

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**THE EFFECTS OF EXPLICIT/ IMPLICIT INSTRUCTIONS ON THE
DEVELOPMENT OF ADVANCED EFL LEARNERS' PRAGMATIC
KNOWLEDGE OF ENGLISH: APOLOGY SPEECH ACT**

THESIS

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**Department of English Language and Literature
English Language and Literature Program**

Thesis Advisor. Assist Prof. Dr. Akbar Rahimi ALISHAH

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İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Pasand SHARK







*To my loving parents for their endless support.
- To my beloved brothers and sisters with love.
- To my best friends for their encouragement.*



FOREWORD

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ABBREVIATIONS

CCSARP	: Cross-Cultural Speech Act Realization Patterns
EFL	: English as a Foreign Language
EG	: Explicit Group
ESL	: English as a Second Language
IG	: Implicit Group
L2	: Second language
MDCT	: Multiple-choice Discourse Completion Test
OQPT	: Oxford Quick Placement Test





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GELİŞMİŞ EFL ÖĞRENCİLERİNİN PRAGMATİK BİLGİLERİNİN GELİŞMESİ ÜZERİNE YÜRÜTME / UYGULAMA TALİMATLARININ ETKİLERİ: APOLOJİ KONUŞMA AKTİVİTESİ

ÖZET

İletişimsel yeterliliğin önemli unsurlarından biri pragmatiktir ve verimli bir iletişim için etkili yollardan biri de edimbilimsel yetkinliği canlı tutmaktır. Yabancı dil öğreniminde pragmatiklerin dikkat çekmesine rağmen, yabancı dil sınıfında büyük ölçüde ihmal edilmiştir. Bu çalışmada, açık ve kapalı talimatların, ileri düzeydeki EFL öğrencilerinin pragmatik bilgilerinin özür dileme açısından geliştirilmesine olan etkilerini araştırmıştır. Bu çalışmaya, anadili İngilizce olan toplam 10 konuşmacı ve İngilizcesi ileri seviyede olan toplam 40 Iraklı kürt öğrenci katılmıştır. Kürt EFL öğrencileri, Erbil / Irak'taki British International School'da 12. sınıftan seçildiler ve seviyeleri Oxford Quick Placement Test (OQPT) adlı bir yeterlilik sınavı ile belirlendi. Bu 40 katılımcı rastgele ayrıldı; Her dersin başlangıcında ısınma aktiviteleri, egzersizler, kısa videolar ve filmler, resimler, şarkılar ve doğrudan geribildirimler yoluyla özür dileme stratejileri öğretilen açık grup (AG), kapalı grup (KG) katılımcılarında aynı materyaller aracılığıyla özür dileme stratejileri öğretildi ama kapalı öğretimin farklı tekniğinden dolayı yoldan geri bildirim olarak ve ısınma faaliyetleri almadan öğretildi. Katılımcılara, 10 farklı özür durumundan oluşan ve katılımcıların gerçek yaşam durumlarına dayanan Çoktan Seçmeli Söylem Tamamlama Testi (ÇSSTT) adı verilen bir ön test verildi, her durum 3 seçenek içeriyordu ve en iyi olduğuna inandıkları tek bir cevap seçilebiliyordu. Amaç EG ve IG arasında anlamlı fark olup olmadığını göstermekti. İngilizce ana dili konuşanlara aynı (MDCT) verildi ve en uygun cevapları seçmeleri istendi. İşlemden sonra (EG) ve (IG), bir son test olarak aynı MDCT'yi sağladı. Bulgular, EG ve IG sonuçlarının anlamlı olduğunu ve işlemden sonra iyileşmeler gösterdiğini ve EG'nin daha iyi ilerlemeyle IG'yi geride bıraktığını ortaya koymuştur. Son testten iki hafta sonra, her iki grup EG ve IG, gecikmeli bir test olarak aynı MDCT'yi verdi. Bulgular, her iki grubun sonuçlarının anlamlı olduğunu, ancak EG'nin aynı seviyede kaldığını ve IG'yi geride bıraktığını ve bu arada IG'nin ilerlemelesini azaldığını gösterdi.

Anahtar Kelimeler: *Pragmatik Bilgi, Konuşma Eylemleri, Özür Konuşma Yasası, Pragmatik Bilginin Açık / Kapalı Öğretimi.*



THE EFFECTS OF EXPLICIT/ IMPLICIT INSTRUCTIONS ON THE DEVELOPMENT OF ADVANCED EFL LEARNERS PRAGMATIC KNOWLEDGE OF ENGLISH: APOLOGY SPEECH ACT

ABSTRACT

One of the important elements of communicative competence is pragmatics and one of the effective ways for an efficient communication is by keeping pragmatic competence vital. Despite the fact that pragmatics has drawn attention in foreign language learning, it has been largely neglected in foreign language classrooms. The current study explored the effects of explicit and implicit instructions on the development of advanced EFL learners' pragmatic knowledge in terms of apology speech act. A total of 10 English native speakers and 40 advanced EFL students participated in this study. The Iraqi Kurdish EFL learners were selected from grade 12 in British International School in Erbil/ Iraq and their level was determined by a proficiency test called the Oxford Quick Placement Test (OQPT). These 40 participants were divided randomly into two; explicit group (EG) who was taught various ways to apologize explicitly through warm-up activities at the beginning of each lesson, exercises, short videos and movies, pictures, songs and direct feedback, whereas the participants of the implicit group (IG) were taught apology strategies through the same materials but with a different technique of implicit teaching, receiving indirect feedback and without receiving warming-up activities. They were provided a pre-test called Multiple-choice Discourse Completion Test (MDCT) which consisted of 10 different situations of apology and were based on the participants' real-life situation, each situation included 3 options and only one answer could be selected which they believed is the best. The aim was to show if there were any significant differences between EG and IG. The English native speakers were given the same (MDCT) and were asked to choose the most appropriate answers. After the treatment, (EG) and (IG) were provided the same MDCT as a post-test. The findings revealed that the results of EG and IG were significant and they showed improvements after the treatment, and the EG outperformed the IG. In post-test both groups of EG and IG received the same MDCT as a delayed-test. The findings showed that, the results of both groups were significant but EG stayed at the same level and outperformed the IG meanwhile IG showed reduction of their progress.

Keywords: *Pragmatic Knowledge, Speech Acts, Apology Speech Act, Explicit/Implicit Teaching of Pragmatic Knowledge.*



1. INTRODUCTION

Communicative competence is a linguistic term, which lately has become the purpose of teaching second/foreign language. It was presented by the linguist Dell Hymes in 1970, but later some other linguists developed it. According to Hymes, the learner of a language should know the grammatical instructions so as to be able to speak, the learners should also know how and what to utter to others and in which conditions (Scarcella, Andersen, and Krashen, 1990). In other words, language users have to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence) in different circumstances.

Pragmatic competence is an important element of communicative competence, so as EFL use their target language properly, they need to be familiarized with pragmatics. It assists the speakers know the conditions that make the utterances acceptable in some situations. Crystal (1985) defined pragmatics as the study of language from the viewpoint of the one who uses the language, particularly of the choices they make, the limits they face while utilizing the language in social interaction, as well as the impact of their use of language on the other members in communicative situations. In other words, pragmatics is about on the speaker's language, how it is uttered through communication and how they understand the meaning which is all related to the speaker's point of view.

A great amount of literature has been reported concerning speech acts (Austin 1962; Searle 1969; Bach & Harnish 1979). Nevertheless, the condition is different for second/foreign language learners when they learn a language since speech acts have never been easy and have been known as an annoying point for the ESL/EFL learners (Wolfson 1989; Harlow 1990; Schmidt and Richards 1980). One of the important speech acts in the field of sociolinguistic is apology speech act which has been given a lot of attention (Brown & Levinson, 1987).

Moreover, apology speech act is different from any other speech act, since it is not easy to be performed and EFL learners need to recognize the strategies of apology speech act so as to develop their pragmatic knowledge and perform an appropriate expression of apology according to the situation. For example, according to Blum-Kulka, House & Kasper (1989) apology is the most difficult speech act, therefore it has the most complex classifiable speech act because it may perform other various speech acts such as (offer, request, command... etc.) while using it. The apologizer needs to be polite, express feelings and admit of the mistake he/she has done so as to make things right. Furthermore, apology expressions are a part of expressive speech act where utterers try to point out their state or attitude, and as an apology expression needs to be effective, it should reflect real emotions (Bataneh & Bataneh, 2006).

Recently, various studies have been conducted regarding L2 and EFL learners' speech acts and different techniques have been used to teach them. One of the effective techniques is 'explicit and implicit' instruction to investigate or compare the effectiveness of explicit and implicit instructions on ESL/EFL learners (Reber, 1989; Safont-Jorda, 2003; Eslami-Rasekh, 2005; Chen, 2009; Maeda, 2011; Aufa, 2013; Hassaskhah, & Ebrahimi, 2015). According to Kasper (1997), "Explicit teaching involved description, explanation, and discussion of the pragmatic feature in addition to input and practice, whereas implicit teaching included input and practice without the metapragmatic component." In other words, explicit instruction should be direct and conscious learning while implicit instruction is indirect and unconscious learning. Therefore, this study is investigating the effects of explicit and implicit instructions on Iraqi Kurdish EFL learners' pragmatic knowledge development of apology speech act.

1.1 Significance of the Study

Apology speech act has drawn attention in terms of examining the cross-culture. Some similarities and differences between culture and the use of apology speech acts has been found in second language learning conditions such as; (Olshtain 1983; Garcia 1989; Suszczynska 1999; Cohen and Olshtain 1993; Blum-Kulka

and Olshtain 1984) and in EFL conditions such as; Erçetin (1995) and Tunçel (1999).

Consequently, culture is another important point when learning a specific language which should be also taken in to consideration since EFL learners are attempting to learn the language. The instruction, frequency, function and the type of strategies which are utilized in one culture may not be appropriate in another culture. Therefore, it is of necessary to recognize these kinds and rules of apology strategies in various languages because it may be a difficult task when apologizing in a second language (Borkin & Reinhart, 1978).

In addition, the findings of this paper may motivate teachers to teach speech acts in the educational system and it may assist English learners and tutors to avoid misunderstanding each other. Hence, this study aims to examine the effectiveness of explicit and implicit instructions on advanced Kurdish EFL learners' pragmatic knowledge development in terms of apology speech act and it is considered as a fresh study in the field of pragmatic competence which has not been investigated. Therefore, there is a need of such a study in this field to be conducted.

1.2 Statement of the Problem

Most of the previous studies of Iraqi Kurdish language have concentrated on linguistic fields like, morphology, phonology, phonetics, semantics and syntax. Some other fresh studies, such as Hasan (2014) focused on Iraqi Kurdish apology strategies. The purpose was to show the conception of politeness in Kurdish culture from a socio-pragmatic situation with regard to obligation to apologies, direct and indirect apology speech act and the used strategies. Furthermore, a comparison study by Tahir and Pandian (2016) showed the differences and similarities between Iraqi Kurdish and English Native in using apology strategies in both languages.

Unfortunately, researchers have not drawn attention on Iraqi Kurdish EFL learners' pragmatics and it has been ignored. There are not any previous studies which have focused on the development of Iraqi Kurdish EFL learners'

pragmatic knowledge of apology strategies through implicit and explicit teaching pragmatic knowledge.

Moreover, because of the cultural differences, Kurdish EFL learners may translate an apology expression from Kurdish to English or vice versa and may come up with a totally different expression which may not even exist in English language. This may lead to an embarrassment, mocking or obstacles in communicating and a fail in social communication. For this reason, EFL learners should be aware of these mistakes and should not follow literal translation by means of word by word translation.

For example, Olshtain and Cohen (1983) presented their model of apology strategies and classified and used them in the Cross-Cultural Speech Act Realization Patterns (CCSARP) by (Blum-Kulka et al. 1989). Self-blame is part of an acknowledgment of responsibility category that shows the act of self-blaming or admitting being wrong such as (it was my fault/ it was my mistake), when we translate it to Kurdish it becomes (halay mn bw). But we also say (dasm bshke) as an expression of self-blame apology which gives a meaning as (I wish my hand was broken). What can be understood here is that; (a) there is not such a thing that exists in English culture, (b) the self-blame turned into wishing not just apologizing. Hence, culture differences are so important for EFL learners that they should be aware of because translating will not work all the time.

1.3 Purpose of the Study

Previous studies on pragmatics have been conducted and shown positive effect on learning speech acts in the classroom context. Yet, there are not any previous studies that have examined the development of Iraqi Kurdish EFL learners' pragmatic knowledge in terms of apology speech act by using these two techniques of (implicit and explicit) instructions to investigate the effect of these techniques on the development of Iraqi Kurdish advanced EFL learners' pragmatic knowledge in term of apology speech act. There is a missing point which should not have been neglected, therefore there is a need for such an important study to be conducted and this is what this study is focusing on. The

results can be used for other EFL learners to develop their pragmatic knowledge as well as to support teaching speech acts in the classroom.

However, many different studies have been conducted regarding the effectiveness of explicit and implicit instructions on the development of learners' pragmatic knowledge. Researchers have stated that learners cannot acquire some pragmatic aspects automatically till they draw attention on pragmatic instruction (House and Kasper, 1981; Soler, 2005; Fahim & Ghobadi, 2009; Maeda, 2011; Xiao-le, 2011; Aghaieb, 2012; Kia and Salehi, 2013; Ghaedrahmat, Nia and Biria, 2016). In addition, other findings have focused on only explicit instruction to see whether it is effective on the development of learner's pragmatic. The researchers have found explicit instruction is effective (Silva, 2010; Farahian, Rezaee & Gholami, 2012). On the other hand, some other studies have been conducted in contrast to explicit pragmatic instruction that aimed to show how implicit instruction are working on learning pragmatic to emphasize on the forms of speech act (Fukuya and Clark, 2001; Martinez-Flor, 2004).

Different studies have been conducted regarding the strategies of apology speech act in different languages, the aim was to see how a specific culture uses apology strategies such as (Jebahi, 2011; Jassim and Nimehchisalem, 2016). Whereas, many other researchers have made comparison studies by investigating similarities and differences on apology strategies in various languages. For example, (Olshatin, 1991; Hussein & Hammouri, 1998; Reiter, 2000; Bataineh & Bataineh, 2008; Sadeghi, 2013; Tahir & Pandian 2016).

Moreover, examining the use of apology expressions is an important point because Kurdish EFL learners need to be aware of it as well as be familiar with each strategy. Apologizing is known as a hard expression, not for its pronunciation of saying 'Sorry' but because it is a regretful confession of a fault or failure. Using the most appropriate apology expression in the right situation is important because it can explain why the fault or misunderstanding happened and it fixes the situation to maintain a good relation with the hearer. For example, Olshtain & Cohen (1983) claimed that apology function is utilized to retain the utterer and listener's harmony hence, when someone knows he has violated social norms, he knows he should apologize.

Therefore, the purpose of the current study is to examine the effects of explicit and implicit teaching of pragmatic knowledge on advanced Kurdish EFL learners' pragmatic knowledge development of apology speech act. Unfortunately, pragmatics has been largely neglected in foreign language classrooms particularly in north of Iraq and there is a missing point that should be found. Therefore, the findings of the present study can determine what has been missing in the field of teaching pragmatic knowledge by using explicit and implicit instructions. The findings can also be used for developing EFL learners' pragmatic knowledge and for supporting teachers in educational process of teaching speech acts in EFL classroom.

For this reason, the advanced Kurdish EFL learners are given a standard proficiency test called Oxford Quick Placement Test (OQPT) to determine their level of language proficiency. Later, they are given a pre-test, post-test and a delayed test called Multiple-choice Discourse Completion Test (MDCT) to measure their pragmatic knowledge of apology speech act before and after the study.

1.4 Research Questions

The aim of this study is to investigate the effectiveness of explicit and implicit teaching of pragmatic knowledge in order to develop EFL learners' apology speech act. As a result, the following research questions are raised:

- Is there any significant difference between explicit and implicit groups in terms of apology speech act of pragmatic knowledge after the treatment in post-test?
- Is there any significant difference between explicit and implicit groups in terms of apology speech act of pragmatic knowledge in delayed-test?
- Are explicit and implicit instructions of apology speech act facilitative to develop EFL learners' pragmatic knowledge?
- What are the similarities and differences in making the most appropriate apology speech act of pragmatic knowledge between (EG) and (IG) before and after the study?

1.5 Research Hypothesis

Creswell (2008) shows two types of hypothesis, first is Null Hypothesis (HO) and second is Alternative hypothesis (HA) that designate as in the following:

- Null Hypothesis (Ho)

According to this type of hypothesis there is no difference between the participants' achievement score. If the results reject the null hypothesis, the results would be positive and it means that explicit and implicit instructions are effective in developing advance EFL learners' pragmatic knowledge in terms of apology speech act. In contrast, if the results accept the null hypothesis it means that explicit and implicit instructions are not effective in terms of developing EFL learners' pragmatic knowledge.

- Alternative Hypothesis (Ha)

This type of hypothesis is contradictory to the null hypothesis, it claims that there is a difference between (EG) and (IG) in developing their pragmatic knowledge in terms of apology speech act. If the results reject the alternative hypothesis, it means that there is no impact of explicit and instructions on the development of advance EFL learners' pragmatic knowledge in terms of apology speech act.

1.6 Definitions of Terms

Pragmatic knowledge: Bachman (1990) defines pragmatics as the speaker's intention of how to interpret the meanings in context and function of the words and utterance. In other words, it emphasizes on what the learners utter in a communicative situation, and what functions they intend to perform through their utterance.

Speech Acts: A speech act is an utterance which serves a specific function in communicative situation. When words are uttered or expressed, things can be done. A speech act is an action performed through a specific language. We perform speech acts when we offer an apology, request, complaint, refuse, invitation, greeting or compliment (Austin, 1962; Searle, 1969).

Apology Speech Act: Apology is a remorseful confession of a mistake or a disappointment, it can be a real or potential violence and by admitting the

hearer and the apologizer's relationship can be saved. According to Goffman (1971) believes that apology speech act is a "remedial exchange" which aims to help the apologizer in admitting being guilty and being away from the punishment that the apologizers might get for their offensive behavior.

Explicit teaching of pragmatic knowledge: The term "Explicit Teaching" is a method in which learners of a specific language are provided information directly by the teacher or textbook. In other words, teaching learners the rules and providing them specific information including conscious process as forming and testing hypothesis (Richards and Schmidt, 2002).

Implicit teaching of pragmatic knowledge: The term "Implicit Teaching" refers to teaching the learners information indirectly by the teacher or textbook. In another word, implicit teaching is defined as an unconscious learning in which learners are not aware of what the teacher taught them and what they learned at the same time (Richards and Schmidt, 2002)

2. LITERATURE REVIEW

The purpose of this paper is to investigate the effects of explicit and implicit teaching of pragmatic knowledge on the development of advanced Kurdish EFL learners' pragmatic knowledge in terms of apology as a speech act. Even though pragmatics had a great role in foreign language learning, but unfortunately it has been largely neglected in foreign language classroom especially in north of Iraq. Therefore, this study is considered as a fresh study in the EFL classroom which is focusing on the EFL learners' pragmatic knowledge development of apology speech act through explicit and implicit teaching of pragmatic knowledge.

2.1 Language and Culture

Every culture has a unique way of transferring the meaning by using language. So as learners be able to understand the pragmatics of the target language, it is necessary that they realize the differences between their first language (L1) and their target language in order to avoid mistakes that may occur in communicative situations or understanding the language context otherwise. Therefore, pragmatic competence is an essential aspect of language learning for EFL learners.

The significant of pragmatic competence can be shown within a language situation. For example,

It might be enough to say "I am sorry" in Japan in many conditions as an apology, while explanations for the offense might be required in some other culture as in Jordan (Bataineh & Bataineh, 2008). Thus, EFL learners should understand the pragmatics of the target culture and language use.

Cross Cultural Speech Acts Realization Project (CCSARP) is one of the greatest project in the field of cross-cultural pragmatics that concentrates on many languages in different contexts which was presented by Blum-Kulka (1982). Blum-Kulka & Olshtain (1984) reported on the CCSARP, which has been

conducted by many other researchers on different languages such by utilizing similar methodology from native and non-native speakers of these languages to examine apology speech acts and requests.

However, nowadays many studies have been conducted regarding cross-cultural pragmatics, but there is still a need of further study, particularly investigating Iraqi Kurdish EFL learners' pragmatic knowledge of apology speech act in English to see the differences and similarities between Kurdish EFL learners of English and British English speakers in the area of understanding pragmatic knowledge of apology strategies.

2.2 Communicative Competence

Hymes (1972) claimed that communicative competence is the utterer's capability who uses the language so as to communicate through transferring their message and letting others get what they meant. So, the utterer of the language shouldn't only know how to use the language appropriately but should also know how and when to use it appropriately. In this case both grammatical knowledge and social knowledge should be achieved to communicate. Communicative competence (CC) has four important components: Linguistic competence, Sociolinguistic competence, Strategic competence and Discourse competence.

- Linguistic component: is the knowledge of the language code. According to Canale & Swain (1980) grammatical competence is the knowledge of the language, it includes syntax, phonology, sentence-grammar semantics, morphological rules and lexical items. It assists the learners to express and get the literal meaning of utterances.
- Sociolinguistic competence: is the knowledge of sociocultural rules of use, being familiar with how to utilize and reply to language appropriately. According to Canale (1983) sociolinguistic competence is the suitability of meaning (if functions, ideas and attitudes are suitable to context or not) and form (how suitable functions, ideas and attitudes are realized in a particular context). Therefore, pragmatic knowledge is involved in this aspect.
- Strategic competence: is the capacity of recognizing and fixing communication breakdowns before, during, or after they happen. According to

Canale & Swain (1980) this competence of verbal and non-verbal communication strategies, assist learners to overcome problems when communication breakdowns happen. It enhances the effectiveness of communication.

- Discourse competence: is the knowledge of how to comprehend and produce oral or written texts. Moreover, Canale (1983) presents this competence as the ability of combining meanings and forms to achieve unified spoken or written texts. Therefore, this competence deals with arranging words, phrases and sentences in order to create conversations, speeches etc.

2.3 Pragmatic Competence

For the last decade studies have been conducted regarding the role of instruction in pragmatic development, the findings have indicated that using only textbook does not provide enough pragmatic knowledge also time to the learners to practice, but the students who acknowledged different aspects of pragmatic instructions were distinctive (Kasper, 1997; Jianda, 2007; Fahim & Ghobadi, 2009; Dastjerdi & Rezvani, 2010; Silva, 2010; Malaz, Rabiee & Ketabi, 2011; Farahian, Rezaee & Gholami, 2012, & Sadeghi & Foutooh, 2012).

Bachman (1990) defines pragmatic competence as the speaker's intention of how to interpret the meanings in context and function of the words and utterance. In other words, Pragmatic competence focuses on the speaker's intention of how to understand the meanings in context as well as the function of the words and utterance. Hence, it focuses on the relationship between what learners utter in a communicative situation, and what functions they intend to perform through their utterance. For example, just hearing the words 'Train!' does not mean you understand what happened, in this case more information and more context should be given to understand. But for example, a student arriving to the class late and you see the tutor is looking at the clock', the student says 'I'm sorry, I missed the train!' here the word 'Train' had nothing to do with the receiver. However, the sender meant something while the receiver might have misunderstood it at the beginning but when the receiver gave more information and more context, then it became clearer of what happened was that the student missed the train that is why he was late.

Likewise, Lamb (2005:231) states that sometimes language users may not be ready for some response or attitudes and may make mistakes in understanding each other when they use it and this is interesting, the sender might say something and the receiver comprehend it differently or misunderstand it. Therefore, EFL learners need to be familiarized with pragmatics to help them understand the sender because the meaning is so important and it's not just about language but also about the relationship between reality and language.

Moreover, even advanced EFL learners need to be taught pragmatic speech acts, because they might be in advanced level but still are not able to use the target language properly. Numerous studies concerning the learners' high level of grammatical proficiency have been conducted and indicated that the high grammatical proficiency students will not necessarily have a similar pragmatic competence (Boxer & Pickering, 1995; Bouton, 1996; Kasper 1997, Bardovi-Harlig, 2001; as cited in Eslami-Rasekh, 2005). In another word, even when the level of students are high such as advanced learners, they still may use the speech acts of pragmatics inappropriately that differ from foreign language of pragmatic norms. For this reason, they should be taught pragmatics and assist them improve their pragmatic competence. So as the probable missteps of the cross-cultural communication be avoided, learners of the target language must not only focus on being accurate in using a language and improving their general proficiency but must also seek for their pragmatic competence development of the target language (Canale & Swain, 1980; Gumperz, 1982; Hymes, 1972; Wolfson, 1983).

In the field of Sociolinguistic various studies have defined and discussed pragmatic competence. Sociolinguistic competence, is the knowledge of sociocultural rules of use, being familiar with how to use and respond to language appropriately. According to Canale (1983) sociolinguistic competence is the suitability of meaning (if functions, ideas and attitudes are suitable to context or not) and form (how suitable functions, ideas and attitudes are realized in a particular context). Consequently, pragmatic knowledge is involved in this aspect. Furthermore, Bachman (1990) stated that sociolinguistic competence is a component of pragmatic competence, i.e. (knowledge of the sociolinguistic conventions) so as suitable language functions be produced in a provided

context. It is related to (dialect or variety of language, style and mode, sensitivity to naturalness and cultural references, figures of speech differences in register of discourse in terms of field).

2.4 Jung's Perspective: Being Pragmatically Competent

Jung (2002) declared that so as language users be pragmatically competent, they need to acquire five important aspects as mentioned in the following:

- The Ability to Perform Speech Acts

Speech act is the main component of pragmatic knowledge and Rintell (1979) described pragmatics as “the study of speech acts”. Furthermore, Fraser (1983) defines pragmatic knowledge as the receiver way of identifying what the utterer is expressing and spotting the intended illocutionary force which is transferred by the utterer’s speech. A great number of studies have been conducted focusing on the use of speech acts in developing pragmatic competence or production of the learners. Others shed light on the differences and similarities of performing different speech acts on various languages and contexts in the field of cross-culture pragmatics by using Blum-Kulka ‘s Cross Cultural Speech Acts Realization Project (CCSARP). The detail for this part can be found in the 2.9 Related Empirical Research.

Theory of speech act first was introduced by the linguist Austin in 1962 in his book of “How to do Things with Words?”. Later it was improved by Searle (1969), who presented his classification of speech acts which consisted of five different categories such as; Representatives, Directives, Commissives, Expressives and Declarations, as seen in 2.5 Speech Act Theory.

learners need be exposed to the various speech acts as well as the different instructions and strategies each one involves. They may have information of the selected speech act they are learning but they may also differ from English native speakers in selecting the appropriate strategy (Fraser, Rintell, & Walters, 1980; Walters, 1979). In another word, so as language users be pragmatically competent, they need to be aware of the instructions and strategies of the speech act they are performing.

For example, (Olshtain 1983; Blum Kulka et al., 1989; Trosborg, 1995) in their study found that English native speakers perform Taking Responsibility apology strategy more, whereas Hasan (2014) claimed that in Kurdish culture learners use Justifying Hearer apology strategy more by giving the right to the listener than blaming themselves and using Taking Responsibility apology strategy. Another example, in American culture when the persons are introduced to each other, it is uncomfortable to be silent while in Alaska for Athabaskan Indians the situation is different, they see Americans as talkative people because in their culture speaking with unknown people is inappropriate, being silent is seen as an appropriate kind of conversation (Scollon & Scollon, 1995).

- The Ability to Convey and Interpret Non-literal Meanings

Just exposing learners of a target language to the instructions and grammatic rules are not enough when it comes to learning pragmatic competence because pragmatics is also dealing with its meaning. Therefore, the connection between both the linguistic form as well as its uses is what pragmatics dealing with.

It is necessary for EFL learners to avoid literal translation and be away from conveying the meaning from their first language to the target language because sometimes it leads to different expressions which may not exist in the target language. These mistakes can occur in both of written and spoken situations because of the culture differences. For example, in a situation of using self-blame apology strategy English native speakers would say ‘it was my fault’ or ‘it was my mistake’ which is a sub-category of an acknowledgment of responsibility. Meanwhile, if Kurdish learners translate this sentence into their first language they would say ‘Halay mn bw’. They also say ‘Dasm bshke’ as an expression of self-blame apology which gives a meaning as (I wish my hand was broken). In this case, Kurdish EFL learners may translate an apology expression from Kurdish to English or vice versa and may come up to a totally different expression which may not even exist in English language. This may lead to an embarrassment, mocking or obstacles in communicating and a fail in social communication. Hence, EFL learners have to avoid literal translation by means of word by word translation. This can make them be pragmatically competent.

Similarly, Bouton (1988, 1994, 1996, 1999) claimed that there was a great difference in interpreted the same inferences between the English native speakers and the group of learners who had various first language but they had the same language proficiency, the participants of the various L1 were different from each other and from the English Native speakers and he asserted that these variances are related to the participant's cultural differences of their first language.

This type of ability is linked to the cooperative principles of Grice, who introduced the term implicature in 1975, improved an interesting theory to clarify the conversational implicatures, to explain how they are understood and utilized also to categorized phenomenon. Grice (1975, p. 45) asserted that the conversational cooperative principle is to “make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

- The Ability to Perform Politeness Functions

It is never easy to be polite in learning any language, it is considered as a complex issue because it does not require only understanding the target language but understanding the value of the cultural and social of the society too (Holmes, 2008). Holmes goes further by saying that “generally speaking politeness involves taking into account the feeling of others.” (p. 281). For instance, House and Kasper (1981) noticed that American native speaker used less direct politeness of making request and complaining speech acts than German speakers. In addition, regarding politeness several important studies indicated that the linguistics utterances show various levels of politeness (Lakoff, 1973; Leech, 1983; Brown & Levinson, 1987).

Some researchers claimed that usually politeness is connected to indirectness (Austin, 1962; Brown & Levinson, 1987; Srinarawat, 2005). Furthermore, Srinarawat (2005) stated that the indirectness is also common in people's language. According to Blum-Kulka (1987) direct strategies are often impolite. Additionally, Brown and Levinson (1987) identified direct speech acts as the Face Threatening Acts. They claimed that the utterer uses a sentence where the

meaning is directly delivered to the listener including the intended meaning in the direct speech act.

Whereas, Srinarawat (2005) stated that the utterer's intended act is not corresponding to the uttered meaning in the indirect speech acts. Moreover, Leech (1983) and Thomas (1995) believed that indirectness rises the level of the listener's utterance but decreases the imposition of the listener. Furthermore, Rabinowitz (1993) declared that indirect speech act requires the same background information from the utterer and the listener so as to perform the implicature on the utterer's part. Besides, Leech (1983) asserted that indirectness often occurs at the same time together with politeness.

- The Ability to Perform Discourse Functions

Discourse is also known as a text, various linguistics have examined the connection between sentence within a text and classified the connection as a texture. When there is a connection in and between the uttered group of sentences, these sentences shape a text, if not, it will be just a series of unconnected sentences. Likewise, Yule & Brown (1989) believed that "The connections between sentences are called cohesive relations" (p. 191).

Usually, so as a normal conversation which takes place in a in communicative situation be gained, it is necessary that the two speakers exchanged several numbers of utterances between each other.

For instance, Blum-Kulka (1997b) indicated that "a full pragmatic account would need to consider the various linguistic and paralinguistic signals by which both participants encode and interpret each other's utterances" (p. 49). Later, Van Dijk (1981) stretched the concept of speech acts to set the series of utterances which shapes the extend of discourse.

Various parts of a text are connected in various forms. Usually the main semantic connections of the prepositions and the sentences are connected strongly and display the texture that is knows as coherence. On other hand, in different situation they have few linguistic basics that shows the connection of both the propositions and the reality within a text which is knows as cohesion. The most frequently studied markers signaling coherence relations are discourse markers.

There are great studies that shed light on the discourse markers. According to Fraser (1999) discourse markers is “a pragmatic class, lexical expressions drawn from the syntactic classes of conjunctions, adverbials, and prepositional phrases.”

He claimed that some exceptions indicate the connection of the segment which it presents such as (segment B) and the previous segment such as (segment A) and their main meaning is procedural not conceptual. Through the context their interpretation is ‘negotiated’. Fraser (1999) classified the Discourse Markers into: Contrastive Discourse Markers, Elaborative Discourse Markers, Inferential Discourse Markers and Temporal Discourse Markers.

- The Ability to Use Cultural Knowledge

According to Quinn & Holland (1987) so as human beings be able to perform what they do, the knowledge they have be interpreted distinctively as they do and to apply the things as they already make, then they must be aware of culture. Furthermore, Bloch (1991) defined culture as what human beings must be aware of so as they be able to perform in an acceptable and beneficial way in a social situation. Goodenough (1957) believed that the culture of a society involves what a person has to recognize or believe so as to function in a way where it is acceptable for its people, as well as to perform in a part which is reasonable for anybody of them. In addition, Wardhaugh (2008) asserted that, cultural is “socially acquired: the necessary behaviors are learned and do not come from any kind of genetic endowment” (p.216).

Schema is a concept which should be taken in consideration when we examine culture, and it is still (frame) or active (scrip). According to Yule (2000) “a schema is a pre-existing knowledge structure in memory” (p. 85). The schema is called a frame when it is still and a frame is common in a set of social. For example, when the frame school is mentioned, in that frame desks, books, pens, pencils, chair and whiteboard are across to the mind.

Furthermore, Yule (2000) indicated that the schema is called script when it is active, it is an already existed information structure which includes series of actions. Scripts are utilized to develop the interpretations of the thing that happened to know few predictable series of activity of the event.

2.5 Speech Act Theory

A speech act is an utterance which serves a specific function in communicative situation. When words are uttered or expressed, things can be done. A speech act is an action performed through a specific language. We perform speech acts when we offer an apology, request, complaint, refuse, invitation, greeting or compliment (Austin, 1962; Searle, 1969).

2.5.1 Austin's speech acts

The speech act theory is one of the major concept of pragmatics which was first introduced by the linguist Austin in his famous book called "How to do Things with Words?" in 1962. In his book, he altered the way of the examination of speech from only linguistic aspects (i.e. statements, assertions and propositions) to functional features.

The focus was not only drawn on understanding the meaning of the uttered speech at that time, but also on performing an action which is indirectly found in the utterances. Consequently, the different types of speech acts (apology, request, promising... etc.) were distinguished by Austin and later within each speech act, three kinds of acts were suggested by him as in the followings;

- Locutionary: according to Austin, they are acts of speaking.
- Illocutionary act: is performing an act through uttering something.
- Perlocutionary: an impact placed on the listener by uttering something.

2.5.2 Searle's speech acts

Austin's perspective was later improved by Searle (1969), he presented his classification of speech acts which consisted of five different categories such as; Representatives, Directives, Commissives, Expressives and Declarations. Levinson (1983) provided a definition on each kind of these classifications as clarified below. Apology falls under expressive speech acts and so as an apology has an effect on the listener, the speaker should be honest and have real feelings of sadness and remorse.

- Representatives: These are the speech acts that get the utterer to the fact of the expressed proposition such as; asserting, explanations and concluding.

- Directives: These are the speech acts that make the hearer to do something such as; requests, commands and questioning.
- Commissives: these speech acts commit the speaker to some future course of action, e.g. vows, promises and threats.
- Expressives: these speech acts express a psychological state, such as apologizing, welcomes, congratulations and thanking.
- Declarations: these are speech acts that make immediate alterations in the state of affairs and tend to depend on detailed extra-linguistic institutions such as; declaring war or marriage.

According to Searle (1969) via speech acts comprehension the listener recognizes what the utterer does with an utterance (cited in Garcia, 2004). Through speech acts comprehension the listener has an important role in which he/she must be capable of understanding the utterances as well as replying to them (Garcia, 2004).

2.6 Apology Speech Act

Apologizing is one of the important speech acts which differs from any other speech acts because it involves a set of strategies and sub-strategies which is not easy to be used. So as EFL learners be able to use these apology expressions properly, they first need to be taught these strategies and then they should realize what they should do with an utterance. Apology belongs to the category of expressives which means it is an expressive speech act. It has an effect on the addresser, therefore, the utterers have to be honest and have true feelings of unhappiness and remorse.

Apology is a regret feeling of a mistake or a disappointment which can be a real or potential violence. Through apologizing to the addresser, the relationship between the hearer and the apologizer can be saved from a damage. For instance, Olshtain (1983) performing apology needs an action or an utterance that intend to “set things right”. In other words, apology needs an utterance or an action which aims to make up the situation so as to make things right once again. In addition, Cambridge Online Dictionary (2017) defines apology as expressing yourself to someone that you are sorry for doing something which

was the reason behind the addressee's problem or sadness. Goffman (1971) believes apology speech act is a "remedial exchange" which aims to help the apologizer in admitting being guilty and being away from the punishment he/she might get for his/her offend behavior.

2.6.1 Apology strategies

One of the purposes of empirical studies regarding pragmatics is to show the basic strategies and patterns that are utilized to comprehend speech acts. The current study is using a classification model which was adapted from Olshtain and Cohen (1983) and was also used in the Cross-Cultural Speech Act Realization Patterns CCSARP by (Blum-Kulka et al. 1989) as in the following:

- Illocutionary Force Indicating Devices (IFIDs)
 - A remorse expression, such as (Bbura= Sorry), (Bmbura =I'm sorry).
 - Offering an apology, e.g. (Daway leburdnm haya= I apologize=) this one is rarely used in Kurdish language, it is more formal.
 - Requesting for forgiveness, e.g. (Bmbura = Excuse me), (Lem Bbura= Forgive me).
 - Embarrassment or shame expressions (based on Szili (2003) and inserted into the classification) e.g. (Mn sharmazarm = I am ashamed, mn xajalatm).
- Taking on Responsibility
 - Self-blame, e.g. (Halay mna = It is my mistake/ my fault).
 - Self-deficiency or self-dispraise expression e.g. (mn zor gamzham = I'm so stupid), (tom nabini = I didn't see you), (Birm chu = I forgot).
 - Justifying the listener, e.g. (mafi xota ka twra bit = You're right to be angry).
 - Lack of intent, e.g. (Mabastm nabw wana danawakat pe bbrm = I didn't mean to interrupt you), (Mabastm nabw = I didn't intend to).
- Account or Explanation of the reason behind violence

Any external reducing circumstances, 'objective' reasons for the violation, e.g.

(Hatwchuy regawban samnak bw = The traffic was terrible).

- Offering a Repair

e.g. (Danayaki trt bo akrm = I'll buy you another one).

- Promise of Forbearance

e.g. (Teagam, jareki ka dubara nabetawa = I understand, it won't happen again).

IFID strategies are the most common and traditional apology forms. They show the aim of apologizing explicitly and clearly. Suszczyńska (1999) asserted that apology speech act usually begins with an IFID strategy. These (sorry, apologize, excuse) always involve a performative verb that indicate the apology act. Furthermore, According to Olshtain and Cohen (1983) in the classification of IFIDs, the first subcategory is the expression of regret strategy (the most routinized form such as (*I am sorry*= *bmbura*)). Regret strategy can be utilized when the situation is not that serious. Therefore, it is taken as a weak strategy but with an adverb such as (terribly, deeply, very) it becomes more intense and stronger.

Kurdish language is not rich in having different vocabularies and at the same time a literal translation cannot be helpful or done to some words that are used in an apology sentence. For instance, (I am sorry) means (Bmbura) as an expression of regret which is a weak strategy as was mentioned before. The apologizer expresses his/her true and honest feelings through apologizing. In English language when the apologizer wants to express more serious feelings of being regretful, he/she uses (very = zor, deeply= ba qulayi, terribly= ba samnaki). However, in Kurdish language is not proper to say (ba samnakiyawa bmbura/ I am terribly sorry), or (ba quliyawa bmbura= I am deeply sorry) because it is not rich in having vocabularies as English language does. As a result, it is correct to use the word (zor = very, so) as an expression of a serious regret such as (I am very/ deeply/ terribly sorry) (zor daway leburdnm akam) and it is polite. Since it is not a literal translation, it gives the meaning of (Requesting apology) such as (I ask for your apology).

Hence, EFL Iraqi Kurdish learners need to avoid literal translations to use apology strategies effectively also to be aware of the culture differences between their first and target language.

2.6.2 Direct and indirect apology strategies

According to Cohen & Olshtain (1983) apology expressions usually involve explicit illocutionary force indicating devices (IFID) that transfer the meaning of apology or regret by utterances or formulaic expressions. The formulaic expressions involve (sorry/ apologize/ excuse) performative verbs. Hence, they are accepted as direct apologies because this kind of apology involves direct utterances of regret and apology.

Whereas, in indirect apologies the performative verb or an IFID are not always involved. According to Searle (1976) so as the meaning of the speech act be transferred, a variety of statements or verbs can be utilized. Therefore, due to using different strategies the indirect apology can be expressed. As mentioned before, Cohen & Olshtain (1983) classified these indirect strategies into; taking on responsibility, explanation or account, offer of repair, a promise of forbearance. For this reason, the apologizer gives an explanation for the offence which is considered as indirect apology. For example, to apologize for not going to the birthday party last night, the offender can give an explanation by stating that he/she had to study for the exam that they had the next day. Holmes (1990) claimed that, giving an explanation for the action was the second powerful apology strategy that was utilized in New Zealand English, as well as the most utilized indirect apology strategy.

2.7 Explicit and Implicit Teaching

When learners of a specific language are aware of the information they are getting only then it is called explicit learning and the knowledge is obtained consciously (Schmidt, 1995, 2001; Berry, 1994). Likewise, "Explicit Teaching" is a method in which learners of a specific language are receiving information directly by the teacher or textbook. In other words, teaching learners the rules and providing them specific information including conscious process as forming and testing hypothesis (Richards and Schmidt, 2002).

But, when learners of a specific language are not aware of the knowledge they are receiving then it is called implicit learning and the information is taught unconsciously (Winter and Reber, 1994).

Similarly, the term “Implicit Teaching” refers to teaching the learners information indirectly by the teacher or textbook. In another word, implicit teaching is defined as an unconscious learning in which learners are not aware of what the teacher taught them and what they learned at the same time (Richards and Schmidt, 2002).

2.8 Authentic Materials

When the word “authenticity” is mentioned, few other words can be used, because "authenticity, is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability... of materials" (Tatsuki, 2006). Authentic materials are video, audio and print materials that come across learners’ everyday lives. They are not designed to be used only in classroom, but also for learners’ real-life purposes. Therefore, they make brilliant learning tools for learners accurately because they are authentic. Although authentic materials have been defined differently, but they have something in common. Widdowson (1990) defined authentic materials as an "exposure to real language and use in its own community." In another word, authentic materials assist learners to experience the real language in the classroom and later discuss it in the classroom or use it in social situations of their real life.

Furthermore, Genhard (1996) provided some examples that teachers have used authentic materials in their EFL teaching, he divided authentic materials into three groups as in the following:

- Authentic listening materials or (Viewing Materials): such as movies, cartoons, comedy shows, soap operas, TV commercials, taped short stories, songs, radio news ... etc.
- Authentic visual materials: such as magazines and newspapers pictures, postcard pictures, street signs, paintings, photographs, stamps ... etc.
- Authentic printed materials: such as lyrics to songs, movie advertisements, university catalogs, restaurant menus, train tickets, newspaper articles, sports reports ... etc.

2.9 Related Empirical Research

2.9.1 Pragmatic knowledge

For the last decade studies have been conducted regarding the role of instruction in pragmatic development, the findings have indicated that using only textbook does not provide enough pragmatic knowledge also time to the learners to practice, but the students who acknowledged different aspects of pragmatic instructions were distinctive (Rose and Ng Kwai-Fun, 2001; Dastjerdi & Rezvani, 2010; Malaz, Rabiee & Ketabi, 2011; & Sadeghi & Foutooh, 2012). For example, Rose and Ng Kwai-Fun (2001) investigated the various impacts of inductive and deductive teaching of compliment and compliment responses on Cantonese-Speaking EFL learners' acquisition. Their findings indicated that, just deductive group developed in utilizing appropriate compliment responses.

Moreover, Dastjerdi & Rezvani (2010) examined the effectiveness of explicit and implicit instructions on ninety intermediate EFL learners' ability of producing 'Request' speech act in English. The participants were divided into three groups (control, explicit and implicit), and received a pre- and post-test to collect data through measuring their request ability. The findings illustrated that, both instructions explicit and implicit had a significant impact on the production of the participants' request strategies. However, comparing both groups (explicit and implicit) were not statistically significant. They stated that, implicit instruction can have impact on EFL learners just as explicit instruction.

Furthermore, Malaz, Rabiee & Ketabi (2011) investigated the effects of pragmatic instruction on EFL learners' noticing constrained using "Request" strategies. 30 participants were divided into two experimental conditions of a form-comparison condition as well as a form-search condition. The participants were provided DCT regarding request strategies as a pre- and post-test to collect data. The results showed that, there target request strategies in the form-comparison condition had effect on raising the participant's awareness and helped them to perform better after the treatment.

In addition, Sadeghi & Foutooh (2012) examined the use of explicit instruction on intermediate EFL learners' compliment reply strategies to show the linguistic and pragmatic strategies of these learners. Besides, the social and cultural norms

and values were also examined in this study. The participants were divided into control and experimental group and they were provided a DCT as a pre and post-test to collect data. The findings explored that, experimental group who received explicit instruction had significant differences comparing to control group after the treatment. Besides, explicit instruction has progressive impact on raising the learners' pragmalinguistic awareness and obstacles of their L1 pragmalinguistic and sociopragmatic while transferring to their target language.

2.9.2 Explicit vs. Implicit pragmatic instructions

Numerous studies have been conducted comparing the advantages of explicit and implicit pragmatic instructions as effective methods on the development of learners' pragmatic knowledge of speech acts. With respect to various pragmatic teaching methods, in different studies the effectiveness of explicit teaching over implicit teaching were indicated. Researchers have stated that learner cannot acquire some pragmatic aspects automatically till they draw attention on pragmatic instruction (House and Kasper, 1981; Soler, 2005; Fahim & Ghobadi, 2009; Maeda, 2011; Xiao-le, 2011; Aghaieb, 2012; Kia and Salehi, 2013; Ghaedrahmat, Nia and Biria, 2016).

For instance, House and Kasper (1981) focused on the variety of discourse markers and made two versions of explicit and implicit for the same communicative course. The students were German EFL learners at university who received enough input and chances to practice and were divided into two groups of explicit and implicit. Learners of the explicit group were provided metapragmatic information and took part in discussions which were linked to their role play performance, while learners of implicit group were not provided any metapragmatic explanation. The findings showed that both groups were improved but the explicit group outperformed implicit group.

In a study, Soler (2005) showed the effectiveness of using explicit and implicit instructions on EFL learner's pragmatic knowledge and ability in term of "Request" strategies. 132 students were randomly divided into three group (control, explicit and implicit). The findings indicated that, both explicit and implicit instructions were effective on the participants' awareness of request

strategies. However, the explicit group illustrated improvement over the implicit one

Likewise, Fahim & Ghobadi (2009) compared the effect of explicit and implicit instruction on EFL intermediate learners' sociopragmatic and pragmalinguistic awareness of English by using conversations. To collect data, a DCT was used, also four role-plays were examined at two distinct levels. The findings revealed that, the participants who were provided explicit instructions had remarkably positive impact on raising their sociopragmatic awareness and obstacles while transferring. Furthermore, they claimed that EFL learners should be taught explicitly so as to make them realize the differences between their L1 and target language.

Moreover, Maeda (2011) revealed the effectiveness of explicit and implicit teaching by utilizing "Please" request strategies, the aim was to see how far these two teaching approaches impact the understanding of learners' pragmatic. The findings proved that explicit teaching group was significant over implicit teaching group.

In another study, Xiao-le (2011) explored the effectiveness of explicit and implicit Instructions of "Request Strategies" on gaining pragmatic knowledge of Chinese EFL learners. The participants were divided into implicit group and explicit group. They were given pre-test and post-test called a written discourse completion task (WDCT) to gather data regarding request speech act. The results indicated that explicit group had greater progress in the appropriate level of being polite, using formal and direct situations than implicit group.

Moreover, Aghaieb (2012) investigated the effect of explicit and implicit instructions on Iranian EFL learners' production and speech acts recognition of "Request and Invitation" in English. Thirty EFL participants were randomly divided into Explicit Group (EG) and Implicit Group (IG). The results of post-test (after the treatment) indicated that, the participants who received explicit instruction outperformed those in the implicit group.

Similar findings are reported in, Kia and Salehi (2013) who showed the instructional strategies of explicit and implicit teaching on the development of 46 undergraduate upper-intermediate EFL learners' pragmatic knowledge and

selecting “Thanking and Compliment” speech acts. The participants were provided a Multiple-choice Discourse Completion Test (MDCT) to test their thanking and compliment speech acts. The results showed that, concerning these two speech acts the explicit teaching outperformed the implicit teaching.

Likewise, Ghaedrahmat, Nia and Biria (2016) explored explicit and implicit pragmatic instructions of “Thanking” speech act on intermediate EFL learners’ pragmatic awareness. The participants were divided into explicit and implicit group and they received a discourse completion test (DCT) to collect data. The result of their study proved that the participants who were taught thanking speech act explicitly outperformed those ones who were taught implicitly.

In addition, other findings have focused on only explicit instruction to see whether it is effective on the development of learner’s pragmatic. The researchers have found explicit instruction is effective (Silva, 2010; Farahian, Rezaee & Gholami, 2012). For example, Silva (2010) examined the effectiveness of explicit instruction on the development of L2 learners’ pragmatic by teaching ‘Refusal’ speech act. Therefore, 40 intermediate participants who had different L1s (Portuguese, Taiwanese, Chinese, Japanese and Serbian) participated in this study. They were divided into two groups randomly (control and experimental) groups, a role-play and a qualitative discourse analytic method were used as a pre and post-test to collect data. The results showed that, giving explicit instruction developed L2 learners in performing refusal speech act.

Furthermore, Farahian, Rezaee & Gholami (2012) examined the effectiveness of explicit instruction on the development of pragmatic competence, focusing on the refusal of four different speech acts (requests, offers, invitations and suggestions). The participants were intermediate EFL learners of English and they were divided into two groups of (experimental and control). They were provided a WDCT as a pre-, post-, and delayed- test to collect data. The findings revealed that, direct instruction had a significant impact on the participants’ refusal. In another word, the experimental group had a significant result comparing to control group in the post and delayed test.

On another hand, some other studies have been conducted in contrast to explicit pragmatic instruction that aimed to show how implicit instruction are working

on learning pragmatic to emphasize on the forms of speech act (Fukuya and Clark ,2001; Martinez-Flor,2004). For example, Fukuya and Clark (2001) used a method of input enhancement to draw EFL learners' attention on speech act's target form. The participants of explicit group were provided explicit instruction on sociopragmatic features of request "mitigators" and the participants of the implicit group received the request "mitigator" enhancements. The results showed that there were not any significant differences between both groups of EFL learners' pragmatic competence.

In another study, Martinez-Flor (2004) used two implicit methods of input enhancements and recasts, to investigate the impact of implicit and explicit teaching of "Suggestions" speech act on her EFL learners' pragmatic knowledge. The participants were divided into three groups of (explicit, implicit and control group). The findings indicated that in comparison to the control group, both the explicit and implicit groups' pragmatic competence were improved concerning their production, awareness and confidence when judging the appropriateness of suggestions in various conditions. Whereas, explicit and implicit groups did not illustrate any significance differences on EFL learners' performance of suggestion production.

Through this study, I hope to discover how effectiveness are the explicit and implicit instructions of 'Apology' speech act on the development on Advanced Iraqi Kurdish EFL learners' pragmatic knowledge. As well as, finding the similarities and differences between EFL learner of English and Native English speakers (NS).

2.9.3 Cross-culture studies and apology strategies in various languages

Blum-Kulka (1982) presented the (CCSARP) which is known as the Cross-Cultural Speech Act Realization Project (CCSARP). Previous studies which were on apology speech act have focused on cross-cultural difference and it was considered as the most comprehensive study up-to-the-minute. In addition, one of the most universal studied languages is English because of the fact that English is a primary language that is taught as a second and foregone language in the world. One of the essential studies in the term of apology use that shed light only on English was conducted by Holmes (1990). Since then, regarding

cross-culture studies, many other studies have drawn attention on it and made comparison studies by investigating differences and similarities among various languages of apology strategies. For example, (Olshatin, 1991; Hussein & Hammouri, 1998; Reiter, 2000; Bataineh & Bataineh, 2008; Sadeghi, 2013; Tahir & Pandian, 2016).

For example, for Native English out of South Africa part, in Olshatin's (1991) study on Australian English was applied. The participant were 200 hundred Setswana speakers who also were bilingual English speakers. A DCT were used to the quantitative part of the study, for the qualitative part of the study videotaped role-plays were completed. The findings showed that, there were differences between the participants of the different language. Setswana speakers used more repair and responsibility in term of apology strategies than native English speakers.

Furthermore, Hussein and Hammouri (1998) explored the differences and similarities between American and Jordanian's apology speech act. Discourse Completion Test (DCT) have been used to collect data. The results indicated that, Jordanian participates used 12 strategies, while seven strategies were used by the Americans.

Similarly, Reiter (2000) investigated the differences and similarities of request and apology speech acts on British English and Uruguayan Spanish native speakers of both culture. The participants were all students at university in the field of linguistics or English. Concerning apology speech act, the participants were provided an open role plays in the UK and in Uruguay so as to collect data. The results showed that, the Uruguayan Spanish native speakers did not use the apology expressions such as 'I am really sorry' to intensify it, whereas British native speakers used 'I am awfully sorry', 'I am really sorry' to intensify the apology expression. In addition, concerning the social variables, both Uruguayan Spanish and British English noticed the importance of the offence similarly, but still Uruguayans apologized less than the British English.

In another cross-culture study, Bataineh & Bataineh (2008) compared Jordanian Arabic speakers and American English speakers in term of using apology strategies as well as focused at differences between gender in the two different cultures and languages in their study. The participants were provided 15

frequent situations as a questionnaire and they were required to describe situations that they think an apology was appropriate. The results revealed that, combination of many apology strategies was used by Jordanian speakers more than American speakers. Also, American female and male differences are less than Jordanian ones.

In another culture study, Sadeghi (2013) aimed to find similarities and differences between Persian and Kurdish to see if they are formulaic in pragmatic structure as in English by using apology speech act. A DCT was used to collect data and the results showed that, Kurdish and Persian children's apologies are formulaic in pragmatic structures and there are some significant differences between both of them.

Moreover, Tahir and Pandian (2016) in a study made a comparative analysis of apology speech acts between Kurdish speakers in Iraq and American English native speakers, the aim was to explore the similarities and differences in term of using apology strategies in both languages. Thus, a Discourse Completion Task (DCT) questionnaire was provided to the participants which consisted of 15 situations so as to collect data. The results revealed that, the participants used 5 main categories similarly to the native speakers, however the differences were found in using the subcategories of explicit expressions of apology speech act. English native speakers used regret expression more to apologize, whereas Kurdish speakers used offer an apology strategy more to apologize.

Other studies regarding the strategies of apology speech act, have been conducted to see how a specific culture uses apology strategies such as (Jebahi, 2011; Jassim and Nimehchisalem, 2016).

For example, Jebahi (2011) examined apology speech act of a hundred of Tunisian students who were selected from a university randomly. They were provided a DCT to measure their apology strategies. The results indicated that, the participants most use of statement was regret in three cases where the offended is; old in age, close friend and have the ability to affect the offender's future.

Likewise, Jassim and Nimehchisalem (2016) investigated Iraqi Arab EFL learners' apology strategies sue to formality and informality of the context. Two

kind of instruments were provided, questionnaire and DCT to collect data. The results indicated that, the direct IFID apology strategy was repeated the most by Iraqi Arabs, and the second common used strategy was the one without IFID. Furthermore, they claimed that, more than an apology strategy have been used by the participants in a formal context.





3. METHODOLOGY

The current study aims to examine the effects of explicit and implicit teaching of pragmatic knowledge on the development of advanced Kurdish EFL learners' pragmatic knowledge in terms of apology speech act. Even though pragmatics had a great role in foreign language learning, unfortunately it has been largely neglected in foreign language classroom especially in north of Iraq. Therefore, this study is considered to be a fresh study in EFL classroom.

For this reason, the purpose of the current study is to investigate the effects of explicit and implicit instructions on Kurdish EFL learners to show if there are any significant differences between these two approaches on the participants' pragmatic knowledge development in choosing the appropriate apology speech act.

3.1 Participants

In this study, 10 English native speakers and a total of 40 male and female advanced students of grade 12 were selected from (British International School) in Erbil/ Iraq, and their age range were (17-19). They were randomly divided into explicit group (EG) and implicit group (IG). In implicit group, 20 participants of (7 females and 13 male) received implicit instruction of apology speech. In the explicit group, 20 participants of (8 female and 12 male) received explicit instruction of apology speech act. In addition, only one teacher taught both participants of EG and IG apology speech act. The teacher holds master degree in English language teaching and has experience in teaching for 4 years.

The present study took 5 weeks, first and second week the participants of (EG) and (IG) were taught apology strategies according to the explicit and implicit teaching of pragmatic knowledge, for 6 sessions, 3 days in a week and two hours in each lesson. The participants of (EG) and (IG) did not receive any further information in the third and fourth week regarding apology speech act. Lastly, in the fifth week, (EG) and (IG) received their delayed-test.

On the other hand, 10 native speakers of English who have experience in teaching English language participated in this study. The reason behind selecting English native speakers is because the participants of (EG) and (IG) were students at a British school in Erbil/Iraq. The school follows the British educational system of teaching. It seemed fair that the answers of the EFL learners of the British school to be compared with the English native speakers in making appropriate apology strategies for the procedure of data collection. Table 1 shows the participants' mean of age.

Table 3.1: Mean of age

Groups	Gender (Count)		Mean Age of students	Age Range
	Female	Male		
Implicit Group	7	13	18.1	17-19
Explicit Group	8	12	18.05	17-19

3.2 Instruments

In the current study, the participants were provided a Proficiency Test called Oxford Quick Placement Test (OQPT) (See Appendix 1), Background information questionnaires (BIQ) (See Appendix 2), a pre-test, a post-test and a delayed-test called Multiple-choice Discourse Completion Test (MDCT) (See Appendix 3). This study took five weeks, 6 sessions, 3 days in a week and two hours for each lesson.

Oxford Quick Placement Test (OQPT): Before the treatment, the students of grade 12 were given a proficiency test which is called Oxford Placement Test (OPT). The aim was to determine the level of the students and to assure the homogeneity of language proficiency because only advanced learners were selected for this study. OQPT tests the learners' grammar and vocabularies, it consists of 60 different questions and it takes approximately 45 minutes.

Background Information Questionnaire (BIQ): The participants received Background Information Questionnaire to collect some necessary information about the participants such as age, gender ...etc. the BIQ which was used in this study is taken from Dinçtopal (2007).

Multiple-choice Discourse Completion Test (MDCT) as a Pre-test: Afterwards, the participants were divided into two groups of explicit group and implicit group. They were provided a pre-test called Multiple-choice Discourse Completion Test (MDCT) which was used in Birjandi & Rezaei (2010) study. The MDCT, is a written questionnaire which consists of 10 apology situations, each question has 3 different options that are related to the question and it took approximately 40 minutes. The participants were asked to choose a response to each situation that they believed was appropriate in the provided context. The aim of this test was to test the participants' pragmatic knowledge in term of apology speech act before they start to receive explicit and implicit instructions of apology strategies.

Multiple-choice Discourse Completion Test (MDCT) as a Post-test: At the end of the treatment (two weeks of the treatment), both groups of explicit and implicit were provided another test of (MDCT), exactly the same as was provided in the pre-test. The aim was to show whether explicit and implicit instructions could help EFL learners of (EG) and (IG) to have significant results after the treatment regarding the learners' pragmatic knowledge of apology speech act.

Multiple-choice Discourse Completion Test (MDCT) as a Delayed -test: Lastly, after two weeks from the treatment, both groups were given the same (MDCT) as a delayed post-test. The aim was to illustrate whether the participants of (EG) and (IG) could recall what they have experience in the class after two weeks.

Table 2 shows the instruments which were used in both groups (IG) and (EG) briefly in the present study.

Table 3.2: Instrument of implicit group and explicit group

Explicit and Implicit groups				
(OQPT)	(BIQ)	Pre-test	Post-test	Delayed-test
45 min.	10 min.	(MDCT)	(MDCT)	(MDCT)
		40 min.	40 min.	40 min.

3.3 Materials

Computer: One computer was used in the classroom by the tutor for explicit and implicit group, it was connected to the speakers and data show to help the participants of both groups watch short videos, short part of videos which were taken from movies, listening to some songs that are related to their apology strategies, show them photos and make them describe the situation as well as giving examples.

Speakers: speakers were needed to be used in the classroom and be connected to the computer who was used by the tutor to let the participants of both groups listen and understand clearly to the videos, songs with different teaching strategies of explicit and implicit teaching. Especially when it comes to express apology, they had to hear the different ways of expressing apologies.

Date Show: a date show was used as well to assist students of the explicit and implicit group watch what the short videos, short part of movies, lyric of the songs, photos to describe. The participates were taught explicitly or implicitly according to their treatment.

Apology exercises: In each part of the lessons, the learners were provided a list of exercises to use apology speech act according to the written stations. Later, the answers were checked explicitly or implicitly with the teacher. This is an example from the sixth session:

1. Dan: Hey, Eric. How are you? How do you feel today?

Eric: I feel sick, I wish I didn't drink that much last night.

Dan: We talked about that before, you told me that you will drink less from now on. You are killing yourself and I don't want to see you like that, man.

Eric:

Pictures: students were provided different images which were shows apology expressions or attitudes that needs an apology. They were asked to describe each one of them and give examples differently according explicit instruction and implicit instruction.

Short videos and short parts of movies: (EG) and (IG) were both provided same short video and movies but different techniques of explanations and participations. This way both groups will be taught the same materials by using different techniques of explicit and implicit instructions. For example: First lesson, is taken from a film called “Cast away- Wilson, I’m Sorry”, “Short Bullying Movie- I am Truly Sorry”, “Excuse Me- 10 Very Short Conversations, English Speaking Practice”,

“Justin Bieber- I’m Sorry”, also “English conversation expressing yourself (Unit 2 Apologizing)”. For the second lesson, “It’s My Fault – Cravetay”, “Everything Is My Fault- Tales of Mere Existence”. Third lesson, “3T- I didn’t mean to hurt you”. Fourth lesson, “How to be Late for Work”. Fifth lesson, “When you break someone's phone”, “Daddy's Home (2015) - Motorcycle Accident”, the learners are required to express an apology speech act after watching the videos in this lesson. Sixth lesson and the last, “Black or White - - It Won't Happen Again”.

3.4 Procedure

In this study, 10 native speakers of English participated in this study and 40 advance students of grade 12 (male and female) were selected from (British International School) in Erbil/ Iraq. At the beginning, the participants were 49 students from grade 12. Later, the participants were given a Proficiency Test called Oxford Quick Placement Test (OQPT) (see Appendix 1) to determine their level because only advance learners were required for this study. Among 49 students only 40 students were advance learners who were selected for this study and were randomly divided into two groups; explicit group (EG) and implicit group (IG), each group consisted of 20 participants. Next, the participants of both groups were provided a Background Information Questionnaire (BIQ) (see Appendix 2) to collect necessary information about the students before the treatment. Regarding their age the students’ age range were (17_19). This study took 5 weeks and divided into 6 sessions, for 3 days in a week and two hours each day. The first and second week, the students of explicit and implicit groups were taught apology strategies. The third and the

fourth week, they were not provided anymore information concerning apology speech act. The fifth week, they received a delayed-test as a recall test.

3.4.1 Instructional procedures used with implicit group (IG)

At the beginning, 20 participants of the implicit group were provided a standard proficiency test which is called *Oxford Quick Placement Test (OQPT)* (see Appendix1) to measure the students' knowledge of grammatical structures, functional language, vocabulary and collocation in English. It includes 60 different types of question such as multiple-choices, matching photos to the options, filling in the gaps with the best word in the given paragraph, ...etc. It took 45 minutes and the students who got 48-54/C1 which mean advanced level were participated in the study. The aim behind this proficiency test was to make sure they were homogeneous in terms of language proficiency because only "Advanced" students were required for this study.

Later, these participants were given a *Background Information Questionnaire (BIQ)* (see Appendix 2) to collect some necessary information about the learners such age, gender, ...etc. In week one, before the participants receive information about apology speech act, they were provided a *Multiple-choice Discourse Completion Test (MDCT)* (see Appendix 3) as a pre-test. It is Multiple-choice questionnaires that consists of 10 descriptions of brief apology situations, it took 40 minutes. They were required to give a respond to each situation including apology speech acts that they believe is appropriate in the provided context. The purpose of this test was to test the participants' pragmatic knowledge in making apology speech act before they start the study. Participants received activities and information implicitly. The (IG) was under the treatment for two weeks, and learners were taught apology strategies implicitly.

The lessons of apology strategies were divided into six sessions, two hours each lesson. First, the student of (IG) were taught the Illocutionary Force Indicating Devices (IFIDs) without having their attention focused on it (implicitly). For example, "I am sorry", "I am truly sorry", "I apologize", "I am ashamed", "Forgive me", were all taught indirectly without making learners focus on the rules when to use them, when not.

Then, they were shown photos that they described and they were given different exercises each session to test their apology speech act, but when they made errors they didn't receive pragmatic feedback explicitly. For instance, the students were told that their answers were right by tutor uttering "Yes" or moving on to the next one. Whereas when the answers were wrong, the tutor said "I don't get it", "What was it?" "Who else?" or "change it". For example:

You didn't go to your friend's birthday party last night. You see her at school today and she is mad at you. How do you express your regret?

..... that I couldn't come to your birthday party last night.

The participants were provided this question in the first session (see Appendix 4) and they were asked to write an apology answer that they believed was appropriate according to the questions. They did not have to give the full explanation because it is IFID where they only needed to know the different apology expressions of IFID implicitly.

In addition, the participants watched short videos, short parts about apologizing, and listened to songs with lyrics of the apology expression without making them pay attention to the type that is expressed of apology speech act or ask them what type of apology speech act this is, because these were explained by the teacher indirectly before and the teacher doesn't have to explain again and make them be aware of what has just been explained.

After these six sessions (the end of week two and the treatment), implicit group were required to give the same (MDCT) as a post-test like they did previously in the pre-test. The aim was to see if the EFL learners of implicit group have developed their pragmatic knowledge in using apology strategies or not. The students were not provided any other information concerning apology speech act in week three and four. In week five, the participants of (IG) were provided the same (MDCT) as a delayed-test (recall-test) to measure their retained knowledge.

3.4.2 Instructional procedures used with explicit group (EG)

At the beginning, 20 participants of the explicit group (EG) were provided the same standard proficiency test which is called *Oxford Quick Placement Test (OQPT)* (see Appendix 1) to measure the students' knowledge of grammatical structures, functional language, vocabulary and collocation in English and it took only 45 minutes, the students who got 48-54/C1 advanced level participated in the study. The aim was to assure the participants' homogeneity in terms of language proficiency because only "Advanced" students were selected. Later, these participants were given same *Background Information Questionnaire (BIQ)* (see Appendix 2) to collect some necessary information about the participants.

In the first week that is before the treatment, the participants were required to give a *Multiple-choice Discourse Completion Test (MDST)* (see Appendix 3) as a pre-test which consists of 10 descriptions of brief apology situations which took only 40 minutes. The aim was to test the participants' pragmatic knowledge in making apology speech act before they start the study, for example in situation 3 the participants had to choose one answer of apologizing that they believed was the most appropriate answer. In this given situation, 'A' is considered as the best appropriate answer for English native speakers to apologize. For example:

Situation 6

You have an appointment with your family doctor and you need to leave early in order to be on time for your appointment with the doctor. How do you express your apology to your teacher when you ask for an early leave?

You: because this appointment is very important for my health.

The Teacher: No problem. Just don't forget to ask your classmates about the pages we will cover next session.

- a. Excuse me. I am wondering if it would be OK for me to leave the class early for a doctor's appointment
- b. Excuse me! I have to leave now for a doctor's appointment.
- c. I have to go now; please tell me whether I'll miss anything important.

According to Allwright (1984), warming up activities are created to draw learners' attention in order to assist them place the ideas which distract them aside as well as to make them emphasize on the activities they are given individually or as a group-work. Therefore, the participants of the explicit group had warm-up activities at the beginning of each lesson regarding the apology strategies they were taught on that lesson by the tutor. For instance, the students of this groups were required to give few examples regarding the apology strategy they were taking in the lesson. For example, in the first lesson, the tutor asked how to use direct apology expression! As well as, asking them "an expression of regret" how do they express regret in their L1? "An offer of apology" how do they offer an apology? "A request for forgiveness" how do they ask for forgiveness? "Expression of embarrassment or shame" how do they express embarrassment or shame in their first language? How to intensify the regret expression all in their L1 and later translating it into English? The participants of this group were taught apology strategies explicitly in 6 sessions

for 2 weeks, 3 days in a week, two hours each day same as the other group concerning the sessions.

Later, the teacher explained the first strategy of apology's different strategies, which is the direct (IFIDs). Taught them how to intensify the expression of regret and how it differs from their L1 that was changed into (Request for apology) in their L1 while in English language it is "An expression of regret". They had to be aware of these different strategies of apology speech act as well as the word by word translation which not always leading to the right sentences. They were given the apology exercises same as the other group, but the instructions which were given was different because the learners of this group were taught explicitly (see Appendix 4). For example:

1. You were talking to your classmate while the teacher was explaining the subject. He looks at you without saying anything. You know that the teacher is mad, you want to ask for forgiveness. teacher.

When the respond of the learners was correct or incorrect, the tutor told them through giving explicit feedback such as "Right", "Correct", and "Yes" or "No, try again", "Incorrect" and explained why was incorrect in that situation to express apology that way.

The participants were asked to describe the photos they were shown by using the right apology strategy, or they were asked to imagine the situation in the photo and asked to use an apology expression to it. For example, in the fourth session where the participants were shown photos such as traffic jam, they had to work in pairs. imagine the situation and use explanation or account apology strategy as shown in Figure 3.1 (see Appendix 5).



Figure 3.1: Explanation or account apology expression exercise

Later, the learners watched the videos and the tutor asked them after each video, why would he/she (the apologizer in the video) use this type of apology in this video? They were taught the direct and indirect apology strategies as in Olshtain and Cohen (1983)'s classification of apology speech act. They were taught explicitly from the beginning till the end of the treatment. As well as using songs with lyrics regarding the type of apology strategy that they were taught on that day in that specific session.

At the end of this study (the end of the week two), the students were provided the same (MDCT) that was given in pre-test as post-test. The aim was to see if the EFL learners of explicit group developed their pragmatic knowledge or not. After the post-test, in week three and four the (EG) were not given any further information about apology speech act. In week five, they were provided the same (MDCT) as a delayed-test (recall test) to measure their retained knowledge and to see if they still could remember those different strategies they have been taught explicitly.

3.4.3 English native speakers

10 English native speakers participated in this study from British International school and Britannia Educational Services/ Cambridge college in Erbil, Iraq. They were English teachers and had experience in Teaching. They were given a Multiple-choice Discourse Completion Test (MDCT) and were asked to choose one appropriate answer that they believed is the best as a native speaker for each situation they read. The aim was to collect their data and later compare the

answers of the (IG) and (EG) with the answers of the native speakers of English to investigate the participants' appropriateness in terms of apology speech act before and after the study. The reason behind selecting English native speakers was that, the (EG) and (IG) were students at a British school and the school follows the British educational system of teaching. It seemed fair that, for collecting data the answers of the EFL learners of the British school to be compared with the English native speakers in making appropriate apology strategies

3.5 Procedure of data Analysis

The current study was carried out through five main steps; a standard proficiency test, a pre-test, treatment, a post-test and a delayed-test. All four tests which were completed by the participants were accessed to the computer and analyzed later to collect the required data.

3.6 Data analysis of the Pre-test, Post-test and Delayed-test of both (EG) and (IG)

In this paper, a quantitative discourse analysis approach was adopted to compare the participants' answers of explicit group and implicit group in the pre-test, post-test and delayed-test by teaching them pragmatic knowledge of apology speech act explicitly/ implicitly so as to develop EFL learners' pragmatic knowledge. For this reason, first a t-test was conducted to assure that both groups were homogenous in the knowledge they have concerning pragmatics of apology speech act. Later, a repeated measure ANOVA was conducted to compare advanced EFL learners' Multiple-choice Discourse Completion Tasks (MDCT) in pre-test, post-test and delayed-test. This procedure ensures that, the entire procedure of data analysis is reliable and objective.

4. RESULTS

The present study examined the effectiveness of explicit and implicit teaching of pragmatic knowledge on advanced Kurdish EFL learners' pragmatic knowledge development in terms of apology speech act. Although, pragmatics played a great role in foreign language learning, but it also has been basically ignored in foreign language classroom particularly in north of Iraq. This is a fresh study which focused on the development of advanced Kurdish EFL learners' pragmatic knowledge in EFL classroom through explicit and implicit teaching of pragmatic knowledge.

To test the research questions of this study, first an independent samples t-test was implemented to assure the homogeneity of pragmatic knowledge in terms of apology speech act before the study. An independent-samples t-test was conducted to compare (MDCT) in pre- test between explicit group and implicit group in terms of apology speech act. The results in (Table 3 and Table 4) showed that there was not any significant difference ($t(38) = -0.224, p=.824$) between explicit group ($M=5.75, SD=0.716$) and implicit group ($M=5.8, SD=0.696$). This approves that the pragmatic proficiency of both EG and IG before the treatment was at the same level.

Table 4.1: N, Mean, std. deviation for the explicit group and implicit group

Groups	N	Mean	Std. Deviation
Explicit Group	20	5.75	.716
Implicit Group	20	5.80	.696

Table 4.2: Independent sample t-test for group comparison in pre-test

	t-test	df	Sig. (2-tailed)	Mean Difference
Pre- test	-0.224	38	0.824	-0.050

Next, a repeated measures ANOVA was conducted to compare advanced EFL learners' MDCT. A total of 40 EFL students were randomized to receive either explicit instruction or implicit instruction. The explicit group received explicit instruction of apology speech act and implicit group received implicit instruction of apology speech act. The MDCT was measured at pre-test, post-test and delayed-test. Complete data was available at all time points for 20 students who received explicit instruction and 20 students who received implicit instruction. Table 5 shows Mauchly's test indicated that the assumption of Sphericity had been met (Mauchly's W test statistic = .920, df = 2; $p > .05$).

Table 4.3: Mauchly's Test of Sphericity

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.
Time (or Tests)	0.920	3.078	2	0.215

While Sphericity assumption was met then Sphericity assumed tests are reported on Tests of Within-Subjects Effects as showed in Table 6.

Table 4.4: Tests of Within-Subjects Effects when Sphericity Assumed

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Time	317.217	2	158.608	377.876	.000
Time *	5.550	2	2.775	6.611	.002
Error(Time)	31.900	76	.420		

* Significant $P < 0.05$

There was a significant main effect time ($F(2, 76) = 377.88, P < 0.001$) which mean there is a significant difference at least between two of the MDCT measurement tests (pre-test, post-test and delayed-test). There was a significant interaction between time and group ($F(2, 76) = 6.61, P < 0.01$). Since the interaction is significant, interpreting the main effects will not lead to an accurate understanding of the results, therefor just focusing on the interaction part is more accurate. Meanwhile, it is necessary to breakdown comparisons between groups for the test levels as it is shown in Table 7. Post hoc comparisons indicated that that there was no difference between the two groups

at pre-test ($P=0.824$). But significant differences could be found between the EG and IG at post-test and delayed-test, with Explicit group having higher MDCT levels (or Scores) than the Implicit group ($P=0.004$ and $P=0.001$ respectively).

Table 4.5: Pairwise Comparisons

Time Point	Implicit Group	Explicit Group	Mean Difference (95% CI)	P Value
	MDCT Mean(SE) n=20	MDCT Mean(SE) n=20		
Pre-test	5.80 (0.158)	5.75 (0.157)	-0.50 (-0.50, 0.40)	0.824
Post-test	9.10 (0.127)	9.65 (0.127)	0.55 (0.19, 0.92)	0.004
Delayed-test	8.55 (0.177)	9.55 (0.177)	1.00 (0.49, 1.51)	0.001

Figure 1 shows clearly the mean of MDCT between explicit group and implicit group in pre-test, post-test and delayed-test. This result is in line with finding of Maeda (2011) where the effectiveness of explicit and implicit teaching was examined by using “Please” request strategies, the aim was to see how far these two teaching approaches impact the understanding of learners’ pragmatic. The findings proved that explicit teaching group was significant over implicit teaching group.

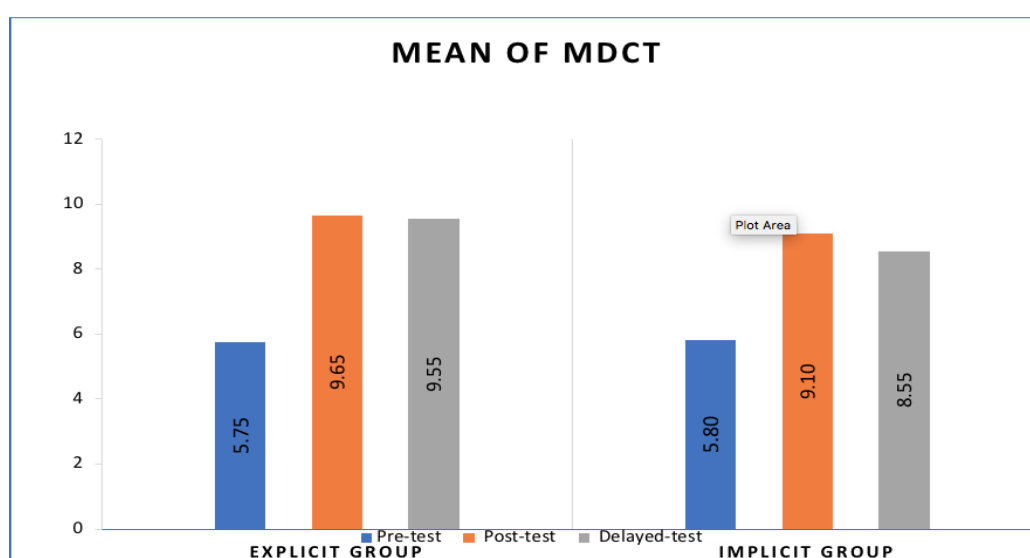


Figure 4.1: Mean of MDCT

In conclusion, by comparing the 95% confidence intervals, it can clearly be seen that there is no significant difference between EG and IG in pre-test but the mean values are significantly different for the two groups at both post-test and delayed-test with explicit group having greater progress than implicit group in post-test and delayed-test. This result is in similar to the finding of Aghaieb (2012), who investigated the effect of explicit and implicit instructions on Iranian EFL learners' production and speech acts recognition of "Request and Invitation" in English. Thirty EFL participants were randomly divided into Explicit Group (EG) and Implicit Group (IG). The results of post-test (after the treatment) indicated that, the participants who received explicit instruction outperformed those in the implicit group. Figure 2 shows the Estimated Marginal Means of MDCT.

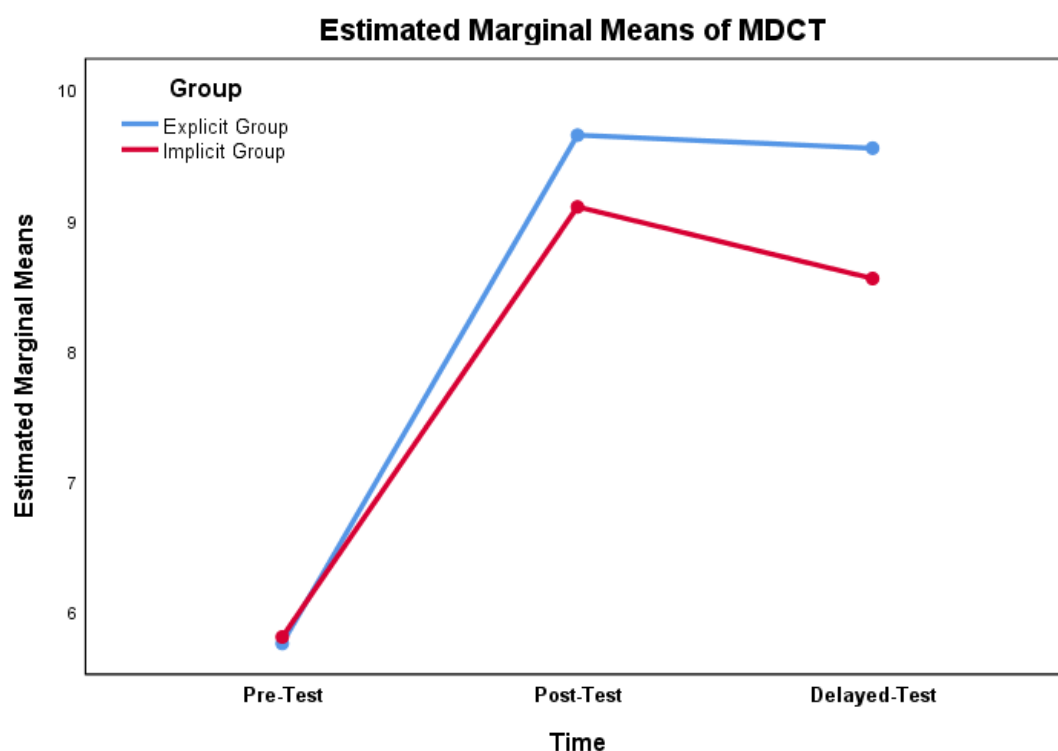


Figure 4.2: Estimated Marginal Means of MDCT

The result of this study does not hold true with that of Fukuya and Clark (2001), who used a method of input enhancement to draw EFL learners' attention on speech act's target form. The participants of explicit group were provided explicit instruction on sociopragmatic features of request "mitigators" and the participants of the implicit group received the request "mitigator"

enhancements. The results showed that there were not any significant differences between both groups of EFL learners' pragmatic knowledge.

Regarding the participants' weakness and high progress of making best appropriate apology speech act, explicit group and implicit group before the treatment had a clear weakness in situation 3 where most of them preferred using 'B/ I'm sorry, but I didn't sleep a wink last night' or 'C/ Pardon me. I couldn't help it' while the most appropriate answer is 'A/ I'm sorry; I will try and not let it happen again' while most of the participants in pre-test chose. They used explanation or account strategy by give explanation of the reason behind the unexpected situation that just occurred, while the appropriate answer is to apologize and respect the rules and policies by promising not to let it happen again which is promise of forbearance strategy. But after the treatment both groups made a great progress in all given situations of MDCT especially in situation 3 they overcame on their weakness progress they had previously as it is shown in Figure 3. However, explicit group had better progress in most of the provided situations than implicit group in post-test.

Moreover, the participants of explicit group showed a positive result in delay-test and their highest progress of making apology was is situation (5,6,8,9 and 10) as seen in F1gure 3, meanwhile implicit group's highest progress of making apology speech act was only at situation (5).

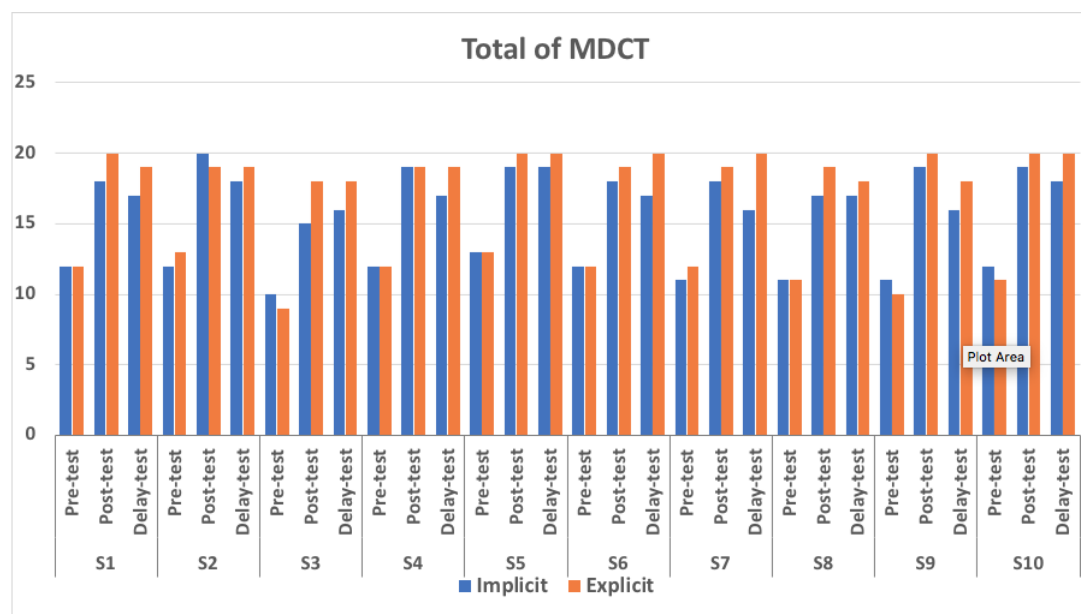


Figure 4.3: Total of MDCT

This proves two very important points, first is that even advanced EFL learners need to be exposed to the different strategies of apology speech act. Second, when students are learning consciously, noticing the new information, understanding the material and most importantly is why and when they should use the knowledge they are learning, it is where they realize they do not only have to use the target language but also, they should give appropriate answers in the right time in different situation. Hence, receiving information explicitly is very important in the process of learning as well as being exposed to pragmatic speech acts and the different strategies they have to know when and where to use them appropriately. In another word, in this study advanced EFL learners showed greater progress and appropriateness in making apology speech act because of receiving the information explicitly as shown clearly in Figure 3.

Regarding the research questions of this study, each is explained clearly as in the followings;

- Is there any significant difference between both explicit group and implicit group in terms of apology speech act of pragmatic knowledge after the treatment in post-test? The findings indicated that, the results of explicit group and implicit group were significant and they showed improvements in the post-test of MDCT after the treatment, however the explicit group showed greater progress in using appropriate apology strategies than implicit group.
- Is there any significant difference between both groups of explicit and implicit in terms of apology speech act of pragmatic knowledge in delayed-test? After two weeks from the post-test, both groups EG and IG were provided the same MDCT as a delayed-test. The aim was to see whether the participants could still remember the information they were taught about apology speech act. The findings showed that, the results of both groups were significant but an important point could be noticed that explicit group stayed at the same level as they did in the post-test meanwhile implicit group showed reduction comparing to how their results were in post-test.
- Are explicit and implicit instructions of apology speech act facilitative to develop EFL learners' pragmatic knowledge? The results indicated that, although the participants were advanced EFL learners but still did not have

enough information on giving the best appropriate apology answer before the treatment. But when they were provided pragmatic instructions explicitly and implicitly, learners became more accurate in terms of apologizing appropriately in different situations. Especially, explicit group which showed a greater progress in post-test and delayed-test. As a result, explicit and implicit instructions of apology speech act facilitative to develop advanced EFL learners' pragmatic knowledge of apology speech act. However, explicit instruction of pragmatic knowledge is more facilitative than implicit instruction to develop advanced EFL learners' pragmatic knowledge.

- What are the similarities and differences in making the most appropriate apology speech act of pragmatic knowledge between (EG) and (IG) before and after the study? Table 8 shows the percentage of explicit and implicit groups for each situation of the MDCT in pre-test, post-test and delay-test which were given to the students. The participants' pragmatic knowledge is revealed in this table as well their similarities and differences progress in each question of the MDCT which can be compared between the two groups who received explicit and implicit instructions. The aim is to show the effect explicit and implicit instructions on the participants before and after the treatment on advanced Kurdish EFL learners. Basically, for each appropriate answer as native speakers did, the participants received 1 point and if the whole answers were correct, they received 10 points (%100) as described in
- Table 8. The number of the participants were 20 students in each group, and for example the entire participants in one of the groups such as (EG) answered one question such as in (S1)/ post-test correctly, they got (20 = 100%) as an appropriate answer, that means one point for each student in that group and in that specific situation. In addition, the answers of both groups were compared to how English native speakers chose the most appropriate answers in the given situations.

Table 4.6: Total of MDCT for both Groups

Groups	Explicit						Implicit					
	Pre-test		Post-test		Delay-test		Pre-test		Post-test		Delay-test	
S1	12	60%	20	100%	19	95%	12	60%	18	90%	17	85%
S2	13	65%	19	95%	19	95%	12	60%	20	100%	18	90%
S3	9	45%	18	90%	18	90%	10	50%	15	75%	16	80%
S4	12	60%	19	95%	19	95%	12	60%	19	95%	17	85%
S5	13	65%	20	100%	20	100%	13	65%	19	95%	19	95%
S6	12	60%	19	95%	20	100%	12	60%	18	90%	17	85%
S7	12	60%	19	95%	20	100%	11	55%	18	90%	16	80%
S8	11	55%	19	95%	18	90%	11	55%	17	85%	17	85%
S9	10	50%	20	100%	18	90%	11	55%	19	95%	16	80%
S10	11	55%	20	100%	20	100%	12	60%	19	95%	18	90%

In pre-test both explicit group and implicit group were at the same level in choosing the best appropriate apology speech act, although they were advanced learners and had knowledge about apologizing but this is not enough. Therefore, they had to be exposed to the different strategies of apology speech act so as to assist them with the enhancement of their pragmatic knowledge to choose appropriate apology in the right situation which can be close to how English native speakers apologize. In pre-test as it is shown in Table 9, both groups of IG and EG were at the same level but what was interesting is that, both groups had weakness in situation 3 where explicit group was (45%) and implicit group was (50%) as seen in Table 9.

Table 4.7: The Percentage of Explicit and Implicit Groups for Each Situation in Pre-test

MDCT Situations	Explicit Group		Implicit Group	
	Pre-test		Pre-test	
S1	12	60%	12	60%
S2	13	65%	12	60%
S3	9	45%	10	50%
S4	12	60%	12	60%
S5	13	65%	13	65%
S6	12	60%	12	60%
S7	12	60%	11	55%
S8	11	55%	11	55%
S9	10	50%	11	55%
S10	11	55%	12	60%

Situation 3

You are almost asleep in the class while the teacher is teaching. The teacher gets very angry when he sees you sleeping in the class. How do you express your apology?

The Teacher: Did you sleep well last night?

You.....

- a. I'm sorry; I will try and not let it happen again.
- b. I'm sorry, but I didn't sleep a wink last night.
- c. Pardon me. I couldn't help it.

The most appropriate answers were chosen by English native speakers of this study. In situation 3 the most appropriate answer is 'A/ I'm sorry; I will try and not let it happen again' while most of the participants in pre-test chose 'B/ I'm sorry, but I didn't sleep a wink last night' or 'C/ Pardon me. I couldn't help it'. The native speakers of English asserted that English native speakers apologize and respect the rules and policies, hence it is preferable to apologize and try to promise not to let this unexpected situation to happen again. While Kurdish EFL learners preferred to apologize and give explanation or account of cause of violence. This part of the study comes in line with Tahir and Pandian (2016), where they made a comparison study between Iraqi Kurdish learners and American native speakers in term of using apology speech act. They found that, Kurdish learners utilized explanation or account more than American native speakers.

This proves the fact that, apologizing is not enough to be used in unexpected situations but also it is important to know the different strategies of apologizing to whom we apologize and in which time especially advanced learners who need to be more accurate. As a result, the participants needed to start the treatment to develop their pragmatic knowledge and to raise their pragmatic awareness to

which can assist them to be closer to how Native speakers apologize through explicit and implicit teaching of pragmatic knowledge.

After two weeks from the study of receiving different instructions of explicit and implicit, the results showed significant differences in post-test, however explicit group outperformed the implicit group. It was interesting to see how explicit group and implicit group improved in situation 3 which was both groups' same lowest progress of making apology speech act as seen in Table 10.

Table 4.8: The Percentage of Explicit and Implicit Groups for Each Situation in Post-test

MDCT Situations	Explicit Group		Implicit Group	
	Post-test	Post-test	Post-test	Post-test
S1	20	100%	18	90%
S2	19	95%	20	100%
S3	18	90%	15	75%
S4	19	95%	19	95%
S5	20	100%	19	95%
S6	19	95%	18	90%
S7	19	95%	18	90%
S8	19	95%	17	85%
S9	20	100%	19	95%
S10	20	100%	19	95%

In situation 3, implicit group moved from (50%) to (75%) meanwhile explicit group moved from (45%) to (90%). This indicated improvement in both groups but with explicit group having higher progress than implicit group in situation 3 and in post-test. However, it was still the lowest progress in implicit group in comparison with the other situations.

In terms of having the highest progress in the MDCT situation between both group in post-test which shows appropriateness in choosing the best apology strategies which are close to how English native speakers use them. For example, in implicit groups' post-test the highest level was in situation 2 as seen in Table 10.

Situation 2

You have been asked to hand in your project, and the time is due. However, you have not prepared it, and you want to make an apology for that. How would you express your apology in this situation?

The Teacher: I told you that there won't be an extension. Why didn't you prepare your term project?

You.....
.....

- a. Sorry but I had too much other homework from my other projects to finish this one on time.
- b. Well, I had some unexpected problems, so you should make an exception for me.
- c. That's true. I'm sorry. I had some unexpected obstacles, but I understand that this is the policy.

The participants' highest progress was at situation 2, they chose 'C/ That's true. I'm sorry. I had some unexpected obstacles, but I understand that this is the policy'. Through using the strategy of justifying the listener by saying 'that's true' and later apologizing using IFID regret expression 'I'm sorry'. Meanwhile, the highest level of appropriate apology use in explicit group was in situation 1,5,9 and 10 which was (100%) in each one of them as shown in Table 10. This indicates that explicit group had more appropriate answers of apologizing than implicit group, also they were closer to how English native speakers use these situations.

To assure that these positive results were not just because of giving them MDCT directly after the treatment because they were taught this information and they may be only memorizing them. Therefore, they were required to have delayed-test after the two weeks from the post-test without providing them any more information, exercises and examples of apology strategies. The aim was to be assured of the effect of explicit and implicit instructions on both group after these two weeks. The results showed that, implicit group's highest progress of choosing the best appropriate answer was in situation 5 where they had (100%).

Situation 5

Your cell phone suddenly starts ringing loudly amid a very serious discussion in the class. How would you apologize to the teacher?

The Teacher to the class: It is very important to respect each others' (the phone rings) views.

You.....

- a. I'm sorry! This is an important call. I'll just step out for a moment.
- b. (Immediately silencing the phone, which should have been silenced or turned off before the class meeting, and speaking in a very low volume so as not to increase the interruption)—I'm sorry.
- c. Oh, no! I meant to turn my phone off at the beginning of the class!

Whereas, explicit group's highest progress in delayed-test was in situation 5, 6,7,9 and 10. In situation 5 regret expression 'B/I'm Sorry' was used which is a sub-category of IFID the as shown in Table 11. This is similar to the study of Tahir and Pandian (2016), who asserted that the regret strategy is the most repeated strategy which was used by Kurdish and American native speakers in their study.

Table 4.9: The Percentage of Explicit and Implicit Groups for Each Situation in Delay-test

MDCT Situations	Explicit Group		Implicit Group	
	Delay-test	Delay-test	Delay-test	Delay-test
S1	19	95%	17	85%
S2	19	95%	18	90%
S3	18	90%	16	80%
S4	19	95%	17	85%
S5	20	100%	19	95%
S6	20	100%	17	85%
S7	20	100%	16	80%
S8	18	90%	17	85%
S9	18	90%	16	80%
S10	20	100%	18	90%

In situation 6 a request for forgiveness with a polite explanation was used, it is another sub-category of apology IFID ‘Excuse me. I am wondering if it would be OK for me to leave the class early for a doctor’s appointment’. In situation 7 explicit group used the apology strategy of IFID+ Lack of intent ‘C/ Excuse me. I didn’t mean to interrupt you’. In situation 9 the explicit group used intensifying apology speech act to expression their regret ‘A/I’m terribly sorry’. In situation 10 they used Intensify + Offer a repair (B/ I am deeply sorry. Please allow me to replace the copy) rather than Intensify + Explanation or account.

Therefore, similarities and differences could be found after the treatment between (IG) and (EG) as explained above in detail. However, (EG) outperformed the (IG) and was more similar to how native speakers of English make apology strategies in post-test and delayed-test.



5. DISCUSSION AND CONCLUSION

5.1 Discussion

Since the beginning of 1980s, researchers have proven that foreign language learners' improvement of pragmatic knowledge's different aspects can be helpful through using pragmatic strategies and instructions in the classroom of foreign language (Rose & Kasper, 2001). Therefore, this study investigated the effects of explicit and implicit instructions on the development of Advanced EFL learners' pragmatic knowledge of apology speech act.

The findings showed the positive effect of explicit instruction on the development of advanced EFL learners' pragmatic knowledge of apology speech act. The results are in line with the findings of the previous studies. With respect to the different kinds of pragmatic instruction, many studies have found that explicit instruction was more effective than implicit instruction. In addition, researchers claimed that learners will not be able to acquire some pragmatic aspects automatically till they draw attention to pragmatic instruction (House and Kasper, 1981; Soler, 2005; Fahim & Ghobadi, 2009; Maeda, 2011; Xiao-le, 2011; Aghaieb, 2012; Kia and Salehi, 2013; Ghaedrahmat, Nia and Biria, 2016). In another word, so as EFL learners acquire pragmatic aspects they first need to be taught the pragmatic instruction explicitly.

For the last decade a lot of studies have been conducted in various countries and languages regarding the role of instructions in the development of pragmatic knowledge. In spite of that, very few studies have shed light on the use of pragmatic speech acts so as to develop Iraqi Kurdish EFL learners' pragmatic knowledge. For example, Tahir and Pandian (2016) used a DCT to find differences and similarities between EFL Kurdish learners and American native speaker.

Furthermore, Hasan (2014) focused on Iraqi Kurdish apology strategies to illustrate the politeness of Kurdish culture from a socio-pragmatic situation with

regard to obligation to apologies. Moreover, Tahir and Pandian (2016) compared Iraqi Kurdish learners and English Native speakers' apology strategies to find the differences and similarities between these two languages. Hence, this study is considered as a fresh study which has shed light on the use of explicit and implicit instructions on the development of pragmatic knowledge of advanced Kurdish EFL learners' apology speech act. The finding of this research can be used as a starting point information for further studies.

In addition, advanced EFL learners were preferred to participate in this study because they have a high level of grammatical proficiency and have information about apologizing as was shown in the pre-test, but this is not enough and still they could not use apology speech act appropriately. This shows the fact that, even advanced learners needed to be exposed to the various strategies, categories and sub-categories of apology speech act to use appropriate pragmatic as well as to assist them in developing their knowledge of pragmatics. This comes in line with (Boxer & Pickering, 1995; Bouton, 1996; Kasper 1997, Bardovi-Harlig, 2001; as cited in Eslami-Rasekh, 2005) who believed that the high grammatical proficiency students will not necessarily have a similar pragmatic knowledge.

To test the participants' pragmatic knowledge, a Multiple-choice Discourse Completion Test was given because the focus of this study was on the knowledge of EFL learners' apology speech act. Therefore, the participants had to choose the best appropriate answer in the given situation to show their knowledge toward the different situations and strategies which were given rather than make them write and focus on their production of apology speech act.

5.2 Conclusion

The current study attempted to show the effects of explicit and implicit instructions on the development of advanced EFL learners' pragmatic knowledge of apology speech act. Apology is one of the most important speech acts of pragmatic knowledge, therefore even advanced learners need to be exposed to the different strategies of apology speech act because as was shown in the pre-test of the MDCT, participants had information about apologizing but

they were not appropriate hence the information they had was not enough. For this reason, the participants received pragmatic instructions on using apology speech act explicitly and implicitly. It can be suggested that, explicit instruction is more way of saying effective, direct, stress-free technique that helps learners understand and learn without making them tired or feel bored. However, we also should not ignore the fact that implicit instruction is also helpful in developing advanced EFL learners' pragmatic knowledge. But, implicit instruction is not as effective as explicit instruction because explicit instruction of pragmatic knowledge is more helpful to understand apology speech act comparing to implicit instruction as EFL learners be aware of pragmatics as well as to develop the advanced learners' pragmatics in choosing the most appropriate apology strategies and form that can be similar to native English speakers in different situations. The finding of the present study can be utilized as a starting point information for further studies in the future on explicit and implicit pragmatic instructions on Iraqi Kurdish learners of English. The findings of the current study support the alternative hypothesis which comes in contrast with the null hypothesis. This shows the positive effect of explicit and implicit instructions on the development of advanced EFL learners' pragmatic knowledge in terms of apology speech act.

5.3 Limitation of the Study

This study focused on the development of only advance Iraqi Kurdish EFL learners' pragmatic knowledge in terms of apology speech act through explicit and implicit instructions of pragmatics. This study is limited to the students of grade 12 at British International School/ Iraq, Erbil, during the academic year 2017-2018. This study continued for 5 weeks which started on Monday, November 27th and ended on Thursday, December 28th. The period was not sufficient for the researcher to develop EFL learners' pragmatic knowledge as well as the number of the participants which were 40 students whom were divided into two groups: explicit group and implicit group, 20 participants in each group. It would have been better if a larger number of participants have been participated in this study but since they are students at school, 40 advanced students could be selected.

5.4 Suggestion for Further Studies

It would be a productive step for a pragmatics research to compare apology strategies of Iraqi Kurdish EFL learners' pragmatic knowledge with English native speakers to show the differences and similarities between Kurdish and English Native speakers.

Likewise, the same point can be suggested for Arab and Turkmen EFL learners of Iraq who are sharing the same culture. Their pragmatic knowledge could be examined and be compared to English native speakers' pragmatic knowledge.



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APPENDICES

Appendix 1: Oxford Quick Placement Test

Oxford University Press

and

University of Cambridge Local Examinations Syndicate

Name:

Date:

quick placement test

Version 2

This test is divided into two parts: Part One (Questions 1 – 40) – All students.

Part Two (Questions 41 – 60) – Do not start this part unless told to do so by your test supervisor.

Time: 30 minutes

Part 1

Questions 1 – 5

- Where can you see these notices?
- For questions 1 to 5, mark one letter A, B or C on your Answer Sheet.

¹You can look, but don't touch the pictures.

- A in an office
- B in a cinema
- C in a museum

Please give the right money to the driver.

- 2**
- A in a bank
 - B on a bus
 - C in a cinema

**NO PARKING
PLEASE**

- 3 A in a street
- B on a book
- C on a table

**CROSS BRIDGE FOR
TRAINS TO
EDINBURGH**

- 4 A in a bank
- B in a garage
- C in a station

**KEEP IN A
COLD PLACE**

- 5 A on clothes
- B on furniture
- C on food

Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark one letter A, B or C on your Answer Sheet.

THE STARS

There are millions of stars in the sky. If you look (6) the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really (7) big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars (8) born and old stars die. All the stars are very far away. The light from the nearest star takes more (9) four years to reach Earth. Hundreds of years ago, people (10) stars, like the North star, to know which direction to travel in. Today you can still see that star.

- | | | | |
|-----------|--------|--------|---------|
| 6 | A at | B up | C on |
| 7 | A very | B too | C much |
| 8 | A is | B be | C are |
| 9 | A that | B of | C than |
| 10 | A use | B used | C using |

Questions 11 – 20

- In this section you must choose the word which best fits each space in the texts.
- For questions 11 to 20, mark one letter A, B, C or D on your Answer Sheet.

Good smiles ahead for young teeth

Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters

(11) more to smile about because (12) teeth are among the best. Almost 80% of Britons over 65 have lost all or some (13) their teeth according to a World Health Organisation survey.

Eating too (14) sugar is part of the problem. Among

(15), 12-year olds have on average only three missing, decayed or filled teeth.

- | | | | | |
|-----------|-----------|----------|------------|-----------|
| 11 | A getting | B got | C have | D having |
| 12 | A their | B his | C them | D theirs |
| 13 | A from | B of | C among | D between |
| 14 | A much | B lot | C many | D deal |
| 15 | A person | B people | C children | D family |

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this (16) that the world was round. He (17) to his men about the distance travelled each day. He did not want them to think that he did not (18) exactly where they were going. (19), on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, (20) he was actually in the Caribbean.

- 16 A made B pointed C was D proved
17 A lied B told C cheated D asked
18 A find B know C think D expect
19 A Next B Secondly C Finally D Once
20 A as B but C because D if

Questions 21 – 40

- In this section you must choose the word or phrase which best completes each sentence.
 - For questions 21 to 40, mark one letter A, B, C or D on your Answer Sheet.
21. The children won't go to sleep we leave a light on outside their bedroom.
A except B otherwise C unless D but
22. I'll give you my spare keys in case you home before me.
A would get B got C will get D get
23. My holiday in Paris gave me a great to improve my French

accent.

- A occasion B chance C hope D possibility

24. The singer ended the concert her most popular song.

- A by B with C in D as

25. Because it had not rained for several months, there was a of water.

- A shortage B drop C scarce D waste

26. I've always you as my best friend.

- A regarded B thought C meant D supposed

27. She came to live here a month ago.

- A quite B beyond C already D almost

28. Don't make such a! The dentist is only going to look at your teeth.

- A fuss B trouble C worry D reaction

29. He spent a long time looking for a tie which with his new shirt.

- A fixed B made C went D wore

30. Fortunately, from a bump on the head, she suffered no serious injuries from her fall.

- A other B except C besides D apart

31. She had changed so much that anyone recognised her.

- A almost B hardly C not D nearly

32. teaching English, she also writes children's books.

- A Moreover B As well as C In addition D Apart

33. It was clear that the young couple were of taking charge of the restaurant.

- A responsible B reliable C capable D able

34. The book of ten chapters, each one covering a different topic.

- A comprises B includes C consists D contains

35. Mary was disappointed with her new shirt as the colour very quickly.

- A bleached B died C vanished D faded

36. National leaders from all over the world are expected to attend the meeting.
A peak B summit C top D apex
37. Jane remained calm when she won the lottery and about her business as if nothing had happened.
A came B brought C went D moved
38. I suggest we outside the stadium tomorrow at 8.30.
A meeting B meet C met D will meet
39. My remarks were as a joke, but she was offended by them.
A pretended B thought C meant D supposed
40. You ought to take up swimming for the of your health.
A concern B relief C sake D cause

Part 2

Do not start this part unless told to do so by your test

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark one letter A, B, C or D on your Answer Sheet.

CLOCKS

The clock was the first complex mechanical machinery to enter the home,

(41) it was too expensive for the (42)

person until the 19th century, when

(43) production techniques lowered the price. Watches were

also developed, but they (44) luxury items until 1868 when

the first cheap pocket watch was designed in Switzerland. Watches later

became (45) available and Switzerland became the

world's leading watch manufacturing centre for the next 100 years.

41. A despite B although C otherwise D average
42. A average B medium C general D common
43. A vast B large C wide
44. A lasted B endured C kept
45. A mostly B chiefly C greatly D widely

Dublin City Walks

What better way of getting to know a new city than by walking around it?

Whether you choose the Medieval Walk, which will (46) you to the Dublin of 1000 years ago, find out about the more (47) history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin's many writers on the Literary Walk, we know you will enjoy the experience.

Dublin City Walks (48) twice daily. Meet your guide at 10.30

a.m. or 2.30 p.m. at the Tourist Information Office. No advance (49)

..... is necessary. Special

(50) are available for families, children and parties of more than ten people.

46. A introduce B present C move D show
47. A near B late C recent D close
48. A take place B occur C work D function
49. A paying B reserving C warning D booking
50. A funds B costs C fees D rates

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
 - For questions 51 to 60, mark one letter A, B, C or D on your Answer Sheet.
- 51.** If you're not too tired we could have a of tennis after lunch.
A match B play C game D party
- 52.** Don't you get tired watching TV every night?
A with B by C of D at
- 53.** Go on, finish the dessert. It needs up because it won't stay fresh until tomorrow.
A eat B eating C to eat D eaten
- 54.** We're not used to invited to very formal occasions.
A be B have C being D having
- 55.** I'd rather we meet this evening, because I'm very tired.
A wouldn't B shouldn't C hadn't D didn't
- 56.** She obviously didn't want to discuss the matter so I didn't the point.
A maintain B chase C follow D pursue
- 57.** Anyone after the start of the play is not allowed in until the interval.
A arrives B has arrived C arriving D arrived
- 58.** This new magazine is with interesting stories and useful information.
A full B packed C thick D
compiled
- 59.** The restaurant was far too noisy to be to relaxed conversation.
A conducive B suitable C practical D fruitful
- 60.** In this branch of medicine, it is vital to open to new ideas.
A stand B continue C hold D remain

Alte level	Paper and pen test score		Council of Europe Level
	Part 1 score out of 40	Part 1 score out of 60	
0 beginner	0-15	0-17	A1
1 elementary	16-23	18-29	A2
2 lower intermedi	24-30	30-39	B1
3 upper intermedi	31-40	40-47	B2
4 advanced		48-54	C1
5 very advanced		54-60	C2

STUDENT:

LANGUAGE TEST

Choose the answer and write a cross in the appropriate box

A B C D

1				
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STUDENT:

LANGUAGE TEST

Choose the answer and write a cross in the appropriate box

	A	B	C	D
1			X	
2		X		
3	X			
4			X	
5			X	
6	X			
7	X			
8			X	
9			X	
10		X		
11			X	
12	X			
13		X		
14	X			
15			X	
16				X
17	X			
18		X		
19			X	
20		X		
21			X	
22				X
23		X		
24		X		
25	X			
26	X			
27				X
28	X			
29			X	
30				X
31		X		
32		X		
33			X	
34			X	
35				X
36		X		
37			X	
38		X		
39			X	
40			X	
41		X		
42	X			
43				X
44				X
45				X

46	X			
47			X	
48	X			
49				X
50				X
51			X	
52			X	
53		X		
54			X	
55				X
56				X
57			X	
58		X		
59	X			
60				X



Appendix 2: Background Information

I agree to participate in this study:

Signature: _____ Name: _____

Date: _____

PERSONAL INFORMATION (Will Remain Confidential)

Last Name, First Name: _____

Sex: Female Male:

Date of Birth: _____ Place of Birth: _____ City: Country:

Occupation: _____.

Highest Level of Schooling: Secondary (), High school (), University ().

LINGUISTIC INFORMATION

Mother Tongue: _____

How often do you use English? _____

Where do you generally use English? School: (), Home: (), Work: (), Social: ().

Have you lived in an English-speaking country before? ____ If so, how long did you stay there?

Country (1) _____ Age of arrival: _____ Length of stay: _____

Country (2) _____ Age of arrival: _____ Length of stay: _____

SECOND LANGUAGE(S): (besides English) _____

	Beginner	Intermediate	Advanced	Near-Native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

Appendix 3: Multiple-choice Discourse Completion Test for pre-test, post-test & delayed test

Please read each of the following situations. There are three responses following each situation. Please read the responses to each situation and decide which one is the BEST in each situation. Please put your answers on the ANSWER SHEET by blackening the corresponding letters.

Situation 1

Suppose you are late for an important class and the teacher is very punctual and principled. How would you express your apology in this situation?

The Teacher: This is the third time you're late for this class. Next time I won't let you in. You.....

- a. I understand. I won't be late again.
- b. Sorry but the important thing is that I attend, right?
- c. Things happen in life, sorry.

Situation 2

You have been asked to hand in your project, and the time is due. However, you have not prepared it, and you want to make an apology for that. How would you express your apology in this situation?

The Teacher: I told you that there won't be an extension. Why didn't you prepare your term project?

You.....

- a. Sorry but I had too much other homework from my other projects to finish this one on time.
- b. Well, I had some unexpected problems, so you should make an exception for me.
- c. That's true. I'm sorry. I had some unexpected obstacles, but I understand that this is the policy.

Situation 3

You are almost asleep in the class while the teacher is teaching. The teacher gets very angry when he sees you sleeping in the class. How do you express your apology?

The Teacher: Did you sleep well last night?

You.....

- a. I'm sorry; I will try and not let it happen again.
- b. I'm sorry, but I didn't sleep a wink last night.
- c. Pardon me. I couldn't help it.

Situation 4

Your teacher is giving a lecture on an important topic. You have a related question to that part of his lecture. How do you interrupt your teacher?

The Teacher: ...constructivist views are very important for..... (interruption)

You.....

- a. I don't understand what you are talking about.
- b. Sorry but I really don't understand what are you saying!
- c. I'm sorry to ask but could you explain a little more?

Situation 5

Your cell phone suddenly starts ringing loudly amid a very serious discussion in the class. How would you apologize to the teacher?

The Teacher to the class: It is very important to respect each others' (the phone rings) views.

You.....

- a. I'm sorry! This is an important call. I'll just step out for a moment.
- b. (Immediately silencing the phone, which should have been silenced or turned off before the class meeting, and speaking in a very low volume so as not to increase the interruption)—I'm sorry.
- c. Oh, no! I meant to turn my phone off at the beginning of the class!

Situation 6

You have an appointment with your family doctor and you need to leave early in order to be on time for your appointment with the doctor. How do you express your apology to your teacher when you ask for an early leave?

You:because this appointment is very important for my health.

The Teacher: No problem. Just don't forget to ask your classmates about the pages we will cover next session.

- a. Excuse me. I am wondering if it would be OK for me to leave the class early for a doctor's appointment.....
- b. Excuse me! I have to leave now for a doctor's appointment.
- c. I have to go now; please tell me whether I'll miss anything important.

Situation 7

Suppose that the teacher is teaching and you are talking to your classmate. The teacher gets angry with you. How do you express your apology?

The Teacher: Don't you think it is impolite to speak while I'm teaching?!

You:

- a. I beg your pardon. I won't let it happen again.
- b. OK OK...I guess you're right.
- c. Excuse me. I didn't mean to interrupt you.

Situation 8

You are daydreaming in the class and lose track of what the teacher has said. At once, he asks you a question about the topic under discussion. You are totally unaware of what has been going on in the class. How do you apologize?

The teacher: What are you thinking about? Are you following me?

You.....

- a. Sorry; I wasn't listening to you. What did you say?
- b. I'm really sorry I got sidetracked for a moment.
- c. I was thinking of something else; I don't understand what you are saying.

Situation 9

You are not ready for the class and you can't answer the questions asked by the teacher. How do you apologize for not being ready for the class?

The teacher: I told you several times that you must be always ready for the class. Why didn't you study this chapter?

You.....

- a. I'm terribly sorry. I did study the material, but I am having trouble understanding it.
- b. I didn't have time to do the reading.
- c. I need to apologize and say that I had too much other work to do.

Situation 10

You borrowed a book from your teacher but you accidentally spilled a cup of coffee all over it. You return it to the teacher. How do you apologize to him/her?

The Teacher: (very angry) I can't believe it. This was the only copy I had.

You.....

- a. Sorry, it was an accident, chill out.
- b. I am deeply sorry. Please allow me to replace the copy.
- c. I'm desperately sorry but accidents happen, you know?

Appendix 4: Exercises on apology strategies in different sessions

First session:

Express the appropriate apology strategies to the situations mentioned below:

1. You didn't go to your friend's birthday party last night. You see her at school today and she is mad at you. How do you express your regret?
..... that I couldn't come to your birthday party last night.

2. You received an email from your teacher, but you couldn't reply back on time because you were busy helping your father. You want to reply after few hours by offering an apology. for the delay in replying to your email.

3. You interrupt a man talking to someone on the street, because you want to ask him where the bus station is. How do you interrupt him and ask for forgiveness?
..... Sir.

4. You were talking to your classmate while the teacher was explaining the subject. He looks at you without saying anything. You know that the teacher is mad, you want to ask for forgiveness.
..... teacher.

5. You said something to your close friend that hurt her feelings. Later, you want to apologize for hurting her. You need to express your serious regret (intense apology).

.....

6. You snapped your classmate yesterday to make fun of him, this was a rude act. He didn't say good morning to you this morning, you feel embarrassed and ashamed for what you have done. How do you express to him that you're embarrassed by the act you did?

..... by the act I did.

7. It is weekend, and you and your friends decided to meet at the cinema at 8:00 P.M. You arrive 10 minutes later and you see them all waiting for you. How do you offer an apology?

..... for keeping you waiting.

8. You have an exam next week and you promised to bring your notebook for your classmate, because he asked for it before. You pretend that you forgot it at home, but later he discovered that you lied to him. You are ashamed of what you did, how do you express that?

..... of lying to you.

Second Session

choose the correct answer to express the best appropriate apology

1. Your mother asked you to give her a hand after dinner, but you forgot that.
 - a. I forgot to help you with the dishes, mom.
 - b. You had to remind me again, mom.

2. You spilled your coffee on the notebook that you borrowed from your classmate.
 - a. Come on, it is just a notebook. You can't be mad at me.
 - b. It was my mistake. I should have been more careful.

3. Your cousin calls you arrogant, because you didn't say Hi to him at the café yesterday.
 - a. I really didn't see you at the café last night.
 - b. You expect me to find out whether we are in the same café or not!

4. You failed in an English test because you didn't study hard for it. The teacher asks why?
 - a. Never mind! Things happen all the time right!
 - b. It was my fault, I didn't study hard for the test.

5. Your friend put her bag on the chair and asked you to watch it for her till she comes back. But you realize that someone stole it while you were busy playing with your phone.

- a. It is not my fault, you should have taken it with you.
- b. I am so stupid, I should have been more careful.

6. Your music is too loud that you can't hear your brother asking you to turn it down. He comes to your room and says "Can't you hear me shouting! I have an exam tomorrow!"

- a. I don't care, you can study in the sitting room.
- b. I didn't hear you saying that, I will turn it down now.

7. You forgot to lock the door while you are in your way to your uncle's house with your older sister who asked you to lock the door while she is calling for a taxi. You ask the taxi driver to go back to where you first took a taxi. Your sister asks why?

- a. I am such a fool, I forgot to lock the main door!
- b. Don't ask me to do things before we go out again.

8. Your neighbor who is living alone asks you to fix his internet for him so that he calls his son tonight but you forgot. Next day, he says "my son was waiting for my call last night".

- a. You should have told him before that you have problems with your internet.
- b. I forgot to fix your internet last night.

Third Session

Take responsibility and apologize in the following examples:

1. Last night, your neighbor got back from the hospital and he needed to relax while you were having a small party with friends. You realize the next day that he got back from hospital so you visit him. He tells you he couldn't sleep last night because of your friends. But you didn't know he was back, how would you express your apology?

.....
....

2. You promised your sister to take her to an important event which is away from your home at the weekend, but you forgot and went camping with your friends. You come back and see her sad and ask her "are you sad", she says "Yes, and don't ever promise me again" then you remember your promise, you decide to apologize by justifying her.

.....
....

3. You didn't mean to upset your grandmother because of few jokes you told her. She gets upset and decided to go home. How would you apologize?

.....
....

4. Your old friend says that "I'm irritated because since you started university, you have got new friends and you forgot about me". You need to apologize by justifying her.

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....

5. Your lesson is about to start, air-condition is working and the class is freezing. You can't find the remote control. You immediately enter the other classroom to borrow their remote, you see one of your teachers is in there talking to the students. He looks at you, you want to apologize because you didn't intend to interrupt him.

.....
...

6. You suddenly appear behind an old man in the park and he gets scared, but you didn't mean it. How do you apologize?

.....

7. You didn't pay attention to the lesson many times today, you're talking to the ones next to you. The teacher says angrily "You have repeatedly not followed some of our class rules today!" You must apologize by justifying him.

.....
.....

Fourth Session

choose the correct answer to express an appropriate apology

1. Teacher: You are late?

You: a) Sorry, but things happen sometimes. b) The traffic was horrible.

2. Teacher: You can't just fall asleep in the class!

You: a) I didn't sleep enough last night. b) It is clear from my face that I need it.

3. Mother: You didn't explain the difficult subject to your little sister today!

You: a) sorry but you are the mother! b) The electricity shut-off.

4. You classmate: You didn't email me the assignment yesterday.

You: a) then, you should have asked someone else. b) I didn't have WIFI yesterday.

5. Your friend: you told me we can watch a movie yesterday evening, but you didn't call me.

You: a) my phone battery died. B) so what! I'm not into movies and you know that!

6. Friend: Oh! Man. You are always not on time.

You: a) don't start again, please. b) The bus station was very crowded.

7. Your father: you forgot to bring some flowers in your way! We are visiting your grandmother.

You: a) my car broke down in my way home. b) So what! Next time we will.

8. Your friend: you can't even take a proper picture, these ones are horrible!

You: a) my phone doesn't have a good camera. b) Take selfies and don't ask me to take

photos of you

again.



Fifth Session

apologize by offering repair to the people in the examples down below:

1. You are playing video games with your friend's computer and then you spilled your coffee on the keyboard. The keyboard is working anymore. How do you apologize?

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2. You take your brother's bike to school today, in your way to school you slip on the road and hit a big tree. The bike is damaged. How do you apologize?

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.....

3. You borrow you classmate's book and without you paying attention, your little brother tears most of the pages from the book. How do you apologize?

.....
.....

4. You use your friend's sunglasses because you want to take a photo with it. Suddenly, it falls down and you screw it. How do you apologize?

.....
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5. It is your sister's birthday, you buy her a nice cup with her name written on it. You want to give it to her but it drops down from your hands. How do you apologize?

.....
.....

6. You watch football at your friend's house, your team loses and you break his TV. How do you apologize for that?

.....

7. You are having a picnic with your friends, you use your friend's camera and you leave it on the ground. You forget it was there and you step on it, now the lens is broken. How do you apologize?

.....
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8. You are playing football with your cousin's in their garden, you shoot the ball and hit the light and now it is broken. How do you apologize for that?

.....
.....

9. You forgot your phone at home, you borrow your friend's iPhone to call your parents. The phone slip down and now it is broken. How do you apologize?

.....
.....

10. You're visiting a friend, your dog is running everywhere and he broke a table which was expensive. How do you apologize?

.....

Last session/ Session 6

Give a promise for forbearance in the following conversations:

1. Lara (angrily): You smell so terrible, Dan. Did you smoke again? You told me that you will quit smoking! What happened now?

Dan: I swear, it was just one cigarette that I smoke with friends in the party.

Lara: we talked about that before, you shouldn't have smoked again

Dan:

2. Liam: Anna! Did you drive all alone at night? It isn't safe, didn't you watch the news?

Anna: Yes, I had no choice, I heard about your car accident.

Liam: You could have come in the morning, when I broke my hand you did the same.

Anna:

3. Lara: Sara, did you bring the extra dishes we have in our mom's house?

Sara: Oh, I really forgot, Lara.

Lara: Whenever I ask you to do something, you tell me the same.

Sara:

4. Dan: Lara! Did you eat the whole pizza I ordered last night?

Lara: I was so hungry, I ate it all!

Dan: But, you said you will stop eating junk food last week, you won't lose weight like that.

Lara:

5. Dan: Hey, Eric. How are you? How do you feel today?

Eric: I feel sick, I wish I didn't drink that much last night.

Dan: We talked about that before, you told me that you will drink less from now on. You are killing yourself and I don't want to see you like that, man.

Eric:

6. Eric: I had to give Mike the money that we have saved for our holiday, yesterday.

Sara: You can't be serious, I told you last time that I need this holiday.

Eric: don't worry, I will return the money back before our holiday.

Sara: Alright, but don't ever do this to me again. Because, I'm so stressed! I need a vacation.

Eric:

7. Anna: Sandra, you didn't turn off the TV in your room again last night.

Sandra: Yes, I fell asleep last night.

Anna: You told me to you will switch if off when you sleep last time, I don't want to discuss the same thing again in my flat, Sandra.

Sandra:

8. Teacher: Zain: You were a good student, now all I see is skipping your lessons.

Zain: Yes, teacher. I can't focus on my lessons these day.

Teacher: But, you want to attend a good university. This won't let that happen!

Zain:

9. Nam: Hey, Laura. We have math test tomorrow, can you help me explain it to me, please?

Laura: Sure, Nam. But you really need to study by your own next time, you're always asking your classmates to help me before the tests. You need to take notes in the class.

Nam:

10. Sandra: mom, I have got a bad toothache. Please, let's go to my dentist's clinic now.

Mother: Honey, you really need to brush your teeth every day. Even your dentist told you the same last time.

Sandra:

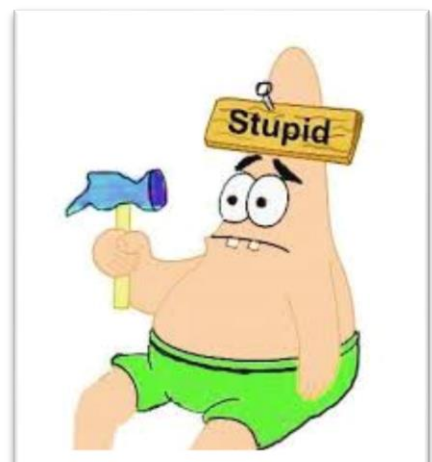
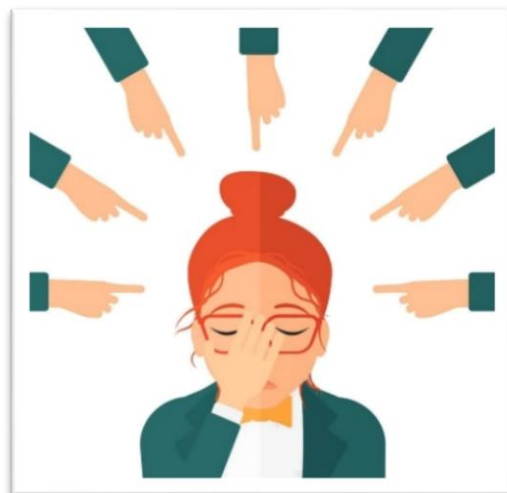
Appendix 5: Pictures on apology strategies in different sessions

First session

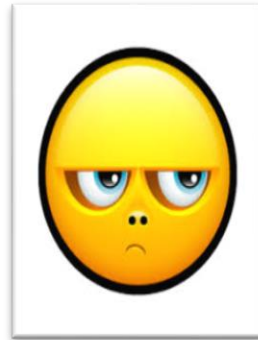
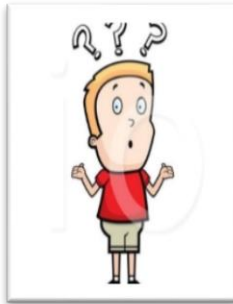




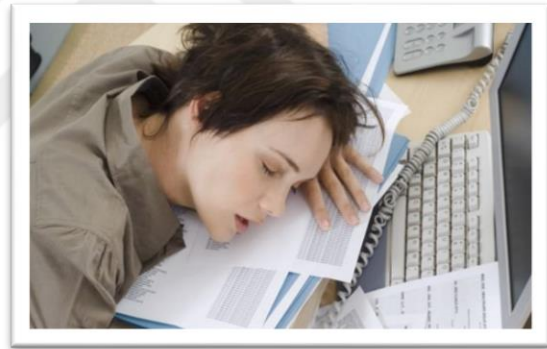
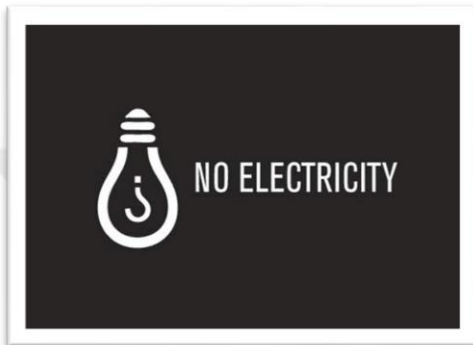
Second Session

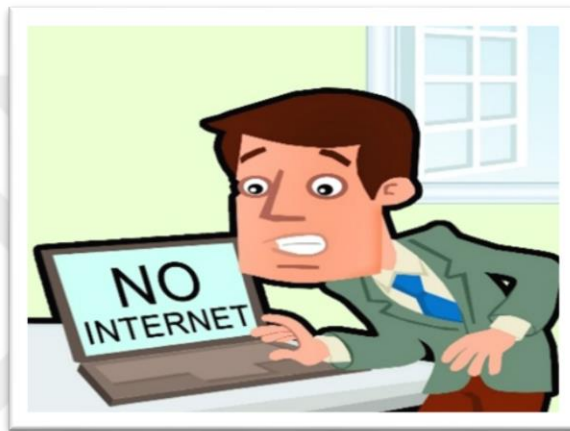


Third Session

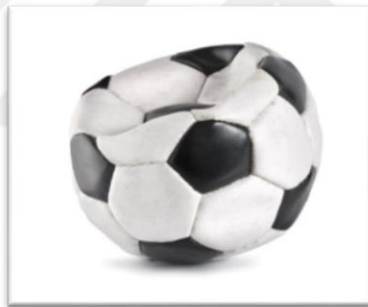
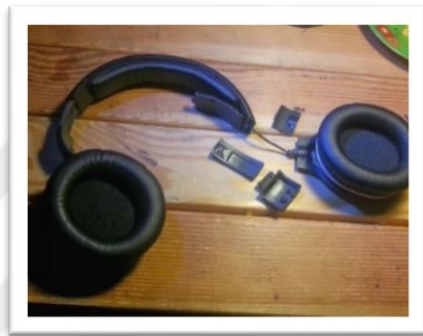
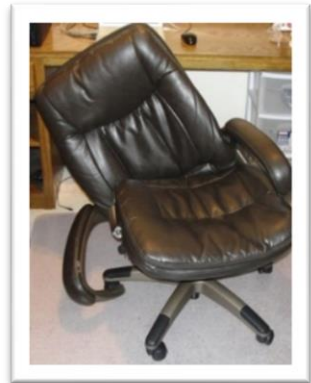
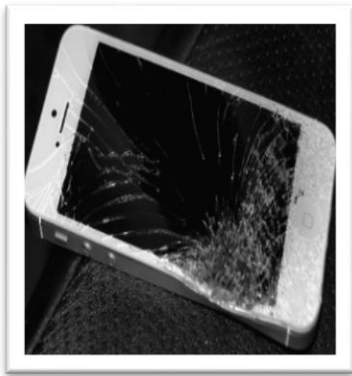


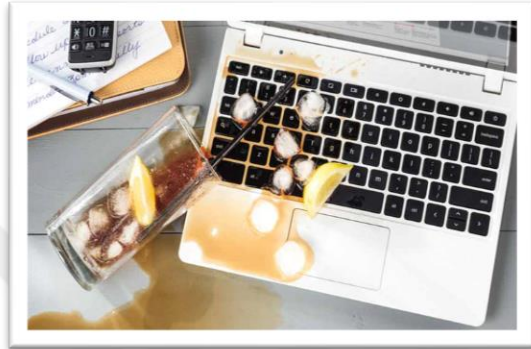
Fourth Session



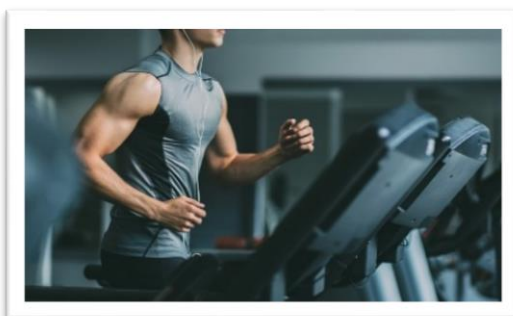
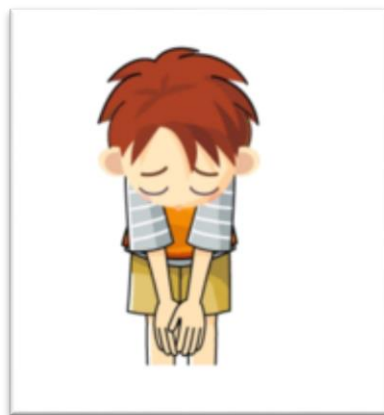
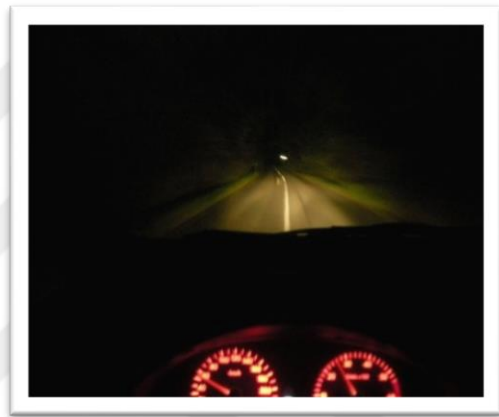


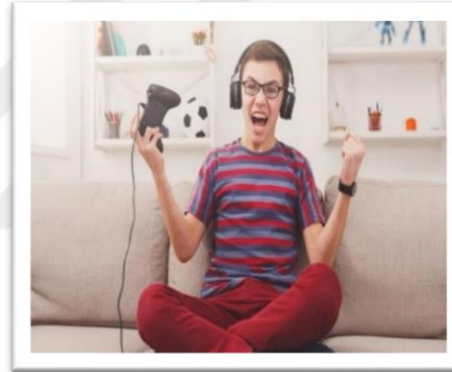
Fifth Session





Last Session/ Session 6







T.C.
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SHARK'ın Etik Onay Hk.

11/06/2018

Sayın PASAND FARHAD ABDULKAREEM SHARK

Enstitümüz Y1412.020027 numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı tezli yüksek lisans programı öğrencilerinden PASAND FARHAD ABDULKAREEM SHARK'ın "THE EFFECTS OF EXPLICIT/IMPLICIT INSTRUCTIONS ON THE DEVELOPMENT OF ADVANCED EFL LEARNERS' PRAGMATIC KNOWLEDGE OF ENGLISH: APOLOGY SPEECH ACT" adlı tez çalışması gereği "Experimental Survey", "Pre-Test", "Post-Test"ve "Delayed Test" ile ilgili anketi 07.06.2018 tarihli ve 2018/15 sayılı İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinizi rica ederim.

Prof. Dr. Özer KANBUROĞLU
Müdür





RESUME

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- Bachelor: 2011, Salahaddin University, College of Education, English Department.
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- June 2017-July 2018: Translator at the Syndicate of Accountants in Erbil.
- March 2017: Cambridge KET Examiner, Cambridge YLE Examiner.
- March 2015: Turkish Lessons at Istanbul Aydin University
- January 2014-February 2014: German Lessons at Projekt Deutsch Lernen in Dortmund, Germany.
- January 2012: Cambridge ESOL Examiner.
- November 2011: Cambridge ESOL Examination.
- October 2011-December 2013: English Teacher at Britannia Educational Services (Cambridge College) in Erbil.
- September 2011: Password Examination.

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- English: Fluent
- Turkish: Elementary

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- Internet: Social Networking, searching and gathering information.