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**A Sociolinguistic Study of Forms of
Politeness among the Algerian Speakers:
The Case of Ibn Khaldoun University
Students (Tiaret).**

A Thesis Submitted in Fulfillment of the Requirements for the Doctorate Degree in
Sociolinguistics

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Statement of Originality

I, Meriem Mekboul declare that my thesis entitled A Sociolinguistic Study of Forms of Politeness among the Algerian Speakers: The Case of Ibn Khaldoun University Students (Tiaret), has not been previously, in whole or in part, for the award of any other academic degree or diploma except where due references are made. This thesis is my own work.

June 11th, 2020

Mrs. Meriem Mekboul

Dedication

This Work is dedicated to my parents for their belief in me; to my dear husband “Mohamed Redha” and my beloved daughter “Bouchra”, whose love and support were a tremendous source of motivation to complete this research.

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Finally, my appreciation is also addressed to the head of English Department of Faculty, to all lecturers and staff at Ibn Khaldoun University.

Abstract

Politeness is the use of the right words or phrases in a proper context which is determined by the rules that are prevalent in society. This study aims to identify the politeness strategies used by Algerian teachers and students in their interaction and analyze how the sociological factors such as gender, closeness and power do influence and affect such strategies. Moreover, it endeavors to investigate Brown and Levinson's politeness strategies(1987) model and measure the degree of its use and awareness among them. This study is designed in the form of a mixed method; a combination of quantitative and qualitative research components. The data consist of students' questionnaire, planned observation and an interview with(05) five teachers at the English Department of Ibn Khaldoun University, Tiaret. The students' questionnaire is analyzed using SPSS.20.The results show that although teachers and students share some features in their classroom from the point of view of using politeness strategies, the patterns of teachers and students interaction are gender related and there are some differences between them. The findings show some differences between male and female students while apologizing, requesting and disagreeing. Both of them mostly use positive politeness and negative politeness but with varying degrees. The students' variation of using negative and positive strategies in the three different situations, propose that the strategy used by students while dealing with their teachers and friends are affected by power and social distance. Furthermore, teachers' interview answers suggest that they are aware of some of the politeness strategies they use; and in order to fully benefit from them, they should learn about politeness strategies. While observing the five classes, the outcomes suggest that the dominant politeness is the positive one mostly used by female teachers. Thus, this study has been proven the importance of studying politeness in the Algerian classrooms to be central to teacher-student interaction and the teaching-learning process.

Key concepts: Politeness strategies- Classroom interaction –Power- Social Distance- Positive politeness-Negative politeness.

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List of Phonetic Symbols

1. Consonants

<i>Arabic</i>	<i>English Gloss</i>	<i>Arabic</i>	<i>English Gloss</i>
[ʔ] [ʔasad]	Lion	[d] [dalam]	Unjust
[b] [bənt]	Girl	[t] [t ta:r]	it flew
[t] [tu:m]	Garlic	ð] [ðuba:b] (CA)	Flies
[θ] [θaldʒ]	Snow	[ʕ] [ʕæ:m]	one year
[dʒ] [dʒa:r]	Neighbor	[ʎ] [ʎæli]	Expensive
[ħ] [ħdi:d]	Metal	[F] [fu:l]	broad beans
[χ] [χamsa]	five	[Q] [qama]r (CA)	Moon
[d] [da:r]	house	[K] [Kora]	ball
[ð] [ði?b]	wolf	[L] [li:l]	Night
[r] [r a: ħ]	He went	[M] [mdi:na]	Town
[z] [za:d]	He was born	[N] [na:r]	fire
[s] [sətta]	six	[H] [huwa]	Him
[ʃ] [ʃəmʕa]	candle	[W] [wæ:d]	River
[ʕ] [ʕala:t]	prayer	[J] [jæbəs]	Dry

2. Vowels

Short	Example	Gloss	Long	Example	Gloss
æ	[mʃæt]	she went	æ:	[ktæ:b]	Book
A	[duda]	a worm	a:	[ħa:wəl]	Try
I	[lila]	a night	i:	[fi:l]	Elephant
E	[fatema]	Fatima	e:	[mre:ð]	ill (sing.masc)
U	[Xuja]	my brother	u:	[ʃu:f]	look!
ɑ	[mreðɑ]	ill (sing. fem)	ɑ:	[ta:r]	it flew
ɛ	[qbəl]	Before	ɔ:	[ftɔ:r]	Lunch

LIST OF ABBREVIATIONS

CC	Conversational Contact
EFL	English as a Foreign Language
FTAs	Face Threatening Acts
IFID	Illocutionary Force Indicating Device
NP	Negative Politeness
PP	Positive Politeness
P	Power
SD	Social Distance
SPSS	Statistical Package for the Social Sciences
S	Speaker
H	Hearer
WI	Weight of Imposition

General Introduction

General Introduction

There are many factors that make foreign language learning and teaching a challenging task. To master a foreign language and to achieve successful interaction and communication, students must learn to speak not only accurately and fluently, but also appropriately. In the Algerian classrooms, English language has become an object of learning and a tool of communication during lectures. The classroom can be seen as a sociolinguistic environment where both EFL teachers and students use various functions of language to establish a communication system.

When EFL teachers interacted with their students in the classroom, they should know how to behave and respond in different situations and contexts. Therefore, to create an effective classroom interaction, they should rely more on their communication in order to transfer their ideas clearly. Thus, to have a good relationship in the teaching and the learning process, they need to use the strategies that they used to communicate one another in order to create good learning atmosphere. The teacher-student relationship has an important impact on students' attitudes and achievements, if students feel comfortable with the teacher and the environment in the classroom, they can construct more positive relations such as friendship, develop a better way to behave in the social context and improve their social skills (Larson, 2011).

Both EFL teachers and students should consider whether the language they choose is appropriate for sharing with the interlocutor or not and that is why politeness should be used in communication. Politeness is one of the basics of human interaction, for that reason, many researchers such as Lakoff (1975), Leech (1983), Brown and Levinson (1987) focused on politeness in their studies and proposed different theories about it. Politeness issues do not merely attract attentions of scholars in the field of sociolinguistics, other settings of communication, such as education and classroom setting; also highlight the important roles of politeness. Jiang (2010) claims that in the context of language teaching, politeness is believed to enhance learning by providing a lively and friendly atmosphere in the classroom.

Politeness becomes a major concern in English language teaching, it is considered to maintain effective classroom interaction. In other words, it is an important factor which enhances teaching and benefits the EFL students to the effective interaction in the classroom. Therefore, teachers and students need to practice politeness as a way to create effective classroom interaction, they had to know and study it, because its principles were needed to make a harmonious interaction between them in teaching and learning process.

Understanding politeness is very important, EFL students often think that it is simply a matter of saying 'please', 'sorry', 'excuse', and 'thank you', but Politeness does have its own role. It is one of the constraints on human interaction, whose purpose is to consider others feelings to establish a level of mutual comfort and to promote rapport (Watts, 2005). To realize politeness, numerous strategies are utilized in conversation. These strategies are detailed in Brown and Levinson's (1987) empirical framework and endeavor to mitigate and soften the utterances, to avoid face threatening acts and to prevent offending others. Thus, in this research work, we will focus on Positive and Negative politeness strategies. While positive politeness is demonstrating closeness and solidarity, appealing to friendship, making the others feel good and emphasizing that both the speaker and the hearer have a common goal, negative politeness is showing the distance between interlocutors and avoiding intruding on each other's territory.

Politeness is a common social phenomenon, and is regarded as a moral code in human communication and social activities. As we know, a positive learning atmosphere is encouraging both teachers and students. Consequently, it is of much importance to know about the extent in which teacher and students apply politeness strategies in EFL context. Referring to politeness strategies in the class, especially by EFL students are still important issues to be explored. Still some studies have focused on the English students' strategies in expressing politeness, especially at universities. Accordingly, in this thesis, we will analyze how EFL teachers and their students use politeness strategies effectively at the English Department of Tiaret University. This will probably help both of them acquire how to maintain verbal exchange, sustain relationship and keep conversations going on effectively. Thus, the aim of this research is; (1) to gain a comprehensive and theoretical understanding of politeness; (2) to observe and exemplify its strategies use and how to express them in EFL Algerian classroom.

