APOLOGY STRATEGIES OF TURKISH EFL UNIVERSITY STUDENTS IN VARIOUS SOCIAL SITUATIONS

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APOLOGY STRATEGIES OF TURKISH EFL UNIVERSITY STUDENTS IN VARIOUS SOCIAL SITUATIONS

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ABSTRACT

APOLOGY STRATEGIES OF TURKISH EFL UNIVERSITY STUDENTS IN
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It is challenging and complicated for EFL students to perform the speech act of apology. The purpose of this research is to investigate how foreign language learners studying at a university in Turkey use the different forms of apology speech act. 44 Intermediate EFL learners aged 17-21 studying English at the Prep School of Gediz University participated in the study. The participants were divided into two groups. One was video-enhanced discourse completion task group, and the other was task-based discourse completion task group. Data were collected from the participants by using two different techniques, whereas the content of the data remained the same. The first data instrument was a video-enhanced discourse completion task, while the second one was a task-based discourse completion task. The data analysis included analyzing students' utterances according to Olshtein & Cohen (1983) apology strategies. The apology strategies commonly used by students were counted by frequency. Later, these results were recalculated according to social distance, social status, and apology severe of offence. One of the findings of the study showed that an explicit expression of apology is the most frequently employed apology strategy used by both DCT and VEDCT groups. The learners were found to use inappropriate (less polite and more direct) apology utterances in context of high status. Overall, lack of pragma-linguistic knowledge is evident in the apology utterances of the intermediate level learners.

Key words; Speech Act, Apology, Interlanguage Pragmatics, Discourse Completion Task, Video-enhanced discourse completion task.

ÖZ

TÜRKİYE'DEKİ YABANCI DİL ÖĞRENCİLERİNİN ÇEŞİTLİ SOSYAL DURUMLARDA KULLANDIKLARI ÖZÜR DİLEME STRATEJİLERİ

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Özür dileme eylem edinimini gerçekleştirmek zor ve karmaşık bir andır. Özür dileme söz edinimini temel alan bu çalışmanın amacı Türkiye'de bir Üniversite'de öğrenim görmekte olan yabancı dil öğrencilerinin bu eylemi nasıl kullandıklarını araştırmaktır. Yaşları 17 ile 21 arasında değişen katılımcılar Gediz üniversitesinde orta seviyede İngilizce öğrenimi gören 44 kişiden oluşmaktadır. Veri toplama aşamasında katılımcılar iki gruba ayrılmıştır. Bu gruplardan biri tanesi video ile geliştirilmiş söylem tamamlama ödev grubu (VEDCT), diğeri ise söylem tamamlama ödev grubu (DCT) olarak isimlendirilmiştir. Katılımcılardan iki farklı yöntem kullanılarak veri toplanmıştır ancak veri içeriğinde değişikliğe gidilmemiştir. İlk veri video ile geliştirilmiş söylem tamamlama ödevi, ikinci veri ise söylem tamamlama ödevi olarak uygulanmıştır. Veri analizi iki aşamada tamamlanmıştır, bunlardan birincisi söylem tamamlama ödevini analiz etmek, ikincisi ise video ile geliştirilmiş söylem tamamlama ödevini analiz etmektir. Daha sonra belirlenen analizler, öğrenciler tarafından sıklıkla kullanılan özür dileme stratejilerine bağlı olarak istatistiki olarak değerlendirilmiştir. Çalışmanın bulguları; belirgin özür dileme stratejilerinin her iki grup tarafından en sık kullanılan strateji olduğunu açıkça göstermiştir. Böylece, iki veri aracının sonuçlarının çok yakın olduğu ortaya koyulmuştur.

Anahtar Kelimeler: Eylem Edinimi, Ortak Dil Pragmatiği, Video ile Geliştirilmiş Söylem Tamamlama Ödevi, Söylem Tamamlama Ödevi.

To My Son

ACKNOWLEDGEMENTS

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<center>**Chapter 1**</center>

<center>**Introduction**</center>

In this chapter, a thorough description of the study will be presented. In addition, the aims of the study and outline the research questions are described. The theoretical framework, the statement of the problem, the purpose, the significance of the study, and the operational definitions of terms will be given as well.

1.1. Overview

Prior to the 1980s, the fundamental aim of teaching a second language was having the learners acquire linguistic competence (Ellis, 1985). Teaching theoretical linguistics such as morphology, phonology, syntax…etc. was the basis of second language acquisition (SLA) in those days. The Chomskyan notion of linguistic competence and the teachings of contrastive analysis was the basis for this pedagogical approach. However, in 1972, Hymes suggested a 'communicative competence' model and asserted that Chomsky's linguistic competence fell short. Then, in 1980, Canale and Swain developed a list of components for communicative competence. Detailed information about the components can be found in the literature review part (q.v.). Over the past three decades, pragmatic competence studies have significantly gained in both theory and in practice.

During the last decade, EFL studies on pragmatic competence or pragmatic ability has been accumulating. Pragmatics has always been a significant part of our daily lives in that acquiring a language strongly requires it. At this point, providing a scenario might be appropriate:

> Just imagine that you are browsing in a clothing store when a sales assistant approaches you and asks, "How are you today?" While replying to this question, you do not actually express any honest feelings about your health, mood, relationship status or something else, you simply reply, "Fine, thank you."

This short scenario clearly illustrates one's pragmatics skills in general because it demonstrates that an individual's utterance completely depends on the context and situation.

For EFL learners, making speech acts has always presented an issue. Jaworowska (2012) defines a speech act as the basic unit of communication. Speech act theory explains how speakers use language to interpret intended actions and how listeners infer intended meaning from what is said. Today, speech act studies are categorized as a sub-discipline of cross-cultural pragmatics; though, their origins are rooted in the philosophy of language.

The impetus of this study focuses on the apology speech act. Apology, as a term, is described by the scholars as a specific speech act that is part of human communication and undoubtedly occurs in every culture to maintain good relations between interlocutors (Brown&Levinson,1987: Olshtain & Cohen, 1983). Researchers have introduced a variety of apology strategy models (Fraser, 1981, Olshtain & Cohen, 1983, Trosborg, 1987-1995). The aim of my research is to discover the most common apology strategies used by university students in Turkey and find out why they prefer using them. In doing so, my study will replicate Olshtain and Cohen's (1983) apology strategy model. Olshtain & Cohen (1983) categorize the apology strategies into four main headings with eight sub-categories. In addition, a second aim of my research seeks to help language teachers by exploring the best approaches in teaching with the help of either discourse completion task (DCT) or video-enhanced discourse completion task (VEDCT) and put to use apology strategies by trying these two different techniques while collecting the data.

As stated, the study of pragmatics is directly influenced by the culture and communication patterns in that culture. Hence, the majority of studies carried out in the area of foreign language teaching primarily focus on communication skills.

This study examines apology strategies that students commonly use and samples the instruments (DVT & VEDCT); which could be implemented while teaching a language lesson. In general, an apology is the speech act that is needed when the social norms of politeness demand the fixing of that behavior; when an utterance has offended another person (Trosborg, 1995); and/or when somebody is offended owing to the personal anticipations are not met appropriately (Fraser,1981). It is evident that there are similar studies that examine the strategies used by language learners. Qorina (2012) examined apology strategies commonly used by university students in an English Department. However, my study examines apology strategies commonly used

by university students in an English preparatory school. Additionally, he concluded that the students particularly used the strategy of expressing regret. Similar to the study conducted by Qorina (2012), most of the studies employed the apology strategies provided by Holmes (1990). This study employs apology strategies provided by Olshtain and Cohen (1983). The reason why Olshtain and Cohen's (1983) strategy set is more preferable than the others is that they introduced a clearer, more explicit, abbreviated and revised version rather than all the strategies.

Discourse completion task is the most commonly used assessment tool in the studies of pragmatics. Parvaresh & Tavakoli (2009) investigated discourse completion tasks as elicitation tools and how convergent they are. They claim pragmatic knowledge plays a significant role in developing second language learners' language skills and proficiency; hence, creating appropriate pragmatic tests, which analyze the learners' implementation and understanding of such socio-cultural conventions of the target language in various contexts seems to be self-evident. Therefore, they worked on three kinds of discourse completion tasks. Additionally, they generalized six kinds of discourse completion tasks, one of which is oral discourse completion task. When compared to this study, it is clear that a modified version is implemented in my study since the oral discourse completion task simply requires students to listen to a description of a situation and say aloud what they would say in that situation. Further, video-enhanced discourse completion task requires students to watch and listen to a visual social situation and then write down what they would say in that situation.

1.2 Theoretical Framework

Speech act theory and apology strategies are used to access pragmatic competence; thus the underlying theoretical foundations of my study focus on the speech act theory. Speech act theory is primarily based upon the writings of two major philosophers, Austin (1962) and Searle (1979). Austin (1962) classifies speech act analysis into three levels: a) locutionary act (what is actually said); b) illocutionary act (what is intended by what is said); and c) perlocutionary act (what is done by what is said). As the illocutionary act stands for the intended meaning of the words or utterances, it includes apology speech act which is analyzed in detail in this study.

1.3. Statement of the Problem

Pragmatics is a process in which the speaker implies and the listener infers. We use it in our daily lives; nevertheless, most of us are unaware of it. While one often has difficulty in understanding pragmatics in his/her own native language, it is not surprising that it is an issue for him/her to comprehend it in a foreign language. Thus, Pragmatic competence is and has always been a significant issue for EFL learners.

Conceptually, pragmatics and speech acts are interrelated; therefore, in order to acquire pragmatic skills, the learners need to have comprehensive knowledge of speech acts. El Hiani (2015) describes that how non-native speakers perceive speech acts and produce speech act utterances is considered as one of the notable concerns of interlanguage pragmatics. In other words, EFLs do use a variety of speech acts.

Holmes claims apologies are speech acts typically used following an offence to avoid or mitigate possible threats to the V's (victim's) face projected by the addressee. The function is that of redress, the addressee providing a means of restoring social harmony through expressions of respect and acknowledgement of the face threatening quality of the transgression (Holmes, 1995: 154). It stands to reason that apology speech act is an important communicative concept; therefore, it is the focal point of this study. To this end, my study sets out to investigate how EFL learners use apology speech act and which strategies they tend to use.

1.4. Purpose of the Study

The fundamental aim of this study is to investigate how foreign language learners in Turkey make forms of apology speech act in English and examine the impact of two different elicitation tools for their apology use. It focuses on university preparatory school students. Hence, the main objectives can be specified as the following:

- To investigate how foreign language learners in Turkey use forms of apology speech act.
- To shed light on the apology forms of speech act utterances.
- To explore the most common apology strategies second language learners in Turkey use in the area of pragmatics.
- To investigate how social distance, social status, and severe of offence influence learners' use of apology strategies.

- To find out, to what extent, DCT and VEDCT influence students.

1.5. Research Questions

RQ1- What apology strategies do Turkish EFL learners use in English when given a DCT and VEDCT?

RQ2- How do social distance, social status, and severe of offence influence learners' use of apology strategies?

1.6. Significance of the Study

This unique study makes a significant contribution to the research area of foreign language learning. First of all, it explores how apology speech act is positioned in a second language acquisition setting among university students in Turkey. The lack of research carried out on apology speech act and the strategies the university students use in Turkey, makes this study significant for the pragmatics field of research.

This study is also significant because it explores the attitudes of students learning English as a foreign language in terms of the strategies they chose to use when apologizing. Also, this study aims to discover if there is any type of correlation between learners' strategic choices and academic achievement. Lastly, this study assists teachers by creating more awareness of their students' behavior when faced with conflict/disagreement with their peers in a classroom setting.

The students' pragmatic ability in certain linguistic settings plays a very important role in language learning. Foreign language users adhere to the rules and the instructed knowledge regarding its use. Therefore, in order to make students more efficient and fluent users of language, the teachers need to be trained in the area of pragmatics. Taking this into account, the findings of this study are significant as well. The way in which participants use pragmalinguistic knowledge and apology strategies can be helpful for teachers to better understand what types of teaching approaches and styles should be used in the classroom.

1.6. Definitions

1.6.1. Discourse completion task (DCT) DCT is an assessment tool that has been primarily employed in the field of pragmatics since 1980s. (Blum-Kulka, 1982; Blum-Kulka, Olshtain, 1984; Cohen & Olshtain, 1981) In these studies, some situations are given to the participants and they instructed to write the most

appropriate utterances for the given social context. The researchers mentioned above have focused on a specific speech act.

Cohen and Olshtain (1981): apology performance
Blum-Kulka (1982): directives
BlumKulka & Olshtain (1984): Requests and apologia

1.6.2. **Video-enhanced discourse completion task (VEDCT)** According to Wolfson (1981), in order to collect naturally-occurring speech acts data, speech acts "must be observed in naturalistic settings in order for any analysis to be valid;" thus in this study, a modified version of discourse completion task is used. After watching an episode of some natural conversations, the participants are instructed to write the most appropriate utterances in response for that social context.

1.6.3. **Utterance** A word or group of words, normally in speech, that make sense by themselves, but do not necessarily contain the grammatical requirements of sentences found in more formal written language. The Longman Dictionary of Language Teaching and Applied Linguistics (2010) defines utterance as 'a unit of analysis in speech which has been defined in various ways but most commonly as a sequence of words within a single person's turn at talk that falls under a single intonation contour. Utterances may sometimes consist of more than one sentence, but more commonly consist of stretches of speech shorter than sentences.' The term *utterance* is often used in contrast to *sentence* in written language (Ellis & Malden, --)

Chapter 2

Literature Review

2.1. Literature Review - Part One

2.1.1. Overview The conception of communicative competence will be reviewed in part one. Within this context, the knowledge of language will be clarified and communicative competence will be discussed in accordance with the pragmatic knowledge.

2.1.2. Knowledge of language The study of languages is historically rich dating back to ancient times. Knowing a language means being able to produce, understand and explicate sounds of a language. Chomsky points out that knowledge of language has always been considered as a practical ability to speak and understand. However, there is a stark difference in spoken language. For instance, even if two people share the same knowledge of a language, they may differ when they put it into practice. Thus, it seems, that ability is vitally important in this regard (Chomsky, 1986).

2.1.3. Communicative competence Communicative competence is an objective language learners strive to accomplish. It is a specific term, which addresses every facet of linguistics. These include syntax, morphology, phonology and so forth. It also refers to the speaker's social knowledge and his/her ability to use them appropriately. Furthermore, in recent years, it has been significant in the area of teaching since a second/foreign language learner aims to acquire it.

In the 1960s, Dell Hymes first introduced the term. İstifçi (1998) advocates that Hymes has always been known as a mentor in communicative competence approach and according to her, Hymes viewed language behavior in terms of appropriateness and correctness. Hymes questioned Chomsky's opinions on the distinction between the terms competence and performance; that's why it is referred to today as communicative competence. It integrates communicative form and function as a reaction to this distinction. Hymes classifies competence into two parts: communicative and linguistic competence. Linguistic competence is being able to

produce sentences free of grammatically errors. When it comes to communicative competence, Hymes (1972) believed that simply knowing the grammatical rules of a language was not enough to acquire that language, but that at some point, one needed to use utterances in appropriate situations.

According to Canale and Swain (1980), it is essential to appropriately define communicative competence so that it may be applied correctly in language teaching. They think that, by achieving this, the measurement of second language communication skills will be more effective, valid and reliable. Thus, Canale and Swain explicitly redefined the notion of communicative competence (1983) by declaring, "It includes both knowledge and skills needed for having an actual communication." In their concept, knowledge is referred to as both conscious and unconscious and classified into three types: a) Knowledge of grammatical principles; b) knowledge of communicative functions; and c) knowledge of how to combine communicative functions and utterances in relation with the discourse principles.

Bagaric (2007) claims that recent theoretical and empirical research on communicative competence is specifically based upon the following three models: Canale and Swain's model, Bachman and Palmer's, and the description of components of communicative language competence in the Common European Framework (CEF).

In the early 1980s, Canale and Swain presented a model of communicative competence, which at first included three minimal components. However, Canale later redesigned it by adding some elements from sociolinguistic competence creating a new component and called it discourse competence.

Communicative Competence			
Grammatical Competence	Sociolinguistic Competence	Strategic Competence	Discourse Competence

Figure 1. Distribution of the elements of communicative competence, which was redesigned by Canale (1983-1984)

2.1.4. Grammatical competence Canale and Swain (1980) point out that communicative competence corresponds with a linguistic code that includes vocabulary knowledge, morphology, syntax, phonology, and sentence grammar

semantics. It is now accepted that grammatical competence enables the speaker of a language to use knowledge and skills in order to understand and produce sentences with the literal meaning of utterances (Bagaric, 2007).

2.1.5. Sociolinguistic competence Sociolinguistic Competence consists of the knowledge of socio-cultural rules and rules of discourse in that language. Xue (2013) declares socio-cultural rules specifically illustrate the ways in which speakers' utterances are understood and produced properly in a specific socio-cultural context. Furthermore, he expresses the rules of discourse in that language as the speakers' appropriate attitude depends on the understanding of the particular social context and grammatical form.

2.1.6. Strategic competence According to Marianni (1994), a person who is not a native speaker or truly bilingual in a language cannot have a complete or perfect competence, thus s/he needs to rely on incomplete or imperfect competence. Accordingly, she devised three stages:
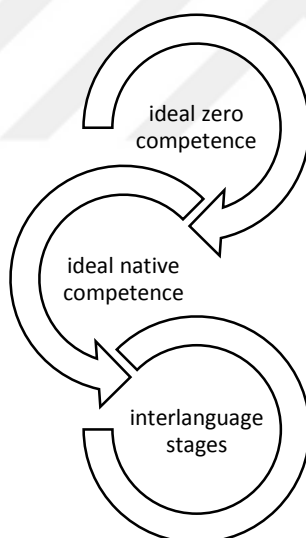
Figure 2 three stages of strategic competence by Marianni (1994).

She discusses that each of us or our students are positioned somewhere in ideal zero competence or ideal native competence. Marianni (1994) defines strategic competence as an ability to solve communication problems. Once learners have solved these problems, it is possible to reach the inter-language stages.

If the learner lacks the strategic competence, s/he cannot achieve an ideal, fluent communication level, thus, it is inevitable for him/her to face breakdowns in

communication. Canale and Swain (1980) claim that Strategic Competence refers to verbal and non-verbal communication strategies that might be put into action to avoid breakdowns in communication in terms of performance variables.

2.1.7. Discourse competence The adscititious one, the discourse competence, represents isolated words, phrases and the interconnectedness of some utterances, written words, and phrases to form a meaningful and whole text (Farooq, 2015). Brown and Yule (1983) define discourse as "language in use" which associates discourse with every communication tool. According to Brown (1994), it comprises everything like writings (articles, books…etc.) or simple spoken conversations. From this perspective, the distinction between grammatical competence and discourse competence is related to the fact that, grammatical competence focuses on sentence level grammar whereas discourse competence is concerned with inter-sentential relationship

2.1.8. Bachman's communicative competence model Following Canale and Swain, Bachman redefined communicative competence creating a much more comprehensible model. With regard to findings of previous empirical research conducted in the late 1980s, it can be said that Bachman presented a new model of communicative competence or more appropriately, a brand new model of communicative language ability (Bagaric, 2007). Bachman and Palmer formed this model in the mid-1990s.

Bachman and Palmer (1996) pointed out that there are many features that affect language users. Some of these are language ability, knowledge and/or general characteristics. The significant feature of the model, language ability, is classified into two broad areas: language competence and strategic competence.

