A Rapport Management Approach to Studying the Speech Act of Apology in an Iranian EFL Academic Setting

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The present research is an endeavor to investigate the realization of apology behavior in academic setting through the analysis of the differences in the ways the EFL learners and native speakers of Persian use the apology strategies. Then, the data were compared and contrasted with British English in terms of types and frequencies of apology strategies. In addressing this issue, 30 Iranian EFL learners and 30 native speakers of Persian were selected randomly and were asked to respond to a DCT through email. Results of this study indicated similarities and differences in terms of types and frequencies of strategies used by 2 groups in confronting the same apology situations. The novelty of this study lies in its use of Spencer Oatey’s classification of rapport management model in apology speech act. The findings of this study might contribute to pedagogical implication and be significant for teachers and educational settings.