

PEOPLE 'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY MOHAMED BOUDIAF OF M'SILA

FACULTY OF LETTERS AND LANGUAGE  
DEPARTEMENT OF ENGLISH



DOMAIN: FOREIGN LANGUAGES  
STREAM: ENGLISH LANGUAGE  
OPTION: LINGUISTICS

**Exploring Gender Related Differences' in the Use of  
Politeness Strategies among EFL Master II Students at  
M'sila University.**

*A Dissertation submitted to the department of English in Partial fulfillment of the  
Requirements for the Degree of Master in Linguistics*

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**2020-2021**

## **Dedication**

First all my gratitude to God that blessed us with knowledge.

Second to the first people that taught me all the forms of politeness through all what they can stories, pieces of advice and even songs my grandparents. To the woman who made honor, kindness and politeness my arms to face this world to the man who raised me well put my education above everything and gave me all his trust to my infinite support

To that friend that shared with me the journey of being a university student, to my research partner in this work that inspired me with his hardworking and creativity.

I am so grateful to that very rare teacher who reminded me how I was a good student when I was down and revived my motivation.

## **Dedication**

I dedicate my work to my family and friends. A special feeling of gratitude to my loving Grandma, Zahia who's words of encouragement and push for tenacity ring in my ears.

This study is wholeheartedly to my beloved parents, Lakhdar and Karima KHARCHI who have been my source of inspiration and gave me the strength when I thought of giving up, who continually provide their spiritual, moral, emotional and financial support.

My sisters Aicha, Zahoua and Noumayra have never left my side and are very special to me, and my little brother Aymen for everything he did.

I also dedicate this dissertation to my many friends who have supported me throughout the process. I will always appreciate all they have done.

Last but not least, I dedicate this work and give special thanks to my supervisor Ms. Imene CHERIET for her continuous encouragement, and my Partner Meriem for being there for me throughout the entire process.

## **Acknowledgments**

We would like to acknowledge the participants who took time to help us conduct this study.

Special thanks and gratitude to Ms. Imene CHERIET for supervising and supporting this study. Our deep sense of gratitude to Ms Loubna DILMI for providing us with guidance. We also acknowledge and thank the jury for devoting energy and time to read and evaluate our work.

## **Abstract**

EFL learners usually face gender related problems and conflicts in conversations. This Study aims to explore the impact of gender in the use of Politeness Strategies. The main aim of this study is to determine the nature of the relationship between the study variables. Moreover, the study outlines the female attributed strategies and the male attributed strategies. This study also takes into consideration the teachers' beliefs and attitudes about the use of politeness strategies and gender difference. In order to achieve the objectives of this investigation, a casual comparative method was used, furthermore this paper depends on Brown & Levinson's perspective of the linguistic politeness. A test designed by Waffa Qahtan Hameed was adapted and used in order to gather data from a sample of 40 Master two English Students at Mohamed Boudiaf University of M'Sila. Based on the finding of the Study there is a difference between females and males in using politeness strategies.

***Keywords :*** *Politeness , Politeness Strategies , Gender , Speech Acts .*

## **List of Abbreviations**

**FTA :** Face Threatening Acts

**Q:** Question

**SLA:** Second Language Acquisition

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# GENERAL INTRODUCTION

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## 1. Background of the Study

Politeness is a social skill, it is an aspect of pragmatic competence, sociolinguistic inquiry, and conversation analysis. Politeness is concerned with using the proper form of language when communicating or addressing others in order to save, create and sustain social relationships. Politeness is realized through using some strategies in communication and conversations. These strategies are detailed in Brown and Levinson's (1987) empirical framework to mitigate and soften the utterances; thus, to avoid face threatening acts and prevent offending others, because as Brown and Levinson's (1987) claim using these strategies while making any Face threatening Acts will minimize the threatening.

Speech acts are expressions used in daily life interactions with the function of communication, to perform an offer, an apology, a greeting, a request, a complaint, an invitation, a compliment, or a refusal. A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences (Yule 1996). Thus, speakers should communicate in a polite and appropriate way with others using successful linguistic strategies taking into account the different social factors.

Gender plays a great role in the concern of using polite language. According to Sara Mills (2003), especially when it come to the soft gender. females are considered to be very careful and cautious with using their words and their language in order to save their face and social value, on the other hand males has nothing to fear and nothing to lose which free them of any commitment to use polite language or follow the social norms

EFL learners 's use of politeness strategies to show their language proficiency, and it helps them to develop a good academic relationship and effect their learning positively such

as using politeness strategies means using the appropriate language (Seyyed Mohamed, Iranian journal of language Teaching , 2016)

## **2. Statement of the Problem**

EFL learners use language inside of the classrooms daily and it offers them the opportunity to interact and make relationships , and they use politeness strategies just to communicate successfully with each others and Teachers . Master Two students make use of politeness strategies with their teachers and classmates . In this regard, using speech acts become a predominant activity in students' daily life.

According to Benhamouda Hanane (2018) Teachers complain about inappropriate and informal use of politeness strategies that they observed in the students, which may be due to the lack of the learners' awareness towards politeness strategies usefulness and application.

## **3. Research Questions**

In accordance with the above stated problem the following research questions are addressed:

1. Is there a statistically significant difference between EFL male and female Master 2 students politeness strategies use?
2. Do EFL learners know how to use politeness strategies from the point of view of teachers?

## **4. Research Hypotheses**

This study seeks to test the following main hypothesis

1. There is a no statistically significant difference between EFL male and female Master 2 students politeness strategies use.

## **5. Objectives of the Study**

Politeness strategies are fundamental tools to conduct a conversation. Students using these strategies are able to maintain a good relationship with their teachers and classmates,.

Therefore, the aims of this research are:

- 1) To explore the kind of politeness strategies used by the EFL Master2 students and whether or not these strategies are applied correctly.
- 2) To determine the role of gender in using politeness strategies
- 3) This study furthers concerns towards raising students' awareness about the employment of politeness strategies among EFL students and teachers.
- 4) It also seeks to spot the reasons behind the inappropriate use of politeness strategies and the differences between gender in using politeness strategies, and the crucial importance of politeness strategies.

## **6. Research Methodology Design**

The present dissertation adopts the casual comparative method in order to gather in-depth information about the theme under investigation. In this design, both quantitative and qualitative data measurement tools are used.

### **6.1 Participants**

The population under this study is 133 students, 62 majors of Applied Linguistics and 71 majors of English literature and civilization. Out of this population, a randomly selected group of 40 students is the main sample half of them are males and the other half are females. Additionally, a sample of Seven university teachers participated.

## **6.2 Research tools**

The research objectives urge to use two research tools. First, a questionnaire was administered during the first semester to Master two English students in order to figure out their background knowledge about politeness strategies. Second, an interview was adopted to examine the students' interactions directed to their classmates and teachers and investigate the nature of politeness forms used by the students was made to students in university classrooms.

## **7. Dissertation Structure**

The present study comprises of two chapters. Each chapter is divided into sections. The first chapter, as a theoretical framework of this investigation, is divided into two sections. The first section is about Speech Act. It provides an overview of speech act theory. The second section is dedicated to politeness. Additionally, it provides an overview to politeness theory namely its basics, politeness strategies, face, and face threatening acts

The second chapter is a detailed description of the methodological and practical part of this research. It sets out the research method and provides a detailed analysis that will be obtained from data gathering tools used. Within this part, suggestions and recommendations would be provided for a better EFL learning experience at M'sila University.

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# **CHAPTER 1**

## **SPEECH ACT & POLITENESS STRATEGIES**

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## **Introduction**

In order to initiate this research, this chapter attempts to thoroughly examine and to describe the theoretical background of the variables investigated under this study. The present chapter contains two sections. The first section of this chapter gives a comprehensible background of the speech act theory through different definitions, types and classification. The second section was intended to present and deals with the politeness strategies, it addresses the theory of politeness as a compulsory property of communication. This chapter thoroughly discusses the main origin and history background of politeness, as well as the approaches and types.

### **1. Pragmatics Competence**

Language is used in daily life to interact with each other. It needs to be understood by people since it can reveal people's thoughts and ideas. When someone is stating something the hearer can interpret it in many ways. Hence, the hearer also needs context or situational background to interpret a speaker's intention since an utterance can be interpreted in many ways.

To understand people's intention, he/she cannot only depend on the structure of language but he/she should deal with the context. Yule (1996) stated that pragmatics is a study of contextual meaning which involves the interpretation of what people mean in a particular context and how the context influences what is said.

Griffiths (2006) states that pragmatics is concerned with the "toolkit" for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings in meaningful communication. That is to say, pragmatics is about the interaction of semantic knowledge related to the world, as well as contexts of use.

Meanwhile, according to Leech (1983), pragmatics can be defined as the study of how utterances have meanings in situation.

As for the definitions and concept of pragmatics as mentioned above, pragmatics studies the meaning of utterances in relation to the context of language which involves how speakers can produce the best utterance to deliver their intention of the speaker's utterances.

## **2. Speech Acts**

Pragmatically, an action that is done through language can be studied under the labels of speech act. Yule (1996) uses the term speech act to refer to the actions, which are performed via utterances. For example, when a boss says, "You are fired!", his/her words constitute the act of firing an employee. In this example, the boss is performing an act via utterance. It means the words can change someone's status (Mey, 1994 ,p.112).

Language is vast and also full of implicit meanings. Sometimes when a speaker says something, he/she does not just say the utterance, but the speaker means something behind it. One can be performing three speech acts simultaneously such as locutionary act, illocutionary act, and perlocutionary act. Locutionary act has to do with the utterance of a sentence which determine sense and reference. Illocutionary act deals with the naming of statement, offers, promises, etc. Then, perlocutionary act deals with the bringing about of effects on the audience by uttering the sentence (Levinson, 1983,p.236).

The idea proposed by Levinson is matching with Griffith's(2006) states that the speech act does not simply refer to the act of speaking, but to the whole communicative situation, including context of the utterance (including the situation in which the discourse occurs, the participants and any preceding verbal or physical interaction) and paralinguistic features which may contribute to the meaning of the interaction. Therefore, in order for a speech act

to be well articulated, certain circumstances must be obtained. These circumstances are known as felicity conditions Austin (2002) via Cutting argues that felicity conditions are the context and leading participants, which must be recognized by all parties. Moreover, the action must be carried out completely and the persons must have the right intentions, for example, “I sentence you to Six months in jail.” In this sentence, the performance will be inappropriate if the speaker is not a specific person in a special context (in this case, a judge in a courtroom).

## **2.1. Types of Speech Acts**

There are three types of acts in the speech acts: locutionary, illocutionary, and perlocutionary.

### **2.1.1 Locutionary**

Locutionary speech act is closely equivalent to uttering certain utterance with certain sense and reference, which again is roughly equivalent to meaning in traditional sense via Austin, 1962, P.108). In line with this, Cutting; Yule (1996) states that locutionary is what is said. also proposed by (Yule, 1996, P.48) who states that locutionary act is the act of producing meaningful utterances. The example of the locutionary speech act can be seen in the next sentences:

1. It's so dark in this room.
2. The box is heavy.

The two sentences above represent the actual condition. In the first sentence refers to the lighting of the room and the second sentence refers to the weight of the box.

### **2.1.2 Illocutionary**

The illocutionary act functions via the communicative force of an utterance, such as promising, apologizing or offering (Yule, 1996:48). This act is also called the act of doing something in saying something. The most significant level of action in a speech act is the illocutionary act because of the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. For example:

1. It's so dark in this room.

2. The box is heavy.

Based on the examples above, the first sentence shows a request to switch the light on and the second sentence shows a request to lift up the box.

### **2.1.3. Perlocutionary**

Hufford and Heasley Hufford and Heasley (1983) states that perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. It is also the act offering someone. Perlocutionary act refers to the effect the utterance that has on the thoughts or actions of the other person. And it is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause. For example:

1. It is so dark in this room.

2. The box is heavy

Based on the example it can be inferred that the first sentence is uttered by someone while switching the light on and the second sentence is done by someone while lifting up the box.

## **2.2. The Classification of Speech Act**

There are various classifications of speech acts. As Searle in Levinson (1983) states that the classifications are representatives, directives, commissive, expressive, and declarations.

To begin with, According to Searle and Vanderveken (1985), Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation, for example when someone says "She's beautiful", the speaker can state the sentence based on the fact or just give his or her own opinion about physical condition of a person. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. For example, when someone says "The earth is flat", it represents the speaker's assertions about the earth. The speaker thinks that the earth is flat. Representative speech act can be noted by some speech acts verb, such as: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude.