Language Competence is divided into two main subjects: organizational and pragmatic competence. In relation to organizational competence, morphology, vocabulary, phonology, syntax…etc. take part. The model identifies formal language structures and regarding the latter one, pragmatic competence, refers to two types of competences; illocutionary competence and sociolinguistic competence. Illocutionary competence involves functional knowledge; it expresses acceptable language functions and displays the illocutionary force of the discourse. As for sociolinguistic competence, it encompasses the sociolinguistic knowledge of the user and displays the appropriate sociolinguistic knowledge of the user in a particular situation.
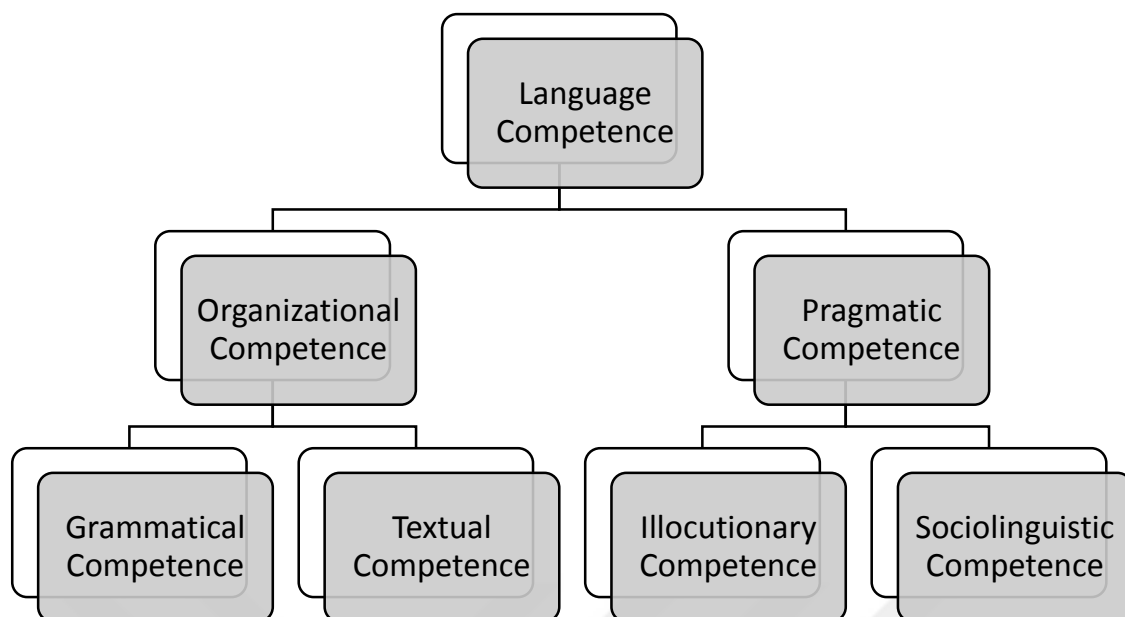
Figure 3 shows the components of language competence in Bachman's communicative competence model (1990)

2.1.9. Summary of the part In this part, first, the knowledge of language was presented and second, the concept of communicative competence was discussed. After that, the subcategories of communicative competence were reviewed mainly from Chomsky's, Hymes's, Canale and Swain's and Bachman's point of view.

2.2. Literature Review - Part Two

2.2.1. Overview In the following section, pragmatic and socio-pragmatic knowledge will be defined followed by the demonstration of the acquisition of pragmatic knowledge. Consequently, the way EFL learners use pragmatic knowledge will be explained. This part will be presented from general to specific.

2.2.2. What is pragmatic and socio-pragmatic knowledge? Speech acts are extremely complex circumstances of the clear and fluent communication utterances. In order to create a successful and healthy communication, linguistic, pragmatic and socio-pragmatic knowledge needs to be active and work in harmony. Thus, it is obvious that neither pragmatic nor sociolinguistic competence could be independent of linguistic competence in communication.

According to Leech (1983), socio-pragmatic knowledge is an ability to use social variables by selecting appropriate pragmalinguistic utterances. He differentiates

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socio-pragmatic and pragmalinguistic competence as well. While socio-pragmatics refers to being able to determine appropriate socio-pragmatic choices, pragmalinguistic knowledge is just managing to use appropriate linguistic resources in particular speech acts.

The need for filling in the gaps in the utterances that speakers make has led many researchers into the area of pragmatics. Sometimes it can be impolite to express oneself directly. As a result of this, speakers do not always use the literal meaning. Due to cultural differences, gender, age or purpose of the conversation, many people experience a misunderstanding. However, the fact that we do not share similar cultural backgrounds or similar features does not mean that misunderstandings can never be avoided. Pragmatics deals with the stated issues. It is possible to avoid such kinds of misunderstandings by teaching and learning pragmatics. That's why it is necessary and vital to teach and learn pragmatics.

Researchers have defined pragmatics in a number of ways (Yule, 2003, Kasper, 1997). Briefly touching upon the history produces flashbacks of the language used from the users' point of view. Kasper (1997) defines pragmatics in a simple way. According to him, pragmatics consists of the language from the users' point of view, their choices, the constraints they face in language usage in social interaction, and the effects that the language usage has on the other parties during the communication.

Yule (2000:3) asserts "pragmatics refers to the study of meaning in interaction or meaning in context, exploring how linguistic utterances could be interpreted differently as a result of different contextual forces and communicative goals." He considers pragmatics with the meaning that the speaker gives. The significant point for him is what the speakers mean with the utterances rather than what the utterances mean by themselves. Also, at that point, the context gains much importance because the meaning that the speaker gives mainly refers to the contextual meaning.

2.2.3. Use of pragmatic knowledge Language teachers are aware there are two types of meanings attached to words, "semantics and "pragmatics;" both require considerable attention in teaching and practice. Semantics refers to the real, literal meaning and structure of the words that a learner can easily find in the dictionary or in a basic grammar book. On the other hand, pragmatics focuses on the implied meanings and the literal elements they refer to in a communication. Once the EFLs master the

vital difference between the literal and implied meaning, they can more easily acquire pragmatic knowledge and improve upon their fluency.

Kramsch (1998, pg. 15) gives meaning to the language in two significant ways that are indispensably linked to the culture – the first is encoded sign (semantics) and the latter, pragmatics. According to him, the former one looks through what language says or what it refers to as an encoded sign (semantics) and the latter one looks through what the language does as an action in context. Thus, he defines pragmatics as "what the language does as an action in context."

Swan (2007) categorizes language into two groups similar to Kramsch (1998) and specifies that language teachers need to pay attention to those two meanings; the "semantic" meanings of words and structures which are available in dictionaries and grammar, and the "pragmatic" values which these linguistic elements take on when they are taken into consideration in communication."

Both semantics and pragmatics are in the field of linguistics; the main difference between them is that semantics essentially is the analysis of the meaning. Semantics drafts peculiarities and traits of linguistic communication. Pragmatics, on the other side, is a kind of a treaty between expressions, phrases, terms and words. Because acquiring a second language is a very complicated process, learners need to study how to use it besides managing to generate, create, multiply and identify sentences within it (Sharda, 2014).

2.2.4. Teaching pragmatic knowledge One of the most significant qualities that differs human beings from the other species is language. It makes humans unique because it leads them to express feelings and communicate. However, learning a language does not mean just learning the grammatical rules or words. As mentioned before, human beings need to learn about the conversational implicature. Thus, it is important to teach pragmatics.

Surveys reveal that most of the conversations or dialogs found in course books that are used in the classrooms exemplify inadequate models of pragmatics (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, & Reynolds, 1991). This showed the need for the parts refer to the pragmatics in the course books (confusing sentence, not sure what you mean by this). Thus, currently, there are a number of course books in which

there are relevant dialogs and conversations that aim to develop pragmatic knowledge (Eales & Clare, (2011) *Speak Out*, and Kay, Jones & Kerr, (2002) *Inside Out*)

The role of pragmatics research in English language teaching aims to find out the connection between that topic and the language classroom, the researcher and the teacher. In relation with these, Bardovi-Harlig (1996) claim that, according to research examining pragmatics, there are a number of differences in the ways in which first and second language learners acquire the target language. These are the differences in speech acts used, in forms of speech acts, in choice of semantic formulas, and in the content of semantic formulas. He also suggested that the importance of input and its sources, and cross-cultural and inter-language pragmatics research has influenced the development of pedagogically appropriate materials. However, I believe there might be other explanations as well. For Bardovi-Harlig, it is obvious that a speech act framework is effective for adjusting pragmatics research into classroom practice. This is really useful for the language learners who interact and react and consider the effects of one's choice of words over another. In his research, Bardovi-Harlig also looked at learner-centered teaching methods; his results both demonstrated and determined this teaching approach was beneficial to students.

Adopting pragmatics into teaching and increasing the learners' pragmatic awareness is possible with a variety of activities and strategies and managing this leads the learners to be able to understand the interactions better, have more fruitful conversations and realize what might occur when they choose one word from another.

2.2.5. Summary of the chapter In the second part of the chapter, pragmatic and socio-pragmatic knowledge, the acquisition of pragmatic knowledge and the relationship between pragmatics and teaching were interpreted from the perspectives of both historical and contemporary scholars.

2.3. Literature Review: Part Three

2.3.1. Overview Part 3 will begin with Austin's speech act theory. It will be defined and examples will be given. After that, the definition of apology speech act will be given from various researchers' point of view. Finally, the section will conclude with three researchers' apology strategies respectively.

2.3.2. Speech act Bach (1994) points out the conversations we have in our everyday life normally rely on our knowledge of linguistic meaning. Sometimes what we express is simply the meaning of the words. On the contrary, sometimes the literal meanings totally lose their significance and this might be because of "ambiguity," "indirectness," or "Nonliterality." For example:

Chicken is ready to eat. (Ambiguity)

There is some coke in the fridge. (Indirectness)

He is up to his ears in debt. (Nonliterality)

In the first example, the user of the structurally ambiguous sentence could be interpreted as: 1) an animal that is ready to eat; or 2) a meal that is ready to eat. In the second example, the indirect user might be asking his/her thirsty friend to have himself some coke. In the final example, the user means something entirely different. Although the meaning of the sentence is related to the literal meaning, it is indeed different because the man is only figuratively "up to his ears in debt."

As it is obvious from the examples, a speaker can use various ways to produce meaningful sentences. Saaed (1997) presents that the speakers of a language have to learn how to ask questions, how to apology, suggest, request, thank or greet. According to terminology, in every different case, a different speech act could be performed.

Bayat (2013) points out that a speech act basically focuses on the usage problems faced by people from different cultures and findings of such kind of research projects could be beneficial to reveal an understanding of communication conflicts in the same culture.

2.3.3. Austin's Speech Act Theory Austin first presented the Speech Act Theory in "*How to Do Things with Words*" published in 1962. In his book, Austin mainly discusses utterances. According to him, the way of speaking refers to the actions that the speakers perform. To illustrate, when a marriage is announced, it is revealed that the speaker is not reporting the marriage s/he is enjoying it, s/he is completely indulging in it (Austin, 1962 p.6).

Bach (1994) refers to Austin's speech act and reveals the classification of the act *of* saying something; what one does *in* saying something, and what one does *by* saying it, and calls these the *locutionary,* the *illocutionary*, and the *perlocutionary* act.

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By the locutionary act, Austin does not directly focus on the act of utterance itself, he focuses on the act of saying certain words that is reported by means of direct quotation.

Jaworowska, (2012) exemplifies them as follows:

a. *locutionary meaning* - the literal meaning of the utterance

It's hot in here

b. *illocutionary meaning* - the social function of the utterance

'*It's hot in here*'   could be:

- An indirect *request* for someone to open the window

- An indirect *refusal* to close the window because someone is cold

- A *complaint* implying that someone should know better than to keep the windows closed (expressed emphatically)

c. *Perlocutionary meaning* - the effect of the utterance

'*It's hot in here*' could cause someone opening the windows

2.3.4. Semantic structure and illocutionary force Bierwisch (1980) signifies that, according to terminology, in every different case, a different speech act could be performed.

Ex: I'll be there before you

The utterance above could be considered as many different speech acts such as a prediction, a warning or promise in terms of the conditions. Bierwisch (1980) claims that the common structures of those speech acts are called propositional content and the differences between them are named illocutionary force. In most sentences like the example sentences above, the propositional content is associated with the linguistic structure. However, their illocutionary forces are not connected to that.

After the speech act theory came into prominence with Austin, (1969, 1976) as was mentioned before, he presented three kinds of utterances:
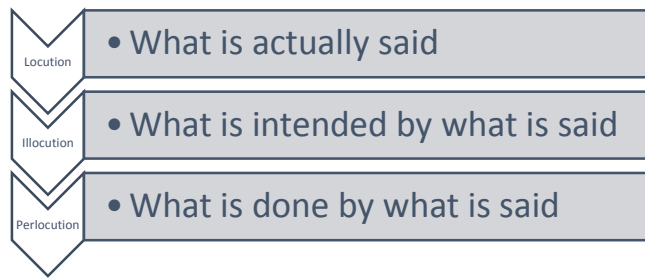
Figure 4 Austin's speech act utterances (1969, 1976)

After Austin (1962), Searle (1979) went deeper into the analysis of the illocutionary act because of his dissatisfaction concerning Austin's categorization. He reclassified them into five distinct headings:

Directives: Having the hearer do something. Forbidding, requesting, ordering are some examples for this.

Declarations: The goal is to make a difference. Resigning, appointing are some of the examples.

Commissives: displays that the speaker is ensuring doing something by an intention. Promising is an example for this.

Expressives: Shows the speaker's frame of mind in relation with a situation. Apologizing and celebrating are the examples for this.

Assertives: Focuses on the accuracy of the intention. Claiming and swearing are the two examples for this.

2.3.5. Apology speech act: Apologies get involved in the expressive category of speech act. The word "apology" is defined in the Oxford dictionary as "A word or statement saying sorry for something that has been done wrong or that causes a problem." Misunderstandings and miscommunication among people is widespread. Thus, Brook (1999) calls our time as the "Age of Apology." The following scholars define Apology speech act in a variety of different interpretations.

Intachakra (2004) claims that the act of apologizing is one of the most frequently used acts and the purpose of this act is smoothing out resentment.

Brown and Levinson (1987) point out that the person who apologies' positive face and the desire to be admitted and appreciated in certain respects could be damaged by the act of apologizing.

Goffman (1971) identifies apology as a remedy that can be useful to reestablish social harmony after an offense.

Olshtain (1989:156-157) defines an apology as "a speech act intended to provide support for the hearer who was actually or potentially affected by a violation."

As it can be understood from the definitions of the researchers, an apology makes the apologist feel a bit miserable and the person who was offended feel like a victim. Furthermore, Holmes (1989) labels the offended person a victim. "A speech act addressed to V's face-needs and intended to remedy an offence for which A takes responsibility, and thus to restore equilibrium between A and V (where A is the apologist, and V is the victim or person offended)" (Holmes, 1989: 196).

2.3.6. Apology strategies Once one proposes an apology, s/he shows willingness to take risk; that's why, to some extent, it can be said that s/he humiliates him/herself. According to Bataineh (2006), this represents a face-threatening situation for the apologist. Moreover, the risk to not to be forgiven makes the conversation harder. In order to turn apologies to a convincing discourse, the apologist needs to use apology strategies.

Additionally, Bataineh (2006) reveals that if the wrongdoer intends to apologize and the offended person does not make him feel free to defend him/herself, the apology will be meaningless. On the other hand, if the offended expects an apology and the wrongdoer does not agree with him/her, it will be useless for the offended one.

According to Engel (2001) an appropriate apology has to involve at least the three Rs: Regret, Responsibility and Remedy. He asserts that if the apology is lack of these three Rs, it will not be genuine and sincere. Therefore, that apology cannot lead the apologizer to the expected result.

2.3.6.1. Bruce Fraser's apology strategy model Fraser (1981) revealed some apology strategies similar to Blum-Kulka / Olshtain (1984). He claims that in order to make an apology convincing, the apologist needs to use at least two or three of these strategies.

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Bruce Fraser analyzes apology using three steps. First, he finds out the beliefs and wants that the offended person wishes to be done or said by the person apologizing. Next, he investigates the expected preconditions for an apology to take place. Then he makes a list of the strategies that are significant to perform an apology. As a consequence, he deals with the importance of the social factors in relation with the specific apology strategies.

Schwartz (1999) reveals Fraser's four assumptions that are believed to be true about the apologizer.

1. The speaker (S) believes that some act (A) was performed prior to the time of speaking.

2. S believes that A personally offended the hearer (H).

3. S believes that he is at least partially responsible for the offence.

4. S genuinely feels regret.

The speaker can violate one or more of the four positions and still apologize successfully but insincerely. Fraser (1981) establishes the set of the strategies listed figure 5:

❶	Announcing the Apology
	Ex: (Hereby) I apologyze...

❷	Stating One's Obligation to Apologize
	Ex: I must apologize;

❸	Offering to Apologize
	Ex: Do you want me to apologize?

❹	Requesting Acceptance
	Ex: Please accept my apology for...

❺	Expressing Regret
	Ex: Truely, terribly, very and so;

❻	Requesting Forgiveness for the Offense

❼	Acknowledging Responsibility for the Act

❽	Promising Forbearance
	Ex: I promise you that will never happen again; and

❾	Offering Redress
	Ex: Please let me pay for the damage I have done.

Fi*gure 5* Fraser's apology strategy model.

2.3.6.2. Olshtain and Cohen's apology strategy model After Fraser, Olshtain and Cohen (1983:22) redefined the apology strategies. From their point of view, the need for the act of apology arises whilst some behavior violates the social norms and one or more people feel as offended and the other one comes to the point that s/he needs to apologize. Mulamba (2011: 85) comments on Olshtain and Cohen's remark and states that "The act of apologizing presupposes an interaction between at least two participants: an apologizer and an apologizee." In addition to this, he specifies that if the offender does not feel the need to apologize, this act cannot be realized.

An Illocutionary Force Indicating Device (IFID)

According to Olshtain and Cohen it is composed of formulaic, routinized forms of apology and it displays the responsible behavior of the offender that refers to the

apologist's awareness on the issue. An IFID consists of explicit, performative words that state an apology.

1- An expression of apology that usually contains the verb apologize and forgive. (IFID)

Ex: I'm sorry, I apologize, forgive me.

2- An explanation or account of the situation. (EXPL)

Ex: My son was ill, I took him to the hospital.

3- An acknowledgement of responsibility (RESP)

Ex: It is my fault.

4- An offer of repair. (REPR)

Ex: I will pay for your damage.

5- A promise of forbearance. (FORB)

Ex: I will never forget it again.

2.3.6.3. Anna Trosborg's Apology Strategy Model Trosborg (1987: 150,152; 1995: 359-399) redefined and put forward some other set of apology strategies as the following;

1- Minimizing the degree of offence either by blaming someone else or by discussing its preconditions.

2- An acknowledgement of responsibility.

3- Implicit or explicit explanation or account of what occurred.

4- Offer of repair.

5- Promise of forbearance.

6- Expressing concern.

Trosborg (1987: 150,152)

1- Minimizing the degree of offence.

2- Acknowledgement of responsibility.

3- Explanation or account.

4- Expression of apology.

Trosborg (1995: 395, 399)

2.3.6.4. Holmes' Apology Strategy Model According to Holmes (2013) women and men interact differently; women are more eager to be polite than men. She claims that they are more likely to use positive politeness or friendliness in the way they use the language. Since Holmes (2013) differentiates the way women and men interact, she declares that women apologize more than men.

Apologies express negative politeness by signaling the speaker's awareness of having influenced on the hearer's negative face and restricting her/his freedom of action in some way (Holmes, 1989). By referring to Brown and Levinson's (1987) model, she suggested a modified apology strategy model. However, as she mentioned in her article (1990), the significant factors in Brown and Levinson's model remained the same. In her model, apologies between friends are approached more specifically than the other models. She divides apology strategies into four super strategies and eight sub-categories like the following:

A. Explicit expression of apology

A1- An offer of apology / IFID

E.g. I apologize; please accept my apologies.

A2- An expression of regret

E.g. I am sorry; I am afraid.

A3- A request for forgiveness

E.g. Excuse me; forgive me.

B. Explanation or account

E.g. I was trapped in the traffic jam.

C. Acknowledgment of responsibility

C1- Accepting the blame

E.g. It is my fault; Silly me

C2 Expressing self-deficiency

E.g. I was confused; I forgot.

