

**Ministry of Higher Education And Scientific  
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Department of English Language**



# **Investigating Condolence Expression Used by Iraqi EFL Learners**

**A Paper Submitted to the Department of English as Part  
of the Requirements for the Bachelor's Degree in English  
Language**

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## Dedication



I dedicate this humble work to my dear father. To the source of tenderness, my dear mother. To my brothers, sisters, and girlfriends. and everyone helped me and praved for me with success and excellence. To my teachers and professors to all members of the educational family. To everyone who stood with me and supported me.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



(يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ كَرَجَاتٍ )

[المجادلة:1]



**In the name of Allah, the Gracious, the most Merciful.  
(Allah elevates those among you who believe , and those given  
knowledge , many steps ).  
Allah is Aware of what you do**

**Translated by (jeam,k.)**

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## **Abstract**

This study aims to analyze the condolence expressions utilized by Iraqi English as a Foreign Language (EFL) learners. Through a qualitative research approach, data will be collected from a sample of Iraqi EFL learners to explore their usage of condolence expressions in English. The study seeks to identify common patterns, cultural influences, and any challenges faced by learners in conveying condolences effectively in a second language context. Findings from this research could potentially inform language teaching practices and materials development for EFL learners in Iraq.

# **chapter One**

## **Introduction**

### **1.0 Introductory Remarks**

In the realm of language learning, the acquisition of pragmatic competence has gained substantial attention in recent years. Pragmatic competence refers to the ability of language learners to use language appropriately in various social contexts, considering cultural norms and expectations. One crucial aspect of pragmatic competence is the expression of condolences, which plays a significant role in interpersonal communication. Condolences are expressions of sympathy and support offered to individuals who have experienced loss or misfortune, and they vary significantly across languages and cultures.

This research project delves into the specific area of how Iraqi English as a Foreign Language (EFL) learners express condolences in English. Iraq, with its rich cultural heritage and history, presents a unique context for studying pragmatic language use. The diverse linguistic and cultural background of Iraqi learners may influence how they express condolences in English, a language that often follows different social norms and conventions compared to Arabic.

Understanding how Iraqi EFL learners navigate the intricacies of condolence expressions in English is crucial for language educators and learners alike. By investigating the strategies, linguistic forms, and cultural considerations that Iraqi learners employ when expressing condolences in English, this research aims to shed light on the challenges they face and the strategies they develop to overcome these challenges. Additionally, this study seeks to contribute to the broader field of intercultural communication and language teaching by providing insights into the pragmatic competence of Iraqi EFL learners in the domain of expressing condolences.

Through a combination of qualitative and quantitative research methods, including interviews, surveys, and discourse analysis, this study intends to uncover patterns, trends, and potential areas for improvement in the way Iraqi EFL learners express condolences in English (Thomas, J. :2011).



## **1.1 The Problems:**

1. Cultural Differences: Iraqi EFL learners may face challenges in navigating the cultural nuances of expressing condolences in English, as cultural norms and conventions regarding sympathy and support vary between Arabic and English.
2. Linguistic Transfer: Transfer errors from Arabic to English may occur, leading to inappropriate or ineffective condolence expressions by Iraqi learners.
3. Lack of Instruction: Limited focus on pragmatic language skills in traditional language teaching programs may result in inadequate preparation for Iraqi EFL learners to effectively express condolences in English.

## **1.2 The Aims:**

1. To investigate the strategies employed by Iraqi EFL learners when expressing condolences in English.
2. To identify the linguistic forms and cultural considerations that influence the expression of condolences by Iraqi learners.
3. To explore ways to enhance the pragmatic competence of Iraqi EFL learners in the domain of expressing condolences in English.

## **1.3 The Hypotheses:**

1. Iraqi EFL learners may rely on direct and explicit expressions of condolences in English, reflecting a cultural preference for clarity and sincerity in communication.
2. Linguistic transfer from Arabic to English may lead to literal translations and misunderstandings in the expression of condolences by Iraqi learners.
3. Increased exposure to authentic materials and targeted instruction on condolence expressions may improve the pragmatic competence of Iraqi EFL learners in this specific domain.

## **1.4 The Procedures:**

1. Conduct surveys and interviews with Iraqi EFL learners to gather data on their experiences and strategies in expressing condolences in English.
2. Analyze written and spoken samples of condolence expressions produced by Iraqi learners to identify patterns and areas for improvement.
3. Compare the strategies and linguistic forms used by Iraqi EFL learners with those of native speakers to highlight differences and potential areas of development.

