PRAGMATIC STRATEGIES OF APOLOGIES BY ENGLISH AS SECOND LANGUAGE
STUDENTS OF THE UNIVERSITY OF KABIANGA, KENYA

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A Thesis Report presented to the Institute of Postgraduate Studies of Kabarak University in
Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy in Linguistics.

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DECLARATION

This Thesis is my own work. It has not been presented for the award of a degree in any other university.

Signed: _____Date:_____

Lang'at C. Anne

GDE/M/0930/9/10

RECOMMENDATION

To the Institute of Postgraduate Studies:

The research thesis entitled **'Pragmatic Strategies of Apologies by English as Second Language Students of the University of Kabianga, Kenya'** and written by **Lang'at Anne** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it be accepted in partial fulfillment of the requirements for the award of Doctor of Philosophy in Linguistics.

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DEDICATION

This thesis is dedicated to my beloved father, mother and all my siblings for the unwavering confidence you have in me.

ABSTRACT

Pragmatic features of language vary across different circumstances, languages and cultures. This variability may result to incompetence in language users' choice and production of pragmatic strategies leading to pragmatic failure or communication breakdown. This study aimed at examining apology strategies by English as Second Language (ESL) students of the University of Kabianga. Successful communication is possible when ESL learners have pragmatic competence that enables them to use language forms suitable to different situations and contexts. The objectives of the study were to determine the preferred categories of apologies by the selected ESL speakers, to investigate how they respond apologetically in different situations, to find out whether the choice and production of apology strategies are influenced by social factors of social status and gender, and the contextual variable of severity of offence, and finally the appropriateness of the strategies used. The study used Brown and Levinson's face and politeness theory and a combination of apology schema based on Holmes (1990) and Demeter (2006). The target population was 602 respondents. Purposive sampling was used to obtain respondents who were undergraduate ESL students working towards a Bachelor of Education degree (English/Literature); both male and female; aged 19-25, from first year to the fourth year of study (8-4-4). The sample size was 242. The student sample was 240; 2 of them were purposively sampled as raters of apology strategies. In addition, 2 lecturer raters were purposively sampled from a population of 4. The language users were homogeneous in aspects such as educational background among others hence it can be assumed that they were a representation of the entire population. Three methods were used for data collection: interview questions, observation and a Discourse Completion Task (DCT) in form of a questionnaire. The DCT contained eighteen situations which were modified from those of Demeter (2006) and Thijittang (2010). They were prepared, typed and given to students who were asked to respond to them apologetically. The instruments were piloted for reliability. Two types of analysis were used on the data collected; quantitative and qualitative analysis. The researcher upheld ethical considerations in form of authorization and permission from National Commission for Science, Technology and Innovation (NACOSTI), Kabarak University, Ministry of Education, Kericho County Commissioner, University of Kabianga and the undergraduate ESL students of the University of Kabianga to carry out this research. The findings of this study reveal that ESL students use varied apologetic strategies, the highest of these being the use of multiple strategy. They were however found to lack pragmatic competence in the realization of apologies. The selected variables; social status, gender and severity of offence influenced the realization of apologies in varied degrees. The findings from the raters suggest that use of multiple apologies and intensifiers for a majority of scenarios were the most appropriate. As a recommendation, instruction in Pragmatics in English language teaching needs to be introduced in Kenyan classrooms with a view of enhancing learners' pragmatic competence. Suggested areas of further research include research of how other variables other than the ones used in this study on apology studies, use of non academic language users, among others. This study is anticipated to enrich literature in pragmatics and in particular socio-pragmatics. Moreover, the findings will benefit an academic researcher who may be interested in pragmatic studies among Kenyan English language users.

Key words: Apology, face, politeness, pragmatic competence, English as second language, social variables

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ABBREVIATIONS AND ACRONYMS

ESL   English as a Second Language

EFL   English as a Foreign Language

SLA   Second Language Acquisition

L1   First Language

L2   Second Language

LCP   Learning Contact Profile

ILP   Inter language Pragmatics

IFID   Illocutionary Force Indicating Device

NS   Native Speaker

NNS   Non-Native Speaker

DCT   Discourse Completion Tasks

FSA   Face-Saving Act

FTA   Face-Threatening Act

CSARP   Cross – Cultural Speech Act Realization Project

SPSS   Statistical Package for the Social Sciences

NACOSTI   National Commission for Science, Technology and Innovation

OPERATIONAL DEFINITION OF TERMS

Apology: An expression of remorse after committing an offence for instance 'I'm sorry.'

Apology strategies: Methods or utterances used by speakers of the English language to perform the speech act of apology. These included expressions such as "I'm sorry," "I didn't mean to hurt you," "You are entirely to blame" etc.

Appropriateness of apology strategies: Credibility and adequacy in the use of apology strategies according to context.

Coding category: The strategies/framework of apology categories (as appears on table 2.3). These included strategies such as: expressing self-deficiency, acknowledgment of responsibility, an expression of regret etc that were used in this study.

Cross Cultural Studies: Studies that have that examined the production of the speech act of apology across different cultural groups.

Face: The image portrayed after committing an offence.

Gender: Culturally and socially constructed category of male/female (masculine/feminine) used in this study as a variable to establish its influence on the choice apology patterns by respondents in different apologetic situations.

Kenyan ESL speakers/learners: Undergraduate University of Kabianga students taking English as a second language. These are the respondents who participated in the study.

Negative face: An offender's desire not to have his/her apologies impeded.

Positive face: An offender's desire to be accepted or appreciated by the offended after making an apology

Pragmatic competence: The ability to use language both accurately and appropriately in apologetic environments with a goal of achieving communicative competence.

Pragmatic variability: Varied forms or strategies used by language users during their production of the speech act of apology in different social contexts. In this study, the strategies such as *an offer of apology* for instance 'I apologize,' *a request of forgiveness* for example 'forgive me,' and *intensifiers of apology* such as I am very sorry' were used.

Pragmatics: A branch of linguistics that examines the use of language in particular situations; within context for instance, language users responding to situations that involved different cadres of individuals along social status, gender and the contextual variable of severity of offence.

Second language: Refers to English language that was learnt after the respondents' native language (L1) but used in the locale of the language speakers.

Severity of offence: The degree or intensity of a perpetrated act of offence. Severity was categorized into two: high severity and low severity. For instance, injury that led to hospitalization was taken to be highly severe than one that did not lead to hospitalization.

Social status: A person's standing or position in relation to other people within the society. Social status among students was based on the achieved status of year of study for instance, a fourth year student was taken to be of a higher social status than a first year, students as friends were taken to be of equal social status. Moreover, student leaders were taken to be of higher social status. Lecturers too were in higher social status than the students.

Social variables: They are aspects under this study which were tested to determine whether they influence the way language is produced; variables of social status, gender and severity of offence.

Socio-pragmatics: Appropriate use of language based on the social variables of social status, gender and severity of offence.

Socio-pragmatic failure: A failure by language users to produce apology strategies appropriately and as required in a given social situations for instance cases where simple and casual apologies were made with disregard of the offended persons' high social status and high severity status yielded a case of socio- pragmatic failure

Speech Acts: Utterances made by people to serve specific social functions in communication such as requests, apologies, complaints, thanking, complimenting. Apologies for instance play the social role of mending broken relationships.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This area presents introductory information of the research undertaken. It includes the background to the study, the statement of the problem, purpose of the study, research objectives and questions, significance, scope, and limitations of the study,

1.2 Background to the Study

Within second language studies, the importance of pragmatic competence in teaching is a key goal. This implies that learners not only have to understand language acts grammatically but also demonstrate appropriate communicative intent in the contexts they are performed. In the traditional sense, there are five key areas in the study of pragmatics: conversational implicature, deixis, conversational structure, presupposition and speech acts. The most dominant area of pragmatics in second language studies going by past studies is speech acts (Holmes, 1990; Demeter, 2006; Muhammed, 2006; Thijittang, 2010; Tageddin, 2012; Tuncell, 2012). This is most likely because they occupy great significance in the acquisition and use of a second language. Among the speech acts language users employ include complaint, compliment, request, apology, and refusal among others.

Pragmatic studies, especially on the area of speech acts, have received considerable attention by scholars since the concept was first conceptualized (Hymes, 1972). However, not much change has been made on the propositions made. It was of the view of the scholars that together with the systematic grammatical acquisition of linguistic competence that includes rules, correctness and facts about a language system; pragmatic norms of the target language are also learnt and used according to context (Kasper & Rose, 2002; Shardakova, 2005;

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Demeter, 2006) among other scholars. Moreover, in recent times too there have been preference and suggestions to consider communicative competence as a goal in language teaching and learning (Yasuhiro, 2007; Kecskes, 2014; Salehi, 2014). The researcher concurs with this view since use of language based on context will lead to the enhancement of communicative competence among learners.

Biensenback-Lucas (2003) and Eslami-Rasekh (2005b) confirm that second language teacher training programs do not emphasize on the acquisition of pragmatic elements thus language teacher candidates lack the confidence to pass pragmatic aspects of language when teaching. Moreover, most researchers, curriculum developers and material developers seem to lack understanding of the importance of developing English language learners pragmatic knowledge and competence. The researcher strongly believes that there is need for learners to acquire knowledge and understanding of how language is pragmatically used in different social contexts so as to increase their communicative competence.

Comprehension and appropriateness in the formulation of speech acts is pegged on language users' pragmatic competence of a target language. Past studies have shown that even advanced learners of high language proficiency often lack pragmatic competence in the production of speech acts. Farashaiyan and Amirkhiz (2011) posit that most of the English as Second Language (ESL) and English as Foreign Language (EFL) learners achieve advance knowledge of L2 competence in grammar and end up lacking the most essential mastery of rules of pragmatics in different contexts. ESL students at the University of Kabianga also fall into this category (see samples of apologies made in Appendix XI).

Speech acts mirror among other things the cultural and social norms of a target language (Bayley & Regan, 2004). This study focused on the speech act of apology. Among the speech

acts most frequently used in daily communication is that of apology. This could be largely because it serves to restore and maintain harmony in interpersonal relationships (Eisinger, 2011). The act of apology ideally is produced when offences are made and requires the presence of two participants; the person who is apologizing - the offender, and the person who expects an apology - the offended party. Apologies are realized differently and given the importance that they hold, considerations should be made to establish the circumstances in which they are made. This would include studying apologies along the variables of the level of familiarity, gender, age, degree of offence, social status among other variables. This study investigated the most preferred apology strategies under the influence of social status, gender and severity of offence. It was of the interest of this researcher to establish how language varieties differ between groups separated by social class, gender and severity of offence.

Drawing from the kind of apology responses made by ESL students at the University of Kabianga (see Appendix XI for samples), it can be concluded that the students lack pragmatic competence in the production of apologies. According to Chapman and Thomas (2011), apologizing is difficult to produce in one's own language and having to do it in a second or foreign language may be more complicated. The ESL students in most instances take apologies for granted. They make casual apologies even in most deserving cases. This has in most cases led to strained relationships among the offended and the offenders. In other instances, there have been cases of non-acceptance of apology even in less severe situations that would normally warrant acceptance of apology. In extreme situations, offenders avoid making apologies altogether could be with the notion that making them are a sign of weakness. These observations prompted the researcher to investigate the realization of apologies by ESL students of the University of Kabianga.

Abdul-Ameer (2013) in his study of Iraqi EFL learners suggested that apology studies should not be done from a lexical perspective but a pragmatic one. In his research, he established that Iraqi EFL learners displayed lack of pragmatic competence and instead transferred Iraqi social and cultural norms to English. He equally suggests that there should be a change of focus from mere acquisition of linguistic competence to emphasis on language that is context based. This study borrows from this perspective that in production of apologies in the English language equally pragmatic competence is important among language users for effective communication.

In Kenya today, there is a recommendation to adopt a new education curriculum to replace the current 8-4-4 system that has been in existence for more than 30 years. The major reason being that the 8-4-4 system has not been skill oriented hence the need to align an education system with the development needs of the 21st century. The Kenyan education system (8-4-4) is structured in such a way that learners spend 8 years in primary school, 4 years in secondary school and a minimum 4 years at the University and the center of focus in language teaching is on the teaching of the linguistic aspects of the four major language skills that only leads to the acquisition of grammatical competence rather than the pragmatic one (Ogechi, 2009). It is possible that teachers and other instructors of language hardly focus on the acquisition of pragmatic competence by learners for it may not be available in the syllabus and moreover they themselves may have not been taught the aspects of language pragmatics in their teacher training programs.

Ogechi (2009) in his study on the role of foreign and indigenous languages in primary schools in Kenya emphasized on the need for the Kenyan classroom to embrace the development of communicative competence among learners away from the question – answer model that dominate language instruction during pedagogy. This, he suggests should be

uniform in all schools; urban or rural, public or private since at the end of each school cycle, the examinations done by all the learners are the same. Teachers in Kenya mostly dominate class sessions; they use mostly question-answer mode in classrooms that makes the learners used to one word utterances. The end result is learners that are incompetent in pragmatics (Sure & Ogechi, 2009). This is a common observation in Kenyan classrooms and especially with ESL students of the University of Kabianga.

Students in Kenya start learning English as a Second Language in primary school and continue to study it as compulsory subject till end of secondary education. After high school others proceed to higher institutions to pursue English language courses. The ESL students of the University of Kabianga belong to this group. The students have constant contact with the formal English language for at least 12 years but surprisingly they seem not to have achieved the desired high levels of pragmatic competence. It would change the situation if all the stakeholders of Education in Kenya embrace the importance of developing English learners' language competence for effective communication. The choice of the English language in this study was not only because English is one of the most widely studied second and foreign languages but also because the researcher being a lecturer in the language would pride to be in the front line in advocating for the shift from the linguistic approach of language learning to the pragmatic approach that enhances communicative competence.

With reference to the diverse views shared above, the importance of apologies cannot be downplayed. It is evident that apologies are prevalent in different facets of life; their importance notwithstanding, there is little consensus on so many aspects of the speech act of apology; the function of apology in communication, its universality, the preferred categories, what constitutes a successful apology, the effect of socio-cultural variables on the choice and production of apology etc. This explains why this speech act remains a widely studied area.

Attributable to the different definitions and perspectives communicated by different researchers, this scientist benefited from their methodology to produce a rich examination; one that uses a blend of hypothetical perspectives on the face-needs, social standards and capacity of politeness in the acknowledgment of statements of apology.

The approach to the present study falls within the domain of socio - pragmatics, which is a subfield of pragmatics taken to be the study of language from the point of view of users. It involves the choices the language users make; the effect of social variables on the choice of language as established also by Kecskes (2014).The study investigated the influence of social status, severity of offence and gender on the choice of apology strategies. These variables according to the researcher could be adequately controlled in an academic set up so as to determine the choice of apologies by the ESL students. The need for such a study was considered imperative for not much has been done on apologies by Kenyan learners of English as a Second Language.

1.3 Statement of the Problem

In order to establish effective relationships, there is need to have efficient communication and interaction among language users. Even with the achievement of advanced level of grammatical competence; students of English as Second language at the University of Kabianga (see Appendix XI for samples) have limited pragmatic competence. They use apology strategies without considering context or language environments in which they occur. Specifically, the language users commit many mistakes in the production of the speech act of apology especially in naturally occurring speech environments. This presented a rich ground for research; to establish the real situation in the production of apologies in given situations. This would in turn be a basis to make recommendations on the inclusion of

different variables in activities requiring articulations of apology by ESL learners. The key objective of this approach is to enhance pragmatic competence among language users to improve on their communicative competence.

The inability, variability and inappropriateness in the choices and production of contextualized language among English as Second language students of the University of Kabianga could be culturally influenced by sociolinguistic factors of social status, gender and severity of offence. However, as no study related to the ESL pragmatic competence of students of English in Kenya has been conducted, it was inappropriate to conclude about the pragmatic competence of English as Second language students in Kenya without carrying a research. This further presented a wide academic gap that this study attempted to fill through exploring the use of apology strategies in English among the undergraduate ESL students of the University of Kabianga.

1.4 Purpose of the Study

This study aimed at investigating the speech act of apology among undergraduate ESL students of the University of Kabianga.

1.5 Objectives of the Study

To achieve the general purpose of investigating apology strategies among undergraduate students of the University of Kabianga, this research was guided by the following objectives:

i. To determine the preferred categories of apology strategies among the undergraduate ESL students of the University of Kabianga in the given scenarios.

ii. To establish how social variables of social status and gender influence the choice of apology strategies among the undergraduate ESL students of the University of Kabianga.

iii. To establish how the contextual variable of severity of offence influences the choice of apology strategies among the undergraduate ESL students of the University of Kabianga.

iv. To evaluate the appropriateness of apology strategies as used by undergraduate ESL students of the University of Kabianga in the given situations.

1.6 Research Questions

To achieve the study objectives, this study sought to answer the following research questions:

i) What are the preferred categories of apology strategies among the undergraduate ESL students of the University of Kabianga in the given scenarios?

ii) How do social variables of social status and gender influence the choice of apology strategies among the undergraduate ESL students of the University of Kabianga?

iii) How does the contextual variable of severity of offence influence the choice of apology strategies among the undergraduate ESL students of the University of Kabianga.?

iv) How appropriate are apology strategies used by undergraduate ESL students of the University of Kabianga in given situations.

1.7 Justification of the Study

The findings of this study are expected to make a number of valuable contributions. First of all, it will expand upon what is known so far about the pragmatic variations among language users. The research examined and provided evidence of apology as a speech act as used by Kenyan speakers of the English language. It also highlighted on the preferred choices of apology strategies and how social variables influence the choices.

Secondly, the findings have important implications in the field of Pragmatics especially, in the area of Language Teacher Education in Kenya, particularly with regard to curriculum design and material development on the importance of the pragmatic informed approach to language teaching for the development of pragmatic competence among learners. It will be of great benefit to the stakeholders of education especially Ministry of Education officials for instance in quality assurance, curriculum and material developers, teachers especially instructors of language and the research community as a whole.

The findings will also be significant in the field of socio-pragmatics majorly because apology strategies are a crucial consideration for effective communication due to their sensitivity towards social and contextual factors such as gender, social status and severity of offence. These were the variables of reference in this research. In Kenya, language users need to understand how differently people apologize so as to avoid misunderstandings. This is also to ensure that in real-life situations language users communicate effectively not only among themselves but also with language speakers from other regions.

1.8 Scope of the Study

This study involved the investigation of pragmatic strategies among Kenyan ESL undergraduate students of the University of Kabianga in Kericho County. The respondents were students of 2016/2017 academic year. The respondents of the study consisted of undergraduate students who are currently working towards a Bachelor degree in Education (B.Ed. English/Literature) with the English language being major as well as their second language.

This study focused on the use of apology strategies only and hence other acts of speech were not considered. The choice of apology as a speech act was guided by the fact that we use it

frequently in our day to day lives to restore peace and harmony among interlocutors. Moreover, social variables that were focused on were those of social status, severity of offence and gender. These were presumed to have a great impact in the variability of apology strategies. Therefore, variation on language usage along social distance, age and language proficiency were irrelevant to the study.

1.9 Limitations of the Study

Having used the DCT questionnaire, interview schedule and observation as a combination technique to investigate the apology strategies of the undergraduate ESL students, it should be acknowledged that the use of the DCT questionnaire as a major tool for eliciting data did not provide natural responses from the participants. It was not possible to examine socio pragmatic aspects of language as compared to naturally occurring environments. Furthermore, it did not capture paralinguistic features of speakers' spontaneous feelings and behaviors, body language, gestures, voice variations among others.

Another limitation in the study was that even having used the lecturer raters to rate the appropriateness of the undergraduate ESL apologies in different contexts, it was not easy to give a complete picture of what should actually constitute the socio pragmatic norms of English speakers since in English has a number of varieties (for instance American English, Australian English and British English) whose speakers use different patterns when making apologies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This area presents literature that has been done before that was of benefit to this study. In section 2.2, 2.3 and 2.4 is general literature on pragmatics, speech acts and apologies. In section 2.5 is literature review with focus on objective 1, section 2.6 focuses on objective 2 & 3 and section 2.7 focuses on objective 4. This overview is pivotal since it focuses on what shaped the reason of this investigation in the data presentation and examination section. This part also offers a review of the theoretical framework on explanations of apology by different analysts on various languages and will along these lines encourage the theoretical structure that was used in the study.

2.2. Pragmatics

Pragmatics is described a field of linguistics that was delivered in 1970s and incorporates the examination of how people understand and make speech acts in different interactional circumstances (Kasper, 1989) as cited in Liu (2003). Diverse scholars have established varied changed points of view on pragmatics that reflect on their hypothetical orientations and the group of respondents under study. Crystal (1985) portrays pragmatics as the examination of language study from the viewpoint of language users incorporating the choices that language users make, the challenges they encounter in using the tongue in social circumstances and the impact of language use on various individuals in the communication circle.

Crystal's definition above breaks down pragmatics from the point of view of the language users. His definition considers the diverse decisions that speakers can make when utilizing

the objective target language, contingent upon the social cooperation of their interaction. The thought of choice conveys another angle into the study of language usage, to be specific, building up the capacity to settle on the right decisions on the choice of pragmatic components (Crystal, 1985).

According to Kasper (1993), Pragmatics alludes to the investigation of how individuals appreciate and create relevant linguistic action in a given linguistic situation. Going by this brief definition, the significant center is on the language setting and generation of key and appropriate components of pragmatics in a discourse demonstration. Kasper goes ahead to say that context comprises of the social and cultural circumstances in which communication happens. These circumstances assume a basic part in how messages are developed, transmitted, and how they are received. In brief therefore, Kasper's center of focus is on the understanding of pragmatic elements and the effective production of the same as key components in language learners' utterances.

A simpler definition of pragmatics is given by researchers at The Center of Advanced Research in Language Acquisition at the University of Minnesota (2006), who describe Pragmatics as the course in which we assign meaning to our utterances. The significance specified thus incorporates both the verbal and non-verbal components being utilized relying upon communication situations, the relationship between individuals interacting and the place and time being referred to.

In the written work reviewed above on Pragmatics, the various scholars have put complement on the noteworthiness of the right choices of language forms that result into effective communication. Besides, they have gone further to name social variables that affect the choice of apology strategies in varied situations. This study on pragmatics similarly, being in

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the sub-field of linguistics, benefited a lot from the rich points of view of the researchers discussed above. Moreover, this study built on the information in order establish the usage of language along individual users, the unmistakable choices that the speakers make considering the setting, relationship of the language users and the effect of the social variables of gender, severity of offence and social status.

2.2.1 Pragmatic Competence and Pragmatic Failure

For effective communication, a language user needs to understand the pragmatics of the target language. Thus, pragmatic competence is an important element in the learning of a second language. According to Leech (1983) and Kasper (1993) Pragmatic information uncovers two noteworthy zones: socio-pragmatic (assessment of relevant components) and pragma-linguistics (linguistic elements accessible to perform language capacities). In his later studies, Kasper (2001) observes that pragmatic competence does not just allude to the securing of pragmatic knowledge but importantly one needs to increase programmed control in processing it. Similarly in this study, pragmatic competence was pegged on appropriate usage of apology forms in context. It was interesting to note how English as Second Language users at the University of Kabianga used the apology strategies in the given apologetic situations.

In Bachman's model (1990), language competence comprises of two ranges; 'organizational competence' and 'pragmatic competence'. The first range of competence alludes to learning of linguistic units and the guidelines of going along with them together at the level of linguistic skill of grammar and text. Pragmatic competence alludes to the illocutionary capability and sociolinguistic skill of language interlocutors. Illocutionary capability comprises of the

information of the communication activity and how to do it while sociolinguistic skill alludes to the capacity to utilize language structures suitably as per the speech situation.

Many researchers of pragmatics in the past studies have equally placed a lot of interest on establishing the pragmatic competence of language learners. Tuncell (2011) investigated the progress of pragmatic competence of EFL students in the course of their college education. The study revealed that Turkish speakers had inter-language transfers of pragmatic norms from L1 to L2. This finding was consistent with other studies (Lee, 2000; Samati, 2005; Tello, 2006) that language learners need to understand the pragmatics in the target language and culture for effective communication. This view was extensively evident in the findings of this study since without understanding of English language norms, the respondents used apology expressions inappropriately. Those with understanding of language usage in context enhanced their communicative competence.

Istifci (2009) in his investigation of pragmatic competence by two proficiency groups; intermediate and advanced learners established that the competence varied with the two groups. Whereas the advanced learners used strategies that matched the English norms, the intermediate ones faced challenges and in most cases opted to throw blame to the victims other than give an apology. The study also revealed that inter-language transfers were common. Dalmau and Gotor (2007), in their investigation of language users' pragmatic competence across three proficiency levels; intermediate, upper-intermediate and advanced established that improvement in L2 proficiency led to increased pragmatic competence. Borrowing from their study, this study also determined apology production with different groups of University English language students (1st – 4th year).

To Bataineh & Bataineh (2008), pragmatic competence is seen more within language situations in different cultures. For example, in some cultures, the use of IFID strategies like " I'm sorry" are widely acceptable whereas in cultures such as the Jordan one would require to give further explanation to the offence done. Kim (2008), is in agreement in the advancement of this view that apology is culture specific by giving an illustration of South Korean students studying in Australia who when they apologize they do smile. In UK and Australian cultures, smiling while apologizing is prohibitive.

Shively and Cohen (2007) in their study on the effect of exposure to language and culture of the target language on pragmatic competence established that there was no significant difference between the students who stayed in the target culture environment and the group that went to study abroad. They attributed this to the short period of time they were exposed to the language. This finding was also consistent with those of other studies (Kondo, 1997; Shardakova, 2005) that proficiency in L2 and exposure to language and culture of target language improve pragmatic competence. In this study similarly, it was paramount to establish through the demographic questionnaire, the students' exposure to the target language so as to arrive at valid and reliable status of language use.

Pragmatic failure on the other hand happens when a speaker utilizes improper language forms in a given circumstance which leads to an interpersonal correspondence breakdown. As indicated by Riley (1989), pragmatic failure refers to the aftereffect of a speaker imposing the social tenets of one speech community onto another in a circumstance where the social principles of the two communities are different. Thomas (1983) brings out two strands of pragmatic failure; pragmalinguistic failure which according to him is attributable to contrasts in the act of encoding linguistic codes and socio pragmatic failure which is diversely distinctive linguistic impressions carried out by users from different cultural backgrounds.

The views given by the authors benefit this study in a big way; it is as a result of pragmatic failure; through the production of inappropriate apology expressions by the ESL students at the University of Kabianga that informed the choice of the research area. It was interesting to establish the roles of the variables of social status, gender and severity of offence in the choice and production of apology strategies.

The writing assessed above reveals insight into the significance of pragmatic competence in interactions. In this study similarly, the researcher set out to establish whether the respondents have the pragmatic ability to adequately coordinate the speech act of apology to its individual speech functions and the capacity to understand, develop and attach appropriate and exact meanings to language in use in different contexts. Furthermore, it was crucial to evaluate the effect of the social variables of gender, social status and severity of offence altogether on the choice of apology strategies among the Kenyan language users of English.

2.3 Speech Acts

Pragmatic competence, given its crucial role in language teaching and learning makes it mandatory to understand the pragmatics of all languages to ensure efficiency and effectiveness in communication. Pragmatics has many areas among which speech acts has become a widely investigated area majorly because of the many functions the acts play in our daily lives: making requests, promising, apologizing, thanking, complaining, complimenting among others. This explains why this study focused on the act of apology since it plays a key role in our day to day interactions. Moreover, it was fundamental to establish pragmatic variability during the making of the acts to establish whether they hinder or enhance communication competence.

Initial scholars (Austin, 1962; Searle, 1969; Cohen, 1996b) termed speech act as a dominant area in pragmatics. The first most renowned researcher who introduced the Speech Act Theory Austin (1962), in his chief book "How to do things with words" classified speech acts into two: constatives that stood for statements that can be judged for their truth value and performatives that can be evaluated in terms of their actions.

Searle (1969), however does not agree with Austin's classification and instead proposes five groupings of acts. These are: representatives, directives, commissives, expressives and declarations. Austin and Searle in their study claimed that speech acts operated by universal principles. This claim has received a great amount criticism since to others, speech acts are specific to different language users and environment hence they cannot be universal (Leech, 2005; Vilkki, 2006; Cutrone, 2011). However, the classifications based on the five groupings by Austin have remained a basis to speech act studies that have been done and continue being done (Lee, 2000; Fahmi & Fahmi, 2006; Thomas 2006; Nureddeen, 2008; Vanderveken, 2009).

Cohen (1996b) understood speech acts from an improved point of view. He argues that speech acts are courses in which individuals carry out particular social capacities during communication. In light of the different arrangements made, Cohen came up with five noteworthy classes that incorporate the following: representatives, directives, expressives, commisives and declaratives. Away from the controversy surrounding the classification of speech acts, this study was keen to establish the most preferred apology strategies that were in use and in the event, establish whether the speech act of apology is operated by universal principles in totality or there exists unique expressions of apology forms that are peculiar to the Kenyan ESL language community.

In this study, the speech act of apology, just as in Verschueren's view (Verschueren, 1999), fell under the expressive classification since they express feelings and attitudes. This study benefited from the rich views explored by various researchers and in line with their suggestion proposes the inclusion of speech acts as a teaching material in a language so as to develop pragmatic competence in learners. The researcher considered the choice and production of the speech act of apology by the Kenyan speakers of English taking into account the diverse discourse circumstances and the effect of social variables of sexual gender, societal position and seriousness of offence on apology choice.

2.3.1 Speech Acts and Politeness.

In a majority of cases, there is a close relationship between speech acts and politeness. This is especially so, when expressing acts of requests, compliments, thanking, apologies, promising among others. On the other hand there are acts whose production may not be polite owing to the purpose of the act. These include acts expressing complaints, regrets, commands etc. In a social association, it is indispensable for conversationalists to think about the impact of the utilization of the diverse methods of good behavior on the addressor/beneficiary relationship. Every utterance is likely to be a face threatening act (FTA), yielding either a negative face or a positive face (Leech, 1983; Brown and Levinson, 1987; Holmes, 1990; Demeter, 2006). This could imply that politeness would contribute to a positive face among conversationalists while lack of it may yield a negative face.

Brown and Levinson (1987), in their study came up with two sorts of face, specifically "negative face" and "positive face." They characterized the negative one as one that is antagonistic and pessimistic; one that portrays conversationalists as domineering and do not want to apologize for offence made, one that is not desirable among interlocutors. On the

other hand they characterized the positive face as one that is constructive suggesting that individuals anticipate that they will be liked and their needs will be attractive to others, too. Matsumoto (1988) and Lubecka (2000) are in agreement with the notion of face with the claim that for one to apologize, it is proportional to conceding that the speaker has accomplished something incorrectly. This implied that statements of regret are both face undermining and in addition face sparing, in light of the fact that if acknowledged, the expression of remorse should lighten the offence of the speaker. This research has borrowed heavily from these studies since it has adapted the theory of politeness found therein. It was interesting to establish how the idea of face would come out in the distribution of apology expressions based on the different apologetic environments; for example whether apology strategies used in more face threatening situations are similar to those used in less face threatening situations.

Not all researchers concur with the concept of face in statements of regret. Numerous researchers have questioned the possibility of universality of the thought of face (Gu, 1990; Vilkki, 2006; Cutrone, 2011). They clarify that the impression of face is not all inclusive but rather culture particular. Subsequently, on the grounds that speech acts have been connected to the thought of face, the utilization of a speech act in culturally diverse correspondence is prone to bring about conflicting interpretations (Gu, 1990).

According to Nwoye (1992), there are two classes of face; "individual face" and "group face." He characterized the first kind as an individual's longing to take care of his/her own needs and to place his/her open mental self-portrait over those of others while on the other hand, he termed the group face as the individual's longing to carry on in similarity with socially expected standards of conduct that are organized and authorized by society. From his contention and arrangement of face, Nwoye has additionally demonstrated that in certain

societies, the thought of acts, for example, offers and demands are not confront undermining. A case given is in the way of life of the Igbo. That the general population is used to the way of life of sharing of merchandise and benefits and henceforth it acts as a social standard and nobody is relied upon to force a solicitation on the products and administrations. This may work in spite of some societies and human advancements where one is relied upon to make a solicitation in order to profit by the item being referred to (Demeter, 2006). Though the current study has benefited much on the findings made on the idea of face, the researcher did not specifically seek to establish whether the apologetic expressions that were made by the respondents were out to save "individual face" or "group face" since it was not part of the study's objective.

Leech (1983) made a classification of speech acts into two; impolite ones that are taken to be inconsiderate, for example, summons and polite ones that are taken to be considerate, for example, offer or solicitations. He proceeds to imply that the speech acts yield either positive politeness, which builds the amiability on account of naturally pleasant discourse acts, or negative politeness, which leads to a loss of face, contributing to impoliteness. Leech additionally recommended that the sort of speech act one chooses to utilize is impacted by the longing to be polite or neighborly. Lin (2005) concurs with this view on politeness. Subsequently, one may consider an indirect speech act rather than a direct in order to be seen more polite. Just like in Brown and Levinson's politeness theory, the current study borrowed from this view of use of direct and indirect acts in the study of apologies among ESL students.

Unlike Leech, other analysts do not see the distinction between notions of politeness and impoliteness. Watts (2003) argues that there's no clear boundary between the two and that they solely depend on the hearer's interpretation on what is being said by the speaker. He

further argues that being polite is not inborn but one to be learnt. He asserts that politeness is culture specific due to the varied socio-cultural norms that make up societies. This argument is also shared by Haugh (2010) and Trosborg (2010). The researcher in this study was similarly interested in establishing whether there was deliberate effort by the respondents to either be polite or impolite given the different apology scenarios especially going by the variables of social status, gender and severity of offence.

Kadar and Mills (2011) investigated the effect of socio-cultural variables on the politeness conduct in different cultures and established that the variables of social status, age and gender influence politeness in cultures. This was also confirmed by Fareeq (2014), in his socio-pragmatics study on apology strategies in central Kurdish with reference to English. Other scholars who measured the impact of social and contextual variables on production of language forms include among others Isabelli-Garia (2010) and Housen et al (2011). This study similarly, sought to investigate the effect of the variables of social status, gender and severity of offence on the production of apologies.

Ondari & Michieka (2012) investigated pragmatic functions of vague language and explained that vagueness is an aspect of language and allows for flexibility of communication and at the same time allows for the performance of social functions. They established that language users use vagueness not because they lack other language forms to use but it shows politeness in language. Other authors who showed interest in the investigation of linguistic politeness in language forms include Bharuthram (2003) and Culpeper (2010) among others.

As a conclusion, and passing by past studies done, the relationship between politeness and speech acts remains a controversial issue and in this manner calls for further research. This informed the decision of the speech act in this study where the researcher went out to

establish whether the discourse demonstration of statement of regret; apology displays politeness or impoliteness and whether they are reliant on the relevant circumstances in which they are expressed.

2.4 Apologies

The importance of apologies in our day to day interactions cannot be underestimated. Apology is a speech act addressed to the offended person's face intended to remedy an offence for which the apologizer takes responsibility. Consequently, it plays an important role in restoring damaged relationships and promoting forgiveness. Lazare (2004) terms an apology as one of the most profound human interactions. The realization of the term sorry could be the hardest word to say in the life today (Riezebos, 2013). In his article on the behavior of travelers he established that in most of the cases when travelers who offended others were supposed to be apologetic, they became disrespectful instead. Although he focused on travelers while the current study focused on an academic oriented set up; language users at the University Kabianga, his study informs the current study on the need to consider both social and linguistics variables which are likely to impede the use of apology speech acts.

Explanation of apology as a speech act has gotten a good measure of studies by various analysts attempting to describe what correctly it is, the way by which it is categorized and more than all its performance in not only the English language but additionally in other different tongues over the world. According to Holmes (1990), an apology is a speech act facilitated to the insulted individual's face-needs and its point proposed to cure an offence for which the individual apologizing accept obligation in order to restore concordance between the two; the apologizer and the individual offended.

In a study by Marquez- Reiter (2000), apology production is termed as a compensatory movement to an offence in the doing of which the speaker was involved and which is termed as offensive to the hearer. This consequently could lead to losing face or an extreme misconception between the conversationalists. The study established also that distinctive societies have diverse degrees in the way they see the expense of an offence, when and where to apologize or even how essential a conciliatory sentiment is so that, there is a nearby connection between the seriousness of such a face undermining act and the kind of conciliatory sentiment used to adequately shield face. Although the study had as objectives the place and time for apologies which this study did not exploit, the convergence point was to establish the appropriateness of apology strategies in given speech scenarios.

According to Al-sobh (2013), explanations of remorse are a trial to heal an imbalance between the speaker and the audience made when the speaker presented an offence against the audience. To him, it is lacking to just apologize but instead it is a need that the announcement of apology is made successfully; to reestablish equality so that the audience totally recognizes to exonerate the speaker. Nureddeen (2008) agrees with him by terming apology as a conciliatory sentiment which is expected to act as a remedy that creates a balance between the speaker and the listener. In apology, the mortification part of the speaker may be realized; that when the speaker consents to apologize, he will endure embarrassment to a degree which makes a statement of regret a face-sparing to the listener and a face-debilitating to the speaker (Soliman, 2003; Alfattah, 2010) .

An alternate idea of an expression of remorse is delivered by Owen (1983). According to him, expressions of remorse are healing moves that take after what he called a priming proceed to the individual who expects the statement of regret. To him, there must be a move that triggers an expression of remorse. Passing by Owen's definition, the use of expression of

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remorse is prohibitive. He constrains the utilization of statement of regret to just those expressions that bear explicit expressions, for example, "I'm sad" or "I apologize" and variations of the same. Such a definition according to this researcher locks out indirect methods for apologizing including the non-verbs making a large portion of the sorts of conciliatory sentiments inexplicit.

Interestingly, Eisinger (2011) contributes to the research on apology by saying that there exists a case of "non-apology." This is a case where the offender makes his apology not because he feels remorseful about the offence made but because the aggrieved party has demanded for an apology. He explains that this form of apology has received little attention and yet it is widely used in political spheres and consequently could present a risk to democracy and its operations.

In all the segments of human life, there are suggestions to incorporate the apology strategy in relationships. Within organizations, apologies have helped to restore damaged relationships and redeem the company's image (Moxley, 2007). The same sentiments are expressed by Okimoto & Tyler, (2007) who explain that corporate image is important in order to solve crises and alleviate injustices of firms against employees. Research has also been done on apologies along religious spheres (Cooperman, 2006; Chesterton, 2008). By apologizing, the speaker perceives that there is encroachment of a social standard and along these lines admits to the way that he could be incorporated into the occasion.

According to Eisinger (2011), apology plays a crucial role of maintaining social relationships and building trust among people. It is a recipe in many spheres of life; in work places, academics and generally in everyday life. Eekloff (2015) described the year 2015 as one that bore the biggest apology for Christian persecution. In an open admission led by Pope of the

Catholic Church, global church leaders repented for past abuse of other Protestants by the Catholics.

In Kenya too, there have been instances when apology has been crucial. After so many years of legal proceedings, the Kenyan government got a breakthrough on the case of the colonial era torture of Kenyan rebels by the British. Not only did the British government accept to make an out of court settlement of a pay out of over 20 million to living survivors but also an official apology was made through the British High Commissioner who said that the British government sincerely regretted that the abuses took place (Warner, 2013).

In a historic move, a chief CNN executive flew to Nairobi to apologize after a reporter termed Kenya as a 'hotbed of terror' ahead of the President of the United State of America's visit to Kenya in July 2015 (Mutiga, 2015). Most Kenyans took offence over the coverage that suggested that the President was likely to be attacked during his historic visit and thus the demand for an apology. The demand was aggravated by Kenya's Twitter community through the hashtag #someonetellCNN that trended for several days.

Following the recommendations in the report of the Truth, Justice and Reconciliation Commission (TGRC) in 2015, the President of the Republic of Kenya and the Chief Justice publicly offered an apology to the people of Kenya for historical injustices (Maliti, 2015). The President apologized to the families of those assassinated and the country as a whole for the inadequacy in investigations. This was historic since no Kenyan head of state or the head of the country's judiciary has ever done that.

Apology expressions vary from language to language, culture to culture. Below are some of the common apology expressions used by different language users. They are in most cases used by offenders to heal an imbalance created by the offence made. Although some

expressions (like in the Kikuyu) are borrowed from English they nevertheless form the core expressions used in apologetic situations.

Table 2.1

Apology Expressions

Language	Apology Expressions
English	I'm sorry, forgive me, I apologize, it's my fault, I'm very sorry
French	Desole, Excusez-moi, pardon.
Japanese	Gomennasai
German	Entschuldigung! Es tut mirleid, ichbedaure!
Italian	Scusa! (Informal), Scusi! (formal), Midispiace
Arabic	Aasif (m), aasifa (f)
Afrikaans	Jammer
Igbo	Ndo
Somali	Waankaxumahay
Swazi	Ngiyacolisa
Kikuyu	Sori, ndisori, ndisorimuno
Dholuo	Mos, mosainya, ang'isimos
Kisii	Amabera, narabireong'abere, gaki nasabireokwabera
Kalenjin	Mutyo, mutyomising, amwaemutyo, karalel, nyoiwakaat
Maasai	Tapalikiaki, aatasayia, aatasayiatapalikiaki
Kamba	Vole, ni vole, nimavityomakwa

Source: Field data (2017)

2.5 Apology Strategies and Preferences

Inferable from the distinctive definitions and limits imparted by various authors, this investigator borrowed a great deal from their approach to deliver a rich investigation. This involved one that uses a mix of theoretical viewpoints owing to not only the variability in the apology strategies as a result of culture but also the different situations language users are exposed to. These strategies also differ in their semantic make-up; some lengthy and some shorter.

The number of apology types is not fixed hence the diversity in apology classification. However, most researchers in the recent past have had to depend on important and universal strategies by key pragmatists in past studies. Olshtain and Cohen (1983) thought of five noteworthy classifications of apology strategies namely: explanation, promise of non-recurrence, acknowledgement of responsibility, articulation of apology and offer of redress. Sugimoto (1997) came up with four major apology strategies: statement of remorse, explanation of what has happened, description of damage, and reparation.

Bergman and Kasper (1993), perceived seven major strategies of regret; the one largely used being the Illocutionary Force. The classes being: an Illocutionary Force Indicating Device, taking commitment, giving an explanation of the action that exhibit the articulation of regret, offer of repair, verbal redress, intensified IFID and minimizing the effects and earnestness of the action for instance. Looking at the classification, there other apology strategies which could be in use but were left out for instance use of combinations.

Holmes (1990), made an arrangement of statement of regret procedures into four noteworthy strategies with eight sub-classifications;

A. Explicit expression of apology

A1 An offer of expression of apology/IFID for instance, I do apologize; please acknowledge my statements of regret. A2, An expression of regret for instance, I'm sorry, I lament. A3, A request for pardoning for instance, pardon me, excuse me.

B. Clarification or explanation for instance, "The work was in excess".

C. Affirmation or acknowledgement of responsibility

C1 Accepting the blame for instance, "It was my issue". C2, Expressing self-inadequacy for instance, I was wrecked, I overlooked. C3, Recognizing that the listener merits a conciliatory sentiment for instance, "You are correct". C4, Expressing absence of goal for instance, I didn't intend to break it. C5, Offering repair or redress for example, "I'll add you more leave days".

D. Promise of forbearance which is a guarantee of self-control for instance, I guarantee we won't lose cash once more.

Moreover, she analyzed apology strategies produced by her respondents in relation to politeness norms and face. She asserted that all situations that are offensive require apologies so as to minimize impoliteness. She further asserts that committing an offence leads to the loss of face hence requires an apology to restore social equilibrium.

In her study of New Zealand English and using naturally occurring conversations and the strategies above, Holmes established that most of the respondents preferred the use of 'expressing regret and providing an account for action done.' The New Zealanders were found to use indirect apology strategies the most frequently in their conversations. This finding agrees with that of Intachakra (2001) who in his study among British native English speakers confirmed that explicit apology strategies were the most frequently used.

Fraser (1981), expressions of remorse are ordered into nine classes: declaration that statement of regret is being made, expressing the guilty party's commitment to make a statement of regret, offering to apologize to demonstrate an act of earnestness, asking for the listener to acknowledge a given statement of regret, communicating lament for the offence by utilizing intensifiers, asking for absolution for the offence mad, recognizing obligation regarding the offence done, promising avoidance/repeat of the offence and offering repair demonstrating that the wrongdoer truly laments the offence done. This classification seemed exhaustive but as argued before it leaves out other key strategies in use for example the use of multiple strategy.

Blumkulka and Olshtain (1984) gave different strategies as compared to those proposed by Olshtain and Cohen above. They considered two crucial structures: the use of (IFIDs) and the use of an utterance that insinuates a specific course of proposition. Regardless, Blumkulka and Olshtain do not consider intensification as an apology strategy; rather they consider it to be any other segment that can be used with other strategies and which they recognized to fortify the revelation of a remorse situation. Along these lines, they perceive three kinds of intensification: intensification with IFIDs, intensification which are external to IFIDs and use of multiple strategies.

Blum-Kulka, House and Kasper (1989), continued to mastermind the statement of regret strategies into five kinds: illocutionary Force Indicating Devices (IFIDs). IFIDs, handling commitment for the offence committed explanation of account or record, offer of repair and promise/surety of forbearance.

Among the earliest apology coding manual developed was the one used in the Cross-Cultural Speech Act Realization Project (CCSARP). The study examined cross-cultural variation in

requests and apologies. The schema contains seven apology strategies that perform articulations of regret: offer to repair on the offence, using an illocutionary force indicating device, accepting responsibility/ commitment, promise of forbearance and explanation or record of what happened (Blum-Kulka, House, and Kasper, 1989b; Blum-Kulka and Olshtain, 1984).

A number of researches conducted previously in the field of Pragmatics have established apology patterns in different languages: Yemeni (Alfattah, 2010), Romanian (Demeter, 2006), Persian (Eslami-Rasekh, 2005b), Korean (Lee, 2011), Sudanese (Nureddeen, 2008). In her study of Romanian language, Demeter used the following apology strategies: avoiding an apology, illocutionary force indicating device, intensified IFID, providing of justification, acknowledging responsibility, offer of redress, denial of responsibility, promise of non-recurrence of offence, attacking the complainer and pleading for understanding from the offended party. In her findings, she established that the most preferred category in use by the Romanians was the Illocutionary Force Indicating Device (IFID). However, in most of the cases, the respondents combined its use with 'providing a justification, blaming someone else or denying responsibility (Demeter, 2006).

Kasanga & Lwanga-Lumu (2007), in their investigation of apology strategies used in Setswana established that there was a difference in the choice of apologies between the nativized Setswana speakers and native English speakers. The former inclined more towards the usage of the strategies of "repair and responsibility" than the native English speakers.

Chamani & Zareipur (2010), using data collected from naturally occurring conversations in their study of apology differences between British English and Persian established that the Persians were more manifesting in their apologies as compared to the British English

speakers. The latter mostly preferred the use of IFID while the Persians used combinations of strategies mostly. The usage of multiple strategies is consistent with the findings of Alfatta (2010), who established that Arab speakers used them to make their apologies more sincere and display seriousness in the whole process. He attributed this mostly to their religious inclinations, beliefs and values.

Tahir & Summiya (2014), in their study on the use of apology strategies in English by the Pakistani university students established that the respondents used only four strategies namely: explanation, intensifiers, expressing self-deficiency and explicit apology. Of the four, explicit apologies were used most often. This finding was consistent with other studies that had been done previously (Istifci, 2009; Thijittang, 2010; Farashaiyan & Amirkhiz, 2011).

Jebahi (2011), in his study of apology strategies used by Tunisian university students used the following strategies: offer of repair, assuring responsibility, invoking Allah's name, intensification, statement of remorse, denying responsibility, strategies of humour, account strategy, blaming the victim, minimization and self-castigation. Of all these strategies, he found out that the most dominant ones were the "statement of remorse and account strategy." Strategies of humour, blaming the victim and self-castigation were the least used strategies.

The versatility in the usage of apology strategies by the different researchers discussed above leaves space for various other strategies to be considered in research or fundamentally more possibly a space to re-organize them. This utilization of a blend of methodology has started being used in a big number of new concentrates on sociolinguistics and pragmatics studies. This study also goes with the use of a mixed methodology where the strategies used by Holmes (1990), apology schema used by Demeter (2006), and other speculated strategies

were merged and used. The need of new empirical studies on proclamation of apology as an act of speech motivated this researcher to do an examination of the Kenyan ESL context.

2.5.1 Inter-Language Research on Apologies

Inter-language pragmatics investigates how second language speakers' choice, production and understanding of the L2 target norms are affected by their L1 norms. It is therefore important to understand the pragmatic norms of a target language to enhance pragmatic competence among language users. Tello (2006) claims that the numerous studies made on the effect of instruction on the acquisition of pragmatic competence have had a great impact on the development of inter-language pragmatics. In the same vein, the development of intercultural pragmatic awareness is essential in order to understand the social interactions among native and non-native speakers of a language (Kecskes, 2014).

Bergman and Kasper (1993) examined conciliatory sentiments acknowledgment by Thai learners of English. They utilized of 20 DCT circumstances and the outcome showed that a larger part of respondents had negative exchange of an L1-based inclination for given semantic equations of conciliatory sentiment. The factual examination additionally demonstrated that pragmatic transfer represented half of the distinctions in the utilization of apology techniques. The investigation demonstrated that the learners mapped their Thai elements of Illocutionary Force Indicating Device (IFID) when assuming liability into English.

Dalmau and Gotor (2007) investigated how Catalan learners of English as a second language performed in their inter-language of English. They established that there was exchange of Catalan apology features into acknowledgment of expression of remorse making in the English language. They additionally found that there was increased pragmatic competence

with improvement of L2 proficiency. This finding is consistent with those of other researchers. Qorina (2012), in his finding established that there was pragmatic transfer from Indonesia to English. Istifci (2009) discovered that the pragmatics of the English speaking students under study was affected by the Turkish pragmatics. Tuncell (2011) also established that her Turkish respondents had pragmatic transfers from L1 to L2. Kondo (1997), in his study on the acquisition of apology sentiments in English by Japanese undergraduates in the United States, established that in making of statements of apology, the Japanese speakers made use of semantic equations that looked more like those of the Americans following one year of study in the United States.

2.5.2 Single Studies on Apology

Obeng (1999) in his early single language study on apologies analyzed the impact of social variables of power relations and solidarity on Akan expressions of remorse. He built up that the speakers utilized high degrees of politeness when communicating with each other. In Akan dialect certain particles or syntactic components were used to express affableness like in other Asian languages, for example, Japanese. As his decision, Obeng claims that Akan statements of regret mostly comprised of complex strategies as opposed to single ones. Complex statements of regret consolidate both the explicit and implicit techniques, while compound ones join two or more implicit conciliatory sentiments.

Vollmer and Olshtain (1989), in their investigation of German speakers, concentrated on the relationship between the expression of remorse and sociolinguistic variables of social distance, social status and severity of offence. A DCT having seven apology situations were used to elicit expressions of regret. The outcomes demonstrated that the respondents

generally utilized articulations of apology and responsibility. They likewise found that the utilization of expressions of remorse was largely impacted by the sociolinguistic parameters.

Another comprehensive study on the speech act of apology concerns that of the Japanese language. Kotani (1999) found that there is an unprecedented use of the expression of regret which is regular with Japanese speakers, particularly what she called the "feel good" articulation of regret. This expression of regret is used mostly in circumstances when the speaker does not feel responsible for an offence, yet rather shows sensitivity for the person who persevered through the offence; it was relied upon to make the hearer feel incredible. He further established that despite the presence of various and diverse kinds of articulations of regret, the "feel good" strategy is basic and a representative in the Japanese apologetic discourse. However, this strategy does not seem the best nor a fruitful expression of regret most importantly because it is casual and lacks responsibility of the offence.

Another single language study on expressions of remorse was done by Demeter (2006). The research took into consideration apology techniques that Romanian speakers used to apologize in circumstances that required maintenance of relationships through expressions of remorse statements. Moreover, the study determined how various methods were used in combination to shape other articulation of regret systems. He analyzed apology strategies produced in relation to politeness norms by asserting that the appropriateness of apologies should be seen in terms of whether the speaker contributes to negative politeness or positive politeness. The study used a questionnaire containing ten circumstances taken from the TV show "Friends" as an investigation instrument. The revelations showed that the grouping of articulations of regret by and large mostly used was the Illocutionary Force Indicating Device. It was established that this strategy however was either used as a standalone technique or with blends with various categories. This finding was consistent with Bergman

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and Kasper's (1993), disclosures on speakers of Thai and of American English who used the Illocutionary Force Indicating Device extensively either as a standalone strategy or in combinations.

In Kenya, a related study was carried out on the linguistic realization of politeness strategies in Kenya Commercial Bank advertisements (Ndirangu, 2014). She investigated how politeness strategies acted as persuasive devices in bank advertisements. The study used the principle of politeness theory by Brown and Levinson (1987) to explain how advertisements manipulate language so as to persuade clients to go for bank products. The study established that the banking industry use a variety of positive linguistic politeness strategies in advertisements. This current study borrowed heavily from the research especially in the use of the principles of the politeness theory in the investigation of apologies among Kenyan ESL undergraduate students.

From the single studies on articulation of regret made, the researchers focused on the kinds of strategies that were generally used by their respondents and continued to focus on the relationship between apologetic situations and situational parameters including yet not compelled to social status, social distance and severity of offence. In this concentrate too, the researcher was determined to establish whether the respondents who are Kenyan English as Second language users have their choice of apologetic systems affected by situational parameters of social status, gender and severity of offence.

2.5.3 Cross-Cultural Research of Apology

Diverse studies across cultures on expressions of remorse have been explored (Blum-Kulka et al., 1989a; Marquez-Reiter, 2000; Afghari, 2007; Chamani & Zareipur, 2010; Alamdari, Esmaeilnia, and Nematpour, 2010; Farashaiyan & Amirkhis, 2011; Ali, 2012; Sadegi, 2013;

Keckskes, 2014). All these researchers investigated the way the discourse demonstration of apology is both perceived and delivered by language users in both the native and target languages.

Blum-Kulka et al., (1989a), led one of the biggest speech act studies; the cross-culturally speech act realization project: (CCSARP). Their center was to set up local speakers' acknowledgment of the discourse demonstrations of requests and apology sentiments in five languages (Canadian, Hebrew, Danish, English, French and German). They did contrastive pragmatics on the discourse demonstrations over the languages and in so doing; they established the similarities and contrasts amongst native and non-native speakers in the acknowledgment of these demonstrations. On the onset of the study, the researchers' speculation was that the decision of solicitations and conciliatory sentiments by speakers of various dialects is socially impacted by sociolinguistic variables of social power and distance. The speculation was however invalidated by the outcomes hence a nullification of the hypothesis. As per the researchers, this event was conceivable since the instrument that they utilized was a universal one rather than a particular one that would address the issues of the individual dialects.

Afghari (2007) investigated the scope of systems the Persian speakers utilized as a part of realizing the expression of the remorse act; to check whether Persian conciliatory sentiments consisted of formulaic structures as English statements of regret. A discourse completion test (DCT) was utilized for gathering the information. The discoveries showed that Persian statements of regret were in the form of pragmatic formulaic structures that involved the use of direct apology forms.

Sugimoto (1997), in her examination compared the Japanese language styles of statement of regret with that of American English. Her study made utilization of 200 Americans and 181 Japanese undergraduates. As instruments, she utilized a questionnaire of around 15-20 minutes amid consistently at planned classes. The survey contained open-ended questions on circumstances that required conciliatory sentiments. Sugimoto set up that a more prominent number of Japanese speakers appear to have more probability of apologizing when contrasted with their American partners. She additionally observed that more Japanese speakers would expect a conciliatory sentiment in significantly a bigger number of circumstances than the American ones would. The findings of the study established that four out of the twelve apologetic circumstances, the difference between the rates of Japanese speakers who considered that an expression of remorse was paramount and that of the American speakers was greater than 10%. The conclusion was that such differences in proclamation of apology strategies are the result of significant differences between the two social cultures.

Chamani and Zareipur (2010), in their study of apology strategies by British English and Persian delivered significant similarities in the determination of conciliatory sentiment systems between the two groups. In their discoveries however, the Persians preferred the use of explicit apology whereas the British speakers in the larger part of cases used IFIDs when apologizing.

Ali (2012), in her cross cultural study of apology strategies by Saudi and Australian females established that the two groups, given different apologetic situations, used similar apology forms in certain instances and different ones in others. Generally though, it was observed that culture was a major role in their decision on the choice of apology forms. This finding is consistent with that of Farashaiyan and Amirkhis (2011), whose study emphasized on similarities and differences between Iranian and Malaysian EFL learners. The same finding

was realized by Sadegi (2013), who established significant differences in apology strategies used by Kurdish and Persian children. In this study similarly, it was interesting to note the similarities and differences on the proclamation of apologies along the social variables in consideration.

Hussein and Hammouri (1998) in their cross cultural investigation of Americans and Jordanian speakers of English, found that a major rate of Jordanian speakers utilize a variety of conciliatory sentiment procedures than American speakers. Expression of remorse, offer of repair, the acknowledgement of responsibility, and the guarantee of forbearance were the most widely recognized strategies utilized by both the Americans and Jordanians. They additionally settled that Jordanians utilized strategies like lauding their God Allah for what happened, assaulting the offended, minimizing the level of offence and interjection. Another distinction found between the two groups of participants was that Jordanian speakers utilized less direct but rather more detailed strategies when contrasted with the Americans. The analysts ascribed these distinctions to the impact of religious introduction, culture and patterns of thought.

The diverse studies on statements of regret made by the distinctive specialists above back an accord that much as the speakers might be of various languages; they understand and produce conciliatory sentiments in fundamentally the same ways. From the discoveries as well, we can set up that the utilization of various statements of regret systems can be socially impacted by socio linguistic variables for instance: culture, beliefs and religious convictions.

It is worth noting too that most of the apology studies have been done in Western countries. It was in light of a legitimate concern for this exploration to likewise set up the utilization of apology sentiments by various speakers of the Kenyan ESL. Consequently, in this study, the

researcher set out to establish whether Kenyan speakers of English as a Second Language were socially affected by sociolinguistic components of gender, social status and seriousness of offence amid the choice and generation of apology sentiments.

2.6 Social Factors and Apologies

From the literature reviewed above on studies that have been done concerning apology expressions, there is a close relationship between social and contextual factors to language utilization. The social factors include age, social distance, religion, gender and social status. Contextual factors include severity of offence and the speaker's obligation to make an apology. Due to the significance attached to these factors in the determination of language usage, there has been an increase to do more investigation on cultures especially in the field of second language acquisition (Wardhaugh, 2006; Taron, 2007; Chang, 2008; Fehr, Gelfand & Nag, 2010; Thijittang, 2010; Kadar and Mills, 2011; Okimoto, Welzel & Hendrick, 2013;).

In this study, the researcher set out to investigate the function of sociolinguistic variables of social status, gender and severity of offence in the English language among ESL undergraduates of the University of Kabianga. The members were subjected to various communicative circumstances that presented the said sociolinguistic variables and investigation settled on in light of the language choices. The choice of the three factors was made due to the expected effects of the variables on the performance of the participants particularly during the choice of the expressions of remorse.

2.6.1 Influence of Social Status on Apology choices

Social status relates to the power position of interlocutors in an act of communication. It refers to the degree of power or force that the hearer has over the speaker (Thijittang, 2010). The part of societal position in communication as indicated by Brown and Levinson (1987),

Holmes (1995) and Leech (1983) includes the capacity to perceive the conversationalists' social position.

Thijittang (2010) explains that in his study, the variable that concerns social status is the one that strongly determines the choice of apology strategies. Unlike in English language, Thai language users must first set up the individual reference before settling on reasonable pronouns and types of address to be used. Subsequently, a change of societal standing makes a Thai speaker to adjust and go for the fitting scope of verbal decisions in order to meet the required politeness benchmarks. Ugla and Abidin (2016), agree with this observation for they too established in their investigation of apology strategies by Iraqi EFL students that the respondents used variation of apology patterns to match the hearers' social status of high, equal and low.

Kaskouli and Eslamirasekh (2013), in their study of American and Iranian language users discovered that there is a significant difference between the ways the two groups approached apologies. Americans just like Europeans were formal in their apologies and made apologies regardless of social status. This similarity was attributed to the common religious affiliation of Christianity that they have. Iranians on the other hand took social status as a key consideration when making apologies.

Okimoto et al. (2013) observe that a higher social standing is threatened by a call to apologize; this would lead to face and status loss on the part of the speaker. He explains that non-apology makes the person foster great feelings of power and dominance over others of lower positions. This is in contrast with Abdul-Ameer's (2013), findings where most of the apology strategies used by male Iraqi EFL learners were directed to people of higher status.

Going by the authors' findings of the relationship between social status and apology production by different language users, this study sought out to establish the kind of relationship that exists with the Kenyan ESL University students. Going by the general observation, in the Kenyan setting, an individual's societal position assumes an imperative part in the everyday collaborations. Thus, it is highly expected that while apologizing, a Kenyan speaker is conscious of the listener's societal position. For instance, when a Kenyan speaker apologizes to a listener with a higher societal position, the speaker would utilize conciliatory sentiment techniques that are well mannered and formal. Then again, when the speaker is of a higher social status than the listener, the speaker would reasonably utilize simple types of apology forms. It was therefore interesting to establish the patterns of apologies along social status.

In this study, social status was considered in a range of (high-equivalent-low). Speakers in the part of a university instructor, senior member of department, deans and head of office were taken to be of higher status. Speakers of the parts of junior officers for instance delivery people and tea ladies/men were of lower status. Societal position between students as companions or colleagues was taken to be equivalent status. In this study, it was of interest to establish how different apology strategies would be used as the students assumed the different roles enshrined in the Discourse Completion Tasks (DCT).

2.6.2 Influence of Gender on Apology choices

Gender is a standout amongst the most vital individual components that influence choice of language and its execution. Handayani (2010) explains that context or culture is likely to have an effect on the choice and production of apology strategies by men and women. According to many researches done, women apologize more than men (Engel, 2001; Lazare,

2004; Demeter, 2006; Schumann and Ross, 2010). Moreover, Belushi (2006), in his book *Real men do not apologize* says it all. To most of them, men do not apologize much because they associate apology to weakness. However, in other cultures there isn't a difference in apology along gender lines; Americans (Abdul-Ameer, 2013), Pakistani (Tahir and Summiya, 2014).

Holmes (1989), in her investigation of New Zealanders language users concentrated on the impact of gender on expression of remorse systems; apology strategies. She discovered that both women and men to a great extent utilize the same methodologies. Be that as it may, women had a tendency to apologize more than the men and women to women statements of remorse considered more to be contrasted with men to men expressions of remorse. This implies a good number of men apologized to women more than to their male counterparts.

Baitaney & Baitaney (2006) in their study on apology strategies by the Jordanians along gender lines established that the males and females under study had similarities and differences on apology choices in equal measure. Generally, the participants of both gender used mainly the statement of remorse, accounts, compensation, non-repeat of offence and reparation in the act of apologizing. The female participants in most of the cases preferred the use of non-apology as a strategy while the men preferred to blame the victim.

Abdul-Ameer (2013), on his study on the effect of gender on the apology strategies used by American native speakers of English and Iraqi university students established that Iraqi females used more apology strategies than Iraqi males. On the other hand, American females used fewer strategies as compared to Iraqi females but in comparison with American males, there was no difference. Jamuna (2015), made a similar finding in her study on the speech act of apology by Indian ESL by establishing that the level of politeness in female participants

was higher than that of their male counterparts. This is in contrast with the findings of the research on the use of apology strategies in English by Pakistani EFL (Tahir and Summiya, 2014) who established that male and female participants used similar apology responses. They attributed this to respondents drawn from a culturally and linguistically homogeneous context.

In this study, right from the start, it was of interest to find out whether females apologized differently from males, and whether the choice of expression of remorse methodologies among Kenya speakers of English was influenced by gender. Women and men are known to apologize for various reasons relying upon the circumstance. Generally, it is presumed that ladies apologize as a conversational custom as an approach to recognize that something deplorable has happened and to concede shortcoming while men as a rule use statement of regret to say that they lament the offence that has happened and they once in a while concede deficiency because of the belief that expression of remorse belittles their sense of self. These observations made previously by other authors were crucial in the current study.

2.6.3 Influence of Offence Severity on Apology choices

From the literature reviewed above, there are all indications that that the nature of offence is one of the variables that affect the choice and production of statements of remorse. Chang (2008) explains that apology strategies are culture-specific and are influenced by social and contextual factors; severity of offence being a contextual factor. Schumann et al (2010) observed that it is the severity of offence and the frequency of wrongdoings that influence the choice of apology types.

Thijittang (2010), in looking at articulation of regret strategies by Thai learners of English, established that quite a number of speakers inquisitively, made proclamation of apology the

most in the 'not-severe' class. Speakers in the not-severe offence group (48.9%) happened to use the higher frequency of apology strategies as compared with speakers in the severe offence class (41.3%).

Demeter (2006), in her investigation of expression of remorse methodologies in Romanian discovered that seriousness of offence impacted the decision of statement of regret techniques. The speakers utilized a greater amount of the unequivocal conciliatory sentiment classifications "IFID" and intensified IFID in the extreme classification of offence. This was as an aftereffect of the need to offer an approach to compensate for the serious offence that was done and all the more so to spare their face. Muhammed (2006) agrees with her by saying that the severity of an offence determines the apology type to be used by the speaker.

Alfatta, (2010), in an investigation on apologies strategies used by Arab learners of English established that the respondents used multiple apology strategies especially in acts of offence that were severe and they gave the act of apology the seriousness it deserved. This finding was consistent in the investigation on apology strategies by Iraqi learners (Ugla and Abidin, 2016), who established that there was a match between the seriousness of the wrongdoing and the apology strategy used.

Kampf and Blum-Kulka (2007) established that Israeli boys and girls apologize differently with regards to severity of offence. The boys on one hand made frequent apologies when dealing with serious offences like violent conflicts. On the other hand, girls apologized more in less severe circumstances.

It is typical, all things considered, that speakers of Kenyan ESL have proclamation of apology influenced by the nature of offences made. The researcher was out to mastermind earnestness of offence into two orders: severe and not severe. It was of interest to establish

which apology patterns would be used in the severe and not severe language environments respectively.

2.7. Appropriateness of Apology Strategies

Appropriateness in language takes different forms. In the grammatical inclined perspective, appropriateness is seen mostly in the credibility and adequacy of linguistic forms for instance the lexical items that have been used. Linguistic aspects will be on test with emphasis on rules of correctness of language use in fields such as phonetics, phonology, morphology, syntax and semantics. On the contrary, this study's centre of focus was on appropriateness of language use along pragmatics; use of language in context. According to Batainey & Batainey (2008), learning of language is not complete until that time learners are trained and understand the rules of appropriateness in the target language.

In Pragmatic studies on apology, there is a general consensus and consistency in what constitutes appropriateness components in apologies. Drawing on Brown's and Levinson's theory, Leech (2005) argues that language is a tool that can be used to show respect among interlocutors; one can choose to use different forms with varied effects depending on both the social and contextual factors in play for instance the severity of the offence in apologetic situations. Other studies that have pegged appropriateness on pragmatics include apology studies by Demeter (2006), Holmes (1990), Nureddeen (2008), Ogiermann (2009), Ugla and Abidin (2016) among others. They are all in agreement that learners should adopt contextually appropriate forms to enhance pragmatic competence and in turn advance communicative competence.

Despite the influence of various variables on the production and perception of apologies, many studies agree that the use of indirect/implicit speech act forms is more appropriate in

many contexts. The use of multiple strategies which imply use of combinations as an apology strategy was highly rated as appropriate. These are long and more elaborated responses whose effects are likely to make apologies acceptable by the offenders since they sound more sincere, heartfelt and strengthen the impact of the apology. This is in the assumption that brief apologies weaken the impact of apologies. Intensification of apology was highly as appropriate since it shows genuine regret for the action done hence strengthening the impact of the apology. The more components the apologies carried the more effective they were rated for appropriateness.