Directives area is when the speaker use it to get someone else to do something. These speech acts include requesting, questioning, command, orders, and suggesting (Clark,1996, P.135). For example, when someone says "Could you lend me a pencil, please?" the utterance represents the speaker requests that the hearer to do something which is to lend him a pencil. Another example "Would you like to come to my tea party?" In this sentence, the speaker asks the hearer to come to his/her party.

In addition, Commissive are speech acts that the utterances commit the speaker to some future course of action, these include promising, threatening, offering, refusal, pledges (Searle,1979, P.14). For example, when someone says "I'll be back", represents the

speaker's promise that he/she will be back. Another example when someone says "I will be there at 5 o'clock." In doing the act of commissive, the speaker says a promise to the hearer to come at five.

Furthermore, Expressive are speech acts that the utterances express a psychological state (what the speakers feel). These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says "don't be shy, my home is your home." The utterance represents the speaker's expression that he/she welcomes someone (Searle and Vanderveken, 1985, P.211:216). Lastly, Declarations are speech acts that the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions. The acts of declaratives are approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc., (Allan, 1998, P.7). For example, "I quit from this job." In this example, the speaker tells to the hearer that he/she quits the job.

### **3. Politeness Strategies**

According to many linguists, one of the key factors in Sapir's linguistic understanding is that it is primarily based on the language customs and attitudes of actual people, as it is the most indispensable verbal exchange mean for individuals communication.

Early studies of structuralism, transformational generative grammar, and language focused on the formal and semantic factors of language, and referred to sociocultural elements, assuming the use of language in everyday life. . However, philosophers such as Searle (1969) and Leech (1983) have contributed in the earlier paradigms for language learning. Who indicated that the produced utterance is communicative act followed and preformed with social function, since human are social creatures , they have followed certain method in performing language in order to maintain and control their verbal exchange , they

have taught the kids how to be polite ,and repeated the words « keep being polite » « stay polite » « be polite » in every social gathering considering The importance of politeness .

Over the last thirty years, the linguistic politeness phenomenon have been studied from various Angles, it was the theme of research among many researchers , brown and Levinson's Theory(1987) had a true effect on politeness research . This study is based on Brown and Levinson's politeness theory which incorporates three basic notions: face, face-threat (FTA) actions and politeness strategies.

### **3.1. FACE**

The term face came into the English language in 1876 form a translation of the Chinese word 'diüliän' in the sentence “Arrangements by which China has lost face” (Hart 1901, in Thomas 1995,p. 168) .The physical face we present to others acts was explained by Domenici and Littlejohn (2006) as a metaphor for a metaphysical face, sense of self, or identity that we present to others and they highlight the value with consideration to the Chinese use of face by defining face as a “*desire to present oneself with dignity and honor* (p. 10).”

“face” in pragmatics refers to someone’s self-image. Your face therefore is your emotional and social sense of self-worth that you expect someone else to recognize (Yule, 1996). The face is the image or the identity that people tend to show to each other through certain actions and behaviors. the face is very important cultural concept in social life, If anyone says something to you that constitutes a threat to your self-image, that is called face-threatening act (FTA).

According to Goffman (1972, p. 319) who first analyzed the notion of face in 1967 “face is defined as the positive social value a person effectively claims for himself by the

line others assume he has taken during a particular interaction. People want to be seen as having value to others which means that interaction with others is what creates the existence of face or we can say face is socially or interactively based, his definition emphasizes that the image people tend to show about themselves is affected by the context.

Based on Goffman's theory of identity and face work Politeness theory and the concept of face were further developed by Brown and Levinson in 1978 which their major aim was to find out why people's language is not simple and direct in conversations, but rather complex and sometimes indirect phrases, As Brown and Levinson (1987, p. 62).state, 'face' is the public self-image that every member wants to claim for himself, consisting of two interrelated conflicting aspects: 'positive face' refers to the desire to be appreciated and approved by at least some others "they want of every member that his [her] wants be desirable to at least some others and 'negative face' refers to the desire to be free from impositions "the want of every 'competent adult member' that his actions be unimpeded by others (p. 62)." . the focus here is that human wants to be seen in certain way with a certain people. Furthermore, Brown and Levinson (1987, p. 32) argue that a person constantly has positive and negative face wants, depending on the goals which want to be achieved. These wants have to be fulfilled in order to maintain a person's self-image.

### **3.1.1. Face-Threatening Acts**

Goffman (1955) realized that in our daily life interactions we can either me show the face we want to show or fail in showing it or as he describe some situations we can lose our image (face) in it in some phrases such as "in the wrong face," "to be out of face," "shamefaced," and "threats to face", this fail may happened when some acts challenges our image (face).

Face Threatening Act (FTA) refers to the communication act that causes a threat to the individual's expectations regarding self-image (Yule, 1996 p.61) suppose you make the best cakes in your family but one time your brother say that the cake is not that good your face as a good cake maker here is threatened by your brother, and that can be seen in your reaction to your brother's words, and that is the way of knowing that people's faces have been threatened; " their emotional reactions". Face threats usually produce feelings of embarrassment, shame, humiliation, agitation, confusion, defensiveness, or chagrin are usually produced by Face Threatening Acts. however, Goffman (1959) defines those who are able to maintain their face despite the challenges are demonstrating poise. He defines poise as "the capacity to suppress and conceal any tendency to become shamefaced during encounters.

Brown and Levinson (1987) define Face-Threatening Acts (FTA) as "those acts that by their very nature run contrary to the face wants of the addressee and/or speaker (p. 65)." according to Brown and Levinson (1987) face threatening acts may threaten either the speaker's face or the hearer's face, and they may threaten either positive face or negative face and caused by acts we engage in ourselves or the acts of others toward us. Various communication acts that can cause such face threat was created by Brown and Levinson in

Table 1

**Examples of Face-Threatening Acts\***

<b>Actions by others That threaten our face</b>	<b>Actions we take that threaten our own face</b>
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<b>Threatens Face</b>	<b>Positive</b>	Complaints and insults	Apologies and confession
		Criticisms or Disapproval	Accepting a compliment
		Disagreeing	Misunderstanding/Requesting clarification
		Asking for clarification	Unintended emotional action (laugh)
		Evaluations	Unintended physical action (burp)
<b>Threatens Face</b>	<b>Negative</b>	Orders and requests	Accepting an offer
		Advice and suggestions	Accepting thanks
		Threats and warnings	Making a promise or offer
		Reminders	Behavior that threatens a relationship
		Calling in a debt	Do an unrequested favor

**Table 1: Various communication acts that can cause face threat was created by Brown and Levinson(1987)**

### 3.2. Politeness

Sifianou (1992) describes the etymology as follows: “[P]oliteis derived from the Latin Politus, past participle of polite meaning 'to smooth'. Thus, polite originally meant 'smoothed', 'polished', and subsequently 'refined', 'cultivated', 'well bred', and so on, when referring to people, and 'courteous', 'urbane', etc.”. , smoothed is the original meaning the smoothly speaking when using politeness away from conflict or problems , where everyone feels comfortable , relaxed and respected , which make politeness very important in social relationships For Adegbija (1989), politeness is defined as: a property associated with a communicative situation by virtue of which a person speaks or behaves in a way that is socially and culturally acceptable and pleasant to the hearer (p.58)

Politeness is considered as one of the social Norms and rules regarding its importance in saving social relationships and increase respect and feelings of safety among society and decrease the troubles and complexity , Lakoff (1975) sees politeness as those forms of behavior which have been “developed in societies in order to reduce friction in personal interaction , which involves contributing to social harmony and avoiding social conflict. More specifically, linguistic politeness involves discourse strategies or linguistic devices, which are perceived or evaluated by others as having been used to maintain harmonious relations and avoid causing trouble. In many cases, being polite involves adapting sensitively to evolving social relationships (Holmes, 2013.p, 285)

It is very difficult to explain the actual meaning of politeness because of the large differences of cultures and communities, politeness differs from one culture to another as (Meier,1995, p,345) states, there is a “disconcerting amount of divergence and lack of clarity concerning the meaning of politeness”. Held the complex Nature of politeness caused disagreement among Researchers and because of the different ways the word was used such as : formality, as difference, as indirectness, as appropriateness, as etiquette ,as tact and so on , but there was no universal meaning of politeness , despite this many suggestions have been made , including a global perspective on politeness as the suitable and the appropriate use of language and other language frameworks that consist of the concept of face (Brown and Levinson, 1987).

### **3.2.1. Approaches to Politeness**

Since the late 1970’s, various politeness theories have been proposed within pragmatics to explain interactional conventions of language use both universal and culture-

specific. Fraser (1990) proposed four current theories to the phenomenon: the social-norm view; the conversational-maxim view; the face-saving view; and the conversational-contract view.

### **3.2.1.1. The Social-norm View**

According to Watts (2003), the social-norm view assumes social standards similar to discernment politeness in that it refers to the use of the standard in a social setting, which means that the social-norm view is claims that to the e normative view of politeness is seen as the social standards of behavior in any society . This approach supposes that every society has its own norms and rules that propose certain behaviors .Fraser (1990) Politeness arises when an action is in accordance with the norm, impoliteness arises when an action is to the contrary (Fraser, 1990).

According to Ferit Kılıçkaya (2010), each utterance holds social information about the participant relationship in the context. Considering that every utterance is usually located in a social context, that will probably influence the resulting linguistic. This affective or social function of language is the concern of the issue of politeness.

On the other hand, the social-norm view was also correlated with "first-order politeness" which is suggested by Watts et al. (1992a). First-order politeness explains the way politeness is perceived in a given social group.

### **3.2.1.2. The conversational- maxim view**

. Grice's (1975) described this approach as to "make your conversional contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of talk exchange in which you are engaged" the conversational-maxim view relies on the

framework of Grice (1975) and his Cooperative Principle (CP) Gricean Maxims: This principle is called cooperative because both the speaker and listener operate together during a conversation. The use of cooperative principle, along with the conversational maxims, partly accounts for conversational implicatures. Participants assume that a speaker is being cooperative, and thus they make conversational implicatures about what is said (Richards & Schmidt, 2002).

The suggested principles of (Paul Grice 1975, p.26-27) of how people normally behave in conversation to have an effective communication, and his study were a great contribution to the study of pragmatics.

Paul Grice (1975) principles contain four categories of Maxims Quantity, Quality, Relation and Manner; the **Maxim of Quantity** is related to the quantity of ideas and information's the speaker contribute as Grice (1975, p.62) suppose that the speaker must make his contribution in conversations as informative as it's required and he should not offer too much or too few information Grice (1975, p.27) thinks that the information might be confusing to the hearer may be misled if the information are not true and this is the function of the **Maxim of Quality**, this Maxim is about the truthfulness and the correctness of the information the speaker provide, Grice (1975, p.27) claims that the speaker have to say the truth and what he have proven or evidence of. Moreover, (Grice, 1975, p.27) Placed the category of relation into a maxim he call it (**be relevant**) which mean that the contribution p is relevant to the current exchange no matter what the difference of topics may be, in order to perform a truthful informative relevant contribution a method or style is needed, and this is found in the **Maxim of Manner**, (Grice, 1975, p.27) define this maxim as how to be said is said, he suggest one super Maxim Be perspicuous (clear) and four

more various Maxims which are : Avoid obscurity of expression , Avoid ambiguity , Be brief and Be orderly

### **3.2.1.3. The Conversational –contract view**

Fraser (1975) has put this approach, he wanted to say with this approach that politeness phenomenon is a commitment between the speaker and the hearer and it should be respected which means that each one should know his rights and obligations and respect them, and each time the context changes the rights and obligations must be respected. This means that during interaction there should be a contract or agreement between the speaker and the hearer and they should be aware about their rights and obligations which should be respected even in other conversational contexts. Many researchers criticized this approach because of the lack of clarification concerning the change of rights and obligations Thomas (1995) states that: “Fraser’s model of politeness is very sketchy compared with that of Leech and Brown and Levinson and it is difficult to judge how it might operate in practice.”

### **3.2.1.4. The Face-saving View:**

Brown and Leviust (1978) used the study of three different languages and cultures English ,Tamil(a Dravidian language) and Tzeltal (a language of the Mayan family of central America) , concerning politeness .they have observed a lot of similitude on the subject of linguistic strategies that the speakers of these languages employed , the same concerning other languages which show them the universality of politeness.