C3- Recognizing V as deserving apology

E.g. you are right.

C4 Expressing lack of intent

E.g. I didn't mean to hurt you.

C5- Offering repair

E.g. I'll pay it for you.

D. Promise of forbearance

E.g. I promise it won't happen again.

The table below lists the apology strategies of each of those researchers

Table 1

Sets of Apology Strategies (Jehabi, 2011: 649)

Fraser (1981)	Olshtain and Cohen (1983)	Trosborg (1987)	Trosborg (1995)
– Announcing the apology	– An expression of an apology which usually contains the verb apologize, forgive, excuse, pardon, or be sorry	– Minimizing the degree of offence either by blaming someone else or by discussing its preconditions	– Minimizing the degree of offence
– Stating one's obligation to apologize	-An explanation or account of the situation	-An acknowledgement of Responsibility	– Acknowledgement of Responsibility
– Offering to apologize	– An acknowledgement of Responsibility	-Implicit or explicit explanation or account of what occurred	– Explanation or account
– Requesting acceptance	– An offer of repair	Offer of repair	– Expression of apology
– Expressing regret	– A promise of forbearance	– Promise of forbearance	
– Requesting forgiveness – Acknowledging responsibility		– Expressing concern	

Table 1 (cont.d)

– Promising forbearance -Offering redress

2.3.7. Summary of the chapter The last section began with the review of the notion of the speech act and Austin's speech act theory. Then, it described apology speech act from various researchers' perspectives. Following this, apology strategies were examined. Specifically, Fraser's, Olshtain and Cohen's, Trosborg's and Holmes's apology strategies were reviewed. Finally, a list of the apology strategies of each researcher was presented

Chapter 3

Methodology

3.1. Research Design

The study adopts the grounded theory, which is referred to as "connecting categories and reaching to an end by discussing the relationship among categories" (Creswell, 2007). Within the grounded theory, the specific design is the systematic design (Creswell, 2007), which requires the use of data analysis through strategy coding. As the goal in this study is to investigate how Turkish EFL learners make apologies in English and examine the impact of two different elicitation tools for their apology use, apology strategy categories were adopted from Cohen and Olshtain (1983). Following this, the apology utterances of the learners were grouped according to deductive coding, which allowed the researcher to understand the linguistic features of the utterances in terms of apology strategies used. The utterances were therefore analyzed against a preset categorization of apology strategies in order to explore the appropriateness of the apology speech acts.

There are 44 participants who were divided into two groups randomly. The participants in those two groups are in two different classes as well. The first group wrote their apology utterances after watching the conversational videos that require apology utterances and this group is labeled VEDCT (Video-Enhanced Discourse Completion Task) group. The second group wrote down their apology statements just by reading the transcriptions of the videos and it is labeled DCT (Discourse Completion Task) group. All participants are intermediate level EFL students whose native language is Turkish. Thus, they all were thought pragmatics before. The research comprises of both a pilot study and a main study.

After organizing and coding the data, a preliminary exploratory analysis is applied to have a general sense of the data. Quantifying qualitative data is basically used to analyze the data as the influence of DCT and VEDCT and social context on students is measured by deductive strategy coding. The apology utterances used by the participants were coded with regards to the strategies they used. The data is analyzed by going through deductive strategy coding techniques because in preset categories of strategies by Cohen & Olshtain's (1983) apology strategy model there are 4 main, 8

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subcategories applied. The utterances written by each groups (DCT and VEDCT) are analyzed and coded by quantifying qualitative data.

3.2. Universe and Participants

3.2.1. Participants of the pilot study Twenty-two students (9 males 13 females) aged 17-21 years old took part in the pilot study. All of the participants were native Turkish speakers, studying at university preparatory school in Izmir. Thus, they were less likely to use speech acts particular to English.

3.2.2. Procedures

3.2.2.1 Purpose of the pilot study The aim of the pilot study is to monitor how the students interpret selected videos and how successfully they could produce apology statements. In addition, when In the first place, it is an issue to collect the data by using technological devices to assist in the data collection process, there is always a risk of a malfunction. Thus, the pilot study played an important role to check for the sound and image system.

A second aim in conducting a pilot study is to monitor the time it took for the students to complete the task. Before starting the main study, it is significant to ascertain whether 3 minutes is enough time for the participants to write apology statements or not.

Also, it was significant to find out if the time allotted was sufficient enough to have them watch the videos once or if they needed to watch them more than once in order to get the statements clearly.

Lastly, the purpose of the pilot study is to determine if the data instrument is valid and reliable.

3.2.2.2 Setting of the pilot study The pilot study was carried out at the university preparatory school in Izmir. The reason why this particular university was selected to administer the pilot study was because the participants of the main study were also from the same university as well. In terms of the purposes of the research study, it was important to use the same setting in both pilot and main studies. Additionally, participants of both studies needed to have similar educational features. Since the researcher was working as an instructor at the same university, she was in contact with the teachers whose students were participating in the study. Therefore,

the school, the students and the teachers were all reachable. Moreover, whether or not any problems occurred in the data process or a meeting needed to be scheduled, everyone was accessible.

3.2.2.3. Source of Data The data of this study was collected through a controlled elicitation method based on conversational videos that can be described as a modified version of "Video-enhanced Discourse Completion Test." Data was collected from the participants by using fifteen videos, which were used in the main study. The students watched "*The Flatmates,*" a video series adapted from a serial published on the BBC website.

3.2.3. Data collection procedures The conversation videos were composed of fifteen situations, each of which represent a different social context. The Video-enhanced DCT used in this study includes a particular dialogue between two or three people.

The subjects were informed about the video they were going to watch and after watching the video, they were presented with the task. For example, "How would you apologize to Tim if you were Helen?" Afterwards, the students were asked to write down their ordinary language reaction in such a situation.

3.3. Main Study

3.3.1. Setting The purpose of this thesis on pragmatics is to investigate the apology strategies used by adult EFL students who study at a university in Turkey. The university was established in 2009 and student enrollment is increasing year by year. There are many international students, lecturers and professors at the university and the lectures in most of the departments are given in English. Therefore, one of the fundamental aims of the university is to prepare students for higher education in English Preparatory School for academic purposes.

The preparatory school of the university was established in 2011 and provides English language lessons to adult or young adult learners. The preparatory school system is based on the Common European Framework of Reference for Languages (CEFR). CEFR describes the achievements of learners of foreign languages across Europe and in other countries. The main purpose of CEFR is to combine a method of learning, teaching and assessing which applies to all languages in Europe and other countries.

CEFR's six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency.

In the preparatory school of foreign languages, the academic calendar is based on a quarterly system. There are 5 quarters in one academic year and each is 7 weeks. In the beginning of the academic year, students take an assessment test. Based on their scores, they are placed into certain modules; for example, A1, A2, B1, B2, etc... Each module lasts approximately two months and passing to another level depends on the result of their quarterly assignments and a final exam given at the end of every module. In each module, students take different courses such as main course reading, listening, writing and grammar. The academic year for English higher education is one year; thereby a student starting from A1 module has to finish B2 module to pass the preparatory school. Otherwise, they cannot start their departments in the following academic year. When the 4th quarter ends, if the students are not able to successfully pass the B2 module, they have two more chances. The first is summer school, the 5th quarter, and the second, taking an exemption test at the beginning of the new academic year in September. Students are to take C1 and C2 modules followed by ESP (English for Specific Purposes) program for two quarters in their departments. In the university environment, teachers play a significant role since the administration aims to provide a teaching environment in relation with the cultural aspects of Turkey. Also, all kinds of mediums and technology are used as the importance of computer assisted language learning (CALL).

3.3.2. Participants The participants of the study aged 17-21 totaled forty-four Turkish students studying English as a foreign language (EFL) at a Language Preparatory Program at a private university in Turkey. They were all native speakers of Turkish language.

The reason why university students were chosen was that, in a great amount of the studies carried out on pragmatics (speech acts), the subjects were university students; in terms of comparability, it was logical to work with the similar population, university students.

All participants have started in the preparatory school from A1 (beginner) level and they have never failed in any module and are currently studying at the B1

level. The learners receive 28 hours of English weekly and B1 module lasts two months.

The participants were randomly separated into two groups: 1) the video-enhanced discourse completion task group; and 2) the discourse completion task group. The video-enhanced discourse completion task group refers to the group which writes the apology utterances after viewing the videos. On the other hand, the discourse completion task group refers to the group which writes the apology utterances after reading the conversations and situations that require an apology utterance.

Students were requested to write their names on papers since the researcher might have needed to select some of them in order to ask some follow-up questions regarding their utterances. However, so as to protect the participants' confidentiality and privacy, only I have access to the data.

3.3.3. Procedures

3.3.3.1. Type of sampling The present study adopts a purposive sampling, which is defined as "homogenous sampling as a sampling in which the participants share the same characteristics or traits when the main aim of the research is to understand and describe a specific group in depth" (Morse, 1991). Purposive sampling requires choosing particular group of students from the general population in the same context. As the study requires learners to watch videos or read authentic dialogues to make an apology for each situation, those with relatively higher level of proficiency was chosen purposefully. Such a sampling could allow for rich language use, which could lead to deeper analysis of strategies of apology.

3.3.3.2. Data Instrument The data was collected from the participants by using ten videos. The videos, entitled, "The Flatmates," were adapted from a serial published on the BBC website. Ten episodes that require apology utterances were appropriate to use in the study.

Firstly, before watching the videos, the instructions were explained by the researcher. Then, the participants started to watch the episodes one by one. Each episode was played twice. One insight gained from the pilot study was that students needed to spend an average of 5 minutes on each VEDCT conversation. Thus, they were given five minutes after watching each episode twice.

After showing the videos and collecting the first set of data, the participants were given transcripts of the videos and instructed to write apology statements for each conversation. Takimo (2006) found that 2-3 min for each situation was enough for the respondents to write their apology utterances. Therefore, the participants were given 30 min to accomplish the DCT.

Creswell (2002) asserts that triangulation is "the process of corroborating evidence from different individuals (e.g., a principle and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews)." The data in this study was triangulated in terms of the types of the data and methods of data collection.

3.3.3.3. Data collection procedures Discourse completion task is an assessment tool for intercultural competence (Kanik, 2013). However, according to most researchers, validity is an issue in these elicitation tasks. Thus, some scholars (Cohen & Shively, 2002; Bou Franch & Lorenzo-Dus, 2008; Roever, 2006) introduced certain modification proposals. Presenting the situation in video format, distinguishing the difference between oral and written DCTs, as well as the differences between natural and elicited data are among these suggestions. In view of such information, in order to provide validity and reliability in this study, half of the participants wrote their natural apology speech act utterances by reading the written discourse completion tasks and the other half accomplished their tasks by watching the conversational videos of the written conversations.

The data for this study was collected through a controlled elicitation method based on conversational videos, which can be described as a modified version of DCT called "Video-enhanced Discourse Completion Task." The conversation videos were composed of ten situations, each of which represented a different social context. The VEDCT used in this study does not include a description of the situation, just a particular, target-driven question which requires an appropriate and natural apology utterance that is related to the dialogue between two or three people. The following question exemplifies the type of question given in each VEDCT:

"How would you apologize to Alice if you were Paul?"

The main aim in not giving any description about the videos is to observe if the students are able to understand and interpret each video by themselves. While

watching the videos they see the scope, the speakers and the style of the conversations. As mentioned before, the conversations were given to the participants in two different ways. One-half of them responded to questions by watching the videos, which involved conversations that required an apology. The other half answered the questions according to the written conversations. The written conversations given to the second half of the participants were the transcript version of the videos. Their task was to write down their ordinary language reaction in such a situation. The following question exemplifies the type of question given to the DCT group:

"How would you apologize to Helen if you were Michal?"

While reading each situation, respondents were supposed to feel as if they themselves were the offended person in the conversation and write down their normal language reaction in such a situation.

3.3.3.4. Data analysis procedures Qualitative and quantitative research are distinctive methodological and analytical approaches that are employed to measure research inquiries and social phenomena. For the purposes of this research study, qualitative research was more appropriate to collect and analyze the data. The data collected in this study were analyzed under two main topics:

►The influence of DCT and VEDCT on students' strategies of making apology utterances

►The influence of social distance, social status, and severe of offence on learners' use of apology strategies

The apology utterances used by the participants were coded in relation with the strategies they used. Since preset categories of the strategies are used in this study, the data is analyzed by going through deductive strategy coding techniques. Cohen & Olshtain's (1983) apology strategy model is the specific type of category applied in this study; there are 4 main, 8 subcategories in this model and codes in this study address their apology strategy model. First of all, utterances written by the participants were laid out and they were read carefully. Then, the coding process began; 1) Text segments were identified 2) a slash is placed in the end of each segment 3) a code (strategy) that reflect the meaning of the apology strategy was determined. After that, the data was delivered to a colleague who has experience on qualitative research

studies. Finally, she coded the data in the same way. When the results were compared, it was found that both researchers were coded in a very similar way and easily reached the same conclusion. These steps were implemented in both DCT and VEDCT groups' utterances (See Appendices C and D). This coding was the primary source to find out the apology strategies commonly used by the participants and the influence of the social contexts on the participants' apology utterances. The percentages of the students' strategies in each situation were determined and tabulated. The tabulation stage is implemented for both DCT and VEDCT groups' responses.

On account of the second research question, the situation in each conversation was summarized, the social status of the offender, social distance between the offender and offended person and the severe of offense were distributed in a table formed by Blum Kulka & Olshtain (1984). Table 2 shows the different types of conversations associated with the appropriate measurement level in regards to social status, social distance and apology severity of offense. Taking these into account, after accounting for the percentages of the most frequently used strategies, the utterances were tabulated as high social status-far social distance, equal social status-close social distance, severe offence and not severe offence.

Table2

The Blue Print of DCT (Blum Kulka, & Olshtain, 1984)

	Situation	Social Status	Social Distance	Severe of Offence
1	The alarm clock, the customer has just bought does not work and the shopkeeper apologizes to the customer.	+	_	_
2	The speaker apologizes to his girlfriend for leaving her.	0	+	+
3	The speaker is confessing to his girlfriend that he has not gotten a divorce yet. And apologizing to her.	0	+	+
4	The speaker apologizes for not answering the policeman's questions appropriately.	+	_	+
5	Two flat mates have an argument and one of them apologizes for being too rude.	0	+	_
6	The speaker apologizes to his manager for being late to work again and again.	+	_	+
7	A guest at a hotel is complaining about the problems he has encountered at the hotel and the manager apologizes to him.	+	_	+
8	The speaker apologizes to her best friend for not being with her although she was really ill in the new year.	0	+	_
9	The manager of a hotel apologizes to the customer for mixing up his booking.	+	_	_
10	The speaker needs to cancel her tennis plan with her friend and she apologizes to her for bailing out on her.	0	+	_

Social status (+ = high; - = low; 0 = equal)
Social distance (+ = close; - = far; 0 = neutral)
Apology Severe of offense (+ = severe; - = not severe)

Since one of the main goals of the study is to explore the influence of DCT and VEDCT on students' strategies of making apology, the students' apology strategies in ten situations were determined and tabulated. The tabulation was implemented for both DCT and VEDCT groups' responses.

3.3.4. Trustworthiness During the process of coding, a coder sometimes can make judgments involuntarily. Thus, Inter-coder reliability was used for measuring the results in this study. Inter-coder reliability is a term that refers to independent coders who evaluate a text and in conclusion, come to an agreement (Tinsley & Weiss, 2000). In order to ensure inter-rater reliability, the data was analyzed by two raters. After finishing structural coding, the researcher delivered the data to one of her colleagues who studied on qualitative research studies before. Two raters analyzed the apology strategies according to Cohen & Olshtain's (1983) set of apology strategies and the results were similar from both raters' point of view. Thus, effective and ethical inter-coder reliability was ensured. The different codes were negotiated and agreed by two coders.

3.3.5. Limitations and delimitations One of the limitations of this study was that as it was applied in a private university. This university was selected due to the availability and convenience of the researcher. Students from public universities and other private universities did not participate in the study. For this reason, it may not be appropriate to make generalizations for all university students in the city of İzmir.

Furthermore, the data might have been more revealing if each participant had been interviewed about their apology strategy preferences. However, it was not possible to arrange interviews for both the researcher and participants following each conversation. Since all participants were university students, they studied 6 hours each day; thus it would have been extremely time consuming for them. Nonetheless, the findings of the present study are adequate to provide accurate and reliable responses to the research questions.

Chapter 4

Results

4.1. Overview

In this chapter, the results of the qualitative data will be presented. The purpose of the study and the research questions will be restated in order to bridge the analysis with the literature. Findings regarding each research question will be reported, as well.

4.2. Aims and Research Questions

The main aim of this study is to investigate the the use of apology strategies applied by the university students in Turkey. It focused on preparatory school students at a private university in İzmir. A broad objective of the study is:

- To search how foreign language learners in Turkey use forms of apology speech act.
- To shed light on the apology forms of the speech act utterances.
- To explore the most common apology strategies second language learners in Turkey use in the area of pragmatics.
- To investigate the influence of DCT and VEDCT on students.
- To find out how social distance, social status, and severe of offence influence learners' use of apology strategies

Responses to the following research questions were examined in two steps: 1) apology strategies were calculated in terms of the frequency in terms of preference used by the participants 2) the linguistic analysis of apology utterances were distributed in terms of social status, social distance and severe of offence.

RQ1- What apology strategies do Turkish EFL learners use in English when given a DCT and VEDCT?

RQ2- How do social distance, social status, and severe of offence influence learners' use of apology strategies?

4.3. Findings for apology strategies Turkish EFL learners use in English when given a DCT and VEDCT.

The first research question sought to answer what apology strategies Turkish EFL learners use in English when given a DCT and VEDCT. To this end, percentages of the DCT's and VEDCT's apology strategies for every task were tabulated. Table 3 distributes *the Percentages of the Discourse Completion Task and Video-enhanced Discourse Completion Task Group's Apology Strategies.*

Table 3

The Distribution of the Percentages of the Discourse Completion Task and Video-enhanced Discourse Completion Task Group's Apology Strategies

Apology Strategy	DCT %	VEDCT %
A1 - An Offer of Apology	2.4	2.1
A2 - An Expression of Regret	31.3	33.8
A3 - A Request for Forgiveness	9.3	4.4
B - Explanation or Account	13.1	11.1
C1 - Accepting the Blame	5	5.5
C2 - Expressing Self-deficiency	7.8	15.7
C3 - Recognizing V as Deserving Apology	4.9	1.7
C4 - Expressing Lack of Intent	3	0
C5 - Offering Repair	13.2	20.8
D - Promise of Forbearance	6.7	5.2
Total	100	477

The findings revealed that a considerable percentage of the participants in DCT group employed an explicit expression of apology. The most frequently applied strategy is A2 (an expression of regret); a total 31.3 % of the responses comprised of this strategy. According to the results, there are some comparisons between the most frequently used strategies by the DCT group and VEDCT group participants. Similar to the DCT group A2 (an expression of regret) was the most frequently used strategy by the VEDCT group at 33.8%.

Considering the DCT group, the apology strategies labeled Explanation or account (B) and offering repair (C5) were also put to use extensively (13.1 % & 13.2 %). As compared with VEDCT group, in this group, C5 (offering repair) was also the second most used strategy at 20.8% in this group further, 15.7 % of the strategies were comprised of C2 (Expressing self-deficiency) and 11.1% selected B (explanation or account) strategy.