It was interesting to note also that other apology strategies though direct and short were rated highly due to their impact on the apology. They include acknowledgement of responsibility for the offender accepts that an offence has been made and accept to bear the fault. Offer of apology was also appropriate in other scenarios for the offender commits to take action to mend the situation and to undo damage. Apology strategies that used the explanations in the active voice were rated considerably since they indicated personal responsibility by the offender instead of use of the passive voice that would imply palming off responsibility. Though the short and direct apologies dominated especially in the face to face interactions, as compared to the written hypothesized scenarios, they depended more on context and were adequate since they got support from other paralinguistic features of gestures, posture and other prosodic features.

From the literature review, most conclusions put emphasis on the importance of understanding the pragmatics of the target language in order to have effective communication. This helps learners to be competent and remain conscious about language in context so as to avoid any case of negative effects in the communication process. As seen in the findings, in the aforementioned studies and in the current research, most scholars agree on

the influence of social and contextual factors on apology choice. Moreover, some scholars have established both similarities and differences in apology patterns while others have not found any.

As seen at the start of this segment, the literature gave incredible bits of knowledge into the present perspectives on the study of apology as a speech act. In spite of the fact that the studies are shifted regarding the language of study, respondents, tools and instruments, data collection procedure and analysis strategies the literature reviewed presented research gaps that in the areas to carry out a research to establish apology patterns among undergraduate students of ESL in Kenya. The discoveries and findings of the authors reviewed were of great benefit in providing insights specifically to the following:

a. Whether utilization of the speech act of apology by language users in the assessed studies is the same as for Kenyan ESL learners.

b. To determine the similarities and differences of favored categories of apology by the different language users in the investigated literature and those of Kenyan ESL learners.

c. To establish the appropriateness of the choice of apology forms in given circumstances.

d. The effect of social and contextual variables on the choice of apology methods.

e. The recommendations on the inclusion of different variables in activities requiring articulations of apology by ESL learners with a particular deciding objective to get Pragmatic competence.

Also, the studies by the specific researchers made incredible contributions to the present study in the decision and utilization of tools and instruments, participants, data collection strategies and data analysis strategy.

2.8 Theoretical Framework

Apology strategies in this study were analyzed under the Brown and Levinson's (1987) face and politeness theory that explains that people present certain images when interacting with others. These faces are contextually bound and vary depending on situations and relationships. They distinguish between two faces: positive face (a desire to have our wants desirable and accepted by others, negative face (a desire that our actions will not be impeded by others). Face threatening acts are seen to cause a loss of face and are caused by acts that interlocutors engage which in turn lead to the use of face work strategies to repair and restore face. They include: not doing anything at all, use of indirect forms, use of direct forms to offset face loss or being without any concern for face loss.

The theory explains also that human interactions revolve around politeness. The theory explains further that speakers consider the entirety of available strategies before selecting the one to use going by politeness appropriateness. In this study specifically, apologies were used as face work strategies for example 'I apologize' in a certain context would confirm the persons' positive face; the desire to be seen as a polite person.

This study used a blend of apology schema drawn from Demeter (2006) and Holmes (1990). The two analyzed apology among their respondents in relation to face by asserting that committing an offence leads to loss of face. Holmes (1990) explains that apologies need to be analyzed under the light of negative and positive politeness because a situation causing an offence requires an apology so as to minimize impoliteness and restore social equilibrium

amongst interlocutors. The appropriateness of apologies therefore is associated with politeness, saving face, sincerity and conflict avoidance and which is also influenced by many factors such as severity of offence, social distance, age, social status, gender among others.

The idea of who says what, to whom, when and why contributes to the effective function of language (Demeter, 2006). For example, 'It is time you went to bed' is acceptable if said by a parent to a child but not acceptable if said by a student to his/her lecturer. He explains that speech acts are controlled by certain universal pragmatic principles but they vary in their conceptualization and verbalization

Appearing below is Holmes's (1990) apology framework established on four super-systems with eight sub-methods.

Table 2.2

Holmes's Classification of Apology

Apology Strategies	Examples
A. An Explicit expression of apology	
A1 An offer of apology/ IFID	I apologize; please accept my apologies.
A2 An expression of regret	I'm sorry; I'm afraid.
A3 A request for forgiveness	Excuse me; forgive me.
B. An explanation or account	The weather was terrible.
C. An acknowledgement of responsibility	
C1 Accepting the blame	It is my fault; silly me.
C2 Express self-deficiency	I was mistaken; I forgot.

C3 Recognize has entitled to an apology	You're right.
C4 Express lack of intent	I didn't mean to abuse him.
C5 Offer repair/ redress	I'll get a new one for you.
D. A promise of forbearance	I promise I won't mislead you again.

Source: Holmes (1990)

Aside from the four primary classifications recommended by Holmes, the researcher incorporated the accompanying procedures as proposed by Demeter (2006):

1. Intensification. This is the point at which an illocutionary power of the statement of regret is escalated by utilizing adverbial intensifiers, for example, "extremely" as in 'I'm extremely sad' and "so" as in "I'm so sad." Intensification more often than not has the heightening expression inside the IFID.

2. Attacking the complainer. The speaker endeavors to hide any hint of failure face by standing up to the hearer as opposed to apologizing. For instance: You have no privilege to accuse me.

3. Avoiding apology; conciliatory sentiments.

Together with Holmes' and Demeter's codes, the researcher embraced the non-verbal apology strategies and multiple apology strategies guided by the outcome of the pilot study. Multiple apology strategies specifically, were the most frequently used by ESL students in the university most likely because a combination of apologies would show more sincerity to the hearer and make apologies acceptable when faced with different circumstances. Moreover, the decision to blend the classes as opposed to the stand-alone classifications was informed by the way that the discourse demonstration of statement of regret; apology, might be society

particular, so not every one of the classes in these scientific classifications would work for all the cultures.

In this manner, the researcher made the scientific classification for the study with the expectation that the classes that were utilized would represent the Kenyan society. It was additionally sought that the scientific categorization would account for both explicit and implicit expressions of remorse. The coding schema notwithstanding, it was important to note how the Kenyan ESL respondents used the categories. Whether others would record high percentages of use, less percentages of use, and whether there would be others recording non usage at all.

Table 2.3

Coding Categories of the present study

Code number	Coding categories	Possible Realizations
	A. Explicit expression of apology	
Code number 1	A1 An offer of apology/ IFID	I apologize; please accept my apologies.
Code number 2	A2 An expression of regret	I'm sorry; I'm afraid.
Code number 3	A3 A request for forgiveness	Excuse me; forgive me.
Code number 4	B. Explanation or account	The weather was terrible.
	C. Acknowledgement of responsibility	
Code number 5	C1 Accepting the blame	It is my fault; silly me.
Code number 6	C2 Expressing self-deficiency	I was mistaken; I forgot.
Code number 7	C3 Recognizing H as deserving apology	You're right.
Code number 8	C4 Expressing lack of intent	I didn't mean to abuse him.
Code number 9	C5 Offering repair/ redress	I'll get a new one for you.
Code number 10	D. Promise of forbearance	I promise I won't mislead him again.
Code number 11	E. Attacking the complainer	You have no right to question me
Code number 12	F. Intensifiers of the apology	I'm very sorry; I'm really sorry about that.
Code number 13	G. Avoiding apology	
Code number 14	H. Non-verbal strategy	Hugging, kissing, shaking hands
Code number 15	I. Multiple apology	I'm very sorry I won't be late again (Intensifier + promise of forbearance)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gives an overview of the research design, location of the study, population and population sampling, tools and instruments, validity, reliability, data collection procedure, data analysis techniques and ethical consideration.

3.2 Research Design

The research design used in this study was descriptive survey design. Descriptive survey describes characteristics of a phenomenon and since this research was out to establish apology strategies be ESL students of the University of Kabianga, the design was the most appropriate. The researcher was in an in-depth fact finding mission consequently, the use of the survey design enabled the researcher to effectively collect descriptive information through questionnaires, interviews and observations. Surveys provide a great deal of information which in most cases is accurate. Gorald (2013) also advocates for the use of surveys for they are used to obtain information on the current status of a phenomenon and comparatively also, he finds them relatively cost effective.

Further justification for the choice of the survey design is drawn from Vogt, Gardner and Haeffele (2012), who state that the intention of the survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions. Since the central research question was to establish the apology strategies by Kenyan English as Second language users a survey design was found to be most suitable for the study; it was

possible to capture data from numerous sources with varied data collection tools; questionnaires, observation and interviews.

3.3 Location of the Study

The study was conducted at the University of Kabianga located in Kabianga Division in Kericho West District, Kericho County (see Appendix XII). It is located in the famous tea growing highlands of Kericho approximately 26 km from Kericho town and about 6.2 km off the Kericho – Kisii road. It is situated in the Kabianga Complex which is made up of Kipsigis County Council Tea Farm, Kabianga Boys High school and primary school. The University is found in Kericho County, one of the 47 counties in Kenya.

Kericho County has several institutions of learning; many of which are primary and secondary schools. There are also several middle level colleges and four Universities. The University of Kabianga started as a Campus of Moi University in May 2007 and in May 2009 it became Kabianga University College. Consequently, the University of Kabianga was awarded a charter on 1st March 2013 making it the only fully fledged University in the County.

3.4 Population of the Study

The target population of the English as Second language B.ED learners at the University is 602. From these, 240 respondents were sampled to take part in the study; these being students majoring in English. The sample of the study was done through random sampling and determined using Yamane's formula (Yamane 1997) as cited by Mbaruku (2012).

$$n = \frac{N}{1 + (N)\, e^2}$$

Where:

n was the sample size

N was the target population (in this case 602)

e was standard error which is a standard value of 0.05

Calculation of the sample size based on these figures gave a sample size of 240 which represents 39.9% of the entire population and therefore would adequately capture most of the perceptions of the speech act of apology under study. From the 240 sampled respondents, 2 student raters who are in their fourth year of study and who have been performing exemplary well in the English language were purposively sampled to establish the appropriateness of apology strategies. Thereafter, a table of random numbers was used to select 213 students to fill the DCT questionnaire and 25 to take part in the individual interviews. 2 lecturer raters were also sampled to establish the appropriateness of apology used in different social situations together with the student raters.

Table 3.1

Population of Participants

Participants	Target Population	Sample size
ESL B.ED University students	602	240
Lecturers	4	2
Total	606	242

Of the 213 respondents sampled for questionnaires, 191 (100 females, 91 males) respondents filled and returned them. Over the data collection period, the researcher also managed to observe 72 situations that involved offences and recorded the apologies that were made. Given below is the distribution as per the students' year of study.

Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
	1st Year	46	24.1	24.1	24.1
	2nd Year	61	31.9	31.9	56.0
Valid	3rd Year	35	18.3	18.3	74.3
	4th Year	49	25.7	25.7	100.0
	Total	191	100.0	100.0	

3.5 Sampling Procedures and Sample size

Following is information on the sampling procedures and the sample size of the respondents used in the study.

3.5.1 Sampling Procedures

For the purpose of this study, purposive sampling was made on the University under study; Kabianga since it had the desirable characteristics of the study; it portrays the ESL status of the respondents under study. Gupta (2000) advocates for purposive sampling especially when the sample bears characteristics that are desirable for a study. The respondents were divided by

gender into two groups then using a table of random numbers, 240 students were randomly sampled to take part in the study. These were students who possessed the characteristics desirable for the study for example, English as Second Language undergraduate students who were working towards a Bachelor Degree in Education (English/Literature). 25 respondents were randomly selected and agreed to take part in the interviews. Convenience sampling was used to select participants in observations because of their convenient accessibility and proximity to the researcher.

Out of the 240 ESL students, 2 student raters who are in their fourth year of study and who have been performing exemplary well in English were purposively sampled for the purpose of establishing the appropriateness of apology strategies in the different apologetic situations. Two lecturer raters were also purposively sampled from a target of 4 lecturers from the Department of Linguistics to assess the appropriateness of the apology strategies by the ESL undergraduate students of the University of Kabianga. Gupta (2000) noted that purposive sampling was convenient especially when respondents required in a study are few and the use of simple random sampling would result into loss of certain important insights. Both raters are in the Department and have taught for two years thus possessing a personal familiarity with the respondents. They are also well grounded in the field of Linguistics since they did Bachelors of Education in English/Literature in their undergraduate degree. Moreover, they have had exposure with English native speakers having studied in the United Kingdom for their Masters degree in Linguistics in the field of English as a Second Language and in particular Pragmatics hence placing them in a good position to comment on the appropriateness apologetic responses considering the social and contextual variables of social distance, gender and severity of offence.

3.5.2 Sample Size

In total the target ESL B.ED student population was 602. The student respondents were 240 and the lecturer respondents were 2. Of the 240 student respondents, 2 were picked as student raters, 25 took part in the interview and the rest; 213 were sampled to fill the DCT questionnaires out of which 191 respondents filled and returned the questionnaire (100 female and 91 male). In total, 72 situations were observed.

This target sample size was picked since it was sufficient enough to yield the desirable data guided by the research objectives. Moreover, the target sample size was considered a good representative of the entire population as Milroy (1987) also observed that in linguistic surveys, large samples may be redundant and lead to challenges in handling them. The same view is shared by Mesthrie (2002) who states that large samples are likely to result into data handling problems without a considerable impact on the data to be analyzed.

3.6 Instrumentation

In this study, three instruments were used for data collection: questionnaires, interview schedule and observation schedule. A combination of methods was preferred so as to reduce the disadvantage of using a single method (Golato, 2003) for instance; the DCT questionnaire does not accurately capture naturally occurring language forms as an observation would do. On the other hand, observations may be time consuming since the target form of speech may not occur frequently in natural situations (Pattons, 2002). Moreover, the triangulation of the three techniques resulted into efficacy in generating the desirable date thereby giving a relatively complete picture of the realization of apology strategies by ESL students of the University of Kabianga.

a) Questionnaires

i) Learning Contact Profile Questionnaire

The researcher first of all designed a Learning Contact Profile (LCP) questionnaire (refer to Appendix I). The LCP was expected to assess both the quantitative and qualitative learning aspects of the respondents. It took the form of a background questionnaire and was used to establish biographical and submersion profiles of the informants. This included biographical details of native language, age and sex. It was also used to establish the submersion profile of the informants with respect to English as a second language. A sample of the Preliminary Questionnaire is provided in Appendix A.

ii) Discourse Completion Task Questionnaire

After filling in the LCP questionnaire, the respondents with characteristics that matched the study went ahead to fill the questionnaires in form of Discourse Completion Tasks (DCT). A questionnaire in form of a DCT has been used widely majorly because it is convenient especially when one wants to reach a vast population in a short time (Al Sobh, 2013; Ameer, 2013; Aydin, 2013). It is a tool that is cost effective (Shardakova, 2005; Dalmau & Gotor, 2007). It is a tool that works well in the confines of anonymity resulting into open responses even when the issues asked are sensitive (Ngechu, 2005; Tuncel, 2011). The DCT also produces consistent results when establishing the influence of contextual and social variables on language use (Tajeddin, 2012). The DCT in this study consisted of 18 incomplete discourse patterns modified from those used in previous apology speech act studies of Demeter (2006) and Thijittang (2010). They represented socially differentiated situations of gender, social status and severity of offence that were likely to be encountered by university students in their daily language interactions (refer to Appendix II). The situations were

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prepared, typed and given to students who were then required to identify with the persons committing the offences and respond to the situations apologetically. Each discourse sequence presented a short description of the situation, specifying the setting, the social distance between the interlocutors and their status relative to each other, followed by an incomplete dialogue. The questionnaire scenarios took all the possible situations according to variables of: social status, gender and severity of the situation. In total, this will give 18 scenarios as arranged below in table 3.2.

Table 3.2

Classification of DCT scenarios according to Sociolinguistic Variations

Scenario	Social Status	Gender	Severe
A. You are a student at the University; write the apologies that you would make to your lecturer of English for having missed the previous lesson.	1	1	1
B. You are a student at the University; you were assigned to do an assignment with your classmate (different gender) but you arrived 15 minutes late. Your classmate is upset. What would you say to him/her?	2	3	1
C. You meet with your fellow student early in the morning when entering class. Make an apology for forgetting to bring his/her textbook.	2	1	1
D. You both attend the same class (same gender). After class	2	2	1

you approach your classmate and borrow his/her pen promising to return it before 8pm. You don't keep you word. What would you say?			
E. A student enters the library lounge; this is where his/her discussion group meets. The instructor of the discussion group is a student librarian (equal gender) The student is late for the discussion because she/he missed the morning bus. What does she/he say?	1	2	1
F. A student enters the library lounge; this is where his/her discussion group meets. The student steps on the librarian's foot (different gender) What does he/she say?	1	3	1
G. You are a student leader you delayed in giving students feedback on their request to the university management to visit Kenyatta University language laboratory. How do you apologize?	3	1	1
H. While in the field; you stepped on the foot of your soccer team mate resulting into hospitalization. How do you apologize?	2	1	2
I. As chair person of the drama group in the university, you accidentally damaged a camera belonging to a first year student, who newly joined the club. What do you tell him/her?	3	1	2

J. You are a fourth year student, and had promised to help a first year student (different gender) do her/his English assignment and forgot. How do you apologize?	3	3	1
K. By mistake, you damage your classmate's (different gender) I Phone. He/she is so upset about it. You feel sorry about it, what would she tell him/her?	2	3	2
L. While you were playing darts with your college colleague (same gender) you accidentally injured him/her resulting into hospitalization. How do you apologize?	2	2	2
M. While rushing to pick your examination card on time, you ran and bumped into your supervisor who was waiting on the corner, knocking him/her down leading to an injury. How do you apologize?	1	1	2
N. You are the student representative in one of the institutes in the university; one of your junior colleagues (same gender) asked you for some input on a presentation she is making on the next meeting but you got held up in traffic and could not help. You saw the junior colleague waiting for you in front of your office when you returned there. What do you tell her/him?	3	2	1
O. You are a senior university student on work study; you had promised to forward the name of a needy first year student (same gender) for consideration to be included in the next	3	2	2

holiday work assignment. You did not do that and hence he/she missed the assignment. How do you apologize?			
P. You are a senior student leader who forgot to give a lost and found exam card to a fresher student (different gender) hence she missed to do his/her exams. How do you apologize?	3	3	2
Q. As a first year student you forgot to inform the members of your class of a scheduled meeting with the University students' officials. The chairperson of the student union (different gender) arrived and found no one present for the meeting. How do you apologize to him/her?	1	3	2
R. You are a class representative and a lecturer (same gender) had asked you to propose names of students who would attend a research workshop. You forgot to do so and they missed the workshop. How do you apologize to her/him?	1	2	2

Coding system

Social Status (**1** low, **2** Equal, **3** High)

Gender (**1** Unstated, **2** same, **3** different)

Severity of Offence (**1** Low, **2** High)

This code was done to assist to exhaust all possible combinations of usage of apology strategies in the unique scenarios for all the 191 respondents. A sample of the scenarios that were used with the respondents is found in Appendix II.

iii) Raters' Questionnaire

After filling in the DCT questionnaires by the respondents, the data was used to establish the most preferred and consistent apology patterns. Thereafter, they were used to form a basis of the raters' questionnaire to evaluate their appropriateness based on the variables of social status; gender and severity of offence (refer to Appendix VIII & IX). The appropriateness of apology strategies was based on how credible and adequate they were in the given scenarios. In this procedure two lecturer raters and two student raters who had been purposively sampled took part. The raters were instructed to read the situations carefully and imagine the most appropriate responses if they were the offenders. Without overanalyzing the situations and instead using immediate intuitions, the raters scored the appropriateness of the apology responses on an appropriateness scale in the form of a 5 – point Likert scale (i.e 1: Very poor to 5: Excellent).

5 Excellent

Apology forms that are perfectly appropriate in the given situation/context

4 Good

Not perfect but adequately appropriate apology patterns (A little off-target)

3 Fair

 Fairly appropriate apology expressions

2 Poor

Clearly inappropriate apology expressions

1 Very Poor

The target speech act of apology was not performed

Thereafter, the means of the ratings were calculated. The means with higher values indicated the most appropriate apology strategies in the given situations and those with lower values indicated the less appropriate apology strategies. A sample of the raters' sheet is provided in Appendix VII.

b) Interview Schedule

An interview schedule (refer to Appendix III & IV) was used in combination with the DCT questionnaires and observations so as to explore more and new in-depth data on apology strategies. The interview was in the form of semi structured questions on different apology strategies that the undergraduate ESL students used in the act of apologizing in different situations with various social factors. Semi structured interviews, because of their flexibility and controllability to the researcher, were good in achieving the objectives of the study. The interview questions were similar to those in the students' questionnaires. 25 ESL students were randomly sampled to take part in the interviews. The sample was deemed to be appropriate to yield the required data for the research. Rubin (as cited in Gathigia, 2014) posits that a larger sample would not necessarily yield relevant data but would be affected by saturation. Charmaz (2006) argues that research that is quantitatively inclined should not have more than 60 respondents. Moreover, Milroy (1987) posits that large samples may not be necessary for linguistic surveys since they may be redundant.

A number of researchers have also advocated for extensive use of interviews as a tool in research (Silverman, 2006; Burnard, 2006; Rathbun, 2008). Moreover, Creswell (1994), and Merriam (1991), claim in their study that an interview is necessary when invisible data that may not be observed directly such as behaviors, feeling, thoughts, and intentions need to be collected.

c) Observation Schedule

Observation is a method of data collection that involves the use of the senses by researchers to examine people in naturally occurring situations (Silverman, 2006). It has been used extensively in a variety of disciplines to collect data especially on people, processes and cultures in qualitative research (Kawulich, 2005). In particular, this research used the Natural Observation method with observations being overt. In total there were 72 apologetic situations observed; thirty six situations that were observed involved individuals of varied social status, sixteen involved difference in gender and twenty involved varied severity levels (refer to Appendix V & VI).

Observation as a data collection method was considered because the speakers are in naturally occurring language environments making it a basis to examine better socio-pragmatic aspects of speech acts. It allowed for the researcher to study not only how people communicated but also the speakers' spontaneous feelings and behaviors. Moreover, with observations, the use of emotions and voice inflection has powerful effects on the apology used. Since observations also concern a face to face situation between the offender and the offended party, extra linguistic features of body language such as eye contact, facial expression and posture go a long way in determining the success of an apology. With observation, it was possible also to establish how the speakers chose apology strategies going by varying situations of social status, gender and severity of offence leading to a better culture understanding.

Observation enabled the researcher to collect both quantitative and qualitative data on the choice and production of apology strategies among undergraduate ESL students of the University of Kabianga in their natural surroundings. Moreover, validity is stronger with the use of the observation method (Mcleod, 2015). The research questions in this study guided the observation to be made. The researcher publicly wrote field notes of the observations

made. A sample of the observation schedule and the observation results are found in Appendix IV and VI respectively.

To conclude on instrumentation, all forms of systematic bias (observer, selection and information bias) were avoided by the researcher by being focused and aware of sources and causes of bias beforehand and thus engaging careful and intelligent study planning. This ensured that the research instruments were standardized. Moreover, the piloting that was done before the actual study was expected to establish potential flaws of bias.

The table below shows the data collection methods that were used to answer the specific research questions.

Table 3.3

Data collection Table

Research Questions	Data Collection Method
a. What are the preferred categories of apology strategies among the undergraduate ESL students of the University of Kabianga?	• Questionnaires (DCT)
b. Do social variables of social status and gender influence the choice of apology strategies among the undergraduate ESL students of the University of Kabianga?	• Questionnaires (DCT) • Observation schedule • Interview schedule
c. Does the contextual variable of severity of offence influence the choice of apology strategies among the undergraduate ESL students of the University of Kabianga?	• Questionnaires (DCT) • Observation schedule • Interview schedule
d. How appropriate are apology strategies used by undergraduate ESL students of the University of Kabianga in given situations	• Questionnaires (Raters)

3.6.1 Pilot Study

A pilot study was carried out as a preliminary study to examine the feasibility of among other things instrumentation and sample size before the full-scale study was done. Piloting was done with a convenient group of 20 undergraduate ESL students who were not part of the main study but shared the same characteristics as the actual respondents.

Piloting helped the researcher refine the instruments used in the study so as to improve on comprehensibility and clarity of the tools. Moreover, piloting helped the researcher familiarize herself with the whole process of the administration of the instruments. Specifically, the pilot study ensured clarity in the language and questions asked, establish the appropriateness and possibility of the occurrence of the apologetic situations and to estimate the time required for the test. The test re-test reliability also ensured that the results of the finding would correspond to a similar one that is done using the same approach and procedures.

3.6.2 Validity of the Instrument

Validity is described as the extent to which research results can be accurately interpreted (Oso and Onen, 2009). Validity of results is interpreted to mean that the final results of a study should be a true reflection of what they should actually be. According to Mills (2007), validity determines whether the findings of a study can be defended both conceptually and empirically. Validity is ensured in three areas; the form of the test, the purpose of the test and the respondents in the study.

To deal with the threat of validity, the researcher's supervisors who are lecturers in the department of linguistics as well as other experts from the field of pragmatics were engaged to examine critically the process of data collection and analysis; the tests, the respondents and the results. This was to ensure content, face, criterion and concurrent validity. Content validity was ensured through examining the tests involved so that they are relevant and match with the respondents. Face validity was ensured through counter checking tests in the questionnaires, the interview and observation schedule to bear the intended information in a way that was accurate and in tandem with the objectives of the study; measuring what they

are supposed to measure. Criterion oriented or predictive validity ensured that the findings of the study if correlated to a future study in a way that the results are predictable. Concurrent validity ensured that findings of the study are directly comparable to a similar one done at the same time with no time lapse in the measures used.

Internal validity in the study was improved by ensuring that there was no unfair manipulation of the study by the independent variables therein. This was made possible by using conventional procedures and being aware of potential flaws in the study. External validity was ensured through running the study in a natural context and by avoiding bias tendencies in sampling, data collection and analysis. It involved being ethically upright during the whole process to ensure that the results remain valid for generalizations in other settings, with other people and over time.

All areas of validity having been ensured especially during piloting, this study engaged in minor modifications of the research instruments prior to the actual study. This meant that the instruments were adequate and appropriate for the study.

3.6.3 Reliability of the Instrument

Creswell (2011) defines reliability as the degree to which an assessment instrument gives consistent results over repeated trials. To control on contamination of the pilot test since it was being done in the same location, representative reliability was enhanced through piloting the questionnaires, observation and the interview schedule on a convenient group of 20 students who were not part of the main study but shared the same characteristics as the actual respondents. This involved two tests of equivalent forms thereafter the scores were correlated and the findings found the instruments reliable. This ensured that potential flaws and problems were identified early enough and rectified before the final administration. These

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flaws included ambiguous structures and complex words which were detected early and the researcher was able to replace them with clearer and simpler ones.

Furthermore, reliability of the results was made possible through triangulation of the findings from the three research instruments (questionnaires, interview and observation schedules).

3.7 Data Collection Procedure

Before being involved in the study, the researcher picked a letter of authorization to carry out research from the Institute of Postgraduate Studies and Research at Kabarak University. Thereafter, an application for a research permit and letter of authorization to carry out research from the National Commission for Science, Technology and Innovation (NACOSTI), Ministry of Education and Kericho County Commissioner was made. The researcher also sought authorization from the management of the University of Kabianga, Kenya. Although the researcher is a lecturer of the University, it was important for the researcher to seek approval so that it is not seen as if the researcher was taking advantage of her available access to students at the University. Prior to the collection of data, the researcher conducted an orientation workshop for research assistants and the respondents during which information and instructions on the research were given. During the collection of data, all the respondents under research were observed to ensure that the tools were executed correctly. This involved administration of the students' questionnaires, raters' questionnaires, the interviews to the respondents and observation made by the researcher.

Prior to the scoring of data by the raters, a training and standardization meeting was organized. This was to ensure raters' consistency in the rating of the appropriateness in the apology forms by the respondents. The reliability of the raters' scoring was estimated separately for each situation.

3.8 Data Analysis

The research questions in this study yielded both numerical and non-numerical data. Consequently, two types of analysis were carried out on the data to be collected; quantitative and qualitative analysis. Quantitative analysis was used to establish not only the frequency of different types of apologies used by the Kenyan English language users but also the different ways these types combined. The second type of analysis, a qualitative one allowed for an in depth look at the different strategies that the speakers of English used when carrying out apology in different situations. The data collected was coded and fed into the computer and with the help of the SPSS (Statistical Package for Social Science) software, it was analyzed statistically. The data was analyzed using both descriptive and inferential statistics. Qualitative analysis took the form of a description. The data was analyzed for frequency counts and percentages, thereafter, presenting them in frequency tables, bar graphs and pie charts. ANOVA (Analysis of Variance), which is an inferential statistics tool, was used to test whether the differences on the choice of the apology along selected variables were significant, and also whether the appropriateness ratings of the student and lecturer raters had significant differences statistically.

3.9 Ethical Consideration

In this study, the rights of the research respondents were ensured. The respondents were not coerced into participating in the research but the researcher sought informed consent for their participation and ensured the principle of voluntary participation was followed. The aim of the study and the procedures involved were explained to the participants as being purely for academic purpose and not for any other reason. Further, the principle of confidentiality and

anonymity were adhered to. The researcher took all these into consideration to ensure that there was quality, independence, impartiality and integrity in the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This section presents the results of the study considering foremost the general and demographic information and thereafter the findings, interpretations and discussions according to the objectives.

4.2 General and Demographic Information

Following is general information on the about the research procedures and the demographic information of the respondents.

4.2.1 General Information

To achieve the first objective of the study, data collected via the DCT questionnaire was analyzed was based on apology strategies categorized on Table 2.3 and the most preferred apology strategies used by ESL undergraduate students of the University of Kabianga established. To achieve the second objective, apology strategies were analyzed according to social and contextual variables of social status and gender. The influence of severity of offence on choice of apologies appearing as objective three was analyzed next. Finally, the appropriateness of the apology strategies in the given situations was analyzed.

4.2.1 Demographic Information

The demographic data collected indicated that the entire group of student respondents used in the study was undergraduate students taking English as a second language. Most of the student respondents came from the age bracket of 19-24 years (97.9%). Few students were

over 25 years (2.1%). They were divided by gender into 100 (52.4%) for the female students and 91 (47.6%) for the male students from first to fourth academic year. Most respondents were in their second year of study (61), followed by those in fourth year (49), followed closed by their first year counterparts (46) then lastly the third year students (35).

4.2 Preferred Category of Apology

The respondents in this study were given questionnaires with 18 socially differentiated situations (in brackets). Each discourse sequence presented a short description of the situation, specifying the setting. Thereafter, the students were required to identify with the persons committing the offences and respond to the situations apologetically. Following are the findings of the preferred categories of apologies per scenario. Examples of actual apology expressions have also been given.

4.2.1 Scenario A (Low – high social status, same gender, low severity)

Scenario A was a situation involving a student who had missed a lecture and needed to apologize to the concerned lecturer. This represented a low social status individual making an apology to high social status one. No gender was specified and it involved a low severity offence.

Table 4.2.1

Scenario A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	36	18.8	18.8	18.8
	D - Promise of Forbearance	6	3.1	3.1	22.0
	F - Intensifiers of the Apology	17	8.9	8.9	30.9
	I - Multiple Strategy	98	51.3	51.3	82.2

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A2 - Expression of Regret	12	6.3	6.3	88.5
A3 - Request for Forgiveness	9	4.7	4.7	93.2
B – Explanation	7	3.7	3.7	96.9
C2 - Expressing Self-Deficiency	1	.5	.5	97.4
C4 - Expressing Lack of Intention	2	1.0	1.0	98.4
C5 - Offering repair	3	1.6	1.6	100.0
Total	191	100.0	100.0	

Source: Field Data (2017)

Results from table 4.2.1 indicate that the apology with the highest frequency of all the strategies 98 (51.3%) is I - *multiple strategy* such as in the example: 'I'm very sorry; I did not attend the morning lecture for I was ill (*use of intensifiers* followed by *explanation*).' The second apology strategy that is used in a great percentage and which is a standalone one is A1 with 36 (18.8%) which represent *offer of apology (IFID)* for instance: 'Please accept my apology.' Strategy F which is third highest which represent *intensifiers of the apology* is also significant with 17 (8.9%) for example: 'I'm very sorry.' This is followed by strategy A2 with 12 (6.3%) which represented *expression of regret* for example: 'I regret the action.' The other apology strategies scored percentages of less than 10%. This situation could be a demonstration that the Kenyan ESL learners believe that using short and simple strategies is not just enough hence the high percentage in the use of combinations. Majority of these combinations included an explanation for lateness that would recover the situation and yield acceptance. The use of explicit apologies on the other hand would imply that the students lack the knowledge of apology strategies to use in specific situations or have difficulties expressing themselves well in English. The observation on the frequent use of explicit apologies by language users in apologetic situations was equally made by Handayai (2010) and Muhammed (2010). *Expressing lack of intention* and *expressing self-deficiency* in this scenario were least used and this could imply that the ESL students do not find them adequate enough as face threatening acts in the scenario.

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4.2.2 Scenario B (Equal social status, different gender, low severity)

In Scenario B, an apology needs to be made by a student after failing to assist a fellow class mate in doing an assignment. They are of different gender and the offence is of a low severity status.

