

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

FACULTY OF LETTERS AND LANGUAGES



STREAM: ENGLISH LANGUAGE

N°:.....

OPTION: LINGUISTICS

Master EFL Students at M'sila University Perceptions of

(Im)polite Request across Gender

**Dissertation Submitted to the Department of English in partial fulfillment of the Requirements
for the Degree of Master in Linguistics**

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Academic year: 2022-2023

Dedication

I dedicate this work to :

My parents who offered me all the support and love I needed to be who I am, I would like to thank them for their encouragement, sacrifices and endless support.

My beloved sister Douaa and my brothers Islam and Ahmed, who have never left my side and are very special to me.

My friends who have supported me throughout the process.

Rahma Bakri

Dedication

First all my gratitude to God. Second I dedicate my dissertation to my family and my friends.

A special feeling of gratitude to my beloved parents and my great sisters who never left my side with their support and encouragement word, I will always appreciate all they have done

I am so grateful to my teacher Dr. Hamoudi who guide and help us when we was down and revive our motivation

Djihad Bakri

Acknowledgments

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

Special thanks and gratitude to Dr. Abou Bakr HAMOUDI for supervising and supporting this study. Our deep sense of gratitude to Ms Hadjer ZEGHOUGH for providing us with guideness.

We also acknowledge and thank the jury for devoting energy and time to read and evaluate our work.

Abstact

Gender-related issues and disputes in discourse are common among EFL learners. This study attempts to investigate the two gender perceptions of (im)polite request . The aim of this study is to identify the nature of the link between the studied variables. Moreover, in order to achieve the objectives of this investigation, a descriptive method was used. This paper relies on Brown & Levinson's interpretation of linguistic politeness. The test designed by Mavadat Said and Mohadese Khosravi was adapted in order to collect data from a sample of 30 master two EFL students at Mohammed Boudiaf University of M'sila.

Keywords: politeness, gender, request, politeness strategies, speech act.

List of Abbreviations

FTA: face threatening act

H: hearer

S: speaker

P: power

D: social distance

R: rank of imposition

EFL: English as a foreign language

DCT: discourse completion

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General Introduction:

As a social and communicative creature by nature, human needs other people to interact with, in order to understand, coexist and benefit from them on a scientific, cultural and professional level, and without the possibility of communication, there will be no society, groups or any institution, and if they exist, there will be no development in them. To this end, human has developed a variety of means for himself, and language is the most efficient form of interaction.

According to Hall (1968), language is “the institution whereby humans communicate and interact with each other”. By uttering language, people communicate their thoughts to one another. Hence, to avoid misinterpretation, people should know the meaning of the utterance they use in a verbal interaction.

Despite the fact, language is the most effective form of communication, most people’s utterances convey more than just a literal meaning. In some situations, understanding how one sentence’s meaning relates to another is crucial since it can avoid misunderstanding.

To accomplish their aims, people include an action in their utterance as well as words. Therefore, speech acts cannot be separated from conversation. Searle (1969) states that “speech acts are the function of the meaning of the sentence”. According to him, on three separate levels the action that takes place when an utterance is made may be examined.

These three types of acts are locutionary, illocutionary and perlocutionary. Speech acts frequently occur given more precise titles, such as apology, complaint, promise, compliment, invitation and request.

Request is a statement or action that asks the recipient to take action on behalf of the speaker. Searle (1969) defines request as an illocutionary act used to persuade the listener to take an action when it is not obvious that he/she will perform the action in the normal course of events.

People constantly express their need of assistance in their daily lives to let other people know that they are in need of help. They frequently ask others for thing, directly or indirectly by asking for permission, help, direction and so forth. In this case, people need to use politeness strategies in order to make their request successfully delivered to their addressee.

Politeness is one of the most important means of communication; because the use of polite language can inspire an attitude of respect and should be used in everyday conversation. According to Brown and Levinson (1987), in order to avoid disagreement with others, politeness is the ability to deliver a statement as politely as possible.

The theory of politeness was proposed by Brown and Levinson (1987) and their concept of politeness is based on the concept of politeness is based on the concept of “the face”. According to Yule (2000), “politeness, in an interaction, can then be defined as the means employed to show awareness of another person’s face”. Based on this notion, it is

explained how the speaker should behave attentively whenever he/she interact with the addressee to show respect for that person's face.

According to Brown and Levinson (1987), face-threatening acts may threaten either the speaker's face or the hearer's face. Every people say or do, including requests, may threaten the face. For this reason, lacking any politeness markers in a request may lead to the requestee's face threatening.

Apart from and in addition to the above, the significance of saving the face of both speaker and hearer while making a request, led to the appearance of many researches that deal with the effects of social and situational factor; e.g. social distance, social power and imposition on the request and its directness in a variety of languages (Becker et al, 1989; Trosborg, 1995; Kwong, 2004; all cited in Economidou-Kogetsidis, 2010). However, little is known about how requests without any politeness markers would be perceived answered by different gender.

Statement of the problem:

The speaker applies politeness strategies while making a request. For this reason politeness in requests has been of interest of many researchers. However, M'sila's EFL learners may miscalculate politeness strategies as gender may play a role performing request.

Consequently, the struggle is real when the requestee receive the (im)polite requests in different situations which may affect on the response of the request.

Research questions:

The present study seeks to find answers to the following questions:

- 1) What perceptions do students hold about (im)polite requests in EFL context?
- 2) Is there a significant difference between male and female perceptions about (im)polite requests in EFL context?

Research hypothesis:

In the light of the aforementioned questions, the following hypothesis are formulated:

- 1) EFL learners may have high perception about (im)polite requests.
- 2) There may be no significant difference between male and female perceptions about (im)polite requests in EFL context.

Research objectives:

Some specific objectives have been established to guide this research. These objectives are as follow:

- 1) To shed light on EFL learners perception of the (im)polite requests?
- 2) To determine the role of gender in reacting to the (im)polite request.

Significance of the study:

This study is significant for both EFL learners and future researchers. For EFL learners, the work may help increasing EFLawareness of the importance of using politeness

strategies while performing a request. It also attempts to provide EFL Learners with a better understanding of how can the lack of politeness markers in a request affect the success of the act. The finding may be considered as a contribution to the body knowledge in pragmatics.

Research methodology:

This section is a composite of four subsections namely: the research design of the present study, the sample taking apart in this study, research instruments, and the outline of the dissertation.

Research design:

This study is descriptive in order to obtain a lot of information on the subject. It is based on mixed method of quantitative and qualitative approaches because it is dealing with quantitative and qualitative data. The reason behind using a mixed method is its effectiveness and its ability to offer a better understanding of the research problem, than either type by itself; in addition to that, quantitative data may not be enough to address the research problem. To collect data, the survey method (DCT) has been used.

Research participants:

The population of this study is Master 2 EFL learners (both linguistics and literature fields) at the department of language and English literature at Mohamed Boudiaf Msila university.

The population of this study is about 190 students, divided into four (04) groups (two linguistic groups and two literature groups), each group consists of forty-five to

fifty students. A random sampling was opted for testing 30 students including 15 male and 15 female students.

Data gathering tools:

The research objectives urge to use a Written Discourse Completion Task (WDCT) which includes 8 situations. The participants were asked to consider how they will react in each situation and rate how (im)politely each request was made situation on a scale of 1 to 4 (Likert). In addition, students had to indicate what response, if any, they believed they would provide in the similar circumstances.

Structure of the study:

This study falls into two main chapters; the first chapter is devoted to the theoretical part where it is divided into two main areas of research; whereas the second one is devoted to the fieldwork.

The first chapter provides an overview of the speech act theory and request, and politeness and impoliteness theory. In addition, it includes the factors that influence the use of politeness strategies, and the EFL learning.

The second chapter falls into two sections: the first section is dedicated to describe the methodology occupied in designing tool, sampling techniques and data gathering tool. The second section is devoted to analyze statistical data obtained from students' DCT.

Chapter one

Speech Act and Politeness Strategies

Introduction

This chapter aims to evaluate and describe the theoretical foundation of the variables studied under this study in order to initiate this research. There are two sections in the current chapter. The first part of this chapter provides a clear background on the speech act theory through a variety of definitions, kinds, and classifications, request definition and strategies. The second section introduces and deals with politeness tactics. It also discusses the idea that being courteous is a necessary component of communication.

This chapter covers the basic causes, background, and techniques of politeness, in addition to the difference between the gender's languages.

1) Pragmatic

Everyone uses language to communicate with one another on a regular basis. People must comprehend it since it might disclose their beliefs and ideologies, the hearer has various options for how to perceive what someone is saying because an utterance can be taken in many different directions, and the hearer also requires context or situational history to comprehend a speaker's purpose, he or she must consider the context in addition to the language's structure in order to comprehend others' intentions.

According to Yule (1996) the study of meaning as it is conveyed by a speaker (or writer) and understood by a listener (or reader) is the focus of pragmatics. Therefore, it has more to do with analyzing what individuals intend when they speak than it does with what the words or sentences in those utterances may signify on their own. The study of speaker meaning is called pragmatics.