No other apology strategies were recorded to be more than 10% of the data. In DCT group, A3 (a request for forgiveness) is well mentioning at 9.3%. Next, 7.8% of

the responses expressed self-deficiency (C2). Another significant strategy applied by certain participants was C5 (offering repair), 6.7 % of the data consisted of them. When it comes to VEDCT group, D (promise of forbearance) with 5.2% and C1 (accepting the blame) with 5.5 % were the other strategies that were not used extensively. C1 (accepting the blame) strategy was a less frequently formed strategy with 5% percent in DCT group as well. In addition to this, the least frequently occurred strategies were C4 (expressing lack of intent), at a rate of 3% and A1 (an offer of apology), at a rate of 2.4% in DCT group. In VEDCT group, A3 (a request for forgiveness) strategy occurred less frequently (4.4 % percent) and the least frequently applied strategy was C4 (recognizing V as deserving apology), at a rate of just 1.7 % surprisingly, none of the participants preferred to apply the C4 (expressing lack of intent) strategy in this group.

Considering research question 1 the influence of DCT and VEDCT on learners' use of apology strategies was analyzed. In the light of this, the percentages of each and every strategy used by the participants in each conversation were tabulated. Table 4 distributes the percentages of Discourse Completion Task Group's Apology Strategies in Ten Conversations.

Table 4

The Distribution of the percentages of Discourse Completion Task Group's Apology Strategies in Ten Conversations

Apology Strategy	C1 %	C2 %	C3 %	C4 %	C5 %	C6 %	C7 %	C8 %	C9 %	C10 %	Total %
A1-An Offer of Apology	5.5	1.9	0	2	0	1.7	2.2	0	9.6	2	2.4
A2-An Expression of Regret	43.6	26.4	23.7	22	27.3	27.1	50	28.1	30.8	38	31.7
A3-A Request for Forgiveness	0	9.4	8.5	20	25.5	8.5	4.3	10.5	0	3	8.9
B-Explanation or Account	0	37.7	37.3	26	9.1	13.6	0	1.8	0	2	12.7
C1-Accepting the Blame	3	7.5	6.8	4	7.3	1.7	0	3.5	9.6	4	4.74
C2-Expressing Self-deficiency	0	1.9	5.1	2	14.5	5.1	0	43.9	1.9	34	10.8
C3-Recognising V as Deserving Apology	5.5	5.7	6.8	2	3.6	6.8	2.2	3.5	5.8	6	4.7
C4-Expressing Lack of Intent	1.8	3	3.4	4	7.3	3.4	0	0	0	4	2.69
C5-Offering Repair	38.2	3.4	3.4	2	5.5	3.4	28.3	5.3	42.3	4	13.5

Table 14 (cont.ed)

D-Promise of Forbearance	0	0	5.7	16	0	28.8	13	3.5	0	0	6.7

In order to find out how VEDCT influenced learners' use of apology strategies, Video-enhanced discourse completion task Group's Apology Strategies in Ten Conversations were analyzed and tabulated, table 5 distributes the percentages in depth.

Table 5

The Distribution of the percentages of Video-enhanced Discourse Completion Task Group's Apology Strategies in Ten Conversations

Apology Strategy	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Total
A1-An Offer of Apology	0	0	0	0	2.7	9.3	1.9	1.8	4.2	0	1.9
A2-An Expression of Regret	40.5	41.3	37	21.2	48.6	25.9	35.8	32.7	29.2	32.7	34.4
A3-A Request for Forgiveness	0	8.7	8.6	1.9	2.7	3.7	5.7	10.9	0	1.8	4.4
B-Explanation or Account	4.8	50	42.9	7.7	2.7	11.1	0	0	4.2	0	12.3
C2-Expressing Self-deficiency	0	0	2.9	38.5	13.5	7.4	9.4	38.2	2.1	31	14.3
C3-Recognising V as Deserving Apology	4.8	0	0	0	0	0	9.4	0	0	1.7	1.5
C4-Expressing Lack of Intent	0	0	0	0	0	0	0	0	0	0	0
C5-Offering Repair	45.2	0	5.7	15.4	13.5	5.6	32.1	9.1	48	31	20.5
D-Promise of Forbearance	0	0	0	9.6	2.7	27.8	5.7	0	2.1	0	4.7

Table 4 and 5 shows the percentages of each and every strategy used by the participants in each conversation. Ten conversational videos and ten conversational tasks were used to collect data in this study. The content of the tasks were the same; in other words, the video transcriptions were given to the DCT group.

Conversation 1 takes place between a shopkeeper and a customer. The customer complains about the watch he has just bought; therefore, the customer's social status appears to be higher than the shopkeeper and they do not have a close relationship between each other. From the customer's point of view, he was severely offended. The following information includes some detailed notion about the conversation.

Topic: A Complaint **-** The Alarm doesn't work

Speaker: Tim (shop assistant) and customer

Situation: Jewelry / Clock maker

Style: Formal

In conversation 1, the highest proportion of A2 (expression of regret) strategy was used by 43.6% of the DCT participants. In addition to this, 38.2 % of the students preferred to use C5, which refers to offering of repair. C3 (Recognizing V as deserving apology) and A1 (an offer of apology) have the same percentages, 5.5%. Likewise with the VEDCT group, 40.5 % of the respondents used A2 (Expression of regret) whereas 45.2 % applied C5 (offering repair). It seems that A2 (Expression of regret) is the most frequently used strategy by both groups in the first conversation. B (explanation or account), C1 (accepting the blame) and C3 (recognizing V as deserving apology) strategies were also used by 4.8 % of the participants. Since the situation is informal and the offence is severe, most of the participants expressed regret and offered repair.

A sample sentence from DCT group:

I am sorry. / If you want to change this watch it is ok.
  A2   C5

A sample sentence from VEDCT group:

I'm sorry. / We will exchange.
  A2   C5

Conversation 2 takes place in a house; the speaker apologizes to his girlfriend for leaving her. Thus, their social status is equal and they have a close relationship between each other. Since the woman feels very troubled, she feels severely offended. The following information includes some detailed notion about the conversation.

Topic: A Difficult Conversation

Speaker: Michal and his girlfriend Helen

Situation: At home

Style: Informal

In conversation 2, A2, an expression of regret (26.4%) and B, explanation or account (37.7%) were the two most popular strategies chosen by the students in the DCT group. Similarly, A2, Expression of regret (41.3%) and B, explanation or account (50%) were used many times by VEDCT group. The ordering is important; students

used them in the order A2, C2 or A2 and B. Interestingly, this is the exact order that native speakers tend to use. In conversation 2, the VEDCT group only used three strategies A2, B and A3. A3 (a request for forgiveness) is used by 8.7% of the participants.

Since the woman who is being left by her boyfriend is sorry, as it is mentioned, the participants especially expressed regret (A2) and gave explanation or account (B). The close relationship between the offender and the offended people requires explanation. My own view of this is that the participants felt the necessity to give that explanation.

A sample sentence from DCT group:

*I am sorry **my love**. / I have to go to Poland.*
      A2   B

A sample sentence from VADCT group:

Helen, I'm so sorry. / But as you know our relationship was bad and this way will be
      A2   B

the best for us

In conversation 3 the speaker is confessing to his girlfriend that he is still married and has not yet gotten a divorce. He is also apologizing to her. The conversation takes place at a restaurant. As the speakers are beloved, they are in a close relationship and their social status is equal. The offence is severe. The following information includes some detailed notion about the conversation.

Topic: Paul Confesses!

Speaker: Paul and his girlfriend Alice

Situation: At a restaurant

Style: Informal

Regarding conversation 3, participants of the DCT group used all of the strategies except A1 (an offer of apology). Likewise, the participants of the VEDCT group used most of the apology strategies except A1 (an offer of apology). However, neither group used C3 (recognizing V as deserving apology), C4 (expressing lack of intent), and/or D (promise of forbearance). A2 (expression of regret) and B (explanation or account) were the most frequently occurring apology strategies in conversation 3.

Whilst watching the video of conversation 3, the participants (especially the female respondents) were very annoyed with the offender. Therefore, the informal style of the conversation led them to express regret (A2) and gave an explanation or account as the offender.

A sample sentence from DCT group:

I'm sorry. / I'm married to her but I don't love her.

   A2   B

A sample sentence from VEDCT group:

Alice, I'm so sorry. / I couldn't tell truth to you but I still love you and I don't want to

    A2   *B*

leave you. Please, you think about it.

Conversation 4 takes place between Tim and two police officers. The speaker apologizes for not answering the policeman's questions appropriately. Here, the social status of the policemen could be interpreted as higher than the offender. The social distance is far and the severe of the offense is extremely high. The following information includes some detailed notion about the conversation.

Topic: Tom apologizes for not answering the policeman's questions
Speaker: Tim and two policemen
Situation: Jewelry
Style: Formal

Considering conversation 4, it is obvious that A2 (expression of regret) was employed a lot by both participant groups. Approximately 22% of both groups' participants used A2 (expression of regret). Following this in the DCT group, 26% of the students employed B (explanation or account) and in the VEDCT group 38.5 % of the students used C2 (expressing self-deficiency).

The most frequently used strategy in the VEDCT group was expressing self-deficiency (C2). While watching the video, they had the chance to see the informal context of the situation. It is probable that they too, felt guilty and sensed they should defend themselves. According to the DCT group, the results showed that the most frequently used strategy was explanation or account (B). One explanation for this might be because they could not visually see the situation (setting, mimics, and gestures). The most frequently used second strategy was an expression of regret (A2).

A sample sentence from the VEDCT group:

I am so sorry/ but I don't have any information about this. If I know I don't work this
    A2   C2

Company and I will tell you police.

A sample sentence from DCT group:

I'm so sorry. / I didn't know it was a fake watch. / I didn't want to trick you.
    A2   B   C4

In conversation 5, Tim, his flat mate and their landlord, Helen are having a conversation. Their social status is equal and they have a strong relationship between each other. The offense is not severe as well. The following information includes some detailed notion about the conversation.

Topic: Apologize and friends again

Speaker: Tim and his flat mate and landlord Helen

Situation: At home

Style: Informal

In this conversation, the participants of the VEDCT group used the highest proportion of A2 (expression of regret) strategy with 48.6 %. Compared to this, 27.3% of the participants of the DCT group used the same strategy. Also, 25.5% of the DCT group apologized by employing A3 (a request for forgiveness). Moreover, 14.5% of students apologized by expressing self-deficiency (C2). Lastly, 13.5%, an equal amount of the VEDCT group's respondents preferred to apply C1 (accepting the blame) and C2 (expressing self-deficiency).

Conversation 6 takes place between an employee and his manager; the speaker apologizes to his manager for being late to work again and again. As the offended person is the manager, it is obvious that his social status is higher than the offender and their social distance is neutral. Since the manager is threatening to fire him, the severity of the offence is extremely high. The following information includes some detailed notion about the conversation.

Topic: Say sorry, you are late again

Speaker: Jack and his manager Tim

Situation: At work

Style: Formal and Informal

A notable amount of the percentages in conversation 6 primarily entail two strategies, A2 (expression of regret) and D (promise of forbearance). About 26% respondents of the DCT and VEDCT groups employed A2 (expression of regret) and about 28% employed D (promise of forbearance). Next, B (explanation or account strategy) was also used; nearly 12% of the students preferred it.

As mentioned above, the manager is threatening to fire his staff. I maintain, that as a result of this, most of the participants felt regret and the need to promise for forbearance. Thus, most of them, in both groups preferred to use an expression of regret (A2). In addition, they used the promise of forbearance (D) strategy a lot.

A sample sentence from VEDCT group:

I am sorry boss. / It won't happen again.
    A2   D

A sample sentence from DCT group:

*I'm really sorry **boss**. /Please forgive me for this time. / I will never be late.*
    A2   A3   D

Conversation 7 takes place in a hotel between a guest and the receptionist. The situation is very informal. The guest who is offended has a higher social status and their social distance is really far. The offense is severe since the guest is extremely angry. He is complaining about the problems he's encountered while staying at the hotel and the manager apologizes to him. The following information includes some detailed notion about the conversation.

Topic: The receptionist's apology

Speaker: Khalid (a guest at the hotel) and the receptionist

Situation: At the reception of a hotel

Style: Informal

With regards to conversation 7, it is definite the participants mostly applied A2 (an expression of regret) strategy. A significant amount, 50 % of the DCT group's, and 35.8 % of the VEDCT group's responses were consisted of A2 (an expression of regret). Adding to this, the second most frequent used strategy was C5 (offering repair) in conversation 7. Next, 28.3 % of the respondents in the DCT group, and 32.1 of the VEDCT group applied this similar strategy. Only 9.4 % of the participants in the VEDCT group used C2 (expressing self-deficiency) and C3 (recognizing V as

deserving apology) strategy as well. As opposed to this, 13% of the participants in the DCT group used D (promise of forbearance) strategy.

In all of the conversations, the most frequently used strategy is an expression of regret (A2). However, in conversation 7, it was the strategy most used by the participants. The percentages of utilization are over 35% in both conversations.

In conversation 8, the speaker apologizes to her best friend for not being with her although she was really ill during the New Year. This is an informal conversation, which takes place in a café. Therefore, their social statuses are equal and the offense is not severe. The following information includes some detailed notion about the conversation.

Topic: Catching up
Speaker: Alice and Helen
Situation: At a cafe
Style: Informal

In conversation 8, C2, strategy of expressing self-deficiency showed a sharp increase, 38.2 % of the strategies in the DCT group and 28.3 % of the strategies in the VEDCT group consisted of C2 (expressing self-deficiency). In the majority of the previous conversation, the results had mostly demonstrated that A2 (an expression of regret) was the most frequently used strategy; whereas, in conversation 8 it was unexpectedly the second most frequently used strategy by both groups. Also, a large number of the participants (about 10.5 %) in two groups applied A3, strategy of request for forgiveness.

The results showed that the most frequently used strategy by both groups in this situation was expressing self-deficiency (C2). It is probable that the participants were affected by the victim's illness and felt the need to defend themselves. As usual, the expression of regret (A2) was the other strategy used by a large number of the participants.

A sample sentence from the DCT group:

I'm so sorry Helen. /I didn't know you were sick.
    A2   C2

A sample sentence from the VEDCT group:

I'm sorry Helen. / İf I knew your case, I would help you.
    A2   C2

      Conversation 9 is yet another conversation that takes place in a hotel between a hotel manager and the guest. It is evident that the speakers do not know one another; therefore, the offender's social status is low. In addition to this, the offence is severe as the customer is really nervous. The following information includes some details about the conversation.

Topic: At the Hotel

Speaker: Khalid (customer) and the manager of the hotel

Situation: At the hotel

Style: Formal

      In this conversation, most of the students were likely to use C5 (offering repair) strategy. Nearly half of the DCT group (42.3 %) and the VEDCT group (48%) preferred to use this strategy. After, most of them (approx. 30%) used A2 (an expression of regret) strategy. The C1 strategy (accepting the blame), was also popular among both groups represented by 9.6 % of the DCT group and 10.4 % of the VEDCT group.

      In conversation 9, since the offended person gets really angry in a formal situation, the implications of the findings suggest that the participants felt the need for offering repair. Thus, most of the students used the strategy of offering repair (C5) in this conversation.

A sample sentence from the DCT group:

I apologize for this status. / We don't take money for you. You can stay one night.
      A1   C5

A sample sentence from the VEDCT group:

I'm sorry. /I will pay for you. /It's my fault.
  A2   C5   C1

    Conversation 10, the last conversation takes, place at home and it is informal. The speakers are very close friends and the offence is not severe. The speaker needs to cancel her tennis plan with her friend and she apologizes to her for bailing out on her. The following information provides some details about the conversation.

Topic: Bailing out on a friend because of a boyfriend

Speaker: Helen and Alice (Flat mates)

Situation: At home

Style: informal

In the last conversation, the most frequently used strategy was again, an explicit expression of apology, A2 (an expression of regret). Also, 38 % of the strategies in the DCT group and 32.7 % of the strategies in the VEDCT group chose this strategy. The C2 (expressing self-deficiency) strategy was the other apology strategy that was extensively used (31% of VEDCT & 34 % of DCT). Similarly, 31% of the participants in the VEDCT group used C5 (offering repair).

In this conversation both the VEDCT and the DCT groups produced utterances by using expressing self-deficiency (C2) strategies. The percentages of the usage of these strategies were very similar. Following this, an expression of regret (A2) was used a lot.

A sample sentence from the DCT group:

I'm sorry / but I'm very sad you know. /I love him then we broke up with him. /I'm sorry,
   A2   C2   B   A2
You don't good.

A sample sentence from the VEDCT group:

Helen I don't want to come with you / sorry. It's not personal.

                   C2   A2

In total, the DCT group participants used 536 strategies; whereas the VEDCT group participants used just 477 strategies.

4.4. Findings for social distance, social status, and severe of offence influence learners' use of apology strategies

The second research question sought to answer how social distance, social status, and severe of offence could influence learners' use of apology strategies. To this end, learners specific utterances were tabulated to reveal any linguistic differences that could be related to the social variables of social distance, social status, and severe of offence.

Table 6 demonstrates the distribution of responses given to conversation 1, 4, 6, 7, 9 according to high social status and far social distance. For each conversation, two responses were given as an example.

Table 6

Apology Use According to High-Social Status, Far-Social Distance;

High Social Status Far Social Distance	(DCT)	High Social Status Far Social Distance	(VEDCT)
Utterance	Strategy	Utterance	Strategy
We're so sorry. / I will denounce to the authorities. /Sorry about that. / We can give a new watch if problem isn't fixed.	A2/C5/A2/C5	Sorry sir. If you want to anything for your watch I can do it.	A2/C5
We are sorry for this problem. / We are interested with the problem.	A2/C5	I'm so sorry sir. We'll give new watch.	A2/C5
I'm so sorry. / I didn't know it was a fake watch. / I didn't want to trick you.	A2 / B / C4	We don't use this supplier. / I'm sorry, /I am talking about this situation with my boss. We will exchange all product.	B/A2/C5
I'm so sorry. / I don't want to lie you. / I didn't know that.	A2 / C4 B	I didn't know the situation, I'm innocent, / I'm really sorry. /You need to speak my boss. İt's his responsibility.	C2/A2/C5
I'm so sorry. / I need this job. Please don't fire me. / I will be careful after that.	A2 / B / D	I'm sorry **boss**. /There were a lot of traffic so I arrived late. /I will be carefully.	A2 / B / D
I'm sorry. / I won't never be late. / The bus isn't waiting me. After that, I will be early here. / I promise you.	A2 / D /B / D	I'm so sorry. /I know, I came to late but, I have an excuse My mom is sick. I went to pharmacy for her medicine.	A2/B
I will talk to the staff. /I'm sorry sir. /I'll just take care	C5/A2/D	I'm so sorry. / I will finish this problem now / and I will decrease money that you pay.	A2/D/C5
We are sorry sir. / I talk to the staff./ After that, they will be more careful.	A2 / C5/D	I'm so sorry about our staff. / I will immediately send you another one to help you. / This won't happen again.	A2/C5/D
I'm sorry, **sir**. / This is my fault. / I will arrange a suitable room for you.	A2 / C5	I'm sorry / we will pay your one day bill.	A2/C5
I'm so sorry. / I didn't take extra money and I can give you the best room	A2 / C5	I'm sorry sir for mixing booking. / I'll get to grips. You don't have to pay for booking.	A2/C5

When the table was analyzed, it was found that for each conversation, the students gave similar responses in terms of strategies employed. When the status of the offended person is high, A2 (an expression of regret) and C5 (offering repair) were

the strategies mostly employed by the students. Also, C5 (Offering Repair) and D (Promise of Forbearance) were another strategies highly used by the participants.

To find out how aware of the social variables, the learners' utterances in high status and far distance contexts were counted. Table 7 distributes Apology strategies used by DCT group in high social status and far social distance contexts of DCT.

Table 7

Apology Strategies in High Social Status and Far Social Distance Contexts of DCT

Apology Strategies	C1	C4	C6	C7	C9	Total
A1-An Offer of Apology	5.5	2	1.7	2.2	9.6	4,2
A2-An Expression of Regret	43.6	22	27.1	50	30.8	34,7
A3-A Request for Forgiveness	0	0	8.5	4.3	0	2,5
B-Explanation or Account	0	26	13.6	0	0	7,9
C1-Accepting the Blame	0	4	1.7	0	9.6	3,6
C2-Expressing Self-deficiency	0	2	5.1	0	1.9	1,8
C3-Recognising H as Deserving Apology	5.5	2	6.8	2.2	5.8	4,4
C4-Expressing Lack of Intent	1.8	4	3.4	0	0	1,8
C5-Offering Repair	38.2	2	3.4	28.3	42.3	22,8
D-Promise of Forbearance	0	16	28.8	13	0	11,5

Table 8 is sought to find out the percentages of apology strategies used by the VEDCT group in high social status and far social distance contexts.