Table 4.2.2

Scenario B

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	24	12.6	12.6	12.6
	D - Promise of Forbearance	11	5.8	5.8	18.3
	E - Attacking the Complainer	2	1.0	1.0	19.4
	F - Intensifiers of the Apology	12	6.3	6.3	25.7
	I - Multiple Strategy	65	34.0	34.0	59.7
	A2 - Expression of Regret	35	18.3	18.3	78.0
	A3 - Request for Forgiveness	19	9.9	9.9	88.0
	B – Explanation	9	4.7	4.7	92.7
	C1 - Accepting blame	2	1.0	1.0	93.7
	C2 - Expressing Self-Deficiency	1	.5	.5	94.2
	C4 - Expressing Lack of Intention	8	4.2	4.2	98.4
	C5 - Offering repair	3	1.6	1.6	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The data above show that *multiple strategy* for instance*:* 'I'm sorry; I got held up in a meeting hence I could not help you out with the assignment on time' (use of *expression of regret* followed by *explanation)* is the most chosen one with 65(34.0%). The need for an explanation would reflect on the offender's wish to minimize his/her offence and restore their relationship. The strategy is followed by *expression of regret* for example: 'I regret missing the lecture' with 35 (18.3%), then *an offer of apology* for instance: 'Please accept my apology' with 24(12.8%). This is followed by *request for forgiveness* for example: 'Forgive

me please' with 19(9.9%) with *intensifiers* closing the top five mostly used apology strategies with 12(6.3%). The other apology strategies such as *accepting blame*, *attacking the complainer* and *expressing self deficiency* score below 11% as evidenced in table 4.1.2 and could imply that the ESL students do not find them adequate in the given scenario or may not have had exposure to them in their own experiences, language classrooms, books or media Just like in the previous situation, the respondents saw the need to express concern over the offence through the use of longer responses to make their apologies not only more convincing but also in order to maintain social relationships. Eisinger (2011) in his study of language users also established this importance in apology making; to maintain social relationships.

4.2.3 Scenario C (Equal social status, unstated gender, low severity)

Scenario C presented a situation whereby a student did not return a borrowed textbook hence needed to make an apology to the classmate. Differently from the second scenario, the gender is not specified but they are of equal social status and it concerns a low severity situation.

Table 4.2.3

Scenario C

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	19	9.9	9.9	9.9
	D - Promise of Forbearance	8	4.2	4.2	14.1
	E - Attacking the Complainer	7	3.7	3.7	17.8
	F - Intensifiers of the Apology	12	6.3	6.3	24.1
	I - Multiple Strategy	83	43.5	43.5	67.5
	A2 - Expression of Regret	17	8.9	8.9	76.4
	A3 - Request for Forgiveness	9	4.7	4.7	81.2
	B – Explanation	5	2.6	2.6	83.8
	C1 - Accept blame	6	3.1	3.1	86.9
	C2 - Expressing Self-Deficiency	13	6.8	6.8	93.7
	C3 - Recognizing hearer as deserving apology	1	.5	.5	94.2
	C4 - Expressing Lack of Intention	8	4.2	4.2	98.4

	3	1.6	1.6	100.0
C5 - Offering repair				
Total	191	100.0	100.0	

Source: Field Data (2017)

As seen in the table above, most respondents in scenario C used the *multiple strategy* for instance*: 'I apologize; I misplaced your textbook'* (*offer of apology* followed by *explanation).* This is the highest with 83(43.5%). The use of this strategy and especially the need to explain would imply that the ESL students needed to save their face reduce the offence and nurture their relationship. The use of the strategy was followed by *offer of apology* for instance: 'Accept my apologies' with 19(9.9%), then *expression of regret* for example: 'I regret failing to bring your textbook' with 17(8.9%), *expressing self-deficiency* with 13(6.8%) and *intensifiers of the apology* with 12 (6.3%). The other strategies for instance *offer of repair* and *recognizing that the hearer deserves an apology* score less than 4.7% as represented in the table most likely because the speakers are unaware of their usage or they simply find them adequate in non severe situations. The consistent use of multiple apologies in the scenario could imply that the ESL students consider that they carry more strength to the apology and probably use them to recover their face based on the offence made. The concept of saving face during apology making was also mentioned in a comparative study involving American English and Polish speakers (Lubecka, 2000). The use of explicit apologies could be an indication of the inability of the students to express apologies in the target language.

4.2.4 Scenario D (Equal social status, same gender, low severity)

In scenario D a student had to make an apology to a classmate for having forgotten to return a borrowed pen. Unlike in scenario C, the students are of the same gender. They are of equal social status and the incident is of low severity.

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Table 4.2.4

Scenario D

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	27	14.1	14.1	14.1
	D - Promise of Forbearance	18	9.4	9.4	23.6
	E - Attacking the Complainer	5	2.6	2.6	26.2
	F - Intensifiers of the Apology	7	3.7	3.7	29.8
	G - Avoiding Apology	1	.5	.5	30.4
	I - Multiple Strategy	61	31.9	31.9	62.3
	A2 - Expression of Regret	18	9.4	9.4	71.7
	A3 - Request for Forgiveness	15	7.9	7.9	79.6
	B – Explanation	9	4.7	4.7	84.3
	C1 - Accept blame	2	1.0	1.0	85.3
	C2 - Expressing Self-Deficiency	14	7.3	7.3	92.7
	C3 - Recognizing hearer as deserving apology	2	1.0	1.0	93.7
	C4 - Expressing Lack of Intention	5	2.6	2.6	96.3
	C5 - Offering repair	7	3.7	3.7	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The data results indicate that *multiple strategy* such as in the example: 'I apologize, I promise I won't do that again' is the highest with 61(31.9%), *offer of apology* for example: 'I apologize please' followed with 27(14.1%), *promise of forbearance* for instance 'I promise not to do it again' and *expression of regret* for example 'I regret the action' share equal usage of 18(9.4%), *request for forgiveness* 15(7.9%) and *expression of self-deficiency at* 14(7.3%). The other strategies have lower percentages in their usage (less than 3.7%) such as *avoiding apology* and *recognizing that the hearer deserves an apology*. By using combinations in this scenario, the language users seem to feel again that short responses may not be enough. On the other hand the use of IFID seems to arise from the close relationship that the classmates

share since they belong to the same social status. The use of *promise of forbearance* would imply that the ESL students saw the need to commit themselves to non repeat of the offence rather than use of a direct expression of apology. The use of *expression of self-deficiency* would also imply that they are free to interact with people of equal status and they do not feel embarrassed displaying their deficiency to people close to them (Thijittang, (2010).

4.2.5 Scenario E (Low – high social status, same gender, low severity)

In this situation a student was made to say an apology for being late for a discussion whose chair was a librarian. Unlike in the scenarios above, the explanation for the lateness is given. The scenario represents an incident where the offender is of low social status and the offended of a high social status. They are of the same gender and it involves a low severity offence.

Table 4.2.5

Scenario E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	18	9.4	9.4	9.4
	D - Promise of Forbearance	8	4.2	4.2	13.6
	F - Intensifiers of the Apology	10	5.2	5.2	18.8
	Multiple Strategy	95	49.7	49.7	68.6
	A2 - Expression of Regret	11	5.8	5.8	74.3
	A3 - Request for Forgiveness	12	6.3	6.3	80.6
	B – Explanation	19	9.9	9.9	90.6
	C1 - Accept blame	4	2.1	2.1	92.7
	C2 - Expressing Self-Deficiency	3	1.6	1.6	94.2
	C4 - Expressing Lack of Intention	7	3.7	3.7	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The results reveal that *multiple strategy* for instance 'I'm sorry, I missed the morning bus' (*expression of regret* along with *explanation*) take the highest percentage with 95(49.7%), *Explanation* such as in the example: 'It happened since I missed the morning bus' followed with 19*(9.9%);* this could have been as a result of the presence of the explanation for the lateness in the DCT and also because the offenders saw the need to minimize the offences through explaining the cause of lateness. This strategy is followed closely by *offer of apology* for example: 'Accept my apologies' with 18(9.4%), *request for forgiveness* with 12(6.3%), *expression of regret* with 11(5.8%). The use of the explicit apologies could imply that the ESL students view time offences as less severe thus the use of direct apologies appropriate. *Intensifiers of the apology* have also been used in considerable measure at 10(5.2%) most likely because it matches the high social status hearer. The other apology strategies scored below 10% usage. As argued in the previous scenarios that the use of multiple strategies would be as a result of the Kenyan ESL learners' attempt to recover face caused by the offensive situations; this could be the case here too and especially because the offended party is of a higher social status than the offender. Abdul-Ameer (2013) and Muhammed (2006) in their study of Iraqi and Sudanese learners respectively agree with this observation that the choice of apology strategies is affected by social status.

4.2.6 Scenario F (Low – high social status, different gender, low severity)

Scenario F presents a contrast of scenario E in the sense that both the offender and the offended party were of different gender. The offender is of lower status and offends one of a high social status. The offence is of lower severity.

Table 4.2.6

Scenario F

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	14	7.3	7.3	7.3
	D - Promise of Forbearance	9	4.7	4.7	12.0
	E - Attacking the Complainer	4	2.1	2.1	14.1
	F - Intensifiers of the Apology	12	6.3	6.3	20.4
	Multiple Strategy	69	36.1	36.1	56.5
	A2 - Expression of Regret	31	16.2	16.2	72.8
	A3 - Request for Forgiveness	23	12.0	12.0	84.8
Valid	B – Explanation	4	2.1	2.1	86.9
	C1 - Accept blame	1	.5	.5	87.4
	C2 - Expressing Self-Deficiency	3	1.6	1.6	89.0
	C3 – Recognizing hearer as deserving apology	2	1.0	1.0	90.1
	C4 - Expressing Lack of Intention	15	7.9	7.9	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The statistics collected indicate that *multiple strategy* such as in the example: 'I apologize, I promise I won't do that again' (*offer of apology* along with *promise of forbearance*) had the highest frequency with 69(36.1%), *Expression of regret* for example: 'I'm sorry' follows with 31(16.2%), *request for forgiveness* for instance: 'Excuse me' with 23 (12.0%), *expressing lack of intention* with 15, (7.9%) and intensifiers of the apology with 12(6.3%). The remaining strategies had low percentages of less than 7.5%. It is interesting to note that unlike in the previous discussed scenarios, the combinations in scenario F had majorly promises of forbearance. This would imply that despite the fact that the offence was of a lesser severity, the offenders chose strategies that reflect on sincerity and respect to people of higher status by relying on the strength of the promise of non- recurrence of the act. The

considerable use of explicit apologies could have been informed by the respondents' view that success in apologies in such a scenario relied on the use of direct speech acts thus the do not want the risks of their apologies interpreted as non apologies.

4.2.7 Scenario G (High – low social status, unstated gender, low severity)

This scenario represented a situation in which a student leader delayed in giving students feedback on their request to the university management to visit Kenyatta University language laboratory. He needed to make an apology to them. The student leadership is perceived to be of a high social status apologizing to students who are perceived to be of a lower social class. The gender is not specified and the incident is of a low severity.

Table 4.2.7

Scenario G

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	40	20.9	20.9	20.9
	D - Promise of Forbearance	6	3.1	3.1	24.1
	E - Attacking the Complainer	4	2.1	2.1	26.2
	F - Intensifiers of the Apology	12	6.3	6.3	32.5
	G - Avoiding Apology	1	.5	.5	33.0
	Multiple Strategy	66	34.6	34.6	67.5
	A2 - Expression of Regret	21	11.0	11.0	78.5
Valid	A3 - Request for Forgiveness	11	5.8	5.8	84.3
	B – Explanation	2	1.0	1.0	85.3
	C1 - Accept blame	2	1.0	1.0	86.4
	C2 - Expressing Self-Deficiency	8	4.2	4.2	90.6
	C3 - Recognizing hearer as deserving apology	4	2.1	2.1	92.7
	C4 - Expressing Lack of Intention	3	1.6	1.6	94.2
	C5 - Offering repair	11	5.8	5.8	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The data in table 4.2.7 shows that *multiple strategy* such as in the example: 'I apologize, I got held up in a meeting the whole of yesterday' led with 66(34.6%), *offer of an apology* for example 'I apologize' followed closely with 40(20.9%), *expression of regret* for instance 'I'm sorry' with 21(11.0%), *intensifiers of the apology* with 12(6.3%) and both *offer of repair* and *request for forgiveness* used in equal measure at 11(5.8%). The other apology strategies were used minimally (less than 4.2%) such as *avoiding apology, accepting blame* and *explanation*. This could imply that the speakers are unaware of their usage or they simply find them adequate in non severe situations The choice of elaborate responses considering the circumstances under which the action that called for the apology took place, it is interesting to note, that the offender being of a higher social status chose to apologize by giving an elaborate response that includes an explanation as opposed to using simple and direct responses. This would imply that people of high social status respect and hold those of low status with esteem too. This is in contrast to the findings on a study by Okimoto et al. (2013) who established that individuals of higher status practice non-apology since it fosters great feelings of power and dominance over hearers of lower status. The use of explicit apologies as argued before could be lack of knowledge by the participants on the appropriate apology forms to use in different language contexts.

4.2.8 Scenario H (Equal social status, unstated gender, high severity)

Scenario H was used to represent a situation where a student while playing in the field stepped on the foot of a soccer team mate resulting into hospitalization. The students are of the same social status with no gender specification. The offence is perceived to be of high severity since it resulted into hospitalization.

Table 4.2.8

Scenario H

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	22	11.5	11.5	11.5
	D - Promise of Forbearance	9	4.7	4.7	16.2
	F - Intensifiers of the Apology	24	12.6	12.6	28.8
	Multiple Strategy	78	40.8	40.8	69.6
	A2 - Expression of Regret	14	7.3	7.3	77.0
	A3 - Request for Forgiveness	14	7.3	7.3	84.3
	B – Explanation	2	1.0	1.0	85.3
	C1 - Accept blame	8	4.2	4.2	89.5
	C2 - Expressing Self-Deficiency	4	2.1	2.1	91.6
	C3 - Recognizing hearer as deserving apology	2	1.0	1.0	92.7
	C4 - Expressing Lack of Intention	10	5.2	5.2	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

It is obvious from the table above that a big number of the respondents employ *multiple strategy* for instance 'I apologize, it was not intentional. I didn't mean to hurt you' (*intensifiers of the apology* followed by *expressing lack of intention)* in making apologies at 78(40.8%), *intensifiers of the apology* for example 'I am very sorry' followed with 24(12.6%), *offer of apology* for instance 'I apologize' with 22(11.5%), *expression of regret* and *request for forgiveness* both with 14(7.3%) and *expressing lack of intention* with 10(5.2%) in that order. The use of combinations of apologies as opposed to stand-alone apologies in this scenario would imply that the learners felt that the situation was very severe to be able to be redeemed through the use of explicit apologies (Demeter, 2006). Moreover, the use of intensifiers in the apology imply that the offenders expressed great concern on the offence made and attempted to recover their face caused by the high face threatening situation. The use of direct apologies having been used in high proportions would suggest that the ESL students readily and explicitly apologize when they commit physical transgressions (stepping on someone's foot).

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4.2.9 Scenario I (High – low social status, unstated gender, high severity)

Scenario I represents a situation where as a chair person of the drama group in the university, you accidentally damaged a camera belonging to a first year student, who newly joined the club. The chair person is perceived to be of a higher social status and is required to make an apology to the student who is perceived to be of a lower social status. The scenario has no specification of gender but the offence belongs to a high level of severity.

Table 4.2.9

Scenario I

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	17	8.9	8.9	8.9
	D - Promise of Forbearance	25	13.1	13.1	22.0
	E - Attacking the Complainer	3	1.6	1.6	23.6
	F - Intensifiers of the Apology	7	3.7	3.7	27.2
	G - Avoiding Apology	1	.5	.5	27.7
	I - Multiple Strategy	78	40.8	40.8	68.6
Valid	A2 - Expression of Regret	13	6.8	6.8	75.4
	A3 - Request for Forgiveness	15	7.9	7.9	83.2
	C1 - Accept blame	2	1.0	1.0	84.3
	C2 - Expressing Self-Deficiency	2	1.0	1.0	85.3
	C3 - Recognizing hearer as deserving apology	2	1.0	1.0	86.4
	C4 - Expressing Lack of Intention	8	4.2	4.2	90.6
	C5 - Offering repair	18	9.4	9.4	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The statistics collected indicate that *multiple strategy* such as in the example: 'I apologize, I promise I won't do that again' (*offer of apology* followed by *promise of forbearance*) is leading with 78(40.8%), followed by 25(13.1%) representing *promise of forbearance* for example: 'I promise it won't happen again.' The considerable use of this strategy shows the speaker's increased commitment to sincerity conditions as suggested by Cohen (1996). And

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just as argued in scenario F, the use of promise of forbearance in combinations and as a stand-alone strategies in this scenario gives strength of the promise of non- recurrence of the act. Moreover, just like in scenario G people of high social status also respect and hold those of low status with high esteem.

Offering repair for instance 'I'll buy you another camera' is next with 18(9.4%). This would imply that the ESL students equate damaging of a camera to a physical transgression that damages the hearer's possession thus promising repair through purchase of a new one. *Offer of apology* for instance: 'Please accept my apology' is next with 17(8.9%), *request for forgiveness* and *expression of regret* with 15(7.9%) and 13(6.8%) respectively.

4.2.10 Scenario J (High – low social status, different gender, low severity)

The scenario J represents a situation where a fourth year student who is perceived to be of a higher social status fails to help a first year student (lower social status) to do her English assignment. They are of opposite gender and the incident is of a lower severity.

Table 4.2.10

Scenario J

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	10	5.2	5.2	5.2
	D - Promise of Forbearance	10	5.2	5.2	10.5
	E - Attacking the Complainer	6	3.1	3.1	13.6
	F - Intensifiers of the Apology	4	2.1	2.1	15.7
	G - Avoiding Apology	1	.5	.5	16.2
	I - Multiple Strategy	83	43.5	43.5	59.7
	A2 - Expression of Regret	19	9.9	9.9	69.6
Valid	A3 - Request for Forgiveness	14	7.3	7.3	77.0
	B – Explanation	5	2.6	2.6	79.6
	C1 - Accept blame	4	2.1	2.1	81.7
	C2 - Expressing Self-Deficiency	17	8.9	8.9	90.6
	C3 - Recognizing hearer as deserving apology	5	2.6	2.6	93.2
	C4 - Expressing Lack of Intention	9	4.7	4.7	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

Table 4.2.10 indicates that *multiple strategy* such as in the example: 'I'm sorry, I promise to help you next time' (*Expression of regret* followed by *promise of forbearance*) is the most frequently used apology strategy with 83(43.5%). *Expression of regret* for example: 'I regret the action' followed with 19(9.9%), *Expressing self-deficiency* for instance: 'I've been so confused' was next with 17(8.9%), *request for forgiveness* for example: 'Forgive me' as represented by 17(8.9%), *request for forgiveness* with 14(7.3%), *offer of apology* and *promise of forbearance* with equal preference at 10(5.2%) in that order. As argued in the previous scenarios that even in situations that involve high social status offenders making apologies to the low social status ones, the respondents still felt that use of combinations were more preferable than using explicit apologies. This is despite of the fact that the offence in this

scenario was less face threatening. They found that the use of longer responses was sufficient for the situation. This is in contrast to the findings among Tunisian learners of English who mostly used explicit apology patterns like offer of repair (Jebahi, 2011).

4.2.11 Scenario K (Equal social status, different gender, high severity)

This scenario represents a situation that involves a student who damaged an I phone that belongs to a fellow classmate. They belong to the same social status but of opposite gender. The severity of the offence is perceived to be high.

Table 4.2.11

Scenario K

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	18	9.4	9.4	9.4
	D - Promise of Forbearance	14	7.3	7.3	16.8
	E - Attacking the Complainer	1	.5	.5	17.3
	F - Intensifiers of the Apology	15	7.9	7.9	25.1
	I - Multiple Strategy	88	46.1	46.1	71.2
	A2 - Expression of Regret	8	4.2	4.2	75.4
Valid	A3 - Request for Forgiveness	9	4.7	4.7	80.1
	C1 - Accept blame	4	2.1	2.1	82.2
	C2 - Expressing Self-Deficiency	2	1.0	1.0	83.2
	C3 - Recognizing hearer as deserving apology	2	1.0	1.0	84.3
	C4 - Expressing Lack of Intention	13	6.8	6.8	91.1
	C5 - Offering repair	17	8.9	8.9	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The data above illustrate that *multiple strategy* for instance: 'I apologize, it won't happen again' (*IFID* followed by *promise for forbearance*) has the highest frequency of all the strategies with 88(46.1%). The use of promise of forbearance in combinations and in this scenario gives strength of the promise of non- recurrence of the act. *Offer of apology* for

example: 'I apologize' was the second highest frequency with 18(9.4%), followed closely by *offering repair* for example: 'I offer to repay you soonest' with 17(8.9%). *Intensifiers of the apology* is the third highest with 15(7.9%), *promise for forbearance* the fourth with 14(7.3%) and *expressing lack of intention* summing up the top five with 13(6.8%). In this scenario, the learners felt the need of redeeming their face caused by the highly offensive situation through the use of elaborate responses in combinations. Use of IFID would also imply that being classmates, the social distance between them would accommodate the use of direct apologies as evidenced in the use of an offer of apology. The use of direct apologies is in tandem with findings among Jordanian and American English learners (Hussein & Hammouri, 1998).

4.2.12 Scenario L (Equal social status, same gender, high severity)

Scenario L involves two student colleagues who are playing darts and accidentally one injures the other resulting into hospitalization. This represents individuals of equal social status, of the same gender and the incident is a high severity one.

Table 4.2.12

Scenario L

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	17	8.9	8.9	8.9
	D - Promise of Forbearance	5	2.6	2.6	11.5
	E - Attacking the Complainer	5	2.6	2.6	14.1
	F - Intensifiers of the Apology	26	13.6	13.6	27.7
	I - Multiple Strategy	80	41.9	41.9	69.6
Valid	A2 - Expression of Regret	17	8.9	8.9	78.5
	A3 - Request for Forgiveness	13	6.8	6.8	85.3
	C1 - Accept blame	1	.5	.5	85.9
	C2 - Expressing Self-Deficiency	3	1.6	1.6	87.4
	C3 - Recognizing hearer as deserving apology	4	2.1	2.1	89.5

C4 - Expressing Lack of Intention	15	7.9	7.9	97.4
C5 - Offering repair	5	2.6	2.6	100.0
Total	191	100.0	100.0	

Source: Field Data (2017)

The statistics collected show that the apology strategy with the highest frequency is *multiple strategy* for example: 'I'm extremely sorry, I didn't mean to injure you' (*intensifiers* followed by *lack of intention*) with 80(41.9%). Another strategy whose frequency is high enough is *intensifiers of the apology* for example: 'I am extremely sorry' with 26(13.6%). *Offer of apology* for instance: 'Can you please accept my apology' and *expression of regret* both come third with 17(8.9%). Next is *expressing lack of intention w*ith 15(7.9%) and *request for forgiveness* with 13(6.8%). As argued before, the use of multiple apologies is seen as expressing concern on the perpetrated act and displaying that the act deserves an apology. The use of the intensifiers also contributes to the seriousness with which the offenders take the offence. Hence, they do everything possible to save face.

4.2.13 Scenario M (Low – high social status, unstated gender, high severity)

Scenario M represents an incident where a student while rushing to pick an examination card bumped into a supervisor who was waiting on the corner, knocking him down. This leads to an injury. This situation involves an offender of a lower status who is required to make an apology to one of a higher status. Gender is not restrictive but offence is of high severity.

Table 4.2.13

Scenario M

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	20	10.5	10.5	10.5
	D - Promise of Forbearance	5	2.6	2.6	13.1
	E - Attacking the Complainer	2	1.0	1.0	14.1
	F - Intensifiers of the Apology	27	14.1	14.1	28.3
	I - Multiple Strategy	76	39.8	39.8	68.1
	A2 - Expression of Regret	14	7.3	7.3	75.4
Valid	A3 - Request for Forgiveness	18	9.4	9.4	84.8
	B – Explanation	6	3.1	3.1	88.0
	C1 - Accept blame	4	2.1	2.1	90.1
	C2 - Expressing Self-Deficiency	3	1.6	1.6	91.6
	C3 - Recognizing hearer as deserving apology	5	2.6	2.6	94.2
	C4 - Expressing Lack of Intention	7	3.7	3.7	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The result in the table indicate that *multiple strategy* such as in the example: 'I'm very sorry, forgive me' (*Intensifiers of the apology* followed by *request for forgiveness*) has the highest percentage of usage with 76(39.8%), followed by 27(14.1%) representing *intensifiers of the apology* for example: 'I'm extremely sorry' then *offer of apology* for instance: 'Accept my apology' with 20(10.5%), *request for forgiveness* with 18(9.4%), *expression of regret* with 14(7.3%) respectively. These represent the top five preferred categories of apology in this scenario. Multiple apologies being a typical apology in this scenario confirm what previous situations have shown. This is a very frequent and preferred category in most apologetic situations. Given the high severity situation in this scenario, the Kenyan ESL learners saw the need to more respectful by giving longer apologies in order to make them acceptable. It could also mean that the respondents do not have the knowledge of other apology forms appropriate in the contexts. The considerable use of *intensifiers of the apology* was deliberate since the

ESL students viewed the as highly proportional to the highly severe offence committed. The use of *request for forgiveness* on the other hand would imply the respondents' readiness to apologize after doing wrong.

4.2.14. Scenario N (High – low social status, same gender, low severity)

Scenario N represents an incident where a student representative was to help with some input on a presentation a junior student was to make in a meeting. It did not happen because of heavy traffic experienced. This is perceived to be an apology from a high social status individual making an apology to a lower social status individual. They are of the same gender. The offence is of a low severity.

Table 4.2.14

Scenario N

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	23	12.0	12.0	12.0
	D - Promise of Forbearance	2	1.0	1.0	13.1
	E - Attacking the Complainer	1	.5	.5	13.6
	F - Intensifiers of the Apology	11	5.8	5.8	19.4
	I - Multiple Strategy	78	40.8	40.8	60.2
	A2 - Expression of Regret	27	14.1	14.1	74.3
	A3 - Request for Forgiveness	17	8.9	8.9	83.2
	B – Explanation	11	5.8	5.8	89.0
	C1 - Accept blame	2	1.0	1.0	90.1
	C2 - Expressing Self-Deficiency	3	1.6	1.6	91.6
	C3 - Recognizing as deserving apology	3	1.6	1.6	93.2
	C4 - Expressing Lack of Intention	9	4.7	4.7	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The data in the table exhibit that the use of *multiple strategy* for instance: 'I apologize, I'm sorry' (*IFID* followed by *expression of regret*) as the highest frequency with 78(50.8%). This was followed by 27(14.1%) which represents *expression of regret* for example: 'I'm sorry'. *Offer of apology* for instance: 'Accept my apologies' as third with 23(12.0%), *request for forgiveness* at 17(8.9%). *Intensifiers of the apology* and *explanation* were used in equal proportion at 11(5.8%). As argued before, in situations that involve high social status offenders making apologies to the low social status ones, Kenyan ESL learners still felt that the use of combinations were more preferable than using explicit apologies. This is despite of the fact that the offence in this scenario was less face threatening. They found that the use of longer responses was sufficient for the situation. However, use of IFID would suggest that the offence being of a lower severity and the offended being of a lower status, simple and direct apologies would still be acceptable. This view is in agreement with that made by Tahir & Summiya (2014), whose Pakistani University respondents mostly used explicit apology forms in apologetic situations.

4.2.15 Scenario O (High – low social status, same gender, high severity)

The scenario involves a senior university student on work study who had promised to forward the name of a needy first year student to be included in the next holiday work assignment. This was not done leading to the student missing the assignment resulting into financial implications. This scenario represents an offender of a higher status and the offended being of a lower status. They are both of the same gender and the incident is highly severe.

Table 4.2.15

Scenario O

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	20	10.5	10.5	10.5
	D - Promise of Forbearance	11	5.8	5.8	16.2
	E - Attacking the Complainer	2	1.0	1.0	17.3
	F - Intensifiers of the Apology	16	8.4	8.4	25.7
	G - Avoiding Apology	1	.5	.5	26.2
	I - Multiple Strategy	67	35.1	35.1	61.3
	A2 - Expression of Regret	20	10.5	10.5	71.7
Valid	A3 - Request for Forgiveness	16	8.4	8.4	80.1
	B – Explanation	7	3.7	3.7	83.8
	C1 - Accept blame	6	3.1	3.1	86.9
	C2 - Expressing Self-Deficiency	6	3.1	3.1	90.1
	C3 - Recognizing as deserving apology	4	2.1	2.1	92.1
	C4 - Expressing Lack of Intention	13	6.8	6.8	99.0
	C5 - Offering repair	2	1.0	1.0	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The results indicate that *multiple strategy* such as in the example: 'I apologize, I did not intend to have you out of the program' (*offer of apology (IFID)* followed by *lack of intention*) has the heaviest usage among respondents with 67(35.1%). However, as compared to the previously discussed scenarios, it is less in this scenario. Next is *offer of apology* for example: 'I apologize' and *expression of regret for instance:* 'I regret the action' both with usage of equal measure at 20(10.5%), *intensifiers of the apology* and *request for forgiveness* with 16(8.4%), e*xpressing lack of intention* with 13(6.8%), *promise of forbearance* with 11(5.8%). The other categories record fewer frequencies of less than 5.0%. Just like in the previously discussed strategies, use of multiple strategy was the most typical one. The situation being a high offensive one, through the use of elaborate apologies, the respondents hoped to save their face and make their apologies acceptable. The use of explicit apologies on

the other hand would suggest that the offender being of a higher social status simply found them sufficient (Thijittang, 2010).

4.2.16 Scenario P (High – low social status, different gender, high severity)

Scenario P involves a senior male student leader who forgot to give a lost and found exam card to a female fresher student; making her miss to do her exams. This represents an offender of a higher social status and the offended of a lower status. The individuals are of different gender and the incident of high severity.

Table 4.2.16

Scenario P

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1 - Offer of Apology (IFID)	23	12.0	12.0	12.0
	D - Promise of Forbearance	7	3.7	3.7	15.7
	E - Attacking the Complainer	4	2.1	2.1	17.8
	F - Intensifiers of the Apology	19	9.9	9.9	27.7
	I - Multiple Strategy	65	34.0	34.0	61.8
	A2 - Expression of Regret	14	7.3	7.3	69.1
	A3 - Request for Forgiveness	13	6.8	6.8	75.9
	B – Explanation	4	2.1	2.1	78.0
	C1 - Accept blame	9	4.7	4.7	82.7
	C2 - Expressing Self-Deficiency	9	4.7	4.7	87.4
	C3 - Recognizing hearer as deserving apology	3	1.6	1.6	89.0
	C4 - Expressing Lack of Intention	12	6.3	6.3	95.3
	C5 - Offering repair	9	4.7	4.7	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The results from the data collected indicate that most of respondents in the given scenario preferred to use *multiple strategy* for instance: 'I am extremely sorry, I didn't mean to keep your card' (*request for forgiveness* and *intensifiers of the apology*) with 65(34.0%), *offer of*

apology for example: 'I apologize' with 23(12.0%), *intensifiers of the apology* for instance: 'I'm very sorry' with 19(9.9%), *expression of regret* with 14(7.3%), *request for forgiveness* with 13(6.8%) and *expressing lack of intention* with 12(6.3%). The other categories record fewer frequencies of less than 6.0%. This situation once again demonstrates that Kenyan ESL learners felt the need of redeeming their face caused by the highly offensive situation through the use of elaborate responses in combinations. This was despite the fact that the offender was of a higher social status and the offended of a lower status. They preferred a stronger apology. The use of intensifiers of apology would also suggest the genuine express of concern on the perpetrated act and the success of communication between the speaker and the hearer.

4.2.17 Scenario Q (Low – high social status, different gender, high severity)

This scenario involves a first year student who forgot to inform the members the class of a scheduled meeting with the University students' officials. The chairperson of the student union arrived and found no one present for the meeting. This represents an individual of a lower status offering an apology to one of a high social status. They are of opposite gender. The incident was a high severe one.

Table 4.2.17

Scenario Q

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	22	11.5	11.5	11.5
	D - Promise of Forbearance	12	6.3	6.3	17.8
	E - Attacking the Complainer	4	2.1	2.1	19.9
	F - Intensifiers of the Apology	41	21.5	21.5	41.4
	I - Multiple Strategy	62	32.5	32.5	73.8
	A2 - Expression of Regret	17	8.9	8.9	82.7
Valid	A3 - Request for Forgiveness	10	5.2	5.2	88.0
	C1 - Accept blame	9	4.7	4.7	92.7
	C2 - Expressing Self-Deficiency	6	3.1	3.1	95.8
	C3 - Recognizing hearer as deserving apology	2	1.0	1.0	96.9
	C4 - Expressing Lack of Intention	2	1.0	1.0	97.9
	C5 - Offering repair	4	2.1	2.1	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The result collected as the table above indicates has *multiple strategy* for example: 'I'm very sorry, I promise not to do that again' (*intensifiers* followed by *promise of forbearance*) being the highest with 62(32.5%) but unlike in the previously discussed scenarios, it is followed closely by *intensifiers of the apology* for instance: 'I'm extremely sorry' with 41(21.5%). Next is *offer of apology* such as in the example: 'Please accept my apology' with frequency of 22(11.5%), *expression of regret* with 17(8.9%), *promise of forbearance* and *request for forgiveness* with 12(6.3%) and 10(5.2%) respectively. As discussed in the previous scenarios, the use of combinations and intensifiers of apology would suggest that explicit apologies would not be appropriate given that the offence was a highly severe one. The offenders felt the need to make elaborate apologies that express sincerity and remorse on the offence made. The use of promise of forbearance in combinations and in this scenario gives strength of the

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promise of non- recurrence of the act at the same time showing the speaker's increased commitment to sincerity conditions as suggested in Cohen (1996).

4.2.18 Scenario R (Low – high social status, same gender, high severity)

This relates to an incident where a class representative had been asked by a lecturer to propose names of students who would attend a research workshop. She forgot to do so hence the workshop was not attended. This situation involves an offender of a lower social status offering an apology to an offended one of a higher social status. They are of the same gender and the incident is highly severe.

Table 4.2.18

Scenario R

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1 - Offer of Apology (IFID)	14	7.3	7.3	7.3
	D - Promise of Forbearance	4	2.1	2.1	9.4
	E - Attacking the Complainer	1	.5	.5	9.9
	F - Intensifiers of the Apology	66	34.6	34.6	44.5
	I - Multiple Strategy	55	28.8	28.8	73.3
	A2 - Expression of Regret	21	11.0	11.0	84.3
Valid	A3 - Request for Forgiveness	11	5.8	5.8	90.1
	B – Explanation	4	2.1	2.1	92.1
	C1 - Accept blame	5	2.6	2.6	94.8
	C2 - Expressing Self-Deficiency	3	1.6	1.6	96.3
	C4 - Expressing Lack of Intention	4	2.1	2.1	98.4
	C5 - Offering repair	3	1.6	1.6	100.0
	Total	191	100.0	100.0	

Source: Field Data (2017)

The findings in the table above indicate that *intensifiers of the apology* for instance: 'I'm extremely sorry' have the greatest preference of usage with 66(34.6%). This is unlike in all the other scenarios discussed previously. Next is *multiple strategy* for example: 'I regret the

action, I'm entirely to blame' (*expression of regret* followed by *accepting blame*) with 55(28.8%), *expression of regret* for instance: 'I'm sorry' with 21(11.0%), *offer of apology* with 14(7.3%) and *request of forgiveness* with 11(5.8%) in that order. An interesting result from the table and breaking away from the typical apology in all the scenarios discussed above, intensifiers of apology was used extensively in this scenario. Coupled with the fact that the situation involved an offender of a lower social status offering an apology to an offended one of a higher social status and the incident being highly severe, the learners felt the need to intensify their apology. This would suggest that they showed responsibility over the perpetuated offence and were genuinely making apologies. The use of combinations in second place also suggests that the situation needed more than explicit apologies. Demeter (2006) also concurs with the view that other apologetic scenarios would require the use of multiple apologies.

Table 4.2.19

Summary of the Apology Strategies

Apology strategies	Sum f	F %	Rank
A1- Offer of an apology (IFID)	374	10.9%	2
A2- Expression of regret	329	9.6%	4
A3- request for forgiveness	248	7.2%	5
B- explanation or account	96	2.8%	10
C1- Accepting the blame	71	2.1%	11
C2- Express self-deficiency	101	2.9%	9
C3- Recognizing hearer as deserving an apology	41	1.2%	13
C4- Express lack of intent	150	4.4%	7
C5- Offer repair/ redress	109	3.2%	8
D- promise of forbearance	170	5.0%	6
E- Attacking complainer	51	1.5%	12
F- Intensifiers of the apology	338	9.9%	3
G- Avoiding apology	5	0.1%	14
H- Non-verbal strategy	0	0.0%	15
I- Multiple strategy	1347	39.3%	1

Source: Field Data (2017)

Having gone through the apology preferences that the informants had in the different hypothesized situations, table 4.1.19 gives us the summary of the categories. What is apparent is that category *I- multiple strategy* is the most preferred strategy overall from the questionnaires representing 1347(39.3%). The strategy was widely used in all the scenarios with great margins from the rest. As previously discussed, the use of multiple strategies demonstrates that the Kenyan ESL learners believe that using explicit strategies are not just enough hence the high percentage in the use of combinations. On the other hand, it would be as a result of the respondents' inadequate socio-pragmatic knowledge of English. The high usage of combinations is in contrast to other studies whose finding established that explicit use of apologies was the most preferred (Selo, 2004; Karimnia & Afghari, 2012; Mahmoud, 2013; Salehi, 2014).

Majority of combinations in this study included IFID followed by explanations for example 'I apologize I was late for the discussion because of the rains' (Scenario A), IFID followed by promise of forbearance for example 'I regret the action I'll buy you another camera' (Scenario I) among others. For majority of the situations the offenders used combinations to attempt to recover the situation by all means and make the apologies yield acceptance so as to restore their relationships. On the other hand, the high frequency of multiple strategies usage could be as a result of lack of knowledge on other different types of apology strategies to be used in different contexts including people of different status, gender, severity of offence among others. It may also imply that they lacked proper interpretation of the apologetic situations.

The preference for the multiple strategy by the ESL students could also be a reflection of the Kenyan culture where cultural and social norms require that in apologetic situations, offenders should express genuine apology for offence made through acknowledging responsibility, uphold sufficient formality and politeness. Thijittang (2010) concurs with this view that the culture of a people is reflected in the target language; that there could be unwritten rules but the culture determines the speech acts forms to be used. The combination of apology strategies used in the English apologies in this study parallel those of many Kenyan languages for instance, among the Kalenjin and Swahili speakers, 'oyo, nyoiwon kaat' and 'pole, naomba msamaha' respectively are common multiple apologetic strategies. Combining of apology strategies to produce multiple apologies help the offended to see sincerity and lack of intention in committing the offence.

Use of multiple strategy was followed by *A1- offer of apology* for instance 'please accept my apology' with a frequency of 374(10.9%). It can be observed from the use of this strategy that the Kenyan ESL students explicitly accept that they are at fault thus accept responsibility of

the offence and in the event stressing their positive face (Brown & Levinson, 1987) by avoiding any kind of misunderstandings. The use of *F- intensifiers of the apology* was next with a frequency of 338(9.9%. This would imply that the offenders felt the need to employ a high proportion of expression of remorse thus the use of intensifiers such as 'very', 'so' and 'really' in their apologies so as to sound genuine and reduce the offence.

The following strategies were also used in considerable measure: *A2- expression of regret* with a frequency of 329(9.6% for example 'I'm sorry' in scenario M*, A3- request of forgiveness* with a frequency of 248(7.2%) for instance 'forgive me' in scenario C and *D- promise of forbearance* with a frequency of 170(5.0%) for instance 'I will buy you another phone' in scenario K. The high usage of explicit apologies would also imply that the students simply felt that they were sufficient for the situations or could be they have difficulties expressing themselves well in English. Handayai (2010) and Muhammed (2010), also concur that in a majority of cases, language users prefer the use of explicit apologies. The use of the promise of forbearance strategy in a considerable number of situations would imply that the offenders needed to strengthen the apology by committing themselves not to repeat the offence.

Other apology categories as stand-alone categories were less preferred and recorded low frequencies. However, in combinations, they were used in varying degrees. They include *C4- lack of intent, C5- offer repair/ redress, C2- expressing self-deficiency, B- explanation/ account, E- Attacking complainer, C3- Recognizing hearer as deserving an apology, G- avoiding apology* and *H- non-verbal strategy* in that descending order. This finding could imply that the respondents lacked the knowledge of using the strategies in the English language as a result of limited exposure to them. They may as well experienced lack of proper interpretation of the situations. It is worth noting that the use of *H- non-verbal strategy*

could not be captured at all in any of the scenarios since this method was a written DCT questionnaire.

4.3 Distribution of Apology Strategies by Social Status

Following are findings to objective 2 of the study; the influence of social status on the choice of apology strategies by the undergraduate ESL students.

i) High Social Status to Low Social Status

Table 4.3.1

High Social Status to Low Social Status

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	123	11%
A2- Expression of regret	114	10%
A3- Request for forgiveness	86	8%
B- Explanation or account	31	3%
C1- Accepting the blame	25	2%
C2- Expressing self-deficiency	45	4%
C3- Recognizing hearer as deserving apology	21	2%
C4- Expressing lack of intent	54	5%
C5- Offering repair/ redress	48	4%
D- Promise of forbearance	61	5%
E- Attacking the complainer	20	2%
F- Intensifiers of the apology	69	6%
G- Avoiding apology	4	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	437	38%

Source: Field Data (2017)

In total, there were 6 situations in the DCT questionnaire that required people of high social status to apologize to low social status people (Scenarios G, I, J, N, O and P in Appendix II). It is clear from the table that the apology strategy that is greatly used with people of high status is *multiple strategy* with 437(38%). The use of combinations in a higher percentage would imply that the language users consider social equality thus the need for elaborate

responses to show politeness through language use. Such responses in a majority of cases took the form of IFID followed by request for forgiveness for example 'I apologize, forgive me.' Others that recorded high percentages include *A1- offer of apology* with 123(11.0%), *A2- expression of regret* 114(10.0%), A3- *request of forgiveness* 86(8.0%). The use of these explicit apologies would imply that the offenders found them most adequate to redress the offences made. The use of *F- Intensifiers of the apology* at 69(6.0%) would imply that even though the offenders were of higher social class they showed respect for those of lower class by choosing politeness strategies as proposed by Brown and Levinson (1987). The use of *D- promise of forbearance* recorded usage of 61(5.0%) and this is likely because the respondents saw the need of maintaining harmonious relationships through a promise of non repeat of the action for instance 'I promise not to repeat the act' in Scenario 14. The other strategies were used in lower frequencies of less than 55 with implying that either the respondents did not know their usage or they did not find them suitable given the situations.

Interestingly, the interview results as per table 4.3.2 (Appendix IV) indicate that just as with the questionnaire data, those of higher social status apologizing to lower social status use the *multiple strategy* more often than the other categories 9(36.0%). The second highest in usage is *offer of apology* with 4(16.0%) and *intensifiers of the apology* and *expression of regret* being used in equal measure 3(12.0%). According to the observation schedule (Appendix VI) however, the 12 apology situations that involved people of high social status making apologies to those of low social status clearly showed that apology strategy with the highest frequency is *expression of regret*. This included utterances such as 'I regret stepping on you', 'I'm sorry' among others.

The vast usage of multiple strategies could also mean that the Kenyan ESL learners felt that using explicit strategies are not just enough even when it involved offenders of high social

status and the offended of low social status hence the high percentage in the use of combinations. It might also imply that Kenyan ESL learners even though belonging to high status, respect those of lower statuses. The use of explicit apologies on the other hand would again imply that the offenders being of higher social status are status conscious hence did not see the need of making elaborate apologies to people of a lower social class. This could be as a result of the respondents' own culture that is socially hierarchical hence a decrease in social status tends to require simpler apology forms or none at all.

The discrepancy in the findings in the three tools used to collect data as previously argued could portray lack of knowledge on the different types of apology strategies that are appropriate in different contexts. It could also be as a result of the perceived level of formality involved with questionnaires and interviews since they are controlled hence, making language users chose more formal apology strategies that may express more sincerity and respect to the offended. The high frequency of *expression of regret* in the observation schedule could be within Brown and Levinson's perception that higher status people mostly consider apologies as a face threat act to their own negative face needs thus the use of the short formula strategy. It could also be as a result of the perception by the language users that oral language in a real scenario is less formal and hence the apologies may be brief. This gives us interplay between spoken language in real life situations and hypothesized scenarios where elaborate and more formal apologies that match the offended person's social status are likely to be made.

ii) Equal Social Status

Table 4.3.3

Equal Social Status

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	127	11%
A2- Expression of regret	109	10%
A3- Request for forgiveness	79	7%
B- Explanation or account	25	2%
C1- Accepting the blame	23	2%
C2- Expressing self-deficiency	37	3%
C3- Recognizing hearer as deserving apology	11	1%
C4- Expressing lack of intent	59	5%
C5- Offering repair/ redress	39	3%
D- Promise of forbearance	65	6%
E- Attacking the complainer	20	2%
F- Intensifiers of the apology	96	8%
G- Avoiding apology	1	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	455	40%

   Source: Field Data (2017)

In situations involving people of the same social status, in total, there were 6 situations (Scenarios B, C, D, H, K and L in Appendix II). Data from the table show that the apology strategy that is highly used with people of equal status is *I - multiple strategy* with 455(40%). Most of the combinations included expression of regret followed by request for forgiveness for example 'I'm sorry, forgive me.' The second highest is *A1- offer of apology (IFID)* with 127(11.0%) followed closely by *A2- expression of regret* 109(10.0%). Next is *F- Intensifiers of the apology* 96(8.0%) then A3- *request of forgiveness* 79(7.0%) and *D- promise of forbearance* 65(6.0%). The other strategies were used in lower frequencies of less than 60 with *avoiding of apology* recording a single usage and the *non-verbal strategy* recording nil usage as a standalone strategy.

The data from interview schedule according to Table 4.3.4 (Appendix IV) just as with the questionnaire indicate that *multiple strategy* has the highest frequency at 11(44%) with people of equal status. This is followed by *offer of apology* at 4(16%). The third highest being *expression of regret at* 3(12%). The other apology strategies going by the interviews have a choice of a single respondent in each. This could imply that the respondents lacked enough of English ability to use other available or appropriate forms. As with the 12 apology situations observed (Appendix VI) that involved people of equal status making apologies, *expression of regret* is used the most as compared to the other strategies.

Clearly therefore, the most frequent apology strategies in equal status situations that were of preference in the Questionnaires are in tandem with those of the interviews. Just as argued before, the use of multiple strategies would suggest that Kenyan ESL learners believed that they are stronger forms of apology that bear more politeness as proposed by Brown and Levinson (1987) than the explicit ones. Alternatively, it could be as a result of lack of knowledge on the appropriate forms to be used in specific contexts hence the choice of similar apology forms.

Data from observation (Appendix VI) yielded different results with expression of regret being the most typical one. This included mostly the expression 'I'm sorry'. This could imply that with individuals of equal status, explicit expressions were used extensively since their relationship is closer and there were not concerned about the potential of face loss or even embarrassed admitting their self inefficiency. It could also imply that in real life, the offenders preferred the strategy to maintain their interpersonal solidarity among equals. This finding agrees with those of Holmes (1990) and Intachakra (2001) on individuals of equal status preferring the use of explicit expressions.

The discrepancy in the use of apology strategies could also be as a result of the weight placed upon situations that are perceived to be more controlled like in questionnaires and interviews that required the respondents to give elaborate and more formal apology strategies that were in combinations could be with the assumption that they are more effective than explicit ones for example in scenario K and L. When in naturally occurring situations on the other hand, the students used simple and direct responses.

iii) Low Social status

Table 4.3.5

Low Social Status to High Social Status

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	124	11%
A2- Expression of regret	106	9%
A3- Request for forgiveness	83	7%
B- Explanation or account	40	3%
C1- Accepting the blame	23	2%
C2- Expressing self-deficiency	19	2%
C3- Recognizing hearer as deserving apology	9	1%
C4- Expressing lack of intent	37	3%
C5- Offering repair/ redress	22	2%
D- Promise of forbearance	44	4%
E- Attacking the complainer	11	1%
F- Intensifiers of the apology	173	15%
G- Avoiding apology	0	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	455	40%

 Source: Field Data (2017)

In situations involving people of the low social status making apologies to those of high social status, in total, there were 6 situations (Scenarios A, E, F, M, Q and R in Appendix II). It is clear from the table above that the apology strategy that is use most extensively with people of low status is *I - multiple strategy* with 455(40%). The most common expressions in the combinations included 'I apologize, forgive me.' The second highest is *F- Intensifiers of*

the apology 173(15.0%) with expressions such as 'I'm very sorry' in scenario F and R. Use of *A1- offer of apology (IFID)* was next with 124(11.0%) which is followed closely by *A2-expression of regret* 106(9.0%). Next is A3- *request of forgiveness* 83(7.0%) and *D- promise of forbearance* 44(4.0%). The other strategies were used in lower frequencies of less than 44 with *avoiding of apology* and the *non-verbal strategy* recording nil usage as standalone strategies.

Different from the questionnaire data, interview results Table 4.3.6 (Appendix IV) indicate that *F- Intensifiers of the apology* is the highest at 11(44.0%) in situations of low status people apologizing to high social status ones. Such expressions included 'I'm really sorry', 'I'm very sorry.' This is followed by *offer of apology* at 6(24.0%) and *multiple strategy* at 4(16.0%) respectively. The other apology categories record frequencies of less than 4. Just as with the interview, data from observation (Appendix VI) showed that *F- Intensifiers of the apology* is the highest in usage. Most offenders used the expressions 'I'm very sorry' and 'I'm really sorry.' Use of intensifiers is followed closely by *acknowledgement of responsibility* and *Promise of forbearance*.

It is clear from the discussions above that the three data collection tools recorded discrepancies in the apology strategies that go with low status people, (The mode in questionnaires being *multiple strategy* followed by *intensifiers of apology,* the mode in interviews being *intensifiers of apology* followed by *offer of apology,* the mode in the observation schedule being *intensifiers of the apology* followed closely by *acknowledgement of responsibility).* The data merged together however, indicate that the most preferred apology category is *intensifiers of apology*.

As argued before, it is possible that culture among Kenyan ESL learners play a role in the way they choose language forms. The seniority levels marked in the social hierarchical society may have informed the choice of intensifiers of apology and also multiple apologies suggesting that the offended were of higher status hence the offenders felt the need to make polite, formal and elaborate apologies that express sincerity and remorse on the offence made so as to make their apologies acceptable. This is in line with politeness principles as proposed by Brown and Levinson (1987). Moreover, participants perceived that offences by people of low social status were more serious than those by speakers of high social status hence they commit to use different apology forms.

4.4 Distribution of Apology Strategies by Gender

Following are findings to objective 2 of the study; the influence of gender on the choice of apology strategies by the undergraduate ESL students.

i) Same Gender

Table 4.4.1

Same Gender

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	109	10%
A2- Expression of regret	114	10%
A3- Request for forgiveness	84	7%
B- Explanation or account	50	4%
C1- Accepting the blame	20	2%
C2- Expressing self-deficiency	32	3%
C3- Recognizing hearer as deserving apology	13	1%
C4- Expressing lack of intent	53	5%
C5- Offering repair/ redress	25	2%
D- Promise of forbearance	48	4%
E- Attacking the complainer	14	1%
F- Intensifiers of the apology	136	12%
G- Avoiding apology	2	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	436	38%

Source: Field Data (2017)

In the DCT questionnaire, there were a total of 6 hypothesized situations of equal gender that the surveyed language users were expected to respond to apologetically (Scenarios D, E, L, N, O and R in Appendix II). The results in table 4.4.1 show that the apology strategy mostly used is *I - multiple strategy* 436(38%) such as the expressions 'I'm very sorry, I did not intend to injure you' in scenario L. Other examples of combinations in the multiple categories in use are: *request of forgiveness* along with *expressing lack of intent* for instance 'forgive me; I did not intend to be late' in scenario N.

The second highest is *F- intensifiers of the apology* 136(12.0%) for instance 'I'm really sorry' in scenario E, *A3- request of forgiveness 84*(7.0%) for example 'forgive me' in scenario O. This was followed by *C4- expressing lack of intent* 53(5%) for instance 'I did not intend to pass you the list' in scenario R. This is followed by *B- explanation or account* 50(4%) for example 'I have been away' in scenario O. The rest of the strategies have low frequencies of less than 50. This would imply that the respondents were not conversant with them or they did not find them appropriate for the situations.

Results from the 25 respondents interviewed as per Table 4.4.2 (Appendix IV) indicate that *multiple strategy* has the highest frequency with 10(40.0%), followed by *A1- offer of apology* 5(20.0%) and *F- intensifiers of the apology* 4(16.0%). The rest of the categories have frequencies of less than 4. The data from observation (Appendix VI) of situations involving individuals of the same gender indicated that *expression of regret* had the highest frequency. This included expressions such as 'I regret the action' and 'I'm sorry.' It was followed by an *offer of apology* such as in the expressions 'I apologize' and 'accept my apologies.'

From the findings of the three instruments used, it is clear that the apology strategy with the highest frequency in same gender situations is the same both in the Questionnaires and the

interviews. This is in the use of *multiple strategy*. In both also, *intensifiers of the apology* have been used considerably. As argued before, this would imply that the Kenyan ESL learners lacked the knowledge in using apology strategies in the contexts therefore picking on what they knew given the circumstances. Data from observation (Appendix VI) is however different since the strategy with the highest frequency is *expression of regret* followed by *offer of apology*. The use of these direct apologies would imply that brief apologies were sufficient especially because the respondents were equal in gender and therefore felt no obligation to use long formulae in the apologies. This could be in line with Brown and Levinson's conception of individuals with same characteristics considering apologies as being less face threatening acts.

ii) Different Gender
Table 4.4.3

Different Gender

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	111	10%
A2- Expression of regret	124	11%
A3- Request for forgiveness	88	8%
B- Explanation or account	22	2%
C1- Accepting the blame	29	3%
C2- Expressing self-deficiency	38	3%
C3-Recognizing hearer as deserving apology	14	1%
C4- Expressing lack of intent	59	5%
C5- Offering repair/ redress	41	4%
D- Promise of forbearance	63	5%
E- Attacking the complainer	21	2%
F- Intensifiers of the apology	103	9%
G- Avoiding apology	1	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	432	38%

Source: Field Data (2017)

In total, there were 6 situations in the DCT questionnaire that required an offender and offended individuals of the opposite gender to make apologies (Scenarios B, F, J, K, P and Q

in Appendix II). The results from the table show that the apology strategy that is greatly used in such situations is *I - multiple strategy* with 432(38%). They included expressions such as 'forgive me I forgot' in scenario J. The second highest is *A2- Expression of regret* with 124(11%) for instance 'I'm sorry' in scenario B. This is followed by *offer of apology (IFID)* 111(10%) for instance 'accept my apology' in scenario Q. This is followed by *F- intensifiers of the apology* 103(9.0%) for instance 'I'm really sorry in scenario R. Next was *A3- request of forgiveness 88*(8.0%) for example 'forgive me' in scenario F.

Table 4.4.4 (Appendix IV) presents a summary of findings from the interviews carried out. It indicates that *multiple strategy with* 11(44.0%) is the strategy most employed with people of different gender in situations requiring apologies. Next is *A1- offer of apology* and *A2- expression of regret* with the same frequencies of 5(20.0%). The other apology categories record frequencies of less than 10%. The results from observation schedule (Appendix VI) were however different for the mode was in the use of *offer of apology* for instance the use of the expressions 'I apologize' and 'accept my apology.' This was followed by *expression of regret* for example 'I'm sorry' and 'I regret the action.'

It is worth noting that in both the questionnaires and interview schedule the apology strategy with the highest frequency is *multiple strategy* with *offer of apology (IFID)* being used in considerable measure. Use of combinations was found to be sufficient since they would suggest concern on the offences made as opposed to the use of stand-alone strategies. It could also imply that the participants being of different gender were careful on what apology expressions to use guided by different societal norms on the portrayal of males and females. In observations the mode is *offer of apology (IFID).* This means that the use of explicit expression of apology is a common strategy in most circumstances involving individuals of opposite gender. This would imply that Kenyan ESL learners are reluctant in giving elaborate

apologies for they could be mistaken to mean admission of guilt hence intimidating especially with people of different gender.

4.5 Distribution of Apology Strategies by Severity of Offence

Following are findings to objective 3 of the study; the influence of severity of offence on the choice of apology strategies by the undergraduate ESL students. Severity in the situations under this study was classified into two: high severity and low severity incidents.

i) High Severity

Table 4.5.1

High Severity

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	173	10%
A2- Expression of regret	138	8%
A3- Request for forgiveness	119	7%
B- Explanation or account	25	1%
C1- Accepting the blame	48	3%
C2- Expressing self-deficiency	38	2%
C3- Recognizing hearer as deserving apology	24	1%
C4- Expressing lack of intent	84	5%
C5- Offering repair/ redress	66	4%
D- Promise of forbearance	92	5%
E- Attacking the complainer	22	1%
F- Intensifiers of the apology	241	14%
G- Avoiding apology	2	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	649	38%

Source: Field Data (2017)

In total, there were 9 situations in the DCT questionnaires that involved high severity (Scenarios H, I, K, L, M, O, P, Q and R in Appendix II). Table 4.5.1 shows the results elicited from the DCT. It is apparent that the first highest rank in the frequency of high severity situations is the use of *multiple strategy* with 649(38%). Examples of combinations in the multiple categories in use are: *intensifiers of the apology* along with *request of forgiveness* for example 'I'm very sorry forgive me' in scenario K and *offer of apology* along

with *expressing lack of intent* for instance 'I apologize I did not intend to hurt you' in scenario M.

The second highest rank in the frequency is *intensifiers of apology* with 241(14%) for example 'I'm very sorry.' Next are *A1- offer of apology 173(10%)* for example 'I apologize.' This was followed by *expression of regret* 138(8%) for instance 'I'm sorry' in scenario P and *A3- request for forgiveness 119(7%)* for example 'forgive me' in scenario O. The other categories have lower frequencies of less than 90. *Avoiding apology* had a frequency of 2 and non verbal strategy was not captured since this was a written questionnaire.

The collected data from the interview as is evident in Table 4.5.2 (Appendix IV) indicate that *multiple strategy* is the most frequent used strategy with 8(32.0%). *F- intensifiers of the apology* was next with 6(24.0%). It was followed by *A1- offer of apology* and *A2- expression of regret* both with 3(12.0%)*. The rest of the strategies have less than 90 respondents in frequencies of usage. The statistics collected from observations (Appendix VI) showed that the apology strategy with the highest percentage in this scenario was *intensifiers of the apology* for instance in the expressions 'I'm very sorry' and 'I'm extremely sorry' in high severity situations. This was followed by use of *multiple strategy* for example in the use of 'I apologize please forgive me' and 'I'm very sorry I did not intend to hurt you.'

On the basis of the results from the three instruments, it is evident that in high severity situations, most language users prefer using *intensifier of the apology* and *multiple strategy.* This could be attributed to the need to use apology strategies that match the high level of severity in the situation hence making the apology sincere, more effective and accepted by the offended party. Moreover, it would imply that the strategies compared to rest were of a

higher proportion of remorse and matched the severity status thus the offenders were making

an attempt to save their face caused by the situations.

ii) Low Severity
Table 4.5.3

Low Severity

Strategy	Frequency (f)	Percentage (%)
A1- Offer of apology/ IFID	201	12%
A2- Expression of regret	191	11%
A3- Request for forgiveness	129	8%
B- Explanation or account	71	4%
C1- Accepting the blame	23	1%
C2- Expressing self-deficiency	63	4%
C3- Recognizing has deserving apology	17	1%
C4- Expressing lack of intent	66	4%
C5- Offering repair/ redress	43	3%
D- Promise of forbearance	78	5%
E- Attacking the complainer	29	2%
F- Intensifiers of the apology	97	6%
G- Avoiding apology	3	0%
H- Non-verbal strategy	0	0%
I- Multiple strategy	698	41%

Source: Field Data (2017)

In total, there were 9 situations in the DCT questionnaire that involved low severity incidents.

(Scenarios A, B, C, D, E, F, G, J and N in Appendix II). As seen in the table, in this situation,

the frequency on the use of apology strategies has been considerably discrepant. The apology

strategy mostly used is *I - multiple strategy* 698(41%). Common combinations in use include

offer apology along with *expressing lack of intent* for instance in the use of 'I apologize I did

not intend to be aware' in scenario N and *intensifiers of the apology* along with *explanation

or account* for instance 'I'm very sorry I did not see you.'

The second highest is *A1- offer apology* 201(12.0%) for example 'I apologize' in scenario C

and D. This was followed by A2 - *expression of regret* 191(11%) for example 'I'm sorry' in

scenario E. Next was *A3- request of forgiveness* 129(8.0%) followed by *F- intensifiers of the apology* (97(6%). The rest of the stand alone strategies have low frequencies of less than 80.

From the interview results on Table 4.5.4 (Appendix IV) *, Multiple strategy* is found to be the highest with 9(36.0%), followed by *A1- offer of apology* with 5(20.0%) and *A2- expression of regret* with 4(16.0%). *Intensifiers of the apology* and *request for forgiveness* are used in equal measure at 2(8%). From the observation schedule (Appendix VI) however, *offer of apology* was the highest in use for instance in the use of 'I apologize' and 'please accept my apologies' in low severity situations. This was followed by *request for forgiveness* for instance 'forgive me.'

From the findings of the three instruments used in low severity situations, it is clear that most respondents prefer the use of *multiple strategy* when filling in questionnaires or being interviewed. As argued before, the use of the two would suggest that even in low severity situations, the offenders felt the need to make their apologies more convincing with the belief that use of more formal and lengthy apology structures are more effective. The use of intensifiers as compared with the high severity situations were minimal could be because they would consider them exaggerated forms considering the low severity cases. They however preferred *offer of apology* when making apologies in real life scenarios. This would suggest that given the low severity situations the respondents found simple and direct apologies more sufficient and considering too that the face threats were minimal.

To conclude on the choice of apology strategies going with the different socially differentiated situations, it is evident that in most scenarios, the respondents considered politeness as a variable and this is in line with linguistic politeness strategies as proposed by Brown & Levinson (1987). Apologies were used as to attempt to save face after an offence

was made. This view is taken by among others Lin (2005), Ivana (2012) and Reza & Safoora (2012).

4.6 Appropriateness in Apology Strategies

After scoring the preferred apology categories given the different contexts, there was need to check on their appropriateness. The appropriateness of apology strategies was based on how credible and adequate they were in the given scenarios. The appropriateness was first analyzed according to the hypothesized scenarios then according to social status, gender and lastly severity of offence. This procedure was carried out by raters picked from both the students and lecturers. Using a 5 – point Likert scale on the five top strategies in each scenario, mean appropriateness was calculated. The ratings were thereafter compared and tested for significance based on the ratings of the two groups (the student and lecturer raters). Means with higher values meant that the apology strategies chosen were more appropriate in the situations whereas low values would indicate inappropriateness of apology strategies. The strategies were clearly coded according to table 2.3 for ease of analysis.

Table 4.6.1

Scenario A: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
	Lecturer	2	2.50	.707	.500	2	3
Offer of apology (IFID)	Student	2	4.00	.000	.000	4	4
	Total	4	3.25	.957	.479	2	4
	Lecturer	2	2.00	.000	.000	2	2
Expression of regret	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
	Lecturer	2	2.00	.000	.000	2	2
Request for forgiveness	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4

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Intensifiers of the apology	Lecturer	2	4.00	.000	.000	4	4
	Student	2	5.00	.000	.000	5	5
	Total	4	4.50	.577	.289	4	5
Multiple strategy	Lecturer	2	4.50	.707	.500	4	5
	Student	2	4.00	1.414	1.000	3	5
	Total	4	4.25	.957	.479	3	5

Source: Field Data (2017)

The data obtained for scenario A indicate that mean ratings for appropriateness for the top five most frequent apology strategies range from 4.0 (M*ultiple strategy, request for forgiveness, offer of apology and expression of regret)* to 5.0 *(Intensifiers of apology)* with student raters and from 2.0 (*request for forgiveness* and *expression of regret)* to 4.0 (*Intensifiers of apology)* with the lecturer raters. The cumulative mean rating for the two groups is highest with the use of *intensifiers of apology* with a mean of 4.50. It can be implied therefore that in this scenario, the most appropriate ones would be apology forms with intensifier words such as 'very', 'really' and 'extremely.' This is followed by 4.25 represented by *multiple strategy. Use of apology* is third highest with a mean of 3.25. *Intensifiers of apology* yielded the first rank as the most appropriate strategy in scenario A.

Scenario A represents a situation where a low social status individual apologizes to a high status one. The gender was not stated and it involved a low severity offence. Among the reasons given for the appropriateness of the multiple strategy is that it is a formal apology that portrays genuine regret by the offender. They are "adequately appropriate in the level of politeness and also being formal", "perfect acknowledgement of responsibility and expression of regret", "adequately expresses apology with weight that matches the offended person's social status – higher".

Using the test of significance at 5%, result in Table 4.6.2 (Appendix X) indicate that *multiple strategy* with a significance of .698 which is greater; $P > 0.05$ implies that there is no

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statistically significant difference between the mean appropriateness ratings done by the lecture raters and student raters with regard to the use of *multiple strategy* in scenario A. It is the same case with *offer of apology* with a significance of .095 which is greater; P > 0.05. The rest of the apology strategies (*intensifiers of apology*, expression of regret and request for forgiveness is not indicated because of low variations between the student and lecturer raters; no significant difference.

Table 4.6.3

Scenario B: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
	Lecturer	2	4.50	.707	.500	4	5
Offer of apology (IFID)	Student	2	4.00	.000	.000	4	4
	Total	4	4.25	.500	.250	4	5
	Lecturer	2	4.50	.707	.500	4	5
Expression of regret	Student	2	4.50	.707	.500	4	5
	Total	4	4.50	.577	.289	4	5
	Lecturer	2	4.50	.707	.500	4	5
Request for forgiveness	Student	2	4.50	.707	.500	4	5
	Total	4	4.50	.577	.289	4	5
	Lecturer	2	2.00	.000	.000	2	2
Intensifiers of the apology	Student	2	2.00	.000	.000	2	2
	Total	4	2.00	.000	.000	2	2
	Lecturer	2	5.00	.000	.000	5	5
Multiple strategy	Student	2	2.00	.000	.000	2	2
	Total	4	3.50	1.732	.866	2	5

Source: Field Data (2017)

The findings in the table above reveal that *expression of regret* and *request for forgiveness* have the highest cumulative ratings of an overall mean of 4.50. They are then followed by *offer of apology* with a mean of 4.25. Hence, given scenario B, both the student raters and the lecturer raters form a perception measure that *expression of regret* for instance 'I'm sorry'

and *request for forgiveness* for example 'forgive me' are the most appropriate. Scenario B implies an equal status situation with different genders and lower severity. According to the raters, the two strategies have "good level of formality."

As can be seen in Table 4.6.4 (Appendix X), *offer of apology, expression of regret* and *request for forgiveness* with p- values of .423, 1.000 and 1.000 respectively and being greater than the alpha value $P > 0.05$ implies that there is no significant difference in the lecturers' and students' ratings on the use of the strategies in scenario B. It means that the overall mean appropriateness ratings can be used to determine the most appropriate apology strategies given the scenario.

Table 4.6.5

Scenario C: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	4.00	.000	.000	4	4
	Student	2	4.50	.707	.500	4	5
	Total	4	4.25	.500	.250	4	5
Expression of regret	Lecturer	2	4.00	.000	.000	4	4
	Student	2	4.50	.707	.500	4	5
	Total	4	4.25	.500	.250	4	5
Expressing self-deficiency	Lecturer	2	4.00	.000	.000	4	4
	Student	2	3.50	.707	.500	3	4
	Total	4	3.75	.500	.250	3	4
Intensifiers of the apology	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.50	.707	.500	2	3
	Total	4	2.25	.500	.250	2	3
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	2.00	.000	.000	2	2
	Total	4	3.50	1.732	.866	2	5

Source: Field Data (2017)

The data from table 4.6.5 indicate that most appropriate apology strategy in scenario C with lecturer raters is *multiple strategy* with a mean of 5.00. This is different from the student raters' choice of *expression of regret* and *offer of apology* at 4.50. Highest overall mean appropriateness for the two groups stood at *offer of apology* for example 'I apologize' and *expression of regret* for instance 'I'm sorry' at 4.25. Scenario C represented equal social status with gender not stated and a low severity case. Among the reasons given by lecturer raters for the choice of multiple strategy for the given scenario was that it is a simple and good expression of apology, expressing lack of intent/explanation. It has "good level of formality" for the same social status category.