To make sure that the purpose of this study is reached the following questions will be answered:

1- Do EFL male and female students have different conversational use of positive and negative politeness, while apologizing, requesting and disagreeing?

2- Do gender and level of education affect the EFL students' way of perceiving politeness in classroom?

3- How can EFL teachers' perceptions about politeness be explained?

4- Is there any difference between EFL male/ female teachers in adapting Positive and negative politeness strategy in the Algerian classroom and which strategy is mostly used?

As the aim of the current study is to examine the use of positive and negative politeness strategies by EFL teachers and students in classroom interaction, we hypothesize that:

➤ There is no difference between EFL male and female students in the use of positive and negative politeness, while apologizing, requesting and disagreeing.

➤ Age and level of education influence the EFL students' way of perceiving politeness in classroom.

➤ There is no difference between EFL male and female teachers while adapting politeness.

➤ Positive politeness strategy is the most used one in the EFL Algerian classroom.

The main study objectives are to describe how the polite discourse used by EFL university teachers and students forms a context in which the students learn to focus on certain types of concepts and questions in order; (1) to discover similarities and differences of polite strategies between teachers and students; (2) to provide empirical evidence for/ against existing theories of linguistic politeness; (3) to analyze the positive and negative politeness strategies concerned to apologize, request and disagreement to know which strategies that the teachers used influence the responses of students and vice versa; (4) to investigate how teachers interact with students in English classrooms over time; and finally (5) to examine the various ranges of strategies and sub-strategies of politeness and to show their forms and functions.

More specifically, we will attempt to make this research reader more acquainted and knowledgeable about the study and the use of polite expression strategies in the field of Pragmatics. In addition, we will endeavor to help the English department students get further understanding about speech act and politeness.

The adopted research design is descriptive based on a mixed methodology both quantitative and qualitative. For the sake of triangulation, three data collection tools are used. First, classroom observation is selected as a primary tool. It is conducted to identify which polite strategies (negative/ positive) are used by the teachers during the classroom interaction. Second, a questionnaire is designed to study the positive and negative politeness forms that first, second, third and master years EFL LMD students may use; and to elicit their perceptions of the use of politeness in the EFL Algerian classrooms. Third, an interview is set up aiming to generate in depth information from five EFL teachers on issues related to use or not of polite expressions in their classes. In addition, it is used as a follow– up to the questionnaire responses. The population consists of (1648) students selected randomly in English Department of Tiaret University. The overall sample size are (322) from the five levels of bachelor and master EFL students. For teachers' respondents, five (05) teachers are taken in the study.

Following this introduction, the thesis is organized into five further chapters, divided into two main parts; the theoretical one which includes the two first chapters and the practical part consisting of the third, fourth and the fifth chapters.

Chapter one investigates the most recurrent theories and theoreticians in the field of politeness, and sheds light on the major lines and theories each scholar follows from the early works of Grice (1975) to the universality claimed by Brown and Levinson (1987). Three other concepts that are relevant to the theory of politeness are put forward; impoliteness, speech act and the concept of face. At the end, politeness in Algerian society will be also discussed.

Chapter two is concerned with the status of English teaching and learning in Algeria, especially the English Department at Ibn Khaldoun University, Tiaret, where this research was conducted. It also introduces some sociolinguistics terms as the communicative competence, pragmatic competence and classroom interaction by giving their definitions, explaining them and their relation to politeness. It ends by addressing some of the major works on politeness and states how the current study builds on that works.

Chapter three discusses the research methodology. It describes the respondents, the data collected and the questionnaires used. Key findings from the analysis of the data are also presented. It includes results based on the use of both qualitative and quantitative research techniques. The chapter displays also the questions and the limitations of this study.

Chapter four and five summarize the findings and provide a general overview of the results by including discussion and interpretations. In addition, it gives some suggestions and recommendations about the integration of politeness in EFL Algerian classrooms as well as, some pedagogical implications for teaching Politeness. At the end of this research work, bibliography and three Appendices excerpts are added.

There are many writing styles in the academic field; the APA style (American Psychological Association) is commonly used in the social sciences; whereas, the MLA (Modern Language Association) is used in the humanities (Lipson, 2006, p. 7). In this research work, the researcher chose the APA style the 6th sixth edition because English language teaching and learning makes an integral part of the social sciences.

Chapter One

Theoretical Review on Politeness

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Chapter One

Theoretical Review on Politeness

1.1. Introduction

Every day, people interact with others using any means of communication. They talk directly, using phone, or send email. They communicate in order to maintain or build a relationship and when they want to do so, they have to be polite. Politeness is a universal and interdisciplinary phenomenon. Every culture, every language has its way of showing respect, deference, saving face, avoiding or minimizing imposition and exercising good manners verbally or non-verbally. The way people communicate may differ from one country or culture to another; each culture influences the way people talk, and the degree of expressing politeness is not the same for all languages, but it depends on many factors such as; age, gender and social context. Accordingly, this chapter aims at providing an overview about politeness strategies by presenting the different linguistic aspects related to politeness, its definitions, expressions and various theoretical approaches. Additionally, the reviewed literature will enable us understanding how polite expressions may used to shape a comprehensible discussion.

1.2. Some Definitions of Politeness

A quick look at the literature may clearly show that different researchers have favored different senses of politeness. Beginning from the definition of politeness by Lakoff, who is considered "the mother of modern politeness theory" (Eelen 2001, p.2), we observe that she defines politeness as "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange" (Lakoff, 1990, p.34).

We can notice from her definition that the role of politeness is to maintain a harmonious relation between the participants during the interaction i-e there is a focus on the addressee's part. To achieve this goal, she introduces three

politeness rules; **don't impose, give option, and make a good feeling**. Having proposed the pragmatic rules, she claimed that they are greatly affected by three pragmatic factors including the relationship with the addressee, the real world situation, and the degree of imposition s/he may have on the addressee. It is then indicated that formulating politeness manners is reinforced by the needs and concerns of the addressee, which the speaker should take into account.

Moving to Leech (1996), he defines politeness as "a form of behaviour that establishes and maintains comity" (p. 108), that is, the ability of participants in a social interaction to engage in an atmosphere of relative harmony. He argues that politeness should be viewed and linked to the surface level of the utterance, which means that he observes it as not related to the utterance outside its context of use i.e., politeness is an important phenomenon in the study of interpersonal pragmatics and meaning.

Eelen (2001) claims that Brown and Levinson's names are considered as synonymous with the word 'politeness'. As stated by one researcher, "it is impossible to talk about politeness without referring to Brown and Levinson's theory" (Kerbrat- Orecchioni, 1997, p. 11). Brown and Levinson (1987) argue that " politeness is a device for showing attention to other's face in situations in which there is a potential danger of its damage due to some communicative need" (p. 69).

Thus, it is viewed as a complex system for softening face threatening acts. Then, face is the underlying construct of politeness, for example your teacher is older than you, it is polite to give him face. In the same vein, and according to Yule (1996) "Politeness is an interaction that can be defined as the means employed to show awareness for another person's face"(p. 40). That is, people use politeness consciously to avoid bothering or embarrassing the others' face.

Our review of the notion of politeness will incorporate two more researchers, Fraser and Nolen (1981) who propose that politeness is the result of a conversational contract entered into by the participants in order to maintain socio-communicative verbal interaction conflict- free. They said:

"...In general, speakers operate within the terms of the conversational contract and, in doing so, act in a way which we call polite .To be polite is to abide by the rules of the relationship .A speaker becomes impolite just in cases where he violates one or more of the contractual terms (p. 96)".

Taking all the previous definitions into account, we can define politeness as the use of the right words in the right context, taking into consideration the other's feeling. Being polite person means that s/he should make others feel comfortable and act with consideration of norm applied in his/her society. In short, politeness helps us avoid conflict which possibly happens in our daily life. Therefore, it is very important to understand the norm of politeness and apply it well when we are conversing with others. It can be concluded that being polite in a conversation is not by praising or judging others, it is about people's behaviours in their communication.