According to Griffiths (2006), pragmatics is concerned with the "toolkit" for meaning, or the information that is stored in a language's lexicon and grammatical patterns to enable the construction of increasingly complex meanings in meaningful communication. In other words, pragmatics is the study of how contexts of use and semantic information about the world interact. Meanwhile In contrast, pragmatics is the study of the meanings that utterances take on in context, according to Leech (1983).

2) Speech act

2.1) Definition of speech act

Speech act is an action that is performed using language can be analyzed pragmatically as a speech act. Yule (1996) refers to the actions that are carried out through utterances as speech acts. Language is complex and loaded with underlying meanings , sometimes, when a speaker makes a statement, there is more to it than what the speaker is really saying , One can provide three speech actions at once , such as the locutionary act, illocutionary act, and perlocutionary act, can be performed at once. The uttering of a sentence, which establishes its sense and context, is referred to as a lexical act. The illocutionary acts dealt with identifying of statements, offers, pledges, etc, then, a perlocutionary act deals with the speaking of a sentence that produces effects on the audience (Levinson, 1983, p. 236).

The concept put forth by Levinson is consistent with Griffith's (2006) assertion that the speech act refers to the entire communicative situation, including the context of the utterance (such as the setting in which the discourse takes place, the participants, and any prior verbal or physical interactions), as well as paralinguistic features that may contribute to the meaning of the interaction. According to Austin and Cutting (2002), all parties must be aware of the context and the leading participants in order for felicity conditions to exist.

Many philosophers and linguists study speech act theory as a way to better understand human communication. "Part of the joy of doing speech act theory, from my strictly first-person point of view, is becoming more and more remindful of how many surprisingly different things we do when we talk to each other," (Kemmerling 2002).

2.2) Types of speech act

There are three types of act in speech act: locutionary, illocutionary, and

Perlocutionary

2-2-1) Locutionary act

The locutionary act, also known as an utterance act or locution, is the act of creating an expressive meaning, extending the spoken language, followed by silence or a change of speaker.

Locutionary acts can be divided into two categories: propositional acts and utterance acts:

The vocal use of expression units like words and phrases constitutes an utterance act.

Propositional acts, in contrast, are unambiguous and expressive with a clearly defined aim, as opposed to utterance acts, which may be meaningless noises. According to Yule (1996), locutionary act is the process of creating meaningful utterances.

Example of the locutionary speech act can be seen in the following sentences:

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

The above two sentences represent the actual condition. The first sentence refers to the lighting of the room and the second sentence refers to the weight of the box. **2-2-2) Illocutionary act**

The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, 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 the force, which has been desired by the speakers, determines this act. It is one of the types of speech acts that expresses the speaker's intention or attitude.

Illocutionary act can be the real description of interaction condition. For example:

1. It is 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.

2-2-3) Perlocutionary act

According to Hufford and Heasley (1983:250), a perlocutionary act occurs when a speaker makes an utterance that has an influence on the hearer and others. Offering someone is likewise a perlocutionary act.

The impact that an utterance has on another person's ideas or behaviors is referred to as a perlocutionary act. A perlocutionary act contains all the effects, intentional or unplanned, frequently undetermined, that any particular word in a given setting cause. A perlocutionary act is special to the conditions of issuance and is not generally achieved merely by speaking that particular phrase.

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.

3) Classification of speech act

According to Searle in Levinson (1983), speech acts can be divided into five categories: representatives, directives, commissives, expressive, and declaration.

3.1) Representative

According to Searle and Vanderveken (1985), representatives are speaking actions that bind the speaker to the veracity of the propositions they communicate. The utterances are created as a result of the speaker seeing certain events, then articulating a fact or an opinion based on the observation. When someone says, "She's beautiful," they might either mean it literally or simply be expressing their personal opinion on a person's appearance.

It also expresses whether the speaker thinks something is true or not. The speaker portrays the world as they think it to be by using statements of fact, claims, conclusions, and descriptions. For instance, the statement "The earth is flat" refers to the speaker's claims regarding the earth. The earth is flat, in the speaker's opinion.

Some speech acts verbs, including these, can be used to identify representatives' speech acts: Tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude.

3.2) Directives

Speech acts known as directives are used to persuade another person to take a certain action. These speaking acts include making requests, asking questions, giving commands or instructions, and making suggestions (Clark,1996,P.135) . For instance, when someone says, "Could you lend me an eraser, please?," they are asking the hearer to do something, namely, to lend them an eraser.

3.3) Commissives

Commissives are spoken acts that bind the speaker to a future course of action; examples include promising, pledging, threatening, offering, and refusing (Searle, 1979, P.14). For example, the phrase "I'll be back" conveys the speaker's assurance that he or she will return.

3.4) Expressive

Expressives are speaking activities in which the words convey an emotional state. Thanking, apologizing, greeting, and applauding are some of these speaking behaviors. Like when someone says, "Don't be shy, my home is your home." The words serve as the speaker's way of expressing welcome to someone (Searle and Vanderveken, 1985, P.211:216).

3.5) Declaration

Declarations are speech acts whose utterances modify institutional conditions immediately and which frequently rely on complex extralinguistic institutions.

Among these speaking actions are excommunication, war declarations, christenings, and separation from employment (Allan, 1998, P.7). As in, "You are dead to me."

4) Request

4.1) Request definition

Due to the intricacy of interpersonal relationships, meaning, and societal stakes, interlocutors pick the utterances they make in their conversations. As a result, many

studies on speech acts have focused on asking. Requesting, in Bach's and Harnish is a speech act used to convey a speaker's intention to do something (Harnish, 1984:48) that the listener follows the speaker's instructions.

Trosborg (1995:187) defines a request as an illocutionary act in which a speaker (the requester) communicates to the hearer (the requestee) that the speaker wants the hearer to carry out a certain action that will be advantageous to the speaker. The act may be a request for verbal goods and services, like an information request, or it could be a request for non-verbal goods and services, like a request for an item, an action, or certain types of services.

When the requester wants somebody to do him/her a favor, this is generally at the cost of the requestee. The requester imposes on the requestee in some way when demanding good and services. To give a clearer explanation Haverkate via Trosborg (1995:188) defines impositive speech acts in the following way. Impositive speech actions are defined as speech acts made by the speaker to affect the hearer's deliberate behavior in order to persuade them to do the action that is either directly or indirectly recommended by the proposition, largely for the speaker's advantage.

According to the aforementioned assertion, the degree of imposition, also known as the requester's intrusion, can range from minor favors to aggressive behavior. According to Searle via Trosborg (1995:66), a crucial requirement for the successful fulfillment of a request is the relationship between the speaker and the hearer. Orders issued

by someone who lacks authority are likely to be void, and if the speaker ordered the hearer to take action that was plainly his or her obligation, the speech act was probably defective.

In conclusion, a request might have three results. First, the speaker makes a request and asks the listener to fulfill it. Second, the hearer might carry out the intended deed.

Third, there is no guarantee that the hearer will carry out the intended action.

4-2) The strategies of request

There are eight different request tactics, according to Trosborg (1995:192).

These are how they will be presented:

4-2-1) Hints

In this strategy, the speaker conceals his request and avoids explicitly mentioning it in the utterances. One might indicate to the hearer what one wishes by making a remark, such as by expressing an undesirable condition of events. In using this technique, the requester can hint to the listener what they want by asking a question. he/she desires. It is sometimes important to have extensive knowledge of a situation to comprehend a hint. However, because he or she does not have a criminal record, his or her punishment is given. Tell someone directly to adjust the thermostat. Another illustration is shown. "The kitchen is a complete mess," is said. By noting how filthy the kitchen is, implicitly, the speaker requests that the hearer clean the kitchen right away.

4-2-2) Questioning Hearer`s Ability/Willingness

When a speaker uses this technique, the listener is supposed to recognize that what they are hearing is not an inquiry but a request. It entails a change in tone from a query about willingness or aptitude to a requestive illocutionary force. Therefore, whether a request is fulfilled or not, such as "Can you reach this jar for me, please?" is up to the hearer. In the above scenario, the question is nevertheless posed even though the speaker thinks the listener is capable of opening the jar. By doing so, the speaker invites the listener to perform the desired action.

Would you want to contribute to our charity? Is an example of how intensification such as like, kind, mind, and object may expand the willingness pre-condition. By adding "like" to the question, the speaker is requesting more of the listener, asking for permission can also be used to gauge a listener's openness to complying with a request. Instead of designating the hearer as the cause of the action, it is also possible to clearly direct the hearers' attention by saying something like, "Can I have the salt, please?" By specifically referring to the speaker as the beneficiary or recipient of an action rather than identifying the hearer as the agent of the action, this request entails a change in emphasis.

4-2-3) Suggestory Formulae

In order to test the hearer's cooperation in general when using a suggestory formula, the requester does not feel obligated to question any specific hearer-based condition. Instead, the requester simply asks if any circumstances exist that might prevent the hearer from taking the action suggested by the proposition. The speaker plays down his or her personal interest in becoming a benefit of the action by making a request using

suggestory formulations, for example, "How about lending me some of your books?" In this instance, the speaker offers the hearer a proposal. It does, however, include a request. In this instance, the speaker is requesting an indirect loan of certain books from the listener. The phrase "Why don't you sweep the floor?" is another illustration. By making a recommendation to the listener, the speaker is inadvertently asking them to sweep the floor.

