

APOLOGIZING STRATEGIES OF SELECTED BA ENGLISH LANGUAGE
STUDIES STUDENTS DURING SYNCHRONOUS CLASSES

THESIS

LLOYD CHESTER R. DIAMANTE
MIKAELA A. FAJARDO
LAWRENCE JAY A. SOTOMAYOR

College of Arts and Sciences
CAVITE STATE UNIVERSITY
Indang, Cavite

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*Apologizing strategies of selected BA
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**LLOYD CHESTER R. DIAMANTE
MIKAELA A. FAJARDO
LAWRENCE JAY A. SOTOMAYOR**
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ABSTRACT

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This study was carried out to determine the apologizing strategies of selected BA English Language Studies students during synchronous classes. Specifically, it aimed to: (a) determine the preferred apology strategies used during their synchronous classes of selected BAELS students; (b) identify the types of apology strategies used by selected BAELS students during synchronous classes; (c) point out the factors that influence the apology utterance of selected BAELS students.

A total of 30 selected BA English Language Studies students from the College of Arts and Sciences, Department of Humanities at Cavite State University Indang, Cavite served as the participants of the study. Purposive sampling was used in selecting the participants of the study. Researchers analyzed, utilized and categorized the respondents' responses on the survey questionnaire by the assistance of Cohen and Olshtain (1981, in Elham 2016) evaluation and classification of how people apologized, which they classified into five techniques of apologizing: (1) IFID (Illocutionary Force Indicating Device); (2) Explain or Account; (3) Promise of Forbearance; (4) An offer of repair; (5) Taking on responsibility: (a) Explicit self-blame; (b) Lack of intent; (c) Expression of self-deficiency; (d) Expression of embarrassment; (e) Self-castigation; (f) Justify the hearer.

Results showed that, most of the respondents' preferred using "Explain or Account" type of apologizing strategies as it can vindicate misunderstanding, unintentional actions and uncontrollable phenomenon.

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**Lloyd Chester R. Diamante
Mikaela A. Fajardo
Lawrence Jay A. Sotomayor**

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INTRODUCTION

The pandemic COVID-19 is a global public health crisis that puts a lot of people in risk, especially the students. As a precautionary move against its spread, many countries have opted to close schools, colleges, and institutions. As a result, the government and allied institutions are presenting alternate educational methods to replace face-to-face engagement in a traditional class. And, in a relatively short period of time, all educational institutions transitioned from face-to-face to online learning; for the primary levels, educational institutions prepared modules and answer sheets for parents to take from respective faculty rooms in school while monitoring their safety protocols. The same implementation was done in the Philippines, at the secondary level (junior and senior high school), while educational establishments at the tertiary level have turned to online learning platforms to keep academic activities going. And not all educational institutions are prepared for the abrupt change. Some schools may have technology integrated into their traditional face-to-face classes. Nonetheless, they find it difficult to train their stockholders in the technologies necessary for remote online learning and instruction in such a short period of time. Alternative educational approaches have resulted in "chaos" and difficulties for all pupils.