A LINGUISTIC ANALYSISOF MEN AND WOMEN DIFFERENCES
IN TERMS OF APOLOGY: A CASE STUDY OF IRAQI EFL LEARNERS

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Abstract

Apology is a speech act addressing the victim's face-needs in an attempt to remedy an offence committed by the speaker or any one in his responsibility. That is to say, apology is called for to 'set things right'. This study aims at finding out: the strategies used in the speech act of apology by Iraqi EFL learners; whether the female learners are using apology more than the males as a whole; whether the female learners apologize to other females more than they do to males overall; and whether the male learners apologize to females more than they do to other males as a whole.It is hypothesized that: Iraqi EFL learners tend to use direct apologies more often than they use any other strategy for apologizing; female learners apologize more than the males as a whole; female learners apologize to other females more than they do to males overall; and male learners apologize to females more that they do to other males as a whole.

A test has been conducted to two hundred fourth year students of the Department of English,

College of Education, Universities of Babylon, Kufa and Al-Qadisiya (2012-2013). All of the above

mentioned hypotheses have been validated.

الخلاصة

الإعتذار هو أحد الأفعال الكلامية المخاطبة لإحتياجات ماء وجه الضحية في محاولة لتخفيف إهانة قام بإرتكابها المتكلم أو أي شخص تقع مسؤوليته على عاتق المتكلم وبهذا فالإعتذار ضروري لتصحيح مسار الامور.تهدف هذه الدراسة الى التعرف: على الإستراتيجيات التي يستخدمها العراقيون المتعلمون اللغة الانكليزية لغة اجنبية في التعبير عن الإعتذار، فيما إذا كانت المتعلمات الإناث يعتذرن أكثر من الذكور بصورة عامة، فيما إذا كانت المتعلمات الإناث يعتذرن للإناث أكثر مما يعتذرن للذكور بشكل عام، فيما إذا كان المتعلمون الذكور يعتذرون للإناث أكثر مما يعتذرون لآخرين من الذكور بصورة عامة. تفترض الدراسة أن: المتعلمين العراقيين يستخدمون طريقة الإعتذار المباشر أكثر بكثير من إستخدامهم لأي طريقة اخرى للإعتذار، المتعلمات الإناث يعتذرن أكثر من الذكور عامة، المتعلمات الإناث يعتذرن للإناث أكثر مما يعتذرن للذكور بصورة عامة، المتعلمين الذكور يعتذرون للإناث أكثر مما يعتذرون للذكور عموما. أجري اختبار على مائتي طالب من طلاب المرحلة الرابعة من قسم اللغة الانكليزية، كلية التربية في جامعات بابل والكوفة والقادسية (2012-2013) وقد اثبتت كل الافتراضيات المذكورة أعلاه.

1. Introduction

In our daily-life, we usually apologize and/or are apologized to in various ways for different reasons according to different situations. This is so because face is easily threatened and as such the social norms are violated. Also, not apologizing, when the situation demands it, constitutes another offence. Therefore, the person who is supposed to apologize runs the risk of being regarded as impolite

and rude (Aijmer, 1995 cited in Deutschmann, 2003:40). As a result, apology is needed to settle the matter in this respect. There are various strategies to apologize. However, Iraqi EFL learners are expected to use direct apologies more often than they use the other strategies.

The following questions need to be answered in this study:

1. Whose face is concerned with apology, the speaker or listener, or both?
2. Which face is affected: positive, negative, or both?
3. Is apologizing a face threatening act, saving one, or both?
4. What are the strategies Iraqi EFL learners used for apologizing?
5. Who uses apology more: men or women?
6. Do women apologize to other women more than they do to men? Do men apologize to women more than they do to other men?

This study aims at finding out:

1. The strategies used in the speech act of apology by Iraqi EFL learners.
2. Whether the female learners are using apology more than the males as a whole.
3. Whether the female learners apologize to other females more than they do to males overall.
4. Whether the male learners apologize to females more than they do to other males as a whole.

In this study, it is hypothesized that:

1. Iraqi EFL learners tend to use direct apologies more often than they use any other apology strategy.
2. Female learners apologize more than the males as a whole.
3. Female learners apologize to other females more than they do to males overall.
4. Male learners apologize to females more that they do to other males as a whole.

To achieve the aims of the study, the following procedure is adopted:

1. Surveying the literature of the speech act of apology in English.
2. Applying a test to the fourth year students of the Department of English (2012-2013), Colleges of Education, Universities of Babylon, Kufa and Al-Qadisiya.
3. Analyzing the results of the test according to an appropriate model.

The study is limited to $=P +D$ (of equal Power and plus Distance) and $=P -D$ (of equal Power and Minus Distance) of the external contextual factors (i.e., $+P +D$, $+P -D$, $-P +D$, $-P -D$ are not included) adding gender to those factors. The reason for choosing $=P +D$ and $=P -D$ only is to be practical as choosing all the other correlations will make the test too complicated.

The sample is the fourth year students of Department of English, College of Education, Universities of Babylon, Kufa and Al-Qadisiya (2012-2013) to avoid the problem of the lack of male learners as much as possible.
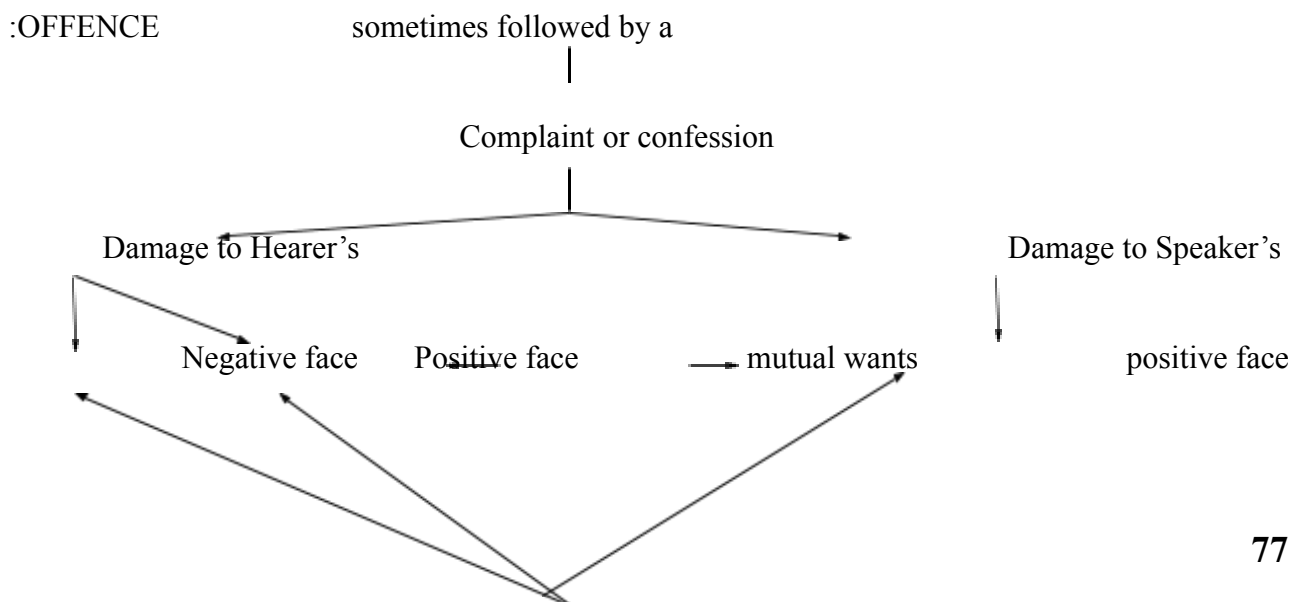
2. The Concept of 'Apology'

Apology is defined as a word or a statement saying sorry for something that has been done wrong or that causes a problem (Oxford Advanced Learner's Dictionary, 2005-2006: S.V. apology).
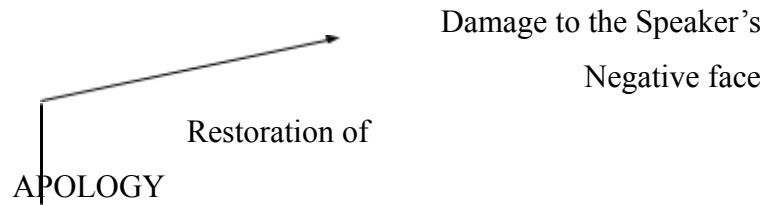
Psychologically speaking, to apologize for having done an act is to express regret for doing this act (Searle, 1975:347).

Holmes (1989:196) defines an apology as "a speech act addressed to V's face-needs and intended to remedy an offence for which A takes responsibility, and thus to restore equilibrium between A and V" (where A is the apologist, and V is the victim or person offended).