1.3. Politeness and Face

Since Brown and Levinson (1987) first developed a theory of linguistic politeness, most sociolinguistic studies have looked at politeness in terms of "face". The notion of face plays a major role in every culture. It shapes the character of a speaker as well as how s/he is perceived by others (Buck, 1997).

On one side, Goffman (1967) defines "face" by saying: "it is the positive social value a person effectively claims for him/herself, by the line others assume s/he has taken during a particular contact" (cited in Mills, 2003, p. 213). In other words, he explains face as the description of the self image which the speaker or hearer would like and it is static (Ibid). On the other side Brown and Levinson (1987) claim that we acknowledge and show awareness of the face of the people we address when we enter into a social relationship, and believe that politeness is measured by the amount of verbal 'work' that goes into an interaction to lessen or to eliminate potential threats the face threatening acts (FTAs), to the face of the hearer (Cutting 2008).

1.3.1. Negative Politeness vs. Positive Politeness

According to Brown and Levinson (1987), there are two kinds of face; **Negative face** which represents the person's desire to be independent and free from imposition of others, and the **Positive face** which represents the person's desire to be liked and appreciated by others.

The two concepts of positive and negative face lead to the division of negative and positive politeness strategies. **Negative politeness** strategies appeal to the addressee's negative face-wants and include creating or maintaining a social distance, for example in an official situation. Negative politeness strategies include the use of titles, formal language, apologizing and indirect language. It is "characterized by self-effacement, formality and restraint" (Brown and Levinson 1987, p.70). Holmes lists apologies as the most obvious negative politeness strategy but also includes indirect requests, deferential address forms and the use of the passive form, which distances the hearer from the speaker (1995).

Thus, Positive politeness attends to a person's positive face needs and includes such speech acts as compliments, invitations and greetings. It expresses good-will and solidarity. Negative politeness attends to a person's negative face needs and includes indirectness and apologies. It expresses respect and consideration (Holmes, 1995).

1.3.2. Face-threatening Acts (FTAs)

Brown and Levinson (1987) defined face-threatening acts (FTAs) according to two basic parameters: (1) Whose face is being threatened (the speaker's or the addressee's), and (2) Which type of face is being threatened (positive- or negative- face). These negative and positive face-threatening acts (FTAs) are further subdivided into acts which damage the hearer's and acts which damage the speaker's face. The **Negative Face-threatening acts** threaten an addressee's negative face include instances in which the addressee is pressured to accept or to reject a future act of the speaker (e.g., offers, promises), or when the addressee has reason to believe that his/her goods are being coveted by the speaker (Buck, 1997, p. 45). While the **Positive Face-threatening Acts** is threatened when the speaker or hearer does not care about their interactions' feelings, wants, or does not want what the other wants. Positive face threatening acts can also cause damage to the speaker or the hearer. When an individual is forced to be separated from others so that their well being is treated less importantly, positive face is threatened (Gu, 1990).

To sum up, Mao (1994), in his study, revealed some points that cast doubt on the aspect of universality claimed by Brown and Levinson (1987). First, it has been shown that the universality of face proposed by them seemed to be inadequate and unjustified. Besides, the model of “face” as proposed by Brown and Levinson (1987) was also not appropriate to be adopted by the Japanese culture. Chen (2001) argued that Brown and Levinson (1987) might not consider the necessity of saving one’s own face. This means that they neglected the notion of self-politeness because they focused on how the speaker loses his face to save the addressee’s face.

Furthermore, several empirical researchers such as Cousins (1989), Hofstede (1980), Leung (1988), Bond (1989), and Ting-Toomey (2009) have followed Brown and Levinson’s assumption of universality. Some others like Ide (1989), Mao (1995), and Matsumoto (1989) continued with criticizing Brown and Levinson, noting that the latter’s model is western-biased. They argue that Brown and Levinson’s model is fruitless, in particular when interlocutors want to minimize the weight of a face-threatening act (FTA) to the addressee by using three factors of politeness, namely: power, distance, and imposition.

1.4.Theories of Politeness

The researcher now introduces several different theories about linguistic politeness. However due to the extremely large amount of publications in this field of study, it would be quite impossible to present all the researches that have been conducted in this area. Nevertheless, the researcher will try to present the recurrent theories in the field notably (Lakoff’s rules (1975), Leech’s maxims (1983), Fraser’s Politeness Theory (1990), Scollon & Scollon’s Politeness Models (2001) and Brown & Levinson’s Politeness Strategies (1987).

1.4.1. Lakoff’s rules (1975)

Lakoff’s theory of politeness (1975) suggests that there are two rules of politeness which prevent interaction from breaking down when people interact with each other. She determined this by looking at different cultures, and how in different cultures the same acts are considered to be polite or rude in the same

way. Based on Grice's maxims¹ (1975), Lakoff created four rules of politeness, which are as follows:

➤ **Maxim of Quality** (Be true): try to make your contribution true, specifically. In this maxim, one tries to be truthful, and does not give information that is false or that is not supported by evidence. (Good).

➤ **Maxim of Quantity** (Be brief): make your contribution as informative as is required for the current purposes of the exchange, and gives as much information as is needed, and no more.

➤ **Maxim of Relation** (Be relevant): make your contributions relevant (Ibid, p.32). In this maxim, one tries to be relevant, and says things that are pertinent to the discussion.

➤ **Maxim of Manner** (Be clear): in this maxim, one tries to be as clear, as brief, and as orderly as one can in what one says, and where one avoids obscurity and ambiguity .i.e. be perspicuous, specifically: avoid obscurity, avoid ambiguity, be brief and be orderly (Ibid).

In her politeness principle, Lakoff (1975) proposes that politeness consists of in three maxims; firstly, don't impose which means we need to keep distance with our interlocutor. This can be in terms of age, family relation, occupation etc...For example: a student wants to see her/his lecturer at the office; s/he uses the expression, "I'm sorry to bother you, but May I come in to ask some questions about my paper?" By using this expression, the lecturer will not offend because s/he perceives the expression as a polite one.

Secondly, give options i-e., leaving the speaker the possibility of choice to express his/ her consideration. This is usually done by using indirect speech in which we use another language form that actually carries different meaning with its syntax form (Valkova, 2008). Such as the use of declarative form which actually carries a command "I wonder if you could possibly borrow me your book ". In this sentence, there is also a clear option for acceptance or refusal.

Lastly, make the audience feel good (Camaraderie) which produces an effect of equality and camaraderie among the interlocutors, by putting them at ease, through the use of the familiar language for example. It is seen as a

¹ Maxims: refers to the language parameters that have a lesser degree of imposition compared with rules. They involve a sense of responsibility and aim at protecting social values.

strategy to strengthen solidarity, intimacy and informality. In this rule we tend to use informal expression to express feeling of solidarity between the speaker and the hearer (Mier, 1995), for example, someone asks his/her friend about his/her new outfit:

A: Do I look big in this?

B: No, it suits you

B says that the outfit suits **A** though actually he/she thinks **A** look fatter in it. However, in order to be polite **B** says something nice (in informal way). Thus, the satisfaction of these rules depends partly on the relative power and the intimacy or the distance between speaker and interlocutor.

In general, Lakoff's notion of politeness (1975) is viewed as conversation that is conflict-free with interlocutors being able to satisfy each other's needs and interests by means of employing politeness strategies that preserve harmony and cohesion during social interaction. Later, she developed her theory and reformulated her rules as follows: formality, deference and camaraderie. Her model is concerned with respecting the interlocutor's territory and making him feel good. One of the more recent critics to her model is Franck's (1980) who critically opined that Lakoff (1973, 1975) might not have paid attention to the difference between literal meaning and intended meaning in expressing any act. So, advocating those rules would result in a misconception on behalf of the addressee on the basis that he might lose the intended meaning implied within the message that the addresser wanted to convey or communicate

In the same vein, Brown (1976, p. 246) highlighted that Lakoff's (1975) theories of politeness were not suitable as a universal theory because the terms of politeness used in these theories were not integrating each other, which is necessary and important in social relationships among interlocutors. In the same sense, Watts (2003) stated that Lakoff's (1975) theory of politeness lacks the characteristics that speakers could follow in order to produce polite utterances as it lacks the characteristic of integration of politeness terms. However, despite this criticism, it cannot be denied that Lakoff's rules of politeness have significantly contributed to the study of the politeness in human communication.

