

ABSTRACT

Title of dissertation: APOLOGIES IN FRENCH: AN ANALYSIS OF
REMEDIAL DISCOURSE STRATEGIES USED BY L1
SPEAKERS

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Speech act research has contributed much to our understanding of contextual L1 and L2 use in various languages. French, however remains largely ignored. The handful of studies that do exist are confined to a rather small set of speech acts. Although common in everyday discourse, French apologies have been underrepresented in the literature.

This exploratory study attempts to observe and quantify apology strategies utilized by the French. Data were collected from L1 speakers in three phases. In Phase 1, 11 respondents provided conflict situations—used to construct a Discourse Completion Task (DCT)—that would require an apology in France. Twenty-two separate speakers completed a rating scale in Phase 2, stating their perceptions regarding sociolinguistic factors underlying the conflict situations. Finally in Phase 3, 85 respondents completed the DCT, which sought their reactions to the apology situations.

Five main findings are discussed. First, L1 speakers most commonly used an explicit expression of apology or provided explanations as remedial strategies. This finding differs from previous studies on French L1 apologies in which accepting responsibility for the offense was the second most-used strategy after explicit apologies. Second, it was found that not all apology utterances performed a remedial function in all situations; certain linguistic formulae typically used to offer redress were also used as mitigators to potentially face-threatening acts such as complaining. Third, of several sociolinguistic factors operative within a situation, severity of the offense and the speaker's obligation to apologize seemed to have the most influence on apology strategy selection. Fourth, a survey of L1 speakers revealed that a majority felt it more important for an L2 speaker to be sociopragmatically competent in the target language than to demonstrate grammatical accuracy alone. Finally, the results suggest that the DCT continues to be a highly effective data elicitation instrument. In the present study, it not only facilitated quick access to a large data set, but it also allowed participants to make ancillary comments. Such insights might not have been revealed as readily through data collected in naturalistic settings through participant observation or role-plays—methods that have been deemed more reliable than the DCT.

APOLOGIES IN FRENCH: AN ANALYSIS OF REMEDIAL DISCOURSE
STRATEGIES USED BY L1 SPEAKERS

by

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Dedication

For my late grandfather V. L. Narasimhan
my intellectual giant

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List of Abbreviations

CCSARP	Cross-Cultural Speech Act Realization Project
CLT	Communicative Language Teaching
DCT	Discourse Completion Task
FFL	French as a Foreign Language
FTA	Face-threatening act
H	Hearer
ICF	Informed Consent Form
IRB	Institutional Review Board
L1	First language
L2	Second language
MCQ	Multiple choice question
S	Speaker
SA	Speech Acts

CHAPTER 1: INTRODUCTION

1.1. Background

Beginning in the 1960's with Austin's (1962) seminal work on speech acts, linguistics research has undergone a significant change from initially being focused primarily on forms to gradually investigating both forms and function. Language is now considered an endeavor of communication instead of an abstract set of prescriptive phenomena. A direct result of this shift in research paradigm was the emergence of the Communicative Language Teaching (CLT) approach which emphasized that teaching a language should not only incorporate the linguistic aspects that govern it, but also inform learners about the appropriate use of the language in real-life contexts.

However, this is easier said than done because the appropriateness of language use varies from one language to another and is highly context- and culture-specific. As such, what is appropriate in one language and culture may not be so in another. When interlocutors are unaware of such cross-cultural variation, it may lead to a breakdown in communication and result in irreparable consequences. It is therefore imperative that a language curriculum include a strong cultural component so that learners become aware of and well versed in the norms of the target language and culture. It is in this light that pragmatic competence figures as one of the major prerequisites of communicative competence (Canale and Swain, 1980; Canale, 1983; Bachman 1990; and Bachman and Palmer, 1996).

Since it first appeared on the research agenda in the 1960s, the pragmatic construct of speech acts (Austin, 1962) has evolved from being an almost philosophical take on

language (Searle 1969, 1975) to an important branch of study in the field of second language acquisition (SLA) and has important implications for second and foreign language pedagogy.

A speech act is a functional unit of communication (Cohen, 1995: 384). In other words, when a speaker makes an utterance, it is often more than just a mere statement of fact (Austin, 1962: 1). Speakers use language to perform acts such as apologizing, requesting, and asking a question among other things. Utterances that are used in performing such functions are referred to as speech acts.

Austin (1962) extended this definition further to state that there are three aspects to any given utterance: a locutionary (literal) meaning or act, an illocutionary (intended) act, and a perlocutionary effect (the outcome of the utterance). Consider the utterance, “It’s hot in here”. The locutionary meaning is the statement of the fact that it is hot. The illocutionary meaning on the other hand may very well be a request for someone to open a window, turn on the fan, or adjust the thermostat. The perlocutionary effect would involve someone opening a window, or switching on the fan, as a result of the speaker’s utterance. The term “speech act” has thus subsequently come to mean the illocutionary act associated with a given utterance.

While it is true that speech acts such as apologies and requests are universally found in languages across the world, the manner in which they are realized often varies from language to language and more specifically from culture to culture. Consider compliment responses for example; Americans tend to accept compliments (e.g., Golato, 2003; Huth 2006) while the French usually deflect them. The French responses are expressed in many ways, but a direct refusal of the compliment does not appear to be an option

(Weiland, 1995). An American learner of French who is not aware of this difference in an otherwise common speech act may be confused. Worse, he/she may even form stereotypes and perceive or judge the French as rude. Therefore, labeling all speech acts as routinized formulaic utterances is an oversimplification of a rather delicate and complicated communicative situation which can be highly language and culture specific. Native (henceforth L1) speakers of a given language have several speech act strategies at their disposal. How do they select which to use? Are there observable patterns in strategy choice? The ground-breaking Cross-Cultural Speech Act Research Project (CCSARP) (Blum-Kulka, House and Kasper, 1989), which examined apologies and requests across several languages, set the stage for many subsequent studies that attempted to answer such questions across various languages.

French however has been a surprisingly under-researched language in sociopragmatics¹ in general, and with respect to speech acts in particular (Barron, 2003; Wargha and Schölmberger, 2007). Only a handful of studies have examined speech acts in French — Olshtain (1989) on L1 apologies and Wargha and Schölmberger (2007) on L1 and L2 apologies; Mulamba (1991) on requests and apologies; Wargha (2005) on requests; Nzwanga (1993) on refusals; Kraft and Geluykens (2002) on complaining.

Apologies in particular are a fundamental element of human communication that allows speakers to save face and redress potential negative effects on their listeners. Even though they are the second-most studied speech act after requests in pragmatics research (Maeshiba, Yoshinga, Kasper and Ross, 1996), only three studies to date have focused on French L1 and/or L2 apologies (Mulamba, 1991; Olshtain, 1989; Wargha & Schölmberger, 2007). Moreover, although Olshtain (1989) focused on similarities and differences in

general apology realization patterns across three languages (Hebrew, Canadian French and German), that study lacks a detailed analysis of apology realizations specific to French. In her inquiry into speech act performance by trilingual Rwandan speakers, Mulamba (1991) investigated complaints and apologies used by monolingual and trilingual speakers of Ciluba, French and English, but the primary focus of the study was the differences in speech act patterns between the three languages. Warga & Schölmberger (2007) focused first on Canadian French L1 apologies, followed by a longitudinal study of L2 apology use by German learners of French. Their study is limited to only 4 situations.² Furthermore, their French L1 speaker pool consisted of only 20 participants. Given the importance of apologies in communication, they deserve due investigation.

1.2. Statement of the problem to be investigated

The present study attempts to answer the call for more research in French sociopragmatics in general and to expand the scope of inquiry to the speech act of apology in French in particular. Informed by previous studies on apologies and framed within speech act theory (Austin, 1962; Searle, 1969, 1975) and theories of politeness (Brown and Levinson, 1978, 1987; Fraser, 1975, 1990; Fraser and Nolen, 1981; Jespersen, 1965; Lakoff, 1973; Leech, 1983), this qualitative research aims to quantify and analyze apology strategies used by L1 speakers of French. This study is a first step in providing much-needed insight into French L1 apology strategies; its secondary goal is to inform a larger research project which will seek to examine not only French L1 apologies but also the effects of instruction in these remedial discourse³ strategies on L2 speakers of French. The dissertation therefore represents a small part of a much larger study. Since

a reliable L1 corpus is needed to make any meaningful inquiries into L2 phenomena, this dissertation attempts to answer the following fundamental research questions:

1. Under what circumstances do L1 speakers of French use remedial discourse?
2. What apology strategies do L1 speakers of French use in a given situation?
3. What effects do parameters such as severity of the offense and social distance have on strategy selection?

The following goals are expected to be accomplished with this study. Theoretically, by addressing the dearth of research in French apologies, this study makes a small yet significant contribution to the existing body of knowledge in the field of French sociopragmatics and more particularly sheds more light on the function of apologies in French.

Methodologically, it is hoped that this study will serve as an example for effective participant recruitment. To the best of the researcher's knowledge, this is the first study in sociopragmatics research, particularly French, that has harnessed the phenomenal access to people that social network sites such as Facebook provide⁴. While it may appear to be pushing the boundaries of acceptable protocol, it is in effect no different from studies that send out surveys to participants via e-mail listservs or those that utilize applications such as Survey Monkey to collect participants' responses. In fact, the pilot study proved that combining such innovative methods to seek participants along with traditional calls for participation is a very effective way of increasing response rates.

Pedagogically, by investigating apologies used by L1 speakers of the language, it is hoped that the study will provide useful information about the linguistic forms and social functions of this important speech act that can later be applied to research on how L2

speakers learn and use apologies, and also provide meaningful data that can be incorporated in teaching materials for the classroom.

1.3. Scope of the study

The present study focuses on patterns of apology realizations used by L1 speakers of French who live in France. As such, its findings may not necessarily be generalized to other varieties of French as it is spoken in Canada or other Francophone regions. Second, as effective as the DCT is, it still remains limited in the kind of responses it elicits. Essentially, in asking participants to imagine what one might *say* in a given situation, what is collected is in fact *written* responses to what is potentially spoken discourse. Although this is inherently artificial, the DCT still remains one of the most effective methods of collecting a large data set from many participants in a reasonable amount of time and continues to be used extensively in sociopragmatics research. Finally, the present study only looks at the linguistic aspects of apologies, and thus paralinguistic and nonlinguistic aspects are outside the scope of this inquiry.

1.4. Definition of key concepts

1.4.1. Pragmatics, sociopragmatics and pragmalinguistics

For the purposes of this study, Yule's (1996) definition of pragmatics and Leech's (1983) and Thomas' (1983) definition of sociopragmatics and pragmalinguistics provide the basic framework.

Yule (1996: 3) defines pragmatics as being “concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than

what the words or phrases in those utterances might mean by themselves.” Pragmatics therefore examines language in use and its users.

While pragmatics focuses on the utterance, Leech (1983: 10) describes sociopragmatics as “the sociological interface of pragmatics.” As such, sociopragmatics refers to the social norms such as social distance and power between interlocutors, gender, appropriateness, etc., that govern language use. The distinction between sociopragmatics and pragmalinguistics is highlighted by Leech (1983) and Thomas (1983). Whereas sociopragmatics is the realm of social norms and conventions, pragmalinguistics consists of linguistic forms that are used for realizing utterances. For example, consider the case of two apologies: an explicit apology such as ‘I am sorry’, and an explanation accepting responsibility and promising forbearance such as ‘The printer broke down, but I should have had a Plan B. Not delivering this report on time in inexcusable and I accept full responsibility for the delay. I assure you that this will never happen again’. Both the former, an explicit expression of apology, and the latter, a profuse expression of regret, perform the function of offering redress for a perceived offense, yet each of them clearly marks two distinct relationships between the interlocutors.

It is in this light that the differences between the three seemingly similar terms may be clarified.

1.4.2. Apologies

Apologies are present in most if not all languages. At first glance, they come across as quite an everyday phenomenon in a given language. But further inquiry makes it clear that they are deceptively simple. What are apologies? It will be useful to consider some

definitions of apology proposed in the pragmatics literature.⁵ In Brown and Levinson's (1987: 74) terms, the act of apologizing is face-saving for the hearer and face-threatening for the speaker. Yet apologies may have a positive impact on the hearer (H) (Holmes, 1995:155) to some extent even though they are made at a cost to the speaker (S). To paraphrase Holmes (1989, 1990), apologies are a congenial speech act whose goal is to offer remedy for the offense committed by H and maintain social harmony between H and S. In keeping with this opinion, Olshtain and Cohen (1983) and Bergman and Kasper (1993) assert that apologies are performed after social norms are violated, and as such are instrumental in (re-) establishing a felicitous relationship between the interlocutors. Given that apologies appear to be highly culture-specific and nuanced, they merit a deeper investigation.

1.5. Organization of the dissertation

The dissertation is organized as follows: Chapter 2 presents a review of the relevant literature. It begins with an overview of the theoretical framework that guides this study, namely, speech act theory and politeness theories. It then provides a review of seminal studies focusing on L1 apologies in English and other commonly investigated languages, followed by those that are concerned with French. Chapter 3 lists the advantages of the Discourse Completion Task (DCT) to collect data and also addresses criticisms against its use. Chapter 4 describes the pilot study and its relevant findings. Chapter 5 orients the reader to the various phases of the main study. Chapter 6 describes Phase 1, in which L1 speaker input was sought in order to obtain situations to be used in the DCT. Chapter 7 discusses Phase 2, in which L1 speaker perceptions regarding sociolinguistic parameters were sought. Chapter 8 reports on the findings of Phase 3 regarding linguistic patterns

observed in the apology corpus, including effects of variables such social power and distance, severity of the offense etc. on strategy selection and the pedagogical implications of these findings. Chapter 9 presents an overall summary of the study, recommendations for future research, and concluding remarks.

CHAPTER 2: REVIEW OF THE LITERATURE

The following chapter provides an extensive review of the literature. It is divided into two parts. The first part discusses speech act theory and theories of politeness in detail in order to present the theoretical framework that guides this study. The second part focuses on the speech act of apology and analyzes seminal studies that investigate remedial discourse. Findings from studies focused on English and other languages are presented first, followed by an examination of research into apologies in French.

Part A: Theoretical Framework

2.1 Speech Act Theory

In this section, a brief review of Speech Act theory (Austin, 1962; Searle, 1969, 1975)—one of the core issues in sociopragmatics research (Levinson, 1983)—is presented.

Speech Act theory finds its origins in the philosophy of language. In his seminal book *How to do things with words*, Austin put forth the notion that in saying something, one is actually doing something with the language. This proclamation was in direct contrast to the view espoused by many logicians that language is used to make true or false statements. Instead Austin claimed that language is used to perform actions such as requesting, apologizing, etc. and by extension he named these utterances ‘performatives’.

Austin (1962) expanded this definition further to state that there are three aspects to any given utterance: a locutionary (literal) meaning or act, an illocutionary (intended) act, and a perlocutionary effect (the outcome of the utterance). Consider the utterance, “It’s hot in here”. The locutionary meaning is the statement of the fact that it is hot. The

illocutionary meaning on the other hand may very well be a request for someone to open a window, turn on the fan, or adjust the thermostat. The perlocutionary effect would involve someone opening a window, or switching on the fan, as a result of the speaker's utterance. The term "speech acts" has thus subsequently come to mean the illocutionary act associated with a given utterance (Levinson, 1983).

Searle (1969, 1975), who was Austin's student, expanded on the existing theory and distinguished between direct and indirect speech acts. According to Searle, there is a direct link between the form and function of direct speech acts. Conversely, indirect speech acts, true to their name, do not exhibit a direct relationship between form and function. For example, consider the following exchange:

A: Are you going to meet us for dinner tonight?

B: Yes. Could you give me a ride to the restaurant?

A's question to B is an interrogative utterance. B follows his affirmative response with a request for a ride, which also takes the form of an interrogative utterance. It is clear that by framing a request in the form of a question in lieu of a direct imperative "Give me a ride", B employs a politeness strategy to mitigate the imposition on A. The relationship between the form of B's utterance (interrogative) and its function (request) is thus an indirect one.

As a result of Austin's and Searle's contributions, pragmatics, or more specifically the analysis of the functions of language in specific contexts, thus grew in importance in the field of linguistics. This set the stage for many subsequent, ground-breaking studies that went beyond those which had predominantly focused on forms and not considered function and situational context.

2.2 Politeness theory

Framed within the larger construct of sociopragmatic competence (Leech 1983), politeness is a very important concept in pragmatics research. Leech distinguished between pragmalinguistic competence and sociopramatic competence. While pragmalinguistic competence refers to the knowledge of and ability to use socially appropriate linguistic formulae (Thomas, 1983), sociopragmatic competence implies that the speaker is aware of sociocultural norms that govern speech behavior in a given community and is aware of “what you do, when, and to whom” (Fraser, Rintell and Walters, 1980, cited in Kasper and Roever, 2005), thereby adjusting and varying his/her speech so that it is socially and culturally appropriate. This is easier said than done because the norms governing appropriate use of language may vary vastly from culture to culture and from language to language (Lakoff, 2005). In this light, politeness is so crucial that violating politeness norms might result in L2 speakers not being fully assimilated as equals with others (Kasper, 1990). Although prominent in linguistics research today, politeness has been studied from a mainly Anglo-Saxon perspective while Romance languages have not generated as much interest (Held, 2005).

To date, most research into politeness as a linguistic dimension has been centered on one of the following three approaches: conversational maxims (Grice, 1967; Lakoff, 1973) and politeness principles (Leech, 1983), the notion of face, face threatening acts (FTAs) and redress strategies (Brown and Levinson, 1978, 1987), and conversational contracts (Fraser, 1975, 1990; Fraser and Nolen, 1981). These perspectives, which fall under the domain of linguistic—and more specifically pragmatics—research, are discussed below (Lakoff and Ide, 2005). Other approaches to politeness, such as

sociological (e.g., Watts, 2003) and anthropological (e.g., Hirschon, 2001), are beyond the scope of this study and are therefore not included in the ensuing discussions.

2.2.1. Conversational maxims and the Politeness Principle

The conversational-maxim view of politeness is grounded principally on Gricean Cooperative Principles (Grice, 1967, published 1975). The crux of Grice's theory is that participants in a conversation cooperate with each other and this cooperation operates through the observation of four maxims, namely quantity, quality, relation, and manner. These conversational norms require that a speaker (S) be concise and provide adequate information (quantity) that is truthful (quality), relevant (relation) and avoids obscurity of expression (manner) (Grice, 1989:28). For example, if a speaker (S) makes a false statement whereas the hearer (H) is expecting the truth, he/she is violating, or flouting the quality maxim. Yet it is clear even to a non-expert that conversational maxims are flouted on a regular basis. Consider the following exchange between A and B:

A: I think that after a vibrant debate, the House and Senate will reconcile and pass a comprehensive health care reform bill.

B: Yes, when pigs can fly!

Typically, A's statement should have resulted in B making a relevant follow-up. Instead, the response 'when pigs can fly' appears to be unrelated, at least on the surface, thus flouting the maxim of relevance. But it is clear that B uses an idiomatic expression which conveys his disagreement with A's statement while also being sarcastic. Such maxim violations are common in everyday language use, yet for the most part S and H are able to negotiate linguistic and cultural norms on a regular basis while maintaining a harmonious exchange.

Following Grice's theory, Lakoff (1973: 297) proposed three additional maxims, or rules of politeness: 1) Formality — do not impose, 2) Deference — give H options, and 3) Solidarity — make H feel good. She views the maxim of Formality as being the most important of the three; this may be achieved by refraining from the use of colloquial forms. In deferring to H, S may use tag questions or insert hedges in order to invite H's participation in the exchange. In following the Solidarity maxim, S may use a friendly gesture to indicate that he/she likes H. One must remember, however, that each culture potentially interprets politeness differently and these rules of politeness may function differently in different cultures. For example, Eelen (2001:107) states that European cultures tend to prefer Formality strategies, while Asian cultures tend to be Deferential, and modern American culture tends towards Solidarity.

Leech (1983) also built his Politeness Principle model on the Gricean Cooperative Principle but places his maxim along a cost vs. benefit scale. In other words, he states that a given utterance is made at a cost to S and provides benefit to H. The six Politeness Principles expounded by Leech (1983: 80) are as follows:

- 1) Tact maxim: a) minimize cost to others, b) maximize benefit to others
- 2) Generosity maxim: a) minimize benefit to self, b) maximize cost to self
- 3) Approbation maxim: a) minimize disapproval of others, b) maximize praise of others
- 4) Modesty maxim: a) minimize praise of self, b) maximize disapproval of self
- 5) Agreement maxim, a) minimize disagreement between self and others, b) maximize agreement between self and others

6) Sympathy maxim: a) minimize antipathy between self and others, b) maximize sympathy between self and others.

Given the different costs and benefits associated herein, Leech's maxims may help account for manifestations of various politeness norms across different cultures.

2.2.2. Face saving

An elaborate theory of politeness was posited by Brown and Levinson (1978) in their work in *Universals in language use: Politeness phenomena*, which was then reissued as *Politeness: Some universals in language use* (1987). By comparing data from Tamil, Tzeltal and American and British English, they claimed that strategies used to express politeness are comparable across languages, thereby underlining their universality. They based their theory on the anthropologist Goffman's (1967) notion of face. Face is defined by Goffman (1967: 319) as "the positive social value a person effectively claims for himself," i.e., the public self-image of a person. At first glance this may seem contradictory; how does one have a *public* self-image? What this refers to is the image of oneself that is presented to others. Brown and Levinson also distinguish between positive and negative face. Positive face is defined as one's desire to be assimilated with a group and be accepted, whereas negative face refers to one's desire to not have one's needs impeded upon. They claim that in order to maintain a felicitous condition, these two types of face must be constantly attended to otherwise they may be lost, threatened, and damaged, or insufficiently maintained or elevated. For example, praising H addresses that person's positive face wants, whereas hedging and apologizing recognize H's negative face wants. Brown and Levinson further maintain that certain speech acts such as apologizing are inherently face-threatening (therefore they are called face threatening acts

or FTAs), i.e., they impede upon the positive or negative face wants of the interlocutors and call for politeness as a means of redress.

Although Brown and Levinson's theory is one of the most influential politeness models, it is not perfect. Several critics—most recently Watts (2003)—have challenged their claims of universality for their theory, in particular with respect to positive and negative face. First, it is doubtful whether the notion of face exists uniformly across cultures since cultures are not homogeneous (Barron, 2003). In fact, Matsumoto (1988, 1989) and Ide (1989) note that Brown and Levinson's concept of face is removed from the original sociological construct posited by Goffman, in which face is construed as a public, rather than a private notion. This criticism is valid because it underscores the inability of Brown and Levinson's theory of face to account for the importance of social deixis in Japanese, for example, in which discernment in social relationships is fundamental and as a result, for Japanese interlocutors social indexing is more important than saving face (Hill Ikuta, Kawasaki and Ogino, 1986; Ide, 1989, Matsumoto, 1989). This opened up an entirely new approach to politeness research.

2.2.3 Social norm approach

The social norm approach espoused by researchers such as Ide and Matsumoto investigating non-Anglo-Saxon languages accounts for the fact that each culture has its own set of norms that govern polite behavior. The approach is therefore more concerned with conforming to social standards of speech behavior rather than attending to face. In other words, discernment is given preference in order to maintain society's standards of what is considered polite behavior, and the notion of public self-image is put aside.

Later approaches informed by social theory (e.g., Watts, 2003) emphasize the hybrid, and sometimes polemic nature of politeness norms both inter-and intra-culturally. Given the tremendous variation in standards, politeness becomes a highly context-specific phenomenon in which not only S, but also H play an important role in negotiating the exchange. However, Terkourafi (2007: 242, 2008) argues that since such exchanges can only be empirically observed at the level of “situated exchanges” or at the “micro-level”, predictions and generalizations cannot be made.

2.2.4. Conversational contract

The conversational contract approach to politeness theory was adopted by Fraser (1990) after his initial elaboration of the idea (1975) and further expansion with Nolan (Fraser and Nolan, 1981). Although he recognizes Goffman’s notion of face, Fraser (1990) disagrees with Brown and Levinson’s theory in claiming that S is not obliged to make H feel good. Rather, being polite according to Fraser (1990:233) involves the “fulfillment of a conversational contract” which he explains as follows:

Politeness is a state that one expects to exist in every conversation; participants note not that someone is being polite – this is the norm – but rather that the speaker is violating the C[onversational] C[ontract]. Being polite does not involve making the hearer ‘feel good’ à la B[rown] and L[evinson]. It simply involves getting on with the task at hand in light of the terms and conditions of the CC. (p. 233).

The premise of Fraser’s conversational-contract view is that there are certain rights and obligations that the interlocutors understand *à priori*. These rights and obligations are constantly negotiated and renewed as the conversation progresses and the context changes. Politeness is therefore more a question of being aware of social and cultural norms and possessing the linguistic adroitness to adjust one’s speech to the appropriate

level of politeness, and less a question of “making the hearer feel good” as Lakoff or Leech suggest, or “making the hearer not feel bad à la Brown and Levinson” (Fraser 1990: 233).

To summarize, this section has discussed the notion of politeness from different perspectives. In the conversational maxim perspective, politeness is geared towards maintaining a felicitous condition between S and H (Lakoff, 1973) and it must be of benefit to H (Leech, 1983). The face saving theory of Brown and Levinson views politeness as a means to save S’s face and attend to H’s face wants. Researchers of non-Anglo-Saxon languages (Ide, 1989; Matsumoto, 1988) regard politeness more as a matter of adhering to social norms and less as a way to save face. Along the same lines, the conversational contract (Fraser, 1981) viewpoint relates politeness to conformity to norms of expected behavior, but recognizes it as an on-going process in which interlocutors continually negotiate their rights and obligations.

This section also underlines the fact that although politeness may be a universal phenomenon, it is a complex notion that can be highly culture- and context-specific and therefore does not necessarily operate similarly in every society. Hence, as Kasper (1990) suggests, a model of politeness should not attempt to generalize to every society but rather confine itself to a specific speech community.

Part B: The Speech Act of Apologizing

Mishaps in speech are inherent, especially among L2 speakers of a language. Miscommunication, caused by breaking social norms of language use, often leads to cultural stereotypes. Apologies offer an opportunity to save face in a threatening or

difficult circumstance. Therefore, learning to apologize appropriately is an important part of being communicatively competent within a speech community. As noted previously, apologies have received considerable attention in the literature as befits the importance of this particular speech act, but this has been the case predominantly for languages other than French.

In preparation for our later discussion of the data in this study, it will be useful here to briefly consider the terminology that has been adopted in seminal studies (e.g., Cohen and Olshtain, 1983; Blum-Kulka, House and Kasper, 1989), especially two terms relating to one of the primary analyses to be undertaken in this dissertation. Those terms are the illocutionary force indicating device (IFID) – referred to here as an explicit expression of apology— and acceptance of responsibility (RESP).

IFID is an umbrella term used by several studies to refer to explicit expressions of certain speech acts, for example, in the case of apologies, “I am sorry”, “Please forgive me”, etc. In reference to apologies, IFIDs are further classified into three subcategories: (1) expression of regret (REGR), for example “I am sorry”; (2) offer of apology (OFFR), for example “I apologize”; and (3) request for forgiveness (FORG), for example “Please forgive me” (e.g., Olshtain and Cohen, 1983; Blum-Kulka, House and Kasper, 1989).

Acceptance of responsibility (RESP) is another strategy choice in which the speaker acknowledges his/her responsibility for the offense. RESP is further divided into four subcategories,⁶ namely (1) accepting the blame (ACEP), for example, “I did not see you”; (2) expressing self deficiency (SLDF), for example, “I’m such a scatter-brain”; (3) acknowledging the hearer’s right to an apology (ACKN), for example, “You were right”;

and (4) expressing lack of intent (INTE), for example, “I did not do it on purpose” (Olshtain and Cohen, 1983).

Other studies have also established similar criteria for categorizing formulaic apologies. For instance, Holmes (1990) identifies explicit expressions of apologies, explanation, accepting responsibility and promise of forbearance as the main apology strategies observed among New Zealanders.

With these main apology categories in mind, the following section reviews the findings of some important studies which examined apology behavior patterns among L1 and/or L2 speakers.

2.3. Previous speech act research on apologies in English and other commonly investigated languages

It is surprising that despite the importance of apologies in sociopragmatic research, French has been the focus of only three studies. Consequently, this section begins with an account of one of the first attempts to categorize apology strategies (Fraser, 1981), followed by a brief report on the conclusions of two extensive reviews of apology studies (Bergman and Kasper, 1993; Meier, 1998). Then, the findings of some seminal papers in the field are presented.

Fraser’s (1981) ethnographic approach was the first of its kind to identify patterns in apology strategies.⁷ In an attempt to categorize L1 English apology behavior, he analyzed the components of the speech act and identified ten different strategies that L1 speakers in his study used for apologizing. They are as follows: 1) announcing that you are apologizing, 2) stating one’s obligation to apologize, 3) offering to apologize, 4) requesting that the hearer accept an apology, 5) expressing regret for the offense, 6)

requesting forgiveness for the offense, 7) acknowledging responsibility for the offending act, 8) promising forbearance from a similar offending act, 9) offering redress, and finally, 10) recantation (Fraser 1981: 262). Through his ethnographic approach, Fraser was able to present clear trends but no statistical support for his conclusions. Data collection in speech act research is a thorny issue⁸ and it may be easy to criticize the lack of quantitative analysis in Fraser's study. Yet, his methodology is not without merit; ethnographic research yields naturally occurring data that depict trends and norms in a given speech community, without which it would be impossible to compare and contrast other findings in L2 speech behavior.

