



The Intention of "Apology" in Speech Etiquette: Based on the Material of Different Structural Languages

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Abstract

In this paper, it was tried to consider the intention “Apology” in speech etiquette based on the material of different structural languages. The paper analyzes the data obtained through an online survey on the simulated situation “Apology”, in which speakers of different structural languages had to demonstrate the basic speech formulas used in case of any norms violation. In this article, we will consider some universal and specific features of speech etiquette in different structural languages (i.e., the choice of forms, as well as verbal clichés that are specific to genetically and typologically different languages, which are Russian and Arabic). The sources of comparison were primarily the experiment, as well as the authors' own observations that have been drawn over the past years when teaching foreign students in the preparatory department and 1-2-year students of the main educational programs Kazan Federal University and its branch, as well as Kazan National Technical University A.N. Tupolev.

Keywords: Apology; Speech Etiquette; Politeness; Communication; Structural Languages.

1. Introduction

Communication of representatives of different cultures occurs on the basis of established rules of speech etiquette in each of these cultures, which have their own specific characteristics (Klimova, Klimova, & Dubinka, 2019; Lifintsev & Wellbrock, 2019; Zagorodnova, Panova, Cherezova, Glazkova, & Nischeta, 2019). Communication is the primary factor in the development of human relations.

The scientific literature provides a large number of definitions of the concept of "communication". Scientists F. Dans and C. Larson in the book “The Functions of Human Communication” define the definition of communication as a communication in the process of which people exchange information (Chernova & Mustafina, 2017; Dance & Larson, 1972).

One of the most important components of communication is speech acts, and their typology includes formulas of social etiquette, acts of motivation, commitment, expressions of emotional reaction to messages, speech acts of maintaining / terminating dialogues, etc. Speech etiquette, as you know, is one of the most important parts of the culture of speech behaviour. The founder in this area N.I. Formanovskaya gives the following definition: “Speech etiquette refers to the regulatory rules of speech behaviour, a system of nationally specific stereotypical, stable communication formulas adopted and prescribed by society to establish contact between interlocutors, maintain and interrupt contact in a chosen tone” (Formanovskaya, 1989; J. Mustafina et al., 2018). One of its central categories is politeness, which consists of maxim tact, generosity, approval, modesty, consent and sympathy.

According to T.V. Larina, courtesy as a universal communicative category, which is a system of nationally specific behavioural strategies aimed at harmonious, conflict-free communication and meeting the expectations of a partner. Courtesy is very important in the educational process, the establishment of relations between teachers and students depends on it, especially the experts in teaching foreign languages are especially active because when learning a language, you need to learn how to make speech contact and how to maintain it (Liliya, Jamila, & Alan, 2017; TV, 2009).



One of the universal panhuman intentions (intentions) is an apology. To apologize is to show politeness in his speech behaviour towards the addressee - the object of guilt, misconduct, awkwardness.

An important role in the life of Arab culture representatives is played by the religion and the Holy Quran, which says more than 80 times about apology and repentance and has repeatedly emphasized that this act will strengthen the destroyed relationship between family members, colleagues and friends.

In the scientific literature, there are various classifications of the intent.

So T.T. Mikhalchuk classifies apologies on the basis of linguistic and extra-linguistic data and subdivides them into three groups (Rudnytsky, 1958):

Meta communicative: apologies for deviating from communicative postulates or from the etiquette of discourse, for example: Sorry for the expression; Sorry, I don't want to interrupt you.

Conventional: apologies for violation of general rules of conduct, good manners, courtesy, maxim tact, for example: Sorry, I pushed you; Sorry, I didn't hear.

Significant: apologies for violating the personal sphere of the addressee - either material or spiritual, for example, in a situation where the speaker broke a plate from a beautiful service: For God's sake, excuse me, I was so reckless (Kostomarov, 1967).

N. I. Formanovskaya offers such words and expressions with which a person can ask for forgiveness (Khairullina, 2020; Yovkacheva, 2020): Sorry! Please excuse me! Sorry, Please excuse me ... My apologies ... Sorry, I would like to be clear .. Please excuse me ... Sorry for being late. Sorry, did I understand you correctly? You are right, I apologize! Let me apologize (to you). I think I need to apologize for ... Forgive me, please, this is unintentional!

To the aforementioned, we can add modern relatively recently appeared forms: "Pardon", "Sori", which in the Russian language are clearly expressed colloquially-familiar character, in contrast to the source languages (Maklakova et al., 2018).

1.1. Research Objective

The article is devoted to the consideration of the "Apology" purpose in speech etiquette based on the content of various structural languages.

2. Material and Methods

In the course of this study, the following methods were applied:

1. Theoretical analysis was used to review and study the common cliché phrases used in the "Apology" situation.

An online survey was used to identify knowledge of Russian and Arabic speech formulas in the intention "Apology" for Arab students (open-ended questions form);

Content analysis was used to interpret the data obtained during the online survey.

The empirical method, linguistic observation of the educational environment of Arab students were used to obtain data on the use by students of the formulas of Russian speech etiquette; linguistic observation, with the help of which the main forms of cliched vocabulary currently used by foreign students with their native Arabic were presented and analyzed;

A comparative analysis, which showed the distinctive features of the Russian and Arabic forms of speech etiquette on the example of the intention "Apology".

3. Results and Discussion

In the speech etiquette of different structural languages, when using the intention "Apology", there are specific features associated with the cultural component each of these people. In the Russian speech behaviour's culture, the addressee only confesses to committing an ethical violation, and in the Arabic speech behaviour's culture, the addressee simultaneously admits to committing a violation and apologizes.

An apology is an expression of regret that you made something wrong, as well as a gesture that requires forgiveness. An apology is extremely necessary in order to establish relations with the person who was hurt," said one of the researchers (Bachman & Guerrero, 2006).

The most neutral formulas of a modern cultural person in Russian are the formulas: "Sorry", "Forgive please".

An apology for a minor violation is expressed by the formula "Sorry (Izvinite)!" or "Sorry (Prostitute)!", as well as "I'm sorry" or short "Blame", and in some cases "please" is also used.

If the error is large and escalated into a serious problem, you must use "Sorry (Prostitute)" instead of "Sorry (Izvinite)" or "Sorry (Prostitute), please".

In the Russian and Arab communicative culture, asking for an apology is not only not contrary to pride, but also a sign of reason (Böhm & Meyer, 2019; Orlova & Gaydukova, 2019; Tarnopolsky, 2001).

At present, the study of the speech etiquette of speakers of different structural languages is especially relevant in connection with the increase in the number of foreign students entering Russian universities and the practical need for their sociocultural adaptation. Our study in the form of an online survey was aimed at obtaining reliable results from the use of the clichéd vocabulary of different structural languages speakers, in particular foreign students with native Arabic, studying in preparatory departments and first courses of Kazan universities. In addition, the method of linguistic observation was used, which made it possible to obtain data in the process of using clichéd phrases by students as an example of the "Apology" intention in the educational process (Akishina & Formanovskaya, 1983; Gabdreeva, 2018; J. N. Mustafina & Biktagirova, 2016).

Apology as an important speech interaction component of communication partners plays an important role in everyday situations of interpersonal communication. Using apology formulas is one of the ways to preserve/restore harmonious relations between communicants, which contributes to conflict-free and effective communication between them.

In the course of the study, 55 Arab students from Iraq, Syria, Egypt, Algeria took part in the online survey. The experiment consisted of open questions, in answer to which the students themselves had to write the formulas used in an apology situation (first in their native (Arabic) language, then in Russian), in everyday life with friends and in educational institutions with teachers, that is in various stylistic keys. So, here is the questionnaire we compiled.

3.1. Intention "Apology"

- How do you apologize to a friend because of a serious problem that arose through your fault: in your native language?
- How do you apologize to the teacher because of a serious problem that arose through your fault: in your native language?
- How do you apologize to a friend because of a serious problem that arose through your fault: in Russian?
- How do you apologize to the teacher because of a serious problem that arose through your fault: in Russian?

To interpret the answers of an online survey (open-ended questionnaire), a content analysis method was used, with the help of which the answers of students who completed a course of study at the preparatory department of Kazan Federal University and Kazan National Research Technical University were analyzed and interpreted. The results of the online survey can be represented as follows:

3.2. Intention "Apology"

- How do you apologize to a friend for a serious problem caused by your fault: in your native language.
- كنت مخطئا ، آسف "Sorry, I was wrong" - 1 out of 55 students;
- اعتذر واني متاسف جداً "I apologize that I am very sorry" - 2 out of 55 students;

- "Sorry, I think you did not understand what I mean" - 3 out of 55 students;
- "I'm sorry" - wrote, 1 out of 55 students;
- "I apologize, please forgive me" - 1 out of 55 students;
- "I am very sorry" - 3 out of 55 students;
- "I'm sorry, this is my mistake" - 1 out of 55 students;
- "Sorry, an error occurred when I spoke" - 1 out of 55 students;
- "Sorry, I didn't mean that" - 22 out of 55 students;
- "I deeply apologize for what happened earlier" - 1 out of 55 students;
- انا اعتذر حقا على ما حدث اتمنى ان تقبل الاعتذر ولن يتكرر هذا الخطا في حقك -
 "I really apologize for what happened. I hope that you apologize, and this mistake will not be repeated against you" - 1 out of 55 students;
- انا اعتذر هذا خطاي
- Sorry, this is my fault" - 12 out of 55 students;
- "I really regret what happened, I do not understand you very well" - 4 out of 55 students;
- "Sorry, please" - 1 out of 55 students;
- "My friend, I'm very sorry, please forgive me" - 1 out of 55 students.
- How do you apologize to the teacher for a serious problem that arose through your fault: in your native language.
- "Sorry, I was wrong" - 2 out of 55 students;
- "I am very sorry" - 1 out of 55 students;
- "Sorry, I think you did not understand what I mean" - 3 out of 55 students;
- "I'm sorry" - 1 out of 55 students;
- "I am terribly sorry for my misfortune" - 1 out of 55 students;
- "I'm so sorry, please forgive me" - 1 out of 55 students;
- "I am very sorry" - 1 out of 55 students;
- "I am very sorry for what happened, please excuse me" - 1 out of 55 students;
- "Sorry, an error occurred when I spoke" - 1 out of 55 students;
- "Sorry, I didn't mean it" - 13 out of 55 students;

-انا اسفه حقا على ما حدث اتمنى ان تقبل الاعتذر ولن يتكرر الخطا في حقتك ارجو المعذره

“I really regret what happened. I hope that you will accept my apologies and this will not happen again” - 1 out of 55 students;

-انا اعتذر هذا خطأى

"Sorry, this is my fault" - 13 out of 55 students;

- "Sorry, please" فضلك من سف - 8 out of 55 students;

- "I am very sorry. Sorry" واعتذر جداً متاسف - 2 out of 55 students;

-معلمى ارجوك ان تسامحنى انا جدا اسف بسبب خطئى

“Teacher, please forgive me. I am so sorry for my mistake” - 5 out of 55 students;

-معلمى أنا خجول جدا بسبب خطئى

“Teacher, I am so ashamed of my mistake” - 1 out of 55 students;

• How do you apologize to a friend for a serious problem that arose through your fault: in Russian.

- «Извини, пожалуйста» - 11 out of 55 students;

- «Извини, пожалуйста. Я так сожалею о том, что случилось» - 5 out of 55 students;

- «Извини, я не это имел в виду» - 12 out of 55 students;

- «Извини, я ошибся» - 2 out of 55 students;

- «Извини, когда я говорил, произошла ошибка» - 1 out of 55 students;

- «Извини, я думаю, вы не поняли, что я имел в виду» - 3 out of 55 students;

- «Извините, я немного знаю русский язык, когда ты говоришь, я не понимаю, что ты говоришь» - 1 out of 55 students;

- «Извиняюсь, это моя вина» - 12 out of 55 students;

- «Мне очень жаль» - 2 out of 55 students;

- «Мне очень жаль, профессор» - 1 out of 55 students;

- «Я очень сожалею о том, что случилось, я не очень хорошо тебя понял» - 2 out of 55 students;

- «Я прошу прощения, и мне очень жаль» - 1 out of 55 students;

- «Я так сожалею о том, что случилось» - 1 out of 55 students;

- 1 out of 55 did not answer.

• How do you apologize to the teacher for a serious problem that arose through your fault: in Russian.

- «Извините, пожалуйста» - 10 out of 55 students;

- «Извините, пожалуйста, мне очень жаль» - 5 out of 55 students;

- «Извините, пожалуйста, я сожалею» - 1 out of 55 students;

- «Извините, я не это имел в виду» - 12 out of 55 students;

- «Извините, я ошибся» - 2 out of 55 students;
- «Извините, когда я говорил, произошла ошибка» - 1 out of 55 students;
- «Извините, я думаю, вы не поняли, что я имел в виду» - 3 out of 55 students;
- «Извиняюсь, это моя вина» - 12 out of 55 students;
- «Мне очень жаль» - 1 out of 55 students;
- «Мне очень жаль, профессор» - 1 out of 55 students;
- «Мой учитель, пожалуйста, прости меня, я очень сожалею из-за моей ошибки» - 3 out of 55 students;
- «Очень извиняюсь» - 1 out of 55 students;
- «Я прошу прощения, что я не очень хорошо понял, потому, что я плохо говорил по-русски» - 1 out of 55 students;
- «Я прошу прощения, и мне очень жаль» - 1 out of 55 students;
- «Я так сожалею о том, что случилось» - 1 out of 55 students.

4. Summary

Thus, the following conclusions can be made.

During the study, the features of using cliché phrases apologizing to a friend and teacher, foreign students in Russian and Arabic were identified and analyzed. It should be noted that in Arabic, unlike Russian, there are universal clichés that are used regardless of age characteristics, administrative position. However, there are differences in forms when choosing the gender meanings of communicants: thus there are “masculine” personal pronouns “You” – *anta* (انت), and “feminine” – *anti* (انتي), as well as various plural forms relative to the feminine and masculine. The second feature is the lack of Arabic communication in the Arabic language; that is, there are the same formulas that are used in both official and conversational situations. The form “You” used only in relation to the plural number of communicants, however, again you are distinguished by “masculine”, and you are “feminine”, these forms are lacunar for the Russian language. At preparatory faculties, that is, at the very beginning of training, a typical mistake is confusing you/you when contacting the same addressee (teacher), which our experiment clearly demonstrated. In other dictionaries, the features of speech behaviour in the mother tongue at the beginning of training are extrapolated to the studied subject. Later, at the advanced stages of training, in most cases, students apologize to the other, use You / apology form. However, the teacher apologizes with the use of You / form using stylistically enhanced ways of expressing the apology. Some of the students did not understand the question and could not correctly write the used apology phrases in Russian, which can be explained by weak language competence. Universal for both cultures is the formulas “Excuse me”, “Forgive me”, which are used not only as conventional for various kinds of violations of the norms of behaviour but also as metacommunicative, that is, to attract the attention of the interlocutor and to disturb communication discourse. It is also worth noting that representatives of the Arab culture are distinguished by the highest level of politeness and a careful choice of speech etiquette formulas.

5. Conclusions

In conclusion, we note that the Arab culture’s representatives are sensitive to the process of communication with different structural languages representatives, always trying to show courtesy, thereby they are carefully aimed at the speech etiquette formulas choice.

In real situations of communication, the apology formulas, being a representation of the politeness category in a language, regulate the speech interaction of communicants and, as a result, serve to maintain social balance. Obviously, the speaker chooses those verbal expression forms of the communicative intention “Apology” that are most appropriate for a particular communication situation.

Having studied the main aspects and formulas used by foreign Arab students in Russian and Arabic, as well as having analyzed their use cases, the “Apology” intent as an etiquette speech unit plays a major role in interpersonal communication and creates a special communicative space.

5.1. Contribution

The importance of the work is to recognize similarities and differences, as well as the basic characteristics of the Russian and Arabic speech etiquette cliched vocabulary on the "Apology" example of the intention. These findings are important to the achievement by members of the Arab community of a high standard of communication.

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