4-2-4) Statement of Speaker`s Wishes and Desires

The requester's desire is control in this tactic. In order to avoid the hearer feeling compelled to perform the desired behavior, it is typically worded politely, as in "I would like to have some more tea." In this instance, the speaker makes his want the center of attention and includes the word "would" to make the request sound nice. In other words, the speaker asks in a respectful manner. "I would like you to do the cleaning today," is another illustration. The speaker's wish is applied in this request. The speaker requests that the listener handle the cleaning chores.

4-2-5) Statements of Speaker`s Need and Demand

Since the request carries a significant amount of imposition, the speakers who use this technique frequently come across as unfriendly. The request so causes the hearers to feel forced (Trosborg, 1995). Therefore, if the request is not met, for example, "I need a book," there is a great likelihood that there will be disagreement between the speakers and the hearers. In this instance, the speaker explicitly declares his or her need and demand by stating that they are in need of a book. However, this kind of asking might be made more courteous by using the word "Please" or any mitigating phrase, such as "I want the

manuscript ready by noon, please." In this instance, the makes a demand. However, he/she makes their demand more respectful by adding "Please".

4-2-6) Statements of Obligations and Necessities

When using this tactic, the speaker either asserts his or her own authority or makes reference to another authoritative figure (a representative of an institution, another speaker's authority, etc.). Compliance is anticipated in this situation, and non-compliance is viewed as unacceptable behavior. This tactic identifies the statement as a request by using auxiliary verbs like "ought to," "have to," and "must." The moral duty is included in the structures with should and ought. Have to might refer to a duty that originates from a source other than the speaker. Must frequently conveys a duty placed on the listener by the speaker, as in "You should eat right now." The speaker in this phrase impresses his or her authority on the hearer because of his or her greater position hearer. The speaker is now requesting that the hearer begin eating right now.

4-2-7) Performatives

When a performative verb, such as ask, request, order, demand, or command, is included, the utterance is clearly identified as a request (Blum-Kulka *et al.*, 1989; Trosborg, 1995).

Performative sentences with a requestive aim are very clear and frequently commanding, such as "I order you to submit the assignment." Thus, the speaker directly requests that the hearer turn in the assignment as soon as feasible. Compared to the

obligations and necessities, the request is less polite. However, the illocutionary power of the utterance can be hedged if the requester desires to soften this form. A hedged performative is the end result, such as "I would like to ask you to bring me a drink." Although this request is direct, the word "would" makes it sound more kind and pleasant.

4-2-8) Imperatives

The linguistic form that most clearly indicates that an utterance is a command is the imperative. It is incredibly authoritative in its original form. Since the speaker has control over the hearer, for example, "Get a car!" the hearer must comply with what the speaker commands. Because the speaker makes his request in such a straightforward manner, this statement is considered direct. Additionally, it conveys authority. The speaker therefore anticipates the hearer's cooperation.

By using tags or the markers will you and please, imperatives can be made less harsh, as in "Open the window, please." Here, the speaker makes his desire quite plain.

To soften it, he or she adds "Please." As a result, this request comes out as less direct and authoritative. In relation to a scenario where the speaker requests to use the hearer's car, the request techniques are outlined in Table 1 on the next page (Trosborg, 1995:205). Each of them comes with increasing directness.

5) Gender and language

In popular culture, the idea of men and women "speaking different languages" has grown increasingly prevalent. Men are from Mars, Women are from Venus,

and other similar works claim, these discoveries have lately been related to variations in how the male and female brains function by a new wave of popular scientific literature (BaronCohen, 2003; Brizendine, 2006). In one study of Australian schoolchildren's attitudes toward studying foreign languages, it was discovered that students as young as 12 recognized every cliché involving Mars and Venus. One youngster stated, "Girls can do languages because of the way their brains are." One person said, "Girls enjoy talking because it's what they do and what they're good at." Boys are lousy communicators, most of the girls said. (2006) (Carr and Pauwels: 146)

6. Theories of politeness and impoliteness:

Many linguists believe that one of the fundamental aspects of Sapir's view of language is that it is mostly based on the language practices and attitudes of real people, because language is the most important verbal exchanges medium for interpersonal communication.

The formal and semantic aspects of language were the main emphasis of early studies of structuralism, transformational, generative grammar, and language. They also made reference to sociocultural issues, presuming the language was employed in daily life. However, the earlier paradigms of language learning benefited from the contributions of philosophers like Searle (1969) and Leech (1983). They claimed that because humans are social beings who have adopted a certain approach in using language to sustain and govern

their verbal interaction, the constructed utterance is a communicative act that is done and followed with a social function. People start use expressions like “be more polite”, “stay polite” as a result of the importance of politeness in communications. Lately, politeness phenomenon has became of interest to many scholars. This study is based on Brown and Levinson’s politeness theory which has a true effect on politeness research .It focuses on face, face threatening act (FTA), politeness strategies, impoliteness and the factors that Influence politeness

6.1. face :

As social beings, people need to connect with others to have a comfortable and appropriate life. Therefore, they use language as a means of communication. However, language alone may not be enough for an effective interaction with friends, family or society. Because any conversation may require cooperative behavior and respect to be successful and professional. A member of any group is expected to uphold a standard of consideration, just as they are expected to have self-respect. They are also expected to go to certain lengths to protect the feelings and faces of others who are present, and they are expected to do this voluntarily and spontaneously because they have an emotional connection to them

(Goffman .1955 p.215)

“Face” in pragmatics refers to person’s self-image. This someone’s face is his/her emotional and social sense of self, and he/she wants others to recognize it (Yule, 1966). Face is the identity image that people show to each other through specific actions and behaviors. Face is very important cultural concept in social life. When something is said to someone that effects his/her self-image, it is called face threatening act (FTA).

Goffman (1993) believed that people need to pay attention to their social situation. They must be free and may not be redistributed. Goffman (1967) pointed out that the concept of face in politeness means that a person can effectively claim this positive social value in a specific social context. So the face is one such image with socially recognized characteristics. Brown and Levinson (1987,p.61) define face as “the public self-image that every member wants to claim for himself “ and state that face is an emotionally charged thing that can and must always be lost, retained or enhanced considered in the interaction. According to Brown and Levinson (1987), there are two different sorts of faces: positive and negative. By positive face, they refer to one’s own desires to be appreciated, and negative face refer to the desire to be free from impositions and the ability to act unhindered

6.1.1.Face threatening acts:

Face threatening acts are acts that challenge the interlocutor's desire to save face (Yule, 1996: 60). What the speaker says poses a threat to the way threaten the "face" or self-image of people in the communication. Murakami (2001: 7) describes face threatening acts as "an act that violets either kind of face positive or negative face"

The act itself is actually a threat depends less on the speaker's intent than on the listener's perception. When the listener's face is negative, any behavior that might distract them from their wants and desire for freedom will be categorized as a face threatening acts. In addition, if the listener had a positive face, any behavior that might be inconsistent with their desire to be liked, admire or approved by others will also be classified as face threatening acts.

FTA refers to communication act that threat one's self-image expectation. Suppose someone has the best voice in his/her family but one time his/her brother says that the voice is not that good, the face, as a good singer here, is threatened by the brother, and that's the way of knowing that people's faces have been threatened (the emotional

reactions). Face threats usually produce feelings of embarrassment, shame, humiliation agitation, confusion, defensiveness or chagrin.

Table 1: communicative acts that can cause face threats was created by Brown and Levinson

	Actions by others that threaten our face	Actions we take that threaten our own face
Threatens Positive Face	Complaints and insults Criticisms or Disapproval Disagreeing Asking for clarification Evaluations	Apologies and confession Accepting a compliment Misunderstanding/ requesting Clarification
Threatens Negative Face	Orders and requests Advice and suggestions Threats and Warnings Reminders Calling in debt	Accepting an offer Accepting thanks Making a promise or offer Behavior that threatens relationships Do an unrequested favor

6.2. Politeness:

Politeness as a term first emerged in 1978 by the well-known theorists and scholars Penelope Brown and Stephen Levinson. It refers to the act of being kind with people

and showing respect and good manners. The word polite's original meaning is smoothed which means being comfortable, relaxed and respected away of conflicts or problems during a conversation.

The notion of face has been underlined by Brown and Levinson where the speaker either saves and protect the learner's face by being polite or threatens his face by being polite or threatens his face by being impolite. Scholars have regarded politeness in different ways. Some have claimed that the concept of politeness should be studied linguistically while others have connected it to social and pragmatic factors. Therefore, various definitions of this term have been used to illustrate the various point of view.

Lakoff (1975, 64) defines politeness as a notion developed by societies in order to reduce friction in personal communication. Therefore, politeness is not something that humans are naturally inclined to, but rather is a reality phenomenon that has been created by communities because of the belief in the variations of the level of culture, the speech Community characteristics the life style of each, Lakoff has used the word "societies" instead of "society".