1.4.2. Leech's Principle and maxims (1983)

Leech defines politeness as a type of behaviour that allows the participants to engage in a social interaction in an atmosphere of relative harmony. Unlike Brown and Levinson (1987), who emphasize the aspect of 'face', Leech approaches the topic differently. He accounts for politeness in terms of maxims and he proposes six maxims to account for the ways in which language is constrained by social factors (1983).

✓ **Tact maxim** (In impositives and commissives): is minimizing benefit to other and minimizing cost to other. The example of the tact maxim is as follows: "Won't you sit down?" It is the impositives and commissives utterance. This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance to be more polite and minimizing cost to the hearer. This utterance implies that sitting down is benefit to the hearer (Felix, 2007).

✓ **Generosity maxim** (In impositives and commissives): states to minimizing benefit to self and maximizing cost to self for example. "You must come and dinner with us." It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterance is to his self. Meanwhile, the utterance implies that benefit is for the hearer (Kumiarahman, 2001, 45).

✓ **Approbation maxim** (In expressive and assertive.): The approbation maxim requires to minimizing dispraise of other and maximizing praise of other. The example is sampled below: 'Yes, I've seen your dress. It's so unusual.' In the example, the speaker gives a good comment about the dress. He talks the pleasant thing about other. This expression is a congratulation utterance that maximizes praise of other (Felix, 2007).

✓ **Modesty maxim** (In expressive and assertive.): The modesty maxim, the participant must minimize praise of self and maximize dispraise of self. The sample of the modesty maxim is below (bid): 'I'm so stupid. I didn't get that. Did you?' in this case, the utterance above is categorized as the modesty maxim

because the speaker maximizes dispraise of himself. The speaker notices his utterance by using “I’m so stupid”.

✓ **Agreement maxim** (in assertive.): In this maxim, there is tendency to maximize agreement between self and other people and minimize disagreement between self and other. There example will be illustrated below

✓ A: “English is a difficult language to learn.”

✓ B: “True, but the grammar is quite easy.”

From the example, B actually does not agree that all part of English language difficult to learn. He does not express his disagreement strongly to be more polite. The polite answer will influence the effect of the hearer. In this case, B’s answer minimizes his disagreement using partial agreement, “true, but...” (Buck, 1995).

✓ **Sympathy maxim** (in assertive.): The sympathy maxim explains to minimize antipathy between self and other and maximize sympathy between self and other (Leech, 1983). The example is as follows; “I’m terribly sorry to hear about your father.” It is a condolence expression which is expressed the sympathy for misfortune. This utterance is uttered when the hearer gets calamity of father’s died or sick. This expression shows the solidarity between the speaker and the hearer.

Similar to Lakoff’s theory (1975), Leech (1983) was also criticized and accused of being biased towards Western cultures. The criticism was based on several reasons. First, Leech’s (1983) maxims and approach of politeness are based on Grice’s model of cooperative principles, which has been criticized for its vagueness and contradiction (Thomas, 1995). Second, the criticism was directed toward the large and unjustified number of maxims proposed by Leech (1983), for if such a number was permitted, no one would control the addition of new ‘counter examples’ (Brown & Stephen, 1987, p. 4). Finally, Leech’s principles of pragmatics (1983) gave too much attention to the ‘tact maxim,’ which focuses on mitigating the force of speech acts on behalf of the interlocutors.

We can agree that Leech’s model has made important contributions to politeness theory. However; it seems to us that the need for the maxims is only when people want to perform particular kinds of speech acts and this is not entirely satisfactory, because not all the forms of politeness are needed and not

all people perform the same forms of politeness it may differ according to the situational context.

1.4.3. Fraser's politeness theory (1990)

Fraser (1990) divides perspectives of politeness into four different categories; firstly, the social norm view which presents politeness as socially appropriate behaviour, pleasant towards others; i-e., societies have particular social norms, and when these rules are obeyed it is seen as politeness, and when they are neglected, it is seen as impoliteness or rudeness. Secondly, the conversational-maxim views where all people, who participate in conversation, are interested in getting their message across efficiently. This view suggested in the works of Lakoff (1973) and Leech (1983)². The third category is the face-saving view which sees politeness as a linguistic behaviour with the objective of preserving and/or enhancing one's face ³(1990). The last category is the conversational-contract view which was developed by Fraser himself and Nolen (1981).

Fraser presented his theory under the label of conversational contact view. His conversational contact (CC) view of politeness is based on the belief that interlocutors are conscious of their rights and obligation with effects on their communication with each other. These rights are based on parties's social relationship, and during the process of interaction there is always the possibility for parties to renegotiate the initial rights and obligations on which the parties have agreed. The rights and obligations define the interlocutors' duty as a conversational contact(CC). for example:

- "would you mind helping me today"

The former conveys to the hearers that they have a choice in deciding whether or not to comply, hence that they are more highly appreciated in the estimation of the speaker. Fraser (1990) wants to say that the politeness phenomenon represents a contract signed by speakers and hearers. In interaction this contract should be respected i-e; every person should know his/her rights and obligation, and each time the context changes there must be a need to respect

² For more information see page: 15-18

³ This view is already presented in this work.

these rights and obligations; he said “ In general speakers operate within the terms of the contact and, in doing so, act in a way which we call polite. To be polite is to abide by rules of the relation. A speaker becomes impolite just in cases where he violates one or more of the contractual terms” (p 65).

The definition describes politeness as a contract signed by interactants, if one tend not to be polite he he/she will break down the contract. I-e., being polite does not involve making the hearer feel good (as Lakoff or Leech), nor with making the hearer not feel bad (Brown and Levinson). It simply involves getting on with the task at hand in light of the terms and conditions of the conversational contract. Sentences are not polite nor are languages more or less polite. It is only speakers who are polite and then only if their utterances reflect an adherence to the obligations they carry in that particular conversation (1990).

Fraser’s (1990) view of politeness approaches the issues from somewhat different angle. According to him politeness is an established rules of behaviour. Furthermore ; his piont of view assumes that societies have particular social norms, and when these rules are obeyed, it is seen as politeness and when they are neglacted it is seen as rudness or impoliteness. Thus, we can notice that, in the eye of Fraser (1990), politeness is not in form of strategic interaction nor making a hearer feel comfortable, but it is merely doing the obligations acceptable to terms and conditions in the conversational contract. This approach was criticized by many researchers who argue that it lacks clarifications about how the changes of the rights and obligations take place. Among them, Thomas (1995, p. 177) states that: “Fraser’s model of politeness is very sketchy compared with that of Leech and Brown and Levinson and it is difficult to judge how it might operate in practice.” Thus, it seems that as an approach, the conversational contract view could not be relied on as a theoretical basis in studies.

1.4.4. Scollon &Scollon’s politeness Model (2001)

Scollon and Scollon (2001) state that positive and negative faces as defined by Brown and Levinson (1987) are confusing inasmuch as they are considered to be universal. Thus, they separate between two specific aspects of face relying on cultural specification like personal style. In their modal so called

the society-based model, positive face is called `involvement` whereas; negative face is called `independence`

Involvement strategy can be indicated by means of linguistic forms (p.47); to notice or to attend to the hearer; exaggerate (to show interest, approval, sympathy with the hearer); to claim in-group membership (usually with pronouns: we, all of us), common point of view, opinions, attitudes, knowledge and empathy; to be optimistic indicate that a speaker knows the hearer's wants and is taking them into account; assume or assert reciprocity; to indicate awareness of what hearer wants and willingness to pay attention to him/her; to use given names or nicknames and to use hearer's language/dialect or a feature of it in some way.