Bergman and Kasper (1993) sought to identify patterns of L1 apology choice across numerous studies, and observed that in terms of frequency of strategy usage, speakers' first preference was an explicit expression of apology (IFID). Acceptance of responsibility (RESP) was the next most chosen strategy. Both strategies were used irrespective of contextual factors such as severity of the offense and relationship between the interlocutors. Other strategies such as intensifying the apology, and downgrading the offense were found to be highly situation- and speaker-specific.

Bergman and Kasper's first finding was corroborated by Meier's (1998) comprehensive review of 25 L1 English apologies. Meier also noted that the most frequent strategy used was a formulaic expression of apology (an IFID), for example, 'I apologize'. However, in contrast to previous findings, the second most commonly noted strategy was not an acceptance of responsibility, but rather giving excuses. It must be noted that Meier's (1998) review focused exclusively on English apologies and did not involve a comparison of multiple languages.

2.4 Previous research on French L1 and L2 apologies

As part of the Cross-Cultural Speech Act Realization Project (CCSARP) investigations, Olshtain (1989) focused on similarities and differences of realization patterns of apologies across four European languages (Australian English, German, Canadian French and Hebrew), given the same social and pragmatic constraints. Relevant to the present study, her findings regarding Canadian French are based on a DCT involving 8 situations and 882 L1 speakers (among speakers of the other languages), and they corroborate previous results. Overall, she noticed two general strategies in L1 apology realization(s): (a) an explicit expression of apology (IFID), and (b) an acceptance of responsibility wherein the speaker admits his/her fault (RESP). Contrary to Bergman and Kasper's (1993) observation, Olshtain (1989) noted that the context did not seem to have an effect on apology intensification. But since her findings do corroborate previous results with respect to the two most often used strategies, she claims that this allows for identification of universal manifestations of strategy selection. In other words, she argues that given the same constraints, apologies across languages will resemble each other.

While it is undeniable that universals exist, one must be cautious about such a broad generalization. It is important to remember that Olshtain's (1989) study examined apology realizations across only *European languages*. It has already been established in preceding discussions that investigations of other non-European, especially Asian languages (including the extensively researched Japanese language) and a comparison of the two sets (European vs. non-European languages) have yielded different results. It is also important to investigate whether apology strategies differ across different varieties of French, for instance Canadian French and French spoken in France; it is in fact one of the

goals of this researcher to conduct such an inquiry at a later stage. Nonetheless, Olshtain's (1989) work is of utmost importance to the present paper since it is only one of three studies – Mulamba (1991) and Warga and Schölmberger (2007) being the other two – that included French L1 among other languages.

Warga and Schölmberger (2007), the only study to focus exclusively on French remedial discourse, examined French L1 (Quebecois) and L2 (German learners of French) apologies. The focus of their study was the effect of immersion on the pragmatic development of 7 L2 speakers of French. L1 data were collected from 20 participants. Both sets of data stemmed from a DCT comprising 4 situations. As far as L1 data are concerned, as with many previous studies, their findings also seem to indicate that speakers prefer to use two strategies more than the others, namely explicit expressions of apologies (IFID) and acceptance of responsibility (RESP). They also noted that almost half of the explicit apology expressions (IFID) were followed by an intensifier such as *très* ('very'). While baseline L1 data were collected for their study, the primary focus was on data collected from L2 speakers. Furthermore, as the researchers readily admit, their L1 participant pool was quite small. Their findings therefore must be considered exploratory. Nonetheless, their research is a much-needed addition to the field of French sociopragmatics, especially studies of apologies.

In sum the literature seems to suggest that an explicit expression of apology (IFID) and acceptance of responsibility (RESP) are found in high percentages across most languages, while other strategies such as explanations are found in lesser frequencies (Bergman and Kasper, 1993; Meier, 1998). Moreover, this section has highlighted the dearth of studies

that focus on French apologies, as utilized by L1 or L2 speakers, and identifies some important methodological issues pertaining to pragmatic research in general. The next chapter discusses these very problems.

CHAPTER 3: DATA ELICITATION INSTRUMENT – THE DISCOURSE COMPLETION TASK

In sociopragmatics research, a number of studies have used the Discourse Completion Task (DCT) for eliciting speech act data. A DCT which can either be written or oral consists of a set of described situations designed to elicit a speech act realization.

To begin, it will be useful to consider some definitions of DCTs found in the literature. Kasper and Dahl (1991:221) describe DCTs as ‘written questionnaires including a number of brief situational descriptions followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context’. Brown (2001: 301) defines written DCTs as ‘any pragmatics instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation’.

Brown (2001: 301-302) also distinguishes between written and oral DCTs.⁹ Written DCTs are of two types, free-response questionnaires and multiple-choice questionnaires (MCQ). In the former, participants read written descriptions of situations and provide open-ended responses. Another variant of this type of DCT is the closed DCT in which participants’ responses are restricted by an interlocutor’s rejoinder. In multiple-choice DCTs, participants read written instructions and select the best possible response to a particular situation among a range of options.

Oral DCTs are also of two types, an oral discourse completion task, and an oral role-play. The oral discourse completion task is an instrument in which participants listen to recorded descriptions of situations and speak out their responses. The oral-role play

involves two participants who interact with each other in response to the instruction provided in the DCT.

Beginning with Blum-Kulka (1982), many studies—in particular the CCSARP investigations (Blum-Kulka, House and Kasper, 1989)—have adopted written DCTs (see Kasper and Dahl, 1991 for a detailed review) because of their many advantages (e.g., Kasper, 1999; Billmyer and Varghese, 2000; Blum-Kulka, House and Kasper, 1989; Roever 2001). The CCSARP studies (Blum-Kulka, House and Kasper, 1989) made extensive use of DCTs to collect apology and request speech act data across fourteen languages. Several other studies have used DCTs to gather data on speech acts such as: complaints (e.g., Olshtain and Weinbach, 1987), compliments (e.g., Yuan, 2001), requests (e.g., Blum-Kulka 1982; Billmyer and Varghese, 2000), and apologies (e.g., Maeshiba, Yoshinaga, Kasper and Ross, 1996; Warga and Schölmberger, 2007) among others, although many justified criticisms have also been leveled against them (e.g., Bardovi-Harlig, 1999; Hartford and Bardovi-Harlig, 1992; Wolfson, Mormor and Jones, 1989). These issues are discussed in detail below.

3.1. Advantages of DCTs

There are many advantages to using DCTs for data collection in sociopragmatics. One of the primary advantages of DCTs is their ease of use. Wolfson, Mormor and Jones (1989) concur that DCTs allow questions to be administered to a large population in a relatively short period of time. In a similar vein, Beebe and Cummings (1996) conclude that DCTs not only facilitate the collection of large amounts of data but that general patterns and linguistic formulae found in DCT data are consistent with those found in naturally occurring data.

Other than their ease of use, DCTs also allow researchers to control for variables such as age and gender of respondents, social distance and other situation-specific factors (e.g., Maeshiba, Yoshinaga, Kasper and Ross, 1996). In their study of rejections, Hartford and Bardovi-Harlig (1992) were able to prove some underlying hypotheses such as these: (1) that L1 speakers' rejections will be shorter and (2) that L1 respondents will prefer a smaller range of rejection strategies. Based on their findings, these studies not only underscored the value of DCTs in collecting large data sets, but they also affirmed that DCTs lend themselves very well to hypothesis testing, provided that the conversations used to elicit responses are based upon samples of naturally occurring language.

Despite being used extensively in cross-cultural (e.g., Blum-Kulka, House and Kasper, 1989) and interlanguage pragmatics research (e.g., Maeshiba, Yoshinaga, Kasper and Ross, 1996), DCTs have been heavily criticized, in particular for lack of validity. These criticisms are discussed in the next section.

3.2. Criticisms of DCTs

Although Beebe and Cummings (1996) observed that data collected via DCTs closely resemble naturally occurring speech, many studies investigating methodological validity have extensively criticized DCTs.

One of the primary objections that have been raised against DCTs is that they tap into the metapragmatic knowledge of participants. In other words, respondents are required to *write* what they would otherwise *say* in a given situation. Furthermore, although the contexts presented are readily encountered in real life, the DCT renders them inherently artificial because participants are asked to provide responses while *imagining* themselves in those situations. With respect to L2 sociopragmatics research, Kasper (2000: 330)

notes that DCT data seem to establish ‘what L2 learners know rather than what they can do under the much more demanding conditions of conversational encounters’. Similarly, Golato (2003) claims that

DCTs are in a crucial sense metapragmatic in that they explicitly require participants not to conversationally interact, but to articulate what they believe would be situationally appropriate responses within possible, yet, imaginary, interactional settings. As such, responses within a DCT can be seen as indirectly revealing a participant’s accumulated experience within a given setting, while bearing questionable resemblance to the data which eventually shaped that experience (p. 32).

More generally, Cohen and Olshtain (1994) point out that the cognitive processes involved in producing a response to a questionnaire might not be the same that are operational while speaking in a natural setting. In a more extensive critique of DCTs, Roever (2001) states that the instrument is inauthentic because it does not allow for extended negotiations in conversation that are typically found in natural language.

One may also argue that due to sociolinguistic factors such as age, gender, profession and others, some participants might have never experienced one or more situations described in the DCT. The responses they provide would then be based on their imagination and not on real-life experiences. One way to circumvent this issue might be to design DCTs that give the participant the chance to opt out of a response. One could then perhaps glean meaningful insights regarding language use by asking participants to provide their reason(s) for opting-out.

While the above criticisms addressed the scope of DCTs, yet others have focused on comparisons of data collected from DCTs to those found in natural settings. In one of the first investigations on methodological issues in speech act research, Beebe and

Cummings (1985) compared tokens of rejections collected from written DCT and naturally occurring data (telephone). They concluded that written responses were inherently shorter than the ones observed in the recorded data; they exhibited less hedging, less elaboration and other aspects found in naturally occurring speech. Following this important study, Hartford and Bardovi-Harlig (1992) acknowledged the value of DCTs, yet also cautioned that DCTs should be constructed on the basis of naturally occurring language data, due to differences they observed in rejection tokens collected from DCTs and natural data. This criticism has also been leveled against other types of elicited data; for a more detailed discussion, see Kasper and Dahl (1991) and Rose (1992).

Further studies have compared DCTs to different data collection methods such as role plays and MCQs. As part of the CCSARP project, Rintell and Mitchell (1989) modified the original DCT used in the CCSARP by eliminating the hearer's response. In comparing L1 and L2 speakers' production of requests and apologies collected from their modified DCT and role plays, Rintell and Mitchell noted that tokens of apologies and requests found in both sets of data resembled those in the spoken language. Sasaki (1998) analyzed requests and refusals produced by Japanese learners of L2 English via DCTs and role plays, and discovered that role plays elicited longer utterances and a wider range of strategies as compared to the DCT. Furthermore, Yuan (2001) observed while collecting compliments and compliment responses in Chinese that oral DCTs produced data that were closer to naturally-occurring discourse than the data found in written DCTs.

While comparing requests elicited from Japanese speakers via a DCT and a multiple choice questionnaire (MCQ), Rose and Ono (1995) corroborated the findings from Rose (1994), namely that those who completed the MCQ chose to opt out (not provide a response), or hint more frequently than those who completed the DCT. This finding likely suggests that participants might feel forced to respond in some fashion to an open-ended question, whereas a MCQ offers them the possibility to not respond. This need not necessarily be a deterrent to using DCTs. An efficiently designed open-ended DCT which gives the participants the opportunity to opt out of a response may very well yield useful results.

Data elicited from DCTs may also be affected by the absence of a real interlocutor. That is to say, since participants are addressing an imaginary interlocutor, their strategy choices might vary, which might explain some of the findings of studies that have investigated effects of instrument modification. Bardovi-Harlig and Hartford (1993) examined rejection tokens realized by L1 and L2 speakers of English collected from open and closed DCTs and noted that modifying the DCT by including the hearer's response resulted in L2 speakers providing more L1-like responses. In contrast, Rose (1992) compared responses to situations with and without a hearer's response and found that the modification had no differential effect on the data.

After analyzing the conclusions of these inter- and intra-method validation studies, it is clear that there is no true consensus regarding the best data collection tool for speech act research. We have seen that enhancing the DCT by providing as much contextual information in as prompt a manner as possible does result in more elaborate responses (Billmyer and Varghese, 2000). Although DCTs lack the ongoing, unfolding context

(Wolfson, Marmor and Jones, 1989) found in real life situations, and also exhibit a dearth of extensive contextual cues which result in narrower strategy selection (Hartford and Bardovi-Harlig, 1992), they still remain a much-used data collection tool (e.g., Woodfield, 2008). This is probably because, as Billmyer and Varghese (2000:517) note, “to date there are no other sociolinguistic data collection instruments that have as many advantages as the DCT, making it, practically speaking, a resource pragmatics testing and teaching will continue to rely on”. DCTs thereby play a prominent role even in those studies that attempt to answer the call for a multi-method approach to data collection (Hartford and Bardovi-Harlig, 1992; Beebe and Cummings, 1996; Hudson, Detmer and Brown, 1995).

CHAPTER 4: THE PILOT STUDY

As discussed in Chapter 2, two of the three studies that have focused on French are certainly significant; one involved a cross-cultural comparison across four languages (Olshtain, 1989) and the other aimed at L2 speakers' pragmatic development (Warga and Schölmberger, 2007). However, to the best of this researcher's knowledge, there is not a single study to date that focuses on the speech act of apologizing performed by L1 speakers *in France*. This then raises a few important points that merit attention.

First, are there any differences between the apology strategies used by L1 speakers in France and those in Canada? While it seems – at least instinctively – that there would not be any noticeable difference, the question still deserves an empirical answer. Second, in order to draw more generalizable conclusions, it would be useful to have a larger L1 speaker pool *and* a more extensive DCT in the same study.

Finally, with respect to DCTs in general, despite the heavy criticism they face in the field, as demonstrated in Chapter 3 they still remain an effective data collection instrument, especially for large-scale data collection. The primary goal of the pilot study was therefore to test the validity of the DCT. In fact, three participants volunteered useful feedback on the questionnaire after they had responded to it.¹⁰ This was a most unexpected yet much welcome step in improving the efficacy of the DCT.

In sum, the primary goal of the pilot study was to test the data elicitation tool (the DCT) and to explore a unique participant recruitment method by tapping into social networks such as Facebook. The pilot investigation represented an

initial effort, as part of a series of projected studies to begin addressing the gap in French sociopragmatic research.

4.1. Hypothesis and research questions

Based on previous findings, the following hypothesis guided the pilot study:

Explicit expression of apology (IFID) and acceptance of responsibility (RESP) will be the two most commonly used strategies by L1 speakers in France.

The following research questions were posed:

- (1) Is the DCT an effective instrument, and will it result in adequate apology speech act data?
- (2) What apology strategies do L1 speakers from France use?

4.2. Methodology

4.2.1. Participant sampling

The pilot investigation analyzed apology strategies utilized by 72 L1 speakers residing in France. The initial participant pool was drawn from the circle of the researcher's own acquaintances. Due to a limited response rate, however, others were recruited¹¹ through the social network website www.facebook.com (henceforth, Facebook). Since the primary purpose of this exploratory study was to pilot the DCT, and given the poor initial response rate among personal contacts, the researcher opted to post the questionnaire online in order to expand the subject pool. In fact, once the questionnaire had been posted online, participant numbers increased from 7 to 42 in a mere three days.

Table 4.1 breaks down participants by age and gender. Table 4.2 provides demographics for two subgroups: the researcher's personal contacts and those who volunteered to participate via Facebook.

Table 4.1: Overview of participants' age and gender

Age(N = 65)	< 30 years old, N = 39
	> 30 years old, N = 26
	median age = 30 years
Gender (N = 72)	Males N = 24
	Females N = 48

At the time of data collection, the oldest participant was 79 while the youngest was 17 (65 of the 72 participants provided their age; 39 participants were under 30, 26 were over 30, and the median age was 30. The 24 male and 48 female participants represented various backgrounds, including students, professionals, and retirees.

Table 4.2 divides participants into two groups: the researcher's personal contacts and the volunteers who responded via Facebook.

Table 4.2: Demographic composition of respondents from personal contacts contrasted with demographic composition of respondents from Facebook

	Personal contacts¹² N = 7 (10%)	Facebook respondents N = 65 (90%)
Age	< 30 years old, N = 2	< 30 years old, N = 36
	> 30 years old, N = 5	> 30 years old, N = 22
	median age = 38	median age = 36 (Total n = 58) ¹³
Gender	Males N = 4	Males N = 21
	Females N = 3	Females N = 44

Of the 7 personal contacts, there were 3 male and 4 female participants. At the time of data collection, the highest age in this group was 79, and the lowest was 18 with the group's median age being 38. Of the 65 participants who responded via Facebook, 21 were male, and 44 were female. Among the 58 who provided their age, the oldest was 70, and the youngest was 17; the median age for this group of respondents was 36. This distribution seems to indicate that although a proportionately greater number of females responded on Facebook, the age range was similar for both sets of participants.

4.2.2. Data elicitation instruments – Demographic questionnaire and pilot DCT

The data elicitation instruments for this study consisted of two questionnaires, apart from the Informed Consent Form (ICF) (Appendix 1 – French and Appendix 2 – English). The first was a demographic questionnaire (Appendix 3 – French and Appendix 4 – English) similar to the one subsequently used in the main study. The second was a DCT (Appendix 5 – French and Appendix 6 – English) that comprised 20 situations requiring an apology which were based partly on the situations established by the CCSARP (Blum-Kulka, House and Kasper, 1989).¹⁴ Seventy two L2 speakers responded to the DCT.

The situations adopted in the pilot DCT varied from the CCSARP in terms of the respective degrees of familiarity and authority between the interlocutors. Due to time constraints for the pilot study, it was not possible to have independent L1 speakers rate these situations for the above-mentioned parameters (i.e., social distance and power, severity of offense) and also for the likelihood of the situations occurring in everyday

discourse. This step was included in the main study, however, and is discussed in Chapter 7.

4.2.3. Procedure

Following IRB approval (Appendix 7), the DCT was posted on the study's website, www.languageresearch.org; this domain name was purchased and registered specifically for collecting data for the pilot and the main study. Two IT professionals were hired to create an interactive online survey designed to suit the study's needs using Limesurvey, an open source web survey creation application. Limesurvey uses mySQL database framework (an open-source relational database management system) and the survey was developed using PHP (PHP: Hypertext Processor). Participants were required to complete the ICF before proceeding to the demographic questionnaire and the DCT.

4.2.4. Coding

Seventy-two L1 speakers responded to 20 situations, for a total of 1440 responses. The PHP database was designed so that responses would automatically be exported to worksheets in Microsoft Excel and the statistical software adopted for the study, Statistical Package for the Social Sciences (SPSS) worksheet. The taxonomy of apology strategies used in the pilot was first established by Fraser (1981). Subsequently, Olshtain and Cohen (1983), Blum-Kulka and Olshtain (1984), and eventually the CCSARP project (Blum-Kulka, House and Kasper 1989) adapted Fraser's taxonomy in their respective studies. The pilot study followed Olshtain and Cohen's (1983) coding scheme. The methodology¹⁵ is explained in Table 4.3 with a description of the various strategies, keys to the corresponding four-letter abbreviations, and examples of strategies actually employed by L1 respondents in the pilot.

**Table 4.3: Coding scheme with list of apology categories
[based on Cohen and Olshtain (1983)]**

APOLOGY STRATEGY	KEY	PILOT SAMPLES	ENGLISH TRANSLATION
Illocutionary Force Indicating Device -3 subcategories	IFID		
Expression of regret	REGR	<i>Je suis désolé</i>	I am sorry
Offer of apology	OFFR	<i>Je m'excuse</i>	I apologize
Request for forgiveness	FORG	<i>Je vous prie de me pardonner</i>	I beg you to forgive me
Intensification of the apology	ITEN	<i>Je suis <u>vraiment</u> désolé</i>	I am truly sorry
Explanation or account of the situation	EXPL	<i>Il y avait un bouchon</i>	There was a traffic jam
Acknowledgement of Responsibility – 4 subcategories	RESP		
Accepting the blame	ACEP	<i>C'est de ma faute</i>	It is my fault
Expressing self-deficiency	SLDF	<i>Je suis tête en l'air</i>	I am a scatter-brain
Acknowledging other person deserves apology	ACKN	<i>Tu as raison</i>	You are right
Expressing lack of intent	INTE	<i>Je n'ai pas fait exprès</i>	I did not mean to
Need to apologize is rejected – 4 subcategories	REJC		
NRSP - No Response	NRSP		
DENL - Denial of need to apologize	DENL	<i>Rien. Cela arrive à tout le monde</i>	Nothing. It happens to everyone.
NBLM - Not accepting the blame	NBLM	<i>Je n'y suis pour rien</i>	It is not my fault
BLMO - Blaming the other person	BLMO	<i>Tu aurais dû me prévenir</i>	You should have told me earlier
Offer of repair	REPR	<i>Je t'en rachète un autre</i>	I will buy you another one
Promise of forbearance	FORB	<i>Cela ne se reproduira plus</i>	It will not happen again
Downgrading the offense	DOWN	<i>C'est rien</i>	It is nothing
Concern for the hearer	HEAR	<i>Vous n'avez rien?</i>	Are you all right?
No apology	NOAP		

4.3. Relevant findings

Research Question 1: Is the DCT an effective instrument and will it result in adequate apology speech act data?

With regard to the effectiveness of the DCT as a data collection instrument, the large volume of apology utterances—1440 to be precise—that were collected seemed to indicate that it is indeed effective in eliciting the targeted speech act. Nonetheless, piloting the DCT also revealed an inherent design flaw.

Recall that the pilot DCT comprised 20 situations, all of which were expected to elicit remedial discourse from the participants. However, based on some of the findings, both in the DCT responses and from some voluntary comments about the situations made by respondents, it was concluded that although a large number of apology realization tokens were collected, the instrument comprised too many situations targeting the same type of discourse, i.e., apologetic utterances. As such, several participants felt that it was too repetitious and lengthy. Therefore, it was decided that the DCT for the main study would be restricted to ten situations, of which 30% would involve distracters (i.e., other speech acts).

4.3.1. Apology strategies observed in the pilot data

Research Question 2: What apology strategies do L1 speakers from France use?

Hypothesis: Explicit expression of apology (IFID) and acceptance of responsibility (RESP) will be the two most commonly used strategies by L1 speakers in France.

Table 4.4 presents a summary of the total number of apology tokens observed in the data.¹⁶

Table 4.4: Summary of tokens of all observed apology strategies in descending order of use (n, %) (N = 72)

	Total tokens	n %
IFID	866	60.10%
RESP	530	36.80%
EXPL	482	33.50%
REPR	373	25.90%
ITEN	253	17.60%
REJC	95	6.60%
FORB	28	1.90%

As hypothesized, IFID and RESP were the two most commonly used apology strategies. These results were similar to those found in the previous studies on French L1 apologies. Furthermore, it was discovered that an apology set—which according to Olshtain (1983) includes the entirety of different apology strategies used in any given utterance—may very well be comprised of more than one strategy. Consider one participant’s response to one of the situations : ‘*Veillez m’excuser de vous rendre le livre si tard. J’ai complètement [sic] oublié. Je suis vraiment navrée. Ca [sic] ne se reproduira plus*’¹⁷ (Kindly excuse me for returning the book so late. I completely forgot. I am truly sorry. This will not happen again). This subject uses multiple apology strategies in the same response – IFID-RESP-IFID WITH INTENSIFICATION-FORB. This is not to say that such a profound apology is the only norm and that *all* L1 speech behavior follows this pattern. Indeed, this study supports previous findings that L1 speakers have at their disposal a range of remedial strategies, and that the use of one strategy over the other

may be influenced not only by sociocultural norms of the language but also by situation-specific factors; these factors are analyzed in Chapters 7 and 8.

The pilot results confirmed the initial hypothesis; it is evident that an explicit expression of apology (IFID) was the most frequently used apology strategy, followed by acceptance of responsibility (RESP). Providing an explanation (EXPL) ranked a close third among these strategies. In contrast, offer of repair (REPR), intensification of the apology (ITEN), addressing the speaker (ADDR), rejecting the need to apologize (REJC), and promise of forbearance (FORB) represented only one quarter or fewer of apology tokens, as seen in Table 4.4.

The results of the frequency of apology strategy selection by 72 L1 speakers in twenty situations are presented in Table 4.5. These data are tabulated in terms of percentage of usage for each strategy. For example, if all 72 respondents had chosen a particular strategy, say IFID, in all 20 situations, the total possible number of IFID tokens would have been 72×20 , 1440. The actual number of tokens is presented as a percentage of this possible total, e.g., 60.1%.

Table 4.5: Selection of apology strategies in French L1 in 20 situations (in %), (N = 72)

SITUATIONS																				
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
ADDR	15%	6%	24%	1%	14%	33%	1%	3%	6%	4%	4%	7%	10%	15%	50%	10%	1%	35%	4%	8%
IFID	99%	81%	35%	14%	86%	47%	92%	56%	63%	113%	57%	64%	47%	17%	50%	61%	103%	38%	33%	50%
EXPL	14%	28%	38%	38%	58%	44%	49%	28%	21%	1%	11%	14%	58%	60%	19%	47%	47%	57%	24%	14%
RESP	64%	50%	40%	28%	21%	40%	25%	63%	38%	28%	69%	25%	18%	3%	49%	33%	49%	6%	35%	54%
REJC	1%	4%	0%	0%	17%	21%	14%	3%	1%	1%	22%	8%	6%	0%	1%	3%	1%	1%	3%	24%
REPR	43%	13%	0%	60%	39%	21%	7%	33%	81%	3%	21%	54%	7%	0%	14%	6%	13%	69%	36%	0%
FORB	1%	0%	0%	0%	22%	3%	0%	0%	3%	0%	1%	0%	3%	0%	0%	3%	0%	0%	3%	0%
NOAP	11%	36%	68%	83%	22%	47%	11%	32%	44%	0%	21%	29%	49%	82%	42%	39%	8%	61%	39%	24%
ITEN	32%	46%	10%	3%	15%	25%	42%	18%	29%	6%	39%	15%	4%	3%	14%	7%	19%	1%	21%	3%

Although one of the goals of this exploratory study was to quantify the frequency and use of all apology strategies which are presented in Table 4.5, the primary focus was to closely examine IFID and RESP strategies. Therefore an analysis of the other strategies was undertaken in the main study, and those findings are presented in Chapter 8. IFID and RESP are examined in detail in the sections below.

4.3.2. Illocutionary Force Indicating Device (IFID)

One can immediately see that S10-CD and S17-Luggage elicited high percentages of IFIDs: 113% and 103% respectively. These unusually high frequency rates are due to the fact that some participants used more than one IFID in those situations. Since the results for the IFID are already the sum of three subcategories, and since some participants used multiple IFIDs in a single response, the total number of responses provided is greater than the total possible number of responses for a given situation, that is, 72.

Results indicate that the use of IFID ranges from a very high percentage of 99% in S1-Book and 92% in S7-Host family dinner to a very low occurrence of 14% in S4-Notes and 17% in S14-Deadline. In addition to S1-Book and S7-Host family dinner, participants also used relatively higher percentages of IFIDs in S2-Birthday and S5-Work. Of the four situations with high IFID tokens, three represented interactions between speakers of unequal social status and distance: a student apologizing to a professor (S1-Book), an exchange visitor apologizing to a host family (S7-Host family dinner), and an employee apologizing to an employer (S14-Deadline). One of the low IFID situations, S4-Notes consisted of communication between speakers of equal social

status and distance (two friends), whereas the second situation with low IFID tokens, S14-Deadline, required the speaker to apologize to a person of higher authority.¹⁸

It is clear that IFIDs were used extensively among subjects in this study in relatively formal situations in which the speaker is apologizing to persons of higher authority: a professor (S1-Book) and an employer (S5-Work). On the other hand, S2-Birthday and S7-Host family dinner represent relatively informal situations, yet they likewise elicited a higher percentage of IFIDs. While social distance may account for the high incidence of IFIDs among speakers of unequal social status in relatively formal situations, the latter finding—of high IFIDs in informal situations—may be explained by another factor, namely the nature and severity of the offense.

As mentioned earlier, empirical ratings of this parameter along with the social distance factor were conducted as part of the main study, and these ratings provided more generalizable results (see Chapter 7). With respect to the pilot, however, ancillary comments made by respondents provide some initial insights as to why IFIDs were used in the relatively informal S2-Birthday and S7-Host family dinner contexts. Regarding S2-Birthday, one participant commented that “*ce serait impardonnable d’oublier l’anniversaire de son ami comme ça !*” ‘It would be unforgivable to forget one’s friend’s birthday like this!’. Similarly, for S7-Host family dinner, one participant noted “*oh oh, ça se fait pas ça*” (That’s not done) while another commented “*ce serait un manque de savoir vivre flagrant et une insulte vis-à-vis de la famille d’accueil !*” ‘This would a flagrant misstep and an insult to the host family’. It is therefore apparent that the nature and severity of the offense plays a role in strategy choice by L1 speakers.

We have thus far discussed situations which elicited high percentages of explicit apology (IFID) tokens. These initial observations seem to be in keeping with findings in previous studies, particularly Olshtain (1989) and Warga and Schölmberger (2007), that explicit expressions of apology (IFID) are the most commonly used strategy by French L1 speakers.

There were also situations in which IFIDs had a surprisingly low occurrence rate, however. In S4-Notes, explicit expressions of apology (IFID) were observed only 14% of the time, and in S14-Deadline, IFIDs occurred with a frequency of 17%. Recall that S4-Notes required participants to ask for a classmate's notes right before an exam, and in S14-Deadline, participants had to inform their supervisor about their inability to meet a project deadline. As in the previous case of high IFID use, the context-external parameters of severity of offense and the hearer's expectation of an apology seem to play a role in strategy selection. For example, while a low IFID rate in S4-Notes – in which the speaker and the hearer are of equal authority (classmates) – may not be surprising, the low rate of 17% seems unusual in S14-Deadline, in which the speaker is addressing a person of higher authority (an employer). This finding may have something to do with the fact that S14-Deadline is in fact eliciting a refusal. Could it be that utterances that are potentially refusals are not necessarily mitigated by apologies in French?¹⁹ An empirical study that would explore the nature of the relationship between these two speech acts in French would seem to be warranted here.

We have now discussed IFIDs in situations with relatively high or relatively low frequencies of IFID use. As noted earlier, context-internal and context-external factors seem to play a role in strategy selection and thus merit further attention. Correlational

effects were therefore examined in the main study. The next section below examines the second most frequently used strategy in the pilot, acceptance of responsibility (RESP).

4.3.3. Acceptance of Responsibility (RESP)

As stated earlier, previous studies (e.g., Blum-Kulka, House and Kasper, 1989) point to acceptance of responsibility (RESP) as another primary strategy for apologizing. In keeping with Olshtain and Cohen's (1983) model, Table 4.6 presents the distribution of RESP strategies according to four subcategories:

Table 4.6: Distribution of RESP apology strategy in French L1 according to four subcategories (n, %) (N = 72)

		SITUATIONS																			
CODES/STRATEGIES		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
	ACEP	61%	43%	35%	25%	13%	33%	17%	47%	28%	24%	57%	21%	17%	3%	39%	33%	39%	6%	33%	53%
	SLDF	1%	7%	1%	0%	0%	0%	1%	10%	1%	4%	11%	1%	1%	0%	10%	0%	7%	0%	1%	1%
	ACKN	0%	0%	1%	0%	1%	6%	6%	0%	4%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
	INTE	1%	0%	3%	3%	7%	1%	1%	6%	4%	0%	1%	3%	0%	0%	0%	0%	1%	0%	0%	0%

The resulting distribution makes it clear that of the four strategies, accepting responsibility for the offense (ACEP) was widely used by L1 speakers in the pilot subject pool as a strategy for apologizing. In S1-Book, these speakers readily admitted having forgotten to return the professor's book, perhaps as a way of fortifying their apology. This was also evidenced by the high use of IFIDs (99%). S11-Babysitting, S20-Restaurant, S2-Birthday, and S8-Spoon also elicited relatively higher tokens of RESP – that is, percentages of near or above 50%. It would appear that severity of offense and sense of obligation to apologize to the hearer may explain this finding.

On the other hand, S14-Deadline elicited the least number of RESP tokens at 3%, perhaps because the respondents did not perceive the need to apologize. That is, the obligation to finish a new project by a certain deadline might not be felt as keenly because the employer could be deemed responsible for delegating the work at an inopportune time. Interestingly, this situation also elicited a low 17% IFID rate.

The other three categories are indirect means of expressing an apology, and occurred with relatively lower frequency in comparison to the first strategy (ACEP).

4.4. Conclusion

We have now examined the two most frequently utilized apology strategies by L1 respondents in the pilot DCT in France. The results confirm our initial hypothesis—based on findings from previous studies—that these strategies would be IFID and RESP. The data also revealed frequencies of occurrence, albeit low frequencies, of additional apology strategies. These are analyzed in Chapter 8 on the basis of data collected for the main study. To conclude, the pilot served two purposes, i.e., to examine the effectiveness of the DCT in eliciting adequate apology tokens, and to test a novel method of participant

recruitment, namely Facebook. Its findings played a fundamental role in modifying the methodological design for the main study.

CHAPTER 5: OVERVIEW OF THE MAIN STUDY

This chapter first describes methodological changes necessitated by the results of the pilot investigation. Next, the research questions underlying the main study are presented. Finally, a preview of the three phases of that study is provided.

5.1. Methodological changes necessitated by the pilot

As stated in Chapter 4, the primary goal of the pilot was to test the effectiveness of the DCT as a data collection instrument and to examine the efficiency of new resources such as Facebook for participant recruitment. Although the pilot study yielded promising results for both questions, it was also evident that some changes in methodology were necessary.

First, the situations used in the pilot study were based partly on those initially used in Olshtain and Cohen (1983) and eventually in the CCSARP (Blum-Kulka, House and Kasper, 1989). Although these situations have already been utilized and tested in peer-reviewed studies in French (as discussed in Chapter 3), they lacked L1 speaker input. In other words, they “reflect everyday occurrences of the type” as Blum-Kulka, House and Kasper (1989: 14) suggest, but still lack L1 speaker input with respect to the likelihood of their occurrence and the possible influence of sociolinguistic parameters such as the relative distance between S and H. Although there is a widespread assumption that there are similar patterns of speech across different cultures (e.g., Hymes, 1972), it is also true that culture-specific social variables can affect speech act performance (e.g., Mulamba, 1991). With this in mind, the DCT for the main study was revised based on input provided by a group of L1 speakers. This constitutes Phase 1, and is discussed in

Chapter 6. The methodology is based on Bataineh and Bataineh (2008), who examined English and Arabic apologies by first asking 50 L1 speakers to provide 10 situations. They in turn had adopted Lipson's (1994) methodology of asking L1 speakers of Italian to reformulate instances of conflict and apologies observed in an English video program in order to make the situations applicable to Italian culture.

Second, all 20 situations used in the pilot DCT were apology related. In other words, there were no distracters. Several participants complained about the length of the questionnaire and stated that it was tedious to have to respond to so many situations requiring similar responses. From a methodological standpoint, this is problematic because participants' responses could have been influenced by what is referred to in the psychology literature as the "practice effect". This is a phenomenon wherein the performance of the same task over and over influences participants' scores. In other words, the repetitious nature of the DCT responses may have led participants to answer mechanically over time. Therefore, for the main study, the number of situations was reduced to ten, including three distracters. In all, 7 situations dealt with the speech act of apologizing, 1 with responding to a compliment, 1 with complaining, and 1 with requesting (the modified—henceforth, main DCT—can be found in Appendix 8 – French and Appendix 9 – English).

Although scenarios for the main DCT were developed through L1 speaker input and not pre-determined by the researcher (as was done during the pilot study), there were some similarities between the two DCTs. Among the 7 apology situations used in the main study, 4 were thematically similar to some of the situations used in the pilot DCT:

- (1) Forgetting to wish a friend a Happy Birthday vs. forgetting to wish one's mother a Happy Mother's Day
- (2) Bumping into someone outside a coffee shop vs. bumping into an old lady on the street
- (3) Failing to show up for an exam vs. being late for an exam
- (4) Inability to meet a deadline at work vs. requesting additional time to finish a work-related project

Third, the situations in the pilot DCT were not analyzed with respect to underlying sociolinguistic factors. However, because these factors were deemed important by the members of the pilot study defense committee, these considerations are addressed in the main study. To this end, the researcher requested that a group of independent L1 speakers rate the DCT situations for parameters such as frequency of occurrence of the situations, severity of offense, the degree of familiarity between S and H, level of social power that S and H have, S's obligation to apologize, and likelihood of H accepting S's apology (see Chapter 7 for more details). These independent L1 speaker ratings provide an added dimension of authenticity to the data collection instrument.

Finally, the participants for the pilot were drawn primarily from Facebook. Recall that of the 72 total respondents in that study, only 7 were drawn from the researcher's personal contacts. Since the questionnaire was posted and responded to online, only those L1 speakers with computer skills and access to the Internet would have been able to participate. This inherently restricted the number and demographic profile of potential respondents. While the overall responses were useful in establishing the DCT as a effective data collection instrument, the findings could not be generalized to a larger

population. To develop a more representative sampling, participants in the main study were solicited from multiple sources including Facebook, personal friends, and the Francofil listserv.²⁰ All participants had to meet two important criteria. First, they had to be L1 speakers from France. Representatives of other Francophone countries were excluded from the analyses. Second, participation was limited to only one phase of the main study; those who responded to Phase 1 (i.e., selection of DCT scenarios) could not participate in Phases 2 and 3.

As noted previously, one of the goals of the study is to improve upon the limitations of previous studies in French sociopragmatics that have had a low participant rate (cf. Warga and Schölmberger, 2007). Many researchers have underscored the difficult task of finding an adequate number of participants for language research. Sociopragmatics research is not immune to low response rates. Recognizing the considerable effort required to recruit participants, Kasper and Dahl (1991:22) conclude that “it often takes considerable tenacity to persuade subjects to complete a 20-item questionnaire”. Researchers must therefore find innovative ways to seek a higher response rate.

This study, as well as the pilot, may very well be the first of their kind in sociopragmatic research to push the boundaries of participant recruitment methods. While it would have been ideal for the researcher to conduct on-site data collection, budget and time constraints precluded this choice. Moreover, with technology becoming increasingly accessible, it is perhaps an opportune moment to tap into the rich potential of the Internet to reach numerous participants who would not have been easily contacted through conventional calls for participation.

5.2. Institutional Review Board (IRB) procedures

The main study was conducted a year and a half after the pilot study. Before collecting data, the procedures for obtaining IRB approval were duly followed (the approval letter can be found in Appendix 10). The various steps in the process are listed below:

- (1) Initial application describing the protocol for Phase 1 and Phase 3 submitted to the IRB
- (2) IRB approval notice received
- (3) Addendum to the original application detailing the protocol for Phase 2 submitted to the IRB
- (4) Addendum application approval notice received

5.3. Research questions

The main study aimed to answer the following research questions.

- (1) RQ1: In what circumstances do L1 speakers use remedial discourse?
- (2) RQ2: What apology strategies do L1 speakers use in those situations?
- (3) RQ3: Do all apology tokens perform a remedial discourse function?
- (4) RQ4: Are there observable patterns of relationship between various apology strategies?
- (5) RQ5: Do frequency of occurrence of a situation and severity of offense affect apology strategy selection?
- (6) RQ6: Does the degree of social distance between interlocutors, i.e., S and H, affect apology strategy selection?

(7) RQ7: Does the degree of social power between S and H affect apology strategy selection?

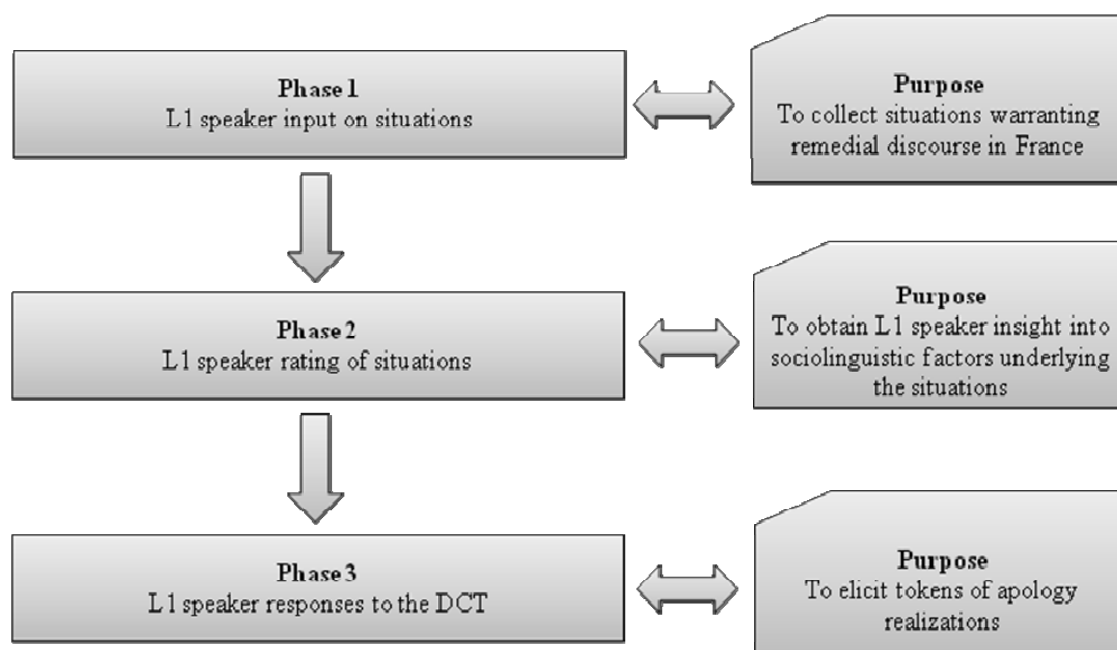
(8) RQ8: How do L1 speakers rate the importance of grammatical versus sociopragmatic competence as they apply to L2 learners of the language?

In order to answer these research questions, the study was designed as a three-phase investigation, as explained below.

5.4. Overview of Phases 1, 2, and 3 of the main study

The purpose of Phase 1 was to solicit L1 speaker input regarding conflict situations that would warrant apologies in France. The responses collected in Phase 1 were used to construct the revised DCT. In Phase 2, a separate set of L1 speakers rated selected sociolinguistic factors operational within the DCT situations. Phase 3 involved administering the DCT to a different set of L1 speakers with the goal of classifying and analyzing various apology strategies. Figure 5.1 clarifies the purpose of each of the three phases, while Chapters 6, 7, and 8 discuss them in detail.

Figure 5.1: Goals of Phase 1, Phase 2, and Phase 3 of the main study



CHAPTER 6: PHASE 1 – L1 SPEAKER INPUT ON SITUATIONS WARRANTING APOLOGIES IN FRANCE

This chapter first describes the methodology for participant recruitment, data collection and analysis used in Phase 1 of the present study. It then presents the results and concludes with a discussion of the findings. Recall that the purpose of Phase 1 was to have L1 speakers describe situations that would warrant an apology in France.

6.1. Methodology

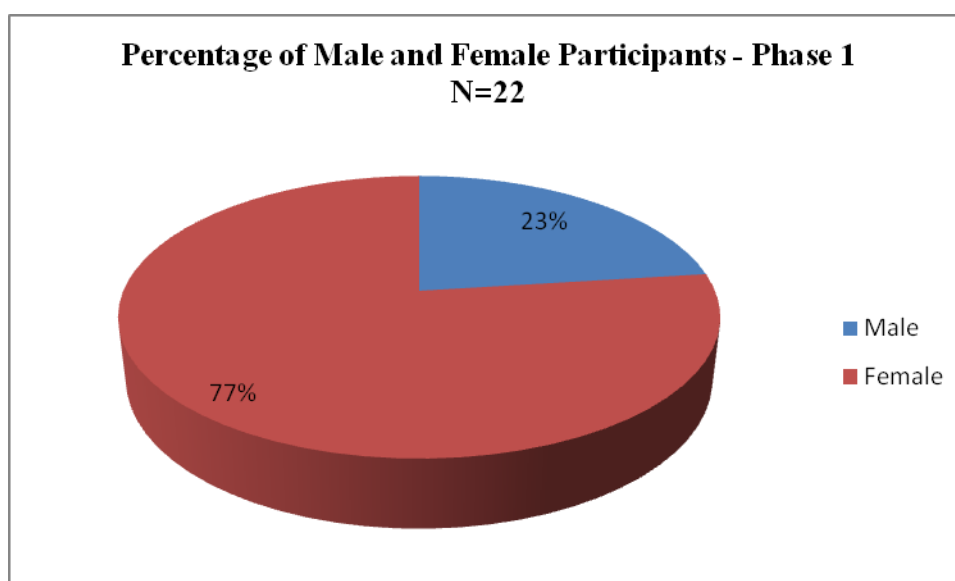
6.1.1. Demographic questionnaire

The demographic questionnaire used in the main study (Appendix 11 – French and Appendix 12 – English) was identical to the one used in the pilot. Furthermore, this questionnaire was administered in all three phases of the main study. The initial set of questions was designed to elicit participants' background information such as name, contact information, age, gender, L1, L2, native region, experience living in a foreign country, time spent abroad, etc. This information was useful to screen participants for compliance with two basic criteria: (1) they must be L1 speakers from France, and (2) their participation is limited to only one phase. The second half of the questionnaire focused on gathering general information about participants' perceptions regarding L2 learners and the importance of their acquiring grammatical competence versus sociopragmatic competence. Although this study does not focus on L2 learners of French, the information obtained from L1 speakers regarding what competency or competencies they consider to be fundamental was helpful in examining the implications of the study's findings with respect to French as a Foreign Language (FFL) pedagogy. These findings are discussed in Chapter 8.

6.1.2. Participant sampling

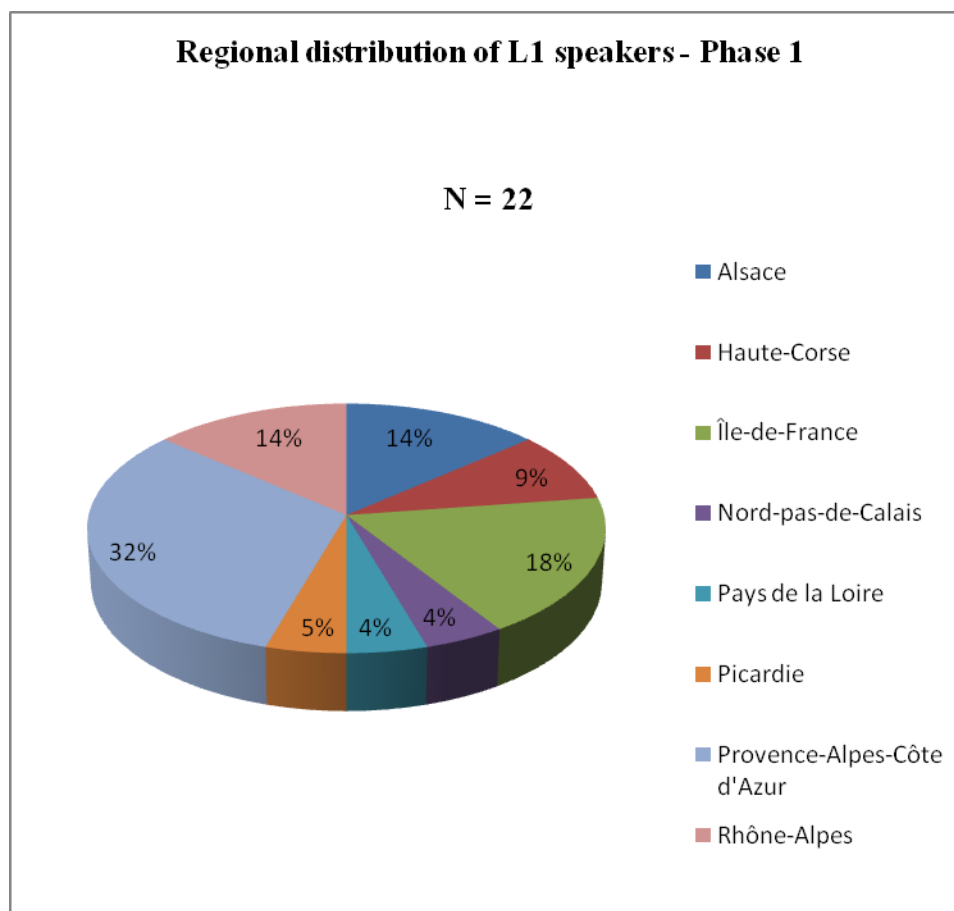
A total of 25 L1 speakers from France participated in Phase 1, but only the responses of 22 people were considered for data analysis. Three participants were not L1 speakers from France; one was Russian, the other Dutch, and the third British. Figure 6.1 presents the demographic information for the combined paper-based and online participant pool of the total of 22 L1 speakers in Phase 1:

Figure 6.1: Percentage of Male and Female L1 Speakers – Phase 1; N = 22



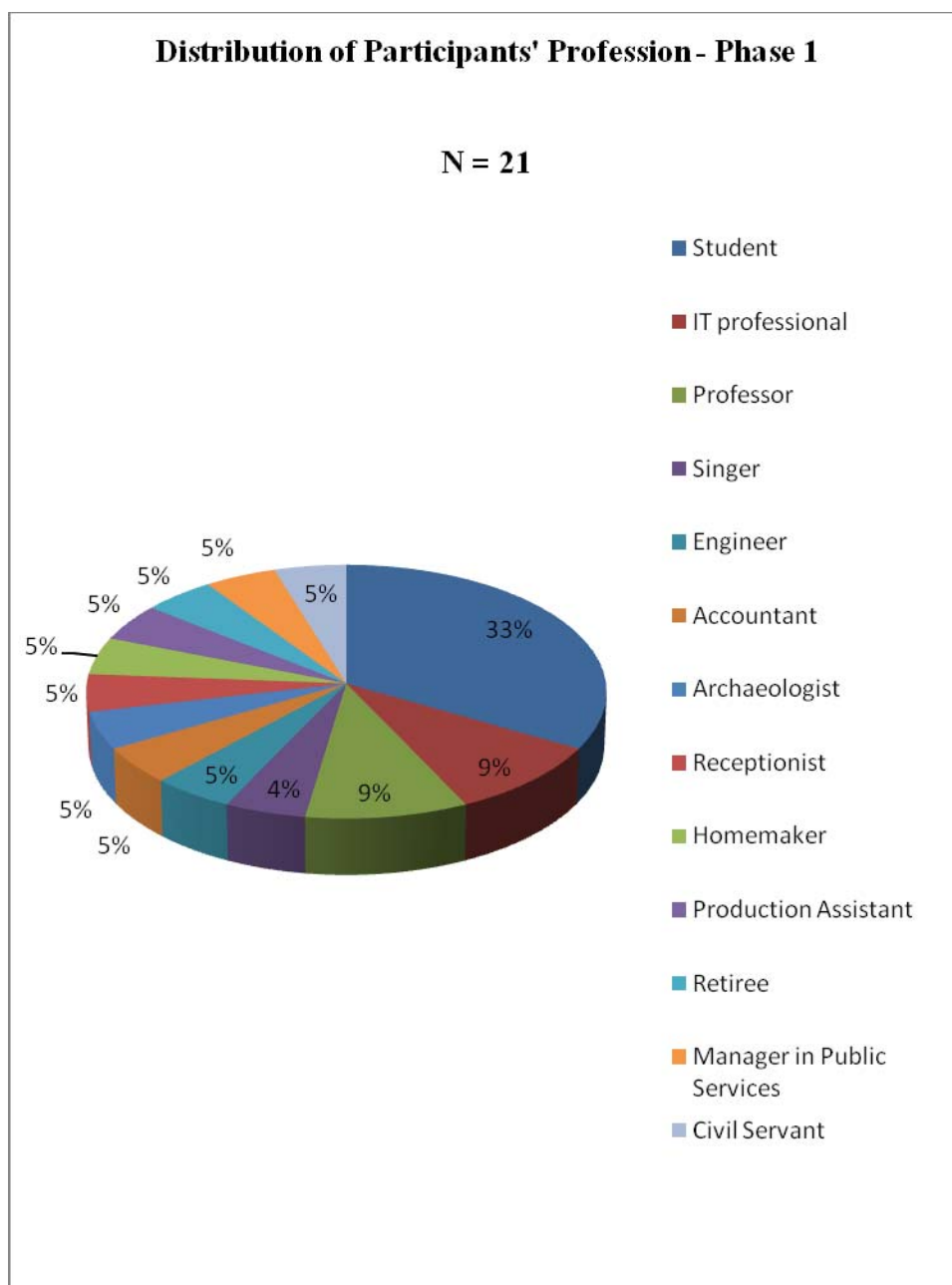
Of the 22 participants, 23% were men and 77% were women. Average age at time of data collection was 29.3 years, and as Figure 6.2 below illustrates, they represented 8 of the 22 regions of France, namely Alsace (3 participants), Haute-Corse (2 participants), Île-de-France (4 participants), Nord-pas-de-Calais (1 participant), Pays de la Loire (1 participant), Picardie (1 participant), Provence-Alpes-Côte d'Azur (7 participants), and Rhône-Alpes (3 participants).

Figure 6.2: Regional Distribution of L1 Speakers – Phase 1; N = 22



The most commonly listed professions in descending order as seen in Figure 6.3 were: Student (7 participants), IT professional (2 participants), Professor (2 participants), Singer (1 participant), Engineer (1 participant), Accountant (1 participant), Archaeologist (1 participant), Receptionist (1 participant), Homemaker (1 participant), Production Assistant (1 participant), Retiree (1 participant), Manager in the Public Services (1 participant) and Civil Servant (1 participant). One respondent did not report his/her profession.

Figure 6.3: Distribution of L1 Speakers by Profession – Phase 1; N = 21



6.1.3. Data collection instrument

6.1.3.1. Input questionnaire

The researcher recognizes that the most authentic tokens would be those observed in and collected from spontaneously occurring language in natural settings (Manes and Wolfson, 1981). But, it must also be pointed out that such data are extremely hard to find because as Lipson (1994: 19) remarks, “conflict and apologies are both culture and situation dependent”. Moreover, the difficulties encountered in collecting such data have been underscored by Blum-Kulka, House and Kasper (1989) in the CCSARP studies.

In order to avoid researcher bias and to collect a sample representative of L1 speaker perceptions, an input questionnaire (Appendix 13 – French and Appendix 14 – English) was designed to ask participants to list 15 situations that, in their opinion, were most likely to elicit remedial discourse in France. They were also encouraged to provide contextual information regarding age and gender of the interlocutors, severity of the offense, and any other specifications that they deem important regarding the use of apologies in France. Seven of the 10 most frequently mentioned situations were selected for use in Phase 2 (Rating scale, Appendix 15 — French and Appendix 16 — English)

6.1.4. Data collection procedures

Phase 1 of data collection was conducted over a one-month period in April-May 2009. Fifteen hard copies of the Informed Consent Form (ICF) (Appendix 17 — French and Appendix 18 — English), the demographic questionnaire and the input questionnaire were mailed to the researcher’s friends in Paris and Lyon who had agreed to distribute them to their contacts and return the completed forms by mail. An electronic version of the ICF (Appendix 19 — French and Appendix 20 — English) was posted on the study’s website www.languageresearch.org, along with the demographic questionnaire and the input questionnaire. The PHP database that was originally designed for the pilot study (as

outlined in Chapter 4) was modified to accommodate the changes in the main study. A call for participation was then sent via e-mail to the researcher's contacts, who offered to forward the message to their family and friends. Interestingly, when some of the participants who were supposed to complete the paper-based questionnaire discovered that it was also available online, they indicated their preference to submit their answers electronically, and were allowed to do so. Consequently, only 4 people, all of whom were L1 speakers from France, completed the paper-based questionnaire. Of the 21 people who responded online, one person was from Romania, a second was from Gabon, and a third was from the Ivory Coast. Since this study focuses on L1 speakers from France, the responses of these 3 people were not included in the analyses. In the end, the responses of 22 L1 speakers were used in this study.

6.1.5. Data analysis

By the end of data collection for Phase 1, a total of 132 situations that respondents indicated as requiring remedial discourse were provided by 22 L1 speakers. Situations that were thematically similar were grouped together, although each was accounted for separately in the simple frequency tally. For example, several respondents listed the action of 'bumping into someone' in various ways. Here are some examples:

(1) *On bouscule une personne dans la rue, on s'en excuse immédiatement en disant " Pardon"*

One pushes another person on the street, one immediately apologizes for that by saying, "Pardon".

(2) *Accidentellement vous bousculez une personne dans la rue, vous devez alors vous excuser.*

You push a person on the street accidentally, you must therefore apologize.

Although phrased differently, these two responses are still thematically similar in that they both pertain to the action of bumping into someone. All instances of this example were grouped together, and each instance was also accounted for in the overall tally. Thus the final frequency total for the situation ‘bumping into someone’ was 11. All the responses were coded in this manner with a final total of 62 situations.

6.2. Results

What are the situations that are most likely to warrant remedial discourse in France?

In order to ascertain circumstances in which French L1 speakers were likely to use remedial discourse, data collected from 4 participants who completed the paper-based version of the questionnaire and 18 participants who answered the questionnaire online were tallied for frequency of occurrence. Since the items were discrete and not interdependent, respondents were not obliged to answer them in a particular order. Furthermore, the system allowed participants who responded online to save their responses and come back to questionnaire at a later time.

However, not everyone among the 18 L1 speakers provided responses to all the 15 questions. Nonetheless, since the situations were self-contained items, responses from incomplete questionnaires were also considered for data analysis. Whereas Kasper and Dahl (1991:17) recommend that “Discourse Completion questionnaires with 20 items and 30 subjects per undivided sample will serve as a rough guide”, in this study, getting 25 people to respond to the 15-item input questionnaire proved to be challenging.

The completion rates for each of the 15 situations listed in Table 6.1 exemplifies the difficulty of getting desired participation rates. The task required participants to first

read and sign the Informed Consent Form (ICF). Second, they had to respond to a brief demographic questionnaire before accessing the actual input questionnaire. Of the 18 participants, only 10 people proceeded to provide responses for Situation 1 in the main questionnaire with a decreasing number of them continuing to the end of the form.

Table 6.1: Questionnaire completion rate for 15 situations by L1 speakers who participated online in Phase 1; N=18

Situation	Number of people who responded	Completion rate
1	10	55%
2	10	55%
3	9	50%
4	9	50%
5	9	50%
6	5	28%
7	4	22%
8	4	22%
9	4	22%
10	2	11%
11	2	11%
12	2	11%
13	2	11%
14	2	11%
15	2	11%

Next, the 10 most frequently occurring situations (Table 6.2) were selected, and among these the 7 most common ones were used for constructing the modified DCT for Phase 2 and Phase 3.²¹

Table 6.2 : List of 10 most frequently occurring situations

Situation	Frequency
A person accidentally bumps into somebody on the street	11
An employee points out a supervisor's mistake / An employee disagrees with his/her supervisor	10
A student arrives late for a class/an exam	8
A person asks a question/seek information	7
A person offends a dear friend	5
A person is stopped by traffic police for document verification but does not have the necessary papers	4
A person forgets to extend appropriate wishes to his/her mother on her birthday/Mother's Day	4
A person accidentally runs into someone's car	3
A host spills wine/coffee on his/her guest	3
A child apologizes to his/her parents for not heeding their advice	3

Some examples of additional situations that participants listed in lesser frequencies are:

- (1) A receptionist notes down the wrong number and is unable to return a client's call
- (2) A head of state apologizes to the people of his country and to the world for past offenses committed by his country
- (3) A person dials the wrong number and apologizes to the other person on the line

6.2.1. Discussion of findings

For the purposes of this study, only 7 of the 10 most-frequently cited situations in Phase 1 are discussed below. Contrary to expectations, not all 7 situations fall under the paradigm of conflicts requiring remedial discourse, lending proof to findings of earlier studies that such perceptions are very culture-specific (e.g., Bataineh and Bataineh, 2008).

The most-frequently cited situation was ‘bumping into someone’ (S1-Lady in the DCT). Comments made by some participants that related to the sociocultural nature of this context helped clarify the seriousness of the perceived offense. One respondent stated that, “*En France, on attendrait que la personne qui a fait l'action reconnaisse son tord* [sic].” (In France, one would expect the person who did the action to recognize his/her mistake). Yet another person underscored the more universal aspect of personal space, saying, “*L'espace privé est très important, et, dans la mesure du possible, le contact physique avec un inconnu est à éviter.*” (Personal space is very important, and, to the extent possible, physical contact with a stranger is to be avoided). It must be noted that, although this situation received the most frequent responses, analysis of the choice of apology strategy used in this case (as discussed in Chapter 8) revealed that the tokens represented *automatismes*, or reflexive apologies.

The second most commonly listed situation which was said to warrant apologies is the act of ‘pointing out a supervisor’s mistake’ (S10-Supervisor in the DCT). Considering that ‘face’ represents a person’s self-image or “self worth” (Thomas 1995:169, cited in Bousfield 2008:24), and that according to Brown and Levinson (1987:62) the negative face want of a person represents that person’s wish not to be imposed upon,²² this situation is a delicate one for S because he/she is threatening the negative face want of H. The situation is all the more complex because H is in a position of higher social power compared to S, thereby imposing an extra “psychological burden” (Schriffrin 2003:201), which could explain why this item ranked so high on the list.

Surprisingly, a situation involving the speech act of requesting—S-6 Tourist—was also mentioned among those requiring an apology. This situation represents a

relatively less face-threatening act than does S10-Supervisor. Yet L1 respondents recommended that “*avant d'interroger quelqu'un on peut dire “excusez-moi...” pour marquer le respect*” (before posing a question, one can say ‘excuse me...’ to show respect) and that “*il s'agit ici, plus d'une marque de politesse*” (here, it is more about showing respect).

The remaining 4 circumstances that participants listed frequently clearly constitute situations that are traditionally considered to be an offense:

- (1) ‘a student arriving late for class/an exam’ (S3-Exam)
- (2) ‘offending a dear friend’ (S8-Friend)
- (3) ‘failure to produce documents during a traffic stop’ (S9-License)
- (4) ‘forgetting to extend appropriate wishes to one’s mother on her birthday’ (S5-Mother)

6.3. Summary

In this chapter, the methodology was discussed for Phase 1 data collection, in which L1 speakers were asked to provide their input on situations that—in their opinion—would elicit apologies. Responses were collected online and via paper-based questionnaires. In answering the question ‘what are the situations that are most likely to warrant remedial discourse in France?’, the various apology situations observed in the data can be summarized as falling under one of four categories: (1) reflexive apologies; (2) mitigation of a criticism; (3) mark of respect while seeking information from a stranger; (4) conventional conflict situations.

Considering the commitment of time that such a task requires of participants, the total of 132 tokens collected in this phase was not insignificant. The L1 speaker input

allowed the researcher to construct a DCT comprising situations pertinent to France using authentic L1 speaker data instead of merely relying on laypersons' assumptions about intricate sociocultural factors.

CHAPTER 7: PHASE 2 – L1 SPEAKER RATINGS OF SOCIOLINGUISTIC PARAMETERS

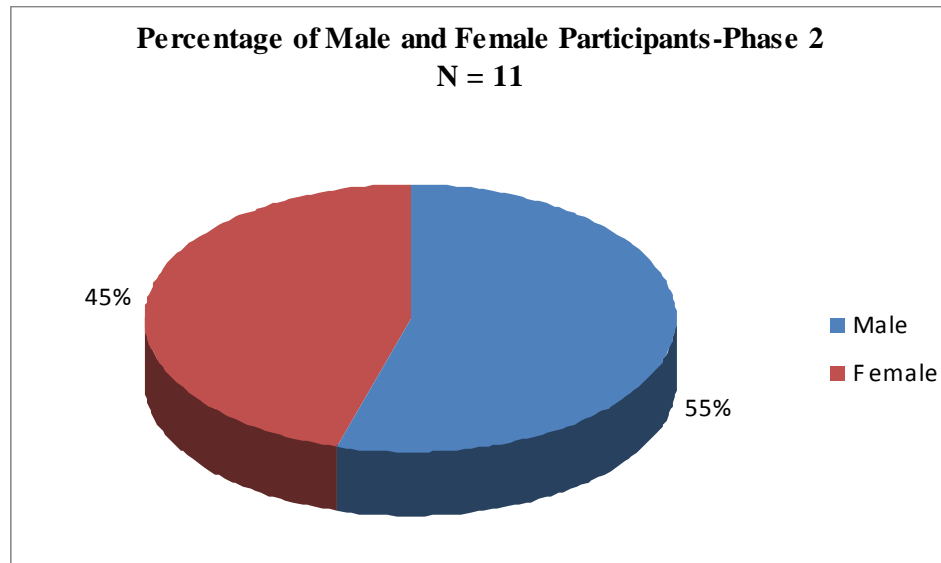
This chapter first describes the methodology for participant recruitment, data collection and analysis used in Phase 2 of the dissertation. It then presents the results and concludes with a discussion of the findings. Recall that the purpose of Phase 2 was to obtain L1 speaker perceptions regarding sociolinguistic factors underlying the situations in the DCT instrument.

7.1. Methodology

7.1.1. Participant sampling

The demographic information for the 11 L1 speakers who participated in Phase 2 is presented in the following sections. Each respondent completed the L1 speaker rating scale online; there was no paper-based version of this questionnaire. Given the small number of participants it was considered more time-efficient to administer the questionnaires online.

Figure 7.1: Percentage of Male and Female L1 Speakers - Phase 2
N = 11



As Figure 7.1 illustrates, of the 11 raters, 55% were male and 45% were female.

Average age for this group at the time of data collection was 43.1 years. As shown in Figure 7.2, the participants were natives of 7 different regions, namely: Île-de-France (2 participants), Basse-Normandie (1 participant), Bretagne (1 participant), Pays de la Loire (1 participant), Provence-Alpes-Côte-d'Azur (3 participants), Alsace (1 participant), and Rhône-Alpes (2 participants).

Figure 7.2: Regional distribution of L1 speakers - Phase 2
N = 11

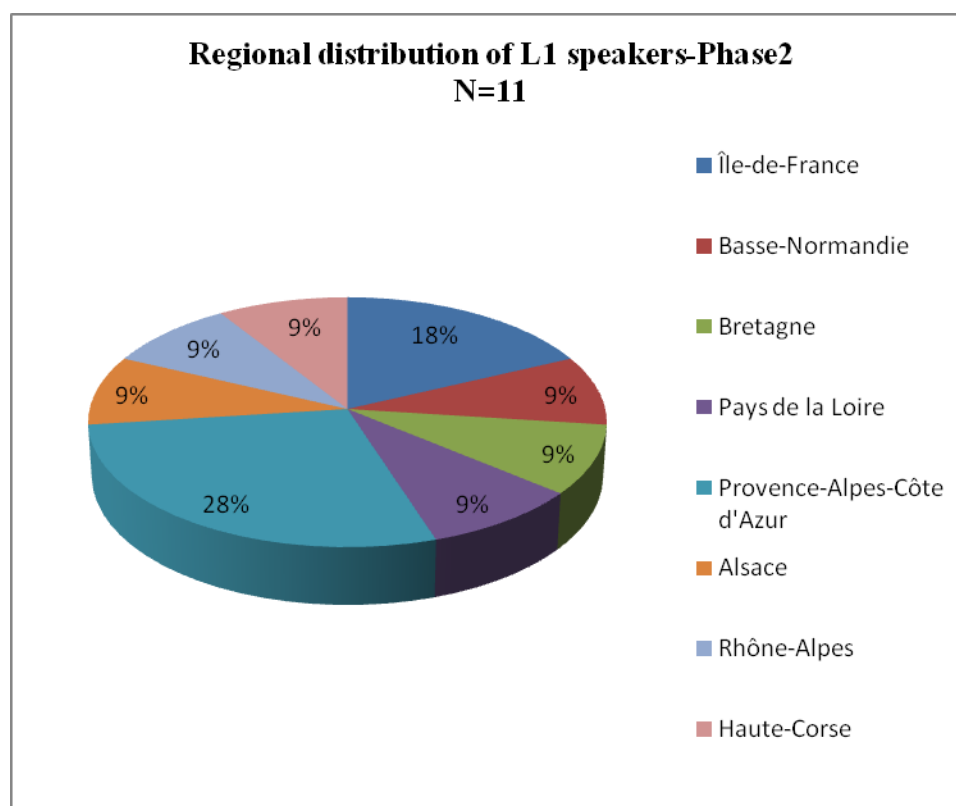
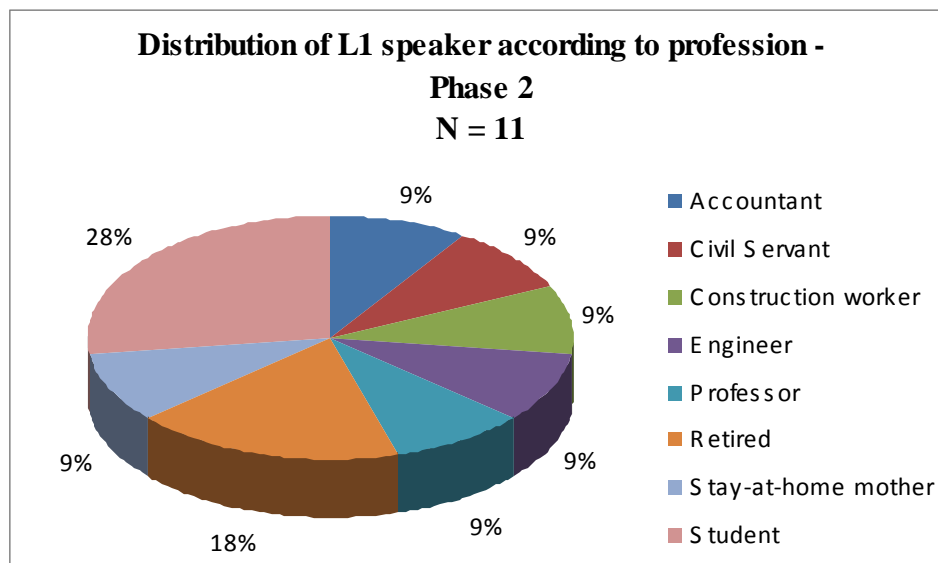


Figure 7.3 presents the raters' professions in descending order of frequency: Student (3 participants), Retiree (2 participants), Stay-at-home mother (1 participant), Accountant (1 participant), Civil Servant (1 participant), Professor (1 participant), Engineer (1 participant), Construction Worker (1 participant).

Figure 7.3: Distribution of L1 speakers according to profession - Phase 2
N = 11



7.1.2. Data collection instrument

Since one of the goals of the dissertation study was to use a culturally appropriate DCT to collect apology speech act data, the first step (i.e., Phase 1) was to seek L1 speaker input regarding situations that would warrant apologies in France. However, while these responses shed useful light on what contexts are considered to potentially cause offense in France, many participants did not add much sociocultural information in their descriptions of the situations. Consider this description provided by one of the respondents:

‘Il faut qu’on s’excuse lorsqu’on perd quelque chose qui a été prêtée et il faut qu’on remplace la chose’

One must apologize for losing something that was loaned and offer to replace that item

Although it is useful to know that losing a loaned item is considered an offense that merits an apology in France, this information does not provide any other sociocultural detail to make the interactions more authentic *vis à vis* the variety of potential participant identities that might elicit a range of apology realizations. Therefore, the situations in the modified DCT were enhanced to include sociolinguistic parameters such as gender and age of interlocutors. Given such modifications by the researcher, it was necessary to validate these underlying contextual factors by requesting L1 speaker insights so as to make the DCT more versatile in the range of situations it contained and render it culturally appropriate.

To this end, a 5-point Likert rating scale—a commonly used instrument in survey research—adapted in its original form from Maeshiba *et al* (1996:182-183) was developed to collect L1 speaker ratings of eight sociolinguistic factors for the 10 situations used in the modified DCT. The sociolinguistic factors that respondents were asked to rate were as follows: (1) frequency of occurrence of a situation, (2) severity of the offense, (3) social distance between interlocutors, (4) social power between interlocutors, (5) Speaker's (S) obligation to apologize, (6) likelihood of Hearer (H) accepting S's apology, (7) degree of embarrassment to S, and (8) degree of embarrassment to H. Although all eight factors are indeed sociolinguistic parameters, and while there is no doubt that parameters 6-8 would yield interesting data, the main research question was designed to examine apology strategies from the speaker's (S) perspective. As such, examining the effects of the apology on the hearer (H), which is covered by parameters six through eight, may be undertaken as part of a future research

project but for the time being an analysis of these parameters is beyond the scope of the current study. Parameters one through five are operationally defined below.

Frequency of occurrence refers to the likelihood that a given situation is likely to be encountered in the culture, ranging from “always” to “never”. Severity of the offense is concerned with the degree of face threat imposed upon S, from “extremely serious” to “not serious at all”. The variables of social distance and social power—which have been found to impact speech act behavior (Brown and Levinson, 1987)—are highly complex constructs which have not been adequately defined in the literature (Márquez-Reiter, 2000:59). A practical explanation of these terms is provided by Hudson, Detmer and Brown (1995, cited in Hudson 2001:284) who define social distance as “the distance between the speaker and the hearer and is, in effect, the degree of familiarity and solidarity they share”. Social power “involves the power of the speaker with respect to the hearer. In effect, it is the degree to which the speaker can impose his or her will on the hearer”. Finally, S’s obligation to apologize refers to the degree to which S perceives the offense to be grievous and as a result feels the need to offer an apology.

It must be noted that the modified DCT had 7 apology situations and 3 distracter situations, the latter of which were designed to elicit speech acts of compliment response, complaint²³, and request. As a result, of the eight sociolinguistic variables, severity of the offense, S’s obligation to apologize, likelihood of H accepting the apology, and to a certain extent the degree of embarrassment for S and H, are not applicable to the three distracter situations. However, in order to avoid confusing participants with different rating values (as applicable to these three situations), one common rating scale involving eight questions (one for each parameter) was used.

7.1.3. Data collection procedures

Phase 2 of the study was conducted over a one-month period in May-June 2009. In contrast to Phase 1, Phase 2 had a much higher response rate. However, although 23 respondents accessed the questionnaire, only 14 of them answered all of the questions. Among this pool, the responses of only eleven people could be included in the analyses because the other 3 participants were not L1 speakers from France; one person was a native of Comoros, the second person was French-Canadian, and the third person was American.

7.1.4. Data analysis

The rating scale—set up in the database—was designed to collect L1 speaker perceptions regarding eight sociolinguistic factors that were added as expansions to the original situations collected in Phase 1. The dependent variables in this analysis were the eight contextual factors, and the independent variable was the group of eleven L1 speakers. All the responses were reported via a five-point Likert scale consisting of various attitude statements such as ‘strongly agree’ and ‘strongly disagree’. These assessments were assigned a numerical code ranging from 1-5 for each parameter. So for instance, for the frequency of occurrence parameter, if a participant selected ‘often’, it was accorded a numerical value of ‘2’. A total of 88 sets of assessments (8 factors for 10 situations rated by 11 L1 speakers) were collected in this manner. Finally, the median rating for each of the eight factors across all the situations was derived in order to evaluate L1 speaker consensus.

7.2. Results

How do L1 speakers perceive the sociolinguistic parameters operational in the situations in the DCT?

As explained in Chapter 8, in which apology strategies collected in Phase 3 are examined, S2-Compliment, which was one of the distracter situations, did not yield any tokens of apology realizations (as expected). On the other hand, the complaining and requesting information situations—the other two distracters—elicited some apologies (the function of these apologies will be discussed later). Therefore, the initial decision to exclude all the distracters from the data analysis for Phases 2 and 3 was reversed; S2-Compliment was excluded for the reason stated above, but S4-Neighbor (complaint) and S7-Report (request) were included. With this information in mind, let us review the results of the L1 speaker rating scale administered in Phase 2. The results for all situations except S2-Compliment are presented in Table 7.1, in which the median value assigned by participants for parameters 1-5 is listed.

Table 7.1: L1 speaker ratings of 5 sociolinguistic factors

	Frequency	Severity	Distance	Power	Obligation-S
S1-Lady	Often	Serious	Distant	S < H	Very strong obligation
S3-Exam	Often	Very serious	Very distant	S < H	Very strong obligation
S4-Neighbor	Occasionally	Serious	Very distant	S = H	No obligation
S5-Mother	Occasionally	Serious	Very close	S = H	Very strong obligation
S6-Tourist	Always	Not serious at all	Very close	S < H	No obligation
S7-Report	Often	Serious	Distant	S < H	Very strong obligation
S8-Friend	Occasionally	Very serious	Very close	S = H	Very strong obligation
S9-License	Often	Very serious	Very distant	S < H	Very strong obligation
S10-Supervisor	Rarely	Serious	Distant	S < H	Strong obligation

Only one situation, S6-Tourist, was rated as likely to occur “always”. It was also the only situation deemed “not serious at all”, and in which S was said to have “no obligation” to apologize to H. However, raters indicated that the degree of familiarity between S and H was “distant” and that S was in a lower position of power than H.

Raters considered four situations as likely to occur “often”. They are: S1-Lady, S3-Exam, S7-Report, and S9-License, where the level of severity of the offense ranged from “serious” (S1-Lady and S7-Report) to “very serious” (S3-Exam and S-9 License). The degree of distance between S and H was rated as “distant” for S1-Lady and S7-Report and as “very distant” for S3-Exam and S9-License. As was the case for S6-Tourist, raters deemed S to be in a lower position of power when compared to H. On the other hand, they felt that S had “no obligation” to apologize in S6-Tourist, but they rated the

obligation of S to apologize as “very strong” in the four situations that were likely to occur “often”.

Three situations were rated as likely to occur “occasionally”, namely S4-Neighbor, S5-Mother, and S8-Friend. S4-Neighbor and S5-Mother were considered to be “serious” whereas S8-Friend was rated as being “very serious”. While the distance between S and H in S5-Mother and S8-Friend was rated as “very close”, S and H were found to be “very distant” in S4-Neighbor. In contrast, raters indicated there was no difference in social power between S and H in all three situations. They also found that S had “no obligation” to apologize in S4-Neighbor, but concluded that S had a “very strong obligation” to apologize in S5-Mother and S8-Friend.

Finally, one situation, S10-Supervisor, was rated as likely to occur “rarely”, but was considered a “serious” one in which the degree of familiarity between S and H was found to be “distant” and in which H wielded more power over S. Raters concluded that S had a “very strong obligation” to apologize to H.

7.2.1. Discussion

This section analyzes the findings of L1 speaker ratings for 5 sociolinguistic parameters selected in the DCT situations. Although the discussion is primarily related to Phase 2, some findings from Phase 3, particularly ancillary comments made by participants in that stage of the study, will be included as necessary in order to shed more light on the results of the rating phase. One must also bear in mind that the following discussion applies only to this group of respondents and that the results may not be generalizable to the larger population of French L1 speakers from France.

First, there seems to be some correlation between 2 of the 5 factors, namely severity of the offense and S's obligation to apologize. Of the 9 situations, 8 were considered to be either "serious" or "very serious offenses"; only one (S6-Tourist) was rated as "not serious at all". Among the 8 situations constituting "serious" or "very serious offenses", S's obligation to apologize was considered to be "strong" or "very strong" in all except one situation (S4-Neighbor). Therefore, it seems reasonable to infer that the more serious the nature of the offense, the stronger S's obligation to apologize. In this light, the findings for S4-Neighbor, the distracter complaint situation that elicited apology tokens in Phase 3, seem odd. Even though it was rated as being a "serious" offense, raters found that S had "no obligation at all" to apologize. This counter-intuitive rating may be an indicator of a flaw in the design and wording of this situation, for the following two reasons:

- (1) As discussed earlier in this chapter, the rating scale was not appropriate for the 3 distracter situations, S4-Neighbor (complaint) being one of these distracters. In this light, there is a possibility that raters misunderstood the severity of the offense factor. They might have automatically related the offense to H, the noisy neighbor. This might explain the median rating of "serious".
- (2) Since S is clearly not the one causing the conflict with the neighbor, perhaps the raters felt that S had "no obligation" to apologize. This might explain the negative correlation between severity of the offense and S's obligation to apologize in this particular distracter situation.

We have seen that there seems to be some correlation between severity of the offense and S's obligation to apologize. Similarly, but to a much lesser extent, social distance also seems to have some degree of effect on S's obligation to apologize.

Some correlation can be found in 5 out of the 9 situations, namely S1-Lady, S3-Exam, S7-Report, S9-License, and S10-Supervisor, where the degree of social distance was rated as "distant" or "very distant". In these instances, S's obligation to apologize was rated as "strong" or "very strong". Based on these responses, it seems reasonable to assume that for this particular group of L1 speakers at least, the greater the degree of social distance, the greater S's obligation to apologize.

In contrast, no correlation between these two parameters was found in S5-Mother and S8-Friend. In both these situations, the degree of social distance between S and H was rated as "very close". Yet raters found that S was indeed either "strongly" or "very strongly obligated" to apologize. In a similar dichotomy, in S6-Tourist, raters concluded that S and H were "very distant", yet they found that S had "no obligation" to apologize. One might expect that given the level of closeness between S and H, the former would not be obliged to apologize, but perhaps the need to apologize was strongly felt in order to protect that close relationship. Respondents also rated this situation as "not serious at all" despite the fact that it was one of the most frequently mentioned situations that were likely to warrant an apology in Phase 1 of the study.

Finally, in S4-Neighbor—already marked as problematic—the social distance between S and H was rated as "very distant". Yet, participants felt that S has "no obligation at all" to apologize. This negative correlation may be a result of a possible misunderstanding of the situational cue (explained above) which may have biased raters'

answer to this particular question. In other words, since the raters appear to have placed the responsibility of the offense on H, they may very well have formed an *a priori* opinion about the potentially troubled nature of the relationship between S and H. Therefore, their ratings may not be an accurate representation of their real perception. Ancillary comments on this situation made by participants in Phase 3, for example, “*Les voisins, que je connais bien, respectent les gens et ils ne font pas de bruit*” ‘Neighbors that I know well respect the people and they do not make noise’ seem to lend support to this assumption. In any case, it is important to remember that S4-Neighbor is a distracter situation and that no apology realizations were anticipated. The unexpected finding of some apology tokens in this instance suggests that the types of situations that might elicit apologies could be broader than has perhaps been suggested in previous studies (cf. Bataineh and Bataineh, 2008), and should be considered a positive result.

7.3. Summary

To conclude, these correlational findings seem to lend support to the previously stated assumption that the degree of severity of offense, and to a lesser extent social distance, are indeed determining factors in apology realizations, as corroborated by the corresponding strong and very strong obligation to apologize ratings.

CHAPTER 8: PHASE 3 – ADMINISTRATION OF THE DCT

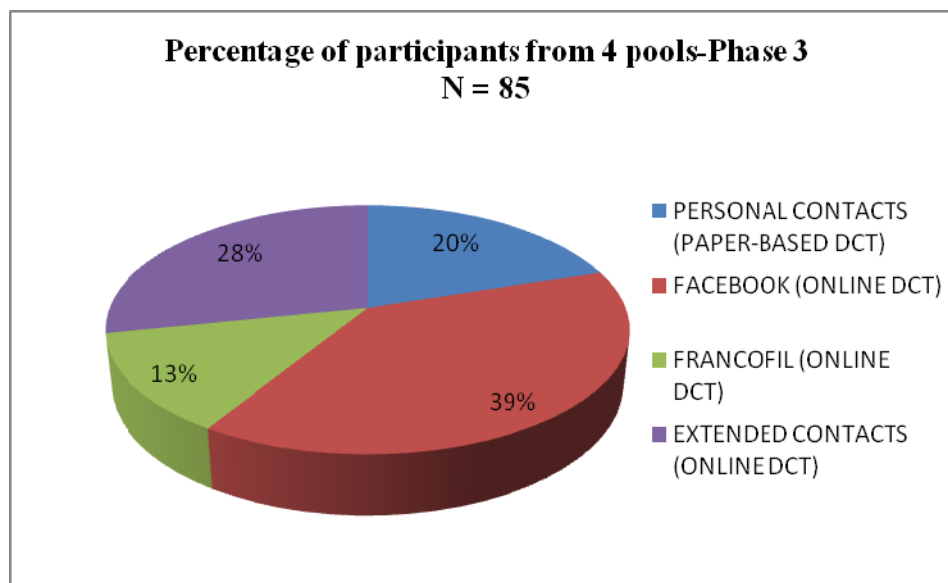
This chapter first describes the methodology for participant recruitment, data collection and analysis used in the third and final phase of the dissertation. It then presents the results and concludes with a discussion of the findings. Recall that the purpose of Phase 3 was to elicit apology tokens from L1 speakers in France.

8.1. Methodology

8.1.1. Participant sampling

Participants for the final phase of this study were recruited in four ways (Figure 8.1): (1) by email among the researcher's personal contacts; of this pool, 17 participants completed the paper-based DCT; (2) on Facebook via a call for participation (CFP); of this pool, 34 subjects completed the DCT online; (3) on the Francofil listserv via a CFP; of this pool, 11 respondents completed the DCT online; and (4) via personal contacts who forwarded the researcher's request to their family and friends; in this pool of extended contacts, 24 people completed the DCT online.

**Figure 8.1 Percentage of participants drawn from four pools
Phase 3; N = 85**



As one can see from Figure 8.1, the Facebook pool made up the largest participant group (39%), followed by the extended contacts group (28%), the personal contacts group (20%) and finally the Francofil group (13%). Overall, 80% of the respondents completed the DCT online and 20% completed the paper-based DCT.

Of the 85 total participants, 73% were female and 27% were male (Figure 8.2), drawn from 25 different regions of France (represented in Figure 8.3).

**Figure 8.2: Percentage of Male and Female L1 Speakers
Phase 3; N = 85**

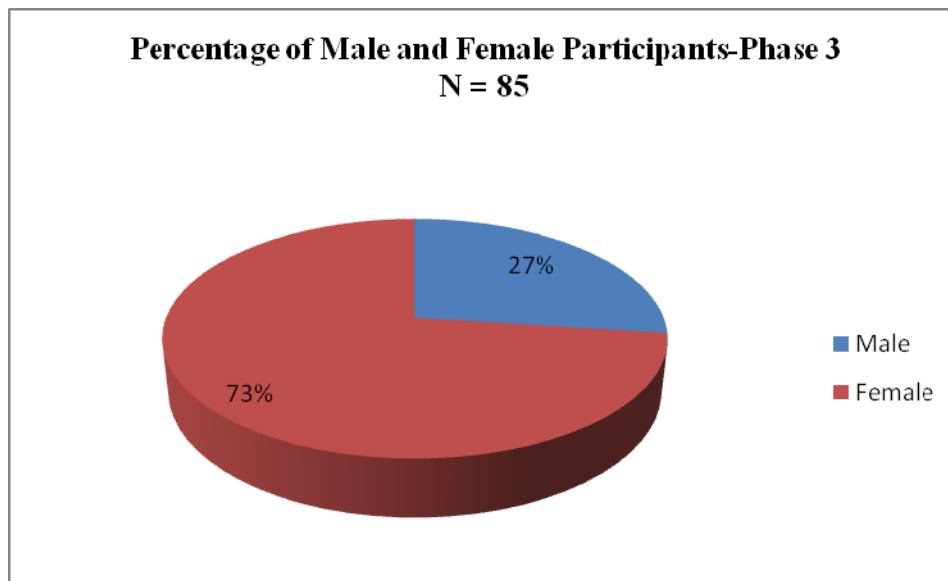
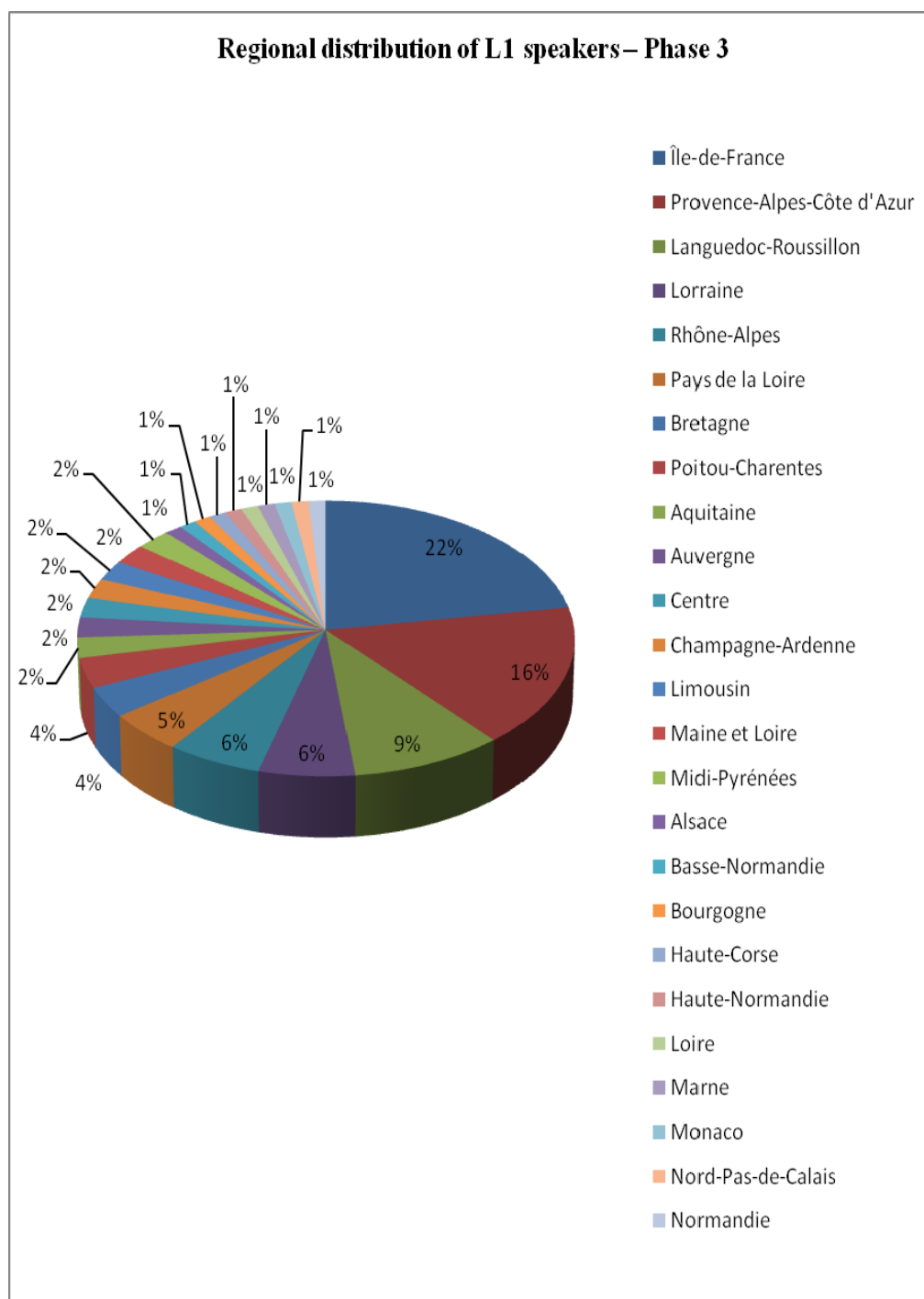
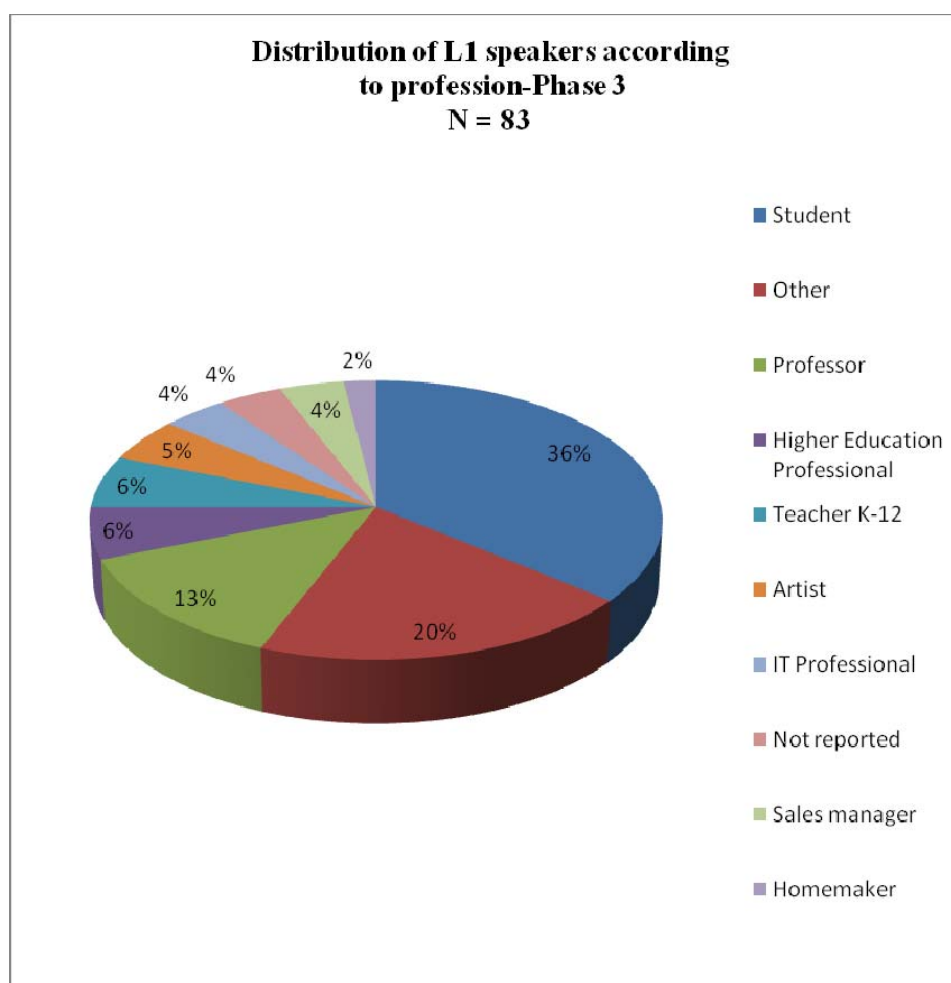


Figure 8.3: Regional distribution of L1 speakers – Phase 3

Nearly 50% of the participants represented Île-de-France, Provence-Alpes-Côte d'Azur, and Languedoc-Roussillon, with the other regions accounting for lesser percentages.

With respect to the participants' professions as indicated in Figure 8.4 below, students and professors made up a significant majority of the sample. This was primarily due to the fact that many of the researcher's contacts are engaged in these professions. The category listed as 'Other' includes accountant, videographer, policewoman, engineer, lawyer, telephone operator, retiree, waitress and yoga instructor. Three participants did not report their profession.

Figure 8.4: Distribution of L1 speakers according to profession – Phase 3
N = 82



8.1.2. Data collection instrument

The modified questionnaire used in Phase 2 was retained for use in Phase 3, in which an independent group of participants were asked to provide answers to the 10-situation DCT. Recall that much of the original data found in Phase 1 lacked useful sociocultural detail. Billmeyer and Varghese (2000:517) investigated the effects of enhancing situational prompts in DCTs for requests. They systematically modified the DCT situations by including social and contextual variables, but found no effect on strategy

selection or internal modifiers. However, they did notice that the inclusion of these variables led to significantly longer utterances in participant responses. Based on this finding it seems reasonable to assume that social and contextual cues can result in data more reflective of naturally-occurring discourse.

Consequently, the basic situations provided by participants in Phase 1 were enhanced for Phases 2 and 3 by adding pertinent variables. For example, the most commonly mentioned situation of ‘accidentally bumping into someone’ was modified as follows in the DCT:

You do not watch where you are going and accidentally bump into an elderly woman on the street. What would you say to her?

Notice that the modified situation includes potentially relevant sociocultural parameters such as the age and gender of H. It establishes a degree of social distance (very distant as rated by L1 speakers in Phase 2) and social power (S is in a relatively lower position of power compared to H, as rated by L1 speakers in Phase 2). Finally, in relation to the severity of offense, this situation ranks as very serious (as rated by L1 speakers in Phase 2). The 7 apology situations (and 3 distracter situations) were controlled for these factors, with the result that each of them incorporated unique social and cultural factors likely to elicit various apology strategies.

8.1.3. Data collection procedures

The third and final phase of this study was conducted over a four-month period between June-September 2009. A separate group of L1 speakers who had not participated in the previous two phases was sought among the researcher’s personal contacts in France and in French groups found on Facebook and on Francofil — a Francophone

listserv maintained by the University of Liverpool. The researcher's personal contacts offered to hand out or mail one hundred photocopies of the Informed Consent Form, the demographic questionnaire and the DCT to their network of family and friends. An electronic version of the documents was also posted on the study's website.

A call for participation including a link to the questionnaire was posted on Facebook directing L1 speakers who were members of France-based groups to the study's website. Although the posting on Facebook had ensured an excellent participation rate within a short period of time during the pilot study two years ago, participation lagged for the main study and Facebook did not generate many responses. The fact that data collection ended up taking place over the summer months, especially in July-August, may be a very likely explanation for the low response rate; traditionally a majority of French residents are away on vacation during this time and only return at the end of August or September. In order to increase the response rate, a call for participation was announced on Francofil at end of July 2009. The combination of these three sources—personal contacts, the Facebook community, and the Francofil community—yielded increased participation.

A total of 156 participants responded online, of whom slightly less than half, or 74 people, submitted fully completed questionnaires. Of those, the responses of only 69 people could be used in the study because 5 of the 74 were not L1 speakers from France; they were Spanish, American, Canadian, Belgian and Dutch and were thus excluded from the analyses.

The response rate for the paper-based version of the questionnaire was discouraging; of the 100 copies that were handed out, only 17 fully completed

questionnaires were returned. One possible explanation could be found in Phase 1; when participants who were supposed to respond to the paper-based questionnaire found out that an online version was available, several opted for the latter. This could be an indication that perhaps subjects found the paper-based questionnaire cumbersome and therefore considered the Internet-based questionnaire to be more user-friendly (not to mention the demands on their time posed by the lengthy forms). Taken together, the full completion rate for the online pool of participants was 44%, and for the personal contact pool it was 17%.

Given the fact that participants had been drawn from different sources, it was important to track them. Had the original plan to use only two groups of participants been fruitful, with one group completing the paper-based questionnaire and the second group responding online via Facebook—as was the case with the pilot study—it would have been straightforward to track the origin of the two sets of responses. However, because the research protocol had to be altered midstream to include a third recruitment source (the Francofil listserv) to make up for the low participation rate, the previously constructed and operating database could not be retrofitted with a tracking option. In hindsight, it would seem advisable irrespective of how many recruitment sources one may anticipate using to add a tracking option to the database. For instance, one might include a generic option such as “Other” with a dialog box allowing the participants to inform the researcher as to how they learned about the study. Pre-programming the database in this manner, especially when participants are drawn from multiple sources, would seem to be an efficient feature that could allow more direct and efficient tracking.

Since an embedded tracker was unavailable, the task of separating—to the maximum extent possible—Facebook participants and Francofil participants was achieved by spacing out the calls for participation posted on these sites. There was a three-week interval between the message posted on Facebook in June 2009 and the email sent to the Francofil list serve in July 2009. Although this is not an empirically strict means to account for sources of data, it may be reasonable to assume that the three-week gap between the two might allow for some general, yet observable, inferences.

8.1.4. Data analysis and coding

Coding

During Phase 3 a total of 850 responses to 10 situations were collected from 85 L1 speakers. The PHP database was designed so that responses could automatically be exported to an Excel and SPSS worksheet. Table 8.1 explains the coding scheme used in the main study, with a description of the various strategies, and provides a key to the corresponding four-letter abbreviations.

Table 8.1 Coding scheme used in the main study

APOLOGY STRATEGY	KEY	DATA SAMPLES	ENGLISH TRANSLATION
Expression of regret	REGR	<i>Je suis désolé</i>	I am sorry
Offer of apology	OFFR	<i>Je m'excuse</i>	I apologize
Request for forgiveness	FORG	<i>Je vous prie de me pardonner</i>	I beg you to forgive me
[REGR, OFFR and FORG referred to in the aggregate 'explicit expressions of apology' (EXAP)]	EXPL	<i>J'ai rate [sic] le bus</i>	I missed the bus
Explanation or account of the situation			
Accepting blame	ACEP	<i>C'est de ma faute</i>	It is my fault
Expressing self-deficiency	SLDF	<i>Je suis tête en l'air</i>	I am a scatter-brain
Acknowledging other person deserves apology	ACKN	<i>Tu as raison</i>	You are right
Expressing lack of intent	INTN	<i>Je n'ai pas fait exprès</i>	I did not mean to
[ACEP, SLDF, ACKN, INTN are referred to in the aggregate as 'accepting responsibility' (RESP)]	DENL		It is not my fault
Denying responsibility		<i>Ce n'est pas de ma faute</i>	
Not accepting blame Blaming other person	NBLM	<i>Je n'y suis pour rien</i>	I am innocent
[DENL, NBLM, BLMO referred to in the aggregate as 'rejecting need to apologize' (REJC)]	BLMO	<i>Tu aurais dû me prévenir</i>	You should have warned me
Offer of repair	REPR	<i>Je t'en rachète un autre</i>	I will buy you another one
Promise of forbearance	FORB	<i>Cela ne se reproduira plus</i>	It will not happen again
Downgrading the offense	DOWN	<i>C'est rien</i>	It is nothing
Concern for the hearer	HEAR	<i>Vous n'avez rien?</i>	Are you all right?
Intensification of apology	INTE	<i>Je suis vraiment désolé</i>	I am truly sorry
Reflexive apology (automatism)	AUTO	<i>Pardon</i>	Pardon me
No apology	NOAP	<i>Rien. Cela arrive à tout le monde</i>	Nothing. It happens to everyone

The coding scheme follows Olshtain and Cohen's (1983) categorization of apology strategies and the coding scheme used in the CCSARP (Blum-Kulka, House and Kasper 1989:273)²⁴ with modifications as explained below.

First, it will be useful to consider the classification system used in the original studies, in particular in two instances:

(a) **Explicit expressions of apology:** Olshtain and Cohen (1983:22) considered "an expression of regret", "an offer of apology", and 'a request for forgiveness' to be direct expressions of apology. The CCSARP studies (Blum-Kulka, House and Kasper 1989:290) followed the same line of reasoning, but they referred to these strategies in the aggregate as Illocutionary Force Indicating Device (IFID). In their view, IFID is an umbrella term subsuming the following three categories:

IFID subcategories:

- (i) Expression of regret (REGR)
- (ii) Offer of apology (OFFR)
- (iii) Request for forgiveness (FORG)

(b) **Rejecting need to apologize:** Another strategy, rejecting the need to apologize (**REJC**), comprises the following four categories (Olshtain and Cohen 1983: 23):

REJC subcategories:

- (i) Denying need to apologize (DENL)
- (ii) Denying responsibility, which is in turn divided into the following two subcategories:
 - (1) Not accepting blame (NBLM)
 - (2) Blaming other person (BLMO)

Although these coding methods were used to analyze the data in the pilot study, it was necessary to make some changes to the coding scheme for the main study, as follows:

(1) A side effect of combining categories in the pilot was that IFID tokens were found in unnaturally high percentages in some situations, over 100% to be precise. This was due to the fact that several participants used multiple explicit expressions of apology in one utterance. The high IFID frequency made meaningful analyses of individual sub-categories difficult. Combining categories misrepresented the situation and the figure ‘100%’ is an artifact of the process. Therefore, in order to account for the characteristics of individual categories, tokens were not combined into broader categories in the main study, but were instead coded as separate, individual categories and are analyzed as such. However, for ease of discussion, these three categories are labeled under the overarching heading of ‘explicit expressions of apology’ (EXAP).

With regard to the other strategy—rejecting the need to apologize (REJC)—the main study does not make the distinction between ‘denying need apologize’ and ‘denying responsibility’. Instead, instances where no apology was provided and/or where participants expressly stated that they would not apologize were coded as ‘no apology’ (NOAP). As a result, in the dissertation, the broader category REJC comprises only three strategies, namely, ‘denying responsibility’ (DENL), ‘not accepting blame’ (NBLM), and ‘blaming other person’ (BLMO).

(2) Another modification to the coding methodology used by Olshtain and Cohen (1983) and Blum-Kulka, House and Kasper (1989) concerns reflexive²⁵ apologies. In the dissertation, certain apology realizations were found to occur as *automatisms*, or reflexive

reactions to specific situations. For instance, in the S1-Lady scenario, “excuse me”, was used extensively by multiple respondents. Given the nature of this particular context, it is clear that this apology token, especially when used at the beginning of the utterance, is a reflexive reaction for having bumped into the elderly lady. Olshtain and Cohen (1983) did not examine this phenomenon and hence had not assigned it a separate category. However, the main study includes an analysis of reflexive apologies (automatisms) and the researcher added a new four-key code (AUTO) to account for such instances.

8.2. Results: Apology strategies used by L1 speakers

In this section, the results from Phase 3 in which 85 L1 speakers provided responses to the DCT are discussed. In all, 850 utterances were collected and coded, but since only 9 situations were analyzed²⁶, the percentages of individual strategies are based on a total of 765 tokens. Table 8.2 presents the first set of results, that of apology strategy selection by 85 L1 speakers in 9 situations. These findings are shown in terms of percentage of usage for each strategy. For example, if all 85 respondents chose a particular strategy, say REGR, in all 9 situations, the total possible number of REGR tokens is $85 \times 9 = 765$, and in S1, REGR was used 31% of the time.

Table 8.2: Apology strategies observed in 9 situations (in %), N = 85

		SITUATIONS								
STRATEGIES		S1-Lady	S3-Exam	S4-Neighbor	S5-Mother	S6-Tourist	S7-Report	S8-Friend	S9-License	S10-Supervisor
	REGR	31%	36%	11%	28%	2%	14%	36%	31%	11%
	OFFR	25%	21%	2%	16%	2%	1%	28%	5%	1%
	FORG	29%	32%	18%	11%	6%	6%	20%	6%	11%
	EXPL	14%	65%	0%	48%	0%	64%	36%	78%	53%
	ACEP	1%	5%	0%	4%	0%	0%	27%	2%	0%
	SLDF	2%	1%	0%	12%	0%	0%	2%	4%	12%
	ACKN	0%	0%	0%	0%	0%	0%	0%	0%	0%
	INTN	2%	0%	2%	0%	0%	4%	12%	0%	0%
	NOAP	0%	0%	0%	31%	0%	59%	6%	42%	54%
	DENL	0%	0%	0%	0%	0%	0%	2%	0%	0%
	NBLM	0%	1%	0%	0%	0%	0%	0%	0%	0%
	BLMO	0%	0%	0%	0%	0%	0%	5%	0%	0%
	REPR	0%	0%	0%	19%	0%	4%	1%	53%	0%
	FORB	0%	1%	0%	1%	0%	0%	1%	0%	0%
	DOWN	0%	0%	0%	6%	0%	0%	1%	9%	0%
	HEAR	61%	0%	0%	0%	0%	0%	1%	0%	0%
	INTE	18%	20%	0%	13%	0%	0%	5%	7%	0%
AUTO	49%	0%	0%	0%	0%	66%	0%	0%	0%	

By examining the data, it is immediately clear that some strategies were either not used at all, or that they were used rarely. In particular, an acknowledgment that H deserves an apology (ACKN) did not even occur once in the data. Denying responsibility (DENL), blaming the other person (BLMO)²⁷, and promise of forbearance (FORB) were found in very low frequencies. As such, these strategies are not included in the discussion of the results in the next section.

On the other hand, expressions of regret (REGR), offer of apology (OFFR), and request for forgiveness (FORG)—the three main explicit apology strategies (EXAP)—appear in many situations in consistently high frequencies. Explanation or account of the situation (EXPL), accepting responsibility for the offense (ACEP), expressing self deficiency (SLDF), expressing lack of intention (INTN), and offering a repair to remedy the situation (REPR) also figured in varying frequencies in the data. Moreover, some participants either chose not to use explicit apologies, or opted out of apologizing altogether. This strategy—NOAP—was found in four situations. Each of these strategies will be discussed in more detail below.

8.2.1. Discussion

8.2.1.1. The form and function of explicit expressions of apology (EXAP) – REGR, OFFR, and FORG

Explicit expressions of apology in French are realized through different linguistic formulae. Table 8.3 includes a list of all the variants of explicit expressions of apology observed in the data for Phase 3. For brevity's sake, only the first person masculine and second person honorific *vous* forms are provided here.²⁸

**Table 8.3: Explicit expressions of apologies (EXAP)
observed in Phase 3**

Explicit expressions of apologies

Je suis navré

Je suis confus

Désolé

Pardon

Pardonnez-moi

Excusez-moi

Veuillez m'excuser/me pardonner

Je vous demande pardon

Je vous prie de bien vouloir m'excuser

Je vous présente mes excuses

Toutes mes excuses

Je m'excuse

J'espère que tu ne m'en veux pas

Ne m'en veux pas.

Je suis ennuyé de

It is evident from Table 8.3 that speakers use a number of semantic formulae to express explicit apologies representing the three category types, namely (1) expression of regret (REGR); (2) offer of apology (OFFR); and (3) request for forgiveness (FORG). Recall that although these categories were coded individually in the data analysis, they are referred to under the broader heading of 'explicit expressions of apology' (EXAP) for ease of discussion. Table 8.4 lists the classification of these strategies along with the corresponding semantic formulae observed in Phase 3.

Table 8.4: Categories of explicit expressions of apology (EXAP) observed in Phase 3 and corresponding semantic formulae

Categories of explicit expressions of apology (EXAP)	Semantic formula
1. Expression of regret (REGR)	<ul style="list-style-type: none"> - <i>Je suis désolé / navré / ennuyé</i> - <i>J'espère que vous ne m'en voulez pas</i> - <i>Ne m'en veux pas</i> - <i>Je suis ennuyé de...</i>
2. Offer of apology (OFFR)	<ul style="list-style-type: none"> - <i>Je m'excuse</i> - <i>Je vous présente mes excuses</i> - <i>Toutes mes excuses</i> - <i>Mille excuses</i> - <i>Je vous fais mes excuses</i> - <i>Je regrette de...</i>
3. Request for forgiveness (FORG)	<ul style="list-style-type: none"> - <i>Pardon</i> - <i>Pardonnez-moi</i> - <i>Excusez-moi</i> - <i>Veuillez m'excuser/me pardonner</i> - <i>Je vous demande pardon</i> - <i>Je vous prie de bien vouloir m'excuser/me pardonner/d'accepter toutes mes excuses</i>

Next, the data classified within these three categories were analyzed. Table 8.5 summarizes the percentage of use of these three EXAP strategies found among responses for Phase 3.

Table 8.5: Use of EXAP strategies in 9 situations (in %), (N=85)

STRATEGIES	SITUATIONS									
		S1-Lady	S3-Exam	S4-Neighbor	S5-Mother	S6-Tourist	S7-Report	S8-Friend	S9-License	S10-Supervisor
	REGR	31%	36%	11%	28%	2%	14%	36%	31%	11%
	OFFR	25%	21%	2%	16%	2%	1%	28%	5%	1%
	FORG	29%	32%	18%	11%	6%	6%	20%	6%	11%

These results reveal that of the three explicit expressions of apology, offer of apology (OFFR) and request for forgiveness (FORG) figure less frequently than expression of regret (REGR). Yet REGR varies in frequency from a high rate of 36% (S3-Exam and S8-Friend) to a low rate of 2% (S6-Tourist). Meaningful inferences can be drawn when these findings are interpreted in light of L1 speaker ratings of the five sociolinguistic parameters of frequency of occurrence, severity of offense, degree of distance between S and H, social power between S and H, and S's obligation to apologize.

Recall that L1 speakers in Phase 2 had rated S3-Exam as being "very serious", where S is in a position of lower social power as compared to H and where the degree of familiarity between them is "very distant." It is no surprise therefore that the raters considered S's obligation to apologize as being "very strong". Similarly, S8-Friend was rated as a "very serious" offense in which S has a "very strong" obligation to apologize. But unlike S3-Exam, in S8-Friend, S and H have equal social power and are "very close" to each other.

Participants used REGR extensively in three other situations as well, namely S1-Lady, S5-Mother, and S9-License. The severity of the offense in these three situations was noted as being "serious" (S1-Lady and S5-Mother) and "very serious" (S9-License). S's obligation to apologize was deemed to be "very strong". S and H were either "distant" (S1-Lady) or "very distant" (S9-License) from each other and in both cases S was in a position of lower social power as compared to H. On the other hand, in S5-Mother, S and H are considered to have equal social power and are "very close" to each

other. In sum, REGR seems to be the most commonly used explicit expression of apology across all DCT situations.

The other explicit expression of apology that merits some attention is request for forgiveness (FORG). As seen in Table 8.5, this strategy is realized through more formal linguistic formulae such as “*veuillez m’excuser*” and “*je vous prie de bien vouloir m’excuser*” and was observed in higher frequencies in two situations, namely S3-Exam (32%) and S1-Lady (29%) and in comparatively lower numbers in S8-Friend (20%), S4-Neighbor (18%), S5-Mother (11%), S10-Supervisor (11%). One plausible reason for the use of FORG in S1-Lady, S3-Exam and S8-Friend could be the nature of the offense, which was rated as “serious” for S1-Lady and as “very serious” for S3-Exam and S8-Friend. It very well could be that the more serious the nature of the offense, the more likely people are to use formulaic expressions of apologies. However, S4-Neighbor—intended as a distracter—also elicited some formal expressions of apologies. In this situation, S is complaining to a noisy neighbor and as expected, L1 raters stated that S had “no obligation” to apologize. However, S4-Neighbor—intended as a distracter—actually elicited some formal expressions of apologies in the Phase 3 administration of the DCT, despite the fact that in Phase 2, a separate group of L1 raters had stated that S had “no obligation” to apologize (as expected). In this particular context, S is complaining to a noisy neighbor. One explanation of this outcome might be that apologies are used not just to remedy past offenses—as has traditionally been posited in the literature—but rather they may also be used to offer redress for potential future face threats (cf. Bataineh and Bataineh, 2008), such as complaining.

Yet another example in which apologies were used as a redress for a future imposition is S6-Tourist. In Phase 2, raters concurred that a tourist asking a stranger for information is a situation that one is likely to encounter “always”; moreover, they overwhelmingly stated that the perceived offense was not “serious at all” and that S had “no obligation” to apologize. This is in contrast to observations by the separate group of respondents in Phase 1, who had listed this particular situation as one which would warrant an apology. As shown in the composite results presented in Table 8.2, one can see that all three explicit expressions of apology, REGR, OFFR, and FORG figure in very low frequencies for S-6: 2%, 2%, and 6% respectively. Some of the apology realizations observed in this group include: “*je suis désolée de vous importuner*”, “*je m’excuse de vous déranger*”, and “*je vous demande pardon*”. On the other hand, S-6 elicited a relatively high percentage of reflexive (AUTO) apologies, as did S1-Lady in which such tokens were used 49% of the time. The common forms used to express reflexive apologies were: “*excusez-moi*” and “*pardon*”. No other situation elicited such apology realizations.²⁹

It is clear that *excusez-moi* and *pardon* have traditionally been viewed as explicit expressions of apology (e.g., Blum-Kulka, House, and Kasper, 1989). As such, these expressions were probably more warranted in S1-Lady, since the severity of the offense is “serious” and S was perceived as having a “very strong” obligation to apologize. In comparison, S6-Tourist, which was rated as “not serious at all” and in which S has “no obligation” to apologize, elicited fewer tokens of these particular realizations. Yet, the fact that these two situations elicited equally high percentages of reflexive expressions of apology (*automatisms*) demonstrates that *excusez-moi* and *pardon* perform two different

functions: explicit expressions of apology, for example in S3-Exam and S5-Mother, and reflexive apologies, as observed in S1-Lady and S6-Tourist. However, it also appears that these two tokens can be used to apologize for a *future* imposition, as in S6-Tourist. This finding corroborates Lakoff's (2005:201) observation that "in terms of relationship between form and function apologies are both one-to-many and many-to-one", thus making "analysis messy and daunting". This also lends support to criticisms that have been leveled against traditional speech act theory, which through its classification of communicative acts by illocutionary function and felicity conditions can oversimplify the rather complex nature of utterances such as apologies.

Finally, one can see that the sociolinguistic variables operating in all the situations discussed above are not identical, yet they elicited comparable percentages of expressions of regret (REGR), with offer of apology (OFFR) and request for forgiveness (FORG) appearing in lesser frequencies. It appears that of all the sociolinguistic variables, the two factors that influence participants to use more explicit expressions of apology (EXAP) are severity of offense and S's obligation to apologize; frequency of occurrence, social distance, and social power seem to have a lesser impact on EXAP tokens. We have also observed that not all linguistically explicit apologies perform a remedial discourse function, and that they are sometimes reflexive in nature, used in non conflict situations as an instinctive response. Other salient strategies observed in the data are discussed next.

8.2.1.2. Other apology strategies observed in the data: EXPL, ACEP, SLDF, INTN, REPR and NOAP

We saw earlier in this chapter that along with explicit expressions of apology (EXAP), speakers have other remedial discourse strategies at their disposal. This section

analyzes the results of 7 of these strategies for which notable data were found, namely explanation or account of the situation (EXPL), accepting responsibility (ACEP), expressing self-deficiency (SLDF), expressing lack of intent (INTN), offering repair (REPR) and finally, those situations in which respondents did not apologize (NOAP).

Table 8.6: Use of salient apology strategies (in %), N=85		
Strategy	Total Tokens	%
EXAP	374	49%
EXPL	304	40%
NOAP	163	21%
REPR	65	8%
HEAR	53	7%
INTE	53	7%
ACEP	33	4%
SLDF	28	4%

Table 8.6 shows the frequency distribution, in decreasing order of use, for all of the salient apology strategies observed in the main study. One can see that explanation or account of the situation (EXPL) was the second most frequently used strategy after explicit expressions of apology (EXAP). In particular, S9-License (78%), S3-Exam (65%), S10-Supervisor (53%), S5-Mother (48%), and S8-Friend (36%) elicited high percentages of EXPL tokens, with the specific linguistic formulae used to realize these tokens varying according to the situation. It is important to note that although S7-Report elicited 64% of EXPL tokens, this was in fact a distracter situation involving a request for additional time to submit a report. This situation has therefore been excluded from the analysis.

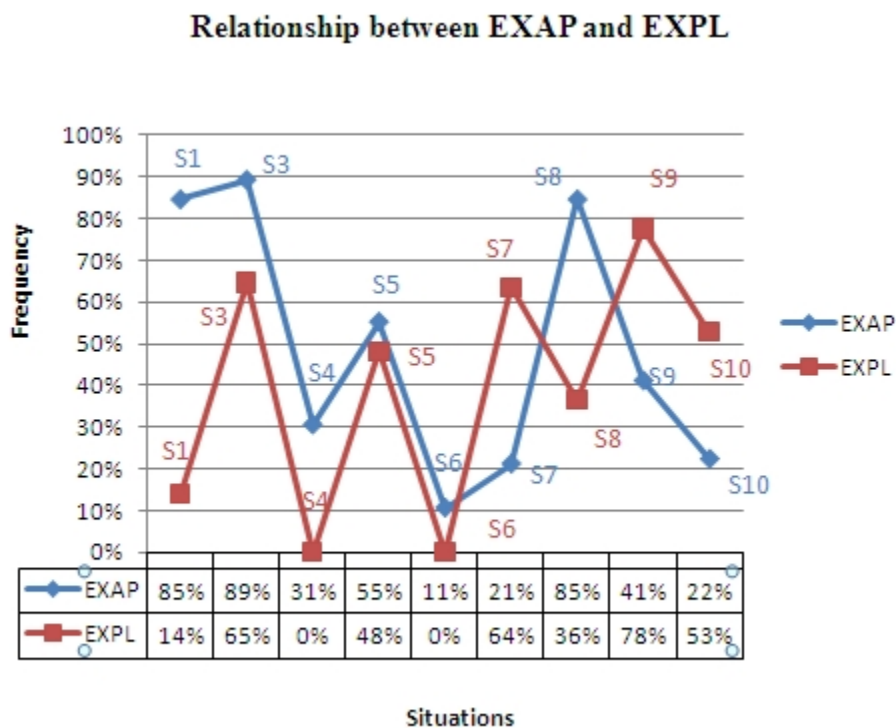
The five contexts mentioned above in which high frequencies of tokens of explanation or account of the situation (EXPL) were observed share two common sociolinguistic factors, namely the severity of the offense (variable), and S's obligation to apologize (variable). Recall that in Phase 2, L1 speakers had rated these situations as being "serious" (S5-Mother) and "very serious" (S9-License; S3-Exam; S10-Supervisor; and S8-Friend). They had also concluded that S had a "very strong obligation" to apologize in all five situations. However, findings related to explicit expressions of apology (EXAP) seem to indicate, as stated in the previous section, that these two variables seem to bear some relation to EXAP strategies. Based on the findings in this section, it appears that severity of offense and S's obligation to apologize also have an effect on EXPL realizations. Before examining the function of EXPL strategy in more detail, it is important to clearly understand the occurrence of EXPL tokens in one particular situation.

Although S10-Supervisor elicited high EXPL tokens (53%), the results for this specific situation must be interpreted with caution. Recall that in Phase 1, this situation was rated as one of those that were likely to warrant remedial discourse. Although it was rated as a "serious" offense in which S's obligation to apologize was found to be "strong", it elicited very low EXAP tokens (see Table 8.2). Instead, EXPL tokens were used 53% of the time. This unexpected finding could possibly point to a potential flaw in the stimulus. Perhaps the L1 raters in Phase 2 related the "offense" to the severity of the supervisor's error and not to the offense related to H having to criticize his/her superior. Ancillary comments provided by participants in Phase 3 seem to underscore this. Not only did participants not apologize (NOAP) (as evidenced by the high rate of this

realization type – 58% - in Table 8.2), but some also added that they would be proud of themselves for pointing out the supervisor's mistake. Some examples of the ancillary comments are, "*je suis fier d'avoir pu apporter mes connaissances sur un dossier qu'il ne maitrise [sic] pas totalement*", 'I am proud to apply my knowledge to a matter that he has not completely mastered'; "*je vais lui dire discrettement [sic] mais tout en etant [sic] fiere [sic] de moi!!!*" 'I would tell him discreetly but I would be proud of myself'; "*c'est pour le bien de l'entreprise!*" 'It is for the company's good'. Many respondents also voiced their concern about the delicate nature of the situation thus: "*je lui demande s'il s'en est rendu compte, en essayant de lui faire croire qu'il s'en est rendu compte tout seul.*" 'I would ask him if he realizes that there is an error, while trying to make him believe that he came to this realization on his own.'; "*il ne faut pas l'accuser, on ne dis [sic] pas vous vous etes [sic] tromper [sic], mais 'il y a une erreur'*" 'one should not accuse him/her, one does not say you are wrong, but "there is a mistake"'. One participant even stated that he/she had already faced such a situation before – "*cela m'est déjà arrivé, et j'essaie de le faire avec diplomatie, ce qui n'est pas facile !*" 'It has already happened to me, and I tried to do it with diplomacy, which is not easy!'. These findings seem to indicate that the situation was probably misunderstood by the participants in Phase 2. The results for S-10 must therefore be viewed cautiously.

S5-Mother, S9-License, S3-Exam, and S8-Friend, it has already been established that they share two common sociolinguistic variables: "serious—very serious" offenses and S's "very strong" obligation to apologize. These situations also elicited high explicit expressions of apology (EXAP) tokens. It would therefore be worthwhile to see if there is a pattern of co-occurrence of EXAP and EXPL strategies across situations.

Figure 8.5: Pattern of co-occurrence of explicit expressions of apology (EXAP) and explanation (EXPL) strategies



It is clear from Figure 8.5 that there appears to be a correlation between EXAP and EXPL, in all but one instance. In S3-Exam, S5-Mother, and S8-Friend, EXAP tokens outnumbered EXPL tokens. However, in S9-License, EXPL was used more frequently than EXAP. It appears that in very serious situations (S9-License) or in situations where the interlocutors are very close to each other (S5-Mother), respondents felt the need to augment an apology with an explanation. Conversely, EXPL also seems to function as a more formal apology. Note that as Table 8.2 illustrates, a relatively higher number of participants chose to opt-out of apologizing in S3-Exam and S-9 License. It would seem reasonable to infer from these findings that in formal situations, French L1 speakers consider an explanation to constitute a more complete and formal apology.

The only situation in which there seems to be little or no relationship between the two strategies is S1-Lady. Ancillary comments provided by many respondents in this situation help explain this finding; several of them noted that “*excusez-moi*” or “*pardon*” in this instance would be representative of *automatismes* or reflexive apologies. As such, this situation resulted in 49% of AUTO tokens (see Table 8.2).

8.2.1.3. L1 speaker perceptions regarding L2 learners of French

As stated in Chapter 6, the demographic questionnaire administered in all three phases of data collection sought L1 speakers’ perceptions regarding the importance of L2 speakers being grammatically and sociopragmatically proficient. Participants were asked to respond to the following question by selecting one or both options depending on their perception, and to provide a rationale for their choice:

Q. Selon vous, qu’est-ce qui est plus important pour un(e) apprenant(e) de français langue étrangère. Veuillez cocher toutes les options qui vous paraissent valables et expliquer les raisons pour votre choix :

(a) pouvoir utiliser un langage qui est grammaticalement correct mais qui n’est pas tout à fait appropriée au niveau social et culturel (par exemple, tutoyer quelqu’un quand il/elle est censé(e) vouvoyer la personne).

(b) pouvoir utiliser un langage qui n’est peut-être pas grammaticalement correct mais qui est approprié au niveau social et culturel.

Raisons : _____

Q. What do you think is more important for a learner of French? Please choose all options that you deem appropriate and include your reasons:

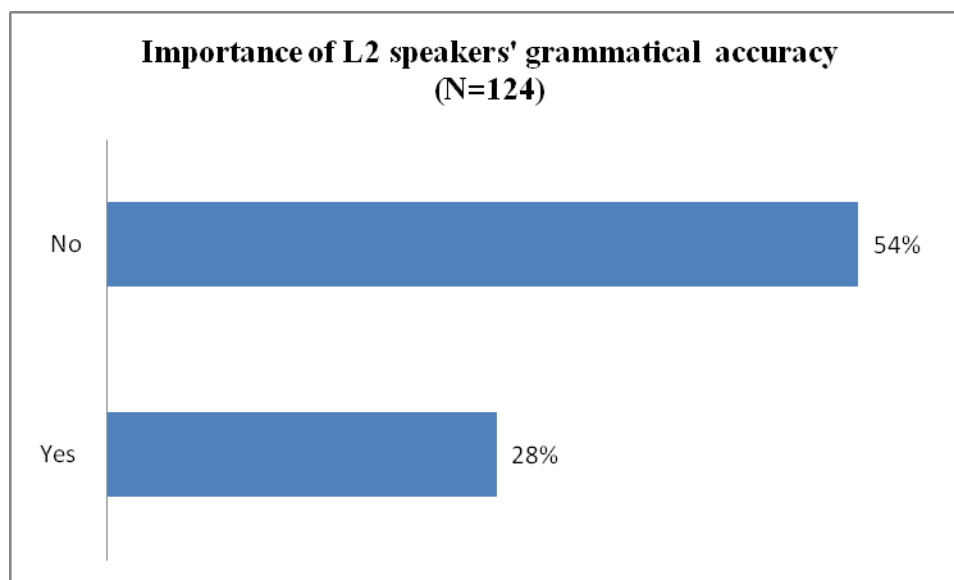
(a) using grammatically accurate yet socially and culturally inappropriate language (for example, saying ‘*tu*’ to someone who should be referred to as ‘*vous*’)

(b) using grammatically imperfect yet socially and culturally appropriate language?

Reasons: _____

Figure 8.6 presents the results of the responses of 124 participants to the above question.

Figure 8.6: Participants' responses regarding importance of L2 speakers' grammatical accuracy (in%), (N=124)



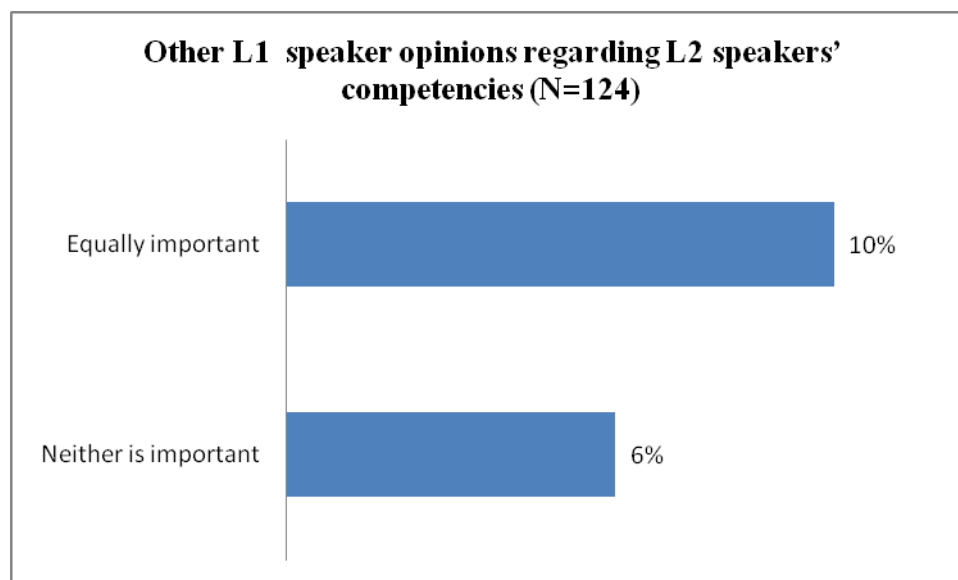
As one can see from Figure 8.6, 54% of L1 speakers believe that L2 speakers need not (necessarily) have grammatical accuracy and that situational appropriateness is more important. Respondents' ancillary comments shed light on their impressions about this particular issue. For example, one participant felt that "*une langue doit s'apprendre avec son contexte social; il est plus choquant pour un français que quelqu'un ne sache pas utiliser les codes sociaux plutôt que d'entendre des fautes de grammaire (ces dernières pouvant être signalées, et corrigées, alors que l'on va rarement indiquer à la personne lorsqu'elle se trompe par manque de connaissance des codes sociaux et/ou culturels)*" 'a language must be learned along with its social context ; it is more shocking

for a French person when someone does not know to use social norms rather than hear grammatical errors (the latter may be pointed out, and corrected, whereas one will rarely point out to a person when he/she makes a mistake because of a lack of social and/or cultural norms)’.

Conversely, 28% of the participants stated that grammatical proficiency should take precedence over sociopragmatic competence. Some of the responses were accompanied by rationales such as, “*Les fautes de grammaire peuvent rendre la compréhension extrêmement [sic] difficile (et écorchent l'oreille). La seule connaissance culturelle réellement nécessaire est la suivante : vouvoyer en attendant preuve du contraire*” ‘grammatical errors may make understanding extremely difficult (and hard on the ear). The only real cultural knowledge that is necessary is the following: saying *vous* unless suggested otherwise’.

Of the 124 participants, 10% felt that both competencies were equally important. For instance, one respondent noted that “*On pardonnera à une personne étrangère de parler un français qui n'est pas approprié socialement et culturellement. Toutefois, un français grammaticalement correct est souvent nécessaire à la compréhension*” ‘One would forgive a foreigner’s French that is not socially and culturally appropriate. However, grammatically correct French is often necessary in order to understand’. Only 6% of the respondents felt that neither was important (Figure 8.7).

Figure 8.7: Other L1 speaker opinions regarding L2 speakers' competencies (in %), N=124



These minority opinions notwithstanding, based on the responses to this question, it would seem that a strong curriculum incorporating instruction in French sociopragmatics in the FFL classroom could play an important role in developing learners' competence in this area. In fact, Liddicoat and Crozet (2001) have already expressed such a call to action.

8.3. Summary

The objective of the present chapter was to present the methodology of the dissertation study and to analyze and discuss the various apology strategies elicited from L1 speakers in France.

The four main findings of the study can be summarized as follows. First, explicit expressions of apology (EXAP), which subsumes the categories of expression of regret (REGR), offer of apology (OFFR), and request for forgiveness (FORG), seem to be the

preferred strategy choice among L1 speakers. However, sociolinguistic factors such as severity of the offense and how strongly S is expected to apologize for the perceived offense seem to influence strategy selection.

Second, it appears that speakers often underscore their apology by using multiple strategies in one utterance, particularly explicit expressions (EXAP) and offering an explanation of the situation (EXPL). This pattern of occurrence of strategies appears to be directly related to the severity of the offense and S's obligation to apologize.

Third, there does not seem to be a direct form-to-meaning relationship between apology realizations in French. For instance, a seemingly explicit expression of remedial discourse such as "*excusez-moi*" 'excuse me' can function as reflexive or automatic tokens in situations such as S6-Tourist in which a person is asking for information. Moreover such tokens are also used to mitigate *future* offenses.

Finally, it should be noted that this dissertation approached data collection and analysis from a speech act-theoretic perspective. As such, despite the inherent methodological difficulties (constructing an optimal data collection instrument, finding a good number of participants) and analytical challenges (teasing out specific factors influencing speakers' selection of one strategy over another), the resulting data do seem to shed some light on the form and functions of apology strategies used by L1 speakers, and also appear to lend support to the call for expanded instruction in French sociopragmatics, particularly in light of L1 speakers' opinion that an L2 speaker's grammatical error might be more easily overlooked than if the learner were to commit a sociopragmatic faux pas.

CHAPTER 9: SUMMARY AND CONCLUSION

The objective of this dissertation was to explore the form and function of an under-researched French L1 speech act, namely apologizing. To this end, an innovative version of a well-established, oft-used data elicitation instrument, the DCT, was developed specifically for French L1 speakers in Phases 1 and 2 of the study. In Phase 1, 22 participants listed situations that were likely to warrant an apology. In Phase 2, a separate group of 11 L1 speakers rated the situations included in the DCT for various sociolinguistic factors, among them frequency of occurrence, severity of the offense, social power and distance between S and H, and S's obligation to apologize. This rated DCT was subsequently administered in Phase 3, in which an independent group of 85 L1 speakers participated. Additional background information about the respondents, including L1 speaker perceptions regarding L2 learners' grammatical and sociopragmatic competence in the FL, was collected by means of a demographic questionnaire.

The main findings of the study are summarized in section 9.1. The methodological, theoretical, and pedagogical implications are discussed in section 9.2. Next, the limitations of the study are listed in section 9.3. The chapter concludes with some suggestions for future research, which are offered in section 9.4.

9.1. Summary of main findings

This dissertation explored the form and function of various apology strategies used by L1 speakers in France, while attempting to answer the following research questions:

- (1) RQ1: In what circumstances do L1 speakers use remedial discourse

- (2) RQ2: What apology strategies do L1 speakers use in those situations?
- (3) RQ3: Do all apology tokens perform a remedial discourse function?
- (4) RQ4: Are there observable patterns of relationship between various apology strategies?
- (5) RQ5: Do frequency of occurrence of a situation and severity of the offense affect apology strategy selection?
- (6) RQ6: Does the degree of social distance between the interlocutors, i.e., S and H, affect apology strategy selection?
- (7) RQ7: Does the degree of social power between S and H have an effect on apology strategy selection?
- (8) RQ8: How do L1 speakers rate the importance of grammatical versus sociopragmatic competence as they apply to L2 learners of the language?

The major findings are summarized in the ensuing sections.

9.1.1. Research Question 1: In what circumstances do L1 speakers use remedial discourse?

Based on the data collected from respondents in Phase 1, the ten most frequently cited situations that are likely to warrant an apology in order of frequency of occurrence are: bumping into each other on the road, an employee pointing out a supervisor's error, a student arriving late for an exam, a person asking a question or seeking information, offending a dear friend, apologizing to a police officer, forgetting to extend appropriate wishes to one's mother for her birthday or on Mother's Day, accidentally running into someone's car, a host spilling wine/coffee on a guest, and a child apologizing to his/her parent for not heeding their advice. As expected, and in keeping with findings of

previous speech act studies on apologies (cf. Meier 1998), it appears that situations in which L1 speakers in France are most likely to apologize can also be found in other languages and cultures. For example, a student arriving late for class and a person offending a friend (although the manner itself may differ), have been cited in other studies (e.g., Blum-Kulka, House and Kasper 1989). On the other hand, some surprising findings were also revealed: some of the situations that participants listed as warranting apologies were not found in previous studies. In particular, apologizing to a police officer for not carrying one's license was noted for the first time (to the best of the researcher's knowledge).

9.1.2. RQ2: What apology strategies do L1 speakers use in those situations?

With respect to strategy selection, Olshtain and Cohen (1983) have stated that two categories, namely explicit apology expressions or IFID (EXAP in this study) and acceptance of responsibility (RESP)—subcategorized into accepting blame, etc.—can be found almost universally across languages. Recall that while IFIDs (EXAP) are labeled as direct apologies, RESP is considered to be an indirect apology form. The results of the main study for this dissertation seem to indicate that although EXAP are commonly found in French L1 remedial discourse (49%), instances of no apology (NOAP) tokens are also found (21%) in some contexts. Second, in contrast to previous studies, RESP strategies occurred with relatively low frequency in this study; in particular, only S8-Friend elicited 27% of acceptance of responsibility (ACEP) tokens. Finally, rather than RESP, the indirect apology strategy of giving an explanation or account (EXPL) was found to be the second most commonly used strategy after EXAP in this study. The other less frequently observed strategies include: offer of repair (REPR), expressing concern

for the hearer (HEAR), using an intensifier (INTE), and expressing self deficiency (SLDF).

9.1.3. RQ3: Do all apology tokens perform a remedial discourse function?

Even though the situations used in the DCT were based on L1 speaker input that indicated they would likely warrant apologies, the actual findings suggest that not all apology realizations proposed by L1 speakers in these situations are intended as remedy for an offense. For example, many tokens of ‘*pardon*’ (pardon) or ‘*excusez-moi*’ (excuse me) were observed in S1-Lady and S6-Tourist. Although ‘*pardon*’ and ‘*excusez-moi*’ are linguistic formulae that are conventionally used to express an apology, in these two particular situations (S1 and S6), they clearly represent a reflexive reaction on the part of S. In the first situation (S1-Lady), these two expressions do perform the function of offering verbal redress for having inconvenienced an elderly lady, but they are also clearly examples of *automatismes* or spontaneous reactions, as explicated by some respondents. In the second situation (S6-Tourist), the gap in form-function mapping is even clearer: asking for information does not constitute any offense—as established by raters in Phase 2—yet S chooses to begin the utterance with a mitigator ‘*pardon*’ or ‘*excusez-moi*’ possibly as a token of apology for a future imposition. This finding would lead one to question the predominant definition of apologies as a means for expressing regret for a past offense. In fact, the results of this study seem to indicate that French L1 remedial discourse is used both for past and future offenses.

In sum, the findings lend support to Lakoff’s (2003) observation that mapping a direct form-function relationship in apology tokens is not always possible. While most apologies do function within the parameters of traditional definitions of remedial

discourse, i.e., offering redress where a previous offense may have been committed, others do not fall within these functional parameters. It is clear that labeling apologies as simple formulaic conversational routines is an oversimplification of a rather complex, culture-specific phenomenon.

9.1.4. RQ4: Are there observable patterns of relationship between various apology strategies?

The data seem to indicate a certain degree of correlation between two categories, namely explicit expressions of apology (EXAP) and providing an explanation of the situation (EXPL). In particular, S5-Mother and S8-Friend—the two conflict situations in which S and H have the same social power—elicited comparable percentages of EXAP and EXPL tokens. On the other hand, the two more formal situations, S3-Exam and S9-License, in which S and H do not have the same level of social power, elicited different patterns. For example, in S3-Exam, EXAP was used more frequently than EXPL, but in S9-License, EXPL outnumbered EXAP. Interestingly, along with S5-Mother, these two situations also resulted in the highest number of ‘no explicit expressions of apology’ (NOAP) strategy. One could infer that in formal situations in which S stands to lose more face than H, French L1 speakers consider an explanation—which inherently results in longer utterances—to constitute a more complete and formal apology in comparison to the shorter utterances such as ‘*je suis désolé*’ that constitute the explicit expressions.

9.1.5. RQ5: Do frequency of occurrence of a situation and severity of the offense affect apology strategy selection?

RQ6: Does the degree of social distance between the interlocutors, i.e., S and H, affect apology strategy selection?

RQ7: Does the degree of social power between S and H have an effect on apology strategy selection?

Of the five sociolinguistic variables analyzed in this study, severity of offense and S's obligation to apologize appear to be the only two parameters that seem to have an impact on the use of explicit expressions of apology (EXAP), which was the most commonly used strategy. The group of L1 speakers who rated the situations for these parameters consistently rated S's obligation to apologize as either being 'strong' or 'very strong' for each situation that they found to be 'serious' or 'very serious'. Therefore, it is not surprising that such situations would elicit the most direct apology realizations, i.e., EXAP. On the other hand, contrary to expectations, no effects could be correlated with frequency of occurrence, social distance or social power.

9.1.6. RQ8: How do L1 speakers rate the importance of grammatical versus sociopragmatic competence as they apply to L2 learners of the language?

A significant number of the 124 participants who responded to this query (54% to be precise) indicated that it would be more important for an L2 speaker to be able to use the language in a culturally appropriate manner than to demonstrate grammatical accuracy. As such, this finding corroborates researchers' emphasis on the importance of the L2 speaker's communicative competence, a concept first posited by Hymes (1971), which Canale (1983), Canale and Swain (1980) and Bachman (1990, cited in Rose and Kasper 2001:1) later expanded to explicitly include pragmatic competence. Several studies, particularly those focusing on interlanguage pragmatics (e.g., Bardovi-Harlig 2001, Nguyen 2005), have demonstrated that L2 speakers differ significantly from L1 speakers in their sociopragmatic competency (cf. Rose and Kasper 2001), and that

instruction in pragmatics can indeed be effective in improving L2 speakers' competency (cf. Soler and Martinez-Flor 2007). This dissertation's finding regarding L1 speakers' perceptions about the importance of L2 learners being sociopragmatically competent also lends support to the calls for including sociopragmatics instruction in FL curricula (e.g., Kasper and Rose 2001, Pearson 2001, Whitten 2002, Warga and Schölmberger 2007).

9.2. Implications

9.2.1. Methodological implications

The innovative method of participant recruitment used in this study that tapped into hitherto unexplored Internet-based social network websites such as Facebook may help to expand the limited access to respondents that many studies of this nature have traditionally experienced. As stated in Chapter 4 and Chapter 8, the participation rate improved significantly as soon as the call was posted in online forums. Collecting and observing naturally occurring data would no doubt be the most ideal method, but it is clear that such naturalistic data collection is not always feasible. In such cases, resources such as Facebook may give researchers the ability to reach a much larger target audience than more conventional approaches would allow. Furthermore, even though this study is exploratory in nature, it attempts to combine analytical practices in the humanities and the more quantitative methods employed in social science research by using a rather unique participant recruitment method that has not been extensively used for investigations in the fields of applied linguistics and sociopragmatics. Nonetheless, it must be noted that given the goals of the study—to observe and categorize French apologies—the data itself were not analyzed quantitatively along mainstream social-science research methodologies.

Finally, the DCT was constructed based on direct L1 speaker input. As such, the situations are all authentic and contain no researcher bias. With the exception of a handful of studies (e.g., Lipson, 1994; Bataineh and Bataineh, 2008) that have used this approach, most investigations—including recent ones focusing on French (e.g., Warga and Schölmberger, 2007)—have relied on modified versions of the original DCT used in the CCSARP project (Blum-Kulka, House and Kasper, 1989). Although there is evidence for a certain degree of universality in some of the situations found across cultures, the present study has demonstrated that this is not the case all the time. As such, a DCT that is drawn from within the target culture should be able to elicit more meaningful data than a generic one.

9.2.2. Theoretical implications

This study directly answers the call for further investigations into the under-researched area of French speech acts in general, and more specifically of French apologies. By drawing on L1 speaker input for constructing the DCT, and by examining the effects of sociolinguistic factors, this study provides a more detailed and broader account regarding the form and function of French L1 apologies than has been provided thus far by previous studies.

Finally, to the best of the researcher's knowledge, this study is the first to empirically investigate French L1 speaker perceptions regarding the importance of L2 speakers' sociopragmatic competence. Specifically, it reveals an otherwise overlooked perspective—that of L1 speakers—a majority of whom indicated it is more important that L2 speakers know how to use the language in a culturally appropriate manner than that they have a grammatically correct foundation in the language. This finding provides

more support to the already existing calls for the inclusion of a sociopragmatics component in the FFL curriculum (e.g., Liddicoat and Crozet, 2001). To date, these calls have been primarily based on findings regarding L2 speakers' sociopragmatic competency alone, and have not included the views of L1 speakers on the subject.

9.2.3. Pedagogical implications

Although this study does not include L2 speaker apology realization data in order to compare learners' sociopragmatic competency against that of L1 speakers, the findings do directly address one fundamental FFL pedagogical issue, namely the obvious need for instruction in French sociopragmatics. The only studies that investigated L2 speakers' apology realizations (Cohen and Shively, 2007; Warga and Schölmberger, 2007), both of which examined study abroad participants, reveal that some gains were noticed in the sociopragmatic competence of students who were immersed in the target country, as compared to the non-study abroad group which made no gains. Furthermore, regarding the effectiveness of a study abroad experience on L2 speakers' sociopragmatic competence, studies such as Barron's (2003, 2006) have indicated that L2 speakers often do not appear to make any gains because they may not be fully aware of the intricacies of the target language and culture. Even without the support of more French-based studies, it is clear that some L2 speakers may lack significant sociopragmatic competence. The findings of this dissertation concerning L1 speakers' perceptions of the importance of L2 speakers being sociopragmatically competent in the target language adds a new urgency to the calls for instruction in French sociopragmatics.

Finally, the goal of collecting authentic L1 remedial discourse was not merely to identify prescriptive apology formulae, but also to provide a more holistic explanation of

form-function relationships that can be found in the observed apology tokens. This authentic L1 data may be used in the FFL classroom to provide meaningful, sociopragmatically rich input to students so that they can successfully negotiate communication in a foreign language.

9.3. Limitations

While the present study provides some methodological, theoretical, and pedagogical implications for apology speech act research in particular and French sociopragmatics research in general, it is certainly not without limitations. The same limitations that are inherent to any sociopragmatic research are also present here.

First, data elicitation in sociopragmatics has always been a thorny issue. The controversial status of the DCT as an elicitation instrument was noted in Chapter 3; those reservations notwithstanding, the DCT still remains one of the most efficient and effective means of collecting large-scale speech act data. DCTs therefore continue to be used extensively in speech act research due to their significant merits, and the status quo will not change until a better instrument has been designed.³⁰ For the present study, due to geographical limitations the DCT was judged to be more feasible than more direct and potentially authentic methods (e.g., roleplays). This is because the research was conducted in the United States with L1 speakers who reside in France. Ideally, it would be best to also include naturally-occurring data, but this would require an extended period of residence in the target language country. Moreover, apology tokens are hard to capture in natural settings because they are very situation-specific. In fact, during the pilot study, the researcher first set out to extract apology realizations from French film and television

talk shows, but this approach had to be abandoned after a month because only 7 tokens had been gathered from 11 films.

Second, although it was useful to construct the DCT solely based on situations provided by L1 speakers, when the sociolinguistic parameters operating in the 7 most frequently cited situations that were likely to warrant an apology were rated by an independent group of L1 participants, not a single situation involved S being in a position of higher social power with respect to H. As a result, the data do not reveal how L1 speakers in France would apologize in a situation in which $S > H$. Meaningful inferences about apology realizations are therefore restricted here to those situations in which $S = H$, or $S < H$. Hence, the findings of this study may not necessarily be generalizable in order to make broader statements about the remedial discourse behavior of L1 speakers in France.

A third limitation is the fact that a significant number of the participants were recruited via Facebook and Francofil. While this approach ensured a larger than expected subject pool, it is also clearly not an ideal method when used as the sole means for data collection. Since the questionnaire is posted and responded to online, only those L1 speakers with computer skills and access to the Internet are able to participate. This inherently restricts the number of potential respondents. Furthermore, participants on Facebook and Francofil represent a subsection of the general population and may have their own unique demographics, as seen in Chapters 6, 7 and 8. Their responses may therefore not be representative of the general population. Nevertheless, given the poor initial turnout rate for the paper-based questionnaire, it was deemed acceptable to post the DCT online in order to improve the response rate. The researcher readily acknowledges that the questionnaire should be accessible even to those without computer or Internet

access, but the advantages of using online sources, in conjunction with more traditional methods, should not be ignored. In fact, as noted in

9.4. Suggestions for further research

Future investigations might further explore the value of tapping into online resources participant recruitment and task completion. For example, the *ICONS* project at the University of Maryland provides a wide range of dynamic simulations and role plays in which participants assume a virtual identity and act out situations in which they are required to “resolve contentious issues”. Along these lines, Amazon’s *Mechanical Turk* program allows participants to complete discrete, self-contained tasks online. Such readily-available tools could help broaden a project’s subject pool.

In addition, studies could also examine whether the recruitment method and source have an effect on apology realizations. For example, does the Facebook group respond differently from the paper-based group? Having a comparable participant distribution across all groups will enable researchers to make more meaningful inferences.

With regard to the DCT used in this study, the descriptions of the situations were mostly used verbatim from L1 speaker input. As a result, they may have been too brief. Billmyer and Varghese (2000:517) examined the effects of DCT enhancement on participants’ responses and found that adding information on social and contextual variables to the description of the situation did not result in a change in strategy selection, but that such modifications to the stimuli did result in more elaborate utterances. It may be worthwhile to examine whether participants’ responses vary as a function of the enrichment of contextual information. Furthermore, future research should most

definitely include a representative range of situations having a full range of social power and social distance parameters. It would also be useful to randomize or reverse the order of questions, in order to improve the methodology employed in the present study. It is also recommended that future studies employ more than one coder—ideally persons other than the researcher—so that inter-coder reliability and validity analyses may be conducted.

Data in this study were collected by means of a single instrument, the written DCT, which as stated previously is inherently artificial because it essentially elicited respondents' *declarative* knowledge of the language (metapragmatic awareness), rather than *procedural* knowledge, i.e., what they actually use in practice. One way to overcome this drawback would be to use multiple data collection methods in the same study. Future investigations could examine whether the instrument type has an effect on apology strategy selection and realizations. This would not only help to obtain more reliable data due to method triangulation, but may also provide opportunities for exploring other innovative and valid data collection methods in sociopragmatics research.

This dissertation examined French L1 apologies from a speech act perspective, in which the language was observed at the utterance level. Lakoff (2005) strongly recommends “nine ways of looking at apologies” including the speech act view, but also encourages examining remedial discourse from phonological (e.g., verbal versus non-verbal apologies) and semantic (e.g., the difference between apology and explanation) perspectives, among others. In particular, studies might examine how apologies are framed, for instance speaker-oriented apologies such as “*je m’excuse*”—which may or may not adequately convey regret—and hearer-oriented apologies such as “*je vous prie*

de m'excuser". Investigations along these lines will certainly add to the growing body of knowledge about the complex nature of apologies.

In conclusion, the primary goal of this study has been to begin to address the notable (and unfortunate) lack of research in French sociopragmatics. Despite its limited scope, this study has revealed some interesting data that merit further analysis, along with a more comprehensive investigation of apology strategy selection by a larger subject pool, collected by triangulating data collection tools. It is hoped that the DCT instrument developed here may, with some adaptation, be adopted for subsequent studies in French, and that the analytical insights presented will contribute to an increasingly rich and detailed discussion of apology strategies in French as well as to the field of sociopragmatics.

Notes

¹ Sociopragmatics refers to the social and cultural norms that govern the appropriate use of a language. A detailed discussion is included in Chapter 2.

² These studies, along with other seminal works in apology research, are discussed in more detail in Chapter 2.

³ Remedial discourse is synonymous to apologies, and refers to those communication strategies used in situations in which the speaker offers repair for a perceived offense to the hearer.

⁴ To best of the researcher's knowledge, only one another study in Applied French Linguistics, currently being conducted by Dr. Dalila Ayoun at the University of French has sought participants on Facebook; the call for participation along with the study's link was posted on her page on November 10, 2009. This does not seem to be the case in other fields. For example, one of the projects at the Howard Brown Health Center in Chicago lists advertising on websites such as facebook.com and myspace.com as one of its recruitment methods. In fact, the American Institutes for Research: Human Factors Research Design recommends considering online networks as potential sources to recruit a diverse set of participants. This study may very well be the first of its kind in language research to use this novel method of soliciting participants.

⁵ For a discussion of definitions of apology from other perspectives (cf. socio-psychological), see Warga and Schölmberger (2007).

⁶ While these subcategories were established by Olshtain and Cohen (1983), the four letter codes have been assigned by the researcher.

⁷ Other studies, including the CCSARP investigations have adopted Fraser's model of categorizing apology strategies.

⁸ A more detailed discussion of methodological issues can be found in Chapter 3.

⁹ Brown (2001) includes self-assessment tasks (written and oral) in his discussion of different types of DCTs, but only those that are immediately relevant to this study are considered here.

¹⁰ The volunteers indicated that L1 speakers are highly unlikely to encounter some of the situations.

¹¹ Revised versions of the forms were subsequently submitted and approved by the IRB in order to permit online responses to the informed consent form, demographic questionnaire and DCT.

¹² Since the primary aim of this pilot study was to test the DCT, the remaining personal contacts were reserved for the main study, particularly because many of them are older and could therefore broaden the range of ages in the population sample. These acquaintances are engaged in various professions in Paris, Nice, Lyon, and Brest. To accommodate older subjects who might not have access to the Internet, the DCT was made accessible as a hard copy in the main study.

¹³ Of the 65 participants from facebook.com, only 58 provided their age.

¹⁴ The DCT in the CCSARP project had only 8 apology situations; the pilot study had 20.

¹⁵ While the taxonomy is similar to the one used by Olshtain and Cohen (1983), some of the 4-letter codes were assigned by this researcher to suit the purposes of the pilot study. A similar scheme was adopted for coding the data in the main study, but with more significant changes; these are described in detail in Chapter 8.

¹⁶ IFID, RESP, and REJC include the findings of their respective subcategories. See Table 4.5 for more details.

¹⁷ The responses and reactions provided by participants used in this study have been retained in their original form, including the errors.

¹⁸ As stated earlier, the parameters of social distance and authority were not pre-rated by independent L1 speakers for this study. However, the situations adopted for this DCT are partly based on those used in previous empirical studies, which also did not include pre-rating by L1 speakers.

¹⁹ Findings in the main study lend additional credence to this supposition. One of the situations (S7-Report) involved an employee expressing the inability to meet a deadline and requesting additional time. Very few instances of apology tokens were observed in this situation.

²⁰ The University of Liverpool maintains a noteworthy listserv called Francofil—in existence since 1995—that provides a well-established French Studies discussion forum for 2000 members in about 40 countries.

²¹ Recall that the DCT includes 3 distracter situations as well, for a total of 10 situations.

²² On the other hand, positive face want is defined as a “the want of every member that his/her wants be desirable to at least some others” (Brown and Levinson 1987:62).

²³ Note that the complaint situation resulted in multiple realizations of apology tokens. Some of the remedial utterances were automatismes (for knocking on a noisy neighbor's door), but some were indeed offers of redress. Several people used apologies to mitigate the imposition. This is discussed in Chapter 8.

²⁴ Recall that the method of apology strategy codification used by Olshtain and Cohen (1983) greatly influenced subsequent studies, including the ones undertaken as part of the CCSARP.

²⁵ 'Reflexive' is used here in the sense of 'spontaneous', 'automatic', 'by reflex'.

²⁶ Recall that S2-Compliment, one of the distracter situations which (as expected) elicited no apologies, was not included in the analysis.

²⁷ S8-Friend is the only situation that elicited the strategies DENL and BLMO. Recall that this situation involved a person apologizing for having offended a long time friend by getting angry with her. Some examples of S denying responsibility (DENL), and S blaming H (BLMO) that were found in the data are: "*si je me suis mise en colère je devais avoir une raison*" 'if I got angry, I must have had a reason for doing so' and "*je campe sur mes positions*" 'I will stick to my position'; "*tu as cherché*" 'you asked for it' and "*tu m'avais vraiment ennervée*" 'you really annoyed me.'

²⁸ Several tokens of the less formal *tu* form were also observed in the data.

²⁹ Some respondents had specifically stated that they were using *excusez-moi* and *pardon* as a reflexive reaction, using the term *automatismes*. In such instances, these two tokens were therefore coded as AUTO. In other cases where these tokens were used without the explicit comment about reflexive use, they were coded as EXAP.

³⁰ See Tran (2006) on the promising nature of the naturalized role play, for example.

Appendices

Appendix 1³⁰: Pilot Study Informed Consent Form – French

Avis de Libre Consentement

Titre du projet	Stratégies de discours réparateur en français
Raison d'être de cette recherche	Cette étude est entreprise par Dr. Lindsay Yotsukura et Sandhya Mohan à l'Université de Maryland, aux Etats-Unis. Nous vous invitons à participer dans cette étude car vous êtes de langue maternelle française. Le but de cette étude est d'examiner les stratégies de discours qu'emploient les locuteurs natifs du français. Nous sommes aussi intéressées par les effets que l'enseignement pourrait avoir sur l'acquisition de ces stratégies par les apprenants de français langue étrangère au niveau universitaire.
Qu'est-ce que je dois faire?	Nous vous demandons de bien vouloir remplir deux questionnaires; un a titre démographique, l'autre vise à susciter vos réactions dans une situation de communication.
Participation anonyme	Nous ferons de notre mieux pour garder anonyme tous vos renseignements personnels. Pour garder votre anonymat, (1) votre nom ne sera divulgué à personne d'autre et ne sera pas inclut dans les questionnaires, (2) les questionnaires seront codés par une clé d'identification, (3) nous ne vous identifierons que par cette clé, et (4) seules les chercheuses y auront accès. Si nous nous décidons de présenter notre recherche lors d'un colloque ou d'en faire un article de publication, rassurez-vous que votre identité ne sera divulguée à personne.
Y a-t-il des risques?	C'est une étude qui examine les stratégies de discours et la pédagogie. Il n'y a aucun risque connu qui pourrait y être associé.
Y a-t-il des bénéfices ?	En tant que locuteurs natifs, il n'y a pas de bénéfices directs pour vous. Vous aiderez à faire avancer la science.
Est-ce que ma participation est obligatoire?	Votre participation dans cette étude est volontaire. A tout moment, vous avez le droit de ne plus y participer. Il n'y aura aucune repercussion.

Est-ce que j'ai l'option de retirer ma participation ? Et si j'ai des questions?	<p>Cette étude est entreprise par Dr. Lindsay Yotsukura et Mlle. Sandhya Mohan à l'Université de Maryland aux Etats-Unis. Au cas où vous auriez des questions à propos de l'étude même, vous pourrez joindre Dr. Yotsukura à l'adresse suivante: Department of Asian and East European Languages, 3215 Jimenez Hall, University of Maryland, College Park, tél : 301-4-5-0038, email: ly@umd.edu et Mlle. Sandhya Mohan à l'adresse suivante : Department of French and Italian, 3215 Jimenez Hall, University of Maryland, College Park, tél : 240-505-9141, email : smohan@umd.edu. Si vous avez des questions en ce qui concerne vos droits en tant que participant dans cette recherche, veuillez contacter : Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (email) irb@deans.umd.edu; (tél) 301-405-0678</p> <p>Cette proposition de recherche a été revue selon les critères de recherche sur les participants humains de le IRB de l'Université de Maryland.</p>	
Déclaration de l'âge et du libre consentement du participant	<p>En signant et paraphant ci-dessous, vous confirmez que: vous avez plus de 18 ans; que nous vous avons expliqué notre recherche; que nous avons répondu à vos questions si vous en aviez eues; et que vous acceptez de participer à cette étude volontairement. Veuillez également mettre la date et parapher au début de chaque page pour confirmer que vous avez lu et compris toutes les pages de ce document.</p>	
Signature et Date	NOM ET PRENOM DU PARTICIPANT/DE LA PARTICIPANTE	
	SIGNATURE DU PARTICIPANT/DE LA PARTICIPANTE	
	DATE	

Appendix 2: Pilot Study Informed Consent Form – English

Project Title	Remedial Discourse Strategies in French
Why is this research being done?	This is a research project being conducted by Dr. Lindsay Yotsukura and Sandhya Mohan at the University of Maryland, College Park. We are inviting you to participate in this research project because you are native speakers of French. The purpose of this research project is to explore apology strategies, i.e., strategies used when there is a perceived offense, in French and the effects of training in these strategies on intermediate learners of French as a foreign language.
What will I be asked to do?	We ask that you complete two questionnaires; the first one is a demographic questionnaire, the second one seeks to elicit your reactions in certain communication situations.
What about confidentiality ?	We will do our best to keep your personal information confidential. To help protect your confidentiality, (1) your name will not be included on the questionnaires or other collected data; (2) an identification key will be placed on the questionnaires and other collected data; (3) through the use of this key, the researchers will be able to link your data to your identity; (4) only the researchers will have access to the identification key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible by using a pseudonym or by referring to data in the aggregate. In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention about potential harm to you or others.
What are the risks of this research?	This study examines the effects of instruction on discourse strategies. There are no known risks associated with this research project.
What are the benefits of this research?	As native speakers of French, there are no direct benefits to you. However, we hope that, in the future, learners of French might benefit from this study through improved understanding of the discourse strategies used by native speakers
Do I have to be in this research? May I stop participating at any time?	Your participation in this research is completely voluntary. You may choose not to take part at all. If you do decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?	<p>This research is being conducted by Dr. Lindsay Yotsukura, Department of Asian and Eastern European Languages, and by Ms. Sandhya Mohan, Department of French and Italian, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Dr. Lindsay Yotsukura at Department of Asian and East European Languages, 3215 Jimenez Hall, 301-505-0038, ly@umd.edu or Ms. Sandhya Mohan at Department of French and Italian, 3215 Jimenez Hall, 301-505-0038, smohan@umd.edu. If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Age of Subject and Consent	<p>Your signature indicates that: you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project. Please date and initial in the space provided in the header to confirm that you have read all the pages in this document.</p>	
Signature and Date	NAME OF SUBJECT	
	SIGNATURE OF SUBJECT	
	DATE	

Appendix 3: Pilot Study Demographic Questionnaire – French

Instructions : Veuillez remplir ce formulaire. Ces données ne seront accessibles qu'aux chercheuses. A la fin du formulaire, veuillez cliquer sur l'option 'Envoyer'. Merci beaucoup !

1. Nom et prénom : _____

2. Adresse email _____

3. Numéro de téléphone : _____

4. Sexe : M/F

5. Date de naissance : _____

6. Profession : _____

7. Langue maternelle : _____

8. D'autres langues parlées : _____

9. Avez-vous habité dans un pays autre que la France? Si oui, veuillez indiquer les endroits et la durée de vos séjours.

Endroit (s) : _____

Durée de (s) séjour (s) : _____

10. En vous basant sur vos expériences avec des locuteurs du français non natifs, dites ce que vous remarquez le plus en ce qui concerne leurs capacités dans la langue française ?

11. Selon vous, qu'est-ce qui est plus important pour un(e) apprenant(e) de français langue étrangère. Veuillez cocher toutes les options qui vous paraissent valables et inclure vos commentaires :

(a) pouvoir utiliser un langage qui est grammaticalement correcte mais qui n'est pas tout à fait appropriée au niveau social et culturel (par exemple, tutoyer quelqu'un quand il/elle est censé(e) vouvoyer la personne).

(b) pouvoir utiliser un langage qui n'est peut-être pas grammaticalement correcte mais qui est approprié au niveau social et culturel.

12. Y a-t-il d'autres aspects qui vous paraîtraient importants pour un(e) apprenant(e) ?
Si, oui veuillez donner votre opinion.

Appendix 4: Pilot Study Demographic Questionnaire – English

1. Name: _____

2. Email/Phone: _____

3. Date of birth: _____

4. Profession: _____

5. Native language: _____

6. Other languages you speak : _____

7. Have you lived anywhere other than France? If yes, please indicate where you lived, and length of stay.

Where: _____

Length of stay: _____

8. In your experiences with non-native speakers of French, what do you notice most about their French language capabilities?

9. What do you think is more important for a learner of French? Please choose all options that you deem appropriate:

(a) using grammatically accurate yet socially and culturally inappropriate language (for example, saying '*tu*' to someone who should be referred to as '*vous*')

(b) using grammatically imperfect yet socially and culturally appropriate language?

10. Are there other aspects that you think are important for a learner of French? If yes, please include your comments below:

Appendix 5: Pilot Discourse Completion Task – French

Instructions : C'est le deuxième et dernier questionnaire au quel vous répondrez. Il y a 20 situations de communication. Pour chacune de ces situations, veuillez écrire ce que vous diriez comme réponse. Dans l'espace qui suit chaque situation, écrivez la *première* réaction/réponse qui vous vient à l'esprit. Ecrivez autant qu'il vous paraît nécessaire et/ou appropriée. Pourtant, nous vous prions de ne pas trop réfléchir. Au cas où vous n'auriez pas de réaction ou de réponse, cochez l'option '**pas de réaction**'.

Situation # 1

Votre professeur vous a prêté son livre et vous a demandé de le lui rendre avant la fin du semestre. Vous oubliez de le faire. Que diriez-vous à votre professeur ?

Votre réponse/réaction :

Situation # 2

Vous avez oublié d'appeler votre meilleur(e) ami(e) le jour de son anniversaire. Que diriez-vous à cette personne ?

Votre réponse/réaction :

Situation # 3

Vous avez besoin d'une lettre de recommandation de la part de votre professeur. Vous la lui demandez à la dernière minute. Qu'est-ce que vous diriez à votre professeur ?

Votre réponse/réaction :

Situation # 4

Vous voulez emprunter les notes de votre camarade de classe. Mais vous êtes mal à l'aise de les lui demander car il y a bientôt un examen. Que diriez-vous à votre camarade ?

Votre réponse/réaction :

Situation # 5

Vous arrivez une demie heure en retard au travail. Votre patron aime la ponctualité. Que diriez-vous à votre patron ?

Votre réponse/réaction :

Situation # 6

Votre père vous permet de lui emprunter sa voiture. Mais vous avez un accident et la voiture est complètement détruite. Que diriez-vous à votre père ?

Votre réponse/réaction :

Situation # 7

Vous êtes étudiant(e) à l'étranger chez une famille d'accueil. La famille vous attend pour un dîner spécial et vous rentrez tard à la maison. Que diriez-vous à la famille ?

Votre réponse/réaction :

Situation # 8

Vous êtes invité(e) au déjeuner chez un(e) collègue. Vous vous portez volontaire pour faire la vaisselle. Par accident, vous mettez en marche le broyeur d'évier sans vous rendre compte qu'il y avait une cuillère. Que diriez-vous à votre collègue ?

Votre réponse/réaction :

Situation # 9

Vous empruntez le disque favori d'un (e) ami(e), que vous venez de connaître. C'est sa seule copie. Hélas, vous finissez par l'abîmer. Que diriez-vous à votre ami (e) ?

Votre réponse/réaction :

Situation # 10

Vous vous écrasez contre quelqu'un en entrant dans un café. Que diriez-vous à la personne ?

Votre réponse/réaction :

Situation # 11

Vous avez promis à votre ami(e) que vous garderiez ses enfants. Mais vous oubliez d'aller chez lui/elle. Que diriez vous à votre ami(e) ?

Votre réponse/réaction :

Situation # 12

Vous abîmez le jean favori de votre frère/sœur cadet/cadette. Que diriez vous à la personne ?

Votre réponse/réaction :

Situation # 13

Vous deviez passer un examen très important. Mais vous ne vous êtes pas présenté(e) au cours. Que diriez-vous au professeur ?

Votre réponse/réaction :

Situation # 14

Votre patron vous demande de terminer un projet dans un certain délai. Vous êtes déjà trop occupé et savez très bien que vous n'y arriverez pas. Que diriez-vous à votre patron ?

Votre réponse/réaction :

Situation # 15

Vous oubliez d'appeler votre mère le jour de la fête des mères. Que diriez-vous à votre maman ?

Votre réponse/réaction :

Situation # 16

Vous rendez un devoir en retard. Que diriez-vous à votre professeur ?

Votre réponse/réaction :

Situation # 17

Vous attendez vos bagages à l'aéroport. Par erreur vous commencez à sortir avec une valise, qui ressemble à la vôtre mais qui appartient à quelqu'un d'autre. La personne vous le fait remarquer. Que diriez-vous à cette personne ?

Votre réponse/réaction :

Situation # 18

Vous avez promis d'apprendre à conduire la bicyclette à votre petite nièce. Mais vous vous rendez compte que vous avez un travail important à faire et que vous ne pourrez pas garder votre promesse. Que diriez-vous à votre nièce ?

Votre réponse/réaction :

Situation # 19

Vous avez accepté de travailler des heures supplémentaires dans votre bureau. Du coup vous oubliez de rester tard. Que diriez-vous à votre patron ?

Votre réponse/réaction :

Situation # 20

Vous êtes dans un restaurant avec un (e) ami (e) dont vous venez de faire la connaissance. Vous vous rendez compte que vous avez commandé le mauvais plat. Que diriez-vous au serveur ou à la serveuse ?

Votre réponse/réaction :

Merci beaucoup d'avoir participé à notre étude !

Appendix 6: Pilot Discourse Completion Task – English

Instructions: This is the second and last questionnaire. There are 20 communication situations. For each of these situations, please write what you would say in response. In the space that follows each situation, write the first response / reaction that comes to mind. Write as much as you deem necessary and/or appropriate. However, we ask that you please do not think too much before writing. In case you do not have a response, please say so.

Situation # 1

Your professor loaned you a book and requested that you return it before the end of the semester. You forget to do so. What would you say to your professor?

Situation # 2

You forget to call your best friend on his/her birthday. What would you say to your friend?

Situation # 3

You need a recommendation letter from your professor but you have given very short notice. What would you say to your professor?

Situation # 4

You need your classmate's notes, but you feel bad about asking for them because you know that there is a test in the next few days. What would you say to your classmate?

Situation # 5

You arrive half an hour late to work. Your boss is a stickler for punctuality. What would you say to your boss?

Situation # 6

Your father allows you to borrow his car. You have an accident and total it. What would you say to your father?

Situation # 7

You are studying abroad. Your host family likes to have dinner with you every day. You have a prior engagement for one night. What would you say to your host family?

Situation # 8

You are invited for lunch to a colleague's house. You offer to do the dishes but accidentally switch on the garbage disposer while a spoon is inside. What would you say to your host?

Situation # 9

You borrow your new friend's only copy of his/her favorite CD. But it gets scratched while in your possession. What would you say to your friend?

Situation # 10

You accidentally bump into someone while entering a coffee shop. What would you say to this person?

Situation # 11

You promised to babysit your friend's children but you forget to show up. What would you say to your friend?

Situation # 12

You accidentally spill something on your younger sibling's favorite pair of jeans. What would you say to him/her?

Situation # 13

You have a very important exam but fail to show up to take it. What would you say to your professor?

Situation # 14

Your supervisor at work asks you to complete a project by a certain date. You already have a lot on your plate and know that you cannot meet that deadline. What would you say to your supervisor?

Situation # 15

You forget to call your mother on Mother's Day. What would you say to your mother?

Situation # 16

You turn in a homework assignment late. What would you say to your teacher?

Situation # 17

At the airport baggage pick up area, you accidentally pick up someone else's suitcase that looks just like yours and start walking off with it. The other person stops you. What would you say to this person?

Situation # 18

You promised to teach your little niece how to ride a bicycle. But you realize that you have an important deadline to meet and that you cannot keep the promise. What would you say to your niece?

Situation # 19

(A few weeks ago, your boss (had) asked you to put in some overtime and you (had) agreed. But you forget to stay late. What would you say to your boss?

Situation # 20

You are in a study abroad program in France. You go to a restaurant with someone that you recently met in class. You realize that you have ordered the wrong item. What would you say to the waiter?

Appendix 7: Pilot IRB Approvals – Initial and Addendum



2100 Lee Building
College Park, Maryland 20742-5121
301.405.4212 TEL 301.314.1475 FAX
irb@deans.umd.edu
www.umresearch.umd.edu/IRB

June 28, 2007

MEMORANDUM

Application Approval Notification

To: Dr. Lindsay Yotsukura
Sandhya Mohan
Department of French and Italian

From: Roslyn Edson, M.S., CIP *RE*
IRB Manager
University of Maryland, College Park

Re: **IRB Application Number:** 07-0283
Project Title: "Remedial Discourse Strategies in French"

Approval Date: June 25, 2007

Expiration Date: June 25, 2008

Type of Application: Initial

Type of Research: Non-exempt

Type of Review
For Application: Expedited

The University of Maryland, College Park Institutional Review Board (IRB) approved your IRB application. The research was approved in accordance with 45 CFR 46, the Federal Policy for the Protection of Human Subjects, and the University's IRB policies and procedures. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Recruitment/Consent: For research requiring written informed consent, the IRB-approved and stamped informed consent document is enclosed. The IRB approval expiration date has been stamped on the informed consent document. Please keep copies of the consent forms used for this research for three years after the completion of the research.

Continuing Review: If you intend to continue to collect data from human subjects or to analyze private, identifiable data collected from human subjects, after the expiration date for this approval (indicated above), you must submit a renewal application to the IRB Office at least 30 days before the approval expiration date.

Modifications: Any changes to the approved protocol must be approved by the IRB before the change is implemented, except when a change is necessary to eliminate apparent immediate hazards to the subjects. If you would like to modify the approved protocol, please submit an addendum request to the IRB Office. The instructions for submitting a request are posted on the IRB web site at: http://www.umresearch.umd.edu/IRB/irb_Addendum%20Protocol.htm.

(continued)

Unanticipated Problems Involving Risks: You must promptly report any unanticipated problems involving risks to subjects or others to the IRB Manager at 301-405-0678 or redson@umresearch.umd.edu.

Student Researchers: Unless otherwise requested, this IRB approval document was sent to the Principal Investigator (PI). The PI should pass on the approval document or a copy to the student researchers. This IRB approval document may be a requirement for student researchers applying for graduation. The IRB may not be able to provide copies of the approval documents if several years have passed since the date of the original approval.

Additional Information: Please contact the IRB Office at 301-405-4212 if you have any IRB-related questions or concerns.



UNIVERSITY OF MARYLAND

INSTITUTIONAL REVIEW BOARD

2100 Blair Lee Building
College Park, Maryland 20742-5121
301.405.4212 TEL 301.314.1475 FAX
irb@deans.umd.edu
www.umresearch.umd.edu/IRB

September 24, 2007

MEMORANDUM

Addendum Approval Notification

To: Dr. Lindsay Yotsukura
Sandhya Mohan
Department of French and Italian

From: Roslyn Edson, M.S., CIP *Res*
IRB Manager
University of Maryland, College Park

Re: **IRB Application Number:** 07-0283
Project Title: "Remedial Discourse Strategies in French"

**Approval Date Of
Addendum:** September 21, 2007

**Expiration Date of
IRB Project Approval:** June 25, 2008

Application Type: *Addendum/Modification: Approval of the request, submitted to the IRB on 18 September 2007, to: (1) send printed copies of the questionnaire to participants who do not have access to the internet, that will be returned in pre-stamped, self-addressed envelopes; and (2) use a revised version of the on-line consent form with a line for the initials of participants, rather than for their signature.*

**Type of Review of
Addendum:** Expedited

Type of Research: Non-exempt

The University of Maryland, College Park Institutional Review Board (IRB) Office approved your IRB application. The research was approved in accordance with the University's IRB policies and procedures and 45 CFR 46, the Federal Policy for the Protection of Human Subjects. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Recruitment/Consent: For research requiring written informed consent, the IRB-approved and stamped informed consent document is enclosed. The IRB approval expiration date has been stamped on the informed consent document. Please keep copies of the consent forms used for this research for three years after the completion of the research.

Continuing Review: If you want to continue to collect data from human subjects or to analyze private, identifiable data collected from human subjects, after the expiration date for this approval (indicated above), you must submit a renewal application to the IRB Office at least 30 days before the approval expiration date.

(continued)

Modifications: Any changes to the approved protocol must be approved by the IRB before the change is implemented, except when a change is necessary to eliminate an apparent immediate hazard to the subjects. If you would like to modify an approved protocol, please submit an addendum request to the IRB Office. The instructions for submitting an addendum are posted at: http://www.umresearch.umd.edu/IRB/irb_Addendum%20Protocol.htm.

Unanticipated Problems Involving Risks: You must promptly report any unanticipated problems involving risks to subjects or others to the IRB Manager at 301-405-0678 or redson@umresearch.umd.edu.

Student Researchers: Unless otherwise requested, this IRB approval document was sent to the Principal Investigator (PI). The PI should pass on the approval document or a copy to the student researchers. This IRB approval document may be a requirement for student researchers applying for graduation. The IRB may not be able to provide copies of the approval documents if several years have passed since the date of the original approval.

Additional Information: Please contact the IRB Office at 301-405-4212 if you have any IRB-related questions or concerns.

Appendix 8: Main DCT – French

Instructions : C'est le deuxième et dernier questionnaire auquel vous répondrez. Il y a 10 situations de communication. Dans l'espace qui suit chaque situation, veuillez décrire ce que vous auriez comme réponse/réaction pour la situation. Nous vous demandons d'écrire la ***première réponse/ réaction*** qui vous vient à l'esprit et d'écrire autant qu'il vous paraît ***nécessaire et/ou approprié***. Si vous trouvez une situation où vous n'auriez pas de réponse, veuillez expliquer la raison pour laquelle vous auriez cette réaction-ci.

Situation # 1 : Vous ne regardez pas où vous allez et vous bousculez accidentellement une vieille dame dans la rue. Quelle est votre réponse/réaction ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 2 : Une amie vous fait des compliments pour votre coiffure. Comment réagissez-vous à ses compliments ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 3 : Vous êtes étudiant(e) à l'université. Un jour, vous arrivez en retard pour un examen important. Que dites-vous à votre professeur ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 4 : Vous avez des voisins bruyants qui vous dérangent souvent. Un soir, vous décidez que vous n'en pouvez plus et vous frappez à leur porte. Qu'est-ce que vous leur diriez ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 5 : Vous avez oublié de souhaiter l'anniversaire de votre mère. Quelle est votre réponse/réaction ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 6 : Vous êtes touriste dans une ville que vous ne connaissez pas très bien. Vous avez besoin de renseignements et vous interpellez un homme dans la rue. Que diriez-vous à cette personne ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 7 : Vous avez besoin de plus de temps pour rendre un rapport officiel à votre patron. Qu'est-ce que vous lui diriez ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 8 : Vous avez offensé une amie de longue date en vous mettant en colère contre elle. Quelle est votre réponse/réaction ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 9 : Vous conduisez sur la route et un agent de police vous arrête pour un contrôle de papiers. Vous vous rendez compte que vous avez oublié votre permis de conduire. Quelle est votre réponse/réaction ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Situation # 10 : Vous faites remarquer à un supérieur hiérarchique au travail qu'il a fait une erreur concernant un dossier important. Quelle est votre réponse/réaction ?

Votre réponse/réaction :

Si vous n'avez pas de réponse, expliquez pourquoi (ou donnez une justification) :

Merci beaucoup d'avoir participé à notre étude !

Appendix 9: Main DCT – English

Instructions: This is the second and final questionnaire that you will answer. There are 10 communication situations. In the space following each situation, please describe what your response/ would be. We ask that you write the ***first reaction/response*** that comes to mind and that you please write as much as you think is ***necessary and/or appropriate***. If you come across a situation where you would say nothing, please explain your reasons for having such a reaction.

Situation # 1: You do not watch where you are going and accidentally bump into an elderly woman on the street. What would you say to her?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 2: Your girlfriend gives you a compliment on your hair cut. How would you react to her compliment?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 3: You are a university student. One day, you arrive late to class for an important exam. What would you say to your professor?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 4: You have noisy neighbors who disturb you often. One evening, you decide that you cannot put up with it anymore and you knock at their door. What would you tell them?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 5: You forgot to wish your mother a happy birthday. What would you tell her belatedly?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 6: You are a tourist in a city that you do not know well. You need information and you stop a man on the street. What would you say to him?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 7: You need additional time to turn in an official report to your boss. What would you say to him?

Your response/reaction

In case you would say nothing, please explain why:

Situation # 8: You have offended a long-time friend (a woman) by getting angry with her. What would you say to her?

Your response/reaction:

In case you would say nothing, please explain why

Situation # 9: You get pulled over by a traffic cop who asks to check your papers. You realize that you do not have your license with you. What would you say to this person?

Your response/reaction:

In case you would say nothing, please explain why:

Situation # 10: You point out your superior's mistake regarding an important file. What would you say to this person?

Your response/reaction:

In case you would say nothing, please explain why:

Thank you very much for participating in our study!

Appendix 10: Main Study IRB Approvals (Initial and Addendum)



2100 Lee Building
College Park, Maryland 20742-5125
301.405.2412 TEL 301.314.1475 FAX
irb@deans.umd.edu
www.umresearch.umd.edu/IRB

March 30, 2009

MEMORANDUM

Application Approval Notification

To: Dr. Lindsay Yotsukura
Sandhya Bodapati
Department of French and Italian

From: Joseph M. Smith, MA, CIM *MS*
IRB Manager
University of Maryland, College Park

Re: **IRB Application Number:** 09-0189
Project Title: "A sociopragmatic analysis of discourse strategies used by L1 speakers in France"

Approval Date: March 30, 2009

Expiration Date: March 30, 2010

Type of Application: Initial

Type of Research: Non-Exempt

Type of Review for Application: Expedited

The University of Maryland, College Park Institutional Review Board (IRB) approved your IRB application. The research was approved in accordance with the University IRB policies and procedures and 45 CFR 46, the Federal Policy for the Protection of Human Subjects. Please include the above-cited IRB application number in any future communications with our office regarding this research.

Recruitment/Consent: For research requiring written informed consent, the IRB-approved and stamped informed consent document is enclosed. The expiration date for IRB approval has been stamped on the informed consent document. Please keep copies of the consent forms used for this research for three years after the completion of the research.

Continuing Review: If you intend to continue to collect data from human subjects or to analyze private, identifiable data collected from human subjects, after the expiration date for this approval (indicated above), you must submit a renewal application to the IRB Office at least 45 days before the approval expiration date. If IRB approval of your project expires, all human subject research activities including the enrollment of new subjects, data collection, and analysis of identifiable private information must stop until the renewal application is approved by the IRB.

Modifications: Any changes to the approved protocol must be approved by the IRB before the change is implemented, except when a change is necessary to eliminate apparent immediate hazards to the subjects. If you would like to modify the approved protocol, please submit an addendum request to the IRB Office. The instructions for submitting a request are posted on the IRB web site at : http://www.umresearch.umd.edu/IRB/irb_Addendum%20Protocol.htm.

Unanticipated Problems Involving Risks: You must promptly report any unanticipated problems involving risks to subjects or others to the IRB Manager at 301-405-0678 or jsmith@umresearch.umd.edu.

Student Researchers: Unless otherwise requested, this IRB approval document was sent to the Principal Investigator (PI). The PI should pass on the approval document or a copy to the student researchers. This IRB approval document may be a requirement for student researchers applying for graduation. The IRB may not be able to provide copies of the approval documents if several years have passed since the date of the original approval.

Additional Information: Please contact the IRB Office at 301-405-4212 if you have any IRB-related questions or concerns.



2100 Lee Building
 College Park, Maryland 20742-5125
 301.405.4212 TEL 301.314.1475 FAX
 irb@deans.umd.edu
 www.umresearch.umd.edu/IRB

June 15, 2009

MEMORANDUM

Application Approval Notification

To: Dr. Lindsay Yotsukura
 Sandhya Bodapati
 Department of French and Italian

From: Joseph M. Smith, MA, CIM

IRB Manager

University of Maryland, College Park

Re: **IRB Application Number:** 09-0189

Project Title: "A sociopragmatic analysis of discourse strategies used by L1 speakers in France"

Approval Date: June 15, 2009

Expiration Date: March 30, 2010

Application Type:

Addendum/Modification:

Approval of request, submitted to the IRB office on June 11, 2009, to add a new questionnaire with ten situations; to ask the five native speaker raters to perform an additional task of rating the probability of occurrence of the ten situations in addition to rating the situations for sociolinguistic parameters; to recruit subjects by sending an email to the Francofil listserve.

Type of Research: Non-Exempt

Type of Review of Addendum: Expedited

The University of Maryland, College Park Institutional Review Board (IRB) approved your IRB application. The research was approved in accordance with 45 CFR 46, the Federal Policy for the Protection of Human Subjects, and the University IRB policies and procedures. Please include the above-cited IRB application number in any future communications with our office regarding this research.

Recruitment/Consent: For research requiring written informed consent, the IRB-approved and stamped informed consent document is enclosed. The expiration date for IRB approval has been stamped on the informed consent document. Please keep copies of the consent forms used for this research for three years after the completion of the research.

Continuing Review: If you intend to continue to collect data from human subjects or to analyze private, identifiable data collected from human subjects, after the expiration date for this approval (indicated above), you must submit a renewal application to the IRB Office at least 45 days before the approval expiration date. If IRB approval of your project expires, all human subject research activities including the enrollment of new subjects, data collection, and analysis of identifiable private information must stop until the renewal application is approved by the IRB.

Modifications: Any changes to the approved protocol must be approved by the IRB before the change is implemented, except when a change is necessary to eliminate apparent immediate hazards to the subjects. If you would like to modify the approved protocol, please submit an addendum request to the IRB Office. The instructions for submitting a request are posted on the IRB web site at :
http://www.umresearch.umd.edu/IRB/irb_Addendum%20Protocol.htm.

Unanticipated Problems Involving Risks: You must promptly report any unanticipated problems involving risks to subjects or others to the IRB Manager at 301-405-0678 or jsmith@umresearch.umd.edu.

Student Researchers: Unless otherwise requested, this IRB approval document was sent to the Principal Investigator (PI). The PI should pass on the approval document or a copy to the student researchers. This IRB approval document may be a requirement for student researchers applying for graduation. The IRB may not be able to provide copies of the approval documents if several years have passed since the date of the original approval.

Additional Information: Please contact the IRB Office at 301-405-4212 if you have any IRB-related questions or concerns.

Appendix 11: Main Demographic Questionnaire – French

Instructions : Veuillez remplir ce formulaire. Ces données ne seront accessibles qu'aux chercheuses. Vos réponses nous donneraient des précisions utiles sur la langue et la culture française. Vous avez le choix de ne pas répondre à une question si vous préférez ne pas le faire.

1. Nom et prénom : _____

2. Adresse email : _____

3. Numéro de téléphone : _____

4. Sexe : M/F _____

5. Age : _____

6. Profession : _____

7. Langue maternelle : _____

8. D'autres langues parlées : _____

9. Votre ville de naissance : _____

10. La ville où vous habitez actuellement : _____

11. Avez-vous habité dans un pays autre que la France? Si oui, veuillez indiquer les endroits et la durée de vos séjours.

Endroit (s) : _____

Durée de (s) séjour (s) : _____

12. En vous basant sur vos expériences avec des locuteurs du français non natifs, dites ce que vous remarquez le plus en ce qui concerne leurs capacités dans la langue française ?

13. Selon vous, qu'est-ce qui est plus important pour un(e) apprenant(e) de français langue étrangère. Veuillez cocher toutes les options qui vous paraissent valables et expliquer les raisons pour votre choix :

(a) pouvoir utiliser un langage qui est grammaticalement correcte mais qui n'est pas tout à fait appropriée au niveau social et culturel (par exemple, tutoyer quelqu'un quand il/elle est censé(e) vouvoyer la personne).

(b) pouvoir utiliser un langage qui n'est peut-être pas grammaticalement correcte mais qui est approprié au niveau social et culturel.

Raisons : _____

14. Y a-t-il d'autres aspects qui vous paraîtraient importants pour un(e) apprenant(e) ?
Si, oui veuillez donner vos opinions :

Opinions : _____

Appendix 12: Main Demographic Questionnaire – English

Please complete the following questionnaire. Your answers will be accessed only by the researchers and will help shed useful insights into the French language and culture. You do not have to answer any question that you do not want to.

1. Name: _____

2. Email: _____

3. Phone: _____

4. Gender M/F: _____

5. Age: _____

6. Profession: _____

7. Native language: _____

8. Other languages you speak: _____

9. Your city of birth: _____

10. The city where you currently live: _____

11. Have you lived anywhere other than in France? If yes, please indicate where you lived, and length of stay.

Where: _____

Length of stay: _____

12. In your experiences with non-native speakers of French, what do you notice most about their French language capabilities?

13. What do you think is more important for a learner of French? Please choose all options that you deem appropriate and include your reasons:

(a) using grammatically accurate yet socially and culturally inappropriate language (for example, saying ‘*tu*’ to someone who should be referred to as ‘*vous*’)

(b) using grammatically imperfect yet socially and culturally appropriate language?

Reasons: _____

14. Are there other aspects that you think are important for a learner of French? If yes, please include your comments below:

Comments: _____

Appendix 13: Main Input Questionnaire – French

Veillez décrire 15 situations dans lesquelles une personne voudrait ou bien se sentirait obligée de s'excuser (par exemple, pour une infraction qu'elle ou quelqu'un d'autre aurait commise, même quand c'était hors de leur contrôle). Dans vos descriptions pour chaque situation, veuillez fournir autant d'informations contextuelles pertinentes que possible, par exemple, l'âge et le sexe des interlocuteurs, des détails qui soulignent la gravité de l'offense, et d'autres indices qui sont culturellement spécifiques aux excuses offertes en France.

Finalement, dans l'espace séparé qui se trouve à la fin de ce questionnaire, veuillez partager vos opinions à propos de la fonction des excuses telles qu'elles existent dans la culture française.

Exemple:

Situation: Un(e) étudiant(e) a oublié de rendre un livre qu'il/elle avait emprunté de son professeur. L'étudiant(e) s'en excuserait. De plus, en France, on attendrait qu'il/elle le s'excuse car...

Situation 1:

Situation 2:

Situation 3:

Situation 4:

Situation 5:

Situation 6:

Situation 7:

Situation 8:

Situation 9:

Situation 10:

Situation 11:

Situation 12:

Situation 13:

Situation 14:

Situation 15:

Remarques supplémentaires :

Appendix 14: Main Input Questionnaire – English

Please describe 15 situations in which a person might either want to or feel obligated to apologize (e.g., for an offense that they or someone else may have committed, even if it was something over which they had no control). As part of your descriptions for each situation, please provide as much relevant contextual information as possible, such as the age and gender of the interlocutors, details that indicate the severity of the offense, and specifics that are culturally relevant to apologies made in France. Finally, in the separate space provided at the end of this questionnaire, please include any additional comments you may have pertaining to the function of apologies in French culture.

Example:

Situation: A student forgot to return a book that he/she had borrowed from a professor. The student would apologize to the professor for inconveniencing him/her. Moreover, in France, this would be expected of the student because...

Situation 1:

Situation 2:

Situation 3:

Situation 4:

Situation 5:

Situation 6:

Situation 7:

Situation 8:

Situation 9:

Situation 10:

Situation 11:

Situation 12:

Situation 13:

Situation 14:

Situation 15:

Additional comments :

Appendix 15: Main Rating Scale – French

Instructions : Nous vous demandons de bien vouloir répondre à ce questionnaire. Pour chaque une des 10 situations qui suivent, il y a 8 questions où vous nous donnerez vos opinions. Veuillez choisir l'expression qui décrit le mieux votre opinion pour chaque question.

1. Avec **quelle fréquence** est-ce qu'on ferait face à une telle situation en France?

1	2	3	4	5
Très souvent	Souvent	De temps en temps	Rarement	Jamais

2. A quel point est-ce que l'offense est-elle **grave**?

1	2	3	4	5
Extrêmement grave	Très grave	Assez grave	Mineur	Pas grave du tout

3. A quel point est-ce que la personne qui parle (A) et la personne qui écoute (B) sont-elles **proches** ?

1	2	3	4	5
Très proche	Proche	Un peu proche	Distant	Très distant

4. Quel est la relation de **hiérarchie sociale** entre la personne qui parle (A) et la personne qui écoute (B)

1	2	3	4	5
---	---	---	---	---

1 = A est dans une position de hiérarchie sociale plus haute que B ($A > B$)

3 = A et B ont la même position de hiérarchie sociale ($A = B$)

5 = A est dans une position de hiérarchie sociale moins haute que B ($A < B$)

5. La personne qui parle (A) est-elle **obligée de s'excuser**?

1	2	3	4	5
Très forte	Forte	Obligation	Une petite	Pas

obligation obligation normale obligation d'obligation

6. La personne qui écoute (B), est-il possible qu'elle **accepte** les excuses offertes par A ?

1	2	3	4	5
Très possible	Possible	Peut-être possible	Peu possible	Pas possible

7. Est-ce que cette situation est **embarrassante pour la personne qui parle?**

1	2	3	4	5
Extrêmement embarrassant	Très embarrassant	Embarrassant	Un peu embarrassant	Pas embarrassant

8. Est-ce que cette situation est **embarrassante pour la personne qui écoute?**

1	2	3	4	5
Extrêmement embarrassant	Très embarrassant	Embarrassant	Un peu embarrassant	Pas embarrassant

Appendix 16: Main Rating Scale – English

Instructions: Please take a few minutes to answer the questions in this brief survey. For each of the following 10 situations, there are 8 questions in which we ask you to state your opinion. Select the expression that best describes your opinion for each question

Frequency of occurrence

1. How **frequently** might one encounter a situation such as this one in France?

1	2	3	4	5
Always	Often	Occasionally	Rarely	Never

Severity of the offense

2. How **serious** is the person's offense?

1	2	3	4	5
Extremely Serious	Very serious	Serious	Mild	Not serious at all

Social distance between the speakers

3. How **close** are the speaker (A) and the hearer (B)?

1	2	3	4	5
Very close	Close	Some what close	Distant	Very distant

Relationship between the speakers

4. What is the **status relationship** between the speaker (A) and the hearer (B)

1	2	3	4	5
---	---	---	---	---

1 = A is in a higher power position than B ($A > B$)

2 = A is the same power position as B ($A = B$)

3 = A is a lower power position than B ($A < B$)

Obligation

5. Does the speaker have the **obligation** to apologize?

1	2	3	4	5
Very strong obligation	Strong obligation	Normal obligation	Somewhat of an obligation	No obligation

Acceptance

6. Is the hearer **likely to accept** the speaker's apology?

1	2	3	4	5
Very likely	Likely	Somewhat likely	Unlikely	Will not accept

Level of embarrassment

7. Is this situation **embarrassing to the speaker**?

1	2	3	4	5
Extremely embarrassing	Very embarrassing	Embarrassing	Somewhat embarrassing	Not embarrassing

8. Is this situation **embarrassing to the hearer**?

1	2	3	4	5
Extremely embarrassing	Very embarrassing	Embarrassing	Somewhat embarrassing	Not embarrassing

Appendix 17: Main Informed Consent Form (Hard Copy Version) – French

Titre du projet	Une analyse sociopragmatique des stratégies de discours utilisées par les locuteurs natifs en France
Raison d'être de cette recherche	Cette étude est entreprise par Dr. Lindsay Yotsukura et Sandhya Bodapati à l'Université de Maryland, aux Etats-Unis. Nous vous invitons à participer dans cette étude car vous êtes de langue maternelle française. Le but de cette étude est d'examiner les stratégies de discours qu'emploient les locuteurs natifs du français. Nous sommes aussi intéressées par les effets que l'enseignement pourrait avoir sur l'acquisition de ces stratégies par les apprenants de français langue étrangère au niveau universitaire.
Qu'est-ce que je dois faire?	Nous vous demandons de bien vouloir remplir deux questionnaires; un a titre démographique, l'autre vise à susciter vos réactions dans une situation de communication.
Participation anonyme	Nous ferons de notre mieux pour garder anonyme tous vos renseignements personnels. Pour garder votre anonymat, (1) votre nom ne sera divulgué à personne d'autre et ne sera pas inclut dans les questionnaires, (2) les questionnaires seront codés par une clé d'identification, (3) nous ne vous identifierons que par cette clé, et (4) seules les chercheuses y auront accès. Si nous nous décidons de présenter notre recherche lors d'un colloque ou d'en faire un article de publication, rassurez-vous que votre identité ne sera divulguée à personne.
Y a-t-il des risques?	C'est une étude qui examine les stratégies de discours et la pédagogie. Il n'y a aucun risque connu qui pourrait y être associé.
Y a-t-il des bénéfices ?	En tant que locuteurs natifs, il n'y a pas de bénéfices directs pour vous. Vous aiderez à faire avancer la science.
Est-ce que ma participation est obligatoire?	Votre participation dans cette étude est volontaire. A tout moment, vous avez le droit de ne plus y participer. Il n'y aura aucune repercussion.

Est-ce que j'ai l'option de retirer ma participation ? Et si j'ai des questions?	<p>Cette étude est entreprise par Dr. Lindsay Yotsukura et Mme. Sandhya Bodapati à l'Université de Maryland aux Etats-Unis. Au cas où vous auriez des questions à propos de l'étude même, vous pourrez joindre Dr. Yotsukura à l'adresse suivante: Department of Asian and East European Languages, 3215 Jimenez Hall, University of Maryland, College Park, tél : 301-4-5-0038, email: ly@umd.edu et Mme. Sandhya Bodapati à l'adresse suivante : Department of French and Italian, 3215 Jimenez Hall, University of Maryland, College Park, tél : 240-505-9141, email : bodapati@umd.edu. Si vous avez des questions en ce qui concerne vos droits en tant que participant dans cette recherche, veuillez contacter : Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (email) irb@deans.umd.edu; (tél) 301-405-0678</p> <p>Cette proposition de recherche a été revue selon les critères de recherche sur les participants humains de le IRB de l'Université de Maryland.</p>	
Déclaration de l'âge et du libre consentement du participant	<p>En signant et paraphant ci-dessous, vous confirmez que: vous avez plus de 18 ans; que nous vous avons expliqué notre recherche; que nous avons répondu à vos questions si vous en aviez eues; et que vous acceptez de participer à cette étude volontairement. Veuillez également mettre la date et parapher au début de chaque page pour confirmer que vous avez lu et compris toutes les pages de ce document.</p>	
Signature et Date	NOM ET PRENOM DU PARTICIPANT/DE LA PARTICIPANTE	
	SIGNATURE DU PARTICIPANT/DE LA PARTICIPANTE	
	DATE	

Appendix 18: Main Informed Consent Form (Hard Copy Version) – English

Project Title	A sociopragmatic analysis of discourse strategies used by L1 speakers in France
Why is this research being done?	This is a research project being conducted by Dr. Lindsay Yotsukura and Sandhya Bodapati at the University of Maryland, College Park. We are inviting you to participate in this research project because you are native speakers of French. The purpose of this research project is to explore strategies of communication that native speakers use and to draw meaningful findings that will eventually be useful for designing pedagogical materials for use in the foreign language classroom.
What will I be asked to do?	We ask that you complete two questionnaires; the first one is a demographic questionnaire, the second one seeks to elicit your reactions in certain communication situations.
What about confidentiality ?	We will do our best to keep your personal information confidential. To help protect your confidentiality, (1) your name will not be included on the questionnaires or other collected data; (2) an identification key will be placed on the questionnaires and other collected data; (3) through the use of this key, the researchers will be able to link your data to your demographic profile; (4) only the researchers will have access to the identification key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible by using a pseudonym or by referring to data in the aggregate. In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention about potential harm to you or others.
What are the risks of this research?	This applied linguistics study examines discourse strategies used by native speakers of French; as such there are no known risks associated with this research project.
What are the benefits of this research?	As native speakers of French, there are no direct benefits to you. However, we hope that, in the future, learners of French might benefit from this study through improved understanding of communication strategies used by native speakers of the language.
Do I have to be in this research? May I stop participating at any time?	Your participation in this research is completely voluntary. You may choose not to take part at all. If you do decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?	<p>This research is being conducted by Dr. Lindsay Yotsukura, Department of Asian and Eastern European Languages, and by Ms. Sandhya Bodapati, Department of French and Italian, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Dr. Lindsay Yotsukura at Department of Asian and East European Languages, 3215 Jimenez Hall, 301-505-0038, ly@umd.edu or Ms. Sandhya Bodapati at Department of French and Italian, 3215 Jimenez Hall, 301-505-0038, bodapati@umd.edu. If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Age of Subject and Consent	<p>Your signature indicates that: you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project. Please date and initial in the space provided in the header to confirm that you have read all the pages in this document.</p>	
Signature and Date	NAME OF SUBJECT	
	SIGNATURE OF SUBJECT	
	DATE	

Appendix 19: Main Informed Consent Form (Electronic Version) – French

Avis de consentement

Titre du projet

Une analyse sociopragmatique des stratégies de discours utilisées par les locuteurs natifs français

Raison d'être de cette recherche

Cette étude est entreprise par Dr. Lindsay Yotsukura et Sandhya Bodapati à l'Université de Maryland, aux Etats-Unis. Nous vous invitons à participer dans cette étude car vous êtes de langue maternelle française. Le but de cette étude est d'examiner les stratégies de discours qu'emploient les locuteurs natifs du français. Nous sommes aussi intéressées par les effets que l'enseignement pourrait avoir sur l'acquisition de ces stratégies par les apprenants de français langue étrangère au niveau universitaire.

Qu'est-ce que je dois faire?

Nous vous demandons de bien vouloir remplir deux questionnaires; un a titre démographique, l'autre vise à susciter vos réactions dans une situation de communication.

Participation anonyme

Nous ferons de notre mieux pour garder anonyme tous vos renseignements personnels. Pour garder votre anonymat, (1) votre nom ne sera divulgué à personne d'autre et ne sera pas inclut dans les questionnaires, (2) les questionnaires seront codés par une clé d'identification, (3) nous ne vous identifierons que par cette clé, et (4) seules les chercheuses y auront accès. Si nous nous décidons de présenter notre recherche lors d'un colloque ou d'en faire un article de publication, rassurez-vous que votre identité ne sera divulguée à personne.

Y a-t-il des risques?

C'est une étude qui examine les stratégies de discours et la pédagogie. Il n'y a aucun risque connu qui pourrait y être associé.

Y a-t-il des bénéfices ?

En tant que locuteurs natifs, il n'y a pas de bénéfices directs pour vous. Vous aiderez à faire avancer la science.

Est-ce que ma participation est obligatoire?

Votre participation dans cette étude est volontaire. A tout moment, vous avez le droit de ne plus y participer. Il n'y aura aucune repercussion.

Est-ce que j'ai l'option de retirer ma participation ? Et si j'ai des questions ?

Cette étude est entreprise par Dr. Lindsay Yotsukura et Mme. Sandhya Bodapati à l'Université de Maryland aux Etats-Unis. Au cas où vous auriez des questions à propos de l'étude même, vous pourrez joindre Dr. Yotsukura à l'adresse suivante: Department of Asian and East European Languages, 3215 Jimenez Hall, University of Maryland, College Park, tél : 301-4-5-0038, email: ly@umd.edu et Mme. Sandhya Bodapati à l'adresse suivante : Department of French and Italian, 3215 Jimenez Hall, University of Maryland, College Park, tél : 240-505-9141, email : bodapati@umd.edu. Si vous avez des questions en ce qui concerne vos droits en tant que participant dans cette recherche, veuillez contacter : **Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (email) irb@deans.umd.edu; (tél) 301-405-0678**. Cette proposition de recherche a été revue selon les critères de recherche sur les participants humains de le IRB de l'Université de Maryland.

Déclaration de l'âge et du libre consentement du participant

En cliquant ici, vous confirmez que: vous avez plus de 18 ans; que nous vous avons expliqué notre recherche et que vous avez lu ce document en entier; que nous avons répondu à vos questions si vous en aviez eues; et que vous acceptez de participer à cette étude volontairement.

Appendix 20: Main Informed Consent Form (Electronic Version) – English

Project Title	A sociopragmatic analysis of discourse strategies used by L1 speakers in France
Why is this research being done?	This is a research project being conducted by Dr. Lindsay Yotsukura and Sandhya Bodapati at the University of Maryland, College Park. We are inviting you to participate in this research project because you are native speakers of French. The purpose of this research project is to explore strategies of communication that native speakers use and to draw meaningful findings that will eventually be useful for designing pedagogical materials for use in the foreign language classroom.
What will I be asked to do?	We ask that you complete two questionnaires; the first one is a demographic questionnaire, the second one seeks to elicit your reactions in certain communication situations.
What about confidentiality ?	We will do our best to keep your personal information confidential. To help protect your confidentiality, (1) your name will not be included on the questionnaires or other collected data; (2) an identification key will be placed on the questionnaires and other collected data; (3) through the use of this key, the researchers will be able to link your data to your demographic profile; (4) only the researchers will have access to the identification key. If we write a report or article about this research project, your identity will be protected to the maximum extent possible by using a pseudonym or by referring to data in the aggregate. In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention about potential harm to you or others.
What are the risks of this research?	This applied linguistics study examines discourse strategies used by native speakers of French; as such there are no known risks associated with this research project.
What are the benefits of this research?	As native speakers of French, there are no direct benefits to you. However, we hope that, in the future, learners of French might benefit from this study through improved understanding of communication strategies used by native speakers of the language.
Do I have to be in this research? May I stop participating at any time?	Your participation in this research is completely voluntary. You may choose not to take part at all. If you do decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?	<p>This research is being conducted by Dr. Lindsay Yotsukura, Department of Asian and Eastern European Languages, and by Ms. Sandhya Bodapati, Department of French and Italian, at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Dr. Lindsay Yotsukura at Department of Asian and East European Languages, 3215 Jimenez Hall, 301-505-0038, ly@umd.edu or Ms. Sandhya Bodapati at Department of French and Italian, 3215 Jimenez Hall, 301-505-0038, bodapati@umd.edu. If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@deans.umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>
Statement of Age of Subject and Consent	<p>By checking this box you are confirming that: you are at least 18 years of age; the research has been explained to you and that you have read this informed consent page; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.</p>

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