Brown and Levinson (1987) view politeness as a complex system for softening face threats. People are supposed to choose their words carefully to save their own face and

the learner's face. Overall, these scholars are more interested in language as a system and how it is used. Although, they have received a lot of criticism due the fact that all theories have gaps, these theories have generated and assisted in the development of this concept. Although the concepts are almost similar, researchers have regarded that issue differently based on their perspective on the phenomenon and the intended goals, wether linguistically, pragmatically or socioculturally.

6.3. Politeness strategies:

Humans are social creatures and every day, billions of conversations are held all over the world. In each of the discussions people express themselves in variety of ways in effort to achieve what they want. Consequently, researchers were interested in investigating how people interact or a regular basis. They use direct language while applying politeness strategies, and other times, they use indirect language to show good manners and sound polite.

The way that two sisters talk to each other may change from one situation to another. If one of them says “ hey, don't touch my clothes or I will kill you” or “ hey, bring me my make-up” the way she used her words to make conversation will automatically change if one of her parents is here or if she is talking to one of them personally, she will be

obliged to select appropriate words and she would say “if there is no problem, could you please bring me my make-up?”. It is very significant to choose the words that suit the situation. If not, it will be considered an impolite conversation.

Five types of politeness strategies are outlined by Brown and Levinson (1987) including: bald on record, positive politeness, negative politeness, off record and do not do the FTA. The following figure describe possible strategies for doing face threatening acts (FTAs) suggested by Brown and Levinson (1987).

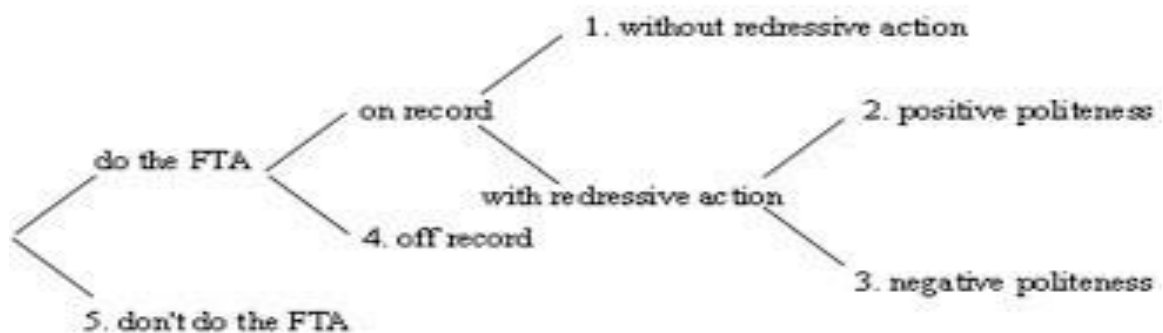


Figure 1: politeness strategies

6.3.1- bald on record:

The most direct politeness strategy is “bald on record”. It refers to speaker taking direct action to mitigate the impact of face threatening act without any effort. This type covers strategies that typically use an imperative from without any mitigation, and are used when FTAs are minimal Brown and Levinson (1987) provide the employing this strategy can make the targeted individual uncomfortable, embarrassed and shocked. Still, this strategy is common among people who know each other well, such as family members and close friends, in a comfortable setting.

This strategy is used only in some situations:

- a) The situation demands clarity and speed of talking as in emergencies
- b) When the interlocutors are very close and familiar
- c) When there is difference in the power
- d) When the hearer deserves the FTAs

6.3.2-positive politeness:

In Brown and Levinson’s framework (1987), positive politeness strategies minimize face threat by implying that the speaker fulfills certain wishes of the listener which

means increasing the hearer's positive face. In this way the positive desire of the listener will be fulfilled and the listener will believe that the speaker is in the same group as him/her. This strategy is meant to minimize the distance between them by expressing friendliness and big interest in the hearer's wants to be respected.

In daily conversations, speakers tend to choose appropriate positive strategies to save face, therefore, they use polite way to deliver their ideas in conversation. Positive politeness strategies are classified by Brown and Levinson (1987) as follows:

- a) Notice, attend to H (his interest, 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
- j) Offer, promise

- k) Be optimistic
- l) Include both S and H in the activity
- m) Give (or ask for) reasons
- n) Assume or asser reciprocity
- o) Give gifts to H (goods, sympathy, understanding...)

6.3.3. Negative politeness:

Unlike the positive politeness strategies that aim at the realization of solidarity. Negative politeness strategies aim to increase the social distance between interlocutors. This strategy, according to Brown and Levinson (in goody, 1987: 70) can be defined as a strategy that aims to satisfy the hearer's negative face, which is the desire to avoid forced by others.

In this respect, Brown and Levinson (1987) categorize these strategies as follows:

- a) Be conventionally indirect
- b) Question, hedge
- c) Be pessimistic
- d) Minimize the imposition
- e) Give deference
- f) Apologize

g) Impersonalize sand H

h) State the FTA as a general rule

i) Nominalize

j) Go on record as incurring a debt, or as not indebting H

6.3.4. Off record (indirect):

The fourth strategy described by Brown and Levinson is off record or indirect strategy. It is to perform the act in an unclear way or indirectly. These strategies minimize the pressure and avoid direct FTAs. Brown and Levinson try to clarify the role of off-record strategy stating that:

“...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 address to decide to interpret it”

page (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

6.3.5. Do not do the FTA strategy:

This method is used, according to Brown and Levinson (1987), when the speaker is unable to accomplish the targeted communication goals. It is the fifth strategy of politeness that is claimed to be more polite. It is the case when nothing is said because of the rank of imposition of act and the degree of risk of losing face is great. However, there isn't much research about this strategy. Brown and Levinson (1987) described that the speaker may avoid insulting the hearer with this particular FTA. Otherwise, there are no interesting linguistic perspectives on this final strategy. It is therefore, not mentioned in

Brown and Levinson's debate.

6.4. Impoliteness theory

Brown and Levinson's (1987) politeness model paved the way for linguists to study the phenomenon of impoliteness. Brown and Levinson viewed politeness as a complex framework for alleviating face threatening acts, while other linguists including Culpeper, Bousfield and Ellen took politeness in the opposite direction. In other words, they studied the communicative situations in which the speaker's intention was to injure the listener's face rather than mitigate the face threatening act (O'Keeffe, Clancy and Adolphs, 2011: 71)

The term (im)politeness is one that is debated right now, has been debated in the past, and most likely will continue to be debated in the future. The most well-known definition was given by Culpeper (1996), who described impoliteness as “the use of strategies designed to attack face and thereby cause social conflict and disharmony” (cited in Bousfield and Locher, 2008, p.131). Brown and Levinson's model of politeness was effectively used by Culpeper (1996) to introduce his theory of impoliteness, which he referred to as “parasite of politeness”.

7. Factors that influence the use of politeness strategies:

The circumstances, sociological variables and resulting determination of politeness have an impact on the relevance of an FTA. Wolfson (1989:67) asserts:

“In deciding how much to take another person’s feelings into account, we have three factors to consider. First, people are usually more polite to others when they are of status or perceived of as being powerful; second, people are generally more polite to others who are socially distant; and third, we are usually more polite in relation to the gravity of the threat we are about to make to others’ face.”

There are three dimensions to determine the level of politeness, according to Brown and Levinson, which are the (PDR): relative power (P), social distance (D), and size of imposition (R).

7.1. Power (P):

People generally be have more formally with individuals who have more power or authority over them, than those who do not. This is known as power. The asymmetrical relationship between the speaker and the hearer is the foundation of it. According to Brown and Levinson (1987), these forms of authority are typically observed in situations that are overtly hierarchical, such as courts, the military, and workplaces. If someone always arrived

late for instance, it is likely that they would be more polite to their employer than to their brother, this is due to the fact that the employer may have a positive or negative impact on their career.

7.2. Social distance (D):

Social distance (D) can be thought as the sum of psychologically valid characteristics (status, age, gender, level of intimacy, ect) that collectively define the general level of deference in a specific speech scenario. It is based on the speaker and the hearer having a symmetric relationship. For instance; if someone feels close to or is familiar with someone because they are the same age, gender, they will be close and the rank will be lower. As a result, when he asks him to do something, he will not be nice. When speaking with strangers, such as those who are older than him; he will instead employ polite language (Wolfson, 1989).

7. 3.The size of imposition (R):

Brown and Levinson claimed that the rank of imposition (R) can be seen from the comparative state between one speech act and another speech act in context. For example, when we usually rent a car, we feel reluctant, but it will naturally happen in an

emergency. So, in the first case we will deal with polite language. At the same time, in the second case, due to the emergency of the situation, polite words are not required.

8. EFL learning:

The English language is considered as one of the most powerful language in the world, according to Crystal (2003). Learning this language is mainly done in countries where people do not use English as a means of communication. Therefore, English is considered as a foreign or second language if it is not the native language of the person who used it. Algerian learner is considered as a foreign language learner of English. According to (Boukerkour, 2016,p.14), They invest a lot of energy to achieve the goal of knowing more about English, and they should develop their language mastery skills.