Apology is called for to "set things right" when there is a violation in the social norms by some behaviour (Olshtain and Cohen, 1983:20 and Cohen and Olshtain 1985:176). In Apology, two participants are concerned: an apologizer and a recipient; the latter perceives him/herself as deserving an apology and the apologizer is perceived by the recipient as having the responsibility for causing the offence (Olshtain and Cohen, 1983:20-1).

Leech (1983: 125) points out that apologizing is an "acknowledgment of an imbalance in the relation" between a speaker (*s*) and a hearer (*h*), and to some extent, as "an attempt to restore the equilibrium" and apologies themselves are "a bid to change the balance-sheet of the relation between *s* and *h*". This shows that a change has happened to the balance-sheet between the interlocutors whereby apologizing is an attempt to restore the relation. Apology is an aspect of politeness in the sense that it maintains the social equilibrium (ibid:82, and Eelen, 2001:95). Concerning the speech act theory, apology belongs to Austin's (1962:150-1) behabtives (which are concerned with attitudes and social behaviour) and to Searle's (1976:12) expressives (the illocutionary point of which is to "express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content"). As for Bach and Harnish (1979:51), apology is part of acknowledgments (which express perfunctorily if not genuinely certain feelings towards the hearer).For Blum-Kulka and Olshtain (1984:206) and Olshtain (1989:156), apologies, by nature, involve loss of face for the speaker and support for the hearer. Some offences cause damage to both face types, with both the speaker and the hearer involved, each having a positive and a negative face to be affected, a remedial interchange can affect up to four faces (Ogiermann, 2009:53). She provides the following more comprehensive chart concerning apology (ibid:54):

OFFENCE: sometimes followed by a
                              |
                  Complaint or confession
                              |
Damage to Hearer's   Damage to Speaker's

   Negative face   Positive face   ──→ mutual wants   positive face

Damage to the Speaker's Negative face

Restoration of

APOLOGY

(Figure (1): Face Considerations Involved in Remedial Interchanges (Ogiermann, 2009:54).

This figure shows that apology restores H's negative and/or positive face as well as S's positive face, but some damage to S's negative face is unavoidable. Here, the apologizer is caught in a conflict of choosing between his or her positive and negative face needs. The apology reaches its perlocution when the hearer forgives the apologizer or at least accepts his apology (ibid).

3. Apology Strategies

A number of researchers have developed many systems for classifying different strategies for apologizing, such as Cohen and Olshtain (1981), Fraser (1981), Olshtain and Cohen (1983), Blum-Kulka and Olshtain (1984), Blum-Kulka et al. (1989), Trosborg (1994), and others. The researchers follow Trosborg's (1994) in classifying apology strategies as it is more comprehensive with the exception of strategy 0 as she states that in this strategy the offender may "refrain from performing this act" and so not take on responsibility or accepts that the complainable (i.e. offence) has occurred (1994:377). She numbers this strategy with "0" as she states that it does not meet the criteria for apologizing.

Trosborg (1994:376) states that an apology may be performed directly by using certain verbs such as (*apologize, be sorry, excuse, etc.*) to represent an explicit apology. Nevertheless, apology can be done indirectly by taking on responsibility or giving explanations. The following are Trosborg's Strategies (the numbering is hers)):

0. Opting out strategies: If the complainer does not take responsibility, he will deny the responsibility either explicitly or implicitly. If he accepts that the complainable has occurred but do not take on responsibility, he may provide justification, blame someone else or the complainer, or he may even attack the complainer. This category, is categorized as 0 as they do not meet the criteria for apologies and within which, the offender refrains from performing the act of apologizing (ibid:377-8).

1. Evasive strategies: They are closely related to the strategies in which the complainee fails to take on responsibility for the offence. The difference is that with these strategies, the complainee does not deny responsibility for the offence. This category has three subcategories (ibid:379):

1.a. Minimizing, e.g., *Oh what does that matter?*

1.b. Querying preconditions, e.g., *Well, everybody does that; What is love then?* (in response to the complainable *You don't love me*)

1.c. Blaming someone else, the offence committed by the complainee can be partly excused by an offence committed by a third party.

:There are also "indirect apologies" which are in turn divided into

2. Acknowledgment of responsibility: When a complainer decides to take on responsibility, he does that either implicitly or explicitly and with varying degrees of self-blame. The following subcategories are within which the complainee takes the blame (from low to high intensity (ibid:280):

2.a. Implicit acknowledgment, e.g., *I can see your point; perhaps I shouldn't have done it.*

2.b. Explicit acknowledgment, e.g., *I'll admit I forgot to do it.*

2.c. Expression of lack of intent, e.g., *I didn't mean to.*

2.d. Expression of self-deficiency, e.g., *I was confused; You know I'm bad at...*

2.e. Expression of embarrassment, e.g., *I feel so bad about it.*

2.f. Explicit acceptance of the blame, e.g. *It was entirely my fault; you're right to blame me.*

3. Explanation or account: These are also indirect apologies where the complainee may give an explanation or account in an attempt to mitigate the guilt. The following are the subcategories of explanation or account of indirect apologies (ibid):

3.a. Implicit explanation, e.g., *Such things are bound to happen, you know.*

3.b. Explicit explanation, e.g., *Sorry I'm late, but my car broke down.*

These two strategies differ from strategy 0 with respect to the speaker's acknowledgment of responsibility. The apologizer here tries to refer to mitigating circumstances that may excuse his/her behavior (ibid).

4. Direct apologies: It is the expression of apology in which a speaker chooses to apologize explicitly. This category includes (ibid:381):

4.a. Expression of regret, e.g., *I'm sorry.*

4.b. Offer of apology, e.g., *I apologize.*

4.c. Request of forgiveness, e.g., *Excuse me; Please, forgive me; Pardon me.*

Some strategies are called "Remedial support"; sometimes, if the gravity of the offence is severe, "a verbal expression of apology is hardly enough to placate the offended person". As a result, "explanations and justifications may be needed". Furthermore, the apologizer may offer additional support in the following strategies (ibid:382):

5. Expressing concern for the hearer: That is, the complainee expresses concern to the complainer's well-being, conditions, etc. to pacify him/her.

6. Promise of forebearance: Within this category, apology is not only expressive, but also commissive as the apologizer promises "never to perform the offence in question again, or to improve his/her behaviour in a number of ways". Usually it is signalled by the performative verb *"promise"*, as in *It won't happen again, I promise.*

7. Offer of repair: The apologizer offers to "repair" the damage which has resulted from his/her infraction. This happens either literally as in *I'll pay for the cleaning* or through a compensatory action or "tribute" to the complainer within the same strategy, like *You can borrow my dress instead*

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4. Factors Influencing the Choice of a Strategy

In deciding which strategy to be chosen in a specific situation, one should take some factors into consideration. The researchers adopt Blum-Kulka et al's (1989:274) in organizing the test of the study. They state that the external contextual features of the interaction include the social role relationship between the participants, like their relative social distance and relative social dominance (power) vis-à-vis each other. They can be incorporated into the description of the situation, and vary systematically across items (if a test is to be presented). As for the internal contextual features, they include the parameters specific to the speech act elicited and for apologies they are the kind of offence committed. These too can syntactically vary across situations. As Blum-Kulka et al. do not mention the types of offence in details, they will be taken from Aijmer (1996:108). Gender is added to the external factors. As for power and distance, they incorporate into: (+P +D, +P –D, −P –D, −P +D, =P +D, and =P –D). The researchers will take only the last two into consideration for the sake of practicality.

5. Types of Offence

The following table sums up Aijmer's Types of offence:

Table (1): Aijmer's (1996:108) Types of Offence

Category of Offence	Examples
A. Talk	Interruption, not having heard or understood what somebody says, slip of the tongue, disagreeing, correction, and not having made oneself clear
B. Time	being late, wasting another person's time, causing delay, keeping another person waiting, not keeping in touch, and cancelling an appointment
C. Space	disturbing or bothering another person and intruding on somebody's privacy
D. Social Gaff	clearing one's throat, hiccupping, coughing, etc.
E. . Inconvenience or Impoliteness to Another Person	mistaking somebody's identity, leaving the room before the conversation is finished, interrupting the conversation in order to answer the telephone, and non-compliance with a request, invitation, proposal, etc
F. Possession	Damaging a person's possessions

6. Felicity Conditions

Felicity conditions are certain circumstances that must be satisfied if the purpose of the speech act is to be achieved (Crystal, 2008:181) or to be recognized as intended (Yule, 1996:50). As Searle (1969:67-8) presents felicity conditions for some speech acts, Thomas (1995:99) constructs rules fitting to apologies extracted from Searle's thanking rules:

Propositional act.	S expresses regret for a past act A of S
Preparatory condition.	S believes that A was not in H's best interest
Sincerity condition.	S regret act A
Essential condition.	Counts as an apology for act A

7. Gender

Sex is "the commonest characteristic to be reflected by specific linguistic items" as far as the speakers are concerned (Hudson, 1996:121). Similarly, Trudgill (1974:91-2) states that women use forms closer to the standard variety or the prestige accent than those used by men, i.e., female English speakers use linguistic forms "which are considered to be 'better' than male forms" . Not only better but also "more correct" the women's linguistic forms are considered to be (ibid, 93) and men's speech would be less 'correct' than those of women's (ibid, 94).Holmes (1995) cited in Eckert and McConnell-Ginet (2003:136), shares the same opinion saying that women are more linguistically polite than men. This mirrors the fact that, generally speaking, more 'correct social behaviour is expected of women. Sometimes, they even pretend that they use the more prestigious forms while in their real-life speech (i.e. without knowing they are monitored) , they do less so and the opposite is true for men (Trudgill, 1974:95-7).McGinty (2001:142) points out that in some magazines "women are tentative and apologetic, men are bold".Holmes (1989:197) states that investigation concerning sex differences as far as apology is concerned is still at a preliminary stage. However, in her study, she assures that there were "significant differences in the distribution of apologies with women apologizing 74.5% of all the apologies recorded and are apologized to 73.3% of them.Women and men have different evaluation for the need for apologies. This interpretation suggests that men avoid apologies where possible and that they resort to them only in cases where they judge that they are likely to cause greater offence by not apologizing (ibid:209).A possible reason why men and women perceive apologies differently is that "men may perceive them as self-oriented FTAs, damaging the speaker's face and therefore to be avoided where possible. Women, by contrast may perceive them as 'other-oriented' speech acts and as ways of facilitating social harmony" (ibid:208).When it comes to face, it is known that everyone wants to maintain his or her own face in interaction, but even here gender interferes: "Males are more likely to maintain their negative faces while females always pay much attention to their positive faces and this is why women apologize more than men. Different gender languages can be seen to have this phenomenon (Yu-jing, 2007:6).

8. Data Collection and Analysis

8.1. Data Collection

The present test has been constructed primarily to find out: the strategies used by Iraqi EFL learners in the speech act of apology, whether the female learners apologize more than the males as a whole, whether the female learners apologize to other females more than they do to males overall, and whether the male learners apologize to females more than they do to other males as a whole.

The test is designed to measure the production level. Concerning the factors influencing the choice of a strategy, Blum-Kulka et al's (1989:274)model (see 4) is followed in organizing the test. They clearly divide those factors into external and internal factors. The external factors are power and distance which incorporate within any situation given in a test, i.e., they can be +P +D, +P −D, −P −D, −P +D, =P +D, and =P −D. Only the last two are taken into consideration when constructing the test for the sake of practicality. That is, items one and two have the external factors to be =P +D, items three and four have =P –D as the external factors and this is applied to the rest of the test items. The researchers add gender to these external factors. As for the internal factors, types of offence represent them. They will be taken from Aijmer (1996:108) (see 5) who classifies them into six types: inconvenience, space, talk, time, possession, and social gaff To achieve the objectives of the test, Trosborg's (1994:376) model (see 3) concerning apology strategies is adapted in this study as it is so comprehensive. Strategy 0 will not be included in apology strategies as, in this strategy, the offender refrains from performing the act of apologizing. Concerning the first objective (identifying the strategies used in the speech act of apology by Iraqi EFL learners), the total number of each strategy will be mentioned to determine which strategy is mostly used and which is the least.Concerning the second, third, and fourth objectives of the study, the students are divided equally into two groups: A and B (see Appendix 2). Each group is divided into twenty four items as there are six types of offence. That is to say, in each group, four items represent one type of offence: two of =P+D and two of =P−D respectively. Making two items for the same factors is to make the test more accurate. Within each of the two, i.e., =P+D, and =P−D, an item is addressed to a male and the other is to a female. Gender is the only factor that is changing between Group A and Group B. Put in other words, the odd item numbers in Group A are addressing females while the even numbers are addressing males and the opposite is correct to Group B. This is so to guarantee that the apologizee is of both genders to each item as there are two groups and the only difference between them is that whenever the addressee is a male in an item of a group, its counterpart in the other group is a female and vice versa. As for the apologizer's gender, it is also of both genders as both genders are in each of the two groups. This point can be summarized as follows: having two groups would guarantee that each item is addressed to both genders (as recipients of apologies) and giving each test group to both genders would guarantee that within each item, both genders are apologizers. As a result, to each item there are four groups according to the gender of both apologizers and recipients: (M-M, M-F, F-M, and F-F). As for the number of the students, they are fifty males and one hundred and fifty females, each is divided into two halves to result in 25 students to each of the first two groups just mentioned, i.e., M-M and M-F and seventy five students to each of the second two groups, i.e., F-M and F-F.The test is applied to Iraqi