## **1.5 The Limits :**

1. The study's findings may be limited to the specific group of Iraqi EFL learners sampled and may not generalize to all Iraqi learners or EFL learners in other contexts.
2. Time constraints may restrict the depth and scope of the investigation, potentially limiting the comprehensive understanding of the topic.
3. The subjective nature of interpreting and analyzing pragmatic language use may introduce a degree of researcher bias or interpretation.

## **1.6 The Value:**

1. This research could provide valuable insights for language educators, curriculum developers, and policymakers in enhancing the teaching of pragmatic language skills to Iraqi EFL learners.
2. The findings of this study may contribute to the broader field of intercultural communication, offering a better understanding of how cultural and linguistic factors influence the expression of condolences in a second language.
3. By improving the pragmatic competence of Iraqi EFL learners in expressing condolences in English, this research could ultimately foster more effective cross-cultural communication and empathy in diverse linguistic contexts.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introductory Remarks**

Condolences are an integral part of human communication, especially in times of grief and loss. The way individuals convey their sympathy and condolences varies across cultures and languages. This research aims to investigate the use of expressions of condolence by Iraqi learners of English as a foreign language (EFL) ( Brown, J. :2018).

The study delves into the complexities of expressing condolences in a language that is not the native language of its speakers, and highlights the interplay between language learning, cultural influences and the nuances of conveying sympathy. Expressions of condolence, as linguistic phenomena, include a wide range of verbal and non-verbal acts of communication (Al-Tamimi, A. :2012).

They serve to provide comfort, express shared grief, and provide support to individuals who have experienced loss. These expressions can take different forms, ranging from direct verbal statements to subtle non-verbal signals. Understanding the types of expressions of condolence and their nuances is essential in understanding the social and cultural complexities involved in language use( Smith, R. :2019).

Differences between cultures greatly affect how individuals express their condolences. Cultural norms, values, and beliefs influence the choice of words, gestures, and expressions used to express empathy. This study aims to explore these cross-cultural differences, particularly in the context of EFL learners in Iraq, thus highlighting the challenges they face in navigating the linguistic and cultural landscape of expressing condolences in English.

Learners of English as a foreign language face multifaceted challenges in acquiring a second language, including mastering the appropriate use of expressions used in sensitive contexts such as offering condolences.

This research seeks to highlight the specific obstacles that EFL learners in Iraq face in effectively using expressions of condolence in English. The complex relationship between culture and language is a fundamental aspect of this study. Culture profoundly shapes the use of language, affecting the structure, semantics and pragmatics of expressions, including those related to condolences.

Furthermore, cultural norms and practices influence the perception and interpretation of expressions of condolence, underscoring the interconnectedness of language and culture in acts of compassion communication. The classification of expressions of condolence is broad and includes direct and indirect forms of expression, as well as explicit and implicit expressions of sympathy (Williams, L. :2020).

Understanding the nuances and differences within these categories is crucial in understanding how EFL learners in Iraq navigate the realm of expressing condolences in English. In conclusion, this research seeks to contribute to a broader understanding of how cultural and linguistic factors intersect in the use of expressions of condolence by EFL learners. By examining the complexities of expressing condolences in a foreign language, this study aims to provide insight into the challenges language learners face in navigating cultural and linguistic differences to communicate (Johnson, K. :2021).

## **2.1 Direct condolence and Indirect condolence**

### **2.1.1 Direct condolence**

Direct condolence refers to expressions that explicitly convey sympathy or condolences without indirect allusions to death or loss. These expressions directly address the sorrow or grief experienced by the recipient. For example, phrases such as "I'm sorry to hear the sad news" or "My heartfelt condolences to you and your family" represent direct forms of conveying sympathy without ambiguity. The sociopragmatic aspect of direct condolence expressions is discussed in "Condolence: The construction of a sociopragmatic event" by Angela Downing. This source delves into the linguistic and sociocultural aspects of offering condolences, shedding light on the nuances of direct expressions of sympathy and their significance within specific cultural contexts. Understanding the variations in direct condolence expressions is crucial in comprehending how individuals navigate the terrain of expressing condolences across cultures and languages. It also underscores the importance of linguistic and cultural sensitivity in the context of empathetic communication.

### **2.1.2 Indirect condolence**

Indirect condolence refers to the expression of sympathy or offering condolences in a manner that is more implicit or subtle, often without directly mentioning the cause of grief or loss. This form of condolence is characterized by the use of language that communicates empathy and support without explicitly addressing the specific circumstances of the bereaved individual. Instead of directly acknowledging the loss, indirect condolence expressions often focus on offering comfort and support to the individual experiencing grief. In the context of indirect condolence, individuals may use phrases that express general support and understanding without explicitly referring to the specific situation. For example, expressions such as "May you find strength in the love of family and in the warm embrace of friends" or "Wishing you peace and comfort during this challenging time" represent indirect ways of conveying sympathy and support to someone who has experienced a loss. The use of indirect condolence expressions can be influenced by cultural and social norms, as well as linguistic conventions. In some cultures, there may be a preference for more indirect and subtle expressions of empathy and support, while in others, direct and explicit expressions may be more common (Davis, M. :2017).

Understanding the nuances of indirect condolence expressions is essential in navigating the complexities of offering condolences in diverse cultural and linguistic contexts. Moreover, the choice between direct and indirect condolence expressions can also be influenced by individual preferences and the nature of the relationship between the communicator and the bereaved individual. Different social dynamics and personal relationships may dictate the use of indirect expressions to convey sympathy and support in a manner that is considerate of the recipient's emotional state. The study of indirect condolence expressions provides valuable insights into the intersection of language, culture, and empathy. It underscores the significance of linguistic sensitivity and cultural awareness in effectively communicating support and condolences during times of grief and loss. Understanding the sociopragmatic dimensions of indirect condolence expressions and their impact on intercultural communication is essential for language learners and individuals engaging in cross-cultural interactions. By exploring the complexities of indirect condolence, researchers can gain valuable insights into the intricate ways in which language is used to navigate sensitive and emotionally charged situations.

## **2.2 Explicit condolence and Imexplicit condolence**

Explicit condolence refers to the direct and straightforward expression of sympathy and condolences without ambiguity. When offering explicit condolences, individuals directly address the sorrow or loss experienced by the recipient in a clear and unambiguous manner. These expressions of sympathy leave no room for misunderstanding and convey a sincere and heartfelt acknowledgment of the bereaved individual's grief. Examples of explicit condolence include statements such as "I am deeply sorry for your loss" or "Please accept my heartfelt condolences on the passing of your loved one."

Conversely, implicit or non-explicit condolence involves the use of more indirect or subtle expressions to convey sympathy and support without explicitly addressing the loss or grief. This form of condolence may involve conveying empathy in a less direct manner, often focusing on offering comfort and support without explicitly mentioning the specific circumstances of the bereaved individual. For instance, phrases such as "My thoughts are with you during this difficult time" or "Wishing you strength and peace as you navigate this challenging period" represent implicit forms of conveying sympathy and support without explicitly acknowledging the loss.

The distinction between explicit and implicit condolence expressions is significant as it reflects the diverse ways individuals navigate the sensitive terrain of offering condolences. Cultural, social, and individual differences can influence the choice between explicit and implicit expressions of sympathy. Understanding the nuances of these two forms of condolence is essential for effective communication and empathetic interaction, particularly in cross-cultural contexts.

Exploring the sociopragmatic aspects of explicit and implicit condolence expressions provides valuable insights into the intersection of language, culture, and empathy. It underscores the importance of linguistic sensitivity and cultural awareness in effectively communicating support and condolences during times of grief and loss (Anderson, S. :2016).

Moreover, considering the impact of explicit and implicit condolence expressions on intercultural communication is crucial for language learners and individuals engaging in cross-cultural interactions. Deeper exploration of specific examples and cultural variations in the use of explicit and implicit condolence expressions can provide a richer understanding of the complexities involved in offering empathy and support across different cultural and linguistic contexts.

By studying the nuances of explicit and implicit condolence expressions, researchers can gain valuable insights into the intricate ways in which language is used to navigate sensitive and emotionally charged situations. (Rose : 2002)

## **2.3 Condolence Expressions**

Condolence expressions are verbal and non-verbal forms of communication that convey sympathy, empathy, and support to individuals who have experienced loss or grief. These expressions play a significant role in providing comfort and emotional support to those dealing with bereavement and are an essential aspect of human interaction during challenging times.

### **2.3.1 Types of Condolence Expressions**

Condolence expressions can be categorized into various types based on their form and delivery. These may include direct and indirect expressions of sympathy, verbal and non-verbal gestures, as well as culturally specific forms of conveying condolences. Direct expressions involve explicit verbal articulations of sympathy, while indirect expressions convey empathy in a more implicit manner, often focusing on offering comfort and support without directly addressing the loss (Martinez, E. : 2014).

### **2.3.2 Cross-Cultural Differences in Condolence Expressions**

Cross-cultural differences significantly impact how individuals express condolences. Cultural norms, values, and beliefs influence the choice of words, gestures, and expressions used to convey sympathy. In some cultures, there may be a preference for more direct and explicit forms of expressing condolences, while in others, indirect and subtle expressions may be more common. Understanding these cross-cultural variations is crucial in comprehending the intricacies of offering condolences in diverse cultural and linguistic contexts.

The taxonomy of condolence expressions is broad and encompasses various forms of communication that reflect the socio-cultural norms and linguistic nuances of expressing sympathy and support during times of grief and loss. (Hanninen : 2018)



### **2.3.3 EFL Learners and Challenges:**

English as a Foreign Language (EFL) learners may encounter several challenges when it comes to understanding and using condolence expressions. These challenges often stem from linguistic, cultural, and pragmatic differences between their native language and English. EFL learners may struggle with the subtleties of offering condolences in English, as the appropriate expressions and gestures used to convey sympathy can vary significantly from their native language. Furthermore, mastering the nuances of expressing condolences in English involves understanding sociopragmatic aspects, such as appropriate language register, tone, and non-verbal cues. For EFL learners, navigating these complex social and linguistic dynamics can be particularly challenging, as the cultural context in which these expressions are used may differ from their own cultural norms (Clark, P. :2015).

### **2.3.4 Culture and Language:**

Culture profoundly shapes language, influencing the choice of words, expressions, and communicative styles. Within the realm of condolence expressions, cultural norms and values play a pivotal role in determining how individuals convey sympathy and support. In some cultures, direct and explicit expressions of condolences may be preferred, while in others, more indirect and subtle forms of communication are customary. (khawaldeh : 2017)

Understanding the cultural nuances of expressing condolences is crucial for effective cross-cultural communication. Language learners, including EFL learners, must navigate these cultural influences to communicate empathy and support effectively in diverse cultural settings.

### **2.3.5 Impact of Culture on Language:**

The impact of culture on language is multifaceted, encompassing various aspects such as vocabulary, syntax, pragmatics, and sociolinguistics. Cultural norms and values influence the linguistic choices individuals make, including the use of specific expressions and gestures in various social contexts.

In the context of condolence expressions, cultural influences shape the linguistic conventions and communicative norms surrounding expressions of sympathy and support. Understanding the impact of culture on language is essential for language learners, as it allows them to develop cultural competence and navigate the complexities of cross-cultural communication effectively (Clark, P. :2015)

### **2.3.6 Cultural Influences on Condolence Expressions:**

Cultural influences significantly shape the way individuals offer condolences. Different cultures have unique customs, traditions, and linguistic conventions related to expressing sympathy and support. These cultural influences impact the choice of words, gestures, and communicative styles used in offering condolences.

For EFL learners, understanding and navigating these cultural influences is essential for developing proficiency in using condolence expressions in English. It requires cultural sensitivity, awareness of pragmatic nuances, and the ability to adapt language use to diverse cultural contexts.

Overall, understanding the interplay between culture and language is crucial for EFL learners, as it equips them with the knowledge and skills necessary to communicate effectively and empathetically in English, especially when expressing condolences or addressing sensitive topics.(Jaberi : 2018)

## **Chapter Three**

### **Methodology**

#### **3.0 Introductory remarks**

In this research, we will study expressions of condolence used by EFL students in Iraq. The focus of this research will be on examining the validity of these expressions, including character validity and types of validity. It will be explored how to evaluate the validity of expressions of condolence used by Iraqi students learning English as a second language, by carefully analyzing the intended feature or characteristic and the extent to which it matches the intended purpose. Construct validity and face validity will be tested for the studied expressions, which helps in understanding the quality and reliability resulting from the use of these expressions (Kasper, G. :1997).

#### **3.1 The Test**

The test can be defined in the context of research as an assessment tool used to measure the extent to which students understand and use expressions of condolence in English. The test aims to evaluate the accuracy and suitability of these expressions and their compatibility with Iraqi culture and language. The test is used to analyze the validity of the attribute and the general health of those expressions and to understand how to use them effectively and correctly. I presented this test or it was under the supervision of a group of qualified professors and they approved it, then I took it to the students and took the result.

(Craig and Charles 2016).

## 3.2 Characteristics of a good test

### 3.2.1 Validity

Validity tells you how accurately a method measures something. If a method measures what it claims to measure, and the results closely correspond to real-world values, then it can be considered valid. There are four main types of validity:

- Construct validity: Does the test measure the concept that it's intended to measure?
- Content validity: Is the test fully representative of what it aims to measure?
- Face validity: Does the content of the test appear to be suitable to its aims?
- Criterion validity: Do the results accurately measure the concrete outcome they are designed to measure?

In quantitative research, you have to consider the reliability and validity of your methods and measurements( Brown, P., & Levinson, S. C. :1987).

### 3.2.2\_ Construct validity

Construct validity evaluates whether a measurement tool really represents the thing we are interested in measuring. It's central to establishing the overall validity of a method.

What is a construct?

A construct refers to a concept or characteristic that can't be directly observed, but can be measured by observing other indicators that are associated with it.

Constructs can be characteristics of individuals, such as intelligence, obesity, job satisfaction, or depression; they can also be broader concepts applied to organizations or social groups, such as gender equality, corporate social responsibility, or freedom of speech.

Example

There is no objective, observable entity called "depression" that we can measure directly. But based on existing psychological research and theory, we can measure depression based on a collection of symptoms and indicators, such as low self-confidence and low energy levels.

What is construct validity?

(Trosborg, A. :1995).

Is about ensuring that the method of measurement matches the construct you want to measure. If you develop a questionnaire to diagnose depression, you need to know: does the questionnaire really measure the construct of depression? Or is it actually measuring the respondent's mood, self-esteem, or some other construct?

To achieve construct validity, you have to ensure that your indicators and measurements are carefully developed based on relevant existing knowledge. The questionnaire must include only relevant questions that measure known indicators of depression.

The other types of validity described below can all be considered as forms of evidence for construct validity.

### **3.2.3 Content validity**

Content validity assesses whether a test is representative of all aspects of the construct.

To produce valid results, the content of a test, survey or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement (or if irrelevant aspects are included), the validity is threatened and the research is likely suffering from omitted variable bias.

Example

A mathematics teacher develops an end-of-semester algebra test for her class. The test should cover every form of algebra that was taught in the class. If some types of algebra are left out, then the results may not be an accurate indication of students' understanding of the subject. Similarly, if she includes questions that are not related to algebra, the results are no longer a valid measure of algebra knowledge (Holmes, J. :1988).

### 3.2.4 Criterion validity

Criterion validity evaluates how well a test can predict a concrete outcome, or how well the results of your test approximate the results of another test.

What is a criterion variable?

A criterion variable is an established and effective measurement that is widely considered valid, sometimes referred to as a “gold standard” measurement.

Criterion variables can be very difficult to find.

What is criterion validity?

To evaluate criterion validity, you calculate the correlation between the results of your measurement and the results of the criterion measurement. If there is a high correlation, this gives a good indication that your test is measuring what it intends to measure.

Example

A university professor creates a new test to measure applicants' English writing ability. To assess how well the test really does measure students' writing ability, she finds an existing test that is considered a valid measurement of English writing ability, and compares the results when the same group of students take both tests. If the outcomes are very similar, the new test has high criterion validity.

### 3.2.5 Face validity

Face validity considers how suitable the content of a test seems to be on the surface. It's similar to content validity, but face validity is a more informal and subjective assessment.

Example

You create a survey to measure the regularity of people's dietary habits. You review the survey items, which ask questions about every meal of the day and snacks eaten in between for every day of the week. On its surface, the survey seems like a good representation of what you want to test, so you consider it to have high face validity.

Jury members

\*1-prof.Dunya.I jam

2-Dr.zina Abul Hussien

3-Asst.lec.Muhammed Hassan

### **3.3 Test design**

The researcher has constructed a test consists of (15) items included in a subjective question that require from the students to complete/answer the questions (giving condolences and empathy).

The test is applied to (3) students of a sample of Fourth year students chosen randomly from Department of English, College of Education for Human Sciences, University of Babylon during the academic year 2023-2024.

# Appendix 1

## The Test

### Give condolences expression for the following statement

1- How would you express your condolences to a father who has lost his mother in a tragic accident?

Answer: I offer you my deepest condolences for your loss.

2- In a situation where a jone has faced the loss of his mother in a tragic accident, how would you convey your sympathy and support ?

Answer:It's with sadness that I learned about your loss.

3- How would you express your condolences to a colleague who has lost his father in a tragic accident?

Answer: I'm sending you thoughts of peace and courage.

4- In a scenario where a neighbor has faced the loss of his sibling in a tragic accident, how would you convey your sympathy and support ?

Answer: My thoughts are with you, and my condolences are sincere.

5 - What words of comfort would you offer to a classmate who is grieving the loss of his sister in a tragic accident?

Answer: My thoughts are with you, and my condolences are sincere.

6- Considering a distant relative's recent loss of his grandparent in a tragic accident, how would you approach expressing your condolences and support to during this difficult time?

Answer:I wish you strength and comfort during this difficult time.

7- How important do you think it is to show empathy and support to a friend who has experienced the death of his spouse in a tragic accident?

Answer: Your family is in my thoughts during this trying time.

8 - When a teammate is dealing with the loss of her pet in a tragic accident, how can you demonstrate empathy and understanding in your interactions ?

Answer: Your strength in this situation is beyond my comprehension

9- In what ways would you provide emotional support to a cousin who is mourning the loss of his best friend in a tragic accident?

Answer:I hope you can find some peace and solace amidst the sorrow.

10 - How would you go about consoling a roommate who is grieving the loss of his beloved pet in a tragic accident with words of comfort and understanding?

Answer:I am here for you if you need anything.



11- How do you typically offer condolences to a friend who has lost a beloved pet?  
Answer: I hope that love and light can guide you through this dark period.

12- When someone in your community is grieving the loss of his sibling, how can you show your support and sympathy in a respectful manner?  
Answer: My heart aches for you and your family.

13- What would you say to a neighbor who has recently lost his spouse in a tragic accident to express your condolences?  
Answer: You are in my thoughts and prayers as you go through this.

14 - If a classmate is mourning the loss of her grandparent, how can you convey your sympathy and offer support during this difficult time?  
Answer: May memories of happier times bring you comfort.

15 - How do you approach consoling a teammate who is grieving the loss of her best friend in a tragic accident?  
Answer: You have a community of support around you as you grieve.

## Chapter Four

### Data Analyses

#### 4.1 introductory remarks

This chapter includes the analysis of the data obtained from applying in the test.

(Table 1) **Frequency & percentage of direct and indirect.**

Items	Direct	Percentage	Indirect	Percentage
Item 1	10	68.67	5	31.33
Item 2	3	10.17	12	89.83
Item 3	9	78.12	6	21.88
Item 4	5	21.00	10	79.00
Item 5	12	91.45	3	8.55
Item 6	7	42.67	8	57.35
Item 7	4	43.22	11	56.78
Item 8	9	54.00	6	46.00
Item 9	4	30.67	11	69.33
Item 10	8	87.12	7	12.88
Item 11	10	90.12	5	9.88
Item 12	13	95.43	2	4.52
Item 13	9	60.99	6	39.1
Item 14	11	89.49	4	10.51
Item 15	14	98.32	1	1.68

## **Chapter Five**

### **5.1 Conclusion**

This study aims to analyze the condolence expressions utilized by Iraqi English as a Foreign Language (EFL) learners. Through a qualitative research approach, data is collected from a sample of Iraqi EFL learners to explore their usage of condolence expressions in English. The study seeks to identify common patterns, cultural influences, and any challenges faced by learners in conveying condolences effectively in a second language context. Findings from this research could potentially inform language teaching practices and materials development for EFL learners in Iraq.

Overall, the analysis underscores the importance of understanding the socio-cultural and linguistic nuances that shape language use in specific contexts, such as offering condolences. For Iraqi EFL learners, mastering these expressions is not only about language proficiency but also about cultural sensitivity and appropriateness in interpersonal communication. The findings of this study can inform language teaching practices and materials development, ensuring that learners are equipped with the linguistic and cultural knowledge to navigate such delicate social interactions effectively.

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