In this model, the concept of face is predominant that was first introduced by Goffman (1967), and revised later by Brown and Levinson (1987) who identified face as “the public self-image every member wants to claim for himself” (p.61). According to Brown and Levinson, face in this new version refers to the good image that all people want to claim

for themselves The concept of face and politeness are interconnected, and the more speakers are polite the more they save face and one of the most important goals of politeness is saving Face

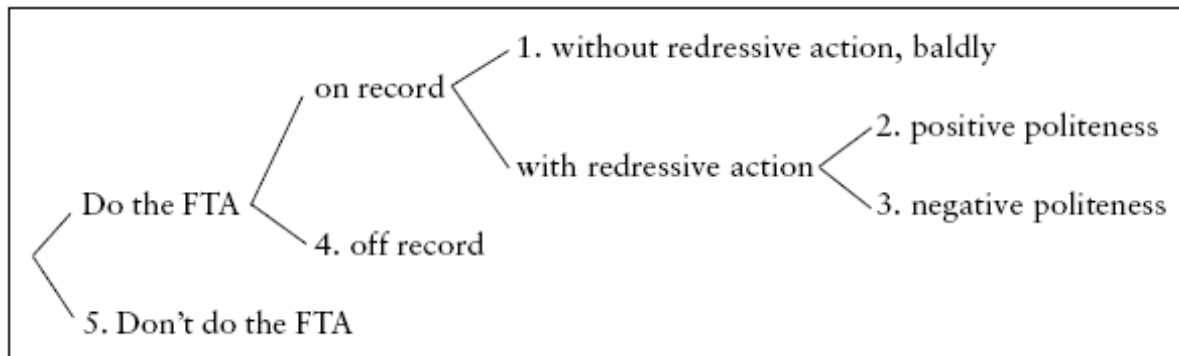
### **3.3. Brown and Levinson's politeness Strategies**

According to Elhadj Said (2011), human are social creatures , every single day there are billions of conversations made around the world ,and there are in each conversations ways and methods the individuals use in order to express themselves to get what they want , when you are in home with your sisters or brothers « hey bring me water » « don't dare to touch my laptop » « if you don't shut up I'll kill you », but the way we speak automatically change if one of our parents is there , or if we are talking with them personally or with any other adult, we are obliged to use more appropriate words such « if im not bothering you please could you bring me some water » it is very important to choose the way we speak to others in different life and social situations ,if we do not do this , we will be considered as impolite.

Brown and Levinson's politeness strategies was initially published in 1978. According to the Journal of Research and Innovation in Language (2019). The concepts of politeness strategies are developed to prevent someone from being embarrassed or from feeling uncomfortable, to save the listener's "face".

Brown and Levinson (1987) outline four main types of politeness strategies including bald on record, positive politeness, negative politeness, and off-record (indirect). The main idea is realizing various strategies used by various people in their interactional behavior to satisfy specific wants of face.

The following figure describe possible strategies for doing Face Threatening Acts (FTAs ) suggested by Brown and Levinson (1987) :



**Figure.1:** Possible Strategies for Doing FTAs (Brown & Levinson, 1987: 69)

The five strategies described by Brown and Levinson the speaker must follow to avoid or minimize FTAs:

### 3.3.1. Bald on Record

According to Brown and Levinson (1978), bald on record strategy is a direct way of saying things, without any minimization to the imposition, in a direct, clear, unambiguous and concise way. This strategy is commonly found with people who know each other very well because it is the most direct strategy, it means to express yourself in the most direct way speaking clearly, it doesn't need any effort from the speaker to avoid FTAs.

Brown and Levinson (1977) provide the example of a bald-on-record strategy and suggest that the use of bald-on-record direct imperatives is evident. This strategy can cause embarrassment to the hearer that's why it is used only in some situations

- a) The situation demands clarity and speed of talking as in emergencies.

- b) when the person is close and familiar, this will make speaking light.
- c) when the hearer needs or deserves the FTAs.
- d) when there is different in the power and the powerful interactant wants to create a direct clear method .

### **3.3.2. Positive Politeness**

In Brown and Levinson's framework (1987), positive politeness strategies are identified as those strategies used by the speaker to increase the positive face or positive self-image of the hearer. According to the Journal of Research and Innovation in language (2019) These strategies are built mainly to show friendship and close relation. The speaker supposed to share the same wants of the hearer; thus, any FTA does not mean negative judgment which means that It Aims to recover any threats to positive face, it treats the hearer as a member of an in- group, a friend, a person whose desires and personality traits are known and liked, and it is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). Positive politeness is meant to establish a feeling of solidarity between the speaker and the hearer by choosing from number of strategies.

Three strategies that convey positive politeness was proposed by Brown and Levinson, the first one is claiming common ground with others and it means that the speaker and the hearer have many things in common, such as the same interests and attitudes and group membership. Brown and Levinson (1978), added that the dimension of insincerity in inflated expressions of consent or interest compensates by implicating that the speaker genuinely wants a right image to be improved, the second strategy of positive politeness is linked to

cooperation between the interactants. It is to be aware and interested in the hearer such as taking his opinion. The third strategy is to accomplish the others wants and desires such as sympathy

According to Brown & Levinson (1987), these strategies include the following:

### **3.3.2.1. Positive Politeness strategies**

positive politeness strategies are used to minimize face threatening and create friendly Atmosphere According to Nordquist (2017). These strategies include exchanging criticism with compliments, making a comfortable ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (PLEASE), and in-group jargon and slang.

The positive strategies brought by to Brown & Levinson (1987) are:

- a) Notice, attend to H2 (his interests, wants, needs, goods)
- b) Exaggerate (interest, approval, sympathy with H)
- c) Intensify interest to H
- d) Use in-group identity markers
- e) Seek agreement
- f) Avoid disagreement
- g) Presuppose/raise/assert common ground
- h) Joke
- i) Assert or presuppose S's knowledge of concern for H's wants.
- j) Offer, promise
- k) Be optimistic
- l) Include both S and H in the activity

- m)** Give (or ask for) reasons
- n)** Assume or assert reciprocity
- o)** Give gifts to H (goods, sympathy, understanding, cooperation) These strategies make the hearer feel appreciated by the speaker.

### **3.3.3. Negative Politeness**

Unlike the positive politeness strategies that aim at the realization of solidarity, Brown and Levinson's negative politeness strategies function to increase the social distance between interlocutors, this strategy minimize the imposition on the hearer and give him space, it is about respecting the addressee's negative face and not interfering in his or her own freedom of action. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. Brown and Levinson (1987) identify these strategies as follows:

- a)** Be conventionally indirect
- b)** Question, hedge
- c)** Be pessimistic
- d)** Minimize the imposition, Rx
- e)** Give deference
- f)** Apologize
- g)** Impersonalize S and H
- h)** State the FTA as a general rule
- i)** Nominalize
- j)** Go on record as incurring a debt

### **3.3.4. Off-Record (indirect)**

This strategy claims that some act can be performed indirectly and unclearly by using hints in order to minimize the pressure and avoiding direct FTAs. there are some strategies that must be followed in order to help the speaker in the avidness of doing an FTA in the most direct way, Brown and Levinson (1987) state:

“... the actor leaves himself an ‘out’ by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off record and leave it up to the addressee to decide how to interpret it.” (p.211)

The Off-Record Strategies brought by Brown and Levinson (1987) are:

- a. give hints.
- b. give association clues.
- c. presuppose.
- d. Understate
- e. Overstate
- f. Use tautologies
- g. Use contradiction
- h. Be ironic
- i. Use metaphors
- j. Use rhetorical questions.

### **3.3.5. Do not do the FTA strategy**

Brown and Levinson’s fifth strategy are “Don’t do the FTA.” They consider silence as the ultimate expression of politeness. since this method do not cause any FTA, it is regarded

as the politest one. This strategy is literally about not saying anything in order to not fall in Face threatening Acts and avoids offending the hearer. Brown and Levinson (1987) drew attention to distinctive categories of politeness, and they often described that the speaker can avoid offending the hearer with this particular FTA.

Looking to this strategy from another angle, there are no interesting linguistic views of this strategy. And that's what made Brown and Levinson (1987) ignore it in their discussion (p.72).

## **Conclusion**

This chapter concludes that, arguably, by understanding pragmatics, speech acts and politeness we can get clearer understanding of the utterances and why people use indirect language and complex phrases. Moreover, it concerns itself with the domains of first and second language acquisition and learning. And by understanding the different strategies of politeness and the different use, it is possible to define the appropriate use of politeness in different situations.

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## **CHAPTER 2**

# METHODOLOGY, FINDINGS AND DISCUSSION

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## **Introduction**

This study is achieved to examine the nature of the relationship existing between politeness strategies and EFL learners to analyze their competence in the use of politeness and speech act performance. The previous chapter tackled the theoretical backgrounds of speech act and politeness. Chapter two is dedicated to the field work. It introduces the practical part of the research where both the methods and process used to conduct this research are explained. The chapter is divided into three sections. Section one provides a full explanation of the overall research design, it describes the methodology and design wherein

the research methods, the setting, subjects, materials, instruments, procedures are appropriately applied. Section two is concerned with the statistical analysis of the data obtained and the discussion of the results. Section three aims to suggest some pedagogical implications on the basis of the findings; it also states some of the limitations of the present study and recommends future research.

## **I. Research Methodology and Design**

Casual Comparative Method intend to investigate the relationship of one variable to another by examining whether the values of the dependent variable in one group is different from the value of the dependent variable in the other groups (McMillan & Schumacher, 2009, p. 222). For this research, the independent variables are gender to determine the difference between them and the use of politeness strategies. Causal comparative Method are also called ex post facto research because "there is no manipulation of conditions because the presumed cause has already occurred before the study is initiated" (McMillan & Schumacher, 2009, p. 224).

### **1.2 The Setting and Participants**

The present investigation tackles second year master students, of the academic year 2020/2021 at the department of English language at M'sila University. The targeted population includes both Linguistics (N= 68) and Civilization and Literature (N=76) majors, a total of 144 students. The extracted sample was randomly selected using the stratified sampling technique. The number of the selected participants is 20 males and 20 females of each major. The total number is precisely forty (N= 40).

The targeted population of this study has been carefully selected for a number of reasons. Second year Masters English majors, graduating, probably have had acquired sufficiently enough knowledge about English language use; hence, this study, marginally, verifies that. In addition, it is assumed that our population has had previous knowledge about politeness, as an integrated part of the Linguistics and Applied Linguistics modules; choosing a different population would have been a critical limitation to this study. Table (02) demonstrates a detailed description of the sample.

**Table 2:** The Sample of the Casual Comparative Study

	<b>Gender</b>		<b>Total</b>
	<b>Female</b>	<b>Male</b>	
Group Linguistics	11	14	25
Civ&Lit	9	6	15
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>

Teachers from the English Department of Mohammed Boudiaf in M'sila also participated in this study. The participants were 7 teachers who teach different modules, Due to the current events related to Covid19 that the whole world is witnessing, the teachers were contacted through emails in order to participate in this study.

### **1.3. Research Tools**

In order to conduct this research, which is aiming to determine gender differences in politeness strategies, here mention all your tools on general then details about them in the common sections.

For the purpose of achieving this descriptive study, an online questionnaire was designed by the researchers. The main purpose of the questionnaire is to investigate teacher's opinions about the students in the use of politeness strategies in university, and the effect of gender. In addition, the questionnaire seeks to elicit teacher's attitudes about teaching politeness strategies in the university and if they are doing it themselves.

This online questionnaire was designed through Google Forms, and it contains 21 item. The questions selected were both close-ended and open-ended questions. Therefore, the data it generated were both quantitative and qualitative.

### **1.3.1. The Politeness Test**

The data collection tools that was used is divided into two sections. Section one is a written test in the form of one table containing Six different requests, and each request is followed by Five different options (very polite, polite, average, impolite and rude), this section was employed according to Lakoff's (2004) proposal concerning requests. Section two is an interview based on ten daily life situations between the EFL students, their Classmates and their teachers for the purpose of measuring the type of strategy a participant intends to apply, it has been conducted by following Brown & Levinson (1987) model of politeness.

This test is adopted from Waffa Qahtan Hmeed (2010) *The Impact of Gender in Determining Politeness Strategy with Reference to Iraqi Students of English*. Journal of the College of Arts. University of Basrah, and edited in order to be suitable to the classroom and university environment.

For the sake of measuring the degree of the participants' recognition of linguistic politeness by male and female informants, it was preferred to employ Lakoff's (2004)

proposal concerning requests. The theory states that the more compound the request, the more polite it is realized (Lakoff 2004, cited in Gibson 2009:8). In other words, the more the request contains free morphemes, the more polite it is, without of course forgetting that it would be politer to say things indirectly (Leech 1983). So that by counting the number of the free morphemes in a certain request, I can get a clear idea about the degree of politeness realization. To take the test's request into consideration, very polite request would be sentences (4) and (6):

4. I'd appreciate it if you could lend me ten dollars.

6. Do you suppose you could let me borrow ten dollars?

As both of them contain ten free morphemes and also, they appeared to be more indirect, whereas the rude request would be sentence (5) as it contains only four free morphemes and very direct:

5. Lend me ten bucks.

Concerning the second question and for the purpose of measuring the type of strategy a participant intends to apply, it is been conducted by following Brown & Levinson (1987) model of politeness as a method for analyzing the participants' responses. The assessment would be much more dependent on the negative as well as the positive strategies. And by counting the number of the correct responses that correspond with each strategy we can have an idea about the performance of each sex. As it is been mentioned previously, six negative strategies and five positive strategies have been chosen and arranged respectively here:

1. Indirectness.

2. Minimizing the imposition.

3. Stating (FTA) as a general rule.
4. Apologizing.
5. Giving deference.
6. Question, hedge.
7. Sympathy.
8. Asking for a reason.
9. Offer.
10. Avoiding disagreement/ seeking agreement.

As shown in Table 3:

**Table 3**

*The scoring system of the first section of the Test*

<b>Question</b>	<b>Very polite</b>	<b>Polite</b>	<b>Average</b>	<b>Impolite</b>	<b>Rude</b>
<b>1</b>	0	0	0.5	1	0.5
<b>2</b>	0	0.5	1	0.5	0
<b>3</b>	0.5	1	0.5	0	0
<b>4</b>	2	1	0.5	0	0
<b>5</b>	0	0	0.5	1	2
<b>6</b>	2	1	0.5	0	0

Table 3 shows the scoring system of the recognition section (section One) of the test. The following Table, shows the scoring system of the production section (section Two).

**Table 4**

<b>The Question</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q8</b>	<b>Q10</b>
<b>The Gradin</b>	1	2	1	1	1	1	1	1	1	1

#### **1.4. Procedures**

Concerning the main study, the study prolonged through 5 days. The process involved receiving each participant individually in an empty classroom, which produced an academic atmosphere for the purpose of the seriousness of the participants as well as avoiding any sort of unwanted similarities in answers. Firstly, the participants were tested through oral questions and the answers were recorded, after that they received written questions in order to answer the second section of the test. Due to the shortage of time each participant received an approximate period of 15 minutes to finish both tests. The participants were kindly asked to answer the administered tests as spontaneously and as honestly as possible as they would do in real life situations.

#### **1.5. Data Analysis and Statistical Tools**

The statistical tools that were used, helped to analyze the similarities and the differences between the two groups (females and males). Therefore, the statistical tools that was used are: the mean, the T test, Standard deviation and the variance. The formulas are:

$$t = \frac{\mu_A - \mu_B}{\sqrt{\left[ \frac{\left( \sum A^2 - \frac{(\sum A)^2}{n_A} \right) + \left( \sum B^2 - \frac{(\sum B)^2}{n_B} \right)}{n_A + n_B - 2} \right]} \cdot \left[ \frac{1}{n_A} + \frac{1}{n_B} \right]}$$

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

you only included two formula's what about the standard deviation, and variance  
 For a better understanding and visualization of the data, it represents the values in a "line" type chart. As far as the statistical tools employed in this descriptive study, some descriptive statistics measures were used including; percentages and frequencies for teachers' responses.

## II. Data Analysis and Discussion

### Introduction

This section comprises the Analysis and discussion of the findings resulting from this study. The analysis and the discussion of the data is carried out through two parts. The first part is concerned with the result of the two sections of the student's test, that deals with a quantitative and qualitative analysis of data. The second, which is based on the result of the teacher's questionnaire and the discussion of the findings.

## 1. Description of the politeness test

The analysis of the T test is communicated through tables and graphs in order to determine the strategies employed by the participants of this study to deliver politeness strategies. It also determines the extent to which they are competent in this area of pragmatics.

### 1.1. Analysis of the recognition data

This data is obtained from the first section of the students' test, which test the participants recognition. The next part, shows the result of each gender participants statistical result with a quantitative analysis.

#### 1.1.1. Males' performance in the Recognition Test

This table shows the males performance in the recognition test

**Table 5**

*The Males Performance in the Recognition Test*

	N	Min	Max	Mean	Std. Devi	Skewness
	Stat	Stat	Stat	Stat	Stat	Std. Error
Total	20	,00	19,00	7,93	6,29	,607
males						,427

There are 20 observations (male students) with an average mark of 7,93. The data is dispersed because the difference between maximum and minimum value is 19 (considering that the maximum score is 20) and also the standard deviation that can be used to calculate the coefficient of variance. The value of C.V. is  $6.29/7.93*100=79.32\%$  which is more than 35%, therefore the data is not homogenous and the mean is not representative. Therefore, Male students can recognize which sentence is polite and which one is not.

### 1.1.2. Females' performance in the Recognition Test

This table shows the females performance in the recognition test

**Table 6**

The Females Performance in The Recognition Test

	N	Min	Max	Mean	Std. Dev	Skewness
	Stat	Stat	Stat	Stat	Stat	Std. Error
Total	20	,00	15,00	11,10	3,80	-1,26
Females						

For female students, there are also 20 observations, with the average score of 11,1 out of 20. The data is dispersed due to the high value of its range (15-0=15 out of 20) and the mean is representative because the coefficient of variance has a value of  $3.8/11.1=34\%$ , right at the boundary of being heterogeneous (a C.V. of 35%). The data distribution is slightly right asymmetrical, so the small scores are more dominant. Therefore, Female students recognize well which sentence is polite and which is not.

### 1.1.3. Difference in Males and Females' Performance in the Recognition Test

This table shows the differences in males and females' performance in the recognition test

**Table 7:**

*The Differences In Males And Females Performance In The Recognition Test*

---

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	MeanD ifference	Std. ErrorDiffe rence
<b>Politeness test</b>	Equal variances assumed	4,48	,039	- 2,36	58	,02	-3,17	1,34
	Equal variances not assumed			- 2,36	47,74	,02	-3,17	1,34

The hypotheses are:

H0: the population means are significantly different.

H1: the population means are not significantly different.

In the table above there are F which is the test statistic of Levine's test, and Sig. is the p-value corresponding to this test statistic. The p-value is  $0.039 < 0.05$  so by rejecting the null of Levine's test and conclude that the variance in politeness test of females is significantly different than that of males. The sign of the mean difference corresponds to the sign of the t value. A negative  $|t| < |\text{mean difference}|$  so there are significant differences between the 2 means. Moreover, Female students easily recognize what is polite and what is rude. Therefore, H0 is accepted and H1 is rejected.

## 1.2. Analysis of the production data

This section is concerned with the second part of the students' test. It is representing the test as form of situations to Analysis what strategy they will use in each situation.

### Situation 1: A request to borrow your classmate's notebook.

**Table 8**

*Borrowing Your Classmate Notebook*

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Strategies Responses N= (40)

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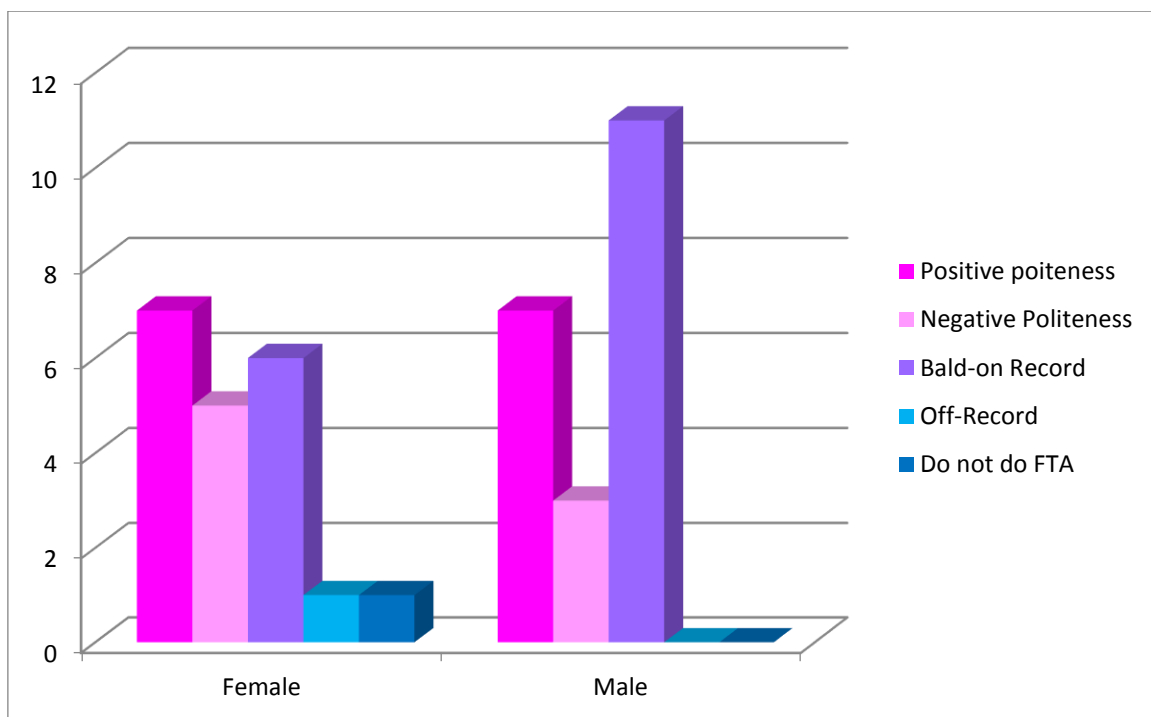
	Female		Male	
	Frequency	percentage	frequency	Percentage
<b>positive politeness</b>	7	35%	7	35%
<b>Negative politeness</b>	5	25%	3	15%
<b>Bald-on Record</b>	6	30%	11	55%
<b>Off- Record</b>	1	25%	0	0%
<b>Do not do FTA</b>	1	5%	0	0%

---

In situation one, the results shows that 35% of females answered using positive politeness strategy by requesting friendly and respectfully such as (please, give me your notebook I need to write some lessons.). These 7 participants would request from a friend classmate not just a regular classmate, where the FTA does not exist between friends or does not have any negative impact.30% of female participants used bald-on record strategy by being indirect like (Hello, how are you? I didn't take any notes would you please lend me your notebook for tonight?). Moreover, 25% of them requested with indirectness and low degree of imposition which lead to a negative politeness strategy such as: (I'm sorry for bothering, but if it is possible and you can of course lend me your notebook I didn't catch up with the teacher, please? but if you can't it is totally okey.). Also, only 5% of female participants used Bald-on record strategy like (give me your notebook) which is the most direct request. While only 5% chose to not do the FTA strategy and depend on other solutions such as (searching on the internet).

For male participants concerning this situation, 55% of them used Bald on-record strategy by being direct like (Yo, give me your notebook).35% of them used positive politeness strategy by using special discourse markers such as (please, lend me your

notebook).Moreover, 15% of the male participants used negative politeness strategy such as (Since you are my friend my problems are your problems and your problems are mine and my problem today is that I need your notebook of course if you don't need it and I will return the favor maybe one day you will need me ).0% of them didn't used OFF record strategy or do not do the FTA strategy in this situation.



**Graph1:** a request to borrow your classmate's notebook.

This graph shows Male and Female use of politeness Strategies in situation one. Graph 1 outlines what strategies got used by Female and Male participants. As shown Positive Politeness strategy was highly used by Female participants with a total of 35%. While, the

one that got used the least are both Off-record and do not do FTA strategies with a total of 5%. On the other hand, Male participants used Bald-on Record the most with a total of 55%. At the same time, the strategies used less by Male participants are also Off-record and do not do FTA with a total of 0%.

**Situation 2: While you took your classmate’s notebook, you drop coffee on it. What would you say?**

**Table 9**

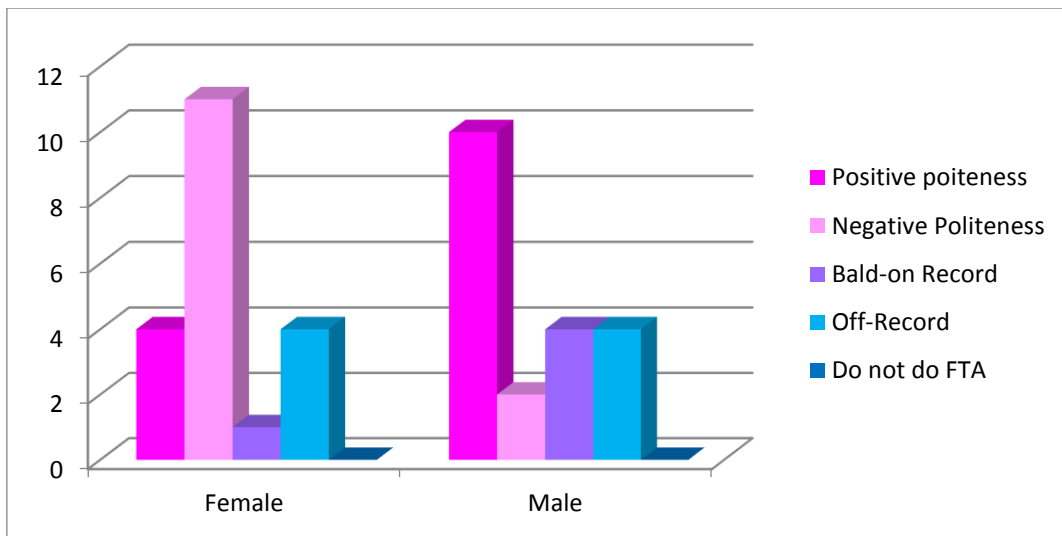
Dropping Coffee on Your Classmate’s Notebook

Strategies Responses N=(40)				
	Female		Male	
	frequency	percentage	frequency	percentage
<b>positive politeness</b>	4	20%	10	50%
<b>Negative politeness</b>	11	55%	2	10%
<b>Bald-on Record</b>	1	5%	4	20%
<b>Off- Record</b>	4	20%	4	20%
<b>Do not do FTA</b>	0	0%	0	0%

Concerning situation 2, 55% of female participants used negative politeness strategy to request forgiveness and apologize such as (I’m sorry) or ( I didn’t mean it). While, 20% of them opted for a positive politeness strategy by showing sympathy and offering reparation by using the following explanation (I promise to buy you a new one) or exaggerating like saying (sorry) more than one time and repeatedly saying (please, forgive me). On the other hand, the strategy of bald-on record was used 20% by being extremely indirect. The situation

remarked the use of off-record strategy with a rate of 5% by higher use of direct apology like (I'm sorry). Do not do the FTA was not done by female participants receiving 0% (because in this situation you can't remain silent).

When it comes to male participants, they highly used positive politeness strategy by offering repair. 50% of them stated that (they will buy a new one) or give them theirs. Meanwhile, only 10% of them opted for negative politeness strategy by apologizing like (I'm sorry, forgive me). Remarkably, both strategies off-record and bald on record were used by male participants and received 20%. Do not do the FTA was disregarded and received 0%.



**Graph 2:** Dropping Coffee on Your Classmate's Notebook

This graph shows Male and Female use of Politeness strategies in situation 2. Graph 2 illustrates what strategies got used. Female participants hugely used Negative politeness strategy with a total of 55%. At the same time, they did not use Do not do FTA strategy with a total of 0%. However, Male participants totally went for the positive politeness

strategy with a total of 50%. While, do not do FTA was not used by Male participants with a total of 0%.

**Situation 3: A piece of advice you do have you like to say to your classmate**

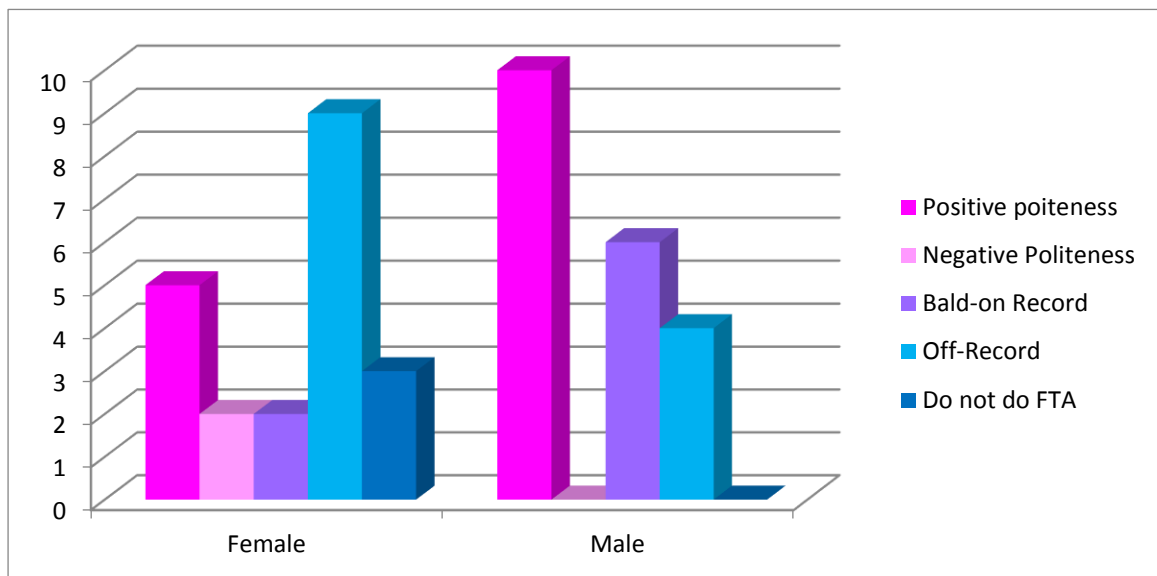
**Table 10**

A Piece of Advice

Strategies Responses N= (40)				
	Female		Male	
	frequency	percentage	frequency	percentage
<b>positive politeness</b>	5	25%	10	50%
<b>Negative politeness</b>	2	10%	0	0%
<b>Bald-on Record</b>	2	10%	6	30%
<b>Off- Record</b>	9	45%	4	20%
<b>Do not do FTA</b>	3	15%	0	0%

In situation 3, Female participant highly used off-record strategy with a percentage of 45%. 9 female participants started their advice with (if I were you) Which is totally indirect.25% of them chose the positive politeness strategy by providing. Yet,15% of female participants preferred to not do the FTA strategy and say nothing. On the other hand, the strategies Bald-on record and negative politeness was used by 10% of female participants, Bald-on record which is direct like (Start studying what are you waiting for) and negative politeness which is very indirect such as (I'am sorry to tell you this, but...).

For male participants, the first strategy of positive politeness received higher attention with a 50% of them using it through saying:(it will be good for you if.). Bald-on record was used by 30% of male participants, 6 of them chose to state the advice directly. Thus, 20% of the male participants preferred to engage with the off-record strategy. Both Negative politeness and do not do FTA strategies received 0%.



**Graph 3:** A piece of advice to a Classmate

This graph shows Male and Female use of politeness strategies in situation three. Graph 3 shows that Off-record strategy was used the most by female participants with a total of 45%. Whereas, the strategies that got used the least are Negative politeness and Bald-on record with a total of 10%. On the other side, Male participants went for Positive politeness strategy the most with a total of 50%. While, they chose to not use Do not do FTA strategy.

**Situation 4: How would you ask a classmate to change his or her place**

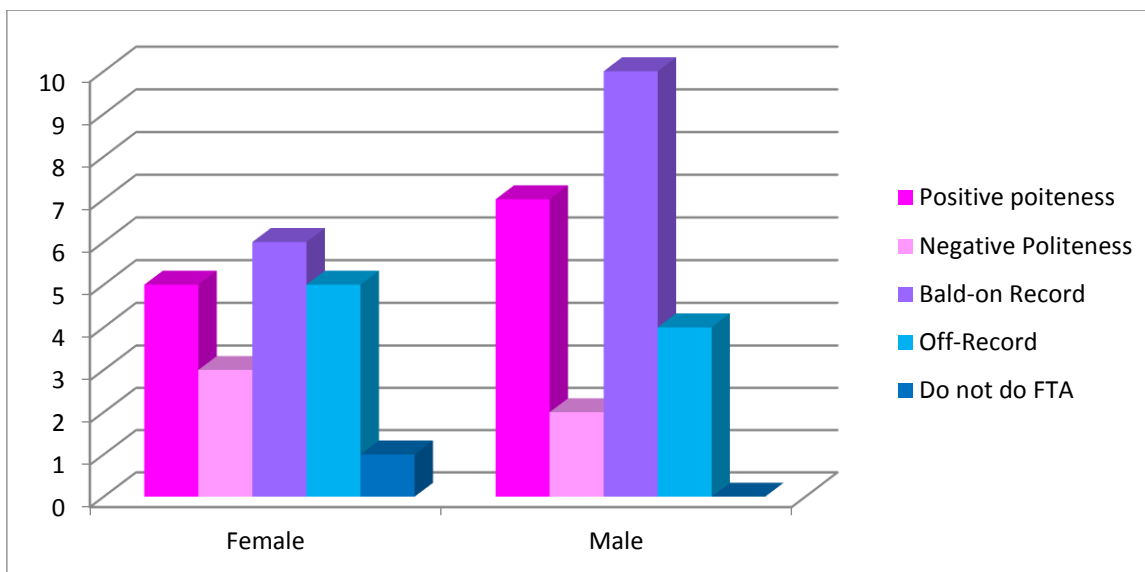
**Table 11**

## Asking A Classmate to Change Their Place

Strategies Responses N= (40)				
	Female		Male	
	frequency	percentage	Frequency	percentage
<b>positive politeness</b>	5	25%	7	35%
<b>Negative politeness</b>	3	15%	2	10%
<b>Bald-on Record</b>	6	30%	10	50%
<b>Off- Record</b>	5	25%	1	5%
<b>Do not do FTA</b>	1	5%	0	0%

In situation 4, the frequency of Bald-on record strategy is very high as 30% of female participants started their request with (can you change your place, please).25% of them chose off-record strategy with being indirect and give reasons such as (I can't see).While, 20% of the female participants strictly used positive politeness strategy, they tend to be friendly like (it would be nice).Yet, the negative politeness strategy was favored by 15% of female participants with being indirect like (excuse me, could you please change places).And only, 5% of them do not do the FTA strategy and like to remain silent.

Whereas, Male participants concerning this situation.55% of them highly used off record strategy by being indirect. While, 35% of them chose to use positive politeness strategy by requesting nicely and being direct such as (change your place, please).15% of them used negative politeness strategy by giving reasons and request indirectly ( Ican't see well, I don't have my glasses).5% would not do the FTA and remain silent, and Bald on record strategy relieved 0%.



**Graph 4** Asking a Classmate to change his or her place

This graph shows Male and Female use of politeness strategies in situation Four. Graph 4 illustrates what strategies got used by Male and Female participants. Bald-on record strategy was used the most by female participants with a total of 30%. While, do not do FTA strategy got used the least with a total of 5%. Yet, Male participants went for Bald-on record strategy the most with a total of 55%. While, they chose to not use Do not do FTA strategy.

**Situation 5: How would you greet your classmate's mother?**

**Table 12**

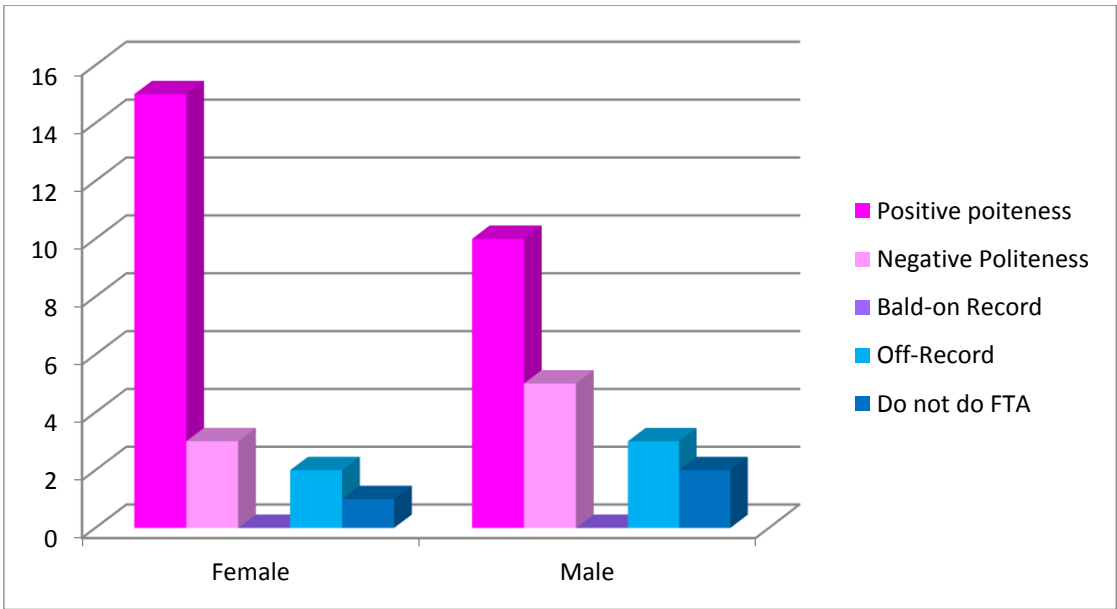
Greeting Your Classmate's Mother

Strategies Responses N=(40)				
	Female		Male	
	frequency	percentage	Frequency	percentage
<b>positive politeness</b>	15	75%	10	50%
<b>Negative politeness</b>	3	15%	5	25%
<b>Bald-on Record</b>	0	0%	0	0%

<b>Off- Record</b>	2	10%	3	15%
<b>Do not do FTA</b>	1	5%	2	10%

In This situation , The most dominant strategy used to greet classmate’s mother concerning females is positive politeness such as (hello , dear aunt ) ( I miss you) 75% of the females sample used it ; 15% have answered with negative politeness strategies as they kept a space between them and the mother such as( hello , how are you ) ;10% of the sample favor to just say hello or good morning which means they used off-record strategy , only 5% of females decided to Do not do The FTA by stating that they avoid greeting their classmates mother and they just smile because they feel shy .

On the other hand, 50% of the male’s sample used positive politeness as they consider their classmate’s mother as their own mother, 25% preferred to use Negative politeness; 15% picked Off-Record, finally only 10% chose to not greet their classmates’ mothers because they never talk to them or meet them.



**Graph 5** Greeting a Classmate’s Mother

This graph shows Male and Female use of politeness strategies in situation Five. Graph 5 shows that Positive politeness strategy was highly used by female participants with a total of 75%. Whereas, the strategies that did not get used at all is Bald-on record. While, most of Male participants used Positive politeness strategy the most with a total of 50%, and they chose to not use Bald-on record strategy as well.

**Situation 6: You are starving. How would you tell your classmate that?**

**Table 13**

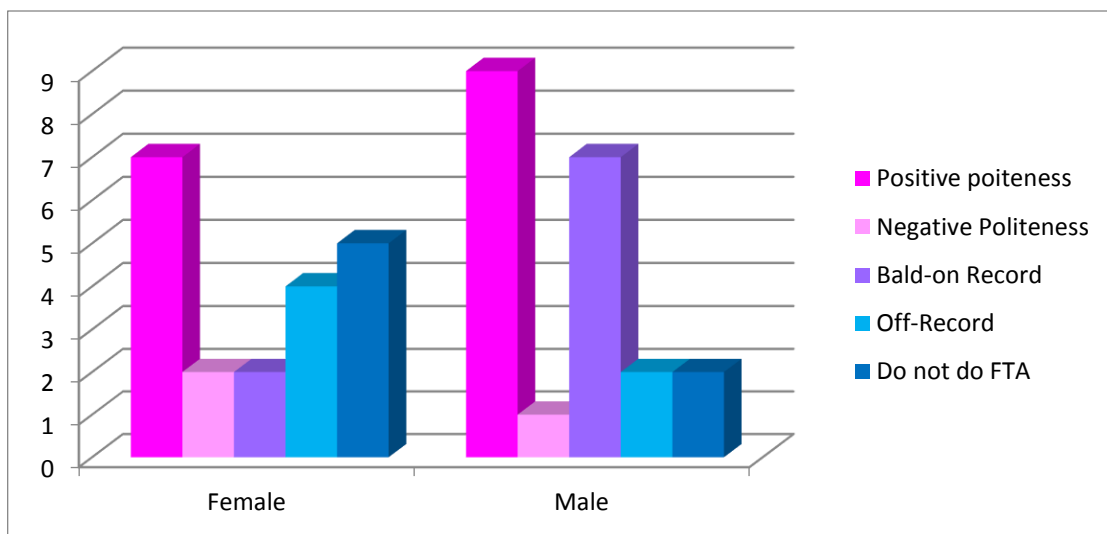
Telling a Classmate, you are starving.

Strategies Responses N=(40)				
	Female		Male	
	frequency	Percentage	frequency	percentage
<b>positive politeness</b>	7	35%	9	45%
<b>Negative politeness</b>	2	10%	1	5%
<b>Bald-on Record</b>	2	10%	7	35%
<b>Off- Record</b>	4	20%	2	10%
<b>Do not do FTA</b>	5	25%	1	5%

It is observed that the main strategy used between Female classmates in this situation is the positive politeness strategy. 35 % adopted positive politeness, because asking for eating is a little bit hard to request, 25 % of the participant declare that they would not do The FTA and they would go by their own for eating. 20% would like to make a request indirectly like (there is a great Restaurant in front of the university) which is known as Off-record strategy. both Negative Politeness and Bald on Record received 10 % of the

answers since they don't like to imposed others to go for eating or they like to be direct and clear because this situation demands directness.

when males sample asked a Classmate for eating out or telling them they are hungry, they tend to use the positive strategy with high statistical level that is to say 45 % of the sample have selected this type. While 35% think that being direct is the most appropriate strategy with classmates in this situation because they have no Time to waste, they need to eat Rapidly and go back to class therefore they used Bald on Record strategy. 10% of male participants used off-record and 5% Negative politeness Since requesting for eating in this situation belongs to the acts that possess a high rank of imposition as the request demands paying money. Finally, only 5% Prefer to not do the FTA and that was because they don't like to eat outside, it has nothing to do with politeness.



**Graph 6** Telling a Classmate you are starving

This graph shows Male and Female use of politeness strategies in situation Six. Graph 6 shows that Female participants went for Positive politeness strategy the most with a total of 35%. Whereas, the strategies that got used the least are Negative politeness and Bald-on record with a total of 10%. Nevertheless, Male participants highly used for Positive

politeness strategy the most with a total of 45%. While, they used Negative politeness the least with a total of 5%.

**Situation 7: Your classmate hasn't done well in the exam. What would you say?**

**Table14**

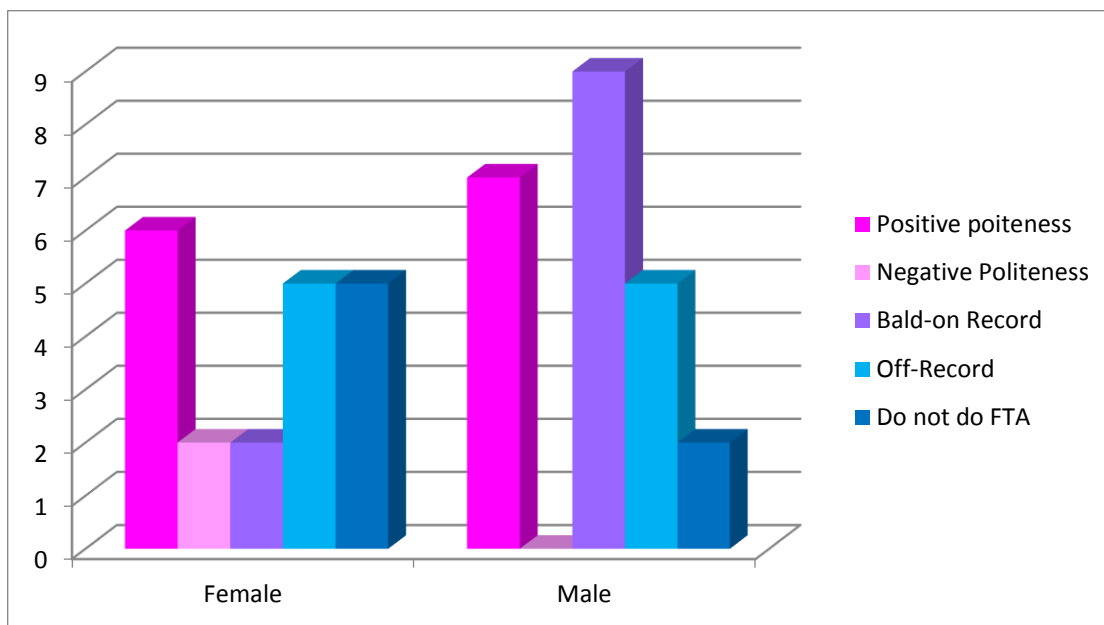
Cheering Up Your Classmate

Strategies Responses N=(40)				
	Female		Male	
	frequency	percentage	frequency	percentage
<b>positive politeness</b>	6	30%	7	35%
<b>Negative politeness</b>	2	10%	0	0%
<b>Bald-on Record</b>	2	10%	9	45%
<b>Off- Record</b>	5	25%	5	25%
<b>Do not do FTA</b>	5	25%	0	0%

In this situation, it can be observed that indirect strategies are dominant in female sample 's answers negative politeness 10% and off-record 25%, since this situation require respect to the classmates face. It also requires sympathy and understanding therefore positive politeness was used the most 30% Between female classmates. 25% of The Female Participants think that silent is the best help they would give to their classmates because anything they might say would only make the situation worse. on the other hand, 10% of females sample chose to be direct in this situation because for them this situation between classmate requires direct guidance and help.

Unlike the female participants males tend to be more direct where 45% of them used Bald-on Record in order to push their classmates to study for their exams, while 35% of

them decided to use sympathy with their classmate’s situation and try to encourage them using Positive Politeness and finally 25% of Male participants said that they favor to change the topic and make their classmates forget what happened to minimize their frown.



**Graph 7** Your classmate hasn’t done well in the exam. What would you say?

This graph shows Male and Female use of politeness strategies in situation Seven. Graph 7 illustrates what strategies got used by Male and Female participants. Positive politeness strategy was used the most by female participants with a total of 30%. While, both Negative politeness and Bald-on record strategies got equally least used with a total of 10%. Then again, Male participants went for Bald-on record strategy the most with a total of 45%. While, they chose to not use Negative politeness strategy at all in this situation.

**Situation 8: Your classmate forgot your appointment. What would you say?**

**Table 15**

Forgetting Your Classmate Appointment

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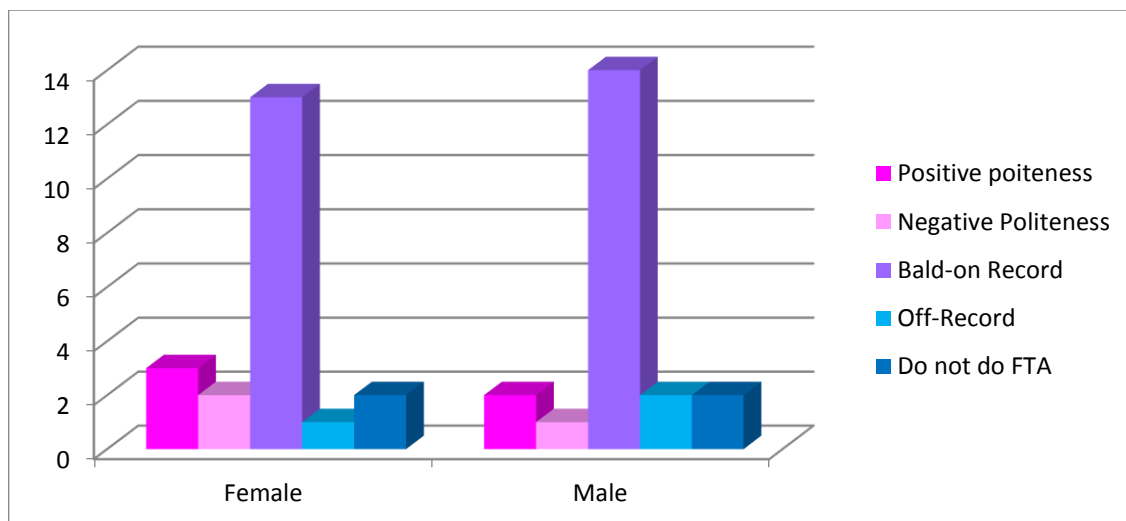
Strategies Responses N=(40)

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	Female		Male	
	frequency	percentage	frequency	percentage
<b>positive politeness</b>	3	15%	2	10%
<b>Negative politeness</b>	2	10%	1	5%
<b>Bald-on Record</b>	13	65%	14	70%
<b>Off- Record</b>	1	5%	2	10%
<b>Do not do FTA</b>	2	10%	1	5%

---

In the case of forgetting appointment both Female and Male participants agreed on being direct and blaming their classmate ,70% of males and 65% of females used Bald-on Record strategy as they use expressions like “where are you” , “I waited a lot ” and “Direct blaming” , whereas 15% of Female and 10% of Male participants made their contribution friendly by using positive strategies as they show their understanding and giving excuses to their classmates .10% of females and 5% of males think that they should give their classmates space to explain by their own so they chose to call them and ask them if they’re okay and let them explain without any imposition, however 10% of Male participants said that they will be indirect in case their classmates feel embarrassed and 5% of Females also agreed on that . 10% of Female and 5% of Male participants said that they won’t make any reaction until their classmates do.



**Graph 8** Your classmate forgot your appointment. What would you say?

This graph shows Male and Female use of politeness strategies in situation eight. Graph 8 shows that Bald-on record strategy was highly used by female participants with a total of 65%. Whereas, the strategies that did not get used a lot is Off-record with a frequency of 5%. Just like Females, most of Male participants went for Bald-on record strategy with a total of 75%, and Negative politeness got chose by only 5% of Male participants.

**Situation 9: Your teacher needs a help in the classroom. What kind of offer you might provide? (For example, cleaning the board)**

**Table 16**

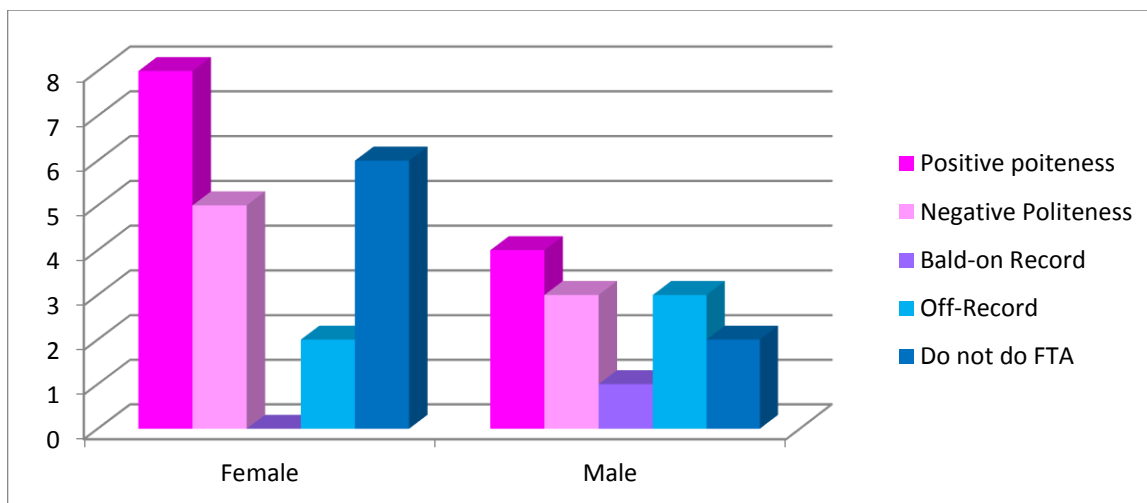
Offering Your teachers Help

Strategies Responses N= (40)				
	Female		Male	
	frequency	percentage	frequency	percentage
<b>positive politeness</b>	8	40%	4	20%
<b>Negative politeness</b>	5	25%	3	15%

<b>Bald-on Record</b>	0	0%	1	5%
<b>Off- Record</b>	2	10%	3	15%
<b>Do not do FTA</b>	6	30%	9	45%

In situation 9, the Frequency of politeness strategy is very high as 40% of female participants stated that by being friendly such as: (please, can I clean the board.).30% of the female participants chose to not do the FTA strategy. Yet, the second strategy of negative politeness received attention with 25% of them using it through saying: (excuse me, is it okey if I clean the board) they would request, but without imposition themselves on the teacher. Off-record strategy was used 10% by female participants which is indirect like (I have a good handwriting; I can write on the board today). Lastly, Bald-on record received 0%.

The situation remarked the use of do not do the FTA strategy by male participants with a rate of 45%. Positive Politeness strategy was opted for with 20% of occurrence, the respondents opted to be friendly like: (excuse me, do you need any help). While both Negative politeness and off-record strategies were used by 15% of the male participants. Lastly, only 5% of the male participants chose to use the Bald on record strategy by requesting directly like (can I clean the board).



**Graph 9** What kind of offer you might provide to your teacher

This graph shows Male and Female use of politeness strategies in situation Nine. Graph 9 reveals that Positive politeness strategy was used the most by female participants with a total of 40%. Whereas, the strategies that did not get used is Bald-on record. On the other side, Male participants also went for Positive politeness strategy the most with a total of 20%. While, they chose Bald-on record strategy the least with a frequency of 5%.

**Situation 10: A request to your teacher to explain the lesson again**

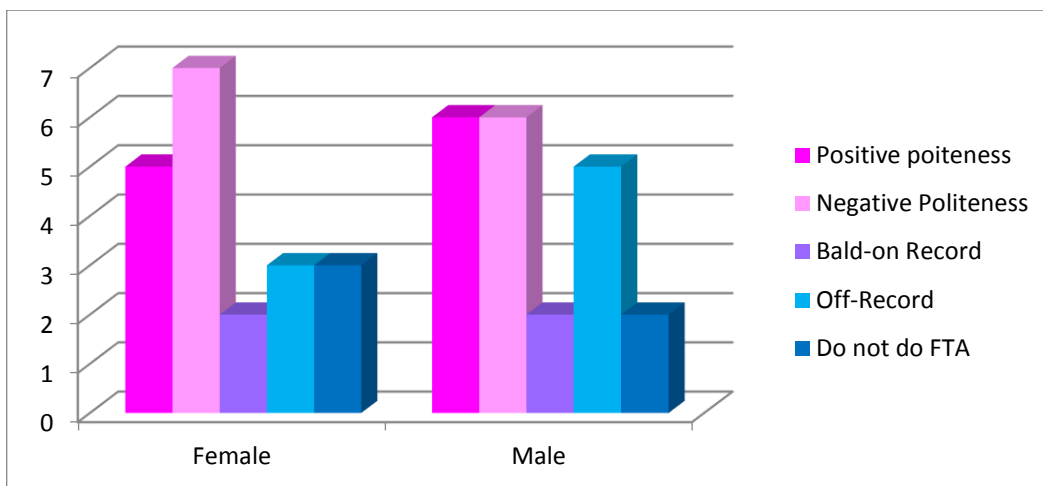
**Table 17**

Requesting Your Teacher to Explain the Lesson

Strategies Responses N=(40)				
	Female		Male	
	frequency	percentage	frequency	Percentage
<b>positive politeness</b>	5	25%	6	30%
<b>Negative politeness</b>	7	35%	6	30%
<b>Bald-on Record</b>	2	15%	2	10%
<b>Off- Record</b>	3	10%	5	25%
<b>Do not do FTA</b>	3	15%	1	5%

Female participants in this situation performed differently, where 35% of them tend to make a space between them and the teacher by asking indirectly and without any kind of imposition using Negative Politeness such as “I am Sorry sir” “is it ok to ”, however 25% of them preferred using positive politeness with their teacher by using expressions like “please” “Would you” and “could you”. as seen in the Table 18, 15% of them used Off-Record as they would ask indirectly such as giving a question about the topic or giving hints that the lesson is not clear for them and also 15% of them said that they will not Do The FTA they will just ask their classmates for explanation, and only 10% of the participants requested directly into the point with Bald-on Record Strategy.

As it is indicated in (Table 18), 30% of Male participants requested using negative politeness with their teachers because requesting from teachers demand high quality of expressions and indirectness and also 25% used Off-Record for more indirectness. While 30% of them tend to use positive politeness as they have a strong relationship with their teachers some of them have been teaching them for years therefore using express as « please » « would you » is familiar with them and can not cause any FTA. 10% of them tend to be clear by using Bald-On Record strategy as males in their Nature like to be direct and clear even with their teachers they do not use formal or Prestigious expressions. but Only 5% of them decided to Do Not Do the FTA because they will wait until the teacher « ask have you understood » and they will answer yes.



**Graph 10** Requesting Your Teacher to Explain the Lesson

This graph shows Male and Female use of Politeness strategies in situation Ten. Graph 10 illustrates what strategies got used. Female participants hugely used Negative politeness strategy with a total of 35%. At the same time, they chose Bald-on record the least with a total of 10%. However, Male participants chose both Positive politeness and Negative politeness strategies with a total of 30%. While, do not do FTA was only used by 1% of Male participants.

## **2. Difference in males and females’ performance in the politeness test**

In order to measure the participants competence in politeness strategies at M’sila’s University, their politeness strategy was subjected to the difference analysis using independent groups T test as explained in Table 18 of both sections of the test.

**Table 18**

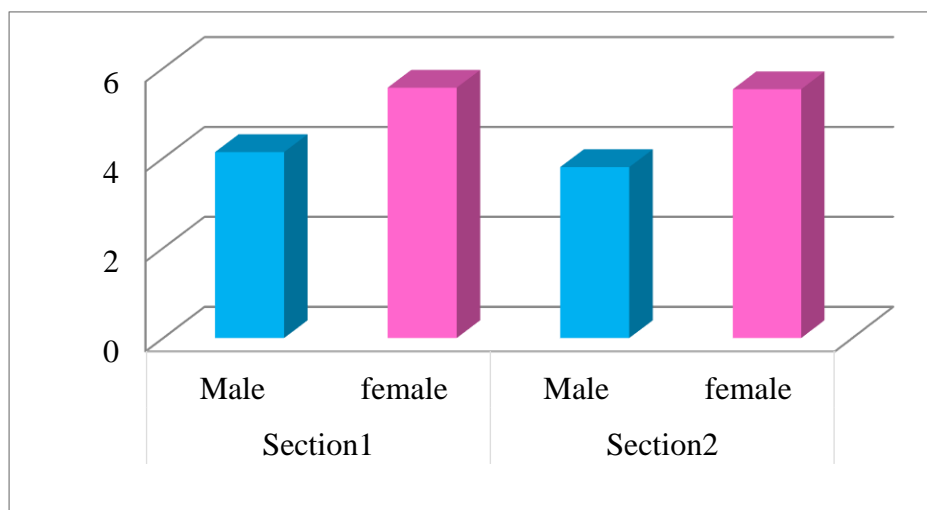
*The Male and Female difference test Participants Result*

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**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Section1	Equal variances assumed	26,76	,000	-1,88	0,58	,06	-1,43	0,04
	Equal variances not assumed			-1,88	46,65	,07	-1,43	0,04
Section2	Equal variances assumed	7,34	,009	-1,61	0,58	,11	-1,73	0,04
	Equal variances not assumed			-1,61	55,80	,11	-1,73	0,04

The average mark for Males is 13.85 and for Females is 14.43, which means the difference between males and females is 0.58. In general, the females' performance is better than the males as shown in graph 11. However, there is no statistically significant differences between the two , because Calculating t-test ( $0.00592 < \text{critical t-test } (1.685954)$ ). Therefore  $p > 0.05$ . As the p-value is greater than the alpha level, by that it is not possible to conclude that there is a considerable difference between means. Therefore, the Null Hypothesis is accepted.



**Graph 11: The Male and Female Participants Result in the politeness test**

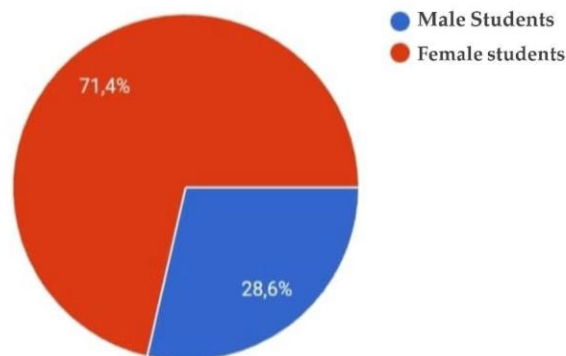
### **3. Analysis of Teachers' Questionnaire**

The teachers' questionnaire was administrated online to 4 Female and 3 Male English teachers from different modules. It comprises of twenty-one items, ranging from open-ended to close-ended questions. The general result showcased the importance of politeness strategies in EFL classes.

The respondents were teachers with different PhD degrees (Applied Linguistics, Civilization, Oral Expression, Literature, Research methodology, Written expression.).Moreover, 85.7% of the participants have only between 5-10 years of experience. Whereas, only 14.3% of them have more than 15 years of experience. All of their answers about the use of politeness strategies in university classrooms and the difference between Male and Female students in the use of it were helpful to this study.

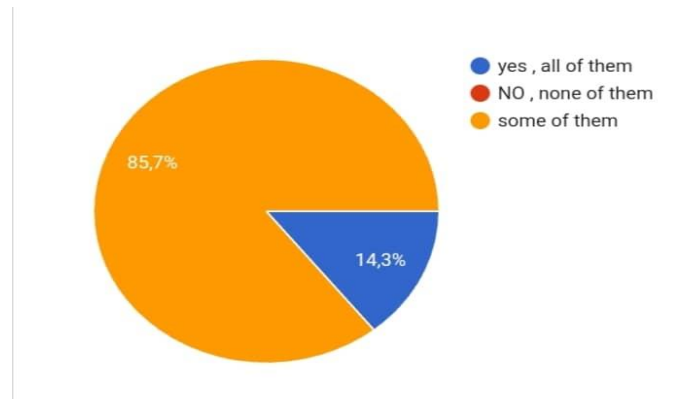
In an attempt to find out the gender differences in politeness use among EFL students, item 1 (Who do you think is better in the use of politeness strategies in English (male students or female?)) was designed.71.4% of teachers claim that female students are better in the use of politeness strategies. And only, 28.6% of them said that male students are better as shown in graph 12

**Graph 12:** the use of politeness Strategies among Gender



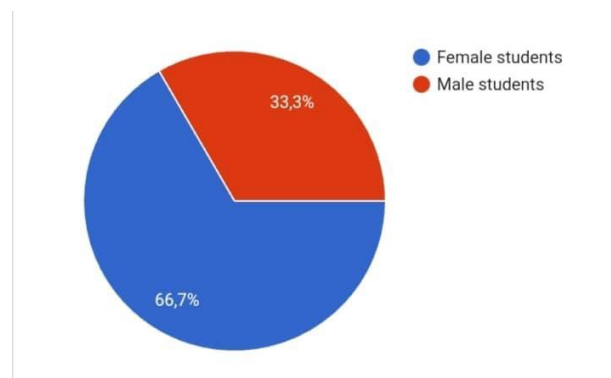
Teachers were asked to justify and provide the causes of the difference, the answers of the teachers that chose females students were focused on the notion that females naturally respect social norms and politeness strategies, they do not consider politeness as a weakness. Whereas, some of them said that females are more competent than males when it comes to Language use. However, teachers that chose males students justified their choice and stated that males students use a lot indirect speech and they have more pressure to change the stereotype that society made.

The Fourth item, teachers were asked if their EFL students used politeness strategies with them. According to Graph 13 , 85.7% chose that some of them use politeness strategies. But, only 14.3% chose yes, all of them use politeness strategies



**Graph 13** The use of politeness strategies with teachers

For the sake of determining the quality of politeness used by students, teachers were asked if their EFL students used politeness strategies properly. 85.7% of them said yes some of them. While only, 14.3% said none of them. Following this element, teachers were asked to decide which gender use it properly the most. According to Graph 14, 66.7% strongly agreed that Female students use politeness strategies the most and only, 33.3% think that Male students use it the most.



**Graph 14** The proper use of Politeness Strategies

When asked about their thoughts about if politeness strategies are a skill. Some of them simply stated that: (yes, it is, no it isn't). However, some consider politeness as a cultural competence, directed and language learning skill and a skill to avoid misunderstanding and

disrespect. Following this statement, the question (do you usually rise your student awareness to this skill) was asked. Some of them approved they stated that they correct students' impolite expressions and pay attention to it. Whereas, others disapproved and said that they don't pay attention to it or their module is not related to this skill at all.

#### **4. Discussion of the findings**

This section is a discussion of the findings about M'sila university EFL master 2 students' politeness strategies performance, the casual comparative method between the two genders, in addition to the teachers' perceptions and attitudes about students' politeness and the relationship between them investigated under this study. Concerning Section one of test, the findings show that students do have the ability to recognize the polite requests but, there is a considerable difference between the two (males and females). Moreover, there is a significant difference between male and female performance in the recognition process. By noticing table 18, Female performances in this section of the test were more competent than males mainly in recognizing which items is polite. However, their performances were equal to male performances in recognizing which item is more polite.

Analysis of female participants in the Second Section of the test, reveals that they favor the use of both positive and negative strategies, their verbal communication tend to be indirect and like to use more elaborate linguistic expressions as seen in (Situation 2 and Situation 5). On the other hand, male participants Analysis shows that they favorize the use of both positive and Bald on record strategies. Male's speech contains a great deal of threat, so they would prefer to use these strategies to mitigate the impact of that threat as shown in (situation 3 and situation 7).

The mitigated devices (please and excuse me) aspects were observed in this study. It has been used by the two genders to indicate respect and minimize the FTA like:

*Male: Would you please lend me your notebook?*

*Female: Could you lend me your notebook, please?*

Both Participants here probably would rely on more indirectness devices when performing requests as it is seen in the example without realizing its importance in the reduction of the impact of threat on the part of the hearer.

When it comes to giving advices, Female participants use some linguistic devices and like to be indirect. However, Male participants do not employ any linguistic device for the purpose of mitigating the threat, on the contrary they use direct speech acts.

*Male: Do not smoke.*

*Female: if I were you, I will study hard in the coming exam.*

In the apologies situation, both female and male participants used more elaborate linguistics expressions to their concern of others for example *:I'm sorry for that and I'll bring you another one.*

In a similar situation, both genders are well-known for their blaming utterances, they include their emotional attitudes in their expressions as its clear on this response: *why did you forget our appointment?*

This study also shows that females use more sympathetic expressions than males :

*Female: you are a good students, I'm sure you will do better next time. Don't be sad !*

*Male: Study hard.*

In some cases, female and male participants prefer to not do the FTA, in order to save their faces and avoid being uncomfortable especially females like (Situation 5 and Situation

7)

Finally, it is better to mention that if politeness or (P) >0.05, this means that the difference between male and female is not a big deal. On other words there was none –significant difference (NS) between the two sexes.

The teachers' answers, indicate that most of EFL learners are able to recognize and produce politeness strategies properly. They think that politeness strategies are not related to gender. Yet, they confirmed that Female students are more competent than male students in the use of politeness strategies, which serve the findings of this study; The responded justified their choice by stating that: Females naturally respect socials norm and politeness strategies. Moreover, most of them agreed that male students use a lot of impolite expressions that they do not tolerate in their classroom such as: cursing, offensive expressions, direct questions and direct request. While, most of the female students interact by using proper politeness forms that they appreciate in the classroom like: please and thank you, requesting politely, apologies and greeting.

In addition, they consider politeness strategies as a skill that can be learned and developed through teaching. But, it is not being taught in M'sila's English department and they added that there are specific modules concerning the development of this skill such as : Psycholinguistic, Oral expression, Pragmatic, Linguistic, Written expression and Grammar.

In spite of the fact that this skill is not being taught in the English Department of M'sila. Most of the teachers stated that they usually raise their students' awareness about this skill.

## **5. Limitations, Recommendations for Further Research, and Pedagogical**

### **Implication**

#### **1. Limitations**

In spite of the positive study findings and the refutation of the null hypothesis, the present investigation has a number of limitations. First, the participants of the teachers' questionnaire were supposed to be an interview at M'sila University. However, the current events surrounding the world because of the spread of Covid19 and one of the partners had it, the questionnaire was made online through Google forms and was sent to teachers from different Algerian Universities.

In addition, the number of the participants in the study is relatively small, due to the events it was not possible to cover more students and other tools. For the casual comparative study, the sample was created of 40 EFLstudents (20 Males and 20 females); however, the results are somehow limited to the study and cannot serve as solid evidence for generalization. On the other hand, the descriptive study, which investigated teachers' experiences and opinions has a total of 7 participants only, hence, the results are deemed to be linked only to the present study and cannot be fully generalized.

## **2. Recommendation for future research**

On the basis of the study findings and limitations, the researchers of this study recommend the following:

- a) A replication of the present study on a larger scale including a remarkably sufficient sample in order to generalize the findings.
- b) Conducting similar studies in terms of variables using different speech act.
- c) Conducting the same study but, with a cultural aspect (related to society).

## **3. Pedagogical Implications**

Based on the findings, the study puts forward the following set of pedagogical implications:

- a) Considering the gender difference in the use of politeness Strategies.

- b) Including Politeness Strategies as a lesson in written expression, oral expression, pragmatics and linguistics Curriculum.
- c) Rising Students awareness into the proper use of Politeness Strategies.
- d) Cooperation interaction between teacher and students, which create a good relationship between the teacher and the learner and good relationship made good learning atmosphere in the process of teaching and learning.

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# GENERAL CONCLUSION

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This paper aims at exploring the gender differences in politeness strategies speech act of EFL Master two English students. it was conducted on N=40 female and male students of M'sila University, the data collection tools comprise of a questionnaire and an oral interview. Also, an online questionnaire was sent for teachers from different Modules. In addition, to compare both gender performance a casual comparative method was employed.

The findings of this study shows that female students tend to use positive and negative politeness strategies, they like to be indirect and unclear. However, Male students favor to use negative and Bald-on record strategies, they tend to be direct and clear. Moreover, Female's ability is more reliable in performing positive politeness strategies as compared with male's ability. Hence, the hypothesis guiding this research, stating that there is no statistically significant difference between the two is confirmed. As a matter of fact, teachers assume and confirm that Female students use more properly politeness strategies than males.

On a final note, this study may help males and females to know more about themselves. Although, this present research affirms that female students are better in the use of politeness strategies, males are not that far. This research can shed the light on the use of politeness strategies and can be highly substantial in the field of language learning and teaching, especially the instruction/learning of speech acts and other parts of pragmatic competence.

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**Students' questionnaire**

Gender :      Male            Female     

Q1 : The following sentences are ranging from very polite to rude , try to say which of these are ( very polite, polite , average , impolite , and rude )

<b>N</b>	<b>Sentences</b>	<b>Very polite</b>	<b>Polite</b>	<b>Average</b>	<b>Impolite</b>	<b>Rude</b>
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1	How about lending me ten bucks ?					
2	Could you lend me ten dollars ?					
3	Would you please lend me ten dollars ?					
4	I'd appreciate it if you could lend me ten dollars ?					
5	Lend me ten bucks !					
6	Do you suppose you could let me borrow ten dollars ?					

**Q2 : Respond to the following questions**

1.A request to borrow your classmate's notebook.

.....

2.While you took your classmate's notebook , you drop coffee on it . What would you say ?

.....

3.A piece of advice you do have you like to say to your classmate.

.....

4.how would you ask a classmate to change his or her place

.....

5.How would you greet your classmate's mother?

.....

6.You are starving .How would you tell your classmate that?

.....

7.Your classmate hasn't done well in the exam. What would you say?

.....

8.Your classmate forgot your appointment .What would you say?

.....

9.Your teacher needs a help in the classroom .What kind of offer you might provide. ( for example cleaning the board)

.....

10.A request to your teacher to explain the lesson again

.....

### الملخص

عادة ما يواجه طلاب اللغة الانجليزية كلغة أجنبية مشاكل متعلقة بنوع الجنس و صعوبات في المحادثات .تهدف هذه الدراسة الى إكتشاف تأثير نوع الجنس في استعمال استراتيجيات الأدب . الهدف الأساسي لهذه الدراسة هو تحديد طبيعة العلاقة بين المتغيرات في هذه الدراسة, توضح الدراسة الإستراتيجيات الأنثوية و الإستراتيجيات الذكورية و تأخذ أيضا بعين الإعتبار آراء الأساتذة حول إستعمال إستراتيجيات الأدب و الفرق بين الجنسين . من أجل تحقيق أهداف هذه الدراسة تم اتباع طريقة المقارنة السببية و تم كذلك اعتماد نظرية براون و لفينسون للأدب اللساني . في هذه الدراسة تم إعتداد إختبار مصمم من طرف وفاء قحطان حميد من أجل جمع البيانات من عينة تتكون من 40 طالب في ماستر 2

تخصص لغة انجليزية في جامعة محمد بوضياف بالمسيلة . إعتمادا على نتائج البحث , تم التوصل إلى وجود فرق بين الجنسين في إستعمال إستراتيجيات الأدب لكن لا يوجد فرق إحصائي .

يمكن تحسين هذه الدراسة بالقيام بها على عينة اكبر من أجل جعلها دقيقة أكثر , و يمكن للباحثين المستقبليين إستعمال تقنيات مختلفة في إختبار و قياس إستعمال إستراتيجيات الأدب مثل تقنية المراقبة