When learning English as a foreign language, learners are not only learning aspects of the language related vocabulary, grammar, and pronunciation. However, they should also interact, think and react like native English speakers, learners should become familiar with different aspects of the lives of native English speakers, and this can be achieved by understanding their lifestyles, way of speaking, traditions, norm, morals and way of thinking (Touil, 2016, p,17.18)

Conclusion:

This chapter concludes that understanding pragmatics, speech acts and politeness make people understand the utterance where people use complex and indirect way of speaking. In addition, Knowing politeness strategies and the factors that affects their uses

may facilitate the process of defining the appropriate the process of defining the appropriate use of politeness in different situations, especially for EFL learners.

Chapter Two

Methodology, Findings And Discussion

Introduction:

This study aims to investigate EFL students' perceptions of (im)polite request across gender as a variable. The pervious chapter tackled the theoretical backgrounds of speech acts and politeness and impoliteness. Chapter two is dedicated to the field work; it introduces the practical part of the study, outlining the methods used to carry out this study. The chapter is

divided into two sections. The overall research design is fully explained in section one, which also includes the methodology and design where the research methods, setting, materials and procedures are appropriately applied. The second section is concerned with the analysis and interpretation of the obtained data.

Section one: research methodology

The research design serves as the conceptual framework for the study and serves as the manual for data collecting, measurement, and analysis (Md. Akhtar, 2016). The main purpose of this study is dealing with the idea of investigating and exploring the EFL learners' perceptions to the (im)polite requests across gender. Thus, particular design , methods, a compelling sampling plan and tools were selected to achieve the objectives of the research.

1. Research method and design:

Since the current study is dealing with the idea of investigating and exploring the EFL students' perceptions to the requests which lack any politeness markers across gender, the descriptive design competing. According to (Manjunatha.N. 2019. P.1), descriptive method intend to describe the characteristics of the population or phenomenon or issue under the study, this methodology emphasizes the “what” of the research topic more than the “why” of the topic.

The objective of using a mixed method is to be more effective and to provide a better understanding of the research problem than either type by itself (Doyle, Brady, Byrne. 2009. P.178). In addition, the mixed data set can provide a complete and comprehensive understanding of the problem .

2. Research setting and sample:

The current study took place at the English department in the university of M'sila. It tackles second year master students of the academic year 2022/2023. The targeted population includes both linguistic (N=96) and civilization and literature (N=94) majors, a total of (N= 190) students. The number of the selected sample is 15male 15 female of each branch. It is selected randomly; the total number is thirty (N=30).

For a number of factors, the intended population for this study has been carefully chosen. Graduates with second year Master degree in English are likely to have learned enough about how to use the English language. Additionally, since politeness is covered in both the linguistics and applied linguistics modules, it is presumed that this population has a prior understanding of it. Choosing a different population would have severely restricted the study's scope. The following table shows the number of the sample:

	male	female	total
Linguistics' groups	9	10	19
Civ and lit's groups	6	5	11
total	15	15	30

Table02: the sample of this study

3. Research Tools:

For the purpose of achieving this descriptive study which is aiming to investigate the insight of the EFL learners of the requests which include no politeness markers and the role of gender as a variable, an online questionnaire in a form of a written Discourse Completion Task (DCT). This tool is adopted from (Saidi, khorsavi. 2015) and designed using google form. The main purpose of this DCT is to explore EFL students' perception of (im)polite requests in different situations and the effect of gender. In addition, the DCT seeks to elicit the EFL learners' responses to the (im)polite request in different situations.

The DCT includes 8 situations. Two situations embodied a request posed by a high-status person to a low-status person (1_7). Two situations embodied a request posed by low-status person to a high-status person (2_8). Four situations (two in formal 3&5,two in informal situation 4&6) were related to requests made by a person of equal status with the addressee.

The participants were asked to consider how they will react in each situation and rate how (im)politely each request is made in every position on a scale of 1 to 4 (Likert) to know the level of politeness in these requests. In addition, students had to indicate what response, if any, they believed they would provide in the similar circumstances.

Level of politeness	Mostly polite	Slightly polite	Slightly impolite	Mostly impolite
Likert scale	1	2	3	4

Table 3: Likert scale scores

4. Statistical tools for data analysis:

The statistical tools that were used, helped to analyze the similarities and differences between two groups (male and female). Therefore, the statistical tools that were used are:

The mean: the average, the most common value in a collection of number.

$$\bar{x} = \sum f_i x_i / \sum f_i$$

The standard deviation: is the measure of how dispersed the data is in relation to the mean.

$$Sd = \sqrt{\sum (X - \bar{X})^2 / n - 1}$$

The T test: statistical test used to compare the means of two groups.

Section two: Data analysis and discussion

Situation	N	Max	Min	Mean	Sd
1	15	4	1	2.4	0.6
2	15	4	1	3.46	0.78
3	15	4	1	3.2	0.67
4	15	4	1	3.6	0.83

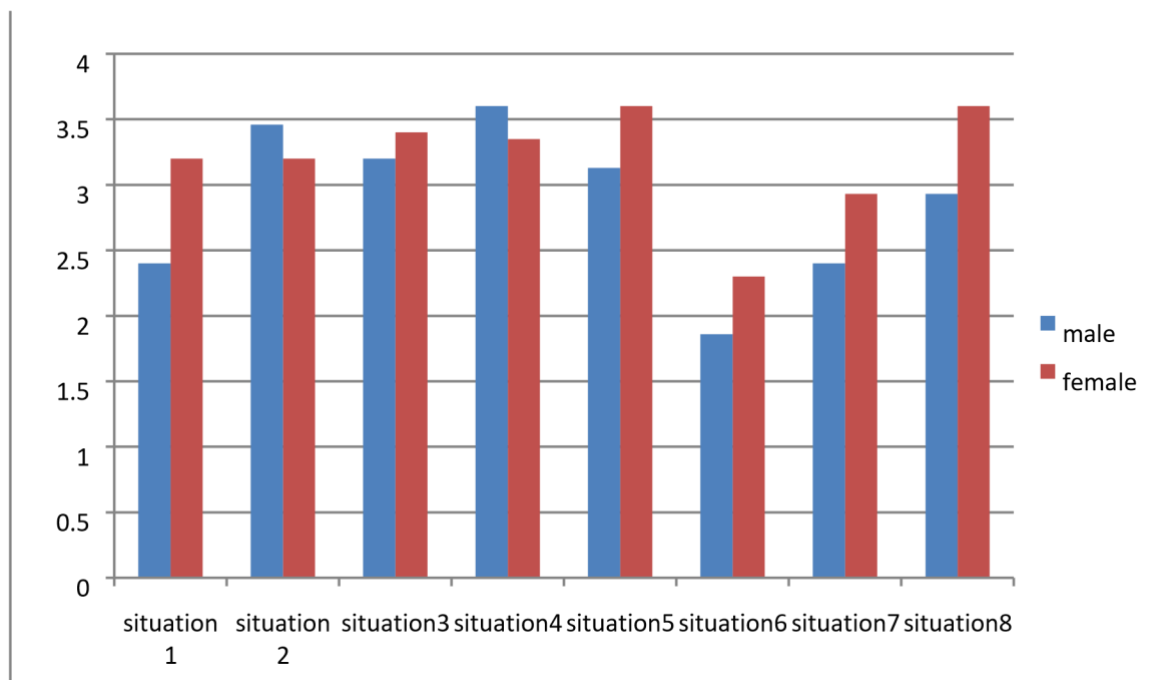
5	15	4	1	3,13	0.67
6	15	4	1	1.86	0.68
7	15	4	1	2.4	0.6
8	15	4	1	2.93	0.63

Table 4: Descriptive statistics for the male participants' perceptions of the (im)politeness of eight request situations.

Situation	N	Max	Min	Mean	Sd
1	15	4	1	3.2	0.7
2	15	4	1	3.2	0.7
3	15	4	1	3.4	0.76
4	15	4	1	3.35	0.74
5	15	4	1	3.6	0.83
6	15	4	1	2.3	0.6
7	15	4	1	2.93	0.64
8	15	4	1	3.6	0.85

Table 5: Descriptive statistics for the female participants' perceptions of the (im)politeness of eight request situations.

The descriptive data for the perceptions of the (im)politeness of eight request situations by male and female EFL learners are presented in table 5 and 6. Respectively, the lowest and highest mean scores for male participants are 6 and 4 situations, as shown in the table 5 and 6. While the lowest and highest mean scores for female participants 6 and 5_8 situations. Both male and female agreed that an informal request without any politeness marker, between interlocutors of equal status will not be considered as impolite request like in situation 6 where the interlocutors are classmates. However, they considered the requests which lack any politeness marker between two interlocutors in a formal situation will be considered as an impolite request like in situation 5 where the interlocutors are coworkers.



Graph 1: Descriptive statistics for the male and female participants' perceptions of the (im)politeness of eight request situations.

A- Situation 1: the case of the request of teacher:

A.1- Male:

	Xi	Fi	Percentage %
Situation 1	1	1	6.6%
	2	2	13.33%
	3	8	53.33%
	4	4	26.6%

Table6: the statistical scores and percentage of the data for male

Mode = 3

Median=3

The data indicates that when the teacher asked for a pen, the majority of the male participants (53.33%) reacted with slightly impolite, while (26.66%) responded with mostly impolite and (13.33%) responded with slightly polite and only (6.6%) who responded with mostly polite. The median and the mode both show that the most common response is “slightly impolite”.

A.2- : Female:

Xi	Fi	Percentage
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1	0	0%
2	2	13.3%
3	8	53.3%
4	5	33.33%

Table 7: he statistical scores and percentage of the data for female participants in situation 1
Mode= 3

Median=3

This data suggested that the majority of the female students (53.3%) responded with slightly impolite when the teacher asked for a pen, while 33.33% responded mostly impolite and only 13.3% responded with slightly polite. None of the female learners responded with mostly polite in this situation. Both the mode and the median indicate that “slightly polite” is the most common response as shown in the graph 2:

This table9 show the results of T test of the first situation:

	gender	N	Mean	Sd	Tcal	Df
Sit	Male	15	3	0.72	0.7	28
	female	15	3.2	0.7		

Table8: the result of th T-test analysis- gender and perceptions of(im)politeness requests in situation 1

In this situation there is two hypothesis:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in both $p = 0.05$ and $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} < T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

Three male participants perceived the request in situation 1 as mostly/ slightly polite where 12 ones perceived it as mostly/ slightly impolite. Two females participants found the request as mostly/ slightly polite and 13 ones found it as mostly/ slightly impolite.

All male participants in situation (1) who thought the request was slightly/ mostly polite tended to respond politely by responding positively to the speaker. Ten of the twelve people who thought the request was slightly/ mostly impolite indicated that they would answer politely by handing him the pen and saying "yes" "sure" or "here you are", and two of them opted to do so silently. The two female students , who thought the request was slightly polite, decided to be polite and offer the pen to the teacher . six students from 13 who thought the request was slightly/ mostly impolite said that they would respond politely by saying "yes", "ok"and "here it

is”, 3 of them choose to give the pen with silence but four of them choose to remind the teacher that it is better to use polite way while one of them decided to respond with a very impolite way:” I will show him politeness in my attitude”.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	0	1
2 . Complaining about the language which was used for making the request by using verbal expression.	0	4
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	0
4 . Agreeing to the request and using positive verbal expressions	13	8
5 . Agreeing to the request and using positive non-verbal reactions.	2	3
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	0	0
7. Agreeing to the request and using negative verbal expressions	0	4
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 9: male and female participants’ strategies to respond to slightly/mostly impolite request in situation 1

B: situation2: Asking the teacher to repeat the point B-1:Female:

Xi	Fi	Percentage
1	0	0%
2	1	6.6%
3	6	40%
4	8	53.3%

Table 10: the statistical scores and percentage of the data for female participants in situation 2
Mode=4

Median= 4

The data shows the distribution of politeness levels among 15 female survey students when asked to repeat a point again. No participant responded with mostly polite, and (6.6%) responded with slightly polite, while (40%) responded with slightly impolite .meanwhile, the majority of students 53.3% fall into the “ mostly impolite”

B. 2 :Male

Xi	Fi	Percentage
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1	0	0%
2	1	6.6%
3	6	40%
4	8	53.3%

Table 11: the statistical scores and percentage of the data for male participants in situation 2
Mode= 4

Median= 4

This result showed that when one student was requested to repeat explanation of one point the majority of the male participants (53.33%) respond with mostly impolite , followed by (40%) slightly impolite responses and (6.6%) of them choose slightly polite . Both median and mode demonstrate that the majority of responses are “ mostly impolite”.

This table13 shows the results of T test of the second situation:

	Gender	N	Mean	Sd	Tcal	Df
Sit 2	Male	15	3.46	0.78	1	28
	Female	15	3.2	0.7		

Table 12: the result of the T-test analysis- gender and perceptions of(im)politeness requests in situation 2

In this situation there is two hypothesis:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in both $p = 0.05$ and $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} < T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

In the second situation, the request was viewed as slightly polite by one male participant, and as mostly/ slightly impolite by the other fourteen. The request the request was considered as mostly/ slightly polite by 3 female students, and mostly /slightly by the other 12 students.

The one male participant in situation 2 who thought the request was slightly polite tended to answer politely by correcting the speaker. The other 14 male who thought the request was slightly/ mostly impolite agree with the speaker and teach him. The 3 female students who thought the request was mostly/ slightly polite agreed with him and correct him and teach him politeness. 4 of them corrected him while 7 agreed by saying "ok" and "sure" and one of them said "no".

Strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	0	1
2 . Complaining about the language which was used for making the request by using verbal expression.	0	1

3 . Complaining about the language which was used for making the request by using non-verbal expression	13	0
4 . Agreeing to the request and using positive verbal expressions	2	6
5 . Agreeing to the request and using positive non-verbal reactions.	0	1
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	0	0
7. Agreeing to the request and using negative verbal expressions	0	0
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 13: male and female participants' strategies to respond to slightly/mostly impolite request in situation 2

C – Situation 3: presenter ask for a glass of water

C.1 Male:

Xi	Fi	Percentage
1	0	0%
2	2	13.33%
3	8	53.33%

4	5	33.3%
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Table13: the statistical scores and percentage of the data for male in situation 3

Mode=3

Median=3

The data illustrate the distribution of politeness levels among 15 male surveyed students when asked to bring a glass of water for the presenter. The majority of them (53.33%) perceived the request as slightly impolite and 33.33% consider it as mostly impolite while (13.33%) found it slightly polite but no one see it as mostly polite request. Both the mode and the median are slightly impolite.

C.2 Female:

Xi	Fi	Percentage
1	0	0%
2	2	13.33%
3	5	33.33%
4	8	53.3%

Table14: the statistical scores and percentage of the data for female in situation 3

Mode=4

Median=4

In this situation, mostly polite is notably absent, with no female students responding as “mostly polite”. The majority of female students (53.33%) chose “mostly impolite” response; “slightly impolite” response was exhibited by 33.33% of female EFL learners. 13.33% of them chose slightly polite. The mode was “mostly impolite” and the median was “slightly impolite” indicating that impoliteness was both common and central in this data set.

	Gender	N	Mean	Sd	Tcal	Df
Sit 3	Male	15	3.2	0.67	0.76	28
	Female	15	3.4	0.76		

Table 15: the result of the T-test analysis- gender and perceptions of (im)politeness requests in situation 3

In this situation there is two hypothesis:

H0: there is no statistically significant difference between male and female’s perceptions.

H1: there is a statistically significant difference between male and female’s perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners’ perceptions of the (im)politeness with regard to request situation in both $p = 0.05$ and $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} < T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

Two female students perceived the request in situation 3 as slightly polite and 13 female students thought it was slightly/ mostly impolite. While four male learners perceived the request as slightly polite when 13 others thought it was slightly/ mostly impolite.

The participants in situation 3 who chose slightly polite either male or female decided to respond by the polite way of asking the request by adding “could you please”. Four male students out of 13 who chose slightly/ mostly impolite, responded with agreement, seven disagree (4 with impolite way “scawl” and 3 “ silent disagreement”) while 2 of them chose to ask him to be more polite. The female students who chose the slightly/ mostly impolite, 6 out of 13 respond with agreement. While 5 of them decided to inform the speaker the polite way of making a request and 2 of them ignore the speaker.

Strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	7	0
2 . Complaining about the language which was used for making the request by using verbal expression.	4	5
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	0
4 . Agreeing to the request and using positive verbal expressions	5	2
5 . Agreeing to the request and using positive non-verbal reactions.	0	0

6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	1	3
7. Agreeing to the request and using negative verbal expressions	2	1
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 16: male and female participants’ strategies to respond to slightly/mostly impolite request in situation 3

D- Situation 4: neighbor asks for money

D-1: Male

Xi	Fi	Percentage
1	0	0%
2	1	6.6%
3	4	26.6%
4	10	66.66%

Table17: the statistical scores and percentage of the data for male in situation4

Mode=4

Median=4

The data above shows that the majority of male EFL learners 66.66% fall into “mostly impolite” in situation where a new neighbor ask for money and 26.6% of them perceived the request as

slightly impolite, 6.6% thought it was slightly polite , with the absence of the first choice “mostly polite”. Both the mode and the median are “mostly impolite”.

D-2 Female:

Xi	Fi	Percentage
1	0	0%
2	2	13.33%
3	9	60%
4	4	26.6%

Table18: the statistical scores and percentage of the data for female in situation4

Mode=3

Median=3

The result shows the absence of the mostly polite request, where the majority of female participants 60% found the request as slightly impolite, 26.6% of them perceived it as mostly impolite and 13.33% saw it as slightly polite. Meanwhile, both mode and median show the same result which is “slightly impolite”.