Independence strategy means "individual's right not to be completely dominated by group or social values and to be free from the impositions of others" (Ibid). It emphasizes the individuality of the participants. An individual acting independently will display his/her freedom of movement and respect the right of the participants to their independence (Witczak-Plisiecka, 2010). Independence strategies can be shown by employing different ways; by making minimal assumptions about hearer's wants (I don't know if you...); giving the hearer the option not to do something (I know you're very busy, but...); minimizing any kind of threat (I just need to borrow a little...) and apologizing (I am sorry about).

Both involvement and independence strategies reflect the general human social needs to be connected to other people, yet to be independent and unique. According to the politeness model proposed by Scollon and Scollon (2001), face relationship is divided into three politeness systems; deference, solidarity and hierarchical politeness system.

➤ **Deference:** a system that equates the addresser with the addressee, but still there is a deferential deference between them.

➤ **Solidarity:** a system which equates the addresser with the addressee without any recognizable deferential distance.

➤ **Hierarchy:** Systems in which the participants are not symmetrical putting one in a super ordinate position another on the subordinate position (Ibid, 87).

These systems refer to the broad and stable regularities in face relationships. Each one of them is related to some factors or components, two of which (Power (P) and distance (D)) are relatively stable in the social interactions; another (weight of imposition (W)) varies from one situation into another (Guodong and Jing, 2005: 6). In the following table, the researcher summarizes the relations between the systems and the factors (Scollon & Scollon 2001).

Table 1.1.

The Relation between the Systems and the Factors.

		Power	solidarity	Weight Of imposition	
Politeness System	deference		+	+/-	classmate professors of different college or universities
	solidarity		-	+/-	Friends Husband and wife
	hierarchy		+	+/-	Teacher and students Parents and son and daughter Boss and employee

Based on the table above, we can notice that, Scollon and Scollon (2001).classified face relationship into three politeness system; in a deference politeness system, the interlocutors see themselves at the same social level with no interlocutor exerting power over the other (- power), but with distant relationship (+ distance), thus, both interlocutors use independence strategies to avoid the risk of losing face. In a solidarity politeness system, interlocutors see themselves as being of equal social position (- power) and with close relationship (- distance); in this system the interlocutor uses use involvement strategies to express reciprocity or to claim a common point of view.

Lastly; in a hierarchical politeness system, one participant is in a superordinate position (+ power) and the other is in a subordinate position (- power). In this asymmetrical system, where the relationship may be close or distant (- distance or + distance), the participant with power may use involvement strategies; the participant in a lower position may employ independence strategies to minimize threat or to show respect to the interlocutor.

Lorés Sanz (1997) suggests that Scollon and Scollon's (2001) politeness systems should be modified. She proposes two modifications of this system: one in which the value of D stems from a low frequency of contact and neutral affect, and another in which its value is derived from a high frequency of contact and neutral or negative effect. The latter situation might be appreciated in the case of the members of some families or among some colleagues at work. Finally, concerning the hierarchical system [+P, +/-D], she believes that, as Scollon and Scollon (2001) put it, it displays a type of interaction where D has a low value because of a high frequency of contact and neutral affect.

we can conclude that, from the Scollon and Scollon (2001) believe that individuals bring about in interaction an initial set of unmarked assumptions about the social relationship they have with other individuals, which they term politeness system. From the researcher viewpoint, this notion may be considered synonymous with the concept of conversational contract proposed by Fraser and Nolen (1981), i.e. a set of rights and/or obligations about social interaction formed by many different beliefs.

1.5. Brown and Levinson's Politeness strategies (1987)

Politeness strategies refer to the verbal communication strategies or rules that do not threaten and prevent the violation of the hearer face. These strategies are used as a mean to maintain the social relations and as a mean to express the message in polite way, according to Brown and Levinson (1987) referred to politeness strategies as the basic to the production of the social order, and precondition of human cooperation. They claim that any rational Speaker/Hearer will select an appropriate strategy to counter balance the expected face threat. Consequently, the lesser the imposition, the less powerful and distant the interlocutor, the less polite one will need to be. The term "politeness strategies" refers to verbal message strategies that satisfy the hearer's face. A politeness strategy is used to prevent a violation of the hearer's face. In order to avoid FTAs or at least minimize a possible threat, speakers use various strategies.

They propose five super-strategies (or general orientations to face) that are systematically related to the degree of face threat (Matsumoto, 1988, p.417):

bald on record, positive politeness, negative politeness, off record, and no FTA strategy.

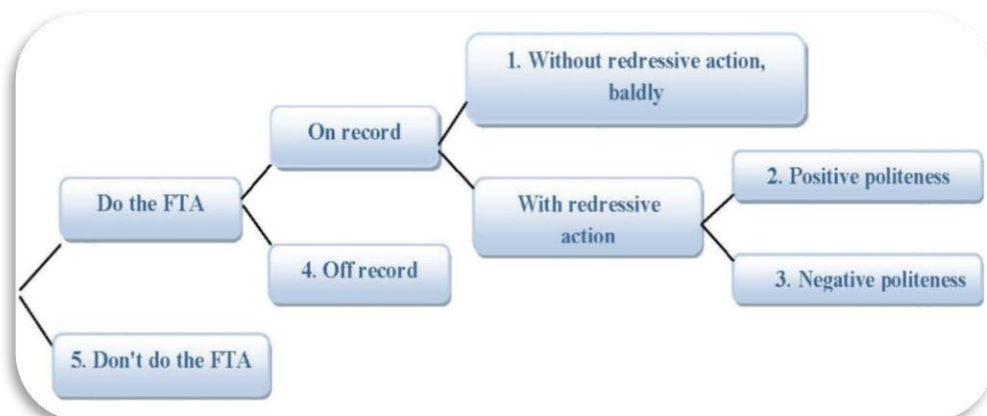


Figure 1.1. Possible strategies for doing FTAs Brown and Levinson (1987)

Being polite therefore consists of attempting to save face for another, although all cultures have face as Brown and Levinson claim; and understanding the cultural norms of politeness enables communicators to make strong predictions about communicating effectively within a culture, also politeness strategies are developed in order to save the hearers' "face." In an interaction, speakers will choose from a set of five strategies to avoid or mitigate FTAs, described by Brown and Levinson that sum up human politeness behavior: Bald on Record, Negative Politeness, Positive Politeness, and Off-Record-indirect strategy, and the ultimate strategy is "Do not do the FTA".

1.5.1. The Bald On-record

The speaker does nothing to minimize threats to the hearer's face for example: if you saw a cup of pens on your teacher's desk, and you wanted to use one and you say: "Ooh, I want to use one of those! ». In this case you do not provide any effort to minimize threats to your teachers' face. Bald on record strategy is used in specific situations; Brown and Levinson (1987) state that S and H both tacitly agree that the relevance of face demands may be suspended in the interest of urgency or efficiency; (b) where the danger to H's face is very small, as in offers, request, suggestions that are clearly in H's interest and do not require great sacrifices of S (e.g., "Come in" or "Do sit down"); and (c) where S

is vastly superior in power to H, can enlist audience support to destroy H’s face without losing his own (p. 69).

1.5.2. The Positive Politeness Strategies

It is used to reduce the threat to the hearer’s positive face. It shows that you recognize that your hearer has a face to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. For example if you say: “Is it ok if I use one of those pens?” “In this situation you recognize that your teacher has a desire to be respected. The following are some of the strategies of positive politeness (Brown and Levinson 1987):

Table 1.2

Positive Politeness Strategies

Strategies	Examples
Attend to H’s interests, needs, wants; Speaker (S) uses the direct speech quote rather than indirect quote, such as tag questions or expressions that draw hearer (H) as participants into the conversation. This strategy also involves S taking notice of some of H’s aspects; anything that H wants S to notice and approve	“You know”, “see what I mean You look sad. Can I do anything?”
Be optimistic S assumes that H wants the S’s wants	I’ll just come along, if you don’t mind. I’m sure that you won’t mind i homework today.
Offer or promise	If you wash the dishes, I’ll vacuum the floor.
Exaggerate interest in Hearer and his interests by using exaggerated intonation, stress and other aspects of prosodic features	That’s a nice haircut you got; where did you get it? What a fantastic house you have!
Avoid Disagreement: in order to avoid disagreement with H, S may say either	” Yes, it’s rather long; not short certainly.

<p>“yes, but” rather than “No Or by using hedging opinions in order to avoid precise communication of S’s attitudes. S uses “sort of” to soften the face that he is trying to criticize H’s attitude.</p>	<p>You really should sort of try harder to fix this problem</p>
<p>Joke: S makes H feel comfortable because it is know that jokes are based on mutual and shared background knowledge and value</p>	<p>Wow, that’s a whopper!</p>

1.5.3. The Negative Politeness Strategies

Unlike the positive politeness strategies that aim at the realization of solidarity, Brown and Levinson's negative politeness strategies function to increase the social distance between interlocutors. It is essentially avoidance-based, it dictates that the speaker respects the addressee’s negative face and will not interfere with his or her freedom of action. The main focus for using this strategy is to assume that you may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. Some examples of Negative politeness strategies are presented in Table below;

Table 1.3
Negative Politeness Strategies

Strategies	Examples
<p>Apologizing S can indicate his reluctance to impinge on H’s negative face and partially redress the impingement</p>	<p>I’m sorry; it’s a lot to ask, but can you lend me a thousand dollars?</p>
<p>Being indirect S uses sentences and phrases that have an ambiguous meaning different from the literal one.</p>	<p>Would you know where Oxford Street is?</p>

	Can you please pass the salt please? (This is an indirect request)
Being pessimistic: doing indirect request which have a neglected probability operator inserted (couldn't possibly) or use the subjunctive (might you do x/ could you)	You couldn't find your way to lending me a thousand dollars, could you?
Minimize the imposition involves defusing the FTA by indicating that rating of the imposition is not great. Only the social distance and relative power are felt as weighty factor	It's not too much out of your way, just a couple of blocks. Just a moment.
State the FTA as a general rule S doesn't want to impinge H, but he is merely forced to by circumstances; it can be generalized as a social rules or obligation	Passengers will please refrain from smoking in this room. The committee requests the president
Using hedges or questions hedge is a particular word or phrase which modifies the degree of membership of a predicate or noun in a sentence	If you all are ready, we may start the meeting. Close the window if you can.

1.5.4. Off-Record (indirect)

The fourth strategy of Brown and Levinson is the off record by which they mean that a certain act can be performed in an unclear and indirect way. Off-record indirect strategies minimize the pressure that is on the speaker by avoiding the direct FTA, and thus, one becomes free from any imposition. Other examples from Brown and Levinson's Off-record strategy politeness strategies (Chen, 1996, p. 47) are as follow;

Table 1.4.
Off-record strategy politeness strategies

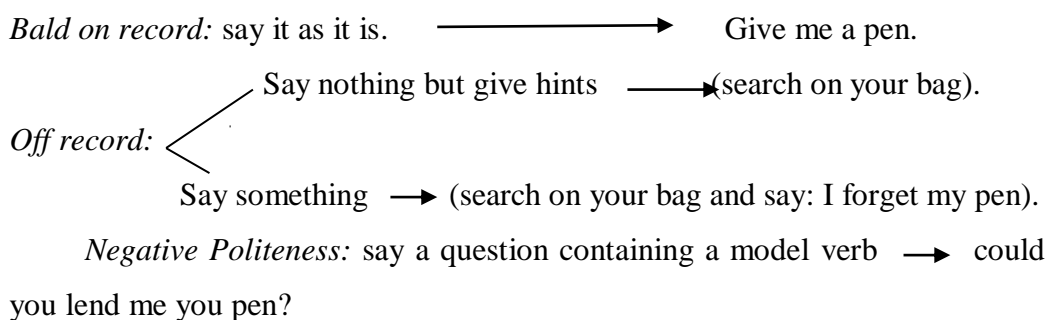
Strategies	Examples
Give hints: S does not explicitly say what he wants, but he makes H search for an interpretation relevant to the context by giving him some hints	It's a bit cold in here; means close the window. It is hot here, means open the window
Be vague: S chooses to do Off-record by being vague; like criticism	Perhaps someone should open the Window. Perhaps someone do something naughty.
The use of rhetorical questions questions that are left without answers may be used to do FTAs, such as in the case of excuse	How was I know? What can I say.....?

1.5.5. Don't do FTA

Brown and Levinson defined this strategy as “a speaker avoids offending hearer at all with this particular FTA (p;71).The following example will simplify how to use the above politeness strategies. The example below shows” how to get a pen from someone else” following Brown and Levinson strategies (1987)⁴:



How to get a pen from someone else



⁴For more explanation see Brown and Levinson (1987).

Positive Politeness: indicate it by shortening the distance → how about lending me you pen.

Sifianou (1997) makes an important point concerning this fifth strategy, saying that it is inadequate to exclude and separate this one from the other super strategies, but it is very important to insert facts of silence under the other strategies because according to her silence can realize positive, negative and off-record politeness in order to avoid imposition. Brown and Levinson's theory (1987) is a major contribution to politeness research. Several studies in pragmatics and sociolinguistics, including Brown and Levinson's (1987) from which we have taken the theoretical distinction between "negative" and "positive" politeness, have indicated the importance of politeness in social interaction. The fact that politeness represents a social norm that can be observed empirically in language and analyzed by means of language has made it an important topic of study in sociolinguistics when examining the relationship between language and society.

While communicating, both the speaker and the hearer aim at reducing speech acts which threaten face; this is done through the use of specific strategies known as face threatening acts (FTAs). In other words, politeness strategies are used during conversation to keep face safe, and to avoid the risk of the loss of face. Therefore, each speaker should use appropriate strategies which are able to lessen the FTAs Brown and Levinson (1987).

Chen (2001) proposes a model of self-politeness theory which is an addition to Brown and Levinson's theory. In other words, it fills a void left by their approach so that the theory of politeness becomes complete. Thus, the theory of politeness is a kind of dichotomy: other-politeness and self-politeness. To postulate this, however, Chen (2001) offers a defense of Brown and Levinson's framework, arguing that their theory is fundamentally correct and is still the best tool in the investigation of politeness – as an analytical tool rather than as a dogmatic picture of reality.

This study will be based on Brown and Levinson's politeness theory. Although this theory dates back to 1987, their work is still triggering a huge number of empirical researches; because it was mainly based on empirical facts and also because of its explications. Baron (2003) acknowledges that Brown and

Levinson's theory has applauded for its insightful explanations into the working of society, for the questions it has raised and for its tangibility and thus, ease of application to further empirical endeavors.

Brown and Levinson's model is a major contribution to politeness research. Several studies in pragmatics and sociolinguistics, including Brown and Levinson's from which we have taken the theoretical distinction between "negative" and "positive" politeness, have indicated the importance of politeness in social interaction. The fact that politeness represents a social norm that can be observed empirically in language and analyzed by means of language has made it an important topic of study in sociolinguistics when examining the relationship between language and society.

It seems clear that a viable theory of politeness cannot rest upon a set of rules based on social, normative behavior. What one views as polite or impolite behavior in normal interaction is subject to immediate and unique contextually negotiated factors, thus the normative perspective should be rejected. Finally, in as much as the Brown and Levinson's (1987) approach is the most fully articulated version; it seems clearly the one to be systematically challenged.

Thus, Brown and Levinson's Politeness theory is appropriate for this study, because it proposes five main politeness strategies for doing face threatening acts (bald on record, positive politeness, negative politeness, off-record/indirectness, and not doing the face threatening act). From the researcher observation, people generally tend to use any of these strategies when handling communication and interaction. This theory also takes into account the role of sociological factors (Brown and Levinson, 1987), the social distance between the speaker and the hearer, the relative power the hearer has over the speaker and the rank of imposition. These factors are crucial in determining the level of politeness. Therefore, these concepts have been used in constructing and formulating the instrument, and also used in analyzing and interpreting the data for this study. The findings can tell us whether these factors still play a role when speaking in a foreign language (English). Thus, the researchers will try to seek the practice and the realization of the use of Politeness strategies focusing on Positive Politeness and Negative Politeness by lectures and students of English Department of Tiaret University.

1.6. Politeness vs. impoliteness

By being polite we establish good social relationships with other people, which help us in creating friendships, getting jobs, and simply giving a good impression of ourselves. Thus, Linguistic politeness could be described as attempts to maintain each other's face in interaction (Brown & Levinson, 1987). The opposite of politeness is impoliteness, so what is impoliteness then?

1.6.1. Some Definitions of Impoliteness

Impoliteness has several synonyms in the English language and somehow they all refer to the evaluation of negative behavior, because they attack somebody's identity or rights, and they cause specific emotional reactions (e.g., hurt, anger). Clupper defines impoliteness as "a negative attitude toward specific behaviors occurring in specific contexts. It is sustained by expectations, desires and/or beliefs about social organization, including in particular, how one person's or group's identities are mediated by others in interaction" (Clupper, 2010, p. 32).

According to Mills (2004, p.17), in Many languages such as Arabic, indirect requests are not preferred and will be viewed as impolite, because they emphasis social distance, which contradicts the close social ties that characterized Arabic communication. Mills (2011, p.04) also argues that "Analyzing politeness in isolation from impoliteness is not justifiable, since politeness takes its meaning from the potentiality of impoliteness". Moreover, Lakoff (1989) states that rude behaviour does not utilize politeness strategies where they will be expected, in such a way that the utterance can only almost plausibly be interpreted as intentionally and negatively confrontational. Based on these definitions, even though there are differences, it can be seen that face and intention are the two notable commonalities shared by them.

1.6.2. Impoliteness Strategies

Culpeper (1996) lists opposite impoliteness strategies equivalent to Brown and Levinson's strategies. Their purpose is to attack the hearer's face instead of trying to save it. The strategies are:

✓ **Bald on record impoliteness:** it is employed when there is much face at risk and when a speaker intends to damage the hearer's face and thus the impolite utterance will be performed directly and clearly (Bousfield, 2008). For example, when face concerns are suspended in an emergency, when the threat to the hearer's face is very small (e.g. "Come in" or "Do sit down"), or when the speaker is much more powerful than the hearer (e.g. "Stop complaining" said by a parent to a child). In all these cases little face is at stake, and, more importantly, it is not the intention of the speaker to attack the face of the hearer.

✓ **Positive impoliteness:** it is used to damage the addressee's positive face wants (his desire to be accepted) (Bousfield and Locher, 2008, p. 134). For example: a): "Even though it made me sick just to look at her rotten stinking face. B): "you are such a stupid sod". A and B are using inappropriate identity markers. A uses inappropriate identity marker by saying "her rotten stinking face", while B uses inappropriate identity marker for A by saying "you stupid sod".

✓ **Negative impoliteness:** it is used to damage the addressee's negative face wants. This can be done through the following ways (Mils, 2009), such as: frighten - instill a belief that action detrimental to the other will occur; emphasize your relative power; be contemptuous; do not treat the other seriously and be little the other (e.g. use diminutives).

✓ **Sarcasm or mock politeness:** Specifically, Bousfield states that this impoliteness FTA's are "conveyed indirectly" and are able to be canceled should the need arise (in other words, deny or restate intention of the utterance to not be impolite.) EG-Sarcasm in particular, as in "What a fine musician you turned out to be!," "It's like you're a whole different person now...," and "Oh... Well then thanks for all the first aid over the years!" or it may be used in the form of a direct statement, "You couldn't play one piece correctly if you had two

assistants." The distinctive quality of sarcasm is present in the spoken word and manifested chiefly by vocal inflection (Zimmerman, 2003, p. 57).

✓ **Withhold politeness:** Clupper (1996, p.357) explains withhold politeness occurs when someone prefers to keep silent when a polite act is hoped to be performed by the others. It is the absence of politeness in situations where it is expected, For example,

- A): "Hi!! Good morning."

- B): silent

A gives a greeting to B, but B just keeps silent. A expect B to reply his greeting with a greeting too. Meanwhile, B gives no responses by being silent.

Clupper (1996) gives another example of withhold politeness which may be taken as deliberate impoliteness when failing to thank somebody for a present (Culpeper 1995:356) for example:

- A): "This is a flower for your birthday."

- B): Silent.

In the example above, B does not show thanking expressions to A. it can be seen that B does not want to express polite act to A when the thanking expression is expected.

Bousfield (2008) regards this model to be open ended and still suffering from the weaknesses involved in Brown and Levinson's model (1987). As a result, observing those weaknesses, he proposes a modified version of Culpeper's model which includes 'on record impoliteness' and 'off record impoliteness', consisting of 'sarcasm' and 'withhold politeness.' Bousfield (2008) believes his model to be currently the most appropriate.

1.7. Politeness and Speech Acts theory

The Theory of Speech Acts has probably been the most researched area of L2 socio-pragmatics. A speech act is a real-world action realized through words such as a refusal, an apology, a request, or an expression of gratitude (Austin, 1962; Searle, 1976). The study of politeness has been linked to speech act theory and Brown and Levinson's notions of positive and negative face (1987). A speech act is "an act that is performed by making an utterance, as the issuing of a warning, the making of a promise, or the giving of a greeting" (Austin 1962, p.

65). Speech act theory, by definition, concerns investigating acts which a speaker performs with words. This implies that the speaker intends to accomplish a goal by saying something. For example, when a speaker says, “Close the window”, the speaker wishes the hearer to comply with the demand and carry out the act of closing the window.

Searle (1969) believes that speech acts are the set of realization patterns typically used by native speakers of the target language, any one of which would be recognized as the speech act in question, when uttered in the appropriate context. Speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions, making promises... these speech acts are the basic or minimal units of linguistic communication.

Understanding and producing speech acts seem to be among the most difficult aspects insofar as the socio-pragmatic competence of learners of a second or foreign language is concerned. Lacking the cultural, social and pragmatic context in cross cultural communication can lead to misunderstanding, both in producing the appropriate speech act and in perceiving the intended meaning of one uttered by somebody else. That is why it is important to know how speech act is produced both in the native and target language of foreign or second language learners.

Another problem that speech acts raise in connection with politeness is the fact that some speech acts seem to be impolite by their nature, such as orders or commands, while Others are polite by nature, such as offers and invitations. Thus, according to Leech (1983), when we talk about speech act, we must distinguish between positive politeness, which increases the politeness in the case of inherently polite speech act, and negative politeness, which reduce the impoliteness of inherently impolite speech acts. He also argued that one has to pay attention to the irrelativeness of politeness, as this depends on the culture of the speakers.

In order to be good at planning and production of speech acts learners have to achieve socio-cultural and sociolinguistic skills. It means that learners are successful in selecting speech acts strategies which correspond with the culture of the particular language, age and sex of speakers, their social status and roles in the society and during the conversation.

1.7.1. Indirectness and Politeness

As the conception and realization of speech acts and politeness principles are different across cultures, language learners definitely need to know certain rules and norms of the target language. Otherwise they may fail in understanding the members of the culturally different society due to the fact that what is acceptable and normal in their native language may sound rude and unacceptable for the foreign community. Thus, a language teacher is required to take these facts into consideration and draw the students' attention to the cultural differences and the peculiarities of the target language.

Speech act is everything related to communication that occurred between teacher and students in the classroom, whether it is the way the teachers commanding, explaining something, asking something or managing their students. There are two types of speech act; the direct speech act and the indirect one; for example when the addresser needs information and directly, asks the addressee to provide it; can you close the door? Indirect speech acts are "cases in which one illocutionary act is performed indirectly by way of performing another" (Yule, 1996, p.133), for example could you pass repeat you question? Yule (1996) argues that the addressee would not mistake the utterance to question his/ her physical ability, but would understand it as a request and respond to it.

We can notice from the above examples that, higher levels of indirectness may result in higher levels of politeness. According to Brown and Levinson (1987) and Leech (1983) direct requests appear to be inherently impolite and face-threatening because they intrude in the addressee's territory, they also argued that the preference for polite behavior is indirectness. Leech (1983) suggested that it is possible to increase the degree of politeness by using more indirect illocutions; because they increase the degree of optionality and the more indirect an illocution is, the more diminished and tentative its force tends to be".

Indirect speech acts are considered more polite than direct speech acts. People are trying to be polite, either in making request, prohibition, asking for help or order and thus they use indirect speech acts. These acts are avoiding the listeners to threaten or save their faces, and at the same time also save the

speaker's face. The listeners' face is saved as they have options, either to do the act or simply apologizing for not being able to comply the request. On the other hands, the speakers' face are saved as they are considered as a having credit in making a polite request which is not threatening the listeners' face.

Held (2005) gives reasons for why indirectness is often perceived to be polite; it lowers the obligations of both partners in interaction and thus relieves them of direct responsibility; by appearing to put all the cards in the addressee's hand, it encourages the hearer to cooperate; is an explanatory technique for maintaining face (Ibid, 141), this point is directly related to the concept created by Brown and Levinson, who placed emphasis on preserving hearer's face. Fraser (1981) states that many factors may affect directness and indirectness in Human Interaction such as:

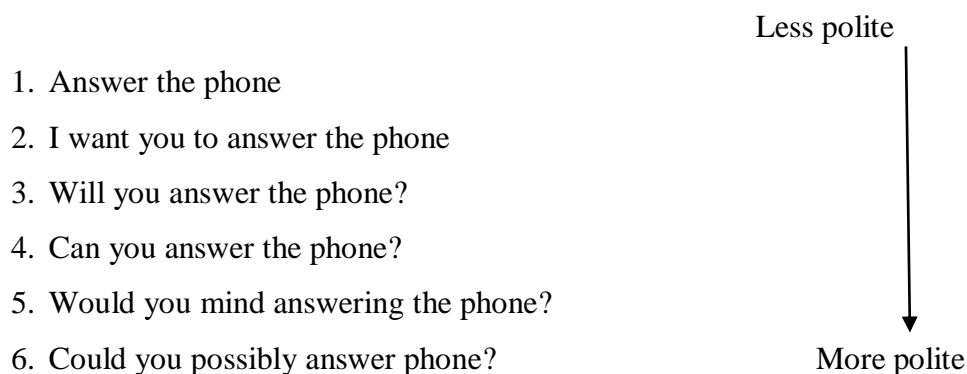
- Age: the old tend to be more indirect than the young.
- Sex: females prefer indirect expression.
- Residence: the rural population tends to use more indirectness than the urban.
- Mood: while angry, people tend to use more indirectness.
- Occupation: those who study social sciences tend to use more indirectness than those who study natural sciences.
- Personality: the extroverted tend to use more directness than the introverted.
- Topic: while referring to a sensitive topic, a taboo, people usually opt for indirectness.
- Place: when at home, people tend to use more directness than when they are elsewhere.
- Communicative environment/setting: when in an informal climate, people tend to express themselves in a direct way.
- Social distance: those who have closer relations tend to talk in a more direct way.
- Time pressure: when in a hurry, people are likely to use direct expressions.
- Position: when in a superior position, people tend to use more directness to their inferiors.

In the field of language teaching and learning, English as a foreign language learners face difficulties in producing and using utterances of speech acts appropriately. This is mainly due to the focus of English as foreign language teachers on teaching aspects of language usage rather than language use, which depends on the knowledge of real world.

Brown and Levinson (1987) explain that there are certain speech acts that are by definition face threatening. These threatening speech acts can be classified according to whether they threatened the speaker’s face or hearer’s face, and whether they threatened the positive face or the negative face. Some of these threatening speech acts are; apology, a request or refusal. The speech acts theory allows the learners to investigate the language use in a deeper manner. To observe politeness of Algerian students’ speech, speech act of request, refusal and apology with different strategies will be selected.

1.7.2. Politeness and Request

Politeness and speech act strategies may be universal to a certain extent, but they most certainly are influenced by culturally specific norms and values. According to Brown and Levinson (1987), request is intrinsically face threatening because they are intended to threaten the addressee’s negative face i.e. freedom of action and freedom from imposition). Hence, there is a need to put politeness strategies into action in order to minimize the threat and to avoid the risk of losing face. Thus, it has been observed that higher levels of indirectness may result in higher level of politeness, below an example from Brown and Levinson (1987) model:



Thus, Brown and Levinson (1987) model has shown that in English, negatively polite indirect requests are considered the most polite, more so than off-the-record requests or hints which are more indirect but are also nonconventional. Brown and Levinson (1987) posit that the biggest influences on selecting the appropriate request form include social distance, power and the degree of imposition. Another important feature regarding politeness is the intonation of a request; Bartels (1999) states intonation is a device that the speaker uses to fine-tune his or her politeness strategy. Therefore, if the intonation of a request is nonconventional, the hearer may perceive the speaker as impolite, regardless of the form of the request.

To soften the impact of requests as FTAs, speakers also use some external and internal modifications whose function can be either to mitigate or aggravate the request. The use of peripheral modification devices with directive face threatening speech act, such as request, serves to vary the politeness degree involved when performing this particular speech act, as well as, to decrease or intensify the degree of imposition of the request.

According to Sifianou (1999), internal modification devices refer to those linguistic elements that appear within the same request act in order to mitigate or intensify its force. These modifiers that appear within the speech act are supportive moves, which can be either downgraders (to mitigate) or upgraders (to enhance) the illocutionary force of the request. Internal modification is categorized into **Syntactic and Lexical downgraders**. Syntactic downgraders are the structure that functions as downgraders which mitigate the imposition of request utterances. These structures are presented below:

- Conditional structures ‘Could you give me an extension...’
- Conditional clause ‘...if it’s possible to have an extension...’
- Tense ‘Is it all right if I asked for an extension...’
- Aspect ‘I was wondering if it’s possible to have an extension for the assignment.’
- Interrogative ‘Would you mind doing the cooking tonight?’
- Negation of preparatory condition ‘I don’t suppose there is any chance of an extension?’

Lexical downgraders on the other hand, are words and expressions that are employed by the speaker to decrease the illocutionary force of a request. These words and expression are presented below:

- Politeness marker e.g. “Can I borrow you computer please?”
- Embedding e.g. It would be great if you could give me my keys”
- Appealer e.g. I need your phone to make a call, Okey?
- Downtoner e.g. is there any way I could get an extension?
- Consultative Device e.g. would you mind lending me a hand?

External modifications are optional clauses which occur in the immediate context of the speech act e.g. could you open the door for me? I’m carrying so many bags that I cannot do it. This type of modification might serve to either soften or emphasize the force of the whole request. Its classification is as follow:

- Preparator e.g. hey, you had this management class. Right?
- Grounder e.g. I wasn’t in class the other day because I was sick.
- Disarmer e.g. I know this is short notice.
- Promise of reward e.g. I’ll buy you dinner.
- Imposition minimize e.g. I will return them in an orderly fashion.
- Sweetener e.g. today’s class was great.
- Per strategy e.g. hello Sir, how are you today?
- Appreciation e.g. I would appreciate it.
- Self introduction e.g. Hey, I ‘m in your class.
- Confirmatory strategy e.g. I would be grateful if you could help me?
- Getting a pre commitment e.g. could you do me a favor.
- Apology e.g. I’m sorry I can’t give you the lesson on Monday.

1.7.3. Parts of Request

In performing a request, the speaker should always adhere to the principles of politeness; no matter what the object of his/her request is because requesting occurs in a situation of inequality. The requester always wants to get an object, which is lacking and the requested may provide. In requests, it is always the requester who directly or indirectly benefits from the act at the cost of the requested and threatens his “face”. Since a requester appeals to the requested for assistance, s/he is potentially threatening the "negative face" of the requested.

The intensity of this threat varies with the level