EFL learners of the fourth year of the Department of English (2012-2013), College of Education, Universities of Babylon, Kufa, and Al-Qadisiya to solve the problem of lack of male learners

Data Analysis .8.2

To achieve the first aim "finding out the strategies used in the speech act of apology by Iraqi EFL learners", the following table is presented to show the number of use of each strategy and its percentage graded from the highest used strategy to the lowest:

Table (2): Apology Strategies Used by the Sample Graded from the Highest Used Strategy to the Lowest

Strategy	No.	%
Str. 4	4099	56.507
Str. 2	1265	17.439
Str. 7	866	11.938
Str. 3	670	9.236
Str. 5	250	3.446
Str. 6	69	0.951
Str. 1	35	0.483
Total	7254	100

As it is obvious now that Str. 1 (i.e., evasive strategies) is the least strategy used by all the two hundred students in all the items (that is thirty five times only, 0.483%). On the other hand, Str. 4 (i.e., direct apologies) is taking the lead, that is, it has been used four thousand ninety nine times throughout the whole test (i.e., 56.507% of the total number of the strategies used). As a result, the first hypothesis "Iraqi EFL learners tend to use direct apologies more often than they use any other apology strategy" is validated. As for the remaining aims, a table is needed for the means of use of apology strategies in all the items of the test. The table contains four columns according to the four groups: M-M, M-F, F-M, and F-F:

Table (3): Means of Using Apology Strategies by One Student in One Item according to the Four Groups

Group Item	M-M	M-F	F-M	F-F
1, 2	1.68	1.80	1.79	1.82
3, 4	1.10	1.42	1.80	1.84
5, 6	1.68	1.74	1.79	1.91
7, 8	1.28	1.48	1.19	1.48
9, 10	1.20	1.20	1.42	1.44
11, 12	1.42	1.58	1.53	1.61
13, 14	1.30	1.52	1.36	1.45
15, 16	1.42	1.48	1.54	1.61
17, 18	1.70	1.74	1.76	1.92
19, 20	1.68	1.66	1.84	1.85
21, 22	0.88	0.98	0.96	0.94

24, 23	0.92	0.96	1.07	1.09
Average	1.355	1.463	1.504	1.580

As a whole, the groups are graded from the highest mean to the lowest as follows (as shown in table 3):

F-F, F-M, M-F, and M-M. The following is a graphic representation to Table (3):
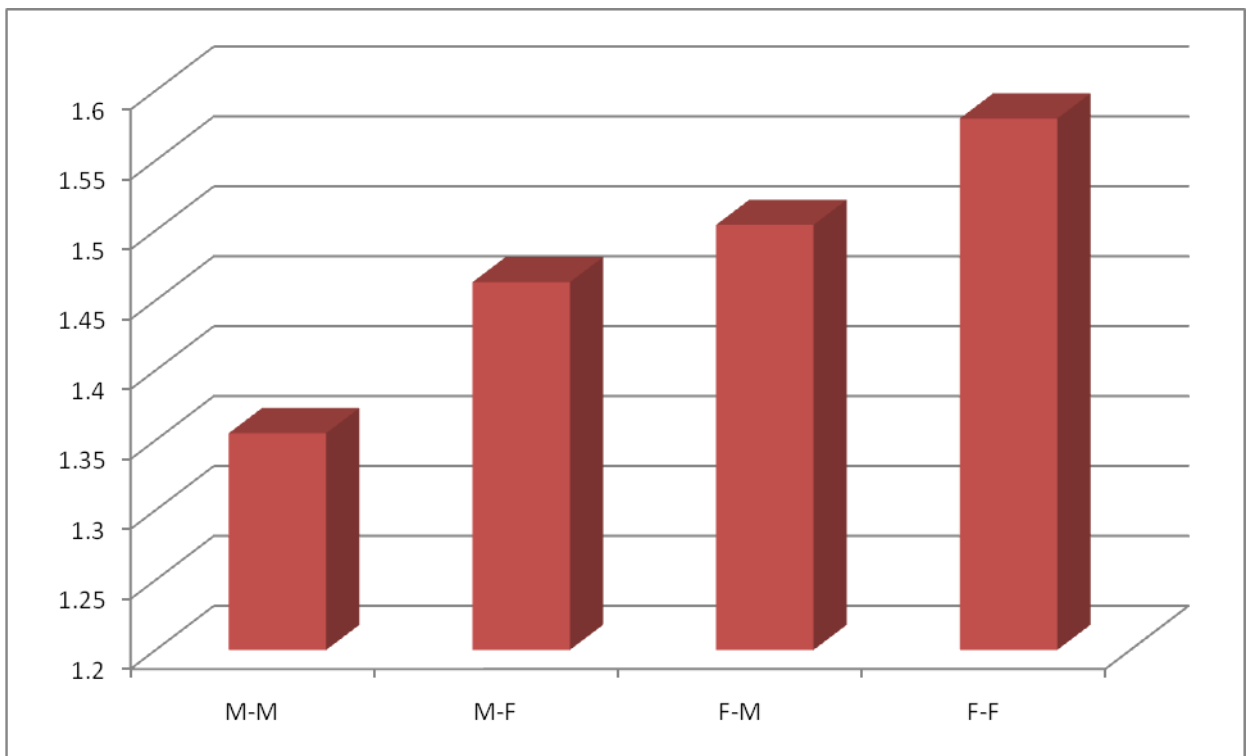

Figure (2): Means of Using Apology Strategies by One Student in One Item according to the Four Groups

To achieve the second aim of this study "finding out whether the female learners apologize more than the males as a whole", a summation is first made of M-M and M-F on the one hand and F-M and F-F on the other to find the means of apology strategies used according to the apologizer's gender. Table (4) presents those means where the first column represents male apologizers and the second column represents female apologizers:

Table (4): Means of Use of Apology Strategies by One Student in One Item according to the Apologizer's Gender

Group	M	F

Item		
2 ,1	1.74	1.80
4 ,3	1.26	1.82
6 ,5	1.71	1.85
8 ,7	1.38	1.33
9,10	1.20	1.43
12 ,11	1.50	1.57
14 ,13	1.41	1.40
16 ,15	1.45	1.57
18 ,17	1.72	1.84
20 ,19	1.67	1.84
22 ,21	0.93	0.95
24 ,23	0.94	1.08
Average	1.409	1.542

The overall means (from Table 4) shows that there are differences between female students' use apology and the males' one. The mean of the former which is (1.542) which is more often than the latter (1.409). As a result, the second hypothesis (which reads: 'Female learners apologize more than the males as a whole') is validated. To check whether these differences are significant or not, Chi-square formula is applied (see Appendix 4). To apply this formula, a table of the total number of each strategy used by the sample is needed:

Table (5): Number of Use of Apology Strategies in the Four Groups

Strategies	M-M	M-F	F-M	F-F
Str. 1	3	2	16	14
Str. 2	154	160	445	506
Str. 3	38	59	282	291
Str. 4	489	518	1543	1549
Str. 5	21	32	77	120
Str. 6	9	9	26	25
Str. 7	98	98	325	345
Total	812	878	2714	2850

In this respect, a summation of the two groups: M-M and M-F is needed to apply Chi-square formula when the apologizers are males and another summation of the two groups: F-M and F-F is also needed when the apologizers are females:

Table (6): Number of Strategies used by the sample according to the Apologizer's Gender

Strategies	M	F
Str. 1	5	30
Str. 2	314	951
Str. 3	97	573
Str. 4	1007	3092
Str. 5	53	197
Str. 6	18	51
Str. 7	196	670

Total							1690	5564

The result of applying Chi-square formula concerning the second aim is in the following table (where "X^2" is Chi-square value, "O_i" is observed value, "E_i" is expected value, "df" is the degree of freedom (see Appendix 4 for its formula), and "Sig." equals significance level:

Str. Group	Str. 1	Str. 2	Str. 3	Str. 4	Str. 5	Str. 6	Str. 7	Total	X^2		df	Sig.
									O_i	E_i		
M	5	314	97	1007	53	18	196	1690				
F	30	951	573	3092	197	51	670	5564	37.22	12.59	6	0.05
Total	35	1265	670	4099	250	69	866	7254				

Table (7): Observed and Expected Values and Degree of Freedom for Chi-square Formula for the Second Aim of the Study

Table (7) shows that there are significant differences between male and female apologizers as the observed value of X^2, i.e., "37.22" is higher than the expected value of X^2, i.e., "12.59" at significance level of "0.05" and degree of freedom of "6".

Table (4) provides the data, i.e., F-M and F-F columns, concerning the third aim of the study, which reads: "finding out whether the female learners apologize to other females more than they do to males overall". The mean of use of apology strategies concerning Group F-M is "1.709" while in Group F-F,, it is "1.762" and so the second group is higher and as a result, the third hypothesis is validated. This hypothesis reads: female learners apologize to other females more than they do to males overall. Still, to know whether the differences concerning the third hypothesis are significant or not, Chi-square formula is needed here too. The number of use of the sample concerning each strategy for the two groups F-M and F-F will be taken from Table (5). The following table shows the observed and expected values, degree of freedom for Chi-square formula:

Table (8): Observed and Expected Values and Degree of Freedom for Chi-square Formula to the Third Aim of the Study

Str. Group	Str. 1	Str. 2	Str. 3	Str. 4	Str. 5	Str. 6	Str. 7	Total	X^2		df	Sig.
									O_i	E_i		
F-M	16	445	282	1543	77	26	325	2714				
F-F	14	506	291	1549	120	25	345	2850	10.878	12.59	6	0.05
Total	30	951	573	3092	197	51	670	5564				

Table (8) shows that the differences between F-M and F-F are not significant as the observed value of X^2, i.e., "10.878" is lower than the expected value of X^2, i.e., "12.59" at significance level of "0.05" and degree of freedom of "6".

As for the fourth aim, i.e., finding out whether the male learners apologize to females more than they do to other males as a whole, the two groups concerned are M-M and M-F (see Table 4). In this table, the mean in Group M-M is "1.409" which is lower than that in Group M-F "1.542" and so the fourth

hypothesis is validated. This hypothesis reads: male learners apologize to females more that they do to other males as a whole. To check whether these differences are significant or not, Chi-square formula is followed. The number of use of apology strategies in the two groups: M-M and M-F will be extracted from Table (5). The following table illustrates the result of applying Chi-square test concerning the fourth formula:

Table (9): Observed and Expected Values and Degree of Freedom for Chi-square Formula to the Fourth Aim of the Study

Group \ Str.	Str. 1	Str. 2	Str. 3	Str. 4	Str. 5	Str. 6	Str. 7	Total	O_i	E_i (X^2)	df	Sig.
M-M	3	154	38	489	21	9	98	812				
M-F	2	160	59	518	32	9	98	878	5.403	12.59	6	0.05
Total	5	314	97	1007	53	18	196	1690				

Table (9) shows that the differences between M-M and M-F are not significant as the observed value of X^2, i.e., "5.403" is lower than the expected value of X^2, i.e., "12.59" at significance level of "0.05" and degree of freedom of "6".

9. Conclusions

Throughout the empirical work of this study, the following conclusions have been arrived at:

1. The strategy of Direct Apologies is used by Iraqi EFL learners more than the other strategies(56.507%). Some strategies such as Evasive Strategies (0.483%) and Promise of Forbearance (0.84%) are rarely used. So, the first hypothesis is validated.

2. On the whole, females of the sample use more apology than males (as the mean of using apology strategies by male learners is 1.409 which is lower than that of the females 1.542). As a result, the second hypothesis is validated.

3. Females of the sample apologize to other females more than they do to males as a whole (means of F-F is "1.580" while F-M is "1.504"). Therefore, the third hypothesis is validated.

4. Male students apologize to females a bit more than they do to other males (the mean in M-M is "1.355" while in M-F, it is "1.463"). As a result, the fourth hypothesis is validated.

5. It is possible to grade the four groups of M-M, M-F, F-M, and F-F in general from the highest mean of using apology strategies to the lowest as follows: F-F, F-M, M-F, and finally M-M.

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