Table 8

Apology Strategies in High Social Status and Far Social Distance Contexts of VEDCT

Apology Strategy	C1	C4	C6	C7	C9	Total
A1-An Offer of Apology	0	0	9.3	1.9	4.2	3.9
A2-An Expression of Regret	40.5	21.2	25.9	35.8	29.2	30.5
A3-A Request for Forgiveness	0	1.9	3.7	5.7	0	2.2
B-Explanation or Account	4.8	7.7	11.1	0	4.2	5.5
C2-Expressing Self-deficiency	0	38.5	7.4	9.4	2.1	11.4
C3-Recognising V as Deserving Apology	4.8	0	0	9.4	0	2.8
C4-Expressing Lack of Intent	0	0	0	0	0	0
C5-Offering Repair	45.2	15.4	5.6	32.1	48	29.2
D-Promise of Forbearance	0	9.6	27.8	5.7	2.1	9.4

Both table 7 and 8 shows that an expression of regret, offering repair, promise of forbearance and expressing self-deficiency are the four most frequently used apology strategies.

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Once the utterances were analyzed deeply, it was found that most of them were grammatically wrong and inappropriately used in a conversation where the social status of the offended is high and the social distance between the speakers is far. According to research, the fact that the students have a high grammatical level does not mean that they are developed pragmatically (Bardovi-Harlig & Hartford, 1990, 1991, 1993; Omar, 1991, 1992). In relation with the linguistic analysis of apology utterances, it is obvious that status-appropriate input could not be applied by the students since there was a great deal of grammatical mistakes and lack of politeness. This issue, the appropriateness of input or the availability of practice was explored by Bardovi-Harlig and Hartford (1996); they concluded that the input given according to the status, which refers to the status appropriate input, was limited.

Table 9 illustrates the distribution of responses given to the conversation 2, 3, 5, 8, and 10 according to equal social status and close social distance. For each conversation two responses were given as example.

Table 9

Apology Use According to Equal-Social Status and Close Social Distance;

Equal Social Status Close-Social Distance	(DCT)	Equal social status Close Social Distance	(VEDCT)
Utterance	Strategy	Utterance	Strategy
I'm sorry **my dear friend.** / My father is the most important person in my life. / Sorry, / I have to go. / Take good care of yourself.	A2/B/A2/B/	**My darling**, I have to go you know it's about of my dad's health but I'll come back as soon as when I fix the problem. /So sorry **sweet heart.**	B/A2
I am sorry **my love**. / I have to go to Poland.	A2/B	I'm so sorry. I have to go Helen.	A2/B
I am sorry. / I am in love with you. / I lied to you because I am afraid to leave me. / Sorry again.	A2/B/A2	I'm really sorry. /I told this before, but I couldn't do this. My wife left me and I love you. /I'm really sorry.	A2/B/A2
When I was seeing you, I brought up with her so I didn't tell you. / I'm so sorry	B/A2	Alice, I'm so sorry. I couldn't tell truth to you but I still love you and I don't want to leave you. Please, you think about it.	A2/B
I didn't feel good so I talked rudely and I brought your heart /so sorry. /Please forgive me.	B/A2/A3	Sorry Tim. / I can't discount because I need money, / so you can bring any money.	A2/B/C5
When I was seeing you, I brought up with her so I didn't tell you. / I'm so sorry	B/A2	Sorry Tim. / I had to be more careful about our money.	A2/C2

Table 9 (Cont.ed)

I'm sorry, Helen. / I didn't know, you should have told me that. / We had fun together. / I'm so sorry. / I shouldn't have left you alone.	. A2/C2/A2/C1	Why did you say something? "I'm ill, I'm not feeling good" It's not hard, you know. / Whatever, I'm sorry / I should have call you again and again. We are best friend. I'm really sorry.	C2/A2/C1
I didn't know get well soon./ I'm sorry	C2/A2	I'm sorry. / I didn't know. Why didn't you call me? If I know, I came and I care of you.	A2/C2
I'm sorry /but I am not good. /I feel terrible. /I'm sorry forgive me tonight.	A2/C2/C2/A2/A3	I'm sorry but I can't. / I'm really, really feel bad. I can't stop thinking Paul. / I'm sorry.	A2/C2/A2
I was very upset. / I'm sorry **my friend** for you alone.	C2/A2	I'm sorry. / My boyfriend leave me that's why I didn't feel sporty.	A2/C2

When the table was analyzed, it was found that for each conversation, the students gave similar responses in terms of strategies employed. When the status of the offended person was low A2 (an expression of regret) and C2 (expressing self-deficiency) was the strategy mostly employed by students. And C2 (expressing self-deficiency) was also employed by the DCT group a lot, B (explanation or account) was used by the VEDCT group frequently.

In order to explore how aware of the social variables, the DCT groups' learners' utterances in equal status and close distance contexts were counted. Table 10 displays that an expression of regret, explanation or account and expressing self-deficiency are the three most frequently used apology strategies.

Table 10

Apology Strategies in Equal Social Status and Close Social Distance   Contexts of DCT

Apology Strategy	C2	C3	C5	C8	C10	Total
A1-An Offer of Apology	1.9	0	0	0	2	0.7
A2-An Expression of Regret	26.4	23.7	27.3	28.1	38	28.7
A3-A Request for Forgiveness	9.4	8.5	25.5	10.5	3	11.3
B-Explanation or Account	37.7	37.3	9.1	1.8	2	17.5
C1-Accepting the Blame	7.5	6.8	7.3	3.5	4	5.8
C2-Expressing Self-deficiency	1.9	5.1	14.5	43.9	34	19.8
C3-Recognising V as Deserving Apology	5.7	6.8	3.6	3.5	6	5.1
C4-Expressing Lack of Intent	3	3.4	7.3	0	4	3.5
C5-Offering Repair	3.4	3.4	5.5	5.3	4	4.3
D-Promise of Forbearance	0	5.7	0	3.5	0	1.8

Table 11 distributes the percentages of apology strategies used by VEDCT group when the social status is equal and social distance is close. Similar to the

strategies used by the DCT group, most frequently used strategies by VEDCT group are expression of regret, explanation or account and expressing self-deficiency. Different from the DCT group, most of them also used expressing lack of ıntend strategy.

Table 11

Apology Strategies in Equal Social Status and Close Social Distance Contexts of VEDCT

Apology Strategy	C2	C3	C5	C8	C10	Total
A1-An Offer of Apology	0	0	2.7	1.8	0	0.9
A2-An Expression of Regret	41.3	37	48.6	32.7	32.7	38.4
A3-A Request for Forgiveness	8.7	8.6	2.7	10.9	1.8	6.5
B-Explanation or Account	50	42.9	2.7	0	0	19.1
C2-Expressing Self-deficiency	0	2.9	13.5	38.2	31	17.1
C3-Recognising V as Deserving Apology	0	0	0	0	1.7	0.3
C4-Expressing Lack of Intent	0	0	0	0	0	0
C5-Offering Repair	0	5.7	13.5	9.1	31	11.8
D-Promise of Forbearance	0	0	2.7	0	0	0.5

Considering the results, no matter the status or distance, the participants preferred to use A2 (an expression of regret) principally. However, when the offended person's status was high and the distance between the speakers far, or when the speakers' status was equal and the relationship between them was close, they applied alerters. There are many forms of alerters determined in the data; for instance, honorific, endearments, first name and general noun are some of them. With regards to the status, the honorific form such as "sir and boss" are commonly used when the status of the offender is lower and the offended person's status is higher. In addition to this, whilst the social status is equal and they have a strong relationship between each other, they preferred to use endearments such as "my dear friend, and sweetheart."

Table 12 demonstrates the distribution of responses given for conversations 2, 3, 4, 6 and 7 according to the severity of offence. Two responses for each conversation were revealed as examples.

Table 12

Apology Use According to the Severity of Offense; When the Offence is Severe;

When the offence is severe	(DCT)	When the offence is severe	(VEDCT)
Utterance	Strategy	Utterance	Strategy

Table 12 (cont.ed)

I'm sorry **my dear friend.** / My father is the most important person in my life. / Sorry, / I have to go. / Take good care of yourself.	A2/B/A2/B/	Helen, I'm so sorry. / But as you know our relationship was bad and this way will be the best for us.	A2/B
I am sorry **my love**. / I have to go to Poland.	A2/B	Dad needs me so I have to go. I can't want from you to wait me. You don't wait me, I'll never come back. / I'm so sorry.	B/A2
I'm in love with you. / I'm sorry. / But I love you still. / I promise, I will get divorced.	B/A2/B/D	I'm really sorry. / I told this before, but I couldn't do this. My wife left me and I love you. / I'm really sorry.	A2/B/A2
When I was seeing you, I brought up with her so I didn't tell you. / I'm so sorry	B/A2	I love you Alice. I love you from my feet to my head. Believe me. I didn't say it before because I was afraid	B/A2
		to loss you. You don't deserve that / I'm so sorry.	
I've been in illegal activities. / I'm sorry.	B/A2	I am so sorry/ but I don't have any information about this. İf I know I don't work this company and I will tell you police.	A2/C2
Sorry. / I had to. I was in a difficult situation.	A2/B	I'm really sorry/ I didn't know they were fake.	A2/C2
I'm sorry Tim. / There was traffic so I left home early but still I couldn't keep up. / I'm very sad for that.	A2/B	**Sir** as I said I don't know. I'm only manager here and/ My boss is concerned with supplier. /I'm so sorry but/ I don't know.	
Sorry. / I didn't come because I didn't sleep early. / I didn't do it deliberately.	A2/B/C4	I am sorry **Boss**. / I spend time on the traffic. I was late because of traffic./ It was not my control.	
I'm sorry for this situation. / I'm going to talk with the employer about this whole thing. If you want, you can pay less.	A2/C5	I'm so sorry. / I will finish this problem now / and I will decrease money that you pay.	A2/D/C5
I'm sorry for what happened this. / I will inform my friends for your requests the better. I'll send another waiter to assist you.	A2/C5	I'm sorry I mixed your booking immediately. /I will change your room and breakfast we will take extra a day holiday in the hotel.	A2/C5

As the table was analyzed, it was found that for each conversation, the students gave very similar responses in terms of strategies employed. When the offense was severe A2 (an expression of regret) and B (explanation or account) were the strategies mostly employed by students. Moreover, another popular strategy used by the students was C2 (expressing self-deficiency).

In order to determine how aware of the social variables, the DCT groups' utterances in severe offense contexts were counted. Table 13 clearly shows that an expression of regret, explanation or account, promise of forbearance, expressing self-deficiency and offering repair are the four most frequently used apology strategies.

Table 13

Apology Strategies in Severe Offence Contexts of DCT

Apology Strategy	C2	C3	C4	C6	C7	Total
A1-An Offer of Apology	1.9	0	2	1.7	2.2	1.5
A2-An Expression of Regret	26.4	23.7	22	27.1	50	31.6
A3-A Request for Forgiveness	9.4	8.5	20	8.5	4.3	10.4
B-Explanation or Account	37.7	37.3	26	13.6	0	22.9
C1-Accepting the Blame	7.5	6.8	4	1.7	0	4
C2-Expressing Self-deficiency	1.9	5.1	2	5.1	0	2.8
C3-Recognising V as Deserving Apology	5.7	6.8	2	6.8	2.2	4.7
C4-Expressing Lack of Intent	3	3.4	4	3.4	0	2.7
C5-Offering Repair	3.4	3.4	2	3.4	28.3	8.1
D-Promise of Forbearance	0	5.7	16	28.8	13	12.7

Table 14 illustrates commonly used apology strategies by VEDCT group members when the offence is severe. It is obvious that just like the DCT group, the four most frequently used apology strategies in VEDCT group are an expression of regret, explanation or account, promise of forbearance, expressing self-deficiency and offering repair.

Table 14

Apology Strategies in Severe Offence Contexts of VEDCT

Apology Strategy	C2	C3	C4	C6	C7	Total
A1-An Offer of Apology	0	0	0	9.3	1.9	11.2
A2-An Expression of Regret	41.3	37	21.2	25.9	35.8	32.24
A3-A Request for Forgiveness	8.7	8.6	1.9	3.7	5.7	5.7
B-Explanation or Account	50	42.9	7.7	11.1	0	22.34
C2-Expressing Self-deficiency	0	2.9	38.5	7.4	9.4	11.6
C3-Recognising V as Deserving Apology	0	0	0	0	9.4	1.8
C4-Expressing Lack of Intent	0	0	0	0	0	0
C5-Offering Repair	0	5.7	15.4	5.6	32.1	11.7
D-Promise of Forbearance	0	0	9.6	27.8	5.7	8.6

Table 15 highlights the distribution of responses given to conversations 1, 5, 8, 9 and 10 according to the severity of offences. For each conversation, two responses were exemplified.

Table 15

Apology Use According to the Severity of Offense; When the Offence is not Severe;

When the offence is **not** severe	(DCT)	When the offence is **not** severe	(VEDCT)
Utterance	Strategy	Utterance	Strategy
I am sorry. / If you want to change this watch it is ok.	A2/C5	Sorry sir. I can help you about problem. We can change the watch seen.	A2/C5

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Table 15 (cont.ed)

I am sorry. / I will take care of it.	A2/C5	I'm so sorry. I will change this watch with another.	A2/C5
I'm angry lately. / I'm so sorry. / Let's not upset each other.	C2/A2/C5	Sorry Tim. / I had to be more careful about our money.	A2/C2
Please, You forgive me. / I'm confused lately./ I make upset you. I'm sorry.	A3/C2/A2	I'm sorry Tim. / I have to lead our money.	A2/C2
I didn't know get well soon./ I'm sorry	C2/A2	I didn't know you were ill. / I'm sorry for not being around.	C2/A2
I'm so sorry for you. /I would like to be with you.	A2/C2	I'm sorry Helen. / İf I knew your case, I would help you.	A2/C2
I'm sorry **sir** for the confusion. / We do not charge you for this	A2/C5	I'm sorry / we will pay your one day bill.	A2/C5
I'm so sorry for this situation. / You can stay free for three days in our hotel.	A2/C5	I'm sorry sir for mixing booking. / I'll get to grips. You don't have to pay for booking.	A2/C5
I'm sorry. I'm bad.	A2/C2	I am sorry Helen. I know I promised to you, but I feel really bad. I won't come with you. Isn't it problem?	A2/C2
I was very upset. / I'm sorry **my friend** for you alone.	C2/A2	Helen I don't want to come with you / sorry. It's not personal.	C2/A2

When the table was analyzed, it was found that for each conversation, the students gave nearly the same responses in terms of strategies employed. When the offense was not severe A2 (an expression of regret) and C2 (expressing self-deficiency) were the strategies mostly employed by the students. Lastly, C5 (offering repair) was another strategy frequently used by the participants.

To find out if the participants are aware of the social variables, the learners' utterances in less severe offence contexts were counted. Table 16 shows that an expression of regret, offering repair and expressing self-deficiency are the three most frequently used apology strategies.

Table 16

Apology Strategies of DCT When the Offence is not Severe

Apology Strategy	C1	C5	C8	C9	C10	Total
A1-An Offer of Apology	5.5	0	0	9.6	2	3.4
A2-An Expression of Regret	43.6	27.3	28.1	30.8	38	33.5
A3-A Request for Forgiveness	0	25.5	10.5	0	3	7.8
B-Explanation or Account	0	9.1	1.8	0	2	2.5
C1-Accepting the Blame	3	7.3	3.5	9.6	4	5.4
C2-Expressing Self-deficiency	0	14.5	43.9	1.9	34	18.8
C3-Recognising V as Deserving Apology	5.5	3.6	3.5	5.8	6	4.8
C4-Expressing Lack of Intent	1.8	7.3	0	0	4	2.6
C5-Offering Repair	38.2	5.5	5.3	42.3	4	19
D-Promise of Forbearance	0	0	3.5	0	0	0.7

Table 17 presents frequently applied apology strategies of DCT when the offence is not severe and it shows a great resemblance with DCT groups' responses since the most frequently used strategies by this group are expression of regret, offering repair and expressing self-deficiency.

Table 17

Apology Strategies of VEDCT When the Offence is not Severe

Apology Strategy	C1	C5	C8	C9	C10	Total
A1-An Offer of Apology	0	2.7	1.8	4.2	0	1.7
A2-An Expression of Regret	40.5	48.6	32.7	29.2	32.7	36.7
A3-A Request for Forgiveness	0	2.7	10.9	0	1.8	3
B-Explanation or Account	4.8	2.7	0	4.2	0	2.3
C2-Expressing Self-deficiency	0	13.5	38.2	2.1	31	16.9
C3-Recognising V as Deserving Apology	4.8	0	0	0	1.7	1.3
C4-Expressing Lack of Intent	0	0	0	0	0	0
C5-Offering Repair	45.2	13.5	9.1	48	31	29.3
D-Promise of Forbearance	0	2.7	0	2.1	0	4.8

When taken into consideration that the input was presented in the English language, it is obvious that severity of the offense has an important effect on students' choices of apology strategies. However, with regards to the non-native ones, it was found that the participants did not take it into account. Thus, the strategy they used in severe situations remained nearly same in less severe situations. A2 (an expression of regret) was the most frequently used strategy by the participants in both levels of severity. Bergman-Kasper (1993) found that native speakers of English language apply apology strategies depending on the severity of offense; however, non-native speakers of English take it less into account when choosing apology strategies.

Kasper (1992) classifies pragmatic transfer into two types: pragma-linguistic and socio-pragmatic. Pragma-linguistic transfers occur once the learners of the second language fail to produce natural utterances or use appropriate strategies like native speakers. On the other hand, social-pragmatic transfer varies according to gender social status, distance or severity of offence. The utterances distributed in table 6, 7 and 8 are examples of misusages of pragma-linguistic and socio-pragmatic transfer.

Chapter 5

Discussion and Conclusion

5.1. Discussion of the Findings for Research Questions

The main aim of the pilot study was to overcome some potential and possible challenges that could have resulted from the use of technological devices. Thus, during the pilot study, the sound system and images in the video were checked, any simple problems the researcher might have experienced with the videos were determined as well. The technicians troubleshot the challenges.

Since the participants of the pilot study were different from the subjects in the main study, it was appropriate to use the same instrument in the main study. Moreover, using a similar data instrument is advantageous for the researcher in terms of realizing the level of the conversations. Fifteen videos were used in the pilot study. Ten of them were easy to understand for the students. However, the other five were above their proficiency level. As they had difficulty whilst writing the utterances, it was concluded that they were not appropriate for this study.

Timing was also an issue before starting the main study. It was debatable whether three minutes allowed enough time for the participants to write apology utterances. According to student performances in the pilot study, it was determined that giving five minutes to the participants would be more effective.

Another doubt for the researcher was that, "Is it okay to have them watch the videos once?" or "Do they need to watch them once more in order to get the statements clearly?" It was obvious that the students need to watch each video twice since they couldn't get the main theme by watching only once.

In short, pilot study was extremely helpful in regards to the technical and practical challenges in the main study. They were all clarified and thanks to the findings of the pilot study, all aspects of the main study were improved.

5.2. Discussion of the Findings of Research Question 1

The first research question attempted to explore apology strategies Turkish EFL learners use in English when given a DCT and VEDCT. For this question, the students in DCT group were requested to write their natural apology utterances after reading written conversations, each of which required an apology utterance. When it comes to the VEDCT group, the data was generated by having participants watch conversational videos that required an apology utterance and then, by imagining that they were the offender, the participants produced their apology utterances .According to the findings, the most frequently used apology strategy by this group was an expression of regret (A2) in both DCT and VEDCT groups.

Qorina (2012) carried out a study that focused on the realization of apology strategies by English department students. The study used written discourse completion tasks to obtain the data. Similar to the present study, the findings showed that the participants in Qorina's study used an expression of regret strategy most frequently. In addition to this, Shahrokhi (2012) worked through the realization of apology strategies among Persian males and the results again remained the same. The most frequently used apology strategy was an expression of regret.

As I have previously stated, no other previous studies used the VEDCT as an instrument. Thus, this study seems to be the first to measure the effectiveness of this tool. Alternatively, there is some resemblance between the VEDCT and role-play. Cohen & Olshtain (1998) claimed that role-plays elicit an unnatural behavior since the participants are forced to take part on a role they would not experience in their daily lives. Hence, it was decided upon that instead of taking part in a role-play, students would simply watch videos that require apology statements and pretend to be offended person. By this modified way, their utterances would be more natural. In a study conducted by Shariati & Chamani (2010), both role-play and observation were the main ways to collect the data and the results remained the same; the expression of regret (A2) which is a sub-category of an expression of apology strategy, was the most frequently used strategy by the participants.

Although two different elicitation models were utilized, results displayed a great deal of resemblance between the most frequently used apology strategies applied by the DCT and the VEDCT groups. Thus, the influence of both instruments remained

the same. According to most of the researchers, (whatever the tool is, the most frequently used apology strategy in English is an expression of regret (sorry) (Blum-Kulka & Olshtain, 1984; Holmes, 1990; Owen, 1993). This study could also provide further evidence to the scholarly claims for the most frequently applied strategy in this study is an expression of regret as well.

Additionally, other strategies that were often used by the participants were offering repair, expressing self-deficiency and explanation or account. Wierzbicka (1985) argued that the use of apology strategies vary and it is likely to be because of the different cultural norms and assumptions.

5.3. Discussion of the Findings of Research Question 2

Social distance, social status, and severe of offence are social variables that influence language use and its level of politeness. In this research question, the purpose was to identify any differences between the groups in terms of considering these variables in producing apology utterances. Talking to someone you know or someone you do not may well determine linguistic hedging and politeness level.

The data show that in high social status and far social distance in the conversations, the learners opted for the uses of expression of regret, offering repair and explanation or account. However, in equal social status and close social distance conversations, the learners used an expression of regret, and expressing self-deficiency. Considering severity of the offense, expression of regret was the most frequently used strategy which is not surprising. However, the other strategies preferred by the participants vary. On one hand, when the offense was severe most of them opted for the uses of expressing self-deficiency and offering repair. On another hand, when the offense was not severe they tended to apply explanation or account and expressing self-deficiency strategies. Bringing to an end, it is obvious that the participants are aware of the social contexts and tend to apply the most appropriate apology strategy.

Hamida Ibrahim (2015) conducted a study as a doctoral dissertation on the influence of some social variables on the choice of apology strategies by Sudanese learners of English and in her study she demonstrated that the selection of an apology strategy is influenced by the social status and social distance a lot. Additionally, in her study, she found out that the students were really influenced by the status and the

severity of the offence which means when the offense is severe, they tended to use more relaxed strategies. Then, in her study she concluded that the students are able to apply appropriate apologetic expressions in various social contexts. By virtue of her results, the findings of the present study could be promoted by her precious research.

5.4. Implications

This study has intense practical implications in the area of language teaching. As it is mentioned before, there is no other study that has used video enhanced discourse completion task. This modified version of discourse completion task does not only provide a natural environment for the students to produce apology utterances, but it helps students to get into the conversation with its authentic disposition.

The number of participants in this study totaled 44, 22 of them performed their apology utterances by reading the situations in DCT and the others produced apology utterances by watching conversational videos that require apology statements. This brings up the question that if there were more participants, would the results remain the same? Further studies of inquiry could research this topic with a larger number of students. Thus, they could provide more evidence about the most frequently used strategies by Turkish university students' apology strategy preferences**.**

Another implication accumulated from the study is that it would be eye-opening if the participants were interviewed about the apology strategies they applied. The reasons why they preferred using those utterances could be asked and the replies would be significant evidence for their apology strategy preferences.

5.5. Conclusion

The results of this study indicated that the most frequently used apology strategy by foreign language learners is an expression of regret. The second most frequently used strategy in the DCT group was offering repair. Following this, explanation or account was used nearly as frequently as offering repair. Further, 10.8 % of the participants in the DCT group applied expressing self-deficiency strategy as well. When it comes to the VEDCT group, the participants most frequently used offering repair. Then, compared to the DCT group, expressing self-deficiency strategy was also used more by the VEDCT group. Next, a number of students in the VEDCT group

applied explanation or account. No other strategies represented more than ten percent of the data.

In regards with the social variables; social distance, social status, and severe of offence, it was clear that the students were highly influenced by the social contexts. Thus, they tended to use the most appropriate utterances which demonstrates that their apology strategy preferences were highly influenced by those social variables.

As it is obvious from the data, the results of both DCT and VEDCT groups are very similar to each other. This shows us that the influence of the two various data instruments are nearly the same.

5.6. Recommendations

This study has a number of recommendations. Since it is a small-scaled study that is carried out with a limited number of students, the findings could be extended to a wider range of the participants.

Another recommendation for further studies is that, by using a modified version of discourse completion task, the other speech acts of pragmatics such as request, refusal or complementation could be measured.

In this study, no follow up interviews were administered to the participants nor did questionnaires hand out after collecting the written data. It is insistently suggested to replicate the present study by asking for the perceptions of the students for the reasons why they preferred to use those strategies.

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A DISCOURSE COMPLETION TASK SAMPLE

Name:

Surname:

Age:

Gender: Male ☐   **Female** ☐

This survey will be a basis for a scientific study that's why you need to be sincere while responding. Please give complete, clear and natural responses in relation with the given situations. Be sure that all the information will be kept confidential.

Conversation 1:

Tim:	How can I help you sir?
Customer:	It's about this watch.
Tim:	What seems to be the problem?
Customer:	The alarm doesn't work and the strap leaves a green mark on my wrist when I take it off.
Tim:	Have you worn the watch in the shower perhaps sir?
Customer:	No and I only bought it two weeks ago. It's still under guarantee but I must say, for the amount of money I paid for it, I'm very disappointed.
Tim:	…………………………………………………
Customer:	No, I'd rather have the watch replaced please.
Tim:	Right, well, I'll just take down your purchasing details and we'll get this watch changed for you in no time at all.

How would you apologize to the customer if you were Tim (the shop assistant)?

Tim (the shop assistant): _____

_____

Conversation 2:

Helen: Hi Michal, what are you doing on the computer? Let's see. One ticket to Poland! Michal, what's going on?

Michal: Helen, we have to talk about everything! We need to talk about love, commitment, family and about dads.

Helen: Dad? What did he say to you in the garden? You've been acting all funny since we got back from that visit.

Michal: No, Helen not your dad, my dad. He's had a heart attack.

Helen: Oh, that's awful. So that's why you are flying over to visit him. How long are you going for?

Michal: Helen, it's a one-way ticket I've booked; I'm going back to Poland for good.

How would you apologize to Helen if you were Michal?

Michal: _____

_____

_____

_____

_____

Conversation 3:

Alice:	Look Paul, we've been seeing each other for quite a while, and I think we've been getting on well together...
Paul:	I think so too!
Alice:	Paul, there's something I want to ask you, and even though I'm afraid of the answer, I really need to know the truth. Paul, are you seeing anybody else?
Paul:	No! Alice, there's no-one else, at least not in the way you think.
Alice:	Not in the way I think? What does that mean? Just tell me Paul, what's going on?
Paul:	Alice, I've been trying to tell you this for weeks now, but I've been afraid of your reaction. The truth is. The truth is that I was married for several years, but my wife left me eighteen months ago.

How would you apologize to Alice if you were Paul?

Paul: _____

_____

Conversation 4:

Police 1:	So sir: a number of fake watches have been handed in to us over the last few months, and almost all of them have been traced to this establishment. Can you explain this?
Tim:	Err, I'm not sure. We do use a reputable supplier.
Police 1:	Indeed. Your supplier wrote to you to tell you that some of the broken watches that you returned to them were fakes, didn't they?
Tim:	Well yes, they did, but... look officer, I'm only the assistant manager.
Police 1:	And your point is?
Tim:	Well, like I said, I think you need to speak to my boss.
Police 2:	And like I said sir, we have talked to your boss. Apparently, you are in charge of all the watches that come through this department.
Tim:	Well, technically, yes, that's true.
Police 2:	So, enlighten me: where did all these fake watches come from?

How would you apologize to policeman if you were Tim?

Tim: _____

_____

_____

_____

Conversation 5:

Helen:	Tim, have you got a minute?
Tim:	Well, it's not like I've got a ton of things to do, is it?
Helen:	No, no, it's not. Tim, I want to apologize for the way I spoke to you the other day.
Tim:	Oh yeah?
Helen:	Yeah. I was well out of order. I've been having a hard time lately but that's no excuse. I'm sorry.
Tim:	Thanks Helen. Well I suppose I should say sorry too. I'm unemployed but it's not the end of the world. And I put you in a difficult position, asking for a discount.
Helen:	That's OK. Would a slap-up meal make us friends again?
Tim:	Oh go on then!

How would you apologize to Tim if you were Helen?

Helen: _____

_____

_____

_____

Conversation 6:

Jack:	Hi Sally. Hello Tim.
Sally:	Right, I'm off. I have to run or I'll be late for college. Bye!
Tim:	Bye Sally! So Jack, what time do you call this? This is your third late appearance this week.
Jack:	I'm only 10 minutes late.

Tim:	10 minutes makes a lot of difference to Sally.
Jack:	Oh Sally, Sally, Sally. That's all I ever hear around here.
Tim:	Well, maybe if you worked as hard as she did, you'd hear your name a bit more.
Jack:	And maybe if you stopped getting on my wick, I'd want to come in a bit more. I might even turn up on time.
Tim:	Punctuality isn't an optional extra, you know. If you're late one more time, I'll ...
Jack:	You'll what?
Tim:	I'll fire you.

How would you apologize to Tim (your boss) if you were Jack?

Jack: _____

_____

_____

_____

_____

Conversation 7:

Khalid:	I'd like to check out now please.
Manager:	Certainly sir. Was everything satisfactory?
Khalid:	Not really, no. You mixed up my booking, I ordered a vegetarian breakfast but was given steak and eggs, and the hot water in my shower didn't work in the mornings.
Manager:	Yes, I know you had a few problems but really, the important thing is, would you say they were dealt with politely and efficiently?
Khalid:	No, I would say they were dealt with completely impolitely and non-efficiently, actually. I had to ask more than three times to

	have my shower fixed and the waiter was very rude when I asked him to change my food.
Manager:	Well, can I offer you a further discount as compensation? Say, 15%?
Khalid:	Oh... Thank you.

How would you apologize to Tom if you were the manager of the hotel?

Manager: _____

_____

_____

_____

_____

Conversation 8:

Alice:	So, in the end, I had a great time. I went out with the girls on New Year's Eve. The fireworks went down really well with everyone, as did the champagne! But enough about me, how was your Christmas and New Year?
Helen:	Fine, fine, except I went down with 'flu on Christmas Eve.
Alice:	No way!
Helen:	Yes, and I went right off my food. I felt so bad as my mum had made a real effort with the dinner.
Alice:	What a shame. What about New Year?
Helen:	That was better thanks. I just stayed in with all the family and watched TV, you know. Have you heard from Tim and Khalid?
Alice:	No. I was going to ask you the same thing. I wonder why they haven't called.

How would you apologize to your best friend Helen if you were Alice?

Alice: _____

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_____

_____

Conversation 9:

Manager:	You wanted a word with me?
Khalid:	Yes, I want to cancel my booking.
Manager:	Oh I hope I can change your mind. What seems to be the trouble?
Khalid:	Well first, you mixed up my booking.
Manager:	We've just got a new booking system in place. It's giving us a few teething problems.
Khalid:	But that's not my fault, is it?
Manager:	Of course not sir. I just wanted to point out that Christine isn't entirely to blame.
Khalid:	But it's not right that I should have to pay more because of this mix up.
Manager:	I hear what you're saying sir.
Khalid:	Good. I'm glad you're seeing sense. Because there are plenty of other hotels that want my business.
Manager:	Couldn't we come to some sort of compromise here?
Khalid:	What did you have in mind?

How would you apologize to the customer if you were the manager of the hotel?

Manager: _____

_____

_____

_____

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Conversation 10:

Helen:	Aren't you changing for tennis, Alice?
Alice:	Oh, I'm not feeling very sporty. Can you find someone else to make up the numbers?
Helen:	No I can't. I've booked the court. Come on.
Alice:	I'm knackered. I've had a hard day. I think I just need a quiet night in.
Helen:	There's something else, isn't there?
Alice:	I saw Paul today.
Helen:	You see him all the time at work.
Alice:	We discussed some patients and I took careful notes on their treatment programs. I was extremely professional.
Helen:	Course you were. And then he asked you out tonight. And now you want to bail out on me.
Alice:	We've split up and ...
Helen:	What?

How would you apologize to Helen if you were Alice?

Alice: _____

_____

_____

_____

_____

B VIDEO-ENHANCED DISCOURSE COMPLETION TASK SAMPLE

Name:

Surname:

Age:

Gender: Male   **Female**

This survey will be a basis for a scientific study that's why you need to be sincere while responding. Please give complete, clear and natural responses in relation with the given situations. Be sure that all the information will be kept confidential.

<u>**Conversation 1:**</u>

How would you apologize to the customer if you were Tim (the shop assistant)?

<u>Tim (the shop assistant):</u>

<u>**Conversation 2 :**</u>

How would you apologize to Michal if you were Helen?

Michal:

_____

_____

Conversation 3:

How would you apologize to Alice if you were Paul?

Paul: _____

_____

_____

_____

Conversation 4:

How would you apologize to policeman if you were Tim?

Tim: _____

_____

_____

_____

Conversation 5:

How would you apologize to Tim if you were Helen?

Helen: _____

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Conversation 6:

How would you apologize to Tim (your boss) if you were Jack?

Jack: _____

_____

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Conversation 7:

How would you apologize to Tom if you were the manager of the hotel?

Manager: _____

_____

_____

_____

_____

Conversation 8:

How would you apologize to your best friend Helen if you were Alice?

Alice: _____

_____

_____

_____

Conversation 9:

How would you apologize to the customer if you were the manager of the hotel?

Manager: _____

_____

_____

_____

Conversation 10:

How would you apologize to Helen if you were Alice?

Alice: _____

_____

_____

_____

C DCT GROUP PARTICIPANTS' UTTARANCES AND THE

PERCENTAGES OF APOLOGY STRATEGIES USED BY THEM

Conversation 1

	Utterance	Analysis of apology
St1	Ok! / I am sorry **sir.** / I am interested in immediately. / I am sorry again.	A2/C5/A2
St2	I understand you. / I will help you. / We are sorry for everything.	C3/C5/A2
St3	Sorry for the problem about your watch. / We will give better watch for you.	A2/C5
St4	We're so sorry. / I will denounce to the authorities. /Sorry about that. / We can give a new watch if problem isn't fixed.	A2/C5/A2/ C5
St5	I'm sorry for this issue. / I will compensate for this mistake.	A2/C5
St6	I'm sorry. / I will let the authorities know.	A2/C5
St7	We apologize from fault. / We going to denounce to the authorities.	A1/C5
St8	I am sorry. / I will deal with you now. / We apologize for our mistake.	A2/C5/A1
St9	We are sorry for this problem. / We are interested with the problem.	A2/C5
St10	I am sorry for this. / I will take care of it.	A2/C5
St11	I am sorry. / If you want to change this watch it is ok.	A2/C5
St12	I am sorry. / I will take care of it.	A2/C5
St13	We are sorry **sir** for this problem. / Now we are interesting with this problem.	A2/C5
St14	No reply	
St15	So sorry. / I tell boss for this event.	A2/C5
St16	I am very sorry for this situation. / I am looking at what I can do regarding this issue immediately, I will inform you immediately.	A2/C5
St17	We are sorry **sir**. / It is our fault. / Now we are dealing with this issue. / Again we are sorry.	A2/C1/C5/ A2
St18	I am so sorry for this happen. / I deal with issue.	A2/C5
St19	I am so sorry. / This is our company's mistake. / What can I do for you? If you want pay back I can do it.	A2/C1/C5
St20	Sorry, / I didn't do it deliberately. / I apologize again.	A2/C4/A1
St21	I'm so sorry, / We made mistake. / We refund all money and we give new watch of course.	A2/C1/C5
St22	I understand you sir. / You're right. / I'm really sorry. / I'm interested in immediately. / I'm sorry again.	C3/C3/A2/ C5/A2

Conversation 2

	Utterance	Analysis of apology
St1	Sorry **my love**. / I love you forever. / Good bye!	A2/B
St2	I'm sorry, / I have to go.	A2/B
St3	You are not problem. I'm problem.	C1
St4	I'm sorry Helen. / We can't continue under these circumstances. / I have to be with my dad. / He needs me. / I hope you will be happy. / Take care of yourself.	A2/B/B/B
St5	I made a mistake. / Take me back your life.	C1/C5
St6	I'm really sorry. / I need to do this problem. / It is not you, it is me, take care of yourself.	A2/B/C1
St7	I'm going to Poland for my dad of disease. / I have to take care of my dad. / I'm sorry.	B/B/A2
St8	Whatever you say you are right but I will always love you, don't forget this.	C3
St9	I am sorry **my love**. / I have to go to Poland.	A2/B
St10	I'm so sorry. / I'm waiting for your understanding.	A2/C3
St11	Sorry Helen. / I won't see you again because I have to look after my dad.	A2/B
St12	I'm sorry. / I'm waiting for your understanding. / Forgive me. / I love you.	A2/C3/A3
St13	I'm sorry **my dear friend.** / My father is the most important person in my life. / Sorry, I have to go. / Take good care of yourself.	A2/B/A2/ B/
St14	Death, death what you say, what is happening is that **my rose**.	B
St15	Sorry darling. / I learned the facts of life so I have to go.	A2/B
St16	This situation I think would be better for both of us. / I love you, but I have to do this. / Do you maybe want to come with me?	B/B/C5
St17	Helen, I'm very sorry. / I was very sad because my father died. / I confused. / I don't want to hurt you. / Take care.	A2/B/C2/ C4
St18	I love you Helen. / Forgive me! /You are not problem, I am problem.	A3/C1
St19	Excuse me. / My love is not enough for you. / I'm sure, you will find better person than me. Take care!	A3/B/
St20	I want to apologize to you. / Please forgive me. / I hope I didn't hurt you. / I didn't want to bother you.	A1/A3/C4 /C4
St21	I love you but I have to go. / You should understand me. / But don't forget you are mine forever.	B
St22	My darling! You know how much I love you / I'm so sorry. / Forgive me. / I love you.	B/A2/A3

Conversation 3

	Utterance	Analysis of apology
St1	I am sorry. / I am in love with you. / I lied to you because I am afraid to leave me. / Sorry again.	A2/B/A2

St2	I'm sorry. / I love you. / Forgive me. / I'm married to him but I don't love him. / Don't leave me. / I promise you, we will be happy. / I will get divorced.	A2/A3/B/D
St3	I broke up with her. / I don't see her. / Everything was in the past.	B/B/B
St4	I'm so sorry for this. / I broke up with her already. / I love you.	A2/B
St5	I was in a bad period. / I'm sorry for hurting you.	B/A2
St6	It is not like that. / I don't want to give up you. / Don't leave me please.	B/B/B
St7	I don't want to give up you. / I'm sorry. / Forgive me.	B/A2/A3
St8	I didn't tell it you. / I am sorry. / Don't leave me.	B/A2/B
St9	I am sorry. / I don't know what to say you. / You are a good person but I lied you, I am bad person. / I am going to get divorced.	A2/C1/B/C5
St10	I don't know what am I say. / You are an angel but I followed devil. (Literal translation)	C1/C2
St11	When I was seeing you, I brought up with her so I didn't tell you. / I'm so sorry	B/A2
St12	I am sorry. / I understand you. / I fit devil (Literal translation).	A2/C3/C2
St13	I'm in love with you. / I'm sorry. / But I love you still. / I promise, I will get divorced.	B/A2/B/D
St14	Don't worry, it is just marriage. / I will get divorced. / Come on, marry me.	B/D/C5
St15	I am sorry Alice. / I didn't tell you because I broke up with her in heart.	A2/C2
St16	Please forgive me. / This is a very bad thing. / I love you and I find peace with you.	A3/C1/B
St17	I'm in love with you. / I lied to you because I'm afraid you will leave me. / I promise I'm going to get divorced. / Forgive me.	B/D
St18	I feel very bad for this happen. / Alice, I don't tell you because I don't want to break your heart.	C4/B
St19	Like I said, I didn't wanna tell you, I thought it would damage our relationship.	B
St20	I'm sorry. / Please forgive me. / I didn't want to say you.	A2/A3/C4
St21	I'm ignoble person. / I'm sorry but if you leave me I feel death.	C1/A2
St22	I understand you. /You were right but I love you. / Can you forgive me? / After that I belong to you.	C3/C3/A3/D

Conversation 4

	Utterance	Analysis of apology
St1	I'm so sorry. / Let me be a slave to your door. (Literal Translation)/ Forgive me. / I am not anymore.	A2/C5/A3/D
St2	I'm sorry. / I need money. / Forgive me please…	A2/B/A3

St3	I'm so sorry. / I don't want to lie you. / I didn't know that.	A2/C4/B
St4	No reply	
St5	I've been in illegal activities. / I'm sorry.	B/A2
St6	I'm so sorry. / I didn't know it was a fake watch. / I didn't want to trick you.	A2/B/C4
St7	I'm needed of money, so, I did this from it. Please, you let off me.	B
St8	I need to money to live./ I promise not to do it again./ I'm sorry to do this.	B/D/A2
St9	No reply	
St10	I didn't know. I have two children. Please I was not do anything.	B
St11	I'm so sorry./ I don't want to lie you. But I need to this money.	A2/B
St12	I'm sorry**./ Bro** forgive me./ I will be your dog (Literal Translation). I'm so sorry.	A2/A3/A1
St13	You are right **Mr. Policeman**./ I'm sorry for this crime./ I will not sell again./ Forgive me, Please.	C3/A2/D/A3
St14	Uncle I eat you eye oil. (Literal Translation) Uncle I will be your dog. (Literal Translation) Please forgive me.	A3
St15	It won't happen again, I'll be more careful.	D
St16	One I'll be more careful./ Forgive me this once./ Please forgive me /I won't do it again.	D/A3/A3/D
St17	I have to sell this watch because of my gambling debts./ I have to take the money my family./ Forgive me./ I'm sorry.	B/B/A3/A2
St18	It won't be happen again. Once I'll be more careful for this issue.	D
St19	Ya, my pilgrim I did a mistake I eat your eye's fat. Don't do it.	C1
St20	Sorry./ I had to. I was in a difficult situation.	A2/B
St21	I need money! I have children Please/ I made mistake.	B/C1
St22	Sir! I need to money./ Forgive me./ I won't do it again. What can I say? I don't know./ Please forgive me./ I'm innocent.	B/A3/D/A3/C2

Conversation 5

	Utterance	Analysis of apology
St1	I'm sorry. / Forgive me. / You're right but / that day I'm bad.	A2/A3/C3/B
St2	I love you. / Forgive me **my love**./ You're right, / but that day I was bad.	A3/C3/B
St3	I'm not feel good. / Sorry / Please come back to me.	C2/A2/
St4	I'm sorry for my sayings the other day. / I wasn't myself. / Forgive me if I hurt you.	A2/B/A3
St5	I've been mistreated to you. / I didn't want to hurt you.	C1/C4

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St6	I'm angry lately. / I'm so sorry. / Let's not upset each other.	C2/A2/C5
St7	Please, You forgive me./ I'm confused lately./ I make upset you. I'm sorry.	A3/C2/A2
St8	I don't want to hurt you /but I am sorry. /I had a bad day. /Forgive me.	C4/A2/C2/A3
St9	I am sorry	A2
St10	I know you like eat so I will do karnıyarık.	C5
St11	I didn't feel good so I talked rudely and I brought your heart /so sorry. /Please forgive me.	B/A2/A3
St12	I was confused, So I said. I'm sorry. Forgive me please.	C2/A2/A3
St13	I am sorry **my friend**./ You are my old friend. I am sorry./ Can you forgive me?	A2/A2/A3
St14	Bee bit my lip I wasn't say (Literal Translation)	A2
St15	Sorry Tim, /this day I feel very bad.	A2/C2
St16	It was thoughtless of me. /I didn't mean it./ We're friends and please forgive me.	C1/C4/A3
St17	Tom come to my house tonight please. /I would like to apologize.	C5/A3
St18	Ohh! Sorry.../ please forgive me…/ I spent the day a little nervous./ Sorry…	A2/A3/C2/A2
St19	I was confused, /I want to one more chance. Can you forgive me?	C2/A3
St20	I didn't want to bother you./ I apologize,/ I hope you didn't take me seriously.	C4/A3/C1
St21	You have got a point but you should understand me. There's nothing I can do.	B
St22	Come on, come again be mine. I've been mistreated. I said bad words. /Forgive me. I love you more than anything.	C1/A3/

Conversation 6

	Utterance	Analysis of apology
St1	I'm sorry **boss.** I'm late. / I won't be late again.	A2/D
St2	I'm sorry. / I won't never be late. / The bus isn't waiting me. After that, I will be early here. / I promise you.	A2/D/B/D
St3	I was late because I catch a traffic jam. / I promise I never late again.	B/D
St4	I'm sorry Tim. / There was traffic so I left home early but still I couldn't keep up. / I'm very sad for that.	A2/B
St5	I had a valid reason. / It won't happen again. / I care about this job.	C2/D
St6	I'm so sorry. / I need this job. Please don't fire me. / I will be careful after that.	A2/B/D
St7	I'm not going to be again./ Excuse me!	D/A1
St8	I won't repeat it./ You are right,/ I'm sorry./ I need to figure out my sleep issue.	D/C3/A2/D

St9	I am sorry. I am late./ I don't one more time /you forgive me.	A2/D/A3
St10	I will buy 1 kilo baklava	C5
St11	I'm so sorry. /I know, I'm always late/ but my mother is ill so I have to look after my mum./ Forgive me.	A2/C1/C2/A3
St12	I'm so sorry **Boss**./ İt won't happen again./ Forgive me.	A2/D/A3
St13	You are right **Mr. Tim**./ I'm sorry./ But I have Problem for with my family. /I will not do one more.	C3/A2/B/D
St14	I'm sorry /I never late again.	A2/D
St15	I find solution for this problem. So sorry Boss.	A2
St16	I'm sorry for late./ I don't want to late./ It won't happen again. Please forgive me.	A2/C2/D
St17	You are right boss. /I'm late because of a traffic accident. /It will not happen again. I promise.	C3/B/D
St18	I don't want to late but sorry../ It won't happen again. /Really forgive me!	C4/D/A3
St19	I will not late again, I promise.	D
St20	Sorry./ I didn't come because I didn't sleep early./ I didn't do it deliberately.	A2/B/C4
St21	I'm terribly sorry./ But I make a car accident I'll damned. /Do it If I do something again.	A2/B/C5
St22	I'm so sorry **boss**./ After this, I'm don't be late./ You're really right./ I'm so so sorry./ Thank you for forgive me.	A2/D/C3/A2/A3

Conversation 7

	Utterance	Analysis of apology
St1	Sorry **sir**. / I'm interested in immediately.	A2/C5
St2	I'm sorry **sir.** / I will help you.	A2/C5
St3	Sorry for all the wrong things about us. / You don't need pay anything.	A2/C5
St4	I'm sorry for this situation. / I'm going to talk with the employer about this whole thing. If you want, you can pay less.	A2/C5
St5	You are very precious to us. / We are very sorry for this error. / I'm so sorry.	C3/A2/A2
St6	I'm really sorry. / You can stay free for three days in our hotel or you can pay half of the fee.	A2/C5
St7	We give as a gift this travel. /I'm very sorry about that.	C5/A2
St8	I'm sorry for our mistake. /Repetition will never happen. /Please, accept our apologies.	A2/D/A3
St9	Excuse me. /We are sorry for our rendered at services.	A1/A2
St10	I'm sorry because I killed animal and I came you.	A2
St11	I'm so sorry./ I'll consider what you said this and I'll talk waiters.	A2/C5
St12	I'm sorry./ It won't happen again. Thank you for understanding.	A2/D
St13	I will talk to the staff. /I'm sorry sir. /I'll just take care.	C5/A2/D

St14	No reply	
St15	Sorry./ We develop ourselves.	A2/D
St16	I'm sorry for what happened this./ I will inform my friends for your requests the better. I'll send another waiter to assist you.	A2/C5
St17	We are sorry sir./ I talk to the staff./ After that, they will be more careful.	A2/C5/D
St18	Sorry sir! /This happen won't be again!/ I'm really sorry!	A2/D/A2
St19	Sorry sir,/ next time, if you want to something I will support you myself.	A2/C5
St20	I'm really sorry for you lunch./ I apologize for their terrible behavior.	A2/A3
St21	We so sorry. /We fix error at the time you don't pay anything you are own guest.	A2/C5
St22	Mr. Khalid. I'm sorry for this problem./ I'll fix it right away. Thank you for understanding.	A2/C5

Conversation 8

	Utterance	Analysis of apology
St1	I'd take care of you. / Please forgive me **my best friend**. / See you later.	C5/A3
St2	I'm sorry, Helen. / I didn't know,you should have told me that. / We had fun together. / I'm so sorry. / I shouldn't have left you alone.	A2/C2/A2/C1
St3	I didn't know. / I'm so sorry. / Later we do something together.	C2/A2/C5
St4	I'm so sorry. / I didn't know. / Forgive me. / Get well soon.	A2/C2/A3
St5	If I had known that you were sick, I wouldn't be with him.	C2
St6	I didn't know that you were sick. / Get well soon! / You should be careful. / I will be able to help you if you say.	C2/C5
St7	Really. I didn't know. /İf I know, absolutely I come./ Get well soon! I'm sorry.	C2/C2/A2
St8	I feel bad for you./ If I know, just wish I could be there for you.	C3/C2
St9	I am sorry for I want new year party.	A2
St10	I wanted to come your house but I was busy I'm sorry.	B
St11	Oh my god. I'm so sorry./ I didn't know. /İf I had known I would be with him. I'm very sad.	A2/C2/C2
St12	I didn't know get well soon./ I'm sorry	C2/A2
St13	You are right,/ but I didn't know your illness. /You are my best friend. I'm sorry, /I didn't know. Get well soon.	C3/C2/A2/C2
St14	**Oww dear** I didn't know/ I'm sorry/ if I know I stay at home with you	C2/A2/C2
St15	I'm so sorry Helen. /I didn't know you were sick.	A2/C2
St16	I'm sorry for this situation./ I didn't know you were sick./ I feel bad. I love you please forgive me./ I'm making you some soup now.	A2/C2/A3/D

St17	I'm so sorry for you. /I would like to be with you.	A2/C2
St18	I didn't know you illness, so I felt very bad for this illness /please forgive me! I love you!/ I'm coming right now and I'm making you some soup!	C2/A3/D
St19	It is too bad, I didn't know,/ if I know it. I don't wanna go.	C2/C2
St20	Sorry. /I didn't know. /I apologize again.	A2/C2/A3
St21	I'm sorry /but I didn't know it./ How do you feel now? Oh so sorry/ I will not forgive myself.	A2/C2/A2/C1
St22	**My good friend Alice,** I didn't know you were sick./ İf I'd known, I'd take care of you./ Please forgive me **my good friend.** See u later.	C2/C2/A3

Conversation 9

	Utterance	Analysis of apology
St1	I'm sorry **sir.** / We apologize for the mistakes. / I'm doing the right process.	A2/A1/C2
St2	I'm sorry, **sir**. / This is my fault. / I will arrange a suitable room for you.	A2/C1/C5
St3	You don't need pay anything.	C5
St4	We apologize for this mistake. / We can give the best room.	A1/C5
St5	I'm sorry **sir** for the confusion. / We do not charge you for this	A2/C5
St6	I'm so sorry for this situation. / You can stay free for three days in our hotel.	A2/C5
St7	I apologize this confusion. / We give as a gift this holiday./ I'm sorry again.	A1/C5/A2
St8	I am sorry for the technical delay. /What can I do to forgive us? / You don't have to make a payment.	A2/C5/C5
St9	I am sorry for your ticket. / I will give you a new ticket.	A2/C5
St10	This is our problem and I agree with you/ so You don't pay us.	C1/C5
St11	I'm so sorry. / I didn't take extra money and I can give you the best room.	A2/C5
St12	I understand you **sir**. / I'll solve. / I'm sorry.	C3/C5/A2
St13	I'm sorry for this Problem. / You are right **Mr. Khalid**. / You don't have to pay money. / I'm sorry again.	A2/C3/C5/A2
St14	I'm sorry for my system computer. / I fix this out. /I'll pay free for you a one day.	A2/C5/C5
St15	It's our problem. /You don't pay us.	C1/C5
St16	You are right. /I will give you a discount. /This is our problem. I hope you have a nice time in our hotel.	C3/C5/C1/
St17	I apologize for this status. / We don't take money for you. You can stay one night.	A1/C5
St18	This happen our fault, / so you don't need to pay. / Again! So sorry!	C1/C5/A2

St19	I apologize, / This is our mistake, / if you want to still stay here, and you can free vocation here.	A1/C1/C5
St20	Terribly sorry about what of this mix up.	A2
St21	My company very sorry / and you don't more pay.	A2/C5
St22	We're sorry for this error. / I'll solve. We will wait again. Thank you for coming.	A2/C5

Conversation 10

	Utterance	Analysis of apology
St1	Sorry Helen but / I'm very bad, I'll play another time.	A2/C2
St2	I'm sorry for being selfish. / You are my **best friend,** I will play another time.	A2/C5
St3	I don't feel good. / Maybe later we will play tennis.	C2/C5
St4	Did I do that to you? / Have a little sympathy, do empathy. / Nevertheless, I apologize to you.	C4/A1
St5	I had a bad day but I shouldn't have through not to come with you. / I'm so sorry.	C2/A2
St6	I was wrong but I'm bad / so would you please be a little understanding? / I care about you and I don't want to mess between us.	C1/C3/C4
St7	You are right, / but I don't feel well. I'm sad. / I'm so sorry.	C3/C2/A2
St8	I shouldn't do this. / I don't feel good about myself. / Please cut me some slack. / I am sorry for that.	C1/C2/A2
St9	No reply	
St10	I don't want to go with you. I'm sorry.	C2/A2
St11	I don't feel good myself. / I'm so sorry. Please be considerate.	C2/A2/
St12	I'm sorry. I'm bad.	A2/C2
St13	I was very upset. / I'm sorry **my friend** for you alone.	C2/A2
St14	No reply	
St15	I am not good, I didn't want to do sport. / Sorry. / I am very sad.	C2/A2/C2
St16	I'm sorry /but I am not good. /I feel terrible./I'm sorry forgive me tonight.	A2/C2/C2/ A2/A3
St17	I was very upset. / I'm sorry for leaving you alone.	C2/A2
St18	So sorry / but I've had a really bad day. / Please forgive me!	A2/C2/A3
St19	I am so sorry / but I feel bad, please be considerate	A2/C2/
St20	Sorry but you may be more receptive.	A2
St21	I'm sorry / but I'm very sad you know. /I love him then we broke up with him. /I'm sorry, but you don't good..	A2/C2/B/A 2
St22	**My dear friend Alice**, I know how you feel. / I'm so sorry. / I love you Helen. You know this. Please forgive me.	C3/A2/A3

Conversation 1

	Utterance	Analysis of apology
St1	I'm so sorry	A2
St2	**Sir**, I can do anything for you whatever you want to about the watch.	C5
St3	You are right, but I think you can choose a new watch and it will be our present for you. İf it also have a problem, we will refund you.	C3/C5/C5
St4	Sorry sir. I can help you about problem. We can change the watch seen.	A2/C5
St5	I'm so sorry. I will change this watch with another.	A2/C5
St6	I'm really sorry.	A2
St7	Sorry sir. İf you want to anything for your watch I can do it.	A2/C5
St8	It's our fault, if you bring papers that is about watch like warrant, we can change your watch.	C1/C5
St9	Sorry sir, we can't change it with a new one because of our rules.	A2/B
St10	We are very sorry about that mistake. /Our company will correct this mistake as soon as possible.	A2/C5
St11	I'm sorry / we will exchange it / İt's our fault.	A2/C5/C1
St12	I'm sorry. / We will exchange.	A2/C5
St13	I'm sorry / we will exchange it as soon as possible.	A2/C5
St14	Okay, we can change this watch because it was us problem. But we can't change again. We can change it only once.	C5
St15	I'm so sorry about it. I can change this watch for you.	A2/C5
St16	I'm so sorry about that. İf you want to change I can.	A2/C5
St17	I'm sorry about that. İf you want to change I can.	A2/C5
St18	I understand, **sir**. / I have two ways, ıf you want take back your money you have to waiting for legal processes. İf you want new watch you need to sign these documents.	C3/C5
St19	I'm so sorry sir. We'll give new watch.	A2/C5
St20	I'm so sorry sir but we can't replace due to company.	A2/B
St21	Oh. I'm sorry. İmmediately, I will change it.	A2/C5
St22	I'm so sorry sir. We can repair it under the guarantee or we can change it. Also if you want, we can refund. Thank you for understanding.	A2/C5

Conversation 2

	Utterance	Analysis of apology
St1	I'm sorry. / I have to go. I will come. I love you **my love**. If you want, you can come with me. I don't want this. /Can you forgive me?	A2/B/A3
St2	**My darling**, I have to go you know it's about of my dad's health but I'll come back as soon as when I fix the problem. /So sorry **sweet heart.**	B/A2
St3	Helen, I'm so sorry. / But as you know our relationship was bad and this way will be the best for us.	A2/B
St4	I want to come with you. We will be together. Come on **honey**. Do you want to buy a ticket for you?	B
St5	I'm so sorry. I have to go Helen.	A2/B
St6	I've to go Helen./ I'm so sorry /but there is no solution about that. I haven't got anything to say, /I'm really sorry.	B/A2/B/A2
St7	That will be good for us. You are good too for me. I'm little bad for you. You can find true love and you will be happy.	B
St8	Dad needs me so I have to go. I can't want from you to wait me. You don't wait me, I'll never come back./ I'm so sorry.	B/A2
St9	I'm really sorry Helen, /I have to go but I'll be back. /I'm sorry for leaving you alone for a little time.	A2/B/A2
St10	Forgive me Helen. We have got good times together but I have to go now. Please understand me.	A3/B
St11	I'm so sorry/ I have to go. I don't have different idea.	A2/B
St12	I'm sorry,/ I have to go.	A2/B
St13	I'm really sorry./ I have to go but I will come to you.	A2/B
St14	Sorry, **honey**./ I have to go alone. You have to understand me. I love you baby.	A2/B
St15	Helen, I'm sorry / but We have to break up our relationship. /Please, I forgive me. Thanks for everything	A2/B/A3
St16	I'm so sorry Helen. /I have to go there but I'm coming soon I love you.	A2/B
St17	I'm so sorry Helen./ I have to go and I'll come back, I'll love you until I die.	A2/B
St18	Can you sitting. Helen? We need talk about our relationship. Believe me, I love you but there's something wrong. I've lost my excitement. /I'm sorry. I love you.	B/A2
St19	Helen, I'm sorry./ I wouldn't breaking up with you like that, but I don't love you.	A2/B
St20	Trust me this situation is the worst for me. If you don't come to meet with me again when I come back one day, I can understand you. But I'll always love you.	B
St21	I'm sorry. /I may not come again, because he is my dad. İf you want to come with me.	A2/B
St22	I have to go to Poland Helen. You can understand me. I cannot feel something about you. /Please forgive me. Maybe I'll come back in the future.	B/A3

Conversation 3

	Utterance	Analysis of apology
St1	I am really sorry **honey.**/ I love you. I never love my wife. I tried to say to you. But I didn't because I really love you. I can't lose out you.	A2/B
St2	Alice don't worry about my married. We were separate and I love you please don't leave me we overcome about it.	B
St3	I wanted to say you this problem but I was afraid because you could left me. I love you Alice, please don't leave me.	B
St4	What happened? You felt good when I bought some gold for you. What's wrong with you? But, I love you. Will you marry me?	C5
St5	I'm really sorry. I told this before, but I couldn't do this. My wife left me and I love you. I'm really sorry.	A2/B/A2
St6	Alice, please don't leave me, I was afraid of you reaction. I'm really sorry, please don't leave me I love you.	C5/A2/
St7	Maybe you left me and find man who want to get married with you. I have children I can't spend money for you. Good bye. Sorry.	B
St8	I'm married but we, I mean, my wife and me are not together. We haven't seen each other for 18 months. Don't leave me! I'll always love you. Only you!	B
St9	Alice, trust me, I don't have any feelings to her. I forget her, please don't leave me. I couldn't tell you because I was afraid that you get me wrong.	B
St10	I love you Alice. I love you from my feet to my head. Believe me. I didn't say it before because I was afraid to loss you. You don't deserve that I'm so sorry.	B/A2
St11	I'm sorry and I love you. Please don't leave me.	A2
St12	I'm sorry. But I love you please don't leave me.	A2
St13	I know if I told you before, everything is good. Forgive me please, I love you.	C1/A3
St14	I'm sorry Alice. I tried to tell you this. Forgive me Alice. But you're my heart.	A2/C2/A3
St15	Alice, I'm so sorry. I couldn't tell truth to you but I still love you and I don't want to leave you. Please, you think about it.	A2/B
St16	I'm so sorry. I want to marry again with my wife as the time. I love you. I'm not sure my heart. Wait my decision please!	A2/B
St17	I'm so sorry but I want to marry again with my wife. As the sometime I love you, I'm not sure my heart. Wait my decision please.	A2/B
St18	Can I go to restroom?	
St19	I'm really sorry. I would like to say you, but I afraid your reaction don't leave me.	A2/B

St20	I don't know what should I say but believe me I love you so much and I'll always love you till the end of time.	B
St21	I'm sorry. I didn't tell you because I was afraid of your reaction but you don't leave me please!!!	A2/B
St22	I need to forget my wife who was left me for 18 months. So, I used you to forget her. Please forgive me. You don't stop to leave me. I need your love.	B/A3

Conversation 4

	Utterance	Analysis of apology
St1	I am so sorry/ but I don't have any information about this. İf I know I don't work this company and I will tell you police.	A2/C2
St2	I know I couldn't do anything for this situation but please give me a second chance./ I promise I don't do that anymore.	C1/D
St3	Please trust me, I haven't known it. /I was only on assistant manager. I can just poor manager İf I knew it, I wouldn't sell these watches.	C2/B
St4	I don't know anything about this situation. My boss will explain it./ But, if you want some. , I can give free for you.	C2/C5
St5	I'm sorry,/ but I didn't know that. İf I know that. I didn't do anything about this.	A2/C2
St6	I didn't know the situation, I'm innocent,/ I'm really sorry. /You need to speak my boss. İt's his responsibility.	C2/A2/C5
St7	I won't sell these watches. /I'm so sorry./ I didn't know that./ So sorry police officer, Bless all the police officer.	D/A2/C2/A2
St8	I don't know that where do these watches come from If I know, I'd not sell these watches. I'm not guilty./ I'm not going to sell these watches I promise.	C2/D
St9	I didn't know anything, /please forgive me./ I was just doing my task.	C2/A3/C2
St10	Look at me Mrs. Police Officer. I have no idea about what you are talking about. I'm just a seller here. I'm sorry but I'm not the man who you're looking for. Why do you waste your time here when you can find the real guities.	C2
St11	I'm really sorry/ I didn't know they were fake.	A2/C2
St12	I'm sorry,/ I don't know anything./ Please you must talk to my boss.	A2/C2/C5
St13	We don't use this supplier./ I'm sorry, /I am talking about this situation with my boss. We will exchange all product.	B/A2/C5
St14	I didn't do anything. And? I don't know anything what will you do now? Please leave me.	C2

St15	I'm sorry sir, but I don't really know./ I'm only an assistant. Anybody didn't tell anything to me and I couldn't realize.	A2/C2
St16	I resign. /I'm embarrassed I won't do that again.	C1/D
St17	I resign. /I'm embarrassed I won't do that again.	C1/D
St18	I'm just manager. Ok? /You should ask that to my boss.	C2/C5
St19	I'm an assistant manager. I don't know this situation. İf I know, I won't let to buy fake watches. /You should talk my boss.	C2/C5
St20	**Sir** as I said I don't know. I'm only manager here and/ My boss is concerned with supplier. /I'm so sorry but/ I don't know.	C2/B/A2/C2
St21	I'm sorry,/ I don't know. /My boss knows that. You speak my boss I'm shop assistant.	A2/C2/C5
St22	We buy them a supplier./ I don't have any information about fake watches if I know fake watches. I don't sell them. /You must go to the supplier office and research his office. If I find any information about this situation I'll call the police department.	B/C2/C5

Conversation 5

	Utterance	Analysis of apology
St1	I am sorry Tim. I don't want this.	A2
St2	Tim you know I need money so I wanted.	C2
St3	I acted inconsiderate but you aren't inconsiderate. /Please forgive me. I trust you. /When you have money, you can pay. İt is not important.	C1/A3/C5
St4	Sorry Tim,/ I didn't know but I want to money.	A2/C2
St5	I apologize for this.	A1
St6	I'm really sorry Helen.	A2
St7	Sorry for everything.	A2
St8	I'd make a discount but I can't do that. I was angry to something so I shouted to you/ I'm sorry If /you need money, I'll borrow to you.	C2/A2/C5
St9	I'm sorry about discount. At that day, I didn't listen to you, so/ I'm sorry because of my rudeness.	A2/C1/A2
St10	Sorry Tim. / I had to be more careful about our money.	A2/C2
St11	No reply	
St12	I'm sorry Tim.	A2
St13	I'm sorry for late.	A2
St14	Sorry Tim. / I can't discount because I need money,/ so you can bring any money.	A2/B/C5
St15	I'm sorry Tim. I behaved worse towards you but/ it will never be happen again.	A2/D
St16	I'm so sorry.	A2
St17	I'm so sorry.	A2
St18	That's no excuse./ I'm really sorry.	C1/A2
St19	I'm really sorry.	A2

St20	Ok. Tim I know, I'm wrong and I didn't know your situation so don't worry I'll do you request.	C1/C5
St21	I'm sorry Tim. / I have to lead our money.	A2/C2
St22	I'm sorry/ I didn't deny to discount. I have to be more kind for you. /I know you one unemployed these days. I'll discount to rent for you so you can pay easily.	A2/C1/C5

Conversation 6

	Utterance	Analysis of apology
St1	I am sorry **Boss**./ I spend time on the traffic. I was late because of traffic./ It was not my control.	A2/B/C2
St2	**Boss**, why you don't understand me, I'm human like you so I can make a mistake/ but I'm sorry for that/ I can try not to do that again.	C2/A2/D
St3	Sorry but /you are my boss you have to be a model for me about being punctual. But you aren't careful.	A2/C5
St4	I'm sorry/ but you should be relax. I won't be late, from now on.	A2/D
St5	I apologize to be late. / My bus come late, so I am late.	A1/B
St6	I'm really sorry, /this is really the last time, I'll never come late again.	A1/B
St7	I try to come on time but you can provide a shuttle bus. /Sorry.	C5/A2
St8	If you warn me kindly, I may try to come late, I try to be punctual. I'm not Sally, I don't try to be like Sally.	C5
St9	I'm really sorry **boss**. /Please forgive me for this time. / I will never be late.	A2/A3/D
St10	Tim that was totally my irresponsibility. / I'll be more careful. / I'm sorry.	C1/D/A2
St11	I apologize. / I Won't never come late.	A1/D
St12	I apologize. / I won't never come late.	A1/D
St13	I apologize. / I won't never come late.	A1/D
St14	That was my fault / sorry, I'm late. / I won't never be late. /Today I have some problems.	C1/A2/D/C2
St15	I'm sorry **sir** / but I had a valid reason and / I promise it won't happen again.	A2/C2/D
St16	I never do that again. / I don't have any excuse/ I'm really sorry.	D/C1/A2
St17	I never do that again. / I don't have any excuse.	D/C1
St18	I don't have an excuse. / I'm really sorry. / That's never happens again.	C1/A2/D
St19	I'm so sorry. /I know, I came to late but, I have an excuse My mom is sick. I went to pharmacy for her medicine.	A2/B
St20	I'm sorry Tim /I won't do that again./ Forgive me.	A2/D/A3
St21	I'm sorry **boss**. /There were a lot of traffic so I arrived late. /I will be carefully.	A2/B/D

St22	I know, it is third my late but my bus has broken then, we must wait new bus, so It come late./ It never be again. Thank to your understanding.	B/D

Conversation 7

	Utterance	Analysis of apology
St1	I am sorry. / You are right.	A2/C3
St2	**Sir** you're absolutely right/ but you know sometimes misunderstanding event happens in there. / We'll fix your problem immediately.	C3/C2/C5
St3	You are right all of problems /but our hotel is so sorry about this problems. / We will prepare a new room for you, You will stay there 2 days and don't have to pay any.	C3/A2/C5
St4	Some mistakes can been... so we want take money from you.	C2
St5	I'm so sorry. / I will finish this problem now / and I will decrease money that you pay.	A2/D/C5
St6	I'm really sorry sir, / We were rude / so you're a customers and a customer is always right.	A2/C1/C3
St7	Sorry. / I will interest your problem. Don't worry, be happy.	A2/C5
St8	I see that you have some problems but we all have problems. / We'll try to solve your problems to better holiday for you. If you don't want, you can cancel your book in the hotel. Have a nice day.	C2/C5
St9	I'm so sorry about our staff. / I will immediately send you another one to help you. / This won't happen again.	A2/C5/D
St10	Sorry **Mr. Tom**./ I didn't take any report about your problems. I'll talk to bellboys about that case. You can be sure, guiltiness will punished.	A2/C5
St11	We are so sorry. / It's our fault. / You won't paid to 50%	A2/C1/C5
St12	We are so sorry. / It's our fault. / You won't paid to 50%	A2/C1/C5
St13	We apologize. / You won't paid to 50%	A1/C5
St14	I'm sorry. / I will give you a discount.	A2/C5
St15	I'm sorry sir, / I didn't notice. / İf you want, I can bring things which you want.	A2/C2/C5
St16	I'm so sorry about it. / We'll make it right.	A2/C5
St17	I'm so sorry about it. / Well make it right.	A2/C5
St18	I'm really sorry this situation. / I gonna prepare a vegan breakfast. I'm a vegan, like you so I know how you feeling. / I'm really sorry.	A2/C5/A2
St19	We are sorry. / I know shower problem we're trying to fix this problem. / Customers always right.	A2/C2/C3
St20	I'm so sorry sir. / We'll pay attention to our waiter and other problems. While we are attention this problems, would you like to drink a cup of tea with milk?	A2/C5
St21	I'm sorry I mixed your booking immediately. /I will change your room and breakfast we will take extra a day holiday in the hotel.	A2/C5

St22	I'm so sorry for my workers. / You must know, I will warn the waiter. You had a few problems, it happened but if I offer %10 discount, you'll be happy.	A2/C5

Conversation 8

	Utterance	Analysis of apology
St1	Ohh my baby. I don't know this. İf I know, I can invite you. / I am sorry.	C2/A2
St2	I wish I invited you my Christmas eve party I didn't know your illness. / I'm very sorry / please forgive me **honey**.	C2/A2/A3
St3	I didn't know your illness. / I am so sorry / please excuse me. / You should have been there. İn the short time, I will prepare new party you will be first inventor.	C2/A2/A3/
St4	I forgot but what could I do? Are you okay now? / How about going to dinner tonight?	C2/C5
St5	I apologize. / I am so sorry. / I didn't knew this.	A1/A2/C2
St6	I'm sorry, / If I know that, I'd invite you too.	A2/C2
St7	I'm sorry. / I can't think. It doesn't matter. / I will be with you my best ever ever ever.	A2/C2/C5
St8	I was very excited for new year so I forgot to ask to you how you are. / Forgive me please. / I was very selfish.	C2/A3/C1
St9	Helen, Are you okay now? I'm so sorry last day I couldn't come to near you to help / please forgive me. / If you are still feeling bad, I can come to near you now.	A2/A3/C5
St10	Oh **my dear Helen**. I really didn't know. / I'd help you and be with you if I know / I'm very sorry.	C2/C2/A2
St11	I'm sorry Helen. / I couldn't do that.	A2/C2
St12	I'm sorry Helen. / I couldn't do that.	A2/C2
St13	I'm sorry. / If I know I am with you.	A2/C2
St14	I didn't know you were ill. / I'm sorry for not being around.	C2/A2
St15	I'm sorry Helen. / İf I knew your case, I would help you.	A2/C2
St16	I didn't invite you and I didn't help you. / İf I notice that I certainly call you.	C1/C2
St17	I didn't invite you and I didn't help you. / If I notice that I certainly call you.	C1/C2
St18	Why did you say something? "I'm ill, I'm not feeling good" It's not hard, you know. / Whatever, I'm sorry / I should have call you again and again. We are best friend. I'm really sorry.	C2/A2/C1
St19	I'm sorry. / I didn't know. Why didn't you call me? If I know, I came and I care of you.	A2/C2
St20	Sorry Helen, I didn't know that you were so ill. I thought if you can sleep well, you'll be better. / Sorry again Helen, / forgive me.	C2/A2/A3
St21	I'm sorry. / I didn't know that. İf I know I would help you.	A2/C2/
St22	Helen, I'm feeling bad because I didn't invite you to party. / I'm sorry, / please forgive me. / Do you need anything? I'll do it.	C1/A2/A3/ C5

Conversation 9

	Utterance	Analysis of apology
St1	I am sorry. / This is my mistake. / I change your reservation.	A2/C1/C5
St2	Sir, there is a misunderstanding as a result that happened, but we couldn't fix that so / I'm so sorry. / I hope next time we don't mix your book I promise.	B/A2/D
St3	İt is our problem you said but why didn't you say us this room more comfortable than my book? But also have a problem. Half of this bill you have to pay. Both of us are failure.	B
St4	I'm so sorry. / We will fix up in short time. / Before we'll fix up, you can stay a room for free.	A2/D/C5
St5	I will solve this problem and I will pay some money for you. Also, I will write a petition.	C5
St6	I'll write a petition to the customer office. / I'm sorry sir.	C5/A2
St7	Sorry. / You can stay in my home with me.	A2/C5
St8	Firstly, you should be calmer sir! We can try to fix your problem. A little money isn't important between us, is it?	C5
St9	We are sorry sir. / But I can't do anything to help you.	C5/C2
St10	Sorry Mr. / we will not demand any extra money from you. /Please take our apologies and /please let us pay your taxi bill where ever you want to go.	A2/C5/A1/C5
St11	I'm sorry. /I will pay for you. /It's my fault.	A2/C5/C1
St12	Sorry sir.	A2
St13	I apologize for... /You have not to pay.	A1/C5
St14	Sorry, /this is our problem./ You don't have to pay more.	A2/C1/C5
St15	I'm sorry sir,/ something was wrong but I can correct them.	A2/C5
St16	You won't pay more money. /I'm so sorry about that./ İf you come to here again, you can stay free.	C5/A2/C5
St17	You won't pay more money/ and If you come to here again you can stay free.	C5/C5
St18	Don't worry, sir. You don't have to pay more. / It's our fault. / You can stay your room. You don't have to move your room. Have a good day, sir.	C5/C1/C5
St19	We're sorry. / It's our fault. / You don't have to pay.	A2/C1/C5
St20	Okay sir I got it your situation and I talked with my boss. We'll make a sale to you other time.	C5
St21	I'm sorry / we will pay your one day bill.	A2/C5
St22	I'm sorry sir for mixing booking. / I'll get to grips. You don't have to pay for booking.	A2/C5

Conversation 10

	Utterance	Analysis of apology

St1	I am sorry Helen. I know I promised to you, but I feel really bad. I won't come with you. Isn't it problem?	A2/C2
St2	Helen I know I promised to you /but now I don't want to play you know because of my boyfriend. / Maybe next week we'll play.	C1/C2/C5
St3	Please Alice make allowance for me. I am really very bad. / Next week, I promise we will go the best tennis match. You can understand me, you are my best friend.	C2/C5
St4	We're going next week. I'm sorry for... but I feel very bad.	C5/A2/C2
St5	I'm so sorry. Now, I can't come with you because I feel very bad. I hope, you can understand me. Maybe, we can go another day together.	A2/C2/C5
St6	You can find a new partner to go to the watch than we can go next week if you want. / I'm really sorry Helen but you know the situation.	C5/A2
St7	Sorry Helen. / We will go another time.	A2/C5
St8	Is tennis match important than my feelings Helen? Please be more understanding.	C2
St9	I'm feeling bad / sorry but I would not come. / Maybe we can go at another time.	C2/A2/C5
St10	Sorry Helen. / I know, I gave you a promise / but I'm really tired. / Can't we delay it? We can do that another day.	A2/C3/C2/C5
St11	I'm sorry. / My boyfriend leave me that's why I didn't feel sporty.	A2/C2
St12	Helen I don't want to come with you / sorry. It's not personal.	C2/A2
St13	I am really sorry. / I will take to hospital for you. I will look very good to you.	A2/C5
St14	Sorry, I'm not feeling very bad. I don't want to play tennis. / You can go with someone else.	A2/C2/C5
St15	I'm sorry Helen. / I didn't feel about myself but / if you want, we can go later.	A2/C2/C5
St16	We will go next week. /I am sorry. You have to understand me. / I'll make the plan up to you.	C5/A2/C5
St17	We'll go next week. / I don't feel sorry. You have to understand me.	C5/A2
St18	I'm sorry but I can't. / I'm really, really feel bad. I can't stop thinking Paul. / I'm sorry.	A2/C2/A2
St19	I feel terrible. I don't want to go out. / Can we go to tennis next week?	C2/C5
St20	Sorry Helen / I'm feeling so bad now. / Can't you stay with me? I need you.	A2/C2/C5
St21	I'm sorry. / I can't go there because I broke up with Paul. I am not happy, today.	A2/C2
St22	I don't feel good Helen./ Please forgive me. / We will play next week what do you think?	C2/A3/C5

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PUBLICATIONS

Professional Development through Teacher Research 2014; Exploring Extensive
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EFL Students Use of Subject-Verb Agreement: A Study through Error Analysis (Publication process

Facing Vocabulary: Practicing Vocabulary through Facebook (Publication Process)

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22nd June 2013 - Teacher Researchers in Action 2014 (Gediz University) Conference; presented "Exploring Extensive Listening"

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23rd May 2015 – BAU MA TEFL Research Summit (Bahçeşehir University) Conference;

EFL Students Use of Subject-Verb Agreement: A Study through Error Analysis

18 – 19 June 2015 - IATEFL ReSIG Annual International Conference & 5th Gediz University Annual Teacher Research Conference, in İzmir, Turkey: EFL Students Use of Subject-Verb Agreement: A Study through Error Analysis