The test of statistics from Table 4.6.6 (Appendix X) indicate that there is no statistically significant difference between the mean appropriateness ratings done by the lecturer raters and student raters with regard to scenario C given that all the P values are more than 0.05. This means that overall mean can be used to make final opinion on the appropriate apology strategies in scenario C.

Table 4.6.7

Scenario D: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	4.50	.707	.500	4	5
	Student	2	3.50	.707	.500	3	4
	Total	4	4.00	.816	.408	3	5
Expression of regret	Lecturer	2	4.00	.000	.000	4	4
	Student	2	3.50	.707	.500	3	4
	Total	4	3.75	.500	.250	3	4
Request for forgiveness	Lecturer	2	3.00	1.414	1.000	2	4
	Student	2	3.50	.707	.500	3	4
	Total	4	3.25	.957	.479	2	4
Promise of forbearance	Lecturer	2	4.50	.707	.500	4	5

	Student	2	4.00	.000	.000	4	4
	Total	4	4.25	.500	.250	4	5
	Lecturer	2	4.50	.707	.500	4	5
Multiple strategy	Student	2	2.50	.707	.500	2	3
	Total	4	3.50	1.291	.645	2	5

Source: Field Data (2017)

The statistics according to table 4.6.7 reveal that the highest mean appropriateness rating for the lecturer raters stop at *offer of apology, promise for forbearance* and *multiple strategies* at 4.50 and the student raters at 4.00 for *promise for forbearance.* The overall cumulative mean appropriateness for the two groups is *promise of forbearance* for instance 'I promise not to repeat the act again' with a mean of 4.25. Scenario D represents a same social status, same gender and low severity situation. Among the reasons for its appropriateness is that the offender expresses a promise of a non repeat of the offence by appealing to the emotions of the offended party through a promise. It is a "perfect expression of apology promising non repeat of the offence."

Using significant value of 5%, Table 4.6.8 (Appendix X) indicates that in all the rated strategies, there are significant differences between the student and lecturer raters since all the values are greater than the alpha value (P >0.05). The general mean is therefore suitable for the analysis.

Table 4.6.9

Scenario E: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Expression of regret	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Request for forgiveness	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Explanation of account	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.00	.000	.000	2	2
	Total	4	2.00	.000	.000	2	2
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5

Source: Field Data (2017)

The data collected indicate that in scenario E there is no obvious disparity between the apology strategy with highest rank both with the student and lecturer raters. The most appropriate one is *multiple strategy* at 5.00. This makes the overall most appropriate strategy in scenario E be *multiple strategy* for instance 'I apologize I missed the morning bus.' Scenario E refers to situation where the apologizing individual was of low social status than the offended, same gender with low severity. The raters agree that the scenario needed a more elaborate and formal apology structure that matches the social status of the offended (high). It is "Perfect acknowledgment of responsibility and expression of regret that matches the offended person's social status.''

The ANOVA test with significance of 5% according to Table 4.6.10 (Appendix X) indicated that there was no significant difference in the mean appropriate ratings of all the apology strategies by the groups of raters since all the P values were more than 0.05 (P >0.05).

Table 4.6.11

Scenario F: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Expression of regret	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Request for forgiveness	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.00	.816	.408	2	4
Explanation of account	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.00	.000	.000	2	2
	Total	4	2.00	.000	.000	2	2
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5

Source: Field Data (2017)

The statistics according to table 4.6.11 reveal that the highest mean appropriateness rating for the student and lecturer raters are similar at *multiple strategies* with a mean of 5.00. This means that there is no distinction in the appropriateness levels by the two groups of raters. This makes *multiple strategy* most appropriate strategy given the situation. The second most appropriate apology strategies include *offer of apology, expression of regret and request of forgiveness* at 3.00. Scenario F represents an individual of low social status apologizing to one of a higher social status having stepped on her/his foot, they are of opposite gender and

the offence is a lower severity one. Use of multiple strategies for example 'I'm sorry it was not intentions' was mostly chosen since they add more weight to the apology making the offended obliged to accept the apology. 'It is "Perfect apology since it gives weight to the offence made creating more respect and account for the offence.

From table 4.6.12 (Appendix X), it is clear that the ANOVA statistics used to test significant differences in the two groups of raters indicate that there is no significant difference between the two since all the P values were over 0.05. Hence the overall mean is adequate in picking the most appropriate apology strategies in scenario F.

Table 4.6.13

Scenario G: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Expression of regret	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Offering repair	Lecturer	2	4.00	.000	.000	4	4
	Student	2	3.00	.000	.000	3	3
	Total	4	3.50	.577	.289	3	4
Intensifiers of the apology	Lecturer	2	4.50	.707	.500	4	5
	Student	2	3.50	.707	.500	3	4
	Total	4	4.00	.816	.408	3	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	3.50	.707	.500	3	4
	Total	4	4.25	.957	.479	3	5

Source: Field Data (2017)

Results from the table above show that *multiple strategy* with a mean of 5.00 is the most appropriate strategy for scenario G according to the lecturer raters. On the other hand the

student raters have *offer of apology and expression of regret* with a mean of 4.00 as the most appropriate. The overall cumulative mean appropriateness for the two groups is *multiple strategy* with a mean of 4.25. Scenario G represents an offender of a high social status making an apology to one of a lower status for having forgotten to give feedback about a trip, the gender is unstated and it is a low severity incident. The most appropriate strategy; *multiple strategy* has "Perfect acknowledgement of responsibility/explanation/promise of forbearance/offer of apology". I*ntensifiers of the apology* are also appropriate because "they express a genuine and deep regret of the offence".

On the test to check whether there is any significant difference between the two groups of raters, the results on table 4.6.14 (Appendix X) indicate that all the P values were more than 0.05 (P >0.05). This is interpreted to mean that in all the rated strategies there exist no significant difference between the ratings of the students and lecturers.

Table 4.6.15

Scenario H: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.50	.707	.500	4	5
	Total	4	3.25	1.500	.750	2	5
Expression of regret	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.50	.707	.500	4	5
	Total	4	3.25	1.500	.750	2	5
Request for forgiveness	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Intensifiers of the apology	Lecturer	2	5.00	.000	.000	5	5
	Student	2	3.50	.707	.500	3	4
	Total	4	4.25	.957	.479	3	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	3.50	.707	.500	3	4
	Total	4	4.25	.957	.479	3	5

Source: Field Data (2017)

The lecturers rating indicate that the appropriate apology strategy for scenario H is *multiple strategy* and *intensifiers of the apology* with a mean of 5.00. Unexpectedly, the students' rating indicates *offer of apology* and *expression of regret* as the most appropriate. On the average of the two groups of raters *multiple strategy* and *intensifiers of the apology* have the highest apology ratings. Scenario H represented a same social status situation; gender is undefined with a higher severity case where there is injury that results into hospitalization. Among the reasons given for rating the two strategies highly is because they match the severity situation (high). *Intensifiers of the apology* ''give weight to the seriousness/intensity of the offence". The *multiple strategies* give a multiplicity approach of "Perfect acknowledgement of responsibility/offer of apology/promise of forbearance".

On testing significance at 5% difference as per table 4.6.16 (Appendix X) it was established that all except *offer of apology* and *expression of regret* had no significant difference in ratings. This is because *offer of apology* and *expression of regret* have P values which are less than 0.05 (P < 0.05) hence interpreted to mean that lecturers and students raters vary a lot in the rating of the two apologetic strategies for usage in scenario H. On the other hand there was a general consensus going by the great P values in *intensifiers of the apology* and *multiple strategy* (P >0.05) that they are appropriate for the scenario.

Table 4.6.17

Scenario I: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
	Lecturer	2	2.00	.000	.000	2	2
Offer of apology (IFID)	Student	2	3.50	.707	.500	3	4
	Total	4	2.75	.957	.479	2	4
	Lecturer	2	2.00	.000	.000	2	2
Request for forgiveness	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
	Lecturer	2	3.00	.000	.000	3	3
Offering repair	Student	2	3.50	.707	.500	3	4
	Total	4	3.25	.500	.250	3	4
	Lecturer	2	3.50	.707	.500	3	4
Promise of forbearance	Student	2	3.50	.707	.500	3	4
	Total	4	3.50	.577	.289	3	4
	Lecturer	2	5.00	.000	.000	5	5
Multiple strategy	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5

Source: Field Data (2017)

The statistics according to table 4.6.17 reveal that the highest mean appropriateness rating for the lecturer and student raters are similar at *multiple strategies* with a mean of 5.00. This means that the perception measure for the two groups is equal; they have a collective opinion

that the use of *multiple strategy* for instance 'I'm sorry, I'll buy you another camera' as the overall most appropriate strategy in the scenario. Scenario I was a code for higher social status apologizing to low status, with no gender specification and a high severity case for a camera has been damaged. The use of multiple strategy was "An excellent and effective apology strategy for the situation", "Perfect acknowledgement of responsibility/offer of apology/repair".

The test of significance was done at 5% and the ANOVA analysis according to table 4.6.18 (Appendix X) indicates that there were no variable with significant difference ($P > 0.05$). This means that there exists no big difference in students' and lecturers' ratings on appropriateness hence the cumulative grade mean can be adequately used as the appropriateness measure.

Table 4.6.19

Scenario J: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Expression of regret	Lecturer	2	3.50	.707	.500	3	4
	Student	2	4.00	.000	.000	4	4
	Total	4	3.75	.500	.250	3	4
Request for forgiveness	Lecturer	2	3.00	1.414	1.000	2	4
	Student	2	4.00	.000	.000	4	4
	Total	4	3.50	1.000	.500	2	4
Expressing self-deficiency	Lecturer	2	3.00	1.414	1.000	2	4
	Student	2	3.00	.000	.000	3	3
	Total	4	3.00	.816	.408	2	4
Promise of forbearance	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.50	.707	.500	2	3
	Total	4	2.25	.500	.250	2	3
Multiple strategy	Lecturer	2	4.50	.707	.500	4	5
	Student	2	3.00	.000	.000	3	3
	Total	4	3.75	.957	.479	3	5

Source: Field Data (2017)

Multiple strategy at the mean of 4.50 forms the most appropriate apology strategy according to the mean rating of the lecturer raters. On the other hand, the student raters' most appropriate apology strategy is *expression of regret* and *request for forgiveness* at the mean of 3.50. The apology strategies that yielded the first rank cumulatively are e*xpression of regret* and *multiple strategy* at 3.75. Scenario J gives a situation where a high social status offender makes an apology to a low status person having failed to help in assignment, gender is different with a low severity incident. The *multiple strategy* is appropriate on the count that it offers "Adequate explanation/offer of apology/promise of forbearance". On the other side *expression of regret* is a "good and simple expression that captures respect and genuine regret for the offence made''.

In the entire apology strategies that were rated according to table 4.6.20 (Appendix X), the results show that they were all appropriate going by the P values that are greater than the alpha value (P >0.05). It implies that there is no statistically significant difference between the mean appropriateness ratings done by the lecturer raters and student raters with regard to scenario J. The average mean can therefore be used to determine appropriateness of apology strategies for scenario J.

Table 4.6.21

Scenario K: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Offering repair	Lecturer	2	3.50	.707	.500	3	4
	Student	2	2.50	.707	.500	2	3
	Total	4	3.00	.816	.408	2	4
Promise of forbearance	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.50	.707	.500	2	3
	Total	4	2.25	.500	.250	2	3
Intensifiers of the apology	Lecturer	2	4.50	.707	.500	4	5
	Student	2	3.00	.000	.000	3	3
	Total	4	3.75	.957	.479	3	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	3.00	1.414	1.000	2	4
	Total	4	4.00	1.414	.707	2	5

Source: Field Data (2017)

According to the lecturer ratings *multiple strategy* with a mean of 5.00 has the highest mean appropriateness rating. The student raters were different in ranking the most appropriate one since *offer of apology* is the highest with a mean 4.00. The cumulative mean appropriateness rating for the two groups at 4.00 makes *multiple strategy* the most appropriate strategy in scenario K. Scenario K represents an equal social status, opposite gender with high severity situation where a borrowed phone has been damaged. *Multiple strategy* represents the most appropriate for it is "Perfect acknowledgement of responsibility/offer of apology/repair". *Intensifiers of the apology* "Match the severity of offence".

From the ANOVA analysis on table 4.6.22 (Appendix X) it is evident from the great P values that there is no significant difference in the ratings of apology strategies by both the

student and lecturer raters (P > 0.05) the general mean of the two raters can therefore be used to determine the most appropriate apology strategy in the scenario.

Table 4.6.23

Scenario L: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Expression of regret	Lecturer	2	2.00	.000	.000	2	2
	Student	2	4.00	.000	.000	4	4
	Total	4	3.00	1.155	.577	2	4
Expressing lack of intent	Lecturer	2	3.00	1.414	1.000	2	4
	Student	2	2.00	.000	.000	2	2
	Total	4	2.50	1.000	.500	2	4
Intensifiers of the apology	Lecturer	2	5.00	.000	.000	5	5
	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	4.50	.707	.500	4	5
	Total	4	4.75	.500	.250	4	5

Source: Field Data (2017)

The most appropriate strategy according to the lecturers' and students' ranking are the same. They are in collective opinion that given the offence situation (high severity), *intensifiers of the apology* would be the most appropriate apology. The category has a cumulative mean appropriateness of 5.00. Scenario L represents an equal social status, same gender and high severity situation where there is injury that results into hospitalization. The *intensifiers of the apology* for instance 'I'm really sorry' show genuine concern for the high severity nature of the offence. They "give weight to the seriousness of offence.''

On testing the significance at 5%, table 4.6.24 (Appendix X) showed that there was no significant difference between the ratings on apology appropriateness done by the two types of raters. This is evidenced by the P values that are more than the alpha value (P > 0.05); both *expression of lack of intent* and *multiple strategy* at 0.423.

Table 4.6.25

Scenario M: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.50	.707	.500	2	3
	Total	4	2.50	.577	.289	2	3
Expression of regret	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.00	.000	.000	2	2
	Total	4	2.25	.500	.250	2	3
Request for forgiveness	Lecturer	2	2.00	.000	.000	2	2
	Student	2	2.00	.000	.000	2	2
	Total	4	2.00	.000	.000	2	2
Intensifiers of the apology	Lecturer	2	5.00	.000	.000	5	5
	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5
Multiple strategy	Lecturer	2	4.50	.707	.500	4	5
	Student	2	4.50	.707	.500	4	5
	Total	4	4.50	.577	.289	4	5

Source: Field Data (2017)

The results in the table above reveal that there are no differences in the ratings of apology appropriateness by the two groups. In both*, intensifiers of the apology* yielded the highest rank with a mean of 5.00. This makes *intensifiers of the apology* the overall most appropriate strategy the given the high severity situation that has led to injury for instance 'I'm truly sorry for the offence.' Among the reasons given for the choice of the strategy is that the intensifiers

gives weight to the apology making it more heartfelt and sincere given the high severity situation.

The Analysis of Variance according to table 4.6.26 (Appendix X) indicates that there was no statistically significant difference between the mean appropriateness ratings done by the lecturer raters and student raters with regard to scenario M. This as a result of the P values in the apology ratings that were greater than the alpha value (P > 0.05); the overall mean ratings can therefore be reliably used in considering the best apology strategies for scenario M.

Table 4.6.27

Scenario N: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
	Lecturer	2	3.50	.707	.500	3	4
Offer of apology (IFID)	Student	2	4.00	.000	.000	4	4
	Total	4	3.75	.500	.250	3	4
	Lecturer	2	4.50	.707	.500	4	5
Expression of regret	Student	2	4.50	.707	.500	4	5
	Total	4	4.50	.577	.289	4	5
	Lecturer	2	3.50	.707	.500	3	4
Request for forgiveness	Student	2	3.50	.707	.500	3	4
	Total	4	3.50	.577	.289	3	4
	Lecturer	2	2.00	.000	.000	2	2
Intensifiers of the apology	Student	2	3.00	1.414	1.000	2	4
	Total	4	2.50	1.000	.500	2	4
	Lecturer	2	4.00	.000	.000	4	4
Multiple strategy	Student	2	3.00	1.414	1.000	2	4
	Total	4	3.50	1.000	.500	2	4

Source: Field Data (2017)

The data collected indicate that in scenario N there is no obvious disparity between the apology strategy with the highest rank both with the student and lecturer raters. The highest in both cases is *expression of regret* at 4.50. This makes the overall most appropriate strategy

in scenario E be *expression of regret* for instance 'I'm sorry.' The two groups agree that the scenario needed an explicit expression of apology that which convinces the offender that it was not intentional and that which matches the social status of the offended (high).

ANOVA test at 5% significant level as per table 4.6.28 (Appendix X) indicate that there was no significant difference between the two raters on the appropriateness of scenario N apology strategies. The ($P > 0.05$) shows that the overall mean is representative of the appropriateness of all the apology strategies tested for scenario N.

Table 4.6.29

Scenario O: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.00	.000	.000	2	2
	Student	2	3.50	.707	.500	3	4
	Total	4	2.75	.957	.479	2	4
Expression of regret	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.50	.707	.500	2	3
	Total	4	2.50	.577	.289	2	3
Request for forgiveness	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.50	.707	.500	2	3
	Total	4	2.50	.577	.289	2	3
Intensifiers of the apology	Lecturer	2	4.50	.707	.500	4	5
	Student	2	5.00	.000	.000	5	5
	Total	4	4.75	.500	.250	4	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	4.50	.707	.500	4	5
	Total	4	4.75	.500	.250	4	5

Source: Field Data (2017)

Multiple strategy at 5.00 was found to bear the highest rating by the lecturer raters while the student raters settled for *intensifiers of the apology* at 5.00. This created a tie in the overall

mean appropriateness rating at 4.75 for multiple *strategy* and *intensifiers of the apology* in scenario O where the offence led to missing of holiday work by a needy student. The two groups of raters were in agreement that given the situation (high severity offence), the apology needed to be sufficiently formal and express heartfelt remorse for the offence.

When ANOVA at a significant level of 5% according to table 4.6.30 (Appendix X) was tested against the top five apology strategies used in scenario O, it indicated that there was no significant difference in the ratings of the two groups of raters on apology appropriateness; the lecturer raters and student raters. This makes the overall mean sufficient in settling for the most appropriate apology strategies for scenario O.

Table 4.6.31

Scenario P: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
	Lecturer	2	2.50	.707	.500	2	3
Offer of apology (IFID)	Student	2	2.50	.707	.500	2	3
	Total	4	2.50	.577	.289	2	3
	Lecturer	2	3.50	.707	.500	3	4
Expression of regret	Student	2	2.50	.707	.500	2	3
	Total	4	3.00	.816	.408	2	4
	Lecturer	2	3.50	.707	.500	3	4
Request for forgiveness	Student	2	2.50	.707	.500	2	3
	Total	4	3.00	.816	.408	2	4
	Lecturer	2	4.50	.707	.500	4	5
Intensifiers of the apology	Student	2	5.00	.000	.000	5	5
	Total	4	4.75	.500	.250	4	5
	Lecturer	2	4.50	.707	.500	4	5
Multiple strategy	Student	2	3.50	.707	.500	3	4
	Total	4	4.00	.816	.408	3	5

Source: Field Data (2017)

Intensifiers of the apology and *multiple strategy* at 4.50 were the most appropriate strategy according to lecturers' ratings. The students' most appropriate apology strategy as per their ratings stand at *intensifiers of the apology* with a mean of 5.00. The highest overall mean ranking goes to *intensifiers of the apology* with a mean of 4.50 based on both the lecturers' and students' ratings. Scenario P represents an offender of a high social status making an apology to one of a lower status, opposite gender is involved and the incident is of high severity where the offence leads to missing an exam. *Intensifiers of the apology* for example 'I'm very sorry' together with *multiple strategy* m for instance 'I apologize, I promise not to offend you again' match the apology incident which is of high severity.

The significant test attained at 5% from table 4.6.32 (Appendix X) indicates that there is no significant difference between the mean appropriateness ratings done by the two groups of raters (P > 0.05). This means that the overall mean can be used to determine the most appropriate apology strategies for scenario P.

Table 4.6.33

Scenario Q: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.00	.000	.000	2	2
	Total	4	2.25	.500	.250	2	3
Expression of regret	Lecturer	2	2.50	.707	.500	2	3
	Student	2	2.00	.000	.000	2	2
	Total	4	2.25	.500	.250	2	3
Promise of forbearance	Lecturer	2	2.50	.707	.500	2	3
	Student	2	3.50	2.121	1.500	2	5
	Total	4	3.00	1.414	.707	2	5
Intensifiers of the apology	Lecturer	2	4.50	.707	.500	4	5
	Student	2	5.00	.000	.000	5	5
	Total	4	4.75	.500	.250	4	5

	Lecturer	2	5.00	.000	.000	5	5
Multiple strategy	Student	2	3.50	.707	.500	3	4
	Total	4	4.25	.957	.479	3	5

Source: Field Data (2017)

The analysis of the mean of the raters indicates that the mean that was the highest in lecturers' rating is *multiple strategy* with a mean of 5.00 and for student *intensifiers of the apology with a mean of 5.00.* The apology category with the highest mean value of appropriateness in the scenario is *intensifiers of the apology* for the two rater groups at 4.75. Scenario Q represents an individual of low social status making an apology to a high status person, with opposite gender and a high severity incident where the offence leads to missing a meeting. Use of *intensifier of apology* for instance 'I'm truly sorry' together with *multiple strategy* for example 'forgive me, it was all my fault' are most appropriate where the use of intensifiers and use of more than one strategy according to the raters match with the high severity situation.

The test of hypothesis of significance at 5% level according to table 4.6.34 (Appendix X) indicates that there is no statistically significant difference between the mean appropriateness ratings done by the lecturer raters and student raters with regard to scenario Q considering that $P > 0.05$. This implies that the general mean can be reliably used to determine the most appropriate apology strategies for scenario Q.

Table 4.6.35

Scenario R: Appropriateness of Apology Strategies

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	2	3.00	.000	.000	3	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.25	.500	.250	3	4
Expression of regret	Lecturer	2	2.00	.000	.000	2	2
	Student	2	3.50	.707	.500	3	4
	Total	4	2.75	.957	.479	2	4
Request for forgiveness	Lecturer	2	3.00	.000	.000	3	3
	Student	2	3.50	.707	.500	3	4
	Total	4	3.25	.500	.250	3	4
Intensifiers of the apology	Lecturer	2	5.00	.000	.000	5	5
	Student	2	5.00	.000	.000	5	5
	Total	4	5.00	.000	.000	5	5
Multiple strategy	Lecturer	2	5.00	.000	.000	5	5
	Student	2	3.00	1.414	1.000	2	4
	Total	4	4.00	1.414	.707	2	5

Source: Field Data (2017)

Intensifiers of the apology and *multiple strategy* at 5.00 were rated as the most appropriate strategies according to the lecturer raters. On the account of the student raters, the most appropriate strategy was *intensifiers of the apology* at 5.00. The cumulative mean that ranked the highest was *intensifiers of the apology* at 5.00. The second highest was *multiple strategy* at 4.00. The ranking was highest for the strategies for the reason that). Scenario R represents a low social status person making an apology to a high status person. The gender is the same with a high severity incident where the offence led to students missing a workshop. To subdue the effect of high severity, *intensifiers of apology* for example 'I'm very sorry' were found to be the most appropriate strategy. They also match the offended person's high social

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status. On the other hand *multiple strategy* was also considered as the second best based on the fact that its use "match and give weight the situation of the offence".

The statistics from the ANOVA test according to table 4.6.36 (Appendix X) indicate that there is no significant difference between the mean appropriate ratings by the two groups of raters. This is in consideration of the high P values (P > 0.05).

Table 4.6.37

Summary of Appropriate Strategies in the Scenarios

Scenario	A1	A2	A3	B	C2	C4	C5	D	F	I
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
A	3.25	3.00	3.00	.	.	.	.	.	4.50	4.25
B	4.25	4.50	4.50	.	.	.	.	.	2.00	3.50
C	4.25	4.25	.	.	3.75	.	.	.	2.25	3.50
D	4.00	3.75	3.25	.	.	.	.	4.25	.	3.50
E	3.00	3.00	3.00	2.00	.	.	.	.	.	5.00
F	3.25	3.25	3.25	.	.	2.50	.	.	.	5.00
G	3.00	3.00	.	.	.	.	3.50	.	4.00	4.25
H	3.25	3.25	3.00	.	.	.	.	.	4.25	4.25
I	2.75	.	3.00	.	.	.	3.25	3.50	.	5.00
J	.	3.75	3.50	.	3.00	.	.	2.25	.	3.75
K	3.00	.	.	.	.	.	3.00	2.25	3.75	4.00
L	3.00	3.00	.	.	.	2.50	.	.	5.00	4.75
M	2.50	2.25	2.00	.	.	.	.	.	5.00	4.50
N	3.75	4.50	3.50	.	.	.	.	.	2.50	3.50
O	2.75	2.50	2.50	.	.	.	.	.	4.75	4.75
P	2.50	3.00	3.00	.	.	.	.	.	4.75	4.00
Q	2.25	2.25	.	.	.	.	.	3.00	4.75	4.25
R	3.25	2.75	3.25	.	.	.	.	.	5.00	4.00

Source: Field Data (2017)

Table 4.6.37 gives a summary of the cumulative mean appropriate ratings by the lecturer and student rates in each scenario. In scenario A, the most appropriate apology strategy is the use of *intensifiers of apology* at 4.50 followed by *multiple strategy* at 4.25. In scenario B the highest is with the use of *expression of regret* and *request for forgiveness* in equal measure at 4.50. In scenario C, the highest is *offer of apology* and *request for forgiveness* in equal measure at 4.25. In scenario D, *promise of forbearance* is the most appropriate at 4.25 followed by *offer of apology* at 4.20. In scenario E and F, the mean rating is highest with the use of *multiple strategy* at 5.00. In scenario G, use of *multiple strategy* is highest at 4.25 followed by use of *intensifiers of apology* at 4.00. In scenario H, the highest mean rating is with the use of *multiple strategy* and *intensifiers of apology* both at 4.25. In scenario I, the most appropriate is the use of *multiple strategy* at 5.50 followed by *promise of forbearance* at 3.50. In scenario J, the highest mean rating is with the use of *multiple strategy* and *expression of regret* both at 3.75. In scenario K, the most appropriate is the use of *multiple strategy* at

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4.00 followed by *intensifiers of apology* at 3.75. In scenario L, the most appropriate is the use of *intensifiers of apology* at 5.00 followed by *multiple strategy* at 4.75. In scenario M, the highest mean rating is with the use of *intensifiers of apology* at 5.00 followed by use of *multiple strategy* at 4.50. In scenario N, the highest is *offer of apology* at 3.75. In scenario O, the highest mean rating is with the use of *multiple strategy* and *intensifiers of apology* both at 4.75. In scenario P, the most appropriate is the use of *intensifiers of apology* at 4.75 followed by *multiple strategy* at 4.00. In scenario Q, the most appropriate is the use of *intensifiers of apology* at 4.75 followed by *multiple strategy* at 4.25. In the last scenario, the most appropriate apology strategy going by the rating is the use of *intensifiers of apology* at 5.00 followed by *multiple strategy* at 4.00.

Table 4.6.38

Overall Appropriateness of Apology Strategies in Use

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Offer of apology (IFID)	Lecturer	17	2.74	.868	.211	2	5
	Student	17	3.62	.697	.169	2	5
	Total	34	3.18	.895	.154	2	5
Expression of regret	Lecturer	16	2.91	.935	.234	2	5
	Student	16	3.59	.880	.220	2	5
	Total	32	3.25	.959	.169	2	5
Request for forgiveness	Lecturer	13	2.77	.753	.209	2	5
	Student	13	3.50	.736	.204	2	5
	Total	26	3.13	.819	.161	2	5
Explanation of account	Lecturer	1	2.00	.	.	2	2
	Student	1	2.00	.	.	2	2
	Total	2	2.00	.000	.000	2	2
Expressing self-deficiency	Lecturer	2	3.50	.707	.500	3	4
	Student	2	3.25	.354	.250	3	4
	Total	4	3.38	.479	.239	3	4
Expressing lack of intent	Lecturer	2	2.75	.354	.250	3	3
	Student	2	2.25	.354	.250	2	3
	Total	4	2.50	.408	.204	2	3
Offering repair	Lecturer	3	3.50	.500	.289	3	4
	Student	3	3.00	.500	.289	3	4
	Total	6	3.25	.524	.214	3	4
Promise of forbearance	Lecturer	5	2.90	1.084	.485	2	5
	Student	5	3.20	.671	.300	3	4
	Total	10	3.05	.864	.273	2	5
Intensifiers of the apology	Lecturer	13	4.04	1.198	.332	2	5
	Student	13	4.04	1.145	.318	2	5
	Total	26	4.04	1.148	.225	2	5
Multiple strategy	Lecturer	18	4.81	.304	.072	4	5
	Student	18	3.61	.979	.231	2	5
	Total	36	4.21	.936	.156	2	5

Source: Field Data (2017)

On the basis of the results above, based on all the hypothesized situations, the highest mean appropriate rating according to the lecturer raters is *multiple strategy* followed closely by *intensifiers of the apology*. The student raters had their highest as *intensifiers of the apology*

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followed by *offer of apology* and *multiple strategy* respectively. The cumulative mean for the apology strategies that ranked the highest is *multiple strategy* with a mean of 4.2.1 followed by *intensifiers of the apology* with a mean of 4.04. This suggests that in the majority of situations the two apology categories are most sufficient and effective. They bear sufficient formality; express genuine regret and indebtedness to the offended party. The rest of the apology strategies have low mean values of less than 4.00.

ANOVA testing from table 4.6.39 (Appendix X) shows that cumulatively; considering all the scenarios, there is no statistically significant difference between the mean appropriateness ratings done by the lecturer raters and student raters with regard to the following apology strategies: *expressing self-deficiency, expressing lack of intent, offer of repair, promise of forbearance* and *intensifiers of the apology*. This is as a result of the high P values (P > 0.05). This means that though there were changes in scenario with changes in social status, gender and severity, the mean ratings by the two groups of raters showed no significant variance. It is worth noting that though comparison of apology ratings by student and lecturer raters was not part of the main objectives of the study, it brought a clearer picture of the absence of pragmatic strategies among the ESL undergraduate students since in some given instances for example Scenario H students rated highly the expression of regret strategy yet according to the lecturer raters, they were inappropriate since they sounded too casual and could not match the intensity of the offence (damaging a camera). They instead rated use of intensifiers as the most appropriate.

Table 4.6.40

Social Status and Appropriateness

	Low Status - Mean	Equal Status – Mean	High Status - Mean
A1	2.92	3.63	2.95
A2	2.75	3.75	3.35
A3	2.90	3.58	3.10
B	2.00	.	.
C1	.	.	.
C2	.	3.75	3.00
C3	.	.	.
C4	2.50	2.50	.
C5	.	3.00	3.38
D	3.00	3.25	2.88
E	.	.	.
F	4.81	3.45	4.00
G	.	.	.
H	.	.	.
I	4.50	3.92	4.21

Source: Field Data (2017)

Situations involving people of low social status were analyzed and the mean of the raters indicated as is evidenced in table 4.6.40. The low social status column indicates that the leading appropriate strategy is *F- Intensifiers of apology* for instance 'I'm very sorry' with a mean of 4.81. The second most appropriate is *I- multiple strategy* for example 'I'm sorry I got held up' with a mean of 4.50. The main reason was based on the issue that the low status individuals accord more respect on apologizing to high status individuals. Also, protocol in the Kenyan culture demands courtesy when addressing people of higher social classes. This is best achieved when using *intensifiers of apology and multiple strategy.*

Equal social status summarily indicates that the most appropriate strategy is *I- multiple strategy* with a mean of 3.92, *C2- expressing self-deficiency* and *A2- expression of regret* follow closely with mean of 3.75 with the other explicit expressions of apology close by: *A1-*

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offer of apology and *A3- request for forgiveness.* The main reason for the considerable rating could be as a result of the level of familiarity amongst the equal status individuals creating a mild respect level that would go with simple explicit apologies.

The most appropriate in terms of apology strategies for higher social status individuals apologizing to a low status is *I- multiple strategy* with a mean of 4.21 followed by *F- intensifiers of apology* with a mean of 4.00. Unexpectedly *Multiple strategy and intensifier of the apology* just as with people of low social status are the most appropriate.

From the findings, it is evident that formality levels are higher with people of low and high social status but becomes less formal with people of equal status. There is heavier rating on *I - multiple strategy* for example 'I'm sorry I will buy you another camera' in scenario I and *F- Intensifiers of apology* for example 'I'm very sorry' in scenario R with low and high social status category than the equal status group. The equal status people record more of the direct and simple category that is*, A1- offer of apology* for example 'I apologize'*, A2- expressing of regret* for example 'I'm sorry' and *A3- request for forgiveness* for example 'forgive me' as compared to the other two groups. This could imply that the Kenyan ESL students may be aware of the notion of face and their status together with their anticipated social roles more with the low and high social status individuals than with the equal status individuals.

Table 4.6.41

ANOVA Test for Social Status

		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	7.474	2	3.737	4.464	.015
Offer of apology (IFID)	Within Groups	54.408	65	.837		
	Total	61.882	67			
	Between Groups	11.200	2	5.600	6.234	.003
Expression of regret	Within Groups	54.800	61	.898		
	Total	66.000	63			
	Between Groups	3.541	2	1.771	2.141	.128
Request for forgiveness	Within Groups	40.517	49	.827		
	Total	44.058	51			
	Between Groups	1.125	1	1.125	2.455	.168
Expressing self-deficiency	Within Groups	2.750	6	.458		
	Total	3.875	7			
	Between Groups	.000	1	.000	.000	1.000
Expressing lack of intent	Within Groups	4.000	6	.667		
	Total	4.000	7			
	Between Groups	.375	1	.375	.968	.348
Offering repair	Within Groups	3.875	10	.388		
	Total	4.250	11			
	Between Groups	.575	2	.288	.240	.789
Promise of forbearance	Within Groups	20.375	17	1.199		
	Total	20.950	19			
	Between Groups	16.536	2	8.268	7.314	.002
Intensifiers of the apology	Within Groups	55.388	49	1.130		
	Total	71.923	51			
	Between Groups	4.083	2	2.042	1.962	.148
Multiple strategy	Within Groups	71.792	69	1.040		
	Total	75.875	71			

Source: Field Data (2017)

ANOVA test conducted indicate that there were no significant difference in the lecture and student appropriateness rating made by changes in social status for *request of apology, expression for forgiveness, expressing self-deficiency, expressing lack of intent, offer of forbearance,* and *multiple strategy.* All these apology strategy had all P-values that were more than 0.05. This means that whether the social status changed between low to high, equal

or high to low social status the variance is not significant. For instance *multiple strategy* (P >

0.05) as shown in the previous analysis, has the ability to be adopted anywhere as a formal

way of showing remorse about an incident and is seen to fit in most situations and in this case

shift with changes in social status.

Offer of apology, expression of regret and *intensifier of the apology* had significant difference

in the ratings with regard to change in social status given that (P < 0.05).   From earlier

analysis the low to high social status for example, has *intensifiers of the apology* as the most

appropriate and it is almost the same as those of high to low status. This however changes

with people of the same status whose appropriateness shifts to *expression of regret* or *offer of*

apology.

Table 4.6.42

Gender and Appropriateness

	Not Stated - Mean	Same Gender – Mean	Difference Gender - Mean
A1	3.17	3.29	3.05
A2	3.15	3.25	3.35
A3	2.75	3.10	3.56
B	.	2.00	.
C1	.	.	.
C2	3.75	.	3.00
C3	.	.	.
C4	.	2.50	2.50
C5	3.38	.	3.00
D	3.50	4.25	2.50
E	.	.	.
F	4.00	4.31	3.81
G	.	.	.
H	.	.	.
I	4.29	4.25	4.08

Source: Field Data (2017)

The variable of gender was seen under: same gender, unstated gender and different gender.

When gender was not specified *I- multiple strategy* for example 'I regret the action I did not

mean to hurt you' was the highest of all apology strategies with a mean of 4.29, followed by

F- intensifiers of apology for example 'I'm so sorry' with a mean of 4.00. Other significant ones were *C2- expressing of self-deficiency* for example 'I forgot' in scenario C and *D- promise for forbearance* for example 'I promise not to offend you again' in scenario A.

In same gender situations *F-intensifiers of apology* for example 'I'm truly sorry' was the most appropriate with a mean of 4.31 followed by *I- multiple strategy* for example 'I apologize I got held up' and *D- promise of forbearance* for example 'I promise not to repeat the act' in equal measure of 4.25. Same gender individuals tend to formalize their apology mostly because of respect between the two individuals.

The analysis for different gender indicated that *I- multiple strategy* was the appropriate of them all with a mean of 4.08, *F- intensifiers of apology* with a mean of 3.81 followed by *A3- request for forgiveness* with a mean of 3.56. The major interpretation of the statistics in this case indicates generally that the use of *intensifiers of apology* and *multiple strategy* are most appropriate in all genders.

Table 4.6.43

ANOVA Test on Gender

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.641	2	.320	.340	.713
	Within Groups	61.242	65	.942		
	Total	61.882	67			
Expression of regret	Between Groups	.400	2	.200	.186	.831
	Within Groups	65.600	61	1.075		
	Total	66.000	63			
Request for forgiveness	Between Groups	5.320	2	2.660	3.365	.043
	Within Groups	38.738	49	.791		
	Total	44.058	51			
Expressing self-deficiency	Between Groups	1.125	1	1.125	2.455	.168
	Within Groups	2.750	6	.458		
	Total	3.875	7			
Expressing lack of intent	Between Groups	.000	1	.000	.000	1.000
	Within Groups	4.000	6	.667		
	Total	4.000	7			
Offering repair	Between Groups	.375	1	.375	.968	.348
	Within Groups	3.875	10	.388		
	Total	4.250	11			
Promise of forbearance	Between Groups	10.200	2	5.100	8.065	.003
	Within Groups	10.750	17	.632		
	Total	20.950	19			
Intensifiers of the apology	Between Groups	2.048	2	1.024	.718	.493
	Within Groups	69.875	49	1.426		
	Total	71.923	51			
Multiple strategy	Between Groups	.583	2	.292	.267	.766
	Within Groups	75.292	69	1.091		
	Total	75.875	71			

Source: Field Data (2017)

Offer of apology, expression of regret, expressing self-deficiency, expressing lack of intent, offer of repair, intensifiers of the apology, and *multiple strategy* in ANOVA test showed no significant difference (P > 0.05) with change in gender. This implies that these apology strategies did not show much difference when gender was considered as a variable in the

apologetic situations. The ratings were closely clustered with changes in gender meaning that the usage of the strategies was not affected by gender changes.

Promise of forbearance and *request for forgiveness* (P < 0.05) are the only two apology strategies that showed significant difference in appropriate ratings when gender situations changed (same gender and different gender). In same gender situations, *promise of forbearance* was used significantly but for different gender situations, this strategy was not used at all. R*equest for forgiveness* was used mostly in different gender situations more than same gender ones. This creates significant impact on gender diversity.

Table 4.6.44

Severity of Offence and Appropriateness

	Low Severity - Mean	High Severity - Mean
A1	3.59	2.81
A2	3.67	2.71
A3	3.43	2.79
B	2.00	.
C1	.	.
C2	3.38	.
C3	.	.
C4	2.50	2.50
C5	3.50	3.13
D	3.25	2.92
E	.	.
F	3.05	4.66
G	.	.
H	.	.
I	4.03	4.39

Source: Field Data (2017)

Severity of offence was seen in two major ways: low and high severity of the incident. The statistics collected for severity indicated that low severity had the highest ratings on *I-*

multiple strategy as the appropriate strategy with a mean of 4.03 followed by *A2- expression of regret, A1- offer of apology* and *C5- offer of repair* in that order.

In high severity incidents, use of *F- Intensifiers of apologies* for example 'I am extremely sorry' in scenario R with a mean of 4.66 was the most appropriate. It was followed by *I- multiple strategy* for instance 'I apologize I did not mean to hurt you' in scenario H with a mean of 4.39. The two were considered to be the best for severity case based on the intensity of the problem. The more severe the problem is the more formal the apology is. Low severe cases match with more of the direct and simple categories; *A1- offer of apology, A2- expressing of regret* and *A3- request for forgiveness* as compared to the high severe ones that require of the intensifiers and other formal and lengthy strategies that match the offence .

The trend of apology in severity cases indicate a tendency for the more serious offences to elicit more formal and elaborate apology strategies whereas the low severity ones elicited the brief, simple and informal ones for instance 'I'm very sorry, I promise not to repeat the act' was common in high severity situations than in less severe ones. The use of 'I apologize' was common in less severe scenarios.

Table 4.6.45

ANOVA Test on Severity of Offence

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	10.525	1	10.525	13.525	.000
	Within Groups	51.358	66	.778		
	Total	61.882	67			
Expression of regret	Between Groups	14.286	1	14.286	17.127	.000
	Within Groups	51.714	62	.834		
	Total	66.000	63			
Request for forgiveness	Between Groups	5.242	1	5.242	6.753	.012
	Within Groups	38.815	50	.776		
	Total	44.058	51			
Expressing lack of intent	Between Groups	.000	1	.000	.000	1.000
	Within Groups	4.000	6	.667		
	Total	4.000	7			
Offering repair	Between Groups	.375	1	.375	.968	.348
	Within Groups	3.875	10	.388		
	Total	4.250	11			
Promise of forbearance	Between Groups	.533	1	.533	.470	.502
	Within Groups	20.417	18	1.134		
	Total	20.950	19			
Intensifiers of the apology	Between Groups	31.754	1	31.754	39.526	.000
	Within Groups	40.169	50	.803		
	Total	71.923	51			
Multiple strategy	Between Groups	2.347	1	2.347	2.235	.139
	Within Groups	73.528	70	1.050		
	Total	75.875	71			

Source: Field Data (2017)

The ANOVA analysis depicted there was no significant differences in the rating of the following strategies with diversity in severity: *expressing lack of intent, offering repair, promise of forbearance* and *multiple strategy* since all the P – Values > 0.05. This implies that use of each of those strategies do not change significantly with changes of severity situations (low severity and high severity).

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Offer of apology, expressing of regret, request for forgiveness and *intensifiers of the apology* are those apology strategies that showed significant differences when severity of offence changed. This is as a result of the low P values (P < 0.05). This implies that they were varied ratings on the use of the strategies with a shift of severity level. For instance from the previous analysis on severity, *intensifiers of the apology* was rated highly in high severity cases and on the other hand *offer of apology, expressing regret* and *request for forgiveness* were rated highly in low severity cases.

To conclude on the choice of apology strategies going with the different socially differentiated situations and the appropriateness ratings by the student and lecturer lectures, it is evident that in most scenarios, the respondents and the raters considered politeness as a variable. This is in line with linguistic politeness strategies as proposed by Brown & Levinson (1987). Apologies were used as to attempt to save face after an offence was made.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the key findings of the research. It bears the overall summary of findings, conclusions and recommendations based on the research objectives.

5.2 Summary of Findings

Following is a summary of the findings of the study per objective.

5.2.1 Preferred Category of Apologies among Undergraduate ESL Students

From the findings of the apology strategies used by Kenyan ESL students of the University of Kabianga, it should be noted that language users use varied apology strategies in specific situations and relationships. This view lends support to the views by Demeter (2006), Murad (2012), Salehi (2014), Shardakova (2005), Tahir & Summiya (2014) among others who contend that apology strategies are used contextually which implies a case of situation specificity. In this study for example, intensifiers of apology were mostly used in high severity cases where they served to emphasize regret for the offence made and draw acceptance of the apology from the offended party. It was also clear some apology strategies were used with higher frequencies than others. Apart from standalone strategies, the student respondents in many instances used a combination of more than one strategy; for example an *offer of apology* along with *promise of forbearance*.

On the basis of the findings *I- multiple strategy* was the highest preferred strategy overall representing 39.3% of the whole. An overwhelming majority of studies just like in this study established that most apologies in use were combinations rather than standalone strategies.

This include Obeng's (1999) study on the Akan speakers, Salehi's (2014) study on Iranian speakers, Vollmer's and Olstain's (1989) study on German speakers, among others. However, other studies established that the use of combinations during apologies do not occur in very high frequencies as compared to the stand alone ones. An example is Holme's (1990) study which indicated that a half of the apologies in use were combinations and the other half standalone strategies. Preferences for combinations with categories that imply acknowledgment of responsibility were higher in this study. Similarly, studies by Salehi (2014), Vollmer and Olstain (1989) agree to that. This is opposed to studies by Demeter (2000), Deutschmann (2003) whose combinations imply denying responsibility.

Offer of apology at 10.9% was the second highest used with other standalone apology strategies used considerably including *F- intensifiers of the apology* at 9.9%, *A2- expression of regret* at 9.6%, *A3- request of forgiveness* at 7.2% and *D- promise of forbearance* at 5.0%. The high use of the explicit expressions is in line with and Al Sobh's (2013) study on Arab native speakers, Bergman's and Kasper's (1993) findings on speakers of Thai and American English speakers, Holme's (1990) study on New Zealand English among others.

The results on preference indicated that other apology categories as standalone strategies were either not used at all or used in mildly. This strategies included *C4- lack of intent, C5- offer repair/ redness, C2- expressing self-deficiency, B- explanation/ account, E- Attacking complainer, C3- Recognize hearer as entitled to an apology* and *G- avoiding apology* in that descending order. In this case, non-use or mild use of the strategies could imply that the Kenyan learners of English lacked the knowledge in using the strategies in specific contexts or even encountered difficulties in using them. They may as well have lacked proper interpretation of the apologetic situations.

5.2.2 Social Status and gender on Choice of Apology

Table 5.2.2

Social Status and Apology Strategies

Tool Used	Low-High Status	Equal Status	High-Low Status
Questionnaires	*Multiple strategy*	*Multiple strategy*	*Multiple strategy*
Interview	*Intensifiers of the apology*	*Multiple strategy*	*Multiple strategy*
Observation	*Intensifiers of the apology*	*Expression of regret*	*Expression of regret*

Source: Field Data (2017)

Social variables of social status influenced the choice of apology strategies among the undergraduate ESL students of the University of Kabianga in varying degrees. The findings in table 5.2.2 above show performances in the use of apology strategies with the different cadres of social standings. With the questionnaires, social status does not in any way bring a variation in apology usage since most of the respondents used the *multiple strategy*. Although findings from the interview indicate use of *multiple strategy* with the equal and high to low status individuals, there was a shift to *intensifiers of the apology* with the low to high status individuals. This could be attributed to the strength of intensification to show remorse when dealing with a person of a higher social status (Ugla & Abidin, 2016). According to the observation schedule, explicit expressions were the most frequently used with individuals of equal status and those of high to low social status. This was in the use of *expression of regret*. The respondents preferred the use of *intensifiers of the apology* when the offenders were of low social class making apologies to individuals of high social status. This, as previously suggested would mean that respondents portrayed inability to express themselves instantaneously given the circumstances hence going for the simple forms evidenced in the expression of regret for instance 'I am sorry.' Use of intensification as argued previously

would suggest that low social class offenders acknowledged the superiority status of the hearers.

The effect of social status on apology choices was also established in other studies. The choice of apology strategies was different depending on whether the offenders are apologizing to a professor, a classmate, a teacher, a close friend, or a stranger. Observing the hierarchy factor, they made use of different strategies in a variety of social contexts implying that apology strategies are situation specific. Such studies included Al Sobh's (2013) in which the Arab native speakers used intensification with high status individuals and less formal with the equal and low status individuals. The results also corroborate those of Ameer (2013), Fareek (2014), Fehr, Gelfand and Nag (2010) and Okimoto et al. (2013) among others. However, in other studies, apology strategies were used regardless of social status. This includes Kashkouli and Eslamirasekh's (2013) study on Iranian language users.

Table 5.2.3

Gender and Apology Preference

Tool Used	Same Gender	Different gender
Questionnaires	*Multiple strategy*	*Multiple strategy*
Interview	*Multiple strategy*	*Multiple strategy*
Observation	*Expression of regret*	*Expression of regret*

Source: Field Data (2017)

With respect to gender, the table above shows that the choice of apology strategies did not vary at all from the questionnaire and interview data. The respondents preferred the use of *multiple strategy* in both cases; same gender and different gender situations. The use of *expression of regret* was however seen in observation schedules. It can be concluded

therefore that gender is not a variable in the choice of apology strategies by Kenyan ESL learners.

The similarities in apology strategies were more prevalent than the differences. The reason of similarity in the use of apology strategies by the respondents could be as a result of their linguistic homogeneity. It could also suggest that the Kenyan learners of English lacked knowledge of other apology strategies to use in the given circumstances. This finding on similarity of apology usage along gender considerations was consistent with those of Muhammed (2006), Mustafa (2015), Tahir (2014) among others whose respondents exhibited no differences in apology usage under the gender condition. On the other hand studies that established prevalence of apology differences along gender lines include Baitaney & Baitaney's (2008), Chang's (2008), Engel's (2001), Humei's (2013), Schuman's and Boss' (2010) among others.

Despite the widely held stereotype that women apologize differently than men, this study established that there is no statistically significant differences between the males' and females' expressions of apologies in the eighteen hypothesized situations in the DCT questionnaires, interview and observation schedules. The findings also bring about the manifestation of oral behavior in real life situations where respondents use direct and explicit apology strategies which are likely to lead to minimization of the act of offence and show of irresponsibility by the offenders (discussions in chapter 4).

5.2.3 Severity of Offence on the Choice of Apology

Table 5.2.4

Severity of Offence and Apology strategies

Tool Used	Low Severity	High severity
Questionnaires	*Multiple strategy*	*Multiple strategy*
Interview	*Multiple strategy*	*Multiple strategy*
Observation	*Offer of apology*	*Intensifiers of the apology*

Source: Field Data (2017)

The contextual variable of severity of offence influenced the choice of apology strategies among the undergraduate ESL students of the University of Kabianga in varying degrees. From the table above the use of the apology category, *multiple strategy* was the highest preferred from data findings in the interview schedule and questionnaires irrespective of the severity levels. In the real conversational settings (from observation), in low severity situations just like in the high severity ones the respondents mostly used explicit expressions (*offer of apology and intensifiers of the apology*). However, the high usage of similar apology strategies in highly and lowly severe situations for instance the use implicit apologies could be as a result of limited exposure of apology strategies in the target language context.

Findings of previously made studies have also established that respondents were aware of the adequate apology strategies to use with respect to the contextual constraint of severity of offence. These include Park's (2010) study on Korean ESL students, Schumann's et al (2010) gender studies on apology, Thijittang's (2010) research with Thai students, Ugla & Abidin (2016) research on Iraqi EFL students among others.

5.2.4 Appropriateness of Apology Strategies

Table 5.2.5

Appropriateness of Apology Strategies

	No Gender Specific		Same Gender		Different Gender	
	Low severity	High severity	Low severity	High severity	Low severity	High severity
High social Status	I- Multiple strategy	I- Multiple strategy	A2- Expression of regret	F- Intensifier of the apology	I- Multiple strategy & A2- Expression of regret	F- Intensifier of the apology
Equal status	A1- offer of apology & A2 Expression of regret	F-Intensifier of the apology	D- Promise of forbearance	F- Intensifier of the apology	A1- offer of apology, A2 Expression of regret & A3 request of forgiveness	I- Multiple strategy
Low Social Status	F- Intensifier of the apology	F- Intensifier of the apology	I- Multiple strategy	F- Intensifier of the apology	I- Multiple strategy	F- Intensifier of the apology

Source: Field Data (2017)

Going by how credible and adequate apology strategies were in the given scenarios, appropriateness levels were arrived at by the student and lecturer raters. The summary table on appropriateness of apologies above indicates a general pattern that of all the apology strategies in use, *F- intensifiers of the apology* and *I- multiple strategy* were rated highly with regard to appropriateness in the different scenarios. They were rated highly with people of all social status irrespective of gender. They were also rated highly in all levels of severity conditions. This is because, according to the raters, the combinations offer long and elaborate apologies which are deemed adequate in minimizing the offence made and are likely to make the apologies acceptable. Intensification on the other hand could indicate sincere and genuine regret by the offender and matches with the different social and contextual constraints. This

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observation is in tandem with (Holmes, 1990) who suggests that the strategies are used formally as a way of addressing people and are likely to regain confidence between the offender and the offended.

It is also worth noting that explicit expressions of apology were rated considerably in use in the scenarios. These include of *A1 - offer of apology, A2 - expression of regret and A3 - request of forgiveness*. They were rated highly in equal and high social status offenders and in low severity conditions. These are simple, short and direct expressions that not only express remorse and regret of offence done but also express the offender's indebtedness to the offended party. According to Brown & Levinson (1987), the explicit expressions are adequate since "face" is not so much minded; in cases of non- severe offenses, the speakers need not worry about 'losing face' when offering apologies. Absent in the summary table on the appropriate apology categories are those standalone apology strategies that the raters felt would not be adequate and effective in the given scenarios. These include: *B- explanation/ account, C4- lack of intent, C5- offer repair/ redness, C2- expressing self-deficiency, D- Promise of forbearance , E- Attacking complainer, C3- Recognize hearer as entitled to an apology, G- avoiding apology* and *H- non-verbal strategy*. In almost all the cases, the raters felt that as stand-alone strategies they were too casual, brief and lacked sense of responsibility on the part of the offenders.

5.2 Conclusions

The main findings going by the numerous apologies used by the respondents indicate that Kenyan ESL University of Kabianga students have a typically polite culture. This is in line with Brown and Levinson's (1987) principle of linguistic politeness theory. They are sensitive to wrong doings thus they use politeness strategy to save face by shortening the

social distance and minimizing the offence. It is largely evident also that there exists a wide range of apology formulae that go with different apologetic situations. Moreover, there was wide usage of combinations of apologies as opposed to the standalone strategies.

The interplay between oral language in naturally occurring situations (findings from observations) and controlled contexts (findings from the DCT questionnaire and interview schedule) was clearly seen too. In the questionnaires and interview, the respondents were more cautious in using formal and complex linguistic structures but in real life situations (as observed) they chose simple apologetic utterances; for example 'forgive me', 'I'm sorry.' This could suggest that the participants when filling the questionnaires and when being interviewed adopted what they thought they would say or what they thought the researcher would want said as opposed to a record of what they would say in natural speech patterns.

5.2.1 Preferred Category of Apologies among Undergraduate ESL Students

The overall most preferred apology strategy among undergraduate ESL students of the University of Kabianga is the use of *multiple strategy* followed by *intensifier of the apology*. It is worth noting however that in controlled hypothesized situations as seen in the questionnaire and interview scenarios, language is highly decontextualized and the respondents used formal, complex and more polite forms to apologize. On the other hand, in real life situations; face to face situations language users chose less formal and more direct linguistic expressions. This is likely to be attributed to the manifestation of oral behavior where language users are casual in approach and the fact that observations are typically uncontrolled situations that happen instantaneously; produced in real time. It may also suggest the inability by language users to use appropriate apology strategies in target language context.

5.2.2 Social Status and gender on Choice of Apology

Social variables of social status and gender influenced the choice of apology strategies among the undergraduate ESL students of the University of Kabianga in varying degrees. For instance, the offended in the low to high social status category attracted greatly use of *intensifier of the apology* and use of *multiple strategy.* In the equal status category, explicit expressions of apology was mostly preferred for instance the use of *offer of apology* and *expression of regret.* However, the variants seen in the apology patterns in the social status divisions could imply that the students have not been trained on how to apologize with people of high, equal and low status. With the variable of gender, there were no statistically significant differences between the males' and females' expressions of apologies. For instance, in DCT questionnaire and interview schedule, *multiple strategy* was used greatly irrespective of gender. In the observations, *expression of regret* was greatly used irrespective of gender.

5.2.3 Severity of offence on Choice of Apology

The contextual variable of severity of offence influenced the choice of apology strategies among the undergraduate ESL students of the University of Kabianga in varying degrees. The respondents used varied apology strategies going by the degree of severity involved. This is in line with Brown and Levinson's (1987) politeness theory with the idea of face saving. For instance, the respondents used a lot of *intensifiers of the apology* in the high severity cases and *offer of apology* in low severity cases in real life; face to face situations.

5.2.4 Appropriateness of Apology Strategies

On appropriateness levels, apology strategies were rated differently owing to their credibility and adequacy in the given scenarios. It was generally agreed, going by the results, that

intensifier of the apology and *multiple strategy* were the most appropriate apology categories in the different scenarios. The two categories supposedly bear sufficient formality, adequate intensification, and structurally are long enough to express genuine remorse with the results being likely to make the apologies acceptable.

5.4 Recommendations

The study explored the pragmatic strategies of Kenyan English language users specifically the speech act of apology by ESL students of the University of Kabianga. Following are general recommendations.

i. It is recommended that Kenyan ESL students' awareness and understanding of cultural differences in languages be raised especially in the English language since sociolinguistic variations are related to culture. This is as a result of the differences in the respondents' choice of apology strategies in different social contexts (social status, gender, severity of offence). The limited apology patterns in use in certain contexts could also imply that the respondents exhibit lack of L2 English pragmatic ability.

ii. It is recommended that Kenyan English as Second Language instructors be made aware of the importance of not only the acquisition of linguistic knowledge among language learners but also the sociolinguistic and pragmatic knowledge of the target language.

5.4.1 Policy Recommendations

Following the findings of this research, there is need to make the following policy recommendations with a view of suggesting solutions to alleviate the problems discovered with the ESL students in the production of the speech act of apology.

    i.   With regards to the preferred apology strategies by the ESL students, it is evident from the findings that the use of multiple strategies and intensifiers were the most preferred leaving out other appropriate apology patterns. This could imply that Kenyan ESL learners lack the pragmatic competence in using language forms in specific context in the target language culture. For instance irrespective of social status and gender the respondents immensely preferred multiple apologies. It is recommended that instructors of language expose students to different apology patterns available in the target language so that they establish different meanings of apologies based on situational contexts.

    ii.   It is recommended therefore that different contextual variables be incorporated in activities requiring apologies by ESL learners in order to enhance their acquisition of pragmatic competence. For instance, there should be a series of activities that expose learners to usage of language in context and by so doing embracing a pragmatically- informed approach that emphasizes on acquisition of pragmatic competence.

    iii.   Together with the students' awareness and understanding of apology usage in context, it is recommended that language instructors also raise awareness on the issue of appropriateness. Whereas the apologies are varied, the usage should be determined by how credible and adequate they are in context.

iv. It is also a recommendation that existing English language syllabus and teacher education programs be revised in such a way that the syllabus includes the teaching of pragmatic competence to ESL students. This will ensure that all instructors of language not only understand the importance of pragmatics in language learning but also come up with the adequate activities to be included in the perception- teaching approach to language learning. In Kenyan training institutions of language teachers and other instructors, pedagogy has mostly focused on such grammatical areas as phonetics, semantics, syntax, phonology at the expense of pragmatic competence. This suggestion is for the most important reason that the desired pragmatic competence will only be possible when the language instructors not only synthesize the gap but prepare themselves for the implementation.

5.4.2 Recommendations for Further Research

Although the research yielded answers to the research questions specified in the first chapter, there are suggestions on areas of further research especially going by the limitations involved that could be fertile grounds in the area of pragmatics.

i. The present study only investigated language users' pragmatic competence in the production of the speech act of apology among ESL students. It is recommend that an investigation be made on pragmatic competence along other speech acts for a more conclusive and authentic view on the language users' pragmatic competence. For instance, there should be research on the influence of social variables of age, social distance among other speech acts on the production and perception of apologies.

ii.   Data in this research was collected from participants from only one University (The University of Kabianga). Probably results could be different with different groups of informants for there could be other variables that are not necessarily social that bring about a difference in language production and perception. Moreover, it would be interesting to establish pragmatic competence conducted with other participants in non - academic oriented spheres.

iii.   This study focused on the production of apology strategies and more so the apology appropriateness ratings were done by raters outside the apologetic situations. A suggestion for further research on apology perceptions by the offended party would be interesting. These would be standpoints from the afflicted parties themselves and therefore they are likely to bring in another interesting piece of knowledge; whether the apologies were acceptable or not. This would make the studies on apologies more authentic and realistic.

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APPENDIX I: PRELIMINARY (DEMOGRAPHIC QUESTIONNARE)

Please take your time answering the following questions, and be as honest as possible.

1. Gender: (Check appropriate option) Female   ( )   Male ( )

2. Student year of study (check appropriately). 1st Year ( ) 2nd Year ( ) 3rd Year ( ) 4th Year ( )

3. Age: (Check)   19-21   ( )   22-24   ( )   25+   ( )

4. What language do you consider to be your native language?

_____

5.   You are taking English language as: (circle one)

       A native language   A foreign language   A second language

       Other (please specify) _____

6.   For how long have you been studying English and in which institutions?

       Years [ ]   Institution [ ]

APPENDIX II: DISCOURSE COMPLETION TASK (DCT)

The following survey is about forms of apologies. This is how it works. You will be given several scenarios. For each scenario, decide what you would say. Your answer should be authentic, meaning that you should write what you would actually say, rather than trying to stick to particular norms!

The information solicited will be treated with confidentiality. Thank you for participating!

Scenario A:

You are a student at the University; write the apologies that you would make to your lecturer of English for having missed the previous lesson.

_____

_____

Scenario B:

You are a student at the University; you were assigned to do an assignment with your classmate (different gender) but you arrived 15 minutes late. Your classmate is upset. What would you say to him/her?

_____

_____

Scenario C:

You meet with your fellow student early in the morning when entering class. Make an apology for forgetting to bring his/her textbook.

_____

_____

Scenario D:

You both attend the same class (same gender). After class you approach your classmate and borrow his/her pen promising to return it before 8pm. You do not keep your word. What would you say?

_____

_____

Scenario E:

A student enters the library lounge; this is where his/her discussion group meets. The instructor of the discussion group is a student librarian (equal gender). The student is late for the discussion because she/he missed the morning bus. What does she/he say?

Scenario F:

A student enters the library lounge; this is where his/her discussion group meets. The student steps on the librarian's foot (different gender). What does he/she say?

_____

_____

Scenario G:

You are a student leader you delayed in giving students feedback on their request to the university management to visit Kenyatta University language laboratory. How do you apologize?

_____

_____

Scenario H:

While in the field; you stepped on the foot of your soccer team mate resulting into hospitalization. How do you apologize?

_____

_____

Scenario I:

As chair person of the drama group in the university, you accidentally damaged a camera belonging to a first year student, who newly joined the club. What do you tell him/her?

_____

_____

Scenario J:

You are a fourth year student, and had promised to help a first year student (different gender) to do her/his English assignment and forgot. How do you apologize?

_____

_____

Scenario K:

By mistake, you damage your classmate's (different gender) I Phone. He/she is so upset about it. You feel sorry about it, what would she tell him/her?

_____

_____

Scenario L:

While you were playing darts with your college colleague (same gender) you accidentally injured him/her resulting into hospitalization. How do you apologize?

_____

_____

Scenario M:

While rushing to pick your examination card on time, you ran and bumped into your supervisor who was waiting on the corner, knocking him/her down leading to an injury. How do you apologize?

_____

_____

Scenario N:

You are the student representative in one of the institutes in the university; one of your junior colleagues (same gender) asked you for some input on a presentation she/he is making on the next meeting but you got held up in traffic and could not help. You saw the junior colleague waiting for you in front of your office when you returned there. What do you tell him/her?

_____

_____

Scenario O:

You are a senior university student on work study; you had promised to forward the name of a first year student (same gender) for consideration to be included in the next holiday work assignment. You did not do that and hence he/she missed the assignment. How do you apologize?

_____

_____

Scenario P:

You are a senior student leader who forgot to give a lost and found exam card to a fresher student (different gender) hence she missed to do his/her exams. How do you apologize?

_____

_____

Scenario Q

As a first year student you forgot to inform the members of your class of a scheduled meeting with the University students' officials. The chairperson of the student union arrived and found no one present for the meeting. How do you apologize to him/her?

_____

_____

Scenario R

You are a class representative and a lecturer (same gender) had asked you to propose names of students who would attend a research workshop. You forgot to do so and they missed the workshop. How do you apologize to him/her?

_____

_____

Thank you for your time.

APPENDIX III: INTERVIEW SCHEDULE

The purpose of this interview schedule is to get your views on the speech act of apology. The information you give will be treated confidentially.

<u>Apology</u>

1.1 Why do you apologize?

1.2 How would you apologize in the following social situation?

    i.   Higher social status than you for example to your lecturer?

    ii.   Equal status like to your classmate?

    iii.   Low status for example to a student in a junior class?

1.3 How would you apologize in the different levels of severity?

    i.   High severe offence like breaking an expensive mobile?

    ii.   Low severe offence like stepping on someone's foot?

1.4 How would you apologize in the following forms of gender?

    i.   Same gender?

    ii.   Different gender?

1.5 Do you think apologies are culture specific? How?

1.6 How would you apologize amongst the following?

    i.   Younger people?

    ii.   Same aged people?

    iii.   Elderly?

1.7 Where is it preferable to make an apology? Why?

1.8 How is it preferable to apologize – to apologize alone or accompanied by a third party? Why?

Thank you for your time.

APPENDIX IV: INTERVIEW FREQUENCY TABLES

Table 4.3.2

High Social Status to Low Social Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1- Offer of Apology (IFID)	4	16.0	16.0	16.0
	D- Promise of Forbearance	1	4.0	4.0	20.0
	E- Attacking the Complainer	1	4.0	4.0	24.0
	F- Intensifiers of the Apology	3	12.0	12.0	36.0
	I- Multiple Strategy	9	36.0	36.0	72.0
	A2- Expression of Regret	3	12.0	12.0	84.0
	B- Explanation	1	4.0	4.0	88.0
	C4- Expressing Lack of Intent	1	4.0	4.0	92.0
	C5- Offering Repair	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.3.4

Equal Social Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1- Offer of Apology (IFID)	4	16.0	16.0	16.0
	E- Attacking the Complainer	1	4.0	4.0	20.0
	F- Intensifiers of the Apology	2	8.0	8.0	28.0
	I- Multiple Strategy	11	44.0	44.0	72.0
	A2- Expression of Regret	3	12.0	12.0	84.0
	A3- Request for Forgiveness	1	4.0	4.0	88.0
	C1- Accepting the Blame	1	4.0	4.0	92.0
	C3- Recognizing hearer as Deserving Apology	1	4.0	4.0	96.0
	C4- Expressing Lack of Intent	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.3.6

Low Social Status to High Social Status

	Apology strategy	Frequency	Percent	Valid Percent	Cumulative Percent
	A1- Offer of Apology (IFID)	6	24.0	24.0	24.0
	E- Attacking the Complainer	1	4.0	4.0	28.0
	F- Intensifiers of the Apology	11	44.0	44.0	72.0
Valid	I- Multiple Strategy	4	16.0	16.0	88.0
	A2- Expression of Regret	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.4.2

Same Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1- Offer of Apology (IFID)	5	20.0	20.0	20.0
	D- Promise of Forbearance	1	4.0	4.0	24.0
	F- Intensifiers of the Apology	4	16.0	16.0	40.0
Valid	I- Multiple Strategy	10	40.0	40.0	80.0
	A2- Expression of Regret	3	12.0	12.0	92.0
	A3- Request for Forgiveness	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.4.4

Different Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	A1- Offer of Apology (IFID)	5	20.0	20.0	20.0
	F- Intensifiers of the Apology	1	4.0	4.0	24.0
	I- Multiple Strategy	11	44.0	44.0	68.0
Valid	A2- Expression of Regret	5	20.0	20.0	88.0
	A3- Request for Forgiveness	2	8.0	8.0	96.0
	C4- Expressing Lack of Intent	1	4.0	4.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.5.2

High Severity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1- Offer of Apology (IFID)	3	12.0	12.0	12.0
	D- Promise of Forbearance	1	4.0	4.0	16.0
	F- Intensifiers of the Apology	6	24.0	24.0	40.0
	I- Multiple Strategy	8	32.0	32.0	72.0
	A2- Expression of Regret	3	12.0	12.0	84.0
	A3- Request for Forgiveness	2	8.0	8.0	92.0
	C2- Expressing Self-Deficiency	1	4.0	4.0	96.0
	C3- Recognizing hearer as Deserving Apology	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

Table 4.5.4

Low Severity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1- Offer of Apology (IFID)	5	20.0	20.0	20.0
	E- Attacking the Complainer	1	4.0	4.0	24.0
	F- Intensifiers of the Apology	2	8.0	8.0	32.0
	I- Multiple Strategy	9	36.0	36.0	68.0
	A2- Expression of Regret	4	16.0	16.0	84.0
	A3- Request for Forgiveness	2	8.0	8.0	92.0
	C3- Recognizing hearer as Deserving Apology	1	4.0	4.0	96.0
	C4- Expressing Lack of Intent	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Source: Field Data (2017)

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APPENDIX V: OBSERVATION SCHEDULE

Influence of social variables on choice of apology strategies

No	Details – offence type, strategies used/type	Social status	Gender	Severity of offence
1				
2				
3				
4				
5				

APPENDIX VI: SUMMARY OF FINDINGS (OBSERVATION SCHEDULE)

1. **LOW – HIGH SOCIAL STATUS (12)**
   - 5 respondents – Code 12 (Intensifiers)
   - 3 respondents – Code 5 (Acknowledgement of responsibility)
   - 2 respondents – Code 10 (Promise of forbearance)
   - 1 respondent – Code 4 (Explanation)
   - 1 respondent – Code 15 (Multiple)

2. **HIGH – LOW SOCIAL STATUS (12)**
   - 10 respondents – Code 2 (An expression of regret)
   - 1 respondent – Code 4 (Explanation)
   - 1 respondent – Code 11 (Attacking the complainer)

3. **EQUAL SOCIAL STATUS (12)**
   - 6 respondents – Code 2 (An expression of regret)
   - 4 respondents – Code 3 (A request of forgiveness)
   - 2 respondents – Code 1 (Explicit expression of apology)

4. **SAME GENDER (8)**
   - 4 respondents – Code 2 (An expression of regret)
   - 2 respondents – Code 1 (Explicit expression of apology)
   - 1 respondent – Code 3 (A request for forgiveness)
   - 1 respondent – Code 15 (Multiple)

6. **DIFFERENT GENDER (8)**
   - 3 respondents – Code 1 (Explicit expression of apology)
   - 2 respondents – Code 2 (An expression of regret)
   - 2 respondent – Code 3 (A request for forgiveness)
   - 1 respondent – Code 12 (Intensifiers)

7. **LOW SEVERITY (10)**
   - 7 respondents – Code 1 (Explicit expression of apology)
   - 2 respondent – Code 3 (A request for forgiveness)
   - 1 respondent – Code 2 (An expression of regret)

8. **HIGH SEVERITY (10)**
   - 8 respondents – Code 12 (Intensifiers)
   - 2 respondents – Code 15 (Multiple)

APPENDIX VII: SUMMARY OF APOLOGY STRATEGIES PER SCENARIO

	Scenarios																		Sum	%	Rank
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	Sum	%	Rank
A1	36	24	19	27	18	14	40	22	17	10	18	17	20	13	20	23	22	14	374	10.9%	2
A2	12	35	17	18	11	31	21	14	13	19	8	17	14	27	20	14	17	21	329	9.6%	4
A3	9	19	9	15	12	23	11	14	15	14	9	13	18	17	16	13	10	11	248	7.2%	5
B	7	9	5	9	19	4	2	2	2	5	0	0	6	11	7	4	0	4	96	2.8%	10
C1	0	2	6	2	4	1	2	8	2	4	4	1	4	2	6	9	9	5	71	2.1%	11
C2	1	1	13	14	3	3	8	4	2	17	2	3	3	3	6	9	6	3	101	2.9%	9
C3	0	0	1	2	0	2	4	2	2	5	2	4	5	3	4	3	2	0	41	1.2%	13
C4	2	8	8	5	7	15	3	10	8	9	13	15	7	9	13	12	2	4	150	4.4%	7
C5	3	3	3	7	4	4	11	4	18	4	17	5	4	4	2	9	4	3	109	3.2%	8
D	6	11	8	18	8	9	6	9	25	10	14	5	5	2	11	7	12	4	170	5.0%	6
E	0	2	7	5	0	4	4	0	3	6	1	5	2	1	2	4	4	1	51	1.5%	12
F	17	12	12	7	10	12	12	24	7	4	15	26	27	11	16	19	41	66	338	9.9%	3
G	.	.	.	1	.	.	1	.	1	1	.	.	.	.	1	.	.	.	5	0.1%	14
H	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0.0%	15
I	98	65	83	61	95	69	66	78	78	83	88	80	76	78	67	65	62	55	1347	39.3%	1

Source: Field Data (2017)

Scenario A – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgment of responsibility and expression of regret.
1			√			Fair match to the offended person's social class – higher
12				√		Adequately appropriate in the level of politeness and formality
2			√			Fair match to the offended person's social class – higher
3			√			Fair match to the offended person's social class – higher

Scenario A – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15				√		Adequately expresses apology with weight that matches the offended person's social status – higher
1		√				Too brief for the situation
12				√		Adequately appropriate in the level of politeness and formality
2		√				Too brief for the situation
3		√				Too brief for the situation

Scenario B – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect expression of apology, expressing lack of intent/explanation
2					√	Appropriately informal
1					√	Appropriately informal
3					√	Appropriately informal
12		√				The offence was less serious to warrant use of intensifiers

Scenario B – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect expression of apology, expressing lack of intent/explanation
2				√		Good level of formality
1				√		Good level of formality
3				√		Good level of formality
12		√				The offence was less serious to warrant use of intensifiers

Scenario C – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect expression of apology, expressing lack of intent/explanation
1				√		Good level of formality
2				√		Good level of formality
6				√		Good expression of lack of intent
12		√				The offence was less serious to warrant use of intensifiers

Scenario C – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15				√		Good expression of apology, expressing lack of intent/explanation
1				√		Good level of formality
2				√		Good level of formality
6				√		Good expression of lack of intent
12		√				The offence was less serious to warrant use of intensifiers

Scenario D – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15				√		Good expression of apology, offering repair/explanation
1					√	Perfect expression of apology
10					√	Appropriate promise of forbearance
2				√		Adequate expression of regret
3		√				Not very important. Sounds too casual

Scenario D – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect expression of apology, offering repair/explanation
1				√		Good level of formality
10				√		Good promise of forbearance
2				√		Good level of formality
3				√		Good level of formality

Scenario E – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgment of responsibility and expression of regret that matches the offended person's social status
4		√				Sounds rude by giving an excuse of the offence
1		√				Too informal for the offended person's higher status
3		√				Too informal for the offended person's higher status
2		√				Too informal for the offended person's higher status

Scenario E – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgment of responsibility and expression of regret that matches the offended person's social status
4		√				Too casual. Should have acknowledged responsibility
1			√			Fair expression of apology
3			√			Fair expression of apology
2			√			Fair expression of apology

Scenario F – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect apology. Gives weight for the offence made
2		√				Does not match the offended person's social status
3			√			Fair expression of apology
8			√			Fair expression of lack of intent though sounds rude
1		√				Does not match the offended person's social status

Scenario F – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect apology. Gives weight for the offence made
2			√			Fair expression of apology
3		√				Sounds informal
8		√				Sounds informal
1			√			Fair expression of apology

Scenario G – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/explanation/promise of forbearance/offer of apology
1		√				Too brief to warrant the situation
2		√				Too brief to warrant the situation
12					√	Perfect apology. Gives weight for the offence made
9				√		Adequate offer of redress

Scenario G – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/explanation/promise of forbearance/offer of apology
1		√				Sounds casual
2		√				Sounds casual
12				√		Good. Gives strength of a genuine regret
9				√		Adequate offer of redress

Scenario H – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/promise of forbearance
12					√	Gives weight to the seriousness of the offence
1		√				Too casual for the great severity of offence
2		√				Too casual for the great severity of offence
3		√				Too casual for the great severity of offence

Scenario H – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/promise of forbearance
12					√	Gives weight to the seriousness of the offence
1		√				Does not match the intensity of the offence. Too casual
2		√				Does not match the intensity of the offence. Too casual
3		√				Does not match the intensity of the offence. Too casual

Scenario I – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Excellent and effective apology strategy for the situation
10				√		Good promise of forbearance
9			√			Fair expression offering repair
1		√				Too casual for the great severity of offence
3		√				Too casual for the great severity of offence

Scenario I – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/repair
10			√			Should have acknowledged responsibility
9			√			Fair expression offering repair
1		√				Does not match the severity of offence.
3		√				Does not match the severity of offence

Scenario J – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15				√		Adequate explanation/offer of apology/promise of forbearance
2				√		Good expression of regret
6			√			Fair expression of self-deficiency
3				√		Good request for forgiveness
10			√			Fair promise of forbearance

Scenario J – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect explanation/offer of apology/promise of forbearance
2			√			Fair expression of regret
6				√		Good expression of self-deficiency
3			√			Fair request for forgiveness
10			√			Fair promise of forbearance

Scenario K – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/repair
1		√				Does not match the offence severity
9				√		Adequate offer of repair
12				√		Adequate use of intensifiers to match the situation
10		√				Does not portray sincere remorse

Scenario K – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/repair
1		√				Does not sound sincere. Too casual
9			√			Somewhat appropriate. Should accept blame first
12					√	Excellent use of intensifiers that match the severity of offence
10		√				Should apologize first.

Scenario L – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12					√	Appropriate use of intensifiers to match the situation
1		√				Not sufficient for the situation
2		√				Not sufficient for the situation
8		√				Not adequate

Scenario L – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Gives weight to the seriousness of the offence
12					√	Appropriate use of intensifiers to match the situation
1		√				Too casual
2		√				Too informal
8				√		Does not carry enough weight

Scenario M – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12					√	Reinforces an apology
1		√				Too informal
3		√				Too informal
2			√			Fair expression of regret

Scenario M – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15				√		Gives weight to the expression of apology
12					√	Perfect intensifiers
1			√			Fair expression of apology
3		√				Too casual
2		√				Too casual

Scenario N – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15				√		Perfect acknowledgement of responsibility/offer of apology/lack of intent
2				√		Good expression of regret
1			√			Matches the severity level
3				√		Matches the severity level
12		√				Not necessary to intensify

Scenario N – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15				√		Adequate acknowledgement of responsibility/offer of apology/lack of intent
2					√	Perfect expression of regret
1				√		Adequate expression of apology
3			√			Fair request of forgiveness
12		√				Not necessary to intensify

Scenario O – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
2		√				Does not match the severity of offence
1		√				Does not match the severity of offence
12				√		Adequate use of intensifiers
3			√			Fair request of forgiveness

Scenario O – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
2			√			Fair expression of regret
1		√				Does not match the severity of offence
12					√	Appropriate use of intensifiers
3		√				Does not match the severity of offence

Scenario P – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15				√		Adequate explanation/offer of apology given that matches the situation
1			√			Sounds casual
12					√	Perfect use of intensifiers
2				√		Adequate expression of regret
3			√			Sounds casual

Scenario P – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
1		√				Too casual for the situation
12				√		Adequate use of intensifiers
2			√			Fair expression of regret
3				√		Good request for forgiveness

Scenario Q – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12				√		Adequate use of intensifiers
1		√				Does not match the severity of offence
2		√				Does not match the severity of offence
10		√				Does not match the severity of offence

Scenario Q – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12					√	Perfect intensifiers
1			√			Fairly matches the severity of offence
2			√			Fairly matches the severity of offence
10			√			Fairly matches the severity of offence

Scenario R – RATER LECTURER 1

Responses	1	2	3	4	5	Reasons
12					√	Intensifiers match the severity of offence
15					√	Use of multiple apology matches the severity of offence
2		√				Sounds casual
1			√			Fairly acceptable
3			√			Fairly acceptable

Scenario R – RATER LECTURER 2

Responses	1	2	3	4	5	Reasons
12					√	Use of intensifiers matches the severity of offence
15					√	Use of multiple apology matches the severity of offence
2		√				Sounds casual
1			√			Fairly acceptable
3			√			Fairly acceptable

APPENDIX IX: RATERS' SUMMARY (STUDENTS) Source: Field Data (2017)

Scenario A – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15			√			Fairly appropriate. Too long and does not sound sincere
1				√		Simple and direct
12					√	Adds to the weight of the apologies
2				√		Active and direct
3				√		Direct and easy to produce

Scenario A – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
1				√		Brief and effective
12					√	Intensifiers reinforce the impact of apologies
2				√		Simple and direct
3				√		Brief and effective

Scenario B – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15		√				No need in a low severity situation
2				√		Simple to perform
1				√		Simple and direct
3				√		Brief and effective
12		√				No need in a low severity situation

Scenario B – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15		√				Time wasting making a lot of explanation in a low severity situation
2					√	Simple to perform
1				√		Simple and direct
3					√	Brief and effective
12		√				No need in a low severity situation

Scenario C – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15		√				No need in a low severity situation
1				√		Active and direct
2					√	Easily produced
6				√		Adequately effective
12		√				No need in a low severity situation

Scenario C – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15		√				A lot of words used. Should be simpler and direct
1					√	Easily produced
2				√		Active and straight to the point
6			√			Fairly effective
12			√			No need in a low severity situation

Scenario D – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15		√				Time wasting using a lot of words
1				√		Easy to produce
10				√		Sounds sincere
2				√		Short and straight to the point
3			√			Precise and direct

Scenario D – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15			√			Fair acknowledgement of responsibility and offer of apology
1			√			Easily produced
10				√		Matches the social status and level of severity
2			√			Precise and effective
3				√		Direct and easy to produce

Scenario E – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
4		√				This is excuse giving. Apologize.
1				√		Active and direct
3				√		Short and clear
2			√			Easily produced

Scenario E – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Appropriate use of expressions of apology and explanation
4		√				Does not sound heartfelt. Giving excuses
1			√			Simple to perform
3			√			Simple and direct
2				√		Brief and effective

Scenario F – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
2				√		Easily produced
3				√		Short and precise
8		√				Sounds impolite
1				√		Brief and direct

Scenario F – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Adequate use of multiple responses
2				√		Active and direct
3				√		Direct and easy to produce
8			√			Sounds rude
1				√		Direct and easy to produce

Scenario G – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15				√		Good acknowledgement of responsibility/offer of apology
1				√		Active and direct
2				√		Easy to produce
12			√			Fairly matches the low status and low severity
9			√			Fairly matches the situation

Scenario G – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15			√			Fair acknowledgement of responsibility/offer of apology
1				√		Ease of production
2				√		Direct and easy to produce
12				√		Fairly effective
9			√			Fair offer of repair

Scenario H – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15			√			Time wasting using a pile of words
12					√	Adds to the impact of apologies
1				√		Simple to perform
2					√	Simple and direct
3				√		Brief and effective

Scenario H – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15				√		Good acknowledgement of responsibility/offer of apology/repair
12				√		Adds to the weight of apology
1					√	Simple to perform
2				√		Simple and direct
3				√		Brief and effective

Scenario I – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
10				√		Adequately matches the level of severity
9			√			Fair production of an expression of redress
1				√		Easily produced
3				√		Direct and easy to produce

Scenario I – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
10			√			Fairly matches the level of severity
9				√		Good production of a redress apology
1			√			Active and direct
3				√		Ease of production

Scenario J – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15			√			Time wasting
2				√		Brief and to the point
6			√			Fair excuse for the offence
3				√		Direct and easy to produce
10			√			Fairly appropriate

Scenario J – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15			√			Low severity does not deserve lots of explanation
2				√		Active and direct
6			√			Fairly acceptable
3				√		Direct and easy to produce
10		√				No need to make promises when the mistake is not serious

Scenario K – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15				√		Offer of apology and explanation may have an impact on the apology
1				√		A swift response
9			√			Does sound deep
12			√			Fairly appropriate
10			√			Sounds insincere

Scenario K – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15		√				Apology with many words weakens its impact
1				√		Active and direct
9		√				May not be honored
12			√			Adds weight to the apology impact
10		√				May not be honored

Scenario L – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15				√		Matches the degree of severity
12					√	An apology with more weight
1				√		Precise and effective
2				√		Direct and easy to produce
8			√			Does not sound very sincere

Scenario L – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12					√	An apology with more weight
1				√		Direct and easy to produce
2				√		Swift in its performance
8		√				Sounds rude/impolite

Scenario M – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15				√		Appropriate offer of apology and promise of forbearance
12					√	Adds to the weight of apologies
1			√			Simple to perform
3		√				Simple and direct
2		√				Brief and effective

Scenario M – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
12					√	Excellent in reinforcing apologies
1		√				Simple to perform
3		√				Simple and direct
2		√				Brief and effective

Scenario N – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15		√				Do not match with the low status and low offence severity
2				√		Simple to perform
1				√		Simple and direct
3			√			Brief and effective
12				√		Perfect in reinforcing apologies

Scenario N – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15				√		Could be effective but explaining is a waste of time
2					√	Simple to perform
1				√		Simple and direct
3				√		Brief and effective
12		√				Social status and low severity do not deserve intensifiers

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Scenario O – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15					√	Perfect acknowledgement of responsibility/offer of apology/lack of intent
2		√				Direct and easy to produce
1			√			Very swift
12					√	Great impact on the apology
3		√				Ease of production

Scenario O – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15				√		Matches the degree of severity
2			√			Direct and active
1				√		Brief and wastes no time
12					√	Makes apologies more sincere
3			√			Direct and easy to produce

Scenario P – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15			√			Time wasting
1		√				Direct and easy to produce
12					√	Perfect in apologies
2		√				Active and direct
3			√			Direct and easy to produce

Scenario P – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15				√		Adequately appropriate in the level of formality
1			√			Direct and with no waste of time
12					√	Reinforces apologies
2			√			Active and straight to the point
3		√				Direct and easy to produce

Scenario Q – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
15				√		Takes rather a long time explaining
12					√	Apology is effective
1		√				Swift in its production
2		√				Active and direct
10		√				People do not take promises seriously

Scenario Q – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
15			√			Takes a long time to produce
12					√	Works effectively
1		√				Swift in its production
2		√				Active and direct
10					√	

Scenario R – RATER STUDENT 1

Responses	1	2	3	4	5	Reasons
12					√	Effective in apologizing
15				√		Time wasting
2			√			Simple to perform
1				√		Short, direct and effective
3				√		Brief and effective

Scenario R – RATER STUDENT 2

Responses	1	2	3	4	5	Reasons
12					√	Matches the severity of offence
15		√				A waste of time
2				√		Simple in performing
1			√			Simple and direct
3			√			Brief and effective

APPENDIX X: ANOVA TABLES OF RATERS

Table 4.6.2

ANOVA Analysis for Scenario A Raters

		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	2.250	1	2.250	9.000	.095
Offer of apology (IFID)	Within Groups	.500	2	.250		
	Total	2.750	3			
	Between Groups	4.000	1	4.000	.	.
Expression of regret	Within Groups	.000	2	.000		
	Total	4.000	3			
	Between Groups	4.000	1	4.000	.	.
Request for forgiveness	Within Groups	.000	2	.000		
	Total	4.000	3			
	Between Groups	1.000	1	1.000	.	.
Intensifiers of the apology	Within Groups	.000	2	.000		
	Total	1.000	3			
	Between Groups	.250	1	.250	.200	.698
Multiple strategy	Within Groups	2.500	2	1.250		
	Total	2.750	3			

Source: Field Data (2017)

Table 4.6.4

ANOVA Analysis for Scenario B Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expression of regret	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Request for forgiveness	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Intensifiers of the apology	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			
Multiple strategy	Between Groups	9.000	1	9.000	.	.
	Within Groups	.000	2	.000		
	Total	9.000	3			

Source: Field Data (2017)

Table 4.6.6

ANOVA Analysis for Scenario C Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expression of regret	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expressing self-deficiency	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Intensifiers of the apology	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Multiple strategy	Between Groups	9.000	1	9.000	.	.
	Within Groups	.000	2	.000		
	Total	9.000	3			

Source: Field Data (2017)

Table 4.6.8

ANOVA Analysis for Scenario D Raters

		Sum of Squares	df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Expression of regret	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Request for forgiveness	Between Groups	.250	1	.250	.200	.698
	Within Groups	2.500	2	1.250		
	Total	2.750	3			
Promise of forbearance	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Multiple strategy	Between Groups	4.000	1	4.000	8.000	.106
	Within Groups	1.000	2	.500		
	Total	5.000	3			

Source: Field Data (2017)

Table 4.6.10

ANOVA Analysis for Scenario E Raters

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	1.000	1	1.000	2.000	.293
Offer of apology (IFID)	Within Groups	1.000	2	.500		
	Total	2.000	3			
	Between Groups	1.000	1	1.000	2.000	.293
Expression of regret	Within Groups	1.000	2	.500		
	Total	2.000	3			
	Between Groups	1.000	1	1.000	2.000	.293
Request for forgiveness	Within Groups	1.000	2	.500		
	Total	2.000	3			
	Between Groups	.000	1	.000	.	.
Explanation of account	Within Groups	.000	2	.000		
	Total	.000	3			
	Between Groups	.000	1	.000	.	.
Multiple strategy	Within Groups	.000	2	.000		
	Total	.000	3			

Source: Field Data (2017)

Table 4.6.12

ANOVA Analysis for Scenario F Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Expression of regret	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Request for forgiveness	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Explanation of account	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			
Multiple strategy	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			

Source: Field Data (2017)

Table 4.6.14

ANOVA Analysis for Scenario G Raters

		Sum of Squares	df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Expression of regret	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Offering repair	Between Groups	1.000	1	1.000	.	.
	Within Groups	.000	2	.000		
	Total	1.000	3			
Intensifiers of the apology	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Multiple strategy	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			

Source: Field Data (2017)

Table 4.6.16

ANOVA Analysis for Scenario H Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	6.250	1	6.250	25.000	.038
	Within Groups	.500	2	.250		
	Total	6.750	3			
Expression of regret	Between Groups	6.250	1	6.250	25.000	.038
	Within Groups	.500	2	.250		
	Total	6.750	3			
Request for forgiveness	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Intensifiers of the apology	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			
Multiple strategy	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			

Source: Field Data (2017)

Table 4.6.18

ANOVA Analysis for Scenario I Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			
Request for forgiveness	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Offering repair	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Promise of forbearance	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Multiple strategy	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			

Source: Field Data (2017)

Table 4.6.20

ANOVA Analysis for Scenario J Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Expression of regret	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Request for forgiveness	Between Groups	1.000	1	1.000	1.000	.423
	Within Groups	2.000	2	1.000		
	Total	3.000	3			
Expressing self-deficiency	Between Groups	.000	1	.000	.000	1.000
	Within Groups	2.000	2	1.000		
	Total	2.000	3			
Promise of forbearance	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Multiple strategy	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			

Source: Field Data (2017)

Table 4.6.22

ANOVA Analysis for Scenario K Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Offering repair	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Promise of forbearance	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Intensifiers of the apology	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			
Multiple strategy	Between Groups	4.000	1	4.000	4.000	.184
	Within Groups	2.000	2	1.000		
	Total	6.000	3			

Source: Field Data (2017)

Table 4.6.24

ANOVA Analysis for Scenario L Raters

		Sum of Squares	df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Expression of regret	Between Groups	4.000	1	4.000	.	.
	Within Groups	.000	2	.000		
	Total	4.000	3			
Expressing lack of intent	Between Groups	1.000	1	1.000	1.000	.423
	Within Groups	2.000	2	1.000		
	Total	3.000	3			
Intensifiers of the apology	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			
Multiple strategy	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			

Source: Field Data (2017)

Table 4.6.26

ANOVA Analysis for Scenario M Raters

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	.000	1	.000	.000	1.000
Offer of apology (IFID)	Within Groups	1.000	2	.500		
	Total	1.000	3			
	Between Groups	.250	1	.250	1.000	.423
Expression of regret	Within Groups	.500	2	.250		
	Total	.750	3			
	Between Groups	.000	1	.000	.	.
Request for forgiveness	Within Groups	.000	2	.000		
	Total	.000	3			
	Between Groups	.000	1	.000	.	.
Intensifiers of the apology	Within Groups	.000	2	.000		
	Total	.000	3			
	Between Groups	.000	1	.000	.000	1.000
Multiple strategy	Within Groups	1.000	2	.500		
	Total	1.000	3			

Source: Field Data (2017)

Table 4.6.28

ANOVA Analysis for Scenario N Raters

		Sum of Squares	df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expression of regret	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Request for forgiveness	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Intensifiers of the apology	Between Groups	1.000	1	1.000	1.000	.423
	Within Groups	2.000	2	1.000		
	Total	3.000	3			
Multiple strategy	Between Groups	1.000	1	1.000	1.000	.423
	Within Groups	2.000	2	1.000		
	Total	3.000	3			

Source: Field Data (2017)

Table 4.6.30

ANOVA Analysis for Scenario O Raters

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	2.250	1	2.250	9.000	.095
Offer of apology (IFID)	Within Groups	.500	2	.250		
	Total	2.750	3			
	Between Groups	.000	1	.000	.000	1.000
Expression of regret	Within Groups	1.000	2	.500		
	Total	1.000	3			
	Between Groups	.000	1	.000	.000	1.000
Request for forgiveness	Within Groups	1.000	2	.500		
	Total	1.000	3			
	Between Groups	.250	1	.250	1.000	.423
Intensifiers of the apology	Within Groups	.500	2	.250		
	Total	.750	3			
	Between Groups	.250	1	.250	1.000	.423
Multiple strategy	Within Groups	.500	2	.250		
	Total	.750	3			

Source: Field Data (2017)

Table 4.6.32

ANOVA Analysis for Scenario P Raters

		Sum of Squares	df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.000	1	.000	.000	1.000
	Within Groups	1.000	2	.500		
	Total	1.000	3			
Expression of regret	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Request for forgiveness	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			
Intensifiers of the apology	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Multiple strategy	Between Groups	1.000	1	1.000	2.000	.293
	Within Groups	1.000	2	.500		
	Total	2.000	3			

Source: Field Data (2017)

Table 4.6.34

ANOVA Analysis for Scenario Q Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expression of regret	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Promise of forbearance	Between Groups	1.000	1	1.000	.400	.592
	Within Groups	5.000	2	2.500		
	Total	6.000	3			
Intensifiers of the apology	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Multiple strategy	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			

Source: Field Data (2017)

Table 4.6.36

ANOVA Analysis for Scenario R Raters

		Sum of Squares	Df	Mean Square	F	Sig.
Offer of apology (IFID)	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Expression of regret	Between Groups	2.250	1	2.250	9.000	.095
	Within Groups	.500	2	.250		
	Total	2.750	3			
Request for forgiveness	Between Groups	.250	1	.250	1.000	.423
	Within Groups	.500	2	.250		
	Total	.750	3			
Intensifiers of the apology	Between Groups	.000	1	.000	.	.
	Within Groups	.000	2	.000		
	Total	.000	3			
Multiple strategy	Between Groups	4.000	1	4.000	4.000	.184
	Within Groups	2.000	2	1.000		
	Total	6.000	3			

Source: Field Data (2017)

Table 4.6.39

ANOVA Test on Appropriateness of Overall Apology Strategies

|		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	6.618	1	6.618	10.682	.003
Offer of apology (IFID)	Within Groups	19.824	32	.619		
	Total	26.441	33			
	Between Groups	3.781	1	3.781	4.589	.040
Expression of regret	Within Groups	24.719	30	.824		
	Total	28.500	31			
	Between Groups	3.471	1	3.471	6.260	.020
Request for forgiveness	Within Groups	13.308	24	.554		
	Total	16.779	25			
	Between Groups	.000	1	.000	.	.
Explanation of account	Within Groups	.000	0	.		
	Total	.000	1			
	Between Groups	.063	1	.063	.200	.698
Expressing self-deficiency	Within Groups	.625	2	.313		
	Total	.688	3			
	Between Groups	.250	1	.250	2.000	.293
Expressing lack of intent	Within Groups	.250	2	.125		
	Total	.500	3			
	Between Groups	.375	1	.375	1.500	.288
Offering repair	Within Groups	1.000	4	.250		
	Total	1.375	5			
	Between Groups	.225	1	.225	.277	.613
Promise of forbearance	Within Groups	6.500	8	.813		
	Total	6.725	9			
	Between Groups	.000	1	.000	.000	1.000
Intensifiers of the apology	Within Groups	32.962	24	1.373		
	Total	32.962	25			
	Between Groups	12.840	1	12.840	24.461	.000
Multiple strategy	Within Groups	17.847	34	.525		
	Total	30.688	35			

Source: Field Data (2017)

APPENDIX XI: SAMPLES OF OFFENCES MADE BY ESL STUDENTS

Details of the offence	Context	Actual apology forms	Comments
1.Student failing to do an assignment and had to apologize to the lecturer	Low social class to high social class, high severity	I'm sorry, I had a lot of work, I lost my assignment, forgive me, I had gone home, I did not understand the question, I apologize, I forgot	The lecturers complained of inadequate acknowledgment of offence by the students. They found the apologies casual
2.Fighting amongst students and when asked by the Dean of students/disciplinary committee	Low social class to high social class, high severity	Forgive me, sorry, I will not fight again, it is his fault, he started it, It was not me.	The students did not sound remorseful, not sincere in their apologies
3.Exam cheating and had to write a report to the disciplinary committee to apologize	High severity case, high social class	It was not me, sorry, I apologize, the exam was hard, I will not repeat it again, I was unwell	Casual apologies, lack of acknowledgment of offence, apology did not match the severity of offence
4.Students failing to sit for exams	High severity situation	I did not see the time table, I was not prepared, sorry, I apologize, I will apply for a special exam, I was unwell	The apologies did not sound sincere and genuine. Did not match the offence severity
5.Theft on fellow students	High severity situation	It was not me, I apologize, sorry, I will not repeat, forgive me	Casual apologies, lack of sincerity and acknowledgment of offence

APPENDIX XII: MAP OF UNIVERSITY OF KABIANGA
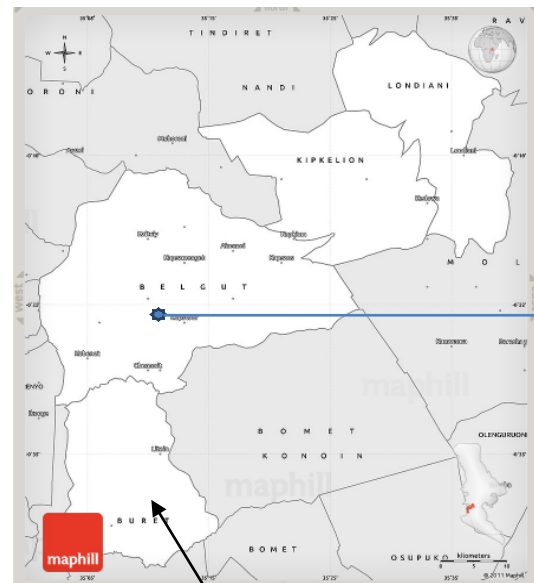
APPENDIX XIII: RESEARCH AUTHORIZATION I

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: ....
Telephone: Kericho 20132
When replying please quote
kerichocc@yahoo.com

COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.II/ (271)

5th June, 2017

All Deputy County Commissioners
KERICHO COUNTY

RE: RESEARCH AUTHORIZATION – ANNE CHEPKOECH LANGAT

Authorization has been granted to Anne Chepkoech Langat by National Commission for Science, Technology and Innovation, as per a letter Ref: No. NACOSTI/P/17/85152/15865 dated 10th March, 2017 to carry out research on **"Pragmatic strategies of Kenyan English Language Users: Speech act of apology by english as a second language students of the university of Kabianga, Kenya"** for a period ending 9th March, 2018.

Kindly accord her the necessary assistance.

COUNTY COMMISSIONER
KERICHO COUNTY

MUKTAR ABDI
COUNTY COMMISSIONER
KERICHO COUNTY

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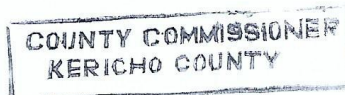
APPENDIX XIV: RESEARCH AUTHORIZATION II

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/85152/15865**

Date:

10th March, 2017

Anne Chepkoech Langat
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Pragmatic strategies of Kenyan English Language Users: Speech act of apology by english as a second language students of the University of Kabianga,"* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **9th March, 2018.**

You are advised to report to **the Vice Chancellor, University of Kabianga, the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellor
University of Kabianga.

The County Commissioner
Kericho County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

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APPENDIX XV: RESEARCH AUTHORIZATION III

INSTITUTE OF POSTGRADUATE STUDIES & RESEARCH

Private Bag-20157   Tel: 0773265999
Kabarak, Kenya
Email:directorpostgraduate@kabarak.ac.ke   www.kabarak.ac.ke

17th January 2017

Ministry of Education, Science and Technology
National Commission for Science, Technology and Innovation.
9th Floor, Utalii House,
P.O Box 30623-00100.
NAIROBI

Dear Sir/Madam

SUBJECT: RESEARCH BY GDE/M/0930/09/10- ANNE C. LANGAT

The above named is a Doctoral student at Kabarak University in the School of Education. She is carrying out a research entitled *"Pragmatic Strategies of Kenyan English Language Users; Speech Act of Apology by English as A Second Language Students of the University of Kabianga"*

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours Faithfully,

DR. BETTY JERUTO TIKOKO
DIRECTOR POSTGRADUATE STUDIES & RESEARCH

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and in all places, to set apart
in one's heart, Jesus as Lord. (1Peter 3:15)

APPENDIX XVI: RESEARCH AUTHORIZATION IV

MINISTRY OF EDUCATION

STATE DEPARTMENT OF BASIC EDUCATION

FAX NO.05221361
When Replying Please Quote:

County Education Office
P.O BOX 149
KERICHO

REF: KER/C/ED/GC/2/VOL. 1/

5TH JUNE,2017

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION – ANNE CHEPKOECH LANGAT.

The above named has been authorized by National Council for Science, Technology and Innovation to undertake research on *"Pragmatic strategies of Kenyan English Language Users; Speech act of apology by English as a second language students of University of Kabianga, Kericho County"* for a period ending 9th March, 2018.

Accord her the necessary assistance.

05 JUN 2017

OSEWE F.M
COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY.