APOLOGY STRATEGIES USED BY ENGLISH MAJOR STUDENTS
AT NARESUAN UNIVERSITY

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ABSTRACT

An attempt of this study was to investigate the differences of English apology strategies in various social situations from participants who had different study years in order to determine whether or not the number of study years has an influence on the apology strategies used. The data of this study were elicited from 50 first-year students and 50 third-year students, majoring in English at Naresuan University, Phitsanulok. From the purpose, a Discourse Completion Test (DCT) consisting of fifteen situations were distributed to the participants. The data were categorized based on Cohen & Olshtain (1983) and Blum-Kulka, House & Kasper (1989) apology speech act sets.

The finding revealed that the first-year students responded 11 apology strategies for a total number of 1,633 times whereas the third-year students responded 13 apology strategies for a total number of 1,755 times. In addition, "Illocutionary force indicating devices (IFIDs)", "Offer of repair" and "Explanation of account" were the most commonly used apology strategies by both groups whereas none of the first-year students reported using "Denial of responsibility", "Blame the hearer" and "Pretend to be offended", but used at few times by the third-year students. According to independent sample t-test, it was showed that there was no statistically significant difference at the level of .05 (P = 0.909) from the overall apology strategies.

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CHAPTER I

INTRODUCTION

Rationale of the Study

Teaching and learning English as a second and foreign language inevitably involves with communicative competence. Hymes (1966) states that communicative competence concerns with rules of both language and conceptual ideas about social domain. Hence, learning English as ESL and EFL necessitates the ability to attain for pragmatic competence as well. In human communication, people use language to communicate and the language often includes intended massage. It is a responsibility for an interlocutor to interpret the massage as it is intended by a speaker in a particular socio-cultural context. (Fraser, 2010) Because language is set of words which not only consist of sound and meaning, but also entail the production of symbols, words, or sentences in performance of the speech acts in a particular context. (Searle, 1969).

In the aspect of language, speech acts are considered extensively the most culturally specific involved (Kalisz, 1993; Kachru, 1998; Chakrani, 2007; Meier, 2010). As seen in the countries where English is used as a second language, people who have inadequate abilities of pragmatic knowledge may not succeed at communicative aims (Fraser, 2010). Moreover, the overall research on English language study reveals that even non-native English learners who even have an advanced-level in English usually lack pragmatic knowledge in a range of speech acts. This is because grammar and vocabulary of English that they have, cannot count as 'fluent', if they are still unable to produce socially and culturally in language (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan & Reynolds, 1991, as cited in Thijittang, 2010). Apart from grammar and vocabulary, culture and society of the target language also play a crucial role in the production of speech acts, even in the same speech act may be used differently across culture. For instance, in the case of speech act of apology, Korean EFL learners who live in the USA tend to use their cultural background to apologize to American native speakers. For example, in a car crash situation, a Korean EFL learner apologizes by saying, "I'm sorry. I'll tell police

officer and I'll give money for you". It is inconsistent to American native speakers that they are unlikely to offer money (Turgut, 2010, p. 13). It is clear that learning English focusing solely on grammar and vocabulary is not enough. If EFL learners live in a native speaker's environment, they have to adjust themselves not only to the language, but also to cultural practice. If they fail to do so, communication may become a barrier or breakdown. That is to say, it is hard and unavoidable for EFL learners to be properly understood that speech acts of other languages and cultures are not always the same as their own.

In addition, apologies, refusals, requests, compliments and complaints are considered as face-threatening (Brown & Levinson, 1978). It is explicit that EFL learners often experience problems producing speech acts polite and appropriate (Tamimi Sa'd & Mohammadi, 2014). In EFL context, however, learners tend to have difficulties in judging whether spoken utterances are polite or not. It may lead to communication breakdown possibly because EFL learners are conventionalized by different social and cultural norms. Therefore, understanding the similarities and differences between two cultural and linguistic domains is important for students to understand the pragmatic usages in the target language and environment.

Among the speech acts, apology is one type that differs cross-linguistically and is used frequently in human's life (Salehi, 2014). According to Olshtain & Cohen (1983), there are two people participating in the apology situation: an apologizer and a recipient. Human apologizes when social norms are violated, and the recipient may decide to accept or deny those utterances. In other words, apologies can be used for negotiation, restoring trust and conflict resolution. Since apology is speech act that people use in order to maintain social harmony, it is considered to be the hardest, when EFL learners encounter to native speakers (Olshtain & Cohen, 1983). Imagining the situation of failing an exam, the obligation to apologize is to the interlocutor. People commonly uses 'Sorry to hear that' in the English speaking environment. In contrast to Thai speakers, apologizing after someone fails the exam would be extremely unusual. They might use "Sĭa jai dûaj ná" (I'm sharing your sorrow) instead of saying 'sorry' or it would be acceptable to use an indirect action such as silence act instead of saying something (Intachakra, 2004). At this point, every society has its own rules of pragmatic and communication. The politeness of action in one society

might not count as polite in another language. Besides, apology words in Thai such as "Khǎw Thôt" renders as "Excuse me" and "Sǐa Jai" renders as "Sorry" usually confuse foreigners who stay in Thailand. Sǐa Jai is uttered in the strongest sense and limited situation. In contrast, Khǎw Thôt is uttered in a broader situation (Ziesing, 2000). Moreover, the comparison the semantic indicators of apology used between Thai and English found that Thai have less strategies for apologizing than English speakers. For instance, Thai language has only four verbal explicit apologizing; Khǎw Thôt (ขอโทษ), Khǎw Prathan Thôt (ขอประธานโทษ), Khǎw Api (ขออภัย), and Sǐa Jai (เสียใจ), while English language has at least seven explicit apologizing; I'm sorry, I'm afraid, I apologize, excuse me, forgive me, I beg your pardon and so on (Intachakra, 2004). That is to say, English has various ranges of expressing apology to 'save interlocutor's face'. Besides, English speaking culture is individualistic while Thai is collectivistic. That means English and Thai have a tendency to use apology patterns and strategies differently. In addition, sociolinguistic factors which are social distance, social status and severity of offense are different when producing apology (Thijittang, 2010). In light of aforementioned fact, it would be a serious problem to EFL learners especially in Thailand to use the apology strategies appropriately and socially when they engage with English native speakers. In many cases, Thai EFL learners might adhere to few apology patterns and strategies. Hence, the investigation of apology strategies used among them should be paid more attention to find out problems and solutions.

The above examples reveal that different culture-specificity and people's use of language coexist in the act of apology. There are several researchers who carried out research on Thai EFL apology strategies by comparing Thai and English native speaker apology strategies such as the work of Intachakra (2004); Thijittang, (2010); Sakseranee, Chantrachote & Pansubkul (2006); Prachanant (2014). They also found the differences and difficulties on apology production of Thai EFL learners'. Since they are not exposed to the native speaker's environment, they use different apology strategies from the native speakers.

As mentioned above, however, many studies have been investigating the speech act of apology in Thailand – both Thai apology solely and cross-culturally to native speaker. None of the study focuses on the apology strategies among

the participants who have different language proficiency measured by the number of years of English study. This is because studying and comparing apology strategies cross-culturally are not enough to understand the overall problems. It is still questionable whether or not the number of years of English study affects students' production and selection of apology strategies. For the present aim, my assumption was that the number of years of English study had a significant impact on the use of apology strategies. The cross-sectional study utilizes Discourse Completion Test (DCT) in a questionnaire survey format to investigate the similarities and differences in response to apology.

Purposes of the Study

The purposes of this cross-sectional study was to investigate apology strategies used by English major undergraduate students – the first- and the third-years at Naresuan University, Phitsanulok, Thailand. Moreover, the similarities and differences between apology strategies used by the two groups were also taken into account whether or not the years of study had a significant impact on apology strategies used.

The present study attempted to answer the following research questions:

1. What were the apology strategies used by the English major students in the first and third years?

2. Were there any significant differences among apology strategies used by the English major students in the first and third years?

Scope and Limitations of the Study

The present study was designed to use a Discourse Completion Test (DCT) in a questionnaire survey format to investigate the similarities and differences in response to apology questions by 50 first year and 50 third year students majoring in English, at Naresuan University, Phitsanulok. The researcher chose a modified DCT version of Thijittang (2010) to gather apology strategies data in this study. Besides, the psychological elements of the participants such as voice, facial expression and gesture were not taken into account. The study employed Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989) classifications for investigating the apology

strategies of the participants. For the result, it cannot be represented for all Thai EFL learners at Naresuan University or students in other ranges of this scope. Moreover, the DCT test was designed in questionnaire survey format; it concerned only the ability to response in writing, not speaking.

Significance of the Study

   This study could be useful evidence for supporting that the number of years of English study affects students' production and selection of apology strategies. Moreover, this study aimed to provide some insight of apology strategies used by the English major students in the first and third years. It was hoped that this study would allow Thai EFL learners to have more explicit understanding about the usage of apology and to have more realization about the selection of apology strategies. Since speech act of apology concerned with "set the thing right" and "restore harmony" between apologizer and recipient, the result would help to prevent a mistaken and negative feeling when cross-cultural knowledge was related between Thai EFL learners and English native speakers. Furthermore, the results could be a fundamental resource and assisting tool for teaching and learning English for communication.

Definition of Terms

   Speech Acts refer to an utterance that acts as a performative function in language and communication.

   Apology refers to a speech act in which the apologizer acknowledges guilt and seeks for negotiation, restoring trust and conflict resolution.

   Apology strategies refer to the strategies used by apologizers to perform the speech act of apology.

   DCT refers to the Discourse Completion Test which contains a short descriptions of a particular situation intended to reveal the pattern of a speech act being studied

CHAPTER II

LITERRATURE REVIEW

The aim of this present study was to investigate apology strategies in English used by the first – and the third year students. In order to gain more sufficient understanding about the topic, the theoretical perspectives and related researches are reviewed.

This chapter introduces the literature regarding to speech act theory, speech act of apology and its strategies, direct and indirect speech act, Brown and Levinson's politeness model, pragmatic competence, discourse completion test (DCT) and English language learning in Thai context. In addition, previous research studies on apology strategies conducted outside and inside Thailand are provided.

Speech act theory

The original concept goes back to the performative utterances of John L. Austin (1962) who gave lectures in honoring William James at Harvard University in 1955. Afterwards, the published version of his lectures was publicized posthumously in 1962 as in the monograph *How to do things with words* which had extensively impact on pragmatic linguists (Mey, 2001). According to Austin (1962), speech acts are acts of utterance performed by speaker in any context such as greeting, thanking or warning. Utterance can have several acts at once depending on the speaker's intention. To make it clear, he stated that every human utterance has simultaneously descriptive and effective intention in consistent of what he called constative and performative. To distinguish between constative and performative, he proposed three acts when a language is performed as follows:

1. Locutionary Acts can be viewed as the construction of speech in certain language such as sound marks and grammatical rules or an actual sense and reference of speaker's utterance.

2. Illocutionary Acts are the objective and purpose of the speaker after performing locutionary

3. Perlocutionary Acts are the effect and consequence of utterance, whether intended or not. It consists of thoughts and feeling of hearer.

Basically, locutionary acts are performed by human at all times. It is a certain respect of a certain language and appears to be what Austin called 'constative'. Apart from that, people usually do not make a statement without intention. An example of saying "Shoot her!", (Austin, 1962, p. 101 as cited in Sadock, 2004) the speaker not only utters that sentence as an imperative sentence, but intends the hearer to shoot her with a gun. This state of purpose occurred in illocutionary act which the speaker has objective and communicative purpose in mind and appears to be what Austin called 'performative'. In saying "Shoot her", this can be several purposes such as urging, advising, and ordering the hearer to shoot her. This is why illocutionary is considered to be the most important among three acts, because it is the main speakers' accomplishment (Yule, 2010, as cited in Iemtom, 2013, p. 7). Finally, perlocutionary act happens when the speaker wants that statement to have an effect and consequence after saying that statement. It is acknowledged as the perlocutionary force. In this final process, the speaker wishes the act of 'shoot' to be performed.

Furthermore, it is clear that illocutionary acts are the most important, so classification of illocutionary acts are presented by Austin (1962) as follows:

1. **Verdictives** are acts that include delivering a finding, official or unofficial, upon evidence, reason to value or fact such as acquit, hold, calculate, describe, analyze, etc.

2. **Exercitives** are acts that give a decision in favor of, against a certain course of action or advocacy of it such as appoint, dismiss, nominate, veto, declare, etc.

3. **Commissives** are acts of committing the speaker to a certain course of action such as promise, vow, pledge, covenant, contract, etc.

4. **Expositives** are acts used for expounding of views, conducting of arguments or clarifying of usage and reference such as affirm, deny, emphasize, illustrate, answer, etc.

5. Behabitives are acts used for expressing reaction to other people's behavior, fortunes and attitudes such as apologize, thank, deplore, commiserate, congratulate, etc.

However, the five acts of Austin presented above are criticized by many researchers. Searle (1976, pp. 16-21) points out that Austin's classification is a classification of illocutionary of English verbs but not acts and states that there is no clear consistent principle and incompleteness of construction. For instance, there is an overlap within the taxonomy. The verb 'affirm', 'deny', 'state', 'class', 'identify' and so on are categorized as expositives act, but it can be verdictives act as well. On the other hand, many verbs that are listed by Austin do not fulfill the definition for the given catagories. Therefore, he proposes the alternative taxonomy based on illocutionary acts, direction of fit which focuses on the way the speech act fit the world and expressed psychological state which focuses on speaker's belief as follows:

1. **Representatives** are acts of carrying true or false, asserting affairs in the world and expressing proposition. "John hit will"

2. **Directives** are acts that attempt the hearer to perform a particular action such as ordering, commanding, requesting, begging, pleading, etc. "I order you to leave"

3. **Commissive** are acts that commit the speaker to do a further action. It is the same to Austin's definition such as promising, threatening, offering, etc. "I promise to pay you money"

4. **Expressive** are acts that express the speaker's psychological state such as attitude, emotion, or any sincerity condition of the propositional content such as thanking, apologizing, welcoming, congratulating, etc. "I apologize for stepping on your toe"

5. **Declaratives** are acts that change the propositional content and reality such as declaring, christening, firing, appointing, etc. "I appoint you chairman"

In conclusion, speech act is the study of human utterance that has performative function; locutionary, illocutionary and perlocutionary act. A single utterance can have many intentions. Speech acts can vary and need to be studied further because real-life communication and any language in this world do not provide

only the knowledge of target language, but the appropriateness and culture are different as well. Nowadays, there is no surprise why scholars create their own categorization to fit their own study and language. Even they speak the same but they do in different cultures.

Speech act of apology and its strategies

As mentioned in the rationale of the study, human's utterance necessitates not only knowledge of language, but it is also involved in how to deal words and to reach an appropriation in the particular culture. As a matter of fact, human's utterance strategies can vary, in order to make a real-life interaction as realistic as possible. Olshtain (1989) describes apology as a speech act in which the speaker tries to provide a support for the hearer who was actually affected by a particular violation. Goffman (1971) points out that apology can be viewed as remedial interchanges in which the speaker attempts to reestablish social harmony after an offence has happened. In terms of apology, it occurs when apologizer attempts to restore social harmony and seeks for forgiveness requiring saving interlocutor's face and apologizer's own face (Trosborg, 1995). By the time of sociocultural competence have gained the attention, many researchers have developed and classified possible apology strategies such as Fraser (1981); Cohen & Olshtain (1981); Blum-Kulka & Olshtain (1984); House (1988); Blum-Kulka, House & Kasper (1989) and Holmes (1990). This study will make use of apology strategies provided by Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989) since it has been employed as a framework by many researches published on speech act of apology and can be used to compare and contrast in cross-cultural study of other researchers easily.

Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989, as cited in Bowe, Martin, & Manns, 2014, p. 83) classified the strategies of apology into six major components with nine sub-categories as follows:

1. Illocutionary force indicating devices (IFIDs)

In this category, it is very common and overwhelming used in English speaking world. In some circumstance of apology, it is sufficient to utilize this kind of strategy; by using the explicit apology verbs such as "be sorry, apologize, forgive,

excuse and pardon" but the sentence may collide with two or three formulas to establish higher intensify. For instance, I'm terribly sorry, it won't happen again.

However, there is difference in apologetic formula. Suszczynska (1999, p. 1058 as cited in Bowe, Martin, & Manns, 2014, p. 36) employed a discourse completion test based on Olshtain & Cohen (1983) categories among American, Hungarian and Polish and found that IFIDs with three categories above cannot be used perfectly in three groups of people. For instance, the overwhelming apology of the Hungarian tends to use "Don't be angry" which is asking the victim not to be angry, while the most frequent used in apology of the American is "Sorry". It indicated that the Hungarian lacks of performative verb.

2. **Explanation of account**

The cause of the offense is explained by the apologizer both the implicit and explicit explanation of account. The explanation's occurrence may vary upon culture, circumstance and the apologizer's intent.

Ex. The traffic was terrible.

3. **Taking on responsibility**

In this strategy, responsibility of offense is admitted by the apologizer. The strategy of taking on responsibility is divided into seven sub-categories as follows:

3.1 **Explicit self-blame**

Ex. It is my fault/my mistake.

3.2 **Lack on intent**

Ex. I did not mean it.

3.3 **Expression of self-deficiency**

Ex. I was confused/I did not see you/I forgot

3.4 **Expression of embarrassment**

Ex. I feel awful about it.

3.5 **Self-dispraise**

Ex. I'm such a dimwit!

3.6 **Justify hearer**

Ex. You're right to be angry.

3.7 Refusal to acknowledge guilt

3.7.1 Denial of responsibility

Ex. It wasn't my fault.

3.7.2 Blame the hearer

Ex. It's your own fault.

3.7.3 Pretend to be offended

Ex. I'm the one to be offended.

4. Concern for the hearer

The linguistic patterns that show concern and care to recipient are expressed via this strategy.

Ex. I hope I did not upset you/Are you all right?

5. Offer of repair

Offer of repair consists only of physical injury and other damage resulted. The apologizer attempt to restore a harmony by suggesting a repair

Ex. I'll pay for the damage, I'll pay for the broken vase, I'll help you get up

6. Promise of forbearance

The offender perhaps may promise to the recipient that such an offense would not happen again.

Ex. It won't happen again.

Holmes (1990 as cited in Thijittang, 2010, p. 35) proposes the apology strategies in four main strategies combined with eight sub-categories.

1. Explicit expressions of apology

1.1 An offer of apology/ IFID

Ex. I apologize. Please accept my apologies.

1.2 An expression of regret

Ex. I'm sorry. I'm afraid.

1.3 A request for forgiveness

Ex. Excuse me. Forgive me.

2. Explanation or account

Ex. The traffic was horrendous.

3. **Acknowledgement of responsibility**

   3.1 **Accepting the blame**

   Ex. It is my fault; Silly me.

   3.2 **Expressing self-deficiency**

   Ex. I was confused; I forgot.

   3.3 **Recognizing recipient as deserving apology**

   Ex. You're right.

   3.4 **Expressing lack of intent**

   Ex. I did not mean to break it.

   3.5 **Offering repair/redress**

   Ex. I'll get a new one for you.

4. **Promise of forbearance**

   Ex. I promise it won't happen again.

Direct and indirect speech acts

The general function of language is communication. Real-life communication often carries both directness and indirectness of utterance which we use as stylistic communication device to convey message and intention. Seale (1975, p. 61) proposes the idea of indirect speech act to distinguish between the directness and indirectness. According to Searle, indirect speech act is when speaker communicates to the hearer with one speech act, but is performed indirectly, as he describes as follow:

"In indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer."

In contrast to direct speech act, it is the speech act that is performed by grammatical structure and direct meaning of the utterance. For Seale, the directness and indirectness are combined into two illocutionary forces of human utterance; the primary and secondary illocutionary act. The former is indirect and later is direct. Considering an example below:

Speaker A: Let's go to the movies tonight.

Speaker B: I have to study for an exam. (Searle, 1975, p. 61 as cited in Mey, 2001, p. 112)

The primary illocutionary act is speaker B's rejection indirectly to speaker A's question, and the secondary illocutionary act is performed directly that the speaker B have to study for an exam. Therefore, if the speaker communicates in a single question, that is to say, in many cases that we utter, we do not actually mean what is laid on the grammatical structure. For example, if we want somebody to move over a bit in concert hall, we often use an interrogative form such as "Could you move over a bit?" The intention of the speaker is not only conveying the function of request, but also demanding for an action indirectly. On the other hand, if that person says in response "Yes, or No", it would appear to be inappropriateness (Mey 2001, p. 111). Another example is from Sadock (1970, as cited in Sadock, 2004, p. 69). When we want to put more salt in a food at a dinner table, we usually utter "Could you pass the salt?" The grammatical structure appears to be the interrogative that has function of a request or question, but an obligation to pass the salt is in the hearer internally and indirectly. However, people who have communicative and pragmatic competence might use both of direct and indirect speech acts interchangeably. Moreover, Leech (1983), states that indirectness in speech acts is comprehensively performed in the English speaking world since the indirectness in speech acts can be used to decrease the impolite massage, especially in the speech acts of request, orders, warning, persuasion and etc. However, indirect speech is very difficult, when that person communicates socially with other person who has different social distance, social status, culture and language. The speaker always expects the hearer to recognize the main function and intention. If they fail to do so, the miscommunication might occur somehow.

Brown and Levinson's politeness model

The concept of politeness of language has a wide range of definition and study such as politeness as deference, real-world goal, or surface level phenomenon (Deepadung, 2009). In this review of literature, we will focus on Brown & Levinson's politeness model which chiefly focuses on politeness as an illocutionary.

The origin of this model first appears in *Questions and Politeness Strategies in Social Interaction* edited by Goody (1978) with contribute content and author, *Politeness: Some Universals in Language Usage* by Brown & Levinson (1978). Brown & Levinson's (1987) politeness model is based on face that works consistently with politeness. In public communication, face is self-image, self-esteem and social identity that any people need to protect. Nobody wants to be misunderstood and interrupted by other leading to lose face as they say "we treat the aspects of face as basic wants, which every member knows every other member desires, and which in general is it in the interests of every member to partially satisfy" (Brown & Levinson, 1999, p. 322 as cited in Deepadung, 2009). Under this model, face consists of saving or losing face depending on social skills of both speaker and interlocutor. Brown & Levinson state that social interaction is governed by two main aspects which are positive face and negative face. The former is the people's desire to claim their self-image by getting well acceptances and treatments from other people. They want to be admired and liked positively. On the contrary, the latter is people's desire to maintain their freedom of action, territory, space, self-determination, or not to be imposed by other people.

In conversation, if someone is threatening the interlocutor by saying both verbal and non-verbal communication resulting in losing face, this is what Brown and Levinson call face threatening act (FTA). For instance, when someone is doing FTA by making a suggestion, request, question, reporting mistake and so on. In contrast, if the hearer realizes that they are being threated, they are likely to minimize the damage by using face-saving act. The severity of FTA and face-saving strategies are depending on several factors such as social distance – D, relative power – P, absolute ranking – R and specificity of culture of both speaker and hearer (Cutrone, 2011). To cope with the hearer's face, Brown & Levinson (1987) develop the four main strategies in order to save face positively.

1. Performing an FTA with bald on-record is an act that usually does not minimize any threats to the hearer. Moreover, bald on-record can use along with 'without redressive action which gives the hearer a direct, clear and unambiguous utterance. For example, 'I want some beer.' The speaker's intention is to tell the hearer directly without redressive action that he wants some beer.

2. Performing an FTA with positive strategies is an act that usually attempts minimizing the hearer's face by giving them a desire to be respected. The acts of positive politeness are as follows:

      2.1 Exaggerating interest, approval and sympathy

      2.2 Intensifying interest

      2.3 Seeking agreement and avoid disagreement

      2.4 Presupposing, raising, asserting

      2.5 Joking

      2.6 Offering, Promising and be optimistic

      2.7 Assuming, or asserting reciprocity

      2.8 Giving gifts

3. Performing an FTA with negative strategies is an act that is used to minimize a face of the hearer as in positive strategies, but avoid imposing or interfering the hearer's territory, self-determination and freedom of action. The acts of negative politeness are as follows:

      3.1 Being direct or conventionally indirect

      3.2 Questioning and hedging

      3.3 Being pessimistic

      3.4 Minimizing the size of imposition

      3.5 Giving deference or apology

      3.6 Impersonalizing by avoiding using pronouns

4. Performing an FTA with indirect off-record is an act that uses indirect language to avoid on-record by using metaphor, irony, rhetorical question, and ambiguous statement such as 'It is getting cold in here.' The speaker's intention is to tell the hearer indirectly to get up and turn on a heater.

In conclusion, Brown and Levinson's politeness model has been applied to numerous study in speech act theory. It is employed to see how people use language in terms of politeness. When the speaker says something that possibly involves in face-threatening act, it might lead the hearer to lose his or her face, resulting in misunderstanding of intension and relationship breakdown. Indeed, nobody wants to lose face in social communication. The choice of politeness strategies that the speaker and hearer use to interact is individual. Besides, social distance, relative

power and status and culture are needed to be considered before choosing the strategies.

Pragmatic competence

   Pragmatics is a subfield of linguistic which consists of the people's use of language in contextual attribution (Mey, 2001). David Crystal defines pragmatics as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Crystal, 1985, p. 240 as cited in Kasper, 1997). In other words, it is the study of people's use of language within social context that is dependent on the speaker and hearer. When the two people in different cultures are engaged in a particular situation, communication might breakdown in case of speech acts, politeness or even participation in conversation. In light of this problem, user of language should have pragmatic competence to deal with their daily conversation. Fraser (2010) defines pragmatic competence as the ability of language user to communicate and understand the intended massage within socio-cultural context. In conversation, the speakers not only express their intended massages in accordance with their socio-cultural context, but also understand the intended massages of interlocutor as well.

   Bachman's (1990, p. 87) model of language competence consists of organizational competence and pragmatic competence. The former is divided into two subparts. The first is grammatical competence which is the concept of controlling and producing correct sentences grammatically. The second is textual competence which is the knowledge of joining utterance to form a text. The latter is divided into two subparts as well. The first is illocutionary competence which is the knowledge of how user of language carries out communicative action. The second is sociolinguistic competence which is the ability to use language appropriately within the socio-context. According to Bachman's model, for EFL learners, the mastered level of organizational competence solely is not adequate for them to survive in English as a global community, they have to be familiar with pragmatic competence as well in order to prevent communication failure.

When EFL learner encounters English native speaker, pragmatic failure often occurs in case of communication. They use foreign language to communicate, but lack of pragmatic force. For instance, they translate and transfer L2 upon the basis L1 socio-context norms. This might not have a grammatical error, but too often of pragmatic failure. As a matter of fact, other user of that language may think that act or utterance as inappropriate (Rasekh, Rasekh & Fatah, 2004, as cited in Aquino, 2011, p. 146). Considering this utterance, "My friends were poor, but honest". The word 'but' is implicature for contrasting in this sentence, but the meaning might appear to the hearer differently. For instance, "Are all poor people dishonest?" (Thomas, 1995, p. 57, as cited in Pohl, 2004). In the case of apology, for instance, a senior manager did not come to visit a junior colleague at the hospital. Thai EFL learners often used "I had many works" instead of "I was busy" which is the most consistence to native-like expression. According to this apology, Thai EFL learners used a direct translation from Thai into English. (Thijittang, 2010, p. 163)

Moreover, Kasper (1997) suggests that pragmatic competence can be acquired both direct and indirect. For adult learners, they can acquire some pragmatic competence without instruction and cannot transfer it in many cases. For EFL students, they can acquire pragmatic competence via awareness-raising by building socio-pragmatic and pragma-linguistic information. For example, when a teacher wants to teach compliment to students, he or she might give them an appropriate and mainstream ways for complimenting of American or a particular culture. Teaching resource such as oral and written data, classroom guest, film and audiovisual of authentic interaction should add to language instruction.

In conclusion, pragmatic competence is the study of language from the user's point of view to communicate and understand the intended massage within socio-cultural context. Therefore, it is unavoidable for Thai EFL learners to gain more understanding. Because pragmatic failure might occur in various consequences which would lead to communication breakdown.

Discourse completion test (DCT)

The most used data collection tool of speech acts study is discourse completion test (DCT). According to Kasper & Dahl (1991 as cited in Nurani, 2009,

p. 667-668), they describe the DCT as "a written questionnaire containing short descriptions of a particular situation intended to reveal the pattern of a speech act being studied." The DCT was first used to elicit speech acts data by Blum-Kulka (1982) on the study of speech act performance of Hebrew as a second language. In doing so, participants were asked to read the prompt situation and response by writing. The participants were required to response as they are in a given situation.

However, the crucial issue of the DCT on collecting speech acts data is criticized a reliability and validity by many researchers. Nurani (2009) studies the methodological issue of the DCT providing the strengths and weaknesses. She provides opinions criticized by many researchers. For example, Bee & Cummings (1996) admit that there are many weaknesses comparing to a natural data collection. First, the DCT cannot bring out any psychological elements from the participants such as voice, facial expression, gesture and consequences of the given situation are not real. In other words, responses that the participants give to a researcher are not an actual wording. Second, social and situational interactions such as background of event, relationship of speakers and hearers are disregarded. Moreover, Rintell & Mitchell (1989) compare an output of the DCT and a role-play which is considered as a natural data, they found that the role-play elicits more responses than the DCT.

Even there are still a problem for the DCT in many ways, but there are strengths too. Firstly, the DCT allows researcher to collect a large amount of data in a short time comparing to a natural collection method which would probably spend more time or even several months. Moreover, the lack of using speech act strategy is one of the disadvantages of natural data. That is to say, even the participants may response longer in natural data than the DCT, but it does not mean that natural data will provide plentifully speech act strategies. (Beebe & Cummings, 1996). Besides, the DCT allows a researcher to attend to the participants' different backgrounds and cultures while the natural data cannot do these things because it is very hard to control (Nelson et al, 2002).

In summary, the DCT can have both strengths and weaknesses, but other methods such as authentic discourse and role-play still have both strengths and weaknesses as the DCT. However, the DCT is the most used of speech acts data collection because there are many efficacy and advantages than the others.

English language learning and teaching in Thai context

The role of English learning and teaching in Thailand is crucial element for developing and driving country forward. In the present globalization such as new technology, business, education and so on have been required for high proficiency of English. As a matter of fact, English learning and teaching in Thailand are questionable due to its downfall. In Thailand, the official Thai language is widely spoken throughout the country, while English has been taught as a foreign language not a second. Up to now, Thai students need to study English since grade one and up to an undergraduate level as the requirement of the basic education commission. The Ministry of Education has been applied the Common European Framework of Reference for Languages (CEFR) and Communicative Language Teaching (CLT) as the main frameworks for learning and teaching English in Thailand (Ministry of Education, Thailand, 2014). However, the overall English proficiency of Thai students are still very low, compared to neighboring countries in the Southeast Asian. Noom-Ura (2013) investigates English teaching problem in Thailand. Thirty-four teachers from nine schools in central Thailand are asked to answer questionnaires. The results reveal that the problems consist of curriculum, textbook, assessment, and the teacher themselves. Moreover, the students' lack of exposure to English native speaker, practicing, and confidence are extensively needed for improvement. In addition, Wiriyachitra (2002, as cited in Noom-Ura, 2013, p. 139) points out the several difficulties of teaching English that teacher has been faced are such as too heavy teaching loads, too many students in class (40-60 of each class), teachers' insufficient English proficiency, or even university entrance examinations. Besides, the problems possibly root in the students' themselves such as interference from L1, lack of opportunity to practice their English, too shy, and lack of motivation and responsibility for their English study.

At Naresuan University where the researcher collected the speech act of apology data, students are demanded to study many English courses as a part of curriculum requirement. For English majors, there are three groups of required subjects as follows: (Division of Academic Affairs, 2013)

1. English grammar and applied English linguistics such as Intensive English Grammar, English Phonetics and Phonology, English Morphology and Syntax

2. English for communication, translation and research such as Basic Oral Skills, Conversation and Discussion, Oral Presentation, and Public Speaking

3. English culture and literature such as Background to British and American literature, Mythology and Western Religious, and Introduction to Prose and Poetry.

According to the program, the students are not only expected to be advanced in English grammar, but also in culture, literature and communication in the span of four years as well. Moreover, in the English for communication, the faculty provides the students native English teachers to teach them only. That is to say, it is a good opportunity to investigate the speech act of apology among the students to find out different strategies and formulas they used and problem in using apology.

Related research conducted outside Thailand

There are various studies which have been investigated on speech act of apology outside Thailand. It can be found in: Alfattah, 2010; Turgut, 2010; Farashaiyan & Amirkhiz, 2011; Murad, 2012; Mohamed Nor & Paramasivan, 2013. These studies are presented below.

The first study to be reviewed in this section was by Alfattah (2010) who investigated apology strategies in English among Yemeni EFL students. The objectives of this study were to discuss and demonstrate how these students conceptualized the various speech acts of apology and what were the apology strategies used by them? The participants in this study consisted of 314 Yemeni EFL learners who were studying an undergraduate level from two public universities. The researcher used the modified version of DCT which was developed by Blum-Kulka (1984) to collect the apology data from the students. The results showed that the students still relied on using illocutionary force indicating devices (IFIDs) as a main strategy for apologizing. The most IFIDs used were "I am sorry, pardon, and pardon me" which were the center of apologizing. The students were likely conventionalized and routinized by IFIDs in English. In addition, some of the respondents thought that using one expression such as the IFIDs was enough for apologizing in any situation, while others thought that it was not enough. That is

to say, they combined the IFIDs with other strategies (e.g. I don't mean it and this is the last time to be late, coding as IFID + lack of intention + acknowledging responsibility) Moreover, the formulas of apology strategies used among the students were the use of IFID + taking of responsibility (32.7%), IFID + taking responsibility + intensification (8.6%), IFID + intensification (6.1%) IFID + explanation of account (5.7%) and IFID + promise of forbearance (3.9%) respectively. From the result, the researcher concluded that the student's performance of apology in this study proved that there were universalities in using apology. For curriculum materials, it should be redesigned in order to fulfill the EFL student's apology performance socially and appropriately.

Furthermore, an investigation of the apology strategies made by Korean ESL learners and American students can be found in Turgut's (2010). In her study, the researcher compared the apology strategies among Korean ESL learners and American students to find out the similarities and differences in the range of language proficiency, gender, social distance, age and identity. The participants were 13 Korean ESL learners who were studying English at the English language institute of the American university and 48 American students who registered in Introduction to Linguistics course at American University. Two questionnaires were filled by the participants. The former asked for general backgrounds of the participants, and the latter comprised of 16 written DCT situations which applied from Cohen & Olshtain (1993) to elicit apology responses. According to the finding, in the case of culture, there were significantly cultural differences among Korean and American apology. For instance, in the situation of bumping into an older lady and slipping coffee, Korean trended to offer money as the strategy of "Offer of repair". (e.g. I'm sorry. I'll tell police officer and I' give money for you, or, I'm so sorry, I'll give to some money for your clothes.) On the other hands, Korean participants mostly provided 'hearer supportive sense' while American provided both 'hearer supportive and self-supportive sense' Moreover, language proficiency is still important. The researcher stated that Korean ESL learners still had some limited linguistic features to express their full apology. Lastly, in the case of gender, the result revealed that female from both groups used diversely intensifiers when they were apologizing (e.g. incredibly, truly, extremely). For recommendation for English teaching,

the researcher suggested that the awareness of cultural differences should be introduced explicitly to the language learners. For example, offering money as the strategy of "Offer of repair" might appear to be inappropriate in some cultures, instead of this, they should shift to something else culturally such as giving numbers or calling for car insurance.

Another study which based on expressing apology of Iranian EFL and Malaysian ESL learners was from Farashaiyan & Amirkhiz (2011). The purposes of this study were to describe and compare the apology strategies used by Iranian EFL learners and Malaysian ESL learners when they encountered in apology situations. The participants were separated into two groups which are 15 Iranian EFL learners and 15 Malaysian ESL learners who were studying at Malaysian universities of Putra, Kebangsaan and Malaya. The classification model of apology strategies of Cohen & Olshtain (1981) and Olshtain & Cohen (1983) were utilized in this study. The result showed that Iranian used fifteen types of apology strategies, while Malaysian used eleven types. The similar types used among the two groups were a request for forgiveness, explicit self-blame, self-dispraise, refusal to acknowledge guilt and promise of forbearance while the different types are an expression of regret, an offer of apology, explanation, lack of intent, expression of self-deficiency, concern for the hearer and offer of repair. Moreover, it was interesting that among Iranian EFL learners used three of refusal to acknowledge guilt strategies (Denial of responsibility 1%, blame the hearer 3% and pretend to be offended 1%) but Malaysian used none. The researchers stated that the using of typological different strategies might depend on cultural values, norms and individual differences such as personality-related style preferences and pragmatic performance of the learners. In using similar strategies, the researchers pointed out that Iranian and Malaysian are non-egalitarian societies which were completely different from a super-egalitarian society such as an American.

Next study to be reviewed was from Murad's (2012). The purpose of his study was to investigate the speech act strategies of apology used by Israeli Arab EFL college students. The participants were 42 Israeli Arab college students including 38 females and 4 males. The range of age was 19 to 25. These students were studying in English major and were trained to be an English teacher. Apart from using the DCT to elicit participants' apology strategies, in this study, the researcher collected

the strategies through e-mail messages that were sent to their English lecturers. The e-mail messages were sent by the students comprised of any offenses that can be happened during the semester such as misbehaving, speaking loudly, and letting mobile phone rung during the class and so on. In this process, the researcher stated that the apology situations were naturally authentic. To analyze the data, researcher employed apology classification of Owen (1983); Blum-Kulka & Olshtain (1984); Trosborg (1987); Hussein & Hamouri (1998) as the main research instruments. From the results, the researcher found 240 apologies used of 17 strategies in 42 emails. The most strategies used were expressions of apology (39.5%), acknowledgement of responsibility (29.1%) and explanation of account (6.6%) respectively. The researcher analyzed the results and concluded that Arab EFL students tended to transfer the apology strategies of their mother tongue (L1) to the target language that they were learning (L2). This research was the good evidence of pedagogical implications for teaching speech act of apology that teacher must provide and broaden out universally the knowledge of speech acts to their students.

In another study that examined apology strategies in English within one specific group was by Mohamed Nor & Paramasivan (2013). The main objective of their study was to investigate the use of apology strategies developed by Olshtain & Cohen (1983) which can be used in various communication situations. The participants in this study were 20 Malay ESL learners who studied in the Bachelor of Arts in English. The proficiency of this group was very good in English. The researchers applied the modified version of the DCT from Afghari (2007) and Bataineh & Bataineh (2006). The questionnaire consisted of 6 open-ended questions including the prompt situations. According to the results, there were 120 responses which were answered by the participants. The most frequently used of apology strategies were Illocutionary force indicating devices (IFIDs) + offer of repair (e.g. I'm sorry, but I will buy a new one later), IFIDs + explanation (e.g. I'm sorry. Your notes are wet because of yesterday's rain), IFIDs solely (e.g. I'm sorry. Please forgive me.) and IFIDs + explanation + offer of repair (e.g. Hey, I'm really sorry, that your notes got wet because it rained yesterday. How can I make it up to you?) The researchers concluded that the apology strategies responded in this study were mixed and matched to save face of the interlocutor by using Malay cultural value for harmony.

Related research conducted in Thailand

There were various studies which have been investigated on speech act of apology outside Thailand. It can be found in; Sakseranee, Chantrachote & Pansubkul, 2006; Thijittang, 2010; Noptana, 2011; and Prachanant, 2014. These studies were presented below.

In Thailand, the study that conducted apology strategies used across culture and language can be found in Sakseranee, Chantrachote & Pansubkul's (2006). Not only were apology strategies investigated, but also sociolinguistic factors which might influence the way they used apology such as social distance, social power, severity of offence and obligation of apology were studied. The participants were separated into 2 groups. The first group was 52 EFL Thai learners who were registered as undergraduate students. The second was 50 native speakers of American who were working and residing in Thailand. The questionnaires comprised of sociolinguistic factors evaluation and the DCT comprised of 8 situations which applied from Kasper & Dahl (1991). In analyzing apology data, apology taxonomy of Cohen & Olshtain (1981) was employed as the main framework of this study. The results revealed that there were similar and different apology strategies used from both groups. Moreover, sociolinguistic factors were judged differently. The researchers found problematic issues across cultures. They suggested that English curriculum should teach student not only a surface level of apology, but the deeper level and notion of face-threatening must be required to express apology appropriately and adequately. In addition, the awareness of different cultures must be understood by EFL learners that any cultures in this world were not the same as their own.

Another important study that investigated speech act of apology can be found in Thijittang (2010). She investigated the speech act of apology in Thai and English separately and compared it to find out the similarities and differences. Moreover, the realization in using apology of Thai EFL learners was investigated as well. First and foremost, the researcher explored the apology strategies used of Thai language by reviewing previous two research studies, Intachakra (2004) and Makthavornvattana (1998). The finding revealed that the common explicit expressions of apology in Thai language is 'Khǎw Thôt' (ขอโทษ). When someone made an offense, 'Khǎw Thôt' is a typical word of saying sorry and 'Thôt' (โทษ) is the briefest

verbalization form of 'Khăw Thôt'. Also, the IFID of Khăw Thôt were divided into two levels of apologizing measured by interlocutor's status; 'Khăw Prathan Thôt' (ขอประธานโทษ) and 'Khăw Api' (ขออภัย) were used in the formal situation and when the interlocutor had more social status than the apologizer. In apology strategies, Thai people had a tendency to use an explanation of account or an acknowledgement of responsibility or combining it with expressing lack of intent, offering repair, accepting the blame to save the interlocutor's face. However, expressions of apology + blaming others were hardly found in Thai language.

For English apology, the studies of Holmes' (1990); Intachakra (2004) and Marquez Reiter (2000) were reviewed by the researcher. First and foremost, the expressions of apology and acknowledgement of responsibility were commonly used by English native speakers. However, apology strategies might differ across culture even though they spoke the same language; for instance, British English used expressions of apology + acknowledgement of responsibility, in contrast to New Zealand English which had the tendency to use expressions of apology + explanation. After reviewing the previous studies, the researcher concluded that Thai and English had both similarities and differences. Thai and English shared some respects and used similar strategies such as expressions of apology, acknowledgement of responsibility and promise of forbearance, but the sub-strategies were used in different ways. In addition, the semantic indicator of expressions of apology in Thai apology had less than English apology.

Apart from comparing the similarities and differences between Thai and English apologies, the researcher conducted the apology used among Thai EFL learners to find out the realization in using apology. The participants were 164 EFL learners who were Thai undergraduate students. 15 DCT situations were employed to the participant's apology and Holmes's (1990) classification of apology was used as the main framework. The results showed that the most frequencies used of apology strategies were expressions of apology; expressing regret (50%), an explanation of account (17.5%) and expressing self-deficiency (14%) respectively. The finding revealed that Thai EFL learners were likely to use the same strategies as their native speaker. Moreover, the researcher examined the social factors which influenced them to convey the apology. In the situation of a university lecturer was late for grading

assignment to students, Thai EFL learners were aware of social status in using apology. They do not use the expressions of apology, but explanation or account and offer repair were used as the main apology strategies (e.g. I had a meeting yesterday so I couldn't grade your paper. Can you come tomorrow?). In distribution of social distance, Thai EFL learners expressed apology more when they were engaged with strangers. It revealed that Thai EFL learners were well aware of apology they spoke in a particular situation and person, but still lack of using intercultural communication. Thai EFL learners tended to transfer structure from Thai to English and social norms. This study can provide an implication to the English teaching in Thai context for improving their pragmatic competence and avoiding difficulty when they engage to the real apology situations with native speakers.

In another study of apology, Noptana (2011) investigated the speech act of apology in English used by Thai EFL learners and native speakers to examine the similarities and differences using the DCT. The participants were divided into two groups. The first group was 100 undergraduate students majoring in English, Ubon Ratchathani Rajabhat University and the second group was 20 American native speakers. The finding revealed that the most overall strategies used by both groups were the expressions of apology (Thai EFL learners 58.28% and Native speakers 45.45%), and explanation of account (Thai EFL learners 35.76% and Native speakers 39.39%). On the other hand, English native speakers used promise for forbearance as sub-strategy, while Thai EFL learners had a tendency to employ showing lack of intent, concerning and offer for compensation. The researcher finalized that the apology strategies which employed by both groups were specifically varied depending on several factors such as cultures, individual characteristics and language proficiency, for example, in the situation of bumping into someone which caused them to drop stuff, Thai EFL learners preferred to use giving an explanation (10.74%) which contrasted to native speaker preferred to use blaming themselves (10.53%). Another example was the situation of arriving late to presentation, Thai EFL learners overweighing provided explanation of account more frequency than English native speakers (31.76% and 3.57%). Interestingly, English native speakers selected to blame themselves of this offense. From examples above revealed that the participants from both groups concerned and perceived the severity of offense differently.

The last study to be reviewed in this section was from Prachanant (2014). He investigated the frequency and pattern formulas of apology btween Thai EFL learners and English native speakers. The participants comprised of 32 English native speakers and 32 Thai EFL learners who were English major students at Buriram Rajabhat University, Thailand. The researcher employed 10 DCT situations to provoke the participants' apology strategies based on a social distance and a relationship between interlocutors. For analyzing the data, the apology classification of Olshtain & Cohen (1983) and Prachanant (2006) were utilized. According to the results, the most three apology strategies used from both groups were expressions of apology (38.91% e.g. I apologize, I'm sorry, Excuse me, Oops!), offering repair (21.97% e.g. I will have it fixed immediately, I will pay for all the damages.) and explanation (15.83% e.g. I dropped the laptop accidentally, I did some damage to your car while reversing.) From this result, the researcher stated that the results were consistent with many researchers who studied on this topic. The three major strategies mentioned above were used normally and universally by both native speakers and Thai EFL learners who spoke different languages and cultures. Moreover, the overall pattern formulas of apology used by both groups were expressions of apology + offering repair (32.41%), expressions of apology + explanation (26.34%) and expressions of apology + offering repair + showing concerns (11.42%) respectively. Lastly, the researcher concluded that Thai EFL learners accessed to native speakers of English norms in some situation. For pedagogical implications, English teacher should raise the awareness of pragmatic in classroom, for instance, giving EFL learners the opportunities to practice natural pragmatic materials such as films or television programs. In light of this, it would help the EFL learners to get through the barrier of sociolinguistic and pragmatic rules when they were performing the apology.

Regarding to the aforementioned review of literature both conducted outside and inside Thailand revealed that there were similarities and differences when expressing apology. People from different cultures might perceive and express apology differently. The solutions of this problem have been raised by many researchers. They proposed that in order to be successful in apologizing, EFL learners should study more about English culture and people's use of language and pedagogical material should raise the awareness of cultural differences and include appropriate

activities which improve pragmatic competence and production. Interestingly, these studies have overlooked the consideration of the participants' lengths of English study. It was unclear and questionable whether or not the number of years of English study affects students' production and selection of apology strategies. Regarding this problem, the present cross-sectional study was conducted to determine the similarities and differences of apology strategies among Thai EFL learners in different years of undergraduate study.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to investigate apology strategies used by the English major students in the first and third years and attempted to determine significant differences among the two groups. To achieve the goal of the present study, this chapter provided research methodology, including participants, choosing research instrument, validity and reliability of the Discourse Completion Test, validity and reliability of coding the data and analyzing the data. The details of each procedure were presented below:

Participants

The participants of this present study were two groups of English major students at Naresuan University, Phitsanulok. These two groups of students were the students who had no experience of studying abroad and enrolled in the second semester of the year 2015. The first group consisted of 50 first-year English major students who had just finished high school and attended to Naresuan University as freshmen. The students in this group were assumed to have been engaged in fewer English courses than the students of second group who have been studied English for a longer period of time.

The second group consisted of 50 third-year English major students who enrolled in the second semester of the year 2015 and were supposed to have higher language competence than the first group, since they had taken inclusively and extensively more English courses as outlined by English department, Faculty of Humanities, Naresuan University such as English grammar, reading, writing and communication. The reasons that the fourth year students were not researcher's choice as a source of data collection was a convenience of collecting the data. Because of in the second semester of 2015 academic year, the fourth year students had to enroll on a professional training course and gathered true experiences at the fieldwork. That is to say, the third year students were the best candidates for the present study. Besides,

the English courses that the third and fourth year students have been taken are inconsiderable difference since the fourth year students were expected to proceed their undergraduate thesis and concentrate on the professional training at the fieldwork.

Research Instrument

In the present study, a written Discourse Completion Task (DCT) was employed to collect the data. The DCT that the researcher employed in the study was from Thijittang's DCT (2010) which she used to investigate Thai undergraduate students as the part of her doctoral dissertation. It was a modified version of Olshtain & Cohen (1983); Cohen, Olshtain & Rosenstein (1986); Bergman & Kasper (1993). The rationale for choosing Thijittang's DCT was that it had 15 questions that attempted to elicit apology strategies with different states of sociolinguistic variations such as social status, social distance, and severity of offense. More importantly, it was relevant to the objectives of the present study that was to investigate apology strategies used.

Structure of the DCT Questionnaire

The DCT was adopted from Thijittang (2010) in her doctoral dissertation. The DCT comprised of two main parts. The first part described an instruction of how to answer to the questionnaires. The second part consisted of fifteen open-ended questions. It contained realistic situations in which the participants were probably to experience in their lives. The participants were required to identify and imagine themselves as apologizers who were making the offence in the situation and write down their reactions in English as they were verbalizing in each situations by making apology after "You will apologize by saying." The following was the example of the DCT situation used in this study.

Situation 1: At the office, you forgot to pass on an urgent letter to your boss. The next day your boss complained that you did not pass it to him.

You will apologize by saying:_____

(See a complete DCT in the appendix A)

Moreover, in order to make the situation more realistic, the situations were designed carefully to consider sociolinguistic variations (Thijittang, 2010, p. 56) as described below:

Table 1 Classification of Thijittang's DCT (2010) according to sociolinguistic Variation

Situation	Social status	Social distance	Severity of offense
1. Officer forgot to pass an urgent letter to the boss	-	+	+
2. Speaker did not return a laptop to a friend on time	0	+	-
3. Head of a department forgot to inform a junior teacher to join a meeting	+	+	+
4. Student copied an essay for an assignment. A teacher found out	-	0	+
5. Senior manager did not come to visit junior colleague at the hospital	+	+	-
6. Tourist-guide was late to pick up tourist.	-	-	+
7. Junior officer spilled tea on a senior colleague's carpet	-	+	+
8. Speaker damaged a friend's camera	0	+	+
9. University lecturer was late for grading assignments to students	+	0	+
10. Customer stepped on a waiter's foot	+	-	-
11. Speaker was late to see a classmate	0	-	-
12. Speaker made a classmate upset	0	0	+
13. Speaker bumped into a professor on a corner of a building	-	-	-

Table 1 (Cont.)

Situation	Social status	Social distance	Severity of offense
14. Speaker stepped on one student's foot in a crowded elevator	0	-	-
15. Manager was late for appointment with a junior colleague	+	-	-

Social status (+ = high; - = low; 0 = equal)

Social distance (+ = close; - = distant; 0 = neutral);

Severe of offense (+ = severe; - = not severe)

Although the purposes of present study do not aim to investigate the sociolinguistic variation, it could be served as various and realistic situations for the participants to elicit the apology strategies. In social status factor, it is assumed that a head of department in a school (situation 3), a senior manager (situation 5), a university lecturer (situation 9), a customer (situation 10) and a manager (situation 15) are in a higher status than the participants. Conversely, an officer (situation 1), a student (situation 4), a tourist-guide (situation 6), a junior officer (situation 7) and a student (situation 13) are in a lower status than the participants. On the other hand, social status between the participants and friends is in equal status.

Another factor that affects the use of apology strategies is social distance. This factor represents to the degree of remoteness and familiarity between the interlocutors in the situations. Close friends, a speaker and a friend (situation 2, 8) and work colleagues, an officer and a boss (situation 1), a head of a department and a junior teacher (situation 3), a senior manager and a junior colleague (situation 5), and a junior officer and a senior colleague (situation 7) are assumed as people who know each other well. Besides, a speaker and a classmate (situation 12), a student and a teacher (situation 4) and a university lecturer and a student (situation 9) are assumed as people who know each other but not well. Lastly, a tourist-guide and tourists (situation 6), a customer and a waiter (situation 10), students and a professor

(situation 13), students and another student (situation 11 and 14), a manager and a junior colleague (situation 15) are assumed to be unfamiliar.

Also, severe of offense has an impact on how people apologize. This factor represents the severity of offense in apology. In the severe situations, forgetting to pass on an urgent letter (situation 1), forgetting to inform a colleague to attend a meeting (situation 3), copying an essay for an assignment (situation 4), being late to pick up tourists (situation 6), spilling tea on someone's carpet (situation 7), damaging a friend's camera (situation 8), Late for grading assignments (situation 9), and making a classmate upset (situation 12) are represented as severe situations. Conversely, the situations as late for returning a laptop to a close friend (situation 2), missing to see a colleague (situation 5), stepping on someone's foot (situation 10, 14), bumping into a professor (situation 13) and being late for an appointment (situation 11 and 15) are represented as not severe.

Validity and Reliability of the DCT Questionnaire

First and foremost, the researcher sent the DCT to three experts who were instructors of English at Naresuan University to do the index of item objective congruence (IOC) for reviewing the DCT and evaluating its feasibility. Two experts received a doctoral degree and one expert was an American native speaker. After that, the researcher took feedbacks and comments from the three experts into consideration and revised the DCT.

After revising and rechecking the DCT, based on recommendation from the thesis advisor and the experts, the DCT was pilot-tested to find feasibilities of the study such as clarity of instructions and questions, effectiveness, ease of completion, number of time required for participants and if the participants comment some useful information and feedback. Moreover, if some items were problematic and not relevant for participants to fill in, then the researcher consulted with the thesis advisor and revised it, so that the participants did not face those problems later. The pilot-test participants were 30 first year and 30 third year students who were studying Education program in English major, the Faculty of Education in 2015 academic year at Naresuan University, Phitsanulok. The average time for completing the DCT was approximately 1 hour. The reason for choosing these participants

for the pilot-test was from the fact that they were in the similar year of study and have been studying a certain comparable courses from the main participants. After pilot-test process, the researcher conducted the reliability value, effectiveness, difficulties and problems of the DCT and revised it to a final form which was printed on A4 double-sided sheet paper. Finally, the DCT was distributed to the participants of this study.

Validity and Reliability of Coding

In order to make sure that the data coding was valid, an American native speaker and the researcher did the coding. The coders were trained to understand the purposes and procedures of this study thoroughly, especially how to categorize the apology strategies of Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989)

Moreover, to prove that the data coding was valid, apology strategy classification of Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989) was entered to classification codes as AS1 (illocutionary force indicating devices (IFIDs), AS2 (an explanation of account), AS3 (explicit self-blame), AS4 (lack of intent), AS5 (expression of self-deficiency), AS6 (expression of embarrassment), AS7 (self-dispraise), AS8 (justify hearer), AS9 (denial of responsibility), AS10 (blame the hearer), AS11 (pretend to be offended), AS12 (concern for the hearer), AS13 (offer of repair), AS14 (promise of forbearance).

In coding disagreement items, the coders thoroughly reviewed the coding guidelines and the apology classification developed by Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989) for ensuring the coding accuracy. If there were any discrepancies in coding, the coders arranged a formal meeting with thesis advisor to determine a consensus.

Data Collection

First and foremost, the researcher asked for collecting data permission from the Dean of faculty of Humanities, Naresuan University, Phitsanulok. After the researcher received the data collection permission, then, the DCT was distributed to the participants. The participants were requested to complete the DCT within one

hour approximately. Afterwards all the data were sent to the coders to code and analyze.

Data Analysis and Statistical Devices

After collecting data and the data were sent to the coders to analyze, the data were analyzed with the SPSS software (the Statistical Package for the Social Sciences) and the data were classified into 14 strategies of apology proposed by Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989) using units of analysis. The following was an example of coding the data.

Situation 9: Speaker damaged a friend's camera

You will be saying: I'm so sorry, I will buy a new one for you, it slipped out of my hands.

In this situation, the participant borrowed his/her friend a camera, but it was damaged accidentally. In the response above as "I'm so sorry, I will buy a new one for you, and it slipped out of my hands" was analyzed into 3 units and coded as semantic formulas as below:

1. I'm so sorry, = illocutionary force indicating devices (IFIDs) (AS1)
2. I will buy a new one for you, = offer of repair (AS15)
3. It slipped out of my hands. = an explanation of account (AS4)

According to the strategy of Illocutionary force indicating device (IFIDs), it can be classified into 3 sub-categories; expression of regret, offer of apology and request for forgiveness. In this study, these sub-categories were grouped into one strategy which was Illocutionary force indicating device (IFIDs) due to the sub-categories already elicit the expression verbs that mean sorry.

After the data were analyzed and coded by the coders, the data analysis procedures were divided into two parts. In order to answer research question one (What were the apology strategies used by the English major students in the first and third years?), the first part was descriptive analysis of apology strategies used by the first and third year students majoring in English. In this part, the result was demonstrated in terms of frequency and percentage and was compared to find the potential similarities and differences among the participants. The second part made use of an independent sample t-test in order to answer research question two

(Were there any significant differences among apology strategies used by the English major students in the first and third years?) to find the significant differences of apology strategies used by the first and third year students majoring in English.

CHAPTER IV

RESULT AND DISCUSSION

This present section reported results of the participants obtained from the DCT. The results were divided into two sections in accordance with the two research questions.

Research Finding One

In order to answer research question one (What were the apology strategies used by the English major students in the first and third years?), the results were presented as frequency counts and percentages in tables 2 and 3 as follows:

Table 2 First-year English major participants' frequencies in using apology strategies in fifteen apology situations.

No.	Apology Strategies	Frequency	Percentage (%)
1	Illocutionary force indicating devices (IFIDs)	800	48.99
2	Offer of repair	189	11.57
3	Explanation of account	188	11.51
4	Explicit self-blame	134	8.21
5	Concern for the hearer	102	6.25
6	Expression of self-deficiency	98	6
7	Promise of forbearance	66	4.04
8	Lack of intent	42	2.57
9	Self-dispraise	7	0.43
10	Expression of embarrassment	6	0.37
11	Justify the hearer	1	0.06
12	Denial of responsibility	0	0
13	Blame the hearer	0	0

Table 2 (Cont.)

No.	Apology Strategies	Frequency	Percentage (%)
14	Pretend to be offended	0	0
	Total	**1633**	**100**

The above table displays the frequencies and percentages and reveals that "illocutionary force indicating devices" (IFIDs) (48.99%) were the most central apology strategies used of the first group. With regard to the second and the third ranks, "Offer of repair" (11.57%) and "Explanation of account" (11.51%) had a close proximity used respectively. However, almost of the participants did not response by using "Justify the hearer" (0.06) and none of the participants selected "Denial of responsibility", "Blame the hearer" and "Pretend to be offended" in response to apology situations. The total number of apology responses were 1633 times.

Table 3 Third-year English major participants' frequencies in using apology strategies in fifteen apology situations.

No.	Apology Strategies	Frequency	Percentage (%)
1	Illocutionary force indicating devices (IFIDs)	736	41.94
2	Offer of repair	235	13.39
3	Explanation of account	195	11.11
4	Explicit self-blame	159	9.06
5	Concern for the hearer	123	7.01
6	Promise of forbearance	104	5.93
7	Expression of self-deficiency	94	5.36
8	Lack of intent	62	3.53
9	Justify the hearer	20	1.14
10	Self-dispraise	12	0.68
11	Expression of embarrassment	11	0.63

Table 3 (Cont.)

No.	Apology Strategies	Frequency	Percentage (%)
12	Denial of responsibility	3	0.17
13	Blame the hearer	1	0.06
14	Pretend to be offended	0	0
	Total	**1755**	**100**

As results in Table 3, the most commonly used of apology strategies by the third-year participants was "Illocutionary force indicating devices" (IFIDs) (41.94%). "Offer of repair" (13.39%) held the second and "Explanation of account" (11.11%) was the third rank. However, "Self-dispraise" (0.68%) and "Expression of embarrassment" (0.63%) had a close proximity used respectively. Interestingly, in the last three ranks, "Denial of responsibility" (0.17%) was used 3 times and "Blame the hearer" (0.06) was used only 1 time, while "Pretend to be offended" was not used at all by the second group. The total number of apology responses were 1755 times. A comparison of apology strategies used by the first- and the third-year English major students as shown in figure 1.

	Illocutionary force indicating devices (IFIDs)	Offer of repair	Explanation of account	Explicit self-blame	Concern for the hearer	Expression of self-deficiency	Promise of forbearance	Lack of intent	Self-dispraise	Expression of embarrassment	Justify the hearer	Denial of responsibility	Blame the hearer	Pretend to be offended
First-year	48.99	11.57	11.51	8.21	6.25	6	4.04	2.57	0.43	0.37	0.06	0	0	0
Third-year	41.94	13.39	11.11	9.06	7.01	5.36	5.93	3.53	0.68	0.63	1.14	0.17	0.06	0

Apology reponses by the first- and the third-year English major students

Figure 1 A Comparison of Apology Strategies Used by the First- and the Third-Year English Major Students

Figure 1 revealed that the first-year participants used 3 apology strategies more frequently than the third-year participants. These were "Illocutionary force indicating devices (IFIDs), "Explanation of account" and "Expression of self-deficiency". However, the third-year participants responded 10 apology strategies more frequently than the first-year participants. These were "Offer of repair", "Explicit self-blame", "Concern for the hearer", "Promise of forbearance", "Lack of intent", "Self-dispraise", "Expression of embarrassment", "Justify the hearer", "Denial of responsibility", and "Blame the hearer" Lastly, "Pretend to be offended" was not found by both groups.

Research Finding Two

In order to answer the second research question (Were there any significant differences among apology strategies used by the English major students in the first and third years?), the finding were divided into two parts. The first part demonstrated frequency, percentage and P-Value by using independent sample t-test to find out the significant differences. The second part described the different and similar characteristics of each apology strategies performed by the two participant groups.

Part I: The frequency, percentage and P-Value by using independent sample t-test to find out the significant differences between apology strategies responded by the first- and third- year students

Table 4 The comparison of the apology strategies performed by the first- and the third-year English major participants

No.	Apology Strategies	1st - Year Students (F, %)	3rd - Year Students (F, %)	P-Value (Sig.) 2-tailed
1	Illocutionary force indicating devices (IFIDs)	800 (48.99)	736 (41.94)	0.015*
2	Offer of repair	189 (11.57)	235 (13.39)	0.047*

Table 4 (Cont.)

No.	Apology Strategies	1st – Year Students (F, %)	3rd – Year Students (F, %)	P-Value (Sig.) 2 tailed
3	Explanation of account	188 (11.51)	195 (11.11)	0.728
4	Explicit self-blame	134 (8.21)	159 (9.06)	0.197
5	Concern for the hearer	102 (6.25)	123 (7.01)	0.292
6	Expression of self-deficiency	98 (6)	94 (5.36)	0.785
7	Promise of forbearance	66 (4.04)	104 (5.93)	**0.002***
8	Lack of intent	42 (2.57)	62 (3.53)	0.130
9	Self-dispraise	7 (0.43)	12 (0.68)	0.261
10	Expression of embarrassment	6 (0.37)	11 (0.63)	0.270
11	Justify the hearer	1 (0.06)	20 (1.14)	**0.000***
12	Denial of responsibility	0	3 (0.17)	0.182
13	Blame the hearer	0	1 (0.06)	0.322
14	Pretend to be offended	0	0	0
	Total and significant value of all strategies	1,633 (100)	1,755 (100)	**0.909**

Note: The differences between the frequencies of strategies made by participants in both groups are statistically significant at level of 0.05 were presented with *

Table 1 above revealed the differences and similarities of responses between the two groups. That is, there was a significant difference in four of the fourteen apology strategies. These were "Illocutionary force indicating devices (IFIDs)", "Offer of repair", "Promise of forbearance" and "Justify the hearer". In overview, however, the third year participants generally used apology responses more than the first year participants, in many strategies (except "IFIDs" and "Expression of self-deficiency") The third-year students used 13 strategies for 1,755 times while the first-year students used 11 strategies for 1,633 times, but there were ten out of the fourteen apology

strategies which had no statistically significant difference between responses of the two participant groups. They were "Explanation of account", "Explicit self-blame", "Concern for the hearer", "Expression of self-deficiency", "Lack of intent", "Self-dispraise", "Expression of embarrassment", "Denial of responsibility", "Blame the hearer", and "Pretend to be offended". Considering the overall picture, there was no statistical significance between apology strategies used by the first- and the third-year students

Part II: The different and similar characteristics of each apology strategy performed by the first- and third-year students

This part presented the overall examples of different and similar structure and/or order of each apology strategies. The examples were selected by directly quoted approach from the two participant groups and presented using the following symbols.

1st E = an example taken from the first-year English major participants' responses

3rd E = an example taken from the third- year English major participants' responses

Differences in Using Apology Strategies

1. Illocutionary force indicating devices (IFIDs) (AS1)

As previously presented in Table 4, it was found that the first-year participants (48.99%) responded with "Illocutionary force indicating devices (IFIDs)" in terms of frequency and percentage more than the third-year participants (41.49%). There was a significant difference between the first- and third-year students at the level of .05 (P=0.015).

This strategy is a very common and overwhelming strategy that includes "sorry, apologize, excuse etc." in English and a starter strategy for English learners in making apology. It is the explicit response of apology when the apologizer admits that he/she violates social norms as shown in examples below:

Ex. (1) **I'm sorry**, I forgot to do it and I will do it and give you later. (1st E)

Ex. (2) **Excuse me**, It's my fault. I'm hurry to get to examination room on time (1st E)

Ex. (3) **I'm sorry**, I forgot it, so I'll grade it as quickly as I can. (3rd E)

Ex. (4) **Pardon me**, I was late because I missed the first bus. (3rd E)

As seen in the examples above, IFIDs were commonly appeared in the initial position, but with regard to the use of IFIDs in apology responses of both participant groups, some participants from both groups felt that using IFIDs in the initial position seemed to be inadequate for apologizing, so they preferred to use IFIDs in the initial and final position to decrease the severity of offense as shown below:

Ex. (5) **I'm really sorry** sir. I have an important appointment. **Sorry Sorry.** (1st E)

Ex. (6) **I'm so sorry** everyone. It's my fault. I went to the wrong hotel and **I apologize.** (1st E)

Ex. (7) **I'm really sorry** about your camera, but I will find a shop to fix it or I will buy the new one for you. **I'm sorry.** (3rd E)

Ex. (8) **Sorry** to give you waiting so long. I missed the first bus. **I' really sorry.** (3rd E)

Interestingly, some of the third-year participants did not perform any IFIDs in the apology situations, but preferred to perform other combination strategies (Ex. 11, 12) because they may have thought that they were at higher social status and the situation was not too severe (Ex. in the situation of speaker did not return a laptop to a friend on time and university lecturer was late for grading assignments to students). It was inconsistent to the first-year participants' data in that most of them did not recognize the sociolinguistic constraint and nearly used IFIDs in every situation (Ex. 9 and 10). This may be the main reason that made the first-year participant IFIDs' was redundant. Below are examples in the situation where the speaker did not return a laptop to a friend on time.

Ex. (9) **I apologize.** I will return for you tomorrow (1st E)

Ex. (10) Oh! **Sorry**, I'm not finish my work on your laptop. I'll return to you soon. (1st E)

Ex. (11) It's my mistake. I was fever and went to rest in the hospital. (3rd E)

Ex. (12) OK, I forgot it. I will take it back to you now. (3rd E)

2. Offer of repair (AS13)

As shown in Table 4, it was found that the third-year participants (13.39%) responded with "Offer of repair" more often than the first-year participants (11.57%). And this difference was statistically significant at the level of .05 (P=0.047).

This strategy is used when an apologizer attempts to make payment or compensate for the damage. An offer of repair is commonly appeared in an apology situation when valuables are involved or in the situation where verbal apology seem to be inadequate.

In this data, "Offer of repair" was performed mostly as an apology strategy used with close friends, acquaintances and colleague groups. This result was consistent with Thijittang's (2010) study stated that Thai EFL learners performed this strategy among those with the close relationship because it was predicted that the apologizer and apology recipient will see each other again. That is to say, this strategy was the best way to soften the offense and keep maintaining the relationship as shown in the examples below:

Ex. (13) Oh dear! I'm so sorry. I didn't mean to do that. It was an accident. Let me wash the carpet for you. (1st E)

Ex. (14) I'm so sorry Chris. I will buy a new camera to you (1st E)

Ex. (15) Oh Gosh! I'm sorry. I didn't mean to do that. Can you give me a napkin? I'll clean it. (3rd E)

Ex. (16) I'm sorry man. I will take it to the store and pay for it, man. (3rd E)

In terms of the sequence of apology, the use of offer of repair usually appeared in the final position from both participant groups. It was often placed with other strategies for example, the used of "Offer of repair" occurred with "IFIDs", "Lack on intent" and "Offer of repair" as in Ex. 13 and 15 or mostly with "IFIDs" as in Ex. 14 and 16.

3. Promise of forbearance (AS14)

As shown in Table 4, the data revealed that the third-year participants (5.93%) responded with "Promise of forbearance" more frequently than the first-year participants (4.04%) with a significant difference at the level of .01 (P=0.002).

This strategy is a verbal redress of apology. When the sense of guilt is sufficiently delivered, the apologizer may promise not to repeat that offense again in order to gain more "face" to recipient.

In this apology data, "Promise for forbearance" was performed by both participant groups. It commonly occurred in the final position in the situation where the apologizer had less social status and social distance than the recipient such as officer vs. boss (Ex. 17), student vs. teacher (Ex. 18), and tourist guide vs. tourist (Ex. 19) as shown in the examples below:

Ex. (17) I apologize foe forgetting to pass on an urgent letter to you. **It will not happen again.** (1st E)

Ex. (18) I'm sorry that I copied an essay from a website. I was afraid that I will write very bad, but I'll try to do it by myself. **I will not do it again.** (1st E)

Ex. (19) I' really sorry for let you waiting for an hour. I went to the wrong hotel. It was my mistake and **won't happen again.** (3rd E)

However, the point that should be mentioned was the high frequency of using "Promise of forbearance" of the third-year participants. As mentioned earlier, this strategy commonly occurred in situation where the apologizer had less social status and social distance than the recipient, but some of third-year participants preferred to use this strategy in the equal social status and social distance situation such as situation 12 (The apologizer made a classmate upset for a speaking test in English class). See more examples below:

Ex. (20) I'm sorry for my mistake. I'll have more concentrate. **It won't happen again.** (3rd E)

Ex (21) Are you ok? I'm so sorry about that. **I wouldn't let that happen again.** (3rd E)

As seen in the example above, some of the third-year participants preferred to use "Promise of forbearance" after using "IFIDs" and "Offer of repair". The reason behind this response may be because they were in the third year which meant that they

passed many speaking tests in English. They knew how important this situation was. If his/her mate could not do their best, they would receive a low score. On the other hand, in the same situation, most of the first-year participants preferred not to use "Promise of forbearance", but instead performed a combination of strategies such as "IFIDs + Explicit self-blame + Offer of repair" as shown in the examples below:

Ex. (21) I'm sorry to make you upset. I didn't prepare well, but I will practice harder next time. (1st E)

Ex. (22) I'm sorry. I didn't prepare for this test. I will do anything if that make you feel okay. (1st E)

4. Justify the hearer (AS8)

As shown in Table 4, the data revealed that the third-year participants (1.14%) responded with "Promise of forbearance" in terms of frequency and percentage more than the first-year participants (0.06%) and there was a significant difference at the level of .001 (P=0.001).

In this strategy, the apologizer justified the anger of the recipient by saying "You are right to be angry", "I understand that you are angry"

The sub-type of taking on responsibility was rarely performed by both participant groups. The third year participants used this strategy 20 times whereas only one example was found from the first year participant as shown below:

Ex. (23) I was in the wrong and I realize my mistake now. **It's right that you angry.** (1st E)

Ex. (24) Oh I'm so sorry. This is my fault. **You're right.** (3rd E)

Ex. (25) I'm so sorry, Chris. I didn't mean to do it. It's my mistake. **I understand if you will be upset with me**, but let me by you a new one. (3rd E)

In apologizing a friend who was upset in a speaking test in English, in example (23), the first year participant began his/her apology with "Explicit self-blame", followed by "Justify the hearer". In addition, in example (24), the third year participant performed with "IFIDs followed by "Explicit self-blame" and "Justify the hearer" to apologize his/her junior teacher because they forgot to inform them to join a meeting. The last example (25), in the situation, the apologizer broke his/her friend camera, the apologizer performed five apology strategies, "IFIDs" + "Lack on

intent" + "Explicit self-blame" + "Justify the hearer" + "Offer of repair" This may be because the apologizer felt that the offense was very severe.

However, a significant difference of this strategy between the first- and the third-year participants was found. One of the possible reason was that the third-year participants have a higher and broader English proficiency level and pragmatics that they gained from classroom, movies, social media and etc. than the first-year participants.

Similarities of Using Apology Strategies

    1. Explanation of account (AS2)

As shown in Table 4, the data revealed that the third-year participants (11.11%) responded with "Explanation of account" in terms of frequency and percentage more than the first-year participants (11.51%) but there was no significant difference.

This semantic apology is an explanation that the apologizer explains how/why the offense and damage happened in order to minimize the severity of offense. However, the explanation of account can be described as "excuse" for committed offense (Trosborg, 1987).

The strategy appeared in the data at moderate frequency by both participant groups. It commonly occurred in the second position in the response as shown in the examples below:

Ex. (26) I'm so sorry. **I worked hard last night, so I had no time to grade all of you,** but I will do that tonight. (1st E)

Ex. (27) I'm sorry. **I have an urgent business yesterday,** but I promise today, I will surely go to visit you. (3rd E)

As seen the in the examples above, the first-year participant gave an explanation why he/she was late for grading assignments to students even though a promised had been given to students (Ex.26) while the third-year participant explained why he/she did not come to visit junior colleague at the hospital although he/she already arranged an appointment to visit junior colleague at the hospital (Ex. 27). It is interesting to mention that the explanation of account often appeared only in the situation that the apologizer already made a promise to the recipient.

Another point that should be mentioned is the frequency of using "Explanation of account" by the two participant groups. The low number of explanation used by English learners is due to the inadequate linguistic knowledge (Trosborg, 1987) and also cognitive maturity (Al-zumor, 2011). Since the "Explanation of account" used by the two participant groups was almost similar in terms of frequency, it may confirm that they have the same linguistic knowledge and cognitive maturity.

2. **Explicit self-blame (AS3)**

As shown in Table 4, the data revealed that the third-year participants (9.06%) responded with "Explicit self-blame" in terms of frequency and percentage more than the first-year participants (8.21%) but there was no significant difference.

"Explicit self-blame" is a sub-type of taking on responsibility and also one of the most explicit and direct apology strategy. In this strategy, the apologizer directly admits from having a responsibility on that offense.

In this data, "Explicit self-blame" had a scattered use which was not specified in some situations by the two participant groups. Moreover, it appeared in any position in the response. See more examples below:

Ex. (28) I do apologize. **It's my fault for being late** because I missed the first bus. (1ˢᵗ E)

Ex. (29) Are you ok? I'm so sorry. **It's my mistake.** (3ʳᵈ E)

In the examples above (Ex. 28), the first-year participant admitted that it was his/her fault for being late so the recipient had to wait in front of the library for 15 minutes. Similarly (Ex.29), the third-year participant admitted his/her mistake from stepping on one student's foot in a crowded elevator.

In the data, the most common responses in using "Explicit self-blame" were "It's my fault", "It's my mistake" which were the direct explicit self-blame. On the other hand, one example was found from the third-year participant using indirect explicit self-blame as shown in the example below:

Ex. (30) I'm so sorry. I didn't see you. **I should be more careful on my way (3ʳᵈ E)**

Example 30 showed that the third-year participant did not directly admit his/her mistake, but chose to admit it indirectly that he/she should be more careful

on his/her way. It indicated that he/she was not careful on the way, and resulting in a mistake.

3. Concern for the hearer (AS12)

As shown in Table 4, the data revealed that the third-year participants (7.01%) responded with "Concern for the hearer" in terms of frequency and percentage more than the first-year participants (6.25%) but there was no significant difference.

This strategy provides a pattern that shows concern for the recipient. When apologizers admitted their guilt, they may use a linguistic pattern that shows concern in a particular situation. For example, in the situation bumping into a professor on a corner of a building, they may use "Are you ok?" to the recipient.

From this research data, "Concern for the hearer" was moderately used by the two participant groups, and was put in any positions. It commonly appeared in the situations that involved with physical injury as shown the examples below:

Ex. (31) I'm so sorry. **Are you ok?** (1st E)

Ex. (32) **Are you ok?** I didn't intent to do like that. Please forgive me. (3rd E)

Example (31), (32), responding to a situation where customer stepped on a waiter's foot, the first-year began an apology with "IFIDs" plus showing a concern while the third-year participant responded with "Concern for the hearer", followed by "Lack on intent" and "IFIDs"

This strategy not only appear in the situations that involved with physical injury but also in the situation where conversations were among friends and the offense seemed to be very severe. See more examples below:

Ex. (33) I will try it again. **Don't worry about it. Everything will be OK** and I'm sorry for didn't prepare well. (1st E)

Ex. (34) I' so sorry for your camera. I will buy a new camera to return you. **Are you ok?** (3rd E)

In example 33, the apologizer made a classmate upset because he/she did not prepare well for the English speaking test. The first-year participant performed "Offer of repair" followed by "Concern for the hearer" and "IFIDs" while in example 34, the apologizer broke his/her friend's camera. The third -year responded with

"IFIDs", "Offer of repair" and "Concern for the hearer". Interestingly, only one example from the first-year participant also revealed the emergence of L1 transfer in using this strategy as shown in the example below:

Ex. (35) I'm really sorry. **Are you angry me?** (1st E)

As seen the example 35, the apologizer accidentally spilled tea on his/her senior colleague, the first-year began an apology with "I'm really sorry" then "Are you angry me?" which was probably transferred from L1 which was Thai language (Kròt rŭe plào? or Kròt mai a?).

4. Expression of self-deficiency (AS5)

As shown in Table 4, the data revealed that the first-year participants (6%) responded with "Expression of self-deficiency" in terms of frequency and percentage more than the third-year participants (5.36%) but there was no significant difference.

This strategy is showing self-deficiency by the apologizer. According to this data, both participant groups preferred to use this strategy, possibly because admitting their own deficiency seemed to be the most sincere apology. Both participant groups combined this strategy with other strategies as shown in examples below:

Ex. (36) I'm so sorry. **I wasn't looking the way.** (1st E)

Ex. (37) Pardon professor, I'm in hurry and **I didn't see you.** (3rd E)

As seen in example 36, at the restaurant, the apologizer stepped on the foot of a waiter. The first-year students performed "IFIDs" plus "Expression of self-deficiency" in this situation. In example 37, the apologizer bumped into a professor, the third-year used "IFIDs" followed by "Explanation of account" and "Expression of self-deficiency".

5. Lack of intent (AS4)

As shown in Table 4, the data revealed that the third-year participants (3.53%) responded with "Lack of intent" in terms of frequency and percentage more than the first-year participants (2.57%) but was no significant difference.

This strategy is a sub-type of taking on responsibility. "Lack of intent" is used when the apologizer needs to express a lack of intent in a particular situation.

According to this data, both participant groups performed this strategy with low frequency. This strategy was used in combination with other strategies

possibly because it helped soften the apologizer's face. Moreover, it commonly occurred in the situations about damaged belongings and bumping into someone were involved from both participant groups as shown in the examples below:

Ex. (38) I apologize for that. **I didn't intent to spilled tea oh your carpet.** (1st E)

Ex. (39) I'm sorry. Are you OK? **I didn't intend to bump you.** (3rd E)

In apologizing when spilling tea on a senior colleague's carpet (Ex 38), the first-year participant in example 38 used "IFIDs" and "Lack of intent" to save their own face and the recipient's face. Similarly (Ex 39), the third-year participant used "IFIDs" together with "Concern for the hearer" and "Lack of intent" in the situation related to bumping into a professor.

6. Self-dispraise (AS7)

As shown in Table 4, the data revealed that the third-year participants (0.68%) responded with "Self-dispraise" in terms of frequency and percentage more than the first-year participants (0.43%) but there was no significant difference.

This strategy is a sub-type of responsibility. It shows sincerity of admitting the offense by saying dispraise words. According to the data, this strategy had a very low frequency. The reason that this strategy was used by the two participant groups may be because they felt that admitting the offense by saying dispraise words was the best way to prove their sincerity as shown in the examples below:

Ex. (40) I'm so sorry to keep you waiting so long. I went to the wrong hotel. **I am such a clumsy person.** (1st E)

Ex. (41) I'm so sorry. **I am such a forgetful person** and it will not happen again. (3rd E)

In the example 40 above, the first-year participant apologized to the tourists because he/she went to the wrong hotel by using "IFIDs" followed by "Explanation of account" and "Self-dispraise". Similarly, the third-year participant made an apology to boss because he/she forgot to pass on an urgent letter by using "IFIDs" followed by "Self-dispraise" and "Promise of forbearance"

7. Expression of embarrassment (AS6)

As shown in Table 4, the data revealed that the third-year participants (0.63%) responded with "Expression of embarrassment" in terms of frequency and

percentage more than the first-year participants (0.37%) but there was no significant difference.

This strategy is used when the apologizer feels embarrassed and ashamed of offense. From this data, the two participant groups performed this strategy at a very low frequency (6 and 11). It commonly appeared in the situation where the apologizer had lower social status and the relationship between the apologizer and recipient were distant as shown in the example below:

Ex. (42) I'm so sorry about it teacher. **I feel very awful about what I had done**. It will not happen again. (1st E)

Ex. (43) I know that my mistake is unbearable. I apologize. **I feel shame about it.** (3rd E)

The above examples (42,43) were responses to the situations where the apologizer copied an essay from a website and the teacher found it out. The first-year participant performed an apology by using "IFIDs" followed by "Expression of embarrassment" and "Promise of forbearance" while the third-year participant softened the same situation by using "Explicit self-blame" together with "IFIDs" and "Expression of embarrassment"

8. **Denial of responsibility (AS9)**

As shown in Table 4, the data revealed that the third-year participants (0.17%) responded with "Denial of responsibility" while none of the first-year participant performed this strategy and was no significant difference.

This strategy is one of possible ways to reject the need of apology. According to the findings, examples of this strategy were only found from the third-year participant as shown below:

Ex. (44) Oh! So sorry. **I didn't forget that**. Here, I'm returning the laptop to you (3rd E)

Ex. (45) **It was not my fault**. The first bus left too early. (3rd E)

In example 44, the apologizer forgot to return a laptop to his/her friend. The third year participant preferred to make an apology by using "IFIDs" followed by "denial of responsivity" and "Offer of repair". Similarly, in the example 45, the apologizer was late to see classmate. One of the third-year participant began an apology with "Denial of responsibility" together with "Explanation of account".

9. Blame the hearer (AS10)

As shown in Table 4, the data revealed that the third-year participants (0.06%) responded with "Blame the hearer" while none of the first-year participants performed this strategy and there was no significant difference between the two groups responses in this strategies.

"Blame the hearer" is used when the apologizer rejects the responsibility and tosses that offense to the recipient. From this data, only one example was found, and it was used by one third-year participant, as shown below:

Ex. (46) Oh I'm really sorry. **Why you not inform me early?** (3rd E)

In example 46, the apologizer forgot to return a laptop to his/her friend. The third-year participant preferred to use "Blame the hearer" to other strategies. The reason that he/she chose this strategy possibly because they were friends and have a close relationship to one another.

10. Pretend to be offended (AS11)

As shown in Table 4, none of responses in this study were found using this strategy

In summary, out of the fourteen apology strategies used by the first-year and third-year students, four strategies showed statistically significant differences between responses of the two student groups. In addition, the third-year students used more strategies than the first-year students did. However, comparing all apology strategies used by the two student groups, there was no statistically significant difference.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents the summary and discussion of the findings of the apology strategies used by English major students. In addition, pedagogical implementation and recommendation for further studies were described respectively at the end of the chapter.

Summary of the Study

The purpose of this cross-sectional study was to investigate apology strategies used by English major undergraduate students – the first and the third years at Naresuan University, Phitsanulok, Thailand. Moreover, the similarities and differences between apology strategies used by the two groups were also taken into account whether or not the years of study have a significant impact on apology strategies used.

The present study attempted to answer the following research questions:

1. What were the apology strategies used by the English major students in the first and third years?

2. Were there any significant differences among apology strategies used by the English major students in the first and third years?

The participant groups of this study were 50 first-year and 50 third-year English major students, at Naresuan University, Phitsanulok. For research instrument, Thijittang's (2010) Discourse Completion Test (DCT) was employed to collect the data. It was a modified version of Olshtain & Cohen (1983); Cohen, Olshtain, & Rosenstein (1986); Bergman & Kasper (1993). In the structure of the DCT, there were two parts: the instruction of how to answer in the questionnaires and fifteen open-ended questions which attempted to elicit apology strategies from the participants. The validity and reliability of the DCT were evaluated by three experts who were lecturers of the English department, Naresuan university, Phitsanulok and the DCT was subsequently piloted with 30 first-year and 30 third-year

English majors in the Education program to establish the feasibilities and validity of the study such as clarity of instructions and questions, effectiveness, ease of completion, amount of time required for participants, and to consider if the participants provided some useful information and feedback. The revised DCT was distributed to the participants in class in the second semester of the 2015 academic year. Then, the obtained data were sent to two coders, a native speaker of English and the researcher, to encode and classify the responses into apology strategies classified by Olshtain & Cohen (1983) and Blum-Kulka, House & Kasper (1989). The responses were grouped into six major components with nine sub-categories. After that, the researcher computed the frequencies of all analyzed data and calculated into percentage using SPSS software (the Statistical Package for the Social Sciences). In addition, an independent sample t-test was employed to find the similarities and differences between responses of participants in the two groups.

The findings were presented in tables with frequency, percentage, and significance values. The major findings of this study were summarized as follows:

1. The first-year participants performed 11 apology strategies for a total number of 1,633 times. The finding on using apology strategies showed that the strategy called illocutionary force indicating devices ("IFIDs") was the most frequently used (48.99%). However, "Self-dispraise", "Expression of embarrassment" and "Justify the hearer" were used at the lowest frequency. The findings also showed that the first-year participants avoided using refusal to acknowledge guilt strategies which were "Denial of responsibility", "Blame the hearer" and "Pretend to be offended"

2. The third-year participants performed 13 apology strategies for a total number of 1,755 times. The finding on using apology strategies showed that the strategy of illocutionary force indicating devices ("IFIDs") was the most frequently used (41.94%). In comparison to the first-year's data, the third-year participants preferred to perform refusal to acknowledge guilt in the lowest frequency, however, "Pretend to be offended" was not found in using.

3. Since the first-year participants performed 11 apology strategies whereas the third-year performed 13 apology strategies, the third-year participants had a larger

number of apology strategies and a higher frequency of the use of apology strategies (1,755) than the first-year participants (1,633)

4. The independent sample t-test was used to analyze the data and it showed that there were 4 apology strategies which showed statistically significant differences between the two participant groups. There were "Illocutionary force indicating devices (IFIDs)", "Offer of repair", "Promise of forbearance" and "Justify the hearer". However, the results from an independent Sample t-test showed that there were no statistically significant differences between the two groups in the use of all apology strategies.

Discussion of the Findings

The findings of the study on apology strategies in English performed by the first-year English majors and the third-year English majors were discussed below:

Discussion of Findings One

The results revealed that the third-year participants had a larger number of apologies as well as more strategy selections than the first-year participants. That is, the first-year participants responded with 11 apology strategies for a total number of 1,633 times while the third-year participants responded with 13 apology strategies for a total number of 1,755 times. Moreover, there were 4 apology strategies which were statistically significant. These findings are consistent with the results in other studies with the explanation that the number of strategies and strategy selections broaden with learners' increasing English proficiency (Chang, 2009; Istifci & Kampusu, 2009; Rastegar & Yasami, 2014).

For Illocutionary force indicating devices (IFIDs), according to Olshtain & Cohen (1983), IFIDs which was one of the four strategies that showed a significant difference between apology used by the first-year students and the third-year students, is a routine-like and overwhelming strategy which was consistent with other studies (Suszczynska, 1999; Alfattah, 2010; Thijittang, 2010; Salehi, 2014; Tamimi Sa'd & Mohammadi, 2014. After considering a linguistic acquisition, "I'm sorry" is the starter for learners, then with the learners' increasing proficiency, a combination of other strategies will be acquired later (Chang, 2009). Interestingly, IFIDs strategy seems to have a discrepancy of use in this finding. The first-year students responded 800 times

whereas the third-year responded 736 times in fifteen situations. There was a statistically significant difference at the level of .05 (P=0.047). This finding was inconsistent with Istific & Kampusu's (2009) study which reported that advanced level English learners employed more IFIDs and combinations than intermediate level learners. After carefully investigation with our finding, the reason that the first-year's IFIDs was redundant was possibly because they have limited awareness of sociolinguistic variations such as social status, social distance and severity of offense. For instance, the situation of "a university lecturer was late for grading assignments to students", IFIDs was used by 100% of the first-year participants and at least 1 time per person (e.g. I apologize. I forgot it. I hope you can forgive me) whereas some of the third-year participants did not choose IFIDs in this situation because they felt that they were at higher social status and the situation was not too severe (e.g. Please calm down, I'll grade you as soon as possible.). As Intachakra, 2004, cited in Thijittang (2010) described that Thai culture is a positive politeness culture that means people who has more power (social constraints) rarely gives an apology to the lower one. From this study, it indicated that the first-year participants had less realization in social constraints when performing apology than the third-year participants. That is to say, sociolinguistic variations and cognitive learning should be taught as an explicit learning in order to gain more understanding. In addition to sociolinguistic awareness, the findings also revealed the emergence of L1 transfer in using IFIDs. "Don't be angry" (Yà kròt pai loei) was found in responses from 5 respondents in the first year's data. It possibly has been transferred from the L1 cultural norm. In the case of "Don't be angry" response, the result was consistent with Suszczynska's (1999) study which reported that most of Hungarian EFL learners preferred to use "Don't be angry" which was asking the victim not to be angry, and which was transferred from their L1 "Ne haragudjon" more often than "I'm sorry". This implies that this sample cannot make a definite statement to English native speaker norms because "speech acts are not language-independent 'natural kinds, but cultural-specific communicative routines" (Wierzbicka, 1985, as cited in Suszczynska, 1999, p. 1058). That is to say, some responses from respondents in this present study confirmed the statement above.

Another strategy which yielded a statistically significant difference between responses by the first-year students and the third-year students was "Offer of repair".

This strategy will appear only in a specified-situation in which verbal apology seems to be inadequate or physical injury and damage are involved (Olshtain & Cohen, 1983). As seen in the findings, the first-year students used 189 times whereas the third-year students used 235 times. There was a statistically significant difference at the level of .05 (P=0.047). A possible reason that the third-year students employed this strategy more often than the first-year students was because they may have felt that some situations were too severe. For instance, in the situation where "the speaker damaged a friend's camera", the data showed that 96% of the third-year students chose to respond with "Offer of repair" whereas only 80% from the first-year students used this strategy. In the case of "Promise of forbearance" and "Justify the hearer", there were statistically significant differences at the level of .01 (P=0.002) and .001 (P=0.001) respectively. From the data, the third-year students tended to respond with these two strategies more frequently than the first-year students in terms of frequency counts. The result of "Promise of forbearance", which was used by the apologizer who had lower social status and less social distance than the recipient, was in lined with Thijittang's study (2010) stated that Thai undergraduate students commonly performed this strategy as a speaker of lower position because they committed the heavy offense and strongly needed this strategy to redress the offense. In addition, for "Justify the hearer", it was rarely performed by both participant groups. This strategy was performed with a very low frequency. The third-year participants used this strategy 20 times whereas only one example was found from the first-year participants. One of the possible reasons for the difference was that the third-year participants had a higher proficiency level or they had obtained L2 pragmatics by implicit learning such as the knowledge from classrooms, movies, songs and fictions. The lengths of exposure to English instruction of the third-year participants may give them a cross-cultural accession to perform more apology strategies than the first-year participants. In addition, the individual differences (e.g. personal preferences and learners' pragmatic competence), cultural norms, and values are other factors affecting the apology strategies of the learner. (Farashaiyan & Amirkhiz, 2011)

However, a majority of the first-year participants did not use the three following apology strategies: "Denial of responsibility", "Blame the hearer" and "Pretend to be offended", whereas the third-year participants used "Denial

of responsibility" 3 times, and "Blame the hearer" 1 time. "Pretend to be offended" was not found in any group of participants. The finding was consistent with Thijittang (2010) who stated that blaming others was not a common apology strategy for Thai people.

Apart from the different strategies between the two participant groups, the way of two participant groups performed an indirect apology was also interesting. According to Al-Zumor (2003, p. 102) the apology strategies can be expressed by both explicit and implicit manners. The explicit apology is the primary component which conveys the apology explicitly for example, in the situation where a speaker apologizes for short visit to his/her friend, the apologizer may response with explicit apology ("I'm sorry for not staying for a longer time"). On other hands, in the same situation, the apologizer may choose to response with the implicit apology ("I wish I could stay for longer") or the apologizer may combine multiple apology strategies explicitly and implicitly if an offence is very severe (Hassan, 2014, p. 232). In this research data, both of participant groups performed a very low frequency of the implicit apology. They preferred to perform the explicit responses in all strategies. The explicit and implicit apology can be used to establish and broaden a variety of apology response, English proficiency and English native speaker norms when the learners were apologizing. As seen in the aforementioned example (30), the third-year participant naturally performed an indirect explicit self-blame by saying I'm so sorry. I did not see you. **I should be more careful on my way**, instead of performing the explicit self-blame such as "It's my mistake" or "It's my fault for stepping on your foot". At this point, the implicit apology should be taught, in order to broaden learners' pragmatic competence.

As mentioned earlier, the emergence of L1 transfer was found from the first-year participants (Don't be angry) in using IFIDs. In strategy of "Concern for the hearer", the first-year participants also used "Are you angry me?" which was probably transferred from L1 Thai (Kròt rŭe plǎo? or Kròt mái à?). At this point, that kind of question should be avoided because it is a direct concern which might be impolite in some contexts, especially when the learners are encountering with people who have different cultural backgrounds. According to Rasekh, Rasekh, & Fatahi (2004 as cited in Aquino, 2011), highlighted that translating or transferring speech acts

from L1 are a pragmatic failure which unlike to grammatical errors, sometimes lead to communication breakdown or even rudeness.

Discussion of Finding Two

With regards to the second research question (Were there any significant differences between apology strategies used by the English major students in the first-year and third-year?), there were statistically significant differences in four apology strategies as reported earlier. Nevertheless, the results from an independent sample t-test reported that there were no statistically significant differences between the two groups in the use of all apology strategies. This implies that the number of years of study has no influence on apology strategies used. However, the present study confirms results of Istifci & Kampusu's study (2009) in that there were some similarities and differences between advanced English learners and intermediate English learners.

Recommendations for Further Studies

The findings from this study would be beneficial for further studies in apology. Since the limitations of the study were described in the chapter I, this study has some recommendations that should be acknowledged as follows:

According to the findings, there were some research gaps that should be explored further. As far as the population are concerned, it would be interesting to investigate whether or not males and females affect the production and selection of apology strategies. In addition, further studies should be conducted on other population which are routinized by speech act of apology e.g. hotel staffs, government officers, business operators and etc. Moreover, data collection should be done by other approaches, especially in real-life interactions such as role play, observation and interview in order to gain more in-depth information.

Pedagogical Implication for English Teaching and Learning

According to the findings, there were four significant differences in using apology strategies between the first- and the third-year participants. There were "Illocutionary force indicating devices (IFIDs)", "Offer of repair", "Promise of forbearance" and "Justify the hearer". Although, there was no statistically significant

difference between the two groups in the use of all apology strategies, but the findings indicated some weaknesses of participants in using apology strategies that should be enhanced.

With regard to the use of the significantly different strategies, the results clearly showed that the participants had limited awareness of sociolinguistic variations such as social status, social distance and severity of offense. Thus, the responsibility is bounded to the EFL teachers to gain the students more awareness of sociolinguistic variations when performing an apology. Moreover, the fact that the learners have limited apology strategies reflected their need of explicit instruction. The teaching a saliency of a particular strategy in different context would help to increase learners' development of apology strategies, especially the apology strategies which were not frequently used by the two participant groups. Moreover, the learners' practice of strategies used in classroom is also important. Besides, cross-cultural similarities and differences in speech act realization need to be prioritized for the learners in order to prevent misunderstanding or miscommunication. It is worth to broaden students' cross-cultural awareness by providing them examples of communication breakdowns in apology between two languages.

Moreover, not only should an explicit instruction be included, but an appropriation, directness, indirectness and politeness of using apology strategies should be taught in order to perform apology strategies appropriately.

Apart from learning in classroom, EFL textbooks, teaching materials and teaching strategies may not be enough for the present English language which was already expanded into the world. Sometimes, these teaching stuffs cannot enable students to authentic communication. That is to say, an indirect instruction and a natural environment learning which can engage the students to the English native speakers by using the internet, facebook, skype, etc. are another way to enhance pragmatic competence and gain the authentic input.

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APPENDIX

APPENDIX A A DISCOURSE COMPLETION TEST

This study is conducted to gather information about apology strategies in English. All the data will be kept confidential and will not be revealed to the public, but will be analyzed and presented as an overall view only. Try to imagine yourself in the following fifteen situations and write down your response as you feel you would respond verbally to **English native speakers** after the **"You will apologize by saying"** line. You can answer in more than one sentence. If there are words or questions that you do not understand, you can ask the researcher or the coordinator. Thank you very much for your time and assistance.

1. At the office, you forgot to pass on an urgent letter to your boss. The next day your boss complained that you did not pass it to him.
   You will apologize by saying:

   _____

   _____

2. You promised to return a laptop to your friend. However, you kept it for almost two weeks. Then your friend asked you to return it.
   You will apologize by saying:

   _____

   _____

3. You are the head of a department in a school. You forgot to inform the junior teacher to join the meeting so he missed it because of you.
   Your junior teacher talked to you about your fault.
   You will apologize by saying:

   _____

   _____

4. You copied an essay from a website for your assignment and your teacher found out.

    You will apologize by saying:

    _____

    _____

5. Your junior colleague was in the hospital. You said you will visit her at the hospital, but you had an urgent business prevented you from going. The next day you called her to explain why you did not come to see her.

    You will apologize by saying:

    _____

    _____

6. You are working as a tourist-guide. You came to pick the tourists late because you went to the wrong hotel. They waited for an hour.

    You will apologize by saying:

    _____

    _____

7. Having tea with your senior colleague at his house, you accidentally spilled tea on his carpet.

    You will apologize by saying:

    _____

    _____

8. You and Chris are friends. Chris lent you a camera unfortunately it was damaged by you.

    You will apologize by saying:

    _____

    _____

9. You are a university lecturer, you made an appointment with students to get the assignments back, but you haven't yet graded them when they came.
You will apologize by saying:

_____

_____

10. At the restaurant, you stepped on the foot of a waiter passing by you.
You will apologize by saying:

_____

_____

11. You were assigned to do a report with you classmate. You were supposed to meet him in front of the library but you were 15 minutes late because you missed the first bus.
You will apologize by saying:

_____

_____

12. You and your friend did a role-play for a speaking test in an English class. The conversation was not smooth because you did not prepare well. Your friend was upset.
You will apologize by saying:

_____

_____

13. Rushing to get to examination room on time, you ran and bumped into a professor who as waiting on the corner of a building.
You will apologize by saying:

_____

_____

14. In a University, you stepped on one student's foot in a crowded elevator.
    You will apologize by saying:

    _____

    _____

15. You are a manager. One of your junior colleagues whom you don't know
    well asked you for advice about her presentation for the next meeting,
    but you were late. You saw the junior colleague waiting for you in front
    of your office when you returned there.
    You will apologize by saying:

    _____

    _____

Thank you for your time
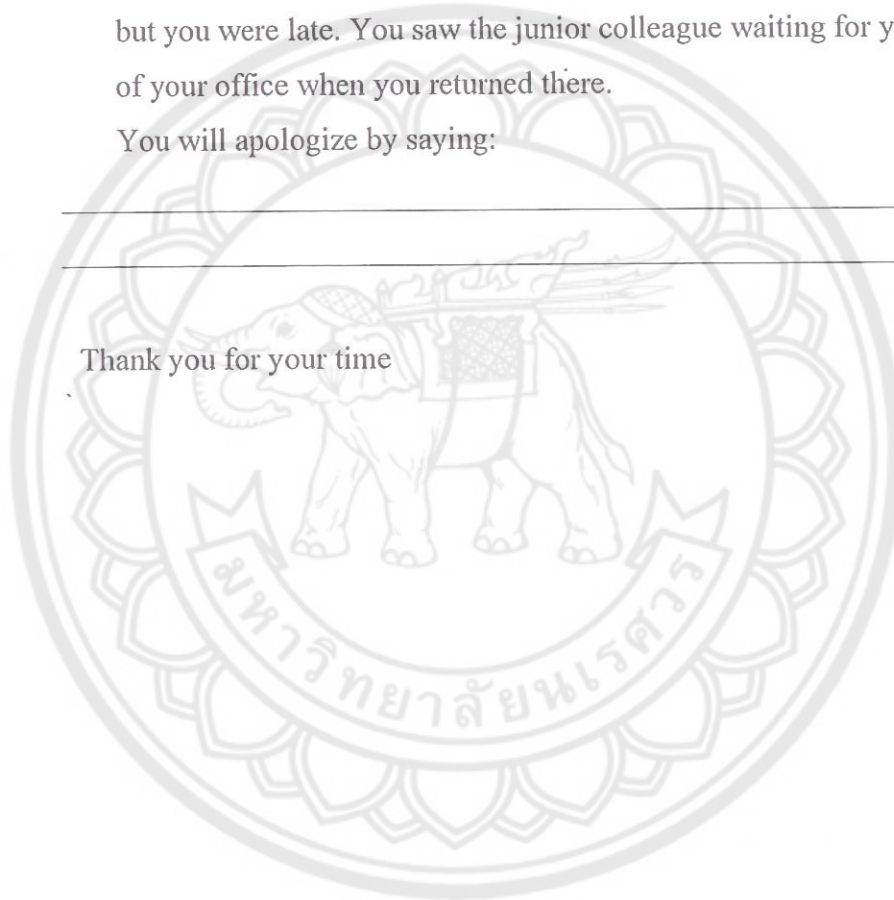
APPENDIX B ITEM OF OBJECTIVE CONGRUENCE INDEX (IOC)

Table 5 ITEM OF OBJECTIVE CONGRUENCE INDEX (IOC)

No	Item	The opinions from the experts			IOC	Result
		Kittiporn Raksasat Ph.D.	Pornrawee Thunnithet Ph.D.	Mr. Richard Michael Glover		
1	Officer forgot to pass an urgent letter to the boss.	1	1	1	1.00	Accepted
2	Speaker did not return a laptop to a friend on time.	1	1	1	1.00	Accepted
3	Head of a department forgot to inform a junior teacher to join a meeting	1	1	1	1.00	Accepted
4	Student copied an essay for an assignment. A teacher found out.	1	1	1	1.00	Accepted
5	Senior manager did not come to visit junior colleague at the hospital.	1	1	1	1.00	Accepted
6	Tourist-guide was late to pick up tourist.	1	1	1	1.00	Accepted
7	Junior officer spilled tea on a senior colleague's carpet.	1	1	1	1.00	Accepted
8	Speaker damaged a friend's camera.	1	1	1	1.00	Accepted

Table 5 (Cont.)

No	Item	The opinions from the experts			IOC	Result
		Kittiporn Raksasat Ph.D.	Pornrawee Thunnithet Ph.D.	Mr. Richard Michael Glover		
9	University lecturer was late for grading assignments to students.	1	1	1	1.00	Accepted
10	Customer stepped on a waiter's foot.	1	1	1	1.00	Accepted
11	Speaker was late to see a classmate.	1	1	1	1.00	Accepted
12	Speaker made a classmate upset.	1	1	1	1.00	Accepted
13	Speaker bumped into a professor on a corner of a building.	1	1	1	1.00	Accepted
14	Speaker stepped on one student's foot in a crowded elevator.	1	1	1	1.00	Accepted
15	Manager was late for appointment with a junior colleague.	1	1	1	1.00	Accepted

APPENDIX C   THE FIRST-YEAR PARTICIPANTS' FREQUENCIES IN USING APOLOGY STRATEGIES IN APOLOGY SITUATIONS

Table 6 The first-year participants' frequencies in using apology strategies in apology situations

No	Apology Strategies – No. AS1-A14														T
	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	AS10	AS11	AS12	AS13	AS14	
P1	19	5	3	0	0	0	0	0	0	0	0	2	2	2	33
P2	19	4	5	0	3	0	0	0	0	0	0	5	2	0	38
P3	13	1	3	0	1	0	0	0	0	0	0	2	2	2	24
P4	16	5	7	1	1	0	0	0	0	0	0	3	6	2	41
P5	17	6	5	0	5	0	0	0	0	0	0	0	8	1	42
P6	13	3	4	2	2	1	0	0	0	0	0	0	4	2	31
P7	17	1	4	0	1	0	0	0	0	0	0	0	1	4	28
P8	12	4	4	2	2	0	1	0	0	0	0	0	2	2	29
P9	15	3	1	1	1	0	1	0	0	0	0	2	3	2	29
P10	16	4	7	0	1	0	0	1	0	0	0	5	1	0	35
P11	18	2	5	1	2	0	0	0	0	0	0	0	1	0	29
P12	15	1	3	0	1	0	0	0	0	0	0	0	0	1	21
P13	16	1	3	3	1	0	0	0	0	0	0	0	2	2	28
P14	14	5	5	2	1	0	0	0	0	0	0	0	3	0	30
P15	16	2	2	2	3	0	1	0	0	0	0	0	5	1	32
P16	16	0	3	0	0	0	0	0	0	0	0	1	0	0	20
P17	15	4	7	0	5	0	0	0	0	0	0	2	4	3	40
P18	17	3	3	0	0	0	0	0	0	0	0	4	4	1	32
P19	18	3	1	0	0	0	0	0	0	0	0	0	4	2	28
P20	15	6	0	2	6	0	0	0	0	0	0	0	1	0	30
P21	15	3	3	0	5	0	0	0	0	0	0	0	0	1	27
P22	16	1	2	0	0	0	0	0	0	0	0	2	3	1	25
P23	21	4	7	1	1	0	0	0	0	0	0	1	4	2	41
P24	16	4	3	0	2	0	0	0	0	0	0	0	4	3	32
P25	16	6	3	0	3	1	0	0	0	0	0	2	3	0	34
P26	15	10	2	0	4	0	0	0	0	0	0	4	3	1	39
P27	15	2	1	0	0	0	0	0	0	0	0	4	5	1	28
P28	16	5	2	0	2	0	0	0	0	0	0	3	3	3	34
P29	15	5	1	0	2	2	0	0	0	0	0	5	5	3	38
P30	17	5	4	1	1	0	2	0	0	0	0	5	4	2	41

Table 6 (Cont.)

No	Apology Strategies – No. AS1-A14														T
	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	AS10	AS11	AS12	AS13	AS14	
P31	19	3	0	0	4	0	0	0	0	0	0	1	4	0	31
P32	16	4	5	4	2	0	0	0	0	0	0	0	5	3	39
P33	15	3	4	1	0	0	0	0	0	0	0	6	5	2	36
P34	15	2	1	2	1	0	0	0	0	0	0	1	1	1	24
P35	16	4	4	3	1	1	0	0	0	0	0	1	2	0	32
P36	14	1	0	2	3	0	0	0	0	0	0	0	1	0	21
P37	15	5	1	0	4	0	1	0	0	0	0	3	10	2	41
P38	19	4	2	2	0	0	0	0	0	0	0	8	6	1	42
P39	17	9	2	0	2	0	0	0	0	0	0	1	8	0	39
P40	18	8	2	2	4	0	0	0	0	0	0	6	8	2	50
P41	17	3	1	0	3	0	0	0	0	0	0	1	6	1	32
P42	15	3	2	0	2	0	0	0	0	0	0	1	4	2	29
P43	16	5	2	0	1	0	0	0	0	0	0	3	7	0	34
P44	15	4	1	2	4	0	0	0	0	0	0	3	3	1	33
P45	15	2	0	0	1	0	0	0	0	0	0	2	2	1	23
P46	16	4	1	0	2	0	0	0	0	0	0	1	4	1	29
P47	18	2	0	1	2	1	0	0	0	0	0	4	4	2	34
P48	15	6	1	0	2	0	0	0	0	0	0	6	7	1	38
P49	15	6	1	2	1	0	1	0	0	0	0	0	4	0	30
P50	15	2	1	3	3	0	0	0	0	0	0	2	9	2	37
T	800	188	134	42	98	6	7	1	0	0	0	102	189	66	1633
%	48.99	11.51	8.21	2.57	6	0.37	0.43	0.06	0	0	0	6.25	11.57	4.04	100%

APPENDIX D   THE THIRD-YEAR PARTICIPANTS' FREQUENCIES IN USING APOLOGY STRATEGIES IN APOLOGY SITUATIONS

Table 7 The third-year participants' frequencies in using apology strategies in apology situations

No	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	AS10	AS11	AS12	AS13	AS14	T
P1	16	2	6	0	4	0	0	0	0	0	0	0	2	3	33
P2	15	2	3	5	2	0	0	0	0	0	0	4	2	2	35
P3	15	5	3	4	2	0	0	1	0	0	0	0	5	3	38
P4	20	2	3	2	4	0	0	0	0	1	0	8	5	2	47
P5	16	3	1	1	2	0	1	0	0	0	0	0	4	1	29
P6	14	3	5	0	2	0	1	1	0	0	0	0	4	1	31
P7	15	6	2	2	0	2	0	0	0	0	0	4	7	1	39
P8	15	3	2	3	3	0	1	2	0	0	0	4	3	3	39
P9	15	7	1	4	2	0	0	0	0	0	0	3	5	1	38
P10	15	2	4	2	3	0	1	0	0	0	0	0	3	3	33
P11	17	4	8	0	0	0	0	0	0	0	0	2	3	5	39
P12	13	2	2	0	2	0	1	0	0	0	0	2	6	1	29
P13	18	2	3	0	3	1	1	1	0	0	0	4	4	1	38
P14	16	3	4	3	2	0	1	2	0	0	0	0	3	1	35
P15	16	4	4	2	0	0	0	1	0	0	0	6	3	2	38
P16	16	7	5	4	2	0	0	1	0	0	0	2	8	2	47
P17	11	1	6	0	2	0	2	0	0	0	0	3	4	4	33
P18	13	2	4	4	0	0	0	0	0	0	0	2	3	4	32
P19	14	2	3	2	0	1	0	1	2	0	0	0	8	2	35
P20	6	4	2	2	1	1	0	0	0	0	0	4	4	3	27
P21	13	7	4	1	1	0	0	0	0	0	0	5	8	2	41
P22	14	5	6	0	1	0	0	1	0	0	0	3	6	3	39
P23	16	4	2	0	4	0	1	1	0	0	0	0	4	3	35
P24	8	7	6	2	1	1	0	0	0	0	0	2	6	3	36
P25	16	4	6	4	4	1	1	2	0	0	0	5	3	4	50
P26	12	3	4	1	0	0	0	0	0	0	0	2	7	1	30
P27	9	1	3	0	1	0	0	1	0	0	0	2	1	4	22
P28	16	1	5	1	3	0	0	0	0	0	0	3	1	2	32
P29	16	7	1	4	1	0	0	0	0	0	0	0	4	0	33

Table 7 (Cont.)

No	Apology Strategies – No. AS1-A14														T
	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	AS10	AS11	AS12	AS13	AS14	
P30	15	0	0	0	0	1	0	0	0	0	0	4	7	3	30
P31	15	5	0	0	3	0	0	0	0	0	0	1	3	0	27
P32	15	3	0	1	1	0	0	0	0	0	0	3	6	4	33
P33	24	5	6	2	5	0	0	0	0	0	0	5	4	2	53
P34	14	6	4	0	0	2	0	0	0	0	0	3	7	2	38
P35	16	6	2	0	3	0	0	0	0	0	0	2	2	1	32
P36	16	3	3	2	1	0	0	1	0	0	0	1	3	2	32
P37	12	9	3	0	4	0	0	0	0	0	0	2	7	0	37
P38	12	5	1	2	3	0	0	0	0	0	0	2	6	2	33
P39	15	4	0	0	1	0	0	0	0	0	0	2	1	2	25
P40	19	3	3	0	4	0	0	0	0	0	0	0	2	2	33
P41	16	3	2	0	2	0	0	0	0	0	0	5	7	2	37
P42	13	4	3	1	1	0	0	2	0	0	0	3	3	3	33
P43	15	6	1	0	1	0	0	0	0	0	0	0	8	0	31
P44	24	3	5	0	4	0	0	0	0	0	0	1	2	5	44
P45	14	4	3	0	3	0	0	1	0	0	0	3	6	1	35
P46	10	3	4	0	2	0	0	1	0	0	0	2	7	1	30
P47	14	4	4	0	1	0	1	0	0	0	0	5	8	1	38
P48	16	7	4	0	2	1	0	0	0	0	0	2	6	3	41
P49	10	4	3	1	0	0	0	0	1	0	0	4	5	1	29
P50	15	3	0	0	1	0	0	0	0	0	0	3	9	0	31
T	736	195	159	62	94	11	12	20	3	1	0	123	235	104	1755
%	41.94	11.11	9.06	3.53	5.36	0.63	0.68	1.14	0.17	0.06	0	7.01	13.39	5.93	100%