	Gender	N	Mean	Sd	Tcal	Df
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Sit4	Male	15	3.6	0.83	0.89	28
	Female	15	3.35	0.74		

Table 19: the result of the T-test analysis- gender and perceptions of (im)politeness requests in situation 4

In this situation there is two hypotheses:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in both $p = 0.05$ and $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} < T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

In situation 4 where a new neighbor ask for money 14 male students from 15 perceived it as slightly/ mostly impolite while only one who found it slightly polite. While 13 female participants of 15, thought it was slightly/ mostly impolite and the other two girls has an other perception which is slightly polite.

The male student who found the request slightly polite responded with disagreement and 12 out of 14 male students who chose the slightly/ mostly impolite responded with disagreement , while the other two participants decided to remind the speaker with the polite way of requesting. Six female students out of 13 participants who perceived the request as slightly/ mostly impolite intended to make the speaker aware of the words he is using while making a request, 5 of them decided to accept the request and lend the money. For girls who thought the request was slightly polite, they intended to lend him the money.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	12	5
2 . Complaining about the language which was used for making the request by using verbal expression.	14	8
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	1
4 . Agreeing to the request and using positive verbal expressions	0	2
5 . Agreeing to the request and using positive non-verbal reactions.	0	0

6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	0	1
7. Agreeing to the request and using negative verbal expressions	0	0
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 20: male and female participants' strategies to respond to slightly/mostly impolite request in situation 4

E-Situation 5: the request of the colleague to answer the phone:

E-1 Male:

Xi	Fi	Percentage
1	0	0%
2	4	26.6% % 33.33%
3	5	40%
4	6	

Table21: the statistical scores and percentage of the data for male in situation 5

Mode=4

Median=5

The data illustrates the distribution of politeness levels among 15 male surveyed students when asked to answer the phone by the colleague in the office. No one accepted the request as mostly polite but 26.6% thought it was slightly polite. However, the majority of the male participants 40% selected “mostly impolite” as a level of (im)politeness, and 33,33 perceived the request “slightly impolite”.

E-2 Female:

Xi	Fi	Percentage
1	0	0%
2	0	0%
3	6	40%
4	9	60%

Table22: the statistical scores and percentage of the data for female in situation5

Mode=4

Median=4

For female participants no one thought the request is slightly/ mostly polite. The majority of them (60%) perceived the request as mostly impolite, when 40% found it slightly impolite. Both the value of the mode and the median can emphasize on “mostly impolite”, all participants perceived that the request is slightly/ mostly impolite.

	Gender	N	Mean	Sd	Tcal	Df
Sit5	Male	15	3.13	0.67	01.67	28
	Female	15	3.6	0.83		

Table 23: the result of the T-test analysis- gender and perceptions of(im)politeness requests in situation 5

In this situation there is two hypotheses:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in both $p = 0.05$ and $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} < T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

In situation 5 where a colleague of office ask for answering the phone . 11 male participants perceived it as slightly/ mostly impolite and four of them found it as slightly/ mostly polite. While all the female participants perceived it as slightly/ mostly impolite.

Six out of 11 male students who chose the “slightly/ mostly impolite” intended to refuse the request, 3 of them accepted the request and 2 students decided to remind the speaker to be more polite. While the two students who chose “slightly polite” they decided to accept the request. For female participants, six of them said they would refuse the request by saying “no”, “you can answer” “that’s rude”. Other six students decided to make the colleague know how to use appropriate words while making a request. And three of them accepted the request.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	6	6
2 . Complaining about the language which was used for making the request by using verbal expression.	2	6
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	0
4 . Agreeing to the request and using positive verbal expressions	1	2
5 . Agreeing to the request and using positive non-verbal reactions.	1	0
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	0	0

7. Agreeing to the request and using negative verbal expressions	0	1
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 24: male and female participants' strategies to respond to slightly/mostly impolite request in situation 5

F-situation6: the classmate ask for a pen F-1 Male:

Xi	Fi	Percentage
1	5	33.33% 46.6%
2	7	20%
3	3	0%
4	0	

Table25: the statistical scores and percentage of the data for male in situation6

Mode=2

Median=2

The result shows that when a student demands an eraser from another student the majority of male participants (46.6%) respond slightly polite meanwhile (33.33%) of participants respond mostly polite and (20%) of them responds with slightly impolite. Both median and mode are slightly polite.

F-2 Female:

Xi	Fi	Percentage
1	2	13.33% 46.6%
2	7	33.33%
3	5	6.6%
4	1	

Table26: the statistical scores and percentage of the data for female in situation6

Mode=2

Median=2

The information shows the politeness levels of 15 female EFL students in response to a classmate's request for an eraser. 46.6% responded with slightly polite while 13.33% respond with the mostly polite, and (33.33%) found the request slightly impolite. 6.6% responded with mostly impolite. While the majority of answers are slightly polite.

	Gender	N	Mean	Sd	Tcal	Df
Sit6	Male	15	1.86	0.68	2	28
	Female	15	2.3	0.6		

Table 27: the result of the T-test analysis- gender and perceptions of(im)politeness requests in situation 6

In this situation there is two hypotheses:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} > T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

12 of the male participants thought the request was mostly/ slightly polite. While 3 thought it was mostly/ slightly impolite. 7 female participants thought the request was mostly/ slightly impolite but the other 8 deemed it mostly/slightly polite.

11 of twelve male students who thought the request was mostly/ slightly polite responding to the request by saying "sure", "here you are", and "ok" while one agree with complaining by saying "say please", the other three, two of them said "sure" "ok" and the other one correct him. In seven female who thought the request was mostly/ slightly polite 6 of them agree. While the other 8 female who thought it was mostly/ slightly impolite agree with complaining.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	0	0
2 . Complaining about the language which was used for making the request by using verbal expression.	01	1
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	1

4 . Agreeing to the request and using positive verbal expressions	11	9
5 . Agreeing to the request and using positive non-verbal reactions.	0	0
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	2	3
7. Agreeing to the request and using negative verbal expressions	0	1
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 28: male and female participants' strategies to respond to slightly/mostly impolite request in situation 6

G-situation7: the boss ask for an extra chair G-1 Male:

Xi	Fi	Percentage
1	0	0%
2	8	53.33%
3	7	46.6%
4	0	0%

Table29: the statistical scores and percentage of the data for male in situation7

Mode=3

Median=3

The data shows that when the boss tells you to bring one extra chair to the meeting room, most of the male participants (53.33%) responds with “ slightly polite” and (46.6%) are slightly impolite . Both the median and the mode are 3 which demonstrate that the majority of responses are slightly polite.

G-2 Female:

Xi	Fi	Percentage
1	0	0%
2	3	20%
3	10	66.6%
4	2	13.3%

Table30: the statistical scores and percentage of the data for female in situation7

Mode=3

Median=3

The data illustrates the distribution of politeness levels among 15 female EFL students when their boss request an extra chair for the meeting room. In this case , the majority of students fall into the “ slightly impolite” (66.66%). 13.3% of the female students chose mostly impolite. And the 20% students respond as slightly polite. Both the mode and the median are slightly impolite.

	Gender	N	Mean	Sd	Tcal	Df

Sit7	Male	15	2.4	0.6	2.4	28
	Female	15	2.93	0.64		

Table 31: the result of the T-test analysis- gender and perceptions of(im)politeness requests in situation 7

In this situation there is two hypotheses:

H0: there is no statistically significant difference between male and female's perceptions.

H1: there is a statistically significant difference between male and female's perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners' perceptions of the (im)politeness with regard to request situation in $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} > T_{tab}$

$P = 0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$

Six of the male participants thought the request was mostly/ slightly polite, while nine thought it was mostly/ slightly impolite. While the other 13 female participants thought the request was mostly/slightly impolite , the other two female students thought it was slightly/ mostly polite.

The six male participants who thought the request mostly / slightly polite respond by saying "ok" and "sure" and the 9 others who thought it is mostly/slightly impolite also respond and agree by saying "sure"and "ok". 2 female students who thought it was mostly/ slightly polite

agree but the 13 female who mostly/ slightly impolite accepted the request after a compliment except two of them who refused the request.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	0	0
2 . Complaining about the language which was used for making the request by using verbal expression.	0	1
3 . Complaining about the language which was used for making the request by using non-verbal expression	0	0
4 . Agreeing to the request and using positive verbal expressions	12	8
5 . Agreeing to the request and using positive non-verbal reactions.	3	0
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	3	0
7. Agreeing to the request and using negative verbal expressions	0	2
8 . Agreeing to the request and using negative non-verbal reactions.	0	0

Table 32: male and female participants' strategies to respond to slightly/mostly impolite request in situation 7.

H-situation8: the waiter asks for ordering food:

H-1 Male

Xi	Fi	Percentage
1	0	0%
2	4	26.66%
3	8	53.33%
4	3	20%

Table33: the statistical scores and percentage of the data for male in situation8

Mode=3

Median=3

The result shows that when the participants order the food. The majority of them (53.33%)

responds with “slightly impolite” and followed by (26.66%) slightly polite and only (20%) of male participants respond “mostly impolite”.

H-2 Female:

Xi	Fi	Percentage
1	0	0%
2	0	0%
3	10	33.33%
4	5	66.66%

Table34: the statistical scores and percentage of the data for female in situation8

Mode=4

Mode=4

The data shows the distribution of politeness levels among 15 female EFL student when the waiter asked them to order the food at the restaurant. In this scenario, the majority of students fall into mostly impolite (66,6%) .while 33.33% respond with “slightly impolite”. None of the students responded with mostly/slightly polite.

	Gender	N	Mean	Sd	Tcal	Df
Sit8	Male	15	2.93	0.63	2.57	28
	Female	15	3.6	0.85		

Table 35: the result of the T-test analysis- gender and perceptions of(im)politeness requests in situation 8

In this situation there is two hypotheses:

H0: there is no statistically significant difference between male and female’s perceptions.

H1: there is a statistically significant difference between male and female’s perceptions.

The results of the independent T-test reveals that the H0 is accepted which means that there is no statistically significant difference between male and female EFL learners’ perceptions of the (im)politeness with regard to request situation in $p = 0.01$.

When $p = 0.05 \rightarrow T_{tab} = 1.7 \rightarrow T_{cal} > T_{tab}$

$$P=0.01 \rightarrow T_{tab} = 2.76 \rightarrow T_{cal} < T_{tab}$$

Four of the male participants perceived the request as mostly/slightly polite but 11 male students perceived it as mostly/slightly impolite. One female participant thought the request was mostly/slightly polite while the rest found it mostly/slightly impolite.

The 4 male who thought the request was mostly/slightly polite agreed by saying “sure”, “ok”. While 4 out of 11 students who thought the request was mostly/slightly impolite would leave the restaurant and one ignore the speaker 2 order the food and the last two disagree and complain. The female student who thought the request was slightly impolite responded with “ok” and the 14 ones who perceived the request mostly impolite, 3 of them leave and one said “be more polite” while 5 of them agree and order and order and one said “no” and the last 4 disagree and complained.

strategy	Male	Female
1 . Directly refusing a request verbally or nonverbally	6	4
2 . Complaining about the language which was used for making the request by using verbal expression.	1	6
3 . Complaining about the language which was used for making the request by using non-verbal expression	4	3

4 . Agreeing to the request and using positive verbal expressions	5	4
5 . Agreeing to the request and using positive non-verbal reactions.	0	5
6 . Agreeing to the request and using neither a verbal nor a non-verbal reactions.	2	3
7. Agreeing to the request and using negative verbal expressions	0	1
8 . Agreeing to the request and using negative non-verbal reactions.	5	0

Table 36: male and female participants' strategies to respond to slightly/mostly impolite request in situation 8

2. Discussion of the findings :

This section is a discussion of the findings about M'sila university EFL master 2 students' perceptions of the (im)polite request, the difference between male and female attitudes, in addition to this, the students responses to the (im)polite requests are investigated concerning the learners' perceptions, the findings show that students have the ability to recognize the level of politeness in different situations in both cases, the status are equal between the interlocutors or not. Moreover, there is no significant difference between male and female perceptions by

noticing the tables above, male's perceptions to all of the eight requests were almost the same with the female's.

Analysis of the students' responses to (im)polite request, reveals that there is a slight different between male and female's responses. Where the female participants respond in a more impolite way than the males. Females' most responses were between ignoring the speaker or saying expressions like "scowls" or "I will teach him politeness in my attitudes". However, male students were not very polite in all situations but still females used more impolite answers than the males.

With regard to situation 1 and 7 in which the request was made by a person or higher status, the results seemed to be revealing. Both male and female agreed that the request made by the teacher was more impolite than the one made by the boss. This might be because of the high expectation of students that the teacher in an educational setting should be more polite than the boss. Furthermore, it might indicate that the degree of impoliteness is expected to be higher in an occupational setting. However, in (situation 2 and 8) when the request is made by a person of lower status, both male and female perceived it as (slighter) mostly impolite. This may point to the fact that no matter it is made in educational or public setting lack of politeness markers in these situations makes request impolite.

3.Limitations, recommendations for further research:

3.1. Limitations:

During the process of investigating the EFL learners' perceptions of (im)polite requests across gender, researchers face some problems which make the results not entirely satisfactory:

- 1) The limited span of time, the results of this study would have been much better if it was conducted in more than a number of months.
- 2) Many students were not cooperative since many of them didn't respond on their emails.

3.2. Recommendation for further 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 sample in order to generalize the findings.
- b) Conducting similar researches in terms of variable using different speech act.
- c) Conducting the same study but with using more than one tool.

Conclusion:

This chapter discussed the main finding of the study. This study explores and investigates the EFL learner's perception of (im)polite request across gender at M'sila university using statistical descriptions for the intended variables. The analysis of participants' responses

showed that there is a little difference in the way they respond to these requests. Female learners tend to answer in a less polite way or reject the request altogether, while the male learners tend to accept the request or ignore it. Based on the study results, a discussion was carried out to provide justifications and examine the proposed hypotheses. Further, the research continued with proposing limitations faced while conducting the study, in addition to the recommendations suggested for further studies.

General conclusion:

The goal of the current research in investigating EFL learners' perceptions of (im)politeness of request that lacked any politeness marker across two genders. Among eight request situations, male and female respondents perceived request 4,5 as the less polite one followed by 8 and 3. In situation 4, the status of the interlocutors was equal in an informal setting (neighbors). In situation 5, the status was equal in a formal setting (workplace). In situation 8, the request was made by the waiter to the customer lacking any politeness marker and in situation 3, a presenter posed the request to bring him water.

One could observe that a request that lacks any politeness cues is viewed as being more impolitely made when it comes from a person who shares the same status as the addressee.

This could be a sign that people don't necessarily anticipate persons of greater rank to make indirect requests given their increased power and level of imposition.

Furthermore, they don't seem to anticipate that persons of lesser social standing will make the request in this manner because their socioeconomic situation may affect how they speak. However, they anticipate that those who share their standing would recognize that no one is superior to the other and, consequently, no one has the right to act in a commanding manner.

Moreover, the findings demonstrated that gender would make no significant difference in EFL learners' perceptions of (im)politeness of different request situations. However the result show a little difference in the way they respond to these requests. Female learners tend to answer in an impolite way or reject the request altogether, while the male learners tend to accept the request or ignore it.

On a final point, this study may help male and female learners to know more about themselves. This research confirms that the gender does not affect on the students' perception to (im)polite request . However it can affect on their responses.

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Students' questionnaire (DCT)

dear Master 2 students.

we will greatly appreciate if you could take time to fill in the questionnaire. it is designed to gather information about EFL learners' perceptions of (im)polite requests across gender as a variable

gender* ○

Male

○ Female

Dear participants! please, read the following situations and rate the speaker's request based on its appropriateness in terms of politeness within the range of 1-4. then, put

yourself in the addressee's shoes and write (in "your response" section) what you might say/do in response.

1. you are in class and your teacher wants a pen and says:"hey, give me your pen"*

1. mostly polite
2. slightly polite
3. slightly impolite
4. mostly impolite

Your response

.....

2. you are explaining a grammatical point in the class as a teacher. your students has problem in understanding that point and says: "repeat this point again."*

1. mostly polite
2. slightly polite
3. slightly impolite
4. mostly impolite

Your response

.....

3. you are at conference. the presenter is thirsty and wants some water. he tells you: " bring a glass of water for me."*

1. mostly poli
2. slightly polite
3. slightly impolite

4. mostly impolite

Your response

.....

4. your new neighbor needs some money to buy something and tells you: "lend me some money."*

1. mostly politr

2. slightly polite

3. slightly impolite

4. mostly impolite

Your response

.....

5. you are in the office. the phone is ringing. your colleague is too buzy and says:" can't you hear? answer the phone."*

1. mostly polite

2. slightly polite

3. slightly impolite

4. mostly impolite

Your response

.....

6. you are in class and your classmate needs an eraser. your classmate tells you: "give me your eraser."^{*}

- 1. mostly polite
- 2. slightly polite
- 3. slightly impolite
- 4. mostly impolite

Your response

.....

7. you are an employee in an office and your boss needs an extra chair in the meeting room and tells you: " bring one extra chair to the meeting room."^{*}

- 1. mostly polite
 - 2. slightly polite
 - 3. slightly impolite
 - 4. mostly impolite
- Your response

.....

8. you go to a restaurant. the waiter comes to take your order and tells you: "order the food."^{*}

- 1. mostly polite

2.slightly polite

3. slightly impolite 4.

mostly impolite your

response :

.....

الملخص

تعد المشاكل المتعلقة بنوع الجنس والصعوبات التي تحدث في المحادثات شائعة بين متعلمي اللغة الإنجليزية كلغة اجنبية ولذلك تهدف هذه الدراسة الي تعريف وتحديد طبيعة الارتباط بين المتغيرات المدروسة, توضح هذه الدراسة محاولة معرفة كيفية إجابة الاناث والذكور اذا كانوا في نفس الوضعية، ولتحقيق اهداف هذا البحث تم استخدام المنهج الوصفي وكذلك اعتمد على تفسير براون وليفنسون للأدب اللغوي، تم تكييف الاختبار الذي صممه ميادات سعيد و موحادس خورسافي من اجل جمع البيانات من عينة مكونة من 30 طالب ماستر في اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة .