



A SYTEMATIC LITERATURE REVIEW: APOLOGY AND REQUEST STRATEGIES IN ENGLISH BY LIBYAN UNIVERISTY STUDENT

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Abstract- Much research has been done in the realization of apology and request speech act but very few have explored this in the context of Arabic language. We perform a Systematic Literature Review (SLR) process in this paper to gather and analyze studies to identify the diverse apology and request strategies preferred by Arabic learners of English and the influence of culture and social distance on them. Following a predefined review procedure, we identified 15 literature papers within the years 2016-2020 presenting research on apology and request strategies preferred by Arabic learners of English. We analyzed the papers to understand the preferred strategy method chosen and the logic behind it. Moreover, this study presents a related discussion and conclusions.

Keywords: Systematic Literature Review (SLR), English, Arabic learners of English

I. INTRODUCTION

People employ language as a socio-cultural phenomenon to converse among one another (Al-Jarbou 2002). The term pragmatics widened as a subfield of linguistics in 1970's which studies the use of language in communication. Its primary objective is to investigate how meaning is produced and interpreted in a given perspective. (Leech 2007) It defined pragmatics as the study of how statements have meanings or make sense in different circumstances.

Speech is a powerful instrument in every languages and an important feature of communication. It also relies on the message that the speaker wishes to convey. Speech act is an important concept in pragmatics and philosophy of language. People do not only present words and grammatical constructs throughout their conversations but they also execute certain acts throughout their statements. These performed or executed actions are called speech acts. Apologies, invitations, compliments, requests or promises are the diverse types of speech acts. "Speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises, and so on..." says Searle (1969:16). If the listener behave according to the intension of the speaker speech acts are fulfilled.

Criterion	Inclusion	Exclusion
Literature availability	<i>as full-text</i>	<i>had full text not available</i>
Language	<i>English</i>	<i>Non-English</i>
Timeline	<i>Between 2016 and 2020</i>	<i>Gray papers; i.e. papers without bibliographic information such as publication date/type, volume and issue numbers were excluded or >2016</i>
research question	<i>papers focusing on apology or request speech act in Arabic and English context</i>	<i>Duplicate papers (only the most complete, recent and improved one is included). The rest are excluded</i>

Table 1: The search string used for the systematic review process.

Apology and requests happen most often in everyday speech acts of a human's daily life. Speech acts are classified using a number of categories wherein (Searle and Searle 1969) proposed five main types that include representatives, directives, commissives, expressives, and declarations. Apologies were categorized under the rubrics of expressives whereas Requests were categorized under directives. The connection between culture and language is intricate. Few researchers consider that culture manipulates and modifies the language (Baldwin-Evans 2004; Cortazzi and Jin 1996). Cross-cultural studies suggest that the communication differences occur across different cultural groups and speech communities (Shahreza, Dastjerdi, and Marvi 2011; TerHofstede and Verhoef 1997). Many studies on cross-cultural pragmatics have been focused by western and non-western scholars in their regional language. This spiked the interest of many middle-eastern scholars to explore the same in Arabic language, leading to some interesting research. In this study, we systematically review the prior-art literature on the pragmatics of request and apology speech act in both regional Arabic and in the context of English.

II. METHODOLOGY

In this section, the system used to retrieve articles associated with assistive technology in supporting elderly social interaction with their online community is conferred. The method called PRISMA was employed by the reviewers which consist of resources like Google Scholar, ResearchGate and Scopus to administer the methodical review, eligibility and exclusion criteria along with data analysis steps of the evaluation process (screening, identification, eligibility) and study.

2.1 PRISMA

The PRISMA Statement (Preferred Reporting Items for Systematic reviews and Meta-Analyses) directed the review. The PRISMA Statement offers three distinctive advantages: 1) reciting clear research questions which allows a methodical research 2) recognizes inclusion and exclusion criteria 3) tries to scrutinize huge database of scientific literature in a defined time (Sierra-Correa and Kintz 2015). The accurate search of terms associated to the pragmatics of apology and request speech act in English and Arabic context is permitted by the PRISMA Statement.

2.2 Resource

The search was carried out as an electronic search by means of online scientific databases and depended on the subsequent journal databases – Google Scholar, ResearchGate and Scopus. Based on the information that they are deemed the most pertinent databases providing entire details and information in the field of pragmatics, these online databases are selected. Scopus, the database is a peer-reviewed literature with an access of N22,800 journals from 5000 publishers globally whereas Google Scholar and ResearchGate both encompass a fine amount of appropriate records in the field of pragmatics.

2.3 Eligibility and exclusion criteria

A number of eligibility and exclusion criterion are verified. Foremost, considering literature, only the

article from the journal focuses on study of either apology or request. Otherwise both are chosen which means book series, review article, and chapter in the book are eliminated. Secondly, to evade an uncertainty along with complicatedness in translating, the searching trials expelled the non-English publication and concentrated only on English published articles. Thirdly, considering the timeline, 5 years' time period are chosen (between 2016 and 2020), a sufficient period of time to observe the development of research and correlated publications. As the review process concentrated on pragmatics of apology and request speech act in Arabic and English context, articles published on other speech acts and focusing on other languages apart from Arabic in the context of English are left out. **Table 1** illustrates the eligibility and exclusion criteria which apply in this review. The literature will not be limited to the EFL learner's speech acts strategies, but will extend to include studies conducted on non-learners.

2.4 Systematic Review Process

Four steps were engaged in the Systematic Review Process. On November 2020, the review process was executed. The primary stage recognized keywords employed for the search process. The keywords alike and connected to research questions depending on preceding studies and thesaurus were employed for every online database are illustrated as follows ("apology" OR "request") AND ("speech act" OR "pragmatics") AND ("Arabic"). At this juncture, following cautious screening, 80 duplicated articles were eliminated. At the second stage of screening, 130 articles are eligible to be reviewed because of few screening techniques like titles and abstracts screening. In the third state, eligibility, whole articles were accessed. Overall, 100 articles were eliminated after cautious examination, as a few did not concentrate on apology or request speech acts and was also not concentrated in the Arabic and English perspective. Overall, 15 articles were employed for the qualitative analysis in the final stage of review as the end result (see **Fig. 1**).

2.5 Data Extraction and Synthesis

Data extraction and synthesis are the main stages following study selection in the SLR. To extort the appropriate information from 18 studies, data extraction form has been build up as charted in **Table 2**. To record the information gathered throughout the review data extraction form is employed. By scanning every study and extracting correlated information with the help of Microsoft Excel spreadsheets, this step was performed.

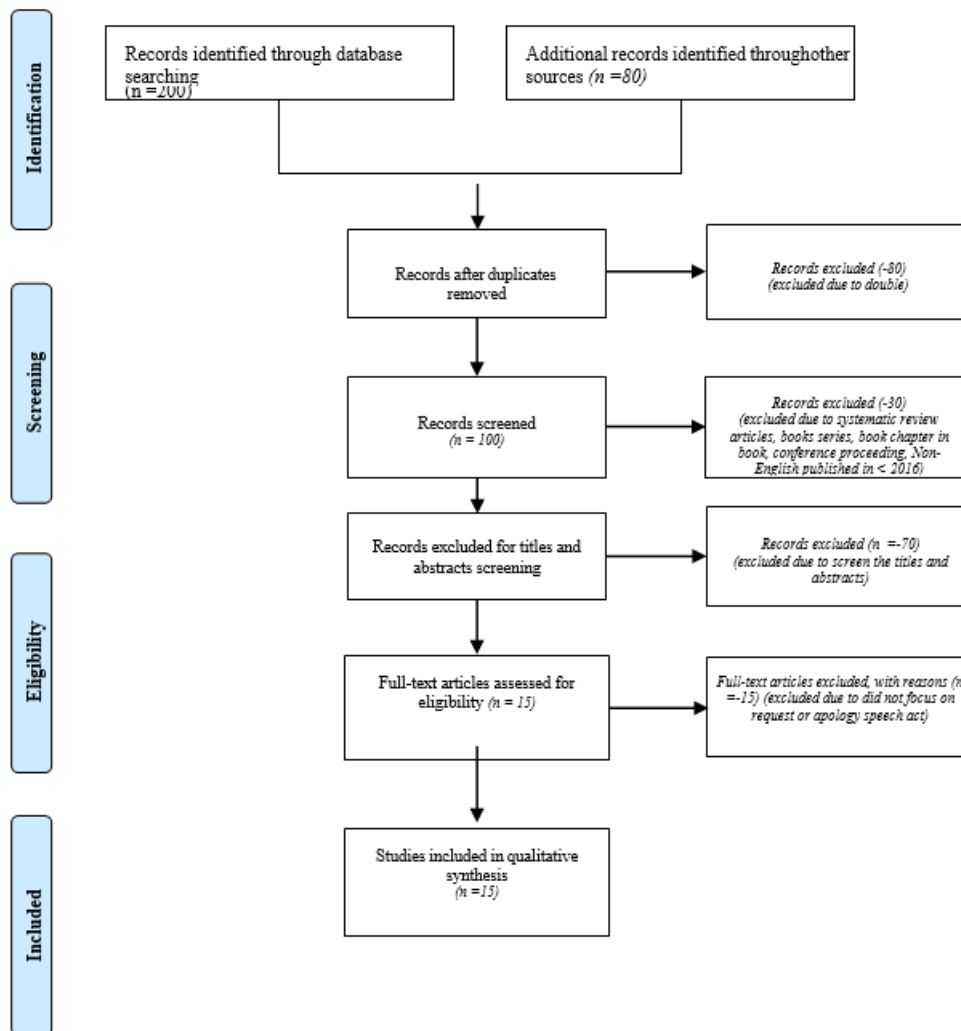


Fig. 1. The flow diagram of the study (Adapted from Moher et al., 2009).

2.6 Research Questions

Systematic Literature Review's (SLR) intention is to describe and summarize literature published dealing with the subject of apology and request speech acts and their related strategies in terms of the methods used, foci, and trends. Four research questions (RQs) were formulated to attain this aim, as presented below:

RQ1: What are the different speech strategies employed?

RQ2: Do culture influence the use of strategies in the speech of act?

RQ3: Do social power and social distance perform a major part in influencing the use of the strategies in the speech of act?

RQ4: What are the limitations and gaps?

III. RESEARCH QUESTION RESULT

This segment portrays and confers the review's findings. It is initiated by giving the outline of the chosen studies. Secondly, we provide a complete depiction of the review's finding pursued by the research questions in separate sub-sections. The results of the review are also construed in those sections.

3.1 Apology & Request Strategy in Literature Review (RQ1)

The contemporary literature's methodical review has resulted in 2 major types: *Apology Speech Act* and *Request Speech Act*. Fig. 2 demonstrated the literatures which were categorized under these groups. Both

the categories have equal number of literature.

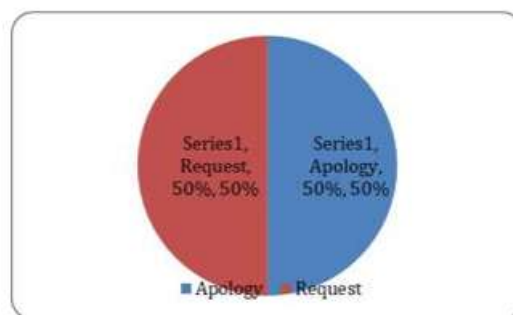


Fig. 2 show the studies classification under 2 categories

Apology Speech of Act Strategies

Three main theories revolve around the study of apology and those theories are Goffman's theory of interaction (1967), Leech's theory of politeness (1983) and Austin's theory of speech act (1962). Goffman's in his Theory of interaction (Goffman 1971) considers apology as a remedial action for patching up social relation harmony, where two individuals interact as in a drama. Leech's theory of politeness (Leech, 1983) describes the apology situation like a commercial exchange wherein one owes an apology to the other. Finally, Austin's Theory of speech positions apologies as part of speech act (Austin 1962). Apart from these main theories, many scholars have devised some other important theories as well. (Olshtain and Cohen 1983a) mentions apology as a verbal compensation executed when mistake is committed against social norms and (Brown and Levinson 1987a) perceives apology as a face-threatening act for the apologizer as apologizing means that the apologizer is required to confess by accepting accountability for the violation by thus harming the apologizer's face. From the many studies previously done on apology, it seems that people follow a common set of strategies to convey their apology. (Olshtain and Cohen 1983b) catalogued the strategies as expression, explanation, taking/acknowledging the accountability, promising patience, proposing an offer of repair and show concern for the offended. Most works consider these strategies enough to support their data on yet at times dissimilar strategies seem to be employed.

(Ezzaoua 2020a) in his paper "Apologies in EFL: An Interlanguage Pragmatic Study on Moroccan Learners of English" explores the strategies of speech act of apology by Moroccan Learners of English and Native English Speakers. In the analysis of data, all three groups choose direct apologies, IFIDs heavily followed by explanation of account and the apology strategy of offering repair. Offering of repair is mostly employed in combination with other apology strategies.

Similarly

(Kurdi et al. 2018) in his focused research on apology technique among Saudi EFL students learn that explicit expression, Illocutionary Force Indicating Devices (IFIDs) of apology is the most often used strategy pursued by explanation offering. Offer of repair was the third highest expression of apology was recorded both in terms Arabic and English. The findings of these studies are in line with the previous studies where apology strategies are stated to be common universally (Gulrajani et al. 2017; Bergman, Kasper, and others 1993; Cohen and Olshtain 1981; Dendenne 2017; Gleaves 1996; Olshtain and Cohen 1989a).

(Ugla and Abidin 2016a) aspired at discovering Apology strategies of English employed by Iraqi EFL students in the use of apology as a speech act. It was found in the analysis that Iraqi EFL students did not stick to one apology strategy. The most commonly applied strategy was explicit expressions of apology, chiefly expressions of regret similar to that of (Gleaves 1996), (Intachakra 2001), and (Reiter 2000). Apart from this in Iraqi Arabic, the students also used explanation and expression of lack of intent (Taking responsibility) more often than other strategies. In the Libyan context, (Dadvar and Geravanchizadeh 2019) researched into the realization of apology speech. This investigation also resulted in the frequent usage explicit expression of apology (remorse expression) but mostly when the offended was an aged, dear acquaintance, or authoritative power of the apologizer's future. It was also found that apologies to

presume accountability for the wrong doing was less frequent and explanations were used to either deny their fault or explicitly reject it.

(Alshehab and Rababah 2020a) while investigating the apology strategies Jordanian Arabic speakers and native English speakers has tried to inspect Brown and Levinson's assumption that strategies of politeness are widespread among every cultures. In this paper as well the most frequently used apology strategy is **Illocutionary Force Indicating Devices (IFIDs)** but it was followed by the **offer to repair**. The strategy of explanation was not much used. The researchers also found that the target Jordanians had is the tendency to employ **optimistic politeness strategies while apologizing**, whereas speakers of British English tended to employ pessimistic politeness strategies. Similarly, (Keshani and Heidari-Shahreza 2017a) in their aim of contrasting the use of apology strategies by Iranian and German EFL learners, they found **that 'apology expression' (IFIDs)** was highly used and followed **'responsibility statements'**. This research also did not find explanations as second highest usage of apology strategies by English learners of Arabic origin.

(Alzeebaree and Yavuz 2017a) aimed to examine the apology and request strategies of Kurdish EFL students who are undergraduates (KEFLUS) along with their pragmatic and linguistic capability in pleading apologies and requests. This paper found that KEFLUS used direct apology offered via IFID expression much. The second most regular apology strategy proposed amongst KEFLUS was a combination of IFID expression and an account of explanation. In contrast, the native English speakers favoured apology formulae were Illocutionary Force Indicating Device + an account of explanation and Illocutionary Force Indicating Device + an account of explanation + an offer of repair. (Alsulayyi 2016a) studied apology strategies used by Saudi EFL teachers and found that the outcome revealed that **Illocutionary Force Indicating Device (IFID)** is the chiefly exercised apology strategy by the respondents of Saudi after **upgrader, offer of repair, taking on responsibility, downgrading responsibility (DR), and then verbal redress**.

Requests also occupy an essential part in the day-to-day life communication of human beings. In requests as a speech of act, the concept of directness and indirectness occupy a significant role. In the opinion of (Brown and Levinson 1987b) and (Leech 2007), direct requests come out to be innately rude and face-threatening as they hinder the hearer's region and it is argued that the penchant for implicitness is attributed to respectful conduct.

Leech recommended that it is likely to raise the degree of politeness by using more indirect illocutions: "(a) because they increase the degree of optionality, and (b) because the more indirect and illocution is, the more diminished and tentative its force tends to be" (1983:131-32). In the opinion of (Blum-Kulka, House, and Kasper 1989a), indirectness includes two kinds: conventional indirectness (CI) which centres on language's conventions counting propositional context (literal meaning) and forms of pragmalinguistic employed to indicate illocutionary force and nonconventional indirectness (NCI) which depends greatly on the context and leans to be "open ended, both in terms of propositional content and linguistic form as well as pragmatic force" (1989: 42).

(Budiarta and Vanessa 2020a) aims to study the politeness strategies of request exercised by the Libyan students and their Professors using English in their classroom. It is noted that the students preferred to use **Query Preparatory** strategy of request (Blum-Kulka, House, and Kasper 1989b) that comes under typically indirect request to show politeness and also to omit imposition of requests to the lecturer. This is pursued by **direct and non conventional indirect** request strategies. In this paper, Conventional indirectness which characterizes query preparatory and suggestory formula strategies is by far the most normally used strategies for pleading request. Similarly, (T. Verma and Varakantham 2020) who investigated the dissimilarities between the request strategies employed by American as well as Jordanian speakers showed that **Reference to Preparatory Condition** ranks highest in the usage of request strategies in English by both. But in this paper, this is attributed to the knowledge and interaction of the English majoring Jordanian's with a new culture through their experience to the English language as Jordanian youths usually exercise the direct strategy with their colleagues and acquaintances. **Mood Deliverable**, one of the direct strategies is the second highest ranked. This shows that English major Jordanians favor the indirect mood. The **Non-Conventional Indirect strategy** of Mild Hints ranks the lowest.

(Alzeebaree and Yavuz 2017a) examining the request and apology strategies of Kurdish EFL students of undergraduation (KEFLUS) and English native speakers found that both the set employed indirect (hearer-based) strategies conventionally which was followed by direct strategy by KEFLUS and conventionally indirect (speaker-based) strategy by the native speakers.

(J. S. M. Ali, Alishah, and Krishnasamy 2018) studies the transfer of first language requesting strategies into English language by Arab and Turkish EFL learners. The results showed that in all most all the circumstances, the partakers showed their **indirectness** in English due to the need of pragma-linguistic and socio- pragmatic understanding in their teaching. Even though the result is same, the logic behind the claim of choice of request apology by Arabicorigin participants in English language differs from that of (Budiarta and Vanessa 2020b)and (C. Verma et al. 2019).

In contrast to the above results on usage of request strategy, (Tag-Eldin 2016a)examining the request strategies preferred by Sudanese university students in both Arabic and Englishfound that the Arabic language speakeremployed direct strategies in their production of the speech actmore than the conventionallyindirect ones and hints. These were widely impacted by the **social** distance between the interactants, the power one interlocutor has over the other, and the degree of request imposition. Similarly, (Ghazzoul 2019) investigating the cross-cultural pragmatic breakdown in polite requests amid Arab participants from dissimilar cultural backdrop find that every partakers prefer conventionally direct strategies in requests and invitations to demonstrate hospitality and politeness. But Arab students who were the citizens of UK had the tendency for further indirect strategies in dissimilar circumstances.

(Alhabahba et al. 2016) examining the usage of speech act of request by Iraqi EFL (English as a foreign language) learners in student- professor e-mail communication found that direct requests were produced by students to theprofessors. This is attributed as a pragmatic failure on the part of the student as such kinds of request usually need conventional indirectness to be pragmatically suitable.

(Tag-Eldin and others 2016) inspectingpragmatic transfer in the University students of Sudan's production of the speech act of requesting in English found that the participants resorted to pragmalinguistic transfer when they produced Islamic greetings and made prayers to requesters, and while they translated some Arabicwords, structures and expressions in their Englishresponses.

The categorization of 15 review studies is chartedin **Table 3**.

3.2 Do Culture Influence the Strategies of Speech Act? (RQ2)

Previous research on apologies demonstrated adequate evidence of both the general (what makes apology strategies more general worldwide) and the specific (what makes it particular to a definite society). (Olshtain and Cohen 1989b) further proposed the statement that at the universal stage of investigation, we could recognize strategy selection's worldwide manifestation (**Olshtain, 1989:171**). On the other hand, a lot of works have attained fascinating results which decided that dissimilarities appear to be located across cultures signifying the frequency of different strategies (Garcia, 1989; Kumagai, 1993; Lipson, 1994; Meier, 1996). It seems that the ways we convey our apologies can be manipulated by the cultures. Studies have exposed that cultures appears to be diverse even in the strategies chosen to execute an apology in a particular circumstance; the kind of apology expression selected; and whether an apology conveys intensification or not.

(Ezzaoua 2020b) mentions that the Moroccan's apology strategy selections are dominated by deeply rooted cultural considerations, pointing out the logic that in Morocco high degree of power distance is present wherein inequalities among the people are endorsed by the societymembers itself. Even though the results present some differences in the used apology strategiesby the Moroccans and Native English speakers, the results are confirm Olshtain's statement thatdirect strategies are the frequent strategy of speech act in apologizing. But some cross- cultural differences are present with certain apology formulae like offering repair and promise for patience as these are context- dependent strategies (Olshtain and Cohen 1989b).

(A. Almegren 2018) detected in the results of his questionnaire presented that many participants did not acknowledge or accept the mistake orguilt associated with the mistake. This is in contrast opposite to the claims of (Olshtain and Cohen 1983a) which mention that acknowledge the responsibility of the mistake is a very common strategy of apology behaviour among all people across cultures. This variation in the the results can be ascribed to culture, wherein acknowledgement of guilt is not easily accepted in every culture and this factor profoundly depends on cultural traditions.

(Alsulayyi 2016b) identified that out of every apology strategies, the most employed apology strategy is IFID by the Saudi EFL Teachers. This shows that inter-language pragmatics have impact in selecting the most fitting apology strategy by English learners of Saudi. It shows that, mother tongue of the Saudi's get transferred into their foreign language outputs based on their cultural habits, they decide to select the direct expression of apology (Farashaiyan and Amirkhiz 2011). This finding is comparable to the outcome described by (Rula Fahmi Bataineh 2005), (Ruba Fahmi Bataineh and Bataineh 2006), (Al-Zumor 2011) and (Al-Sobh 2013).

(Alshehab and Rababah 2020b) hypothesis is that there is no dissimilarity in the strategies of apology used by Jordanian Arabic Speakers and British English Speakers. This hypothesis is sustained by the explanation that for a prolonged period, Jordan used to be a British colony and the children of Jordan learn English from their childhood. As culture and language are indivisible, the culture gets implanted in them while learning the English language along with its culture. Thus, Jordanians use apology strategies that would be analogous to the British's strategy. In line with this, the outcome of the study shows that there are no major dissimilarities among the two groups based on culture aspect except in two strategies in worry for listener and holding accountability (explicit self-blame). It is discovered that Jordanians are liable to apply optimistic politeness strategies while apologizing while British English speakers are liable to apply pessimistic politeness strategies.

In terms of request strategy as well, culture plays an important role. (Budiartha and Vanessa 2020a) results showed that Libyan students preferred strategy of query preparatory (Conventional indirectness) followed by direct and non-conventional indirectness (Faraz et al. 2009). But the researchers mentioned that indirect request strategy is embedded within many Arabic societies as they find it as a way politeness while communicating with others. Thus, socio-cultural variable is a significant feature in the selection of request strategies in such societies. Apart from this, they also observed that Islamic injunctions are generally used by people in such societies while making a request. Direct speech is also general in the Arabic societies but only in close relationship between the speakers. (S. A. Ali and Pandian 2016) observes that Iraqi EFL learners have inclined to be more direct in their speech act as these are influenced by their Iraqi Arabic.

(Tag-Eldin 2016) in realizing the patterns of request strategies in Sudanese Arabic and English observed that the Arabics showed an inclination to employ extra direct requests than their English counterparts. The English speaker used conventionally indirect scheme more than the Arabic speakers. The participants were inclined to use the indirect level in English more than in Arabic and this finding supports the claim that speech acts realization is culture specific. They also mention that the production of speech act follows different pragmatic and linguistic constructions across languages and cultures. (Tag-Eldin 2016b) based on the results find that the Sudanese participants invention of the speech act was manipulated by their mother tongue and many occurrences of pragmatic transfer was portrayed by native culture.

3.3 Do Social Status influence the strategies of Speech Act (RQ3)

The influence in terms of choosing apology strategy by Arabic learners of English is explored here. (Alshehab and Rababah 2020b) finds that British Native English speakers are more prone to apologize the similar method irrespective of the class or age of the listener. But the Jordanian Arabic respondents apologize differently based on age and status or class. Since the affiliation among the teachers and students in the context of Arabic speaking are greatly described in conditions of power roles and 'social distance', from the results of the respondents, the authors observe that the effect of social power and social distance leads a few speakers to apologise to a larger level and in a more official way.

(Ezzaoua 2020a) examined the interlanguage pragmatic study on Moroccan learners of English. Based on the results, they mention that since Morocco has high degree of power distance, where inequalities are prevalent in the society, the apology strategy choices are also determined by culture. Similarly, (Fekri 2015) finds that in situations where the connection amid the learners and the supervisors is not as same as is the connection amid a student and another student, there is a big rise of apologies expressed. He ordains this to the truth that supervisors have supremacy over students which implies that they will create distress to them academically. Situations with elderly persons also have high percentage of apologies. This showcases that Libyan learners of English used explicit express of apology with remorse expression heavily when the offended was influential enough to manipulate the wrong

doer's upcoming or an elderly or a close acquaintance.

(Ugla and Abidin 2016b) states that Iraqi EFL students were so alert of the way to exercise sufficient apology forms to take care of the necessities of a particular circumstance and relationships. Thus, it can aid that social limitations such as status, social distance and brutality of evil doing has effect on the respondents' strategy of apology.

In terms of examining the connection between social power and request strategy, in general, (Blum-Kulka, House, and Kasper 1989a) spotted that request strategies are anticipated to be manipulated by the connection amid interlocutors, i.e., requestee, requester, and their supremacy towards one another. The social distance along with the social power occupies the vital part in persuading the use of the strategies. From diverse circumstances, the impact of authority is seen. The students made use of an immense amount of conventionally indirect request strategies with slight regard for the extent of acquaintance in a condition where the higher rank is held by the requestee.

(Budiarta and Vanessa 2020b) in their paper "Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language" portray that both social distance and social power make a major part in persuading the strategies' use. The degree of control and social distance among the requester and the requestee makes a vital part in the request as both the sets employed the strategy of query preparatory request. It means that the conventionally indirect strategies were generally used where there appears to be supremacy and distance difference amongst the requestee and the requester. To illustrate their requests they employed query preparatories such as (can, could and would). It is not the same case while requests are presented to a coworker, acquaintance or an outsider met on the lane. For a dear acquaintance and a sibling who is younger, direct request strategy is employed and effort is made to sustain civility. The higher the distance and power, the more indirect the requests turn out to be. The requesters were very direct, more commanding to the students and the distance was prominent. The chief aspects that persuade the employment of the strategies by the professors and the students were the authority and the distance which are extremely rooted in the socio-cultural surroundings of the subjects.

(Tag-Eldin 2016) in their paper, based on the statistical results also showed that the different social variables i.e. power relation and social distance between interactants as well as degree of request imposition influenced the subjects' preference of request strategies. In some circumstances like when a teacher has to request a student to keep quiet in the class, contextual factors within the situation itself influenced the chosen request strategy. (Cenoz 2003) stated that: "Learners have also been found to share with native speakers sensitivity to contextual constraints when they select requesting strategies (Blum-Kulka and Olshtain 1984; Blum-Kulka, House, and Kasper 1989a)". The addressee in the situation was student who violated the regulations and disturbed class with a noisy ringtone. The role of the subjects as teachers whose main duty is to maintain discipline inside classrooms led them to vary their responses.

Even though (Umeton et al. 2019) states that the height of directness increases with decreasing social distance and the authority linking the interlocutors, they also point out that indirectness from the side of the speaker is favored for solid grounds. For example, it is to shun the hazards of losing face, to lessen and mitigate the threat, or to smooth the spoken interaction. The outcome is moderately in accord with (Muthusamy and Farashaiyan 2016) who concluded that the use of conventionally indirect expressions (preparatory questions) is favored for requests regularly than the further expressions, not considering the authority, the social distance and imposition, where request strategies affected the use of justifying strategies in varied circumstances.

3.4 The Limitation and Gaps of the Current Reviewed Studies (RQ4)

Many of the prior-art literature make of Discourse Complete Test for data collection. The main advantage of DCT methods are that the data can be gathered and developed rapidly and with little difficulty. A huge number of respondents along with DCT could be enquired effortlessly and by making sure the statistical analysis' feasibility. But using only DCT methods for data collection as a quantitative method (Keshani and Heidari-Shahreza 2017b; Ezzaoua 2020a; Tag-Eldin 2016b; Alsulayyi 2016b), (Alzebaree and Yavuz 2017b) has its own disadvantage. First of all, DCT itself has some disadvantage. It is not based on naturally happening circumstances. DCTs do not depict the real use of language (Golato, 2003). An exact portrayal of it would be an account based on what spectators assume they would state, or what they would desire the author to assume they would say, rather than an account based on actual conduct.

The findings it supplies are not rationally precise and the responses are mostly shorter than natural talk (Beebe, 1985:11, cited in Wolfson et al., 1989; Eisenstein and Bodman, 1993). Cummings (2006) notes that DCTs does not succeed to detain every formulas in spoken discourse and that the obtained replies incline to be shorter than the spoken responses. Furthermore, it has been found that DCTs do not give a depiction of actual use of language (Golato 2003).

Even though (Nelson et al. 2002) observe DCT as an appropriate data collection tool for the field of interlanguage pragmatics, Kasper (2000) comments that DCTs could not replicate the vibrant features of discussion such as turn-taking. It directs (Kasper and Dahl 1991) and us to think DCTs, along with oral role-plays, as DCT is rather a constrained technique of data collection.

Authors	Study Title	Speech Type	Strategy Used	Limitation	Method Used
(Alshehaband Rababah 2020a)	Apologies in Arabic and English: A Cross-Cultural Study.	Apology	Politeness strategies	Using one tool to collect data that is a DCT.	Quantitative
(Ezzaoua 2020a)	Apologies in EFL: An Interlanguage Pragmatic Study on Moroccan Learners of English	Apology	Politeness strategies	Using one tool to collect data that is a DCT.	Quantitative
(Megaiab, Wijana, and Munandar 2019)	Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language	Request	Politeness strategies	Using only own qualitative tool to collect data. It would have been better to use a Quantitative collection method as well.	Qualitative
Tarawneh et al. 2019	A Deeper Look into Requests: Insight from Jordanian Speakers of Arabic Vis-À-Vis American English Speaker	Request	Politeness strategies	The qualitative results can be explained more	Mixed method
(Masaoud 2019)	Apology Strategies Among Libyan Learners of English at Omar Al-Mukhtar University	Apology	Politeness strategies	Using one tool to collect data that is a DCT.	Quantitative

(Alishahand hammoodi 2018)	The Pragmatic Transfer of Requestive Speech Acts By Arab and Turkish Efl Learnersat the Preparatory School	Reque st	Politeness strategies	More details regarding the interviews should be given	Mixed method
(R. Almegren 2018)	The Speech Act of Apology for Saudi EFL Students	Apolo gy	Politeness strategies	Only quantitative data collection method is used.	Quantitative
(Tag-Eldin 2016b)	Pragmatic transfer in Sudanese university students' requests	Reque st	Politeness strategies	Using one tool to collect data that is a DCT.	Quantitative
(Tag-Eldin 2016a)	Realization Patterns of Request Strategies in Sudanese Arabic and English	Reque st	Politeness strategies	Using one tool to collect data that is aDCT.	Quantitative
(Ugla and Abidin 2016c)	A Study of the Apology StrategiesUsed by Iraqi EFL University Students	Apology	Politeness strategies	The qualitative resultsare not explained as well as the quantitative, nor are they linked to the quantitative results.	Mixed
(Alsulayyi 2016c)	Apology Strategies Employed by Saudi EFL Teachers	Apology	Politeness strategies	Using one tool to collect data that is a DCT. It would have better to use the common strategies of apology for categorization	Quantitative
(Keshaniand Heidari- Shahreza 2017b)	A Comparative Study of Apology Strategy Use by Iranian and GermanEFL Learners: Gender Differences in Focus	Apology	Politeness strategies	Using one tool to collect data that is a DCT. Insufficient DCT scenarios to elicit polite responses	Quantitative

(S. A. Ali and Pandian 2016)	Inappropriateness in Iraqi EFL Learners	Request	Politeness strategies	Using an old model of analysis. The test (emails) has a high level of formality & thus politeness is expected to be high.	Mixed
(Ghazzoul 2019)	Linguistic and Pragmatic Failure of Arab Learners in Direct Polite Requests and Invitations: A Cross-	Requests & Invitations	Politeness strategies	Does not provide the qualitative data analysed	Mixed
	cultural Study				
(Alzebaree and Yavuz 2017b)	Realization of the Speech Acts of Request and Apology by Middle Eastern EFL Learners	Apology and Request	Politeness strategies	Using one tool to collect data that is a DCT. Uses Coding to analyse the data	Quantitative

IV. DISCUSSION AND CONCLUSION

It can be observed from the reviewed literature for apology strategy by learners of foreign English with Arabic as first language that direct apology is the most commonly used apology strategy, especially explicit expressions of apology with **Illocutionary Force Indicating Device (IFID)**. This result is seen in the exploration of the strategies of speech act of apology by Moroccan Learners of English (Ezzaoua 2020), Iraqi EFL students (Ugla and Abidin 2016a) Jordanian EFL Speakers (Rababah 2020), Libyan students (Masaoud 2019), Iranian EFL Learners (Keshani and Heidari-Shahreza 2017b) and also Kurdish EFL students (Alzebaree 2017). Even though some papers do not use the sub-categorization of IFID under the strategy of explicit expression of apology (Ugla and Abidin 2016b), most of the papers sub-categorized the expressions into IFIDs. The second most often employed apology strategy in the reviewed literature of Arabic origin EFL speakers is the apology strategy of explanation (Ugla and Abidin 2016b; Ezzaoua 2020a).

Prior literature review helps us to observe that in the use of request strategy by Arabic origin learners of English, the choice of request strategy differs. (Megaiab 2020), (Tarawneh 2019) and (Alzebaree and Yavuz 2017) find that the Arabic learners of English choose conventional indirectness in request strategy whereas (Tag- Eldin 2016a), (Ghazzoul 2019) and (S. A. Ali and Pandian 2016) find the Arabic learners of English prefer direct request strategy more than conventional indirectness. This difference in the choice of strategy could be endorsed to the manipulation of the first language linguistics, culture, social distance and also the exposure to communication level with other native English speakers.

(Tarawneh 2019) finds that Jordanian and American speakers, both prefer conventional indirect strategy of request but connects this to the interaction and the knowledge of the Jordanians with the culture of the British through their experience to the English language from childhood. Even though, (Ghazzoul 2019) finds that Arab students prefer conventionally direct strategies in requests and invitations to demonstrate hospitality and politeness, the Arab students who were UK citizens were more inclined towards using indirect strategies in different situations. (S. A. Ali and Pandian 2016) finding direct requests in e-mail communication by Iranian students to their professors attribute it as a pragmatic

failure even though Iranians are prone to use direct strategy, using the same with people in higher social status is not the norm as conventional indirectness is preferred in such cases.

While direct requests are considered rude and inappropriate in English, they are widely used by the speakers of Arabic language. (Tag-Eldin 2016a) finding that Sudanese University students' prefer direct mention that in the collectivist culture of Sudan, the students, society influenced their choice of direct strategies as it is based on solidarity, intimacy, etc. The cultural insinuation of this research generate an consciousness of the request strategies employed by students who in numerous approaches were persuaded by their own mother tongues while making requests in English. (Ogunsola 2011) also exhibited that even at difficult stages, Arab students of English may drop back on their cultural backdrop when originating their request strategies.

Apart from these, (Ghazzoul 2019) shows that there is not even a single formula to expose that politeness can be recognized by different cultures, and that the dissimilarities shoot out from diverse socio-cultural norms. In terms of investigating the relation between request strategy and social power, in general, (Blum-Kulka, House, and Kasper 1989a) spotted out that request strategies are anticipated to be persuaded by the connection among the interlocutors, i.e., the requester and requestee and their relative supremacy towards one another. The social power and social distance play a vital part in persuading the use of the strategies by both the sets. The impact of supremacy could be analyzed from diverse circumstances. In a circumstance where the requestee held a higher rank, the students made the an immense amount of conventionally indirect request strategies with less regard for the degree of acquaintance.

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