., "اوعدك ما انسى المرة الجايه"

"I will not forget next time, I promise."

Unlike female responses, there were four situations in female responses used FORB; situation ten scored the highest number equally with male responses, followed by situation 1 (The Lost paper),

e.g., "اعطيني ورق ثاني واعدك ما راح اضيعه ثاني"

"Give me the papers again, and I will not lose them again, I promise."

Situation 5 (Bumping into the waiter), e.g., "إن شاء الله," which means if Allah wills, I will not bump you again, situation 8 (Helping friend). More females than males employ this strategy. It could imply that women view this as a sign of politeness or kindness.

The above Tables show that gender greatly influences how various apology strategies are used; this finding is similar to the results reported (AlSulayyi, 2016, 11). For instance, female students outperform male students by using apology strategies. Furthermore, instead of differences, there are similarities in using apology strategies between male and female students at Madrasah Secondary School. In addition, teenage students at Madrasah Secondary School used an apology with a compliment to apologize to parents.

Conclusion

The general goal of this research was to accomplish two goals: (1) identify the apology strategies used by teenage students at Madrasah Secondary School, and (2) determine if gender plays a role in using apology strategies between males and females. Regarding the first goal, the data analysis revealed that an IFID is the most used apology strategy by teenage students at Madrasah secondary school. EXPL, REPR, RESP, and FORB follow them. Q2 For the second goal of this research, the results show that gender greatly influences how various apology strategies are used. For instance, female students outperform male students by using apology strategies. In addition, teenage students at Madrasah Secondary School used an apology with a compliment to apologize to parents.

Recommendations for future studies

- Various methods (e.g., DCT, role-play interviews) should be used to get more accurate findings on how native Arabic speakers use apology strategies.
- Furthermore, a longer-term study is necessary to investigate apology strategies.
- The researcher suggests more studies on other social characteristics, including age.

Abbreviations

Abbreviation	Meaning
DCT	Discourse Completion Task
IFID	Illocutionary Force Indicating Device
RESP	Acknowledgment of Responsibility
EXPL	Explanation
REPR	Offer of Repair
FORB	The Promise of Forbearance
KSA	Kingdom of Saudi Arabia

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APPENDIX

هذا الاستبيان يتكون من عدة مواقف قد تحدث في حياتنا اليومية، يرجى التعليق على كل موقف بشكل صريح وواقعي باستخدام اللغة العامية.

جميع التعليقات سوف تؤخذ بعين الاعتبار وسيتم إدراجها في الورقة البحثية

القسم الأول:

الجنس: 1-ذكر 2-أنثى

القسم الثاني:

1. صديقك/صديقتك في العمل أعطاك/أعطتك ورق توصله/توصلها لشخص آخر لكن أنت/ي ضيعت/ي الورق.

صديقك/صديقتك: وصلت/ي الورق؟

أنت/ي:

2. كنت/ي تمشي/ن بمكان عام ودفعت/ي كبير/ة سن بغير قصد وطاح/ت بالأرض، كيف تعتذر/تعتذرين منه؟

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3. قدمت/ي على وظيفة وفي موعد المقابلة تأخرت/ي نص ساعة بسبب زحمة الطريق ز لما وصلت/ي حصلت/ي المدير بانتظارك

المدير: أخيرا وصلت/ي

أنت/ي:

4. أبو صديقك/صديقتك توفي بس ما رحت/ي تعزيه/ا تقابلتوا بعد أيام.

صديقك/صديقتك: أهلا

أنت/ي:

5. وأنت/ي داخل/ه الكوفي صدمت/ي بالنادل وطاح الصحن اللي بيده.

النادل: انتبه/ي المرة الجاية

أنت/ي:

6. كنت/ي بزيارة لمكتب أبوك بالعمل وانكبت القهوة بالغلط على مكتبه، كيف تعتذر/تعتذرين منه؟

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7. ولد الجيران عمره 6 سنوات، دخلت/ي حصلة/حصلته يلعب بجوالك وشاشته مكسورة وضربته/ضربتته.

ولد الجيران: مو أنا اللي كسرتة

أنت/ي:

8. وعدت/ي صديقك/صديقتك تساعده/تساعديها بالمذاكرة في فترة الإمتحانات بس ما لقيت/ي وقت وماكنت/ي عند وعدك، كيف تعتذر/تعتذرين منه/ا؟

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9. تسلفت/ي كتاب من المكتبة لكن قبل ما ترجعه/ترجعيه أخوك الصغير شق الورقة الأولى

راعي المكتبة: شفيه الكتاب؟

أنت/ي:

10. وعدت/ي أخوك الصغير تشتريه آيس كريم يوم الجمعة وبنفس اليوم حصل لك ظرف طارئ ونسيت/ي وعدك لأخوك الصغير، لما رجعت/ي البيت:

أخوك الصغير: وين آيسكريمي؟

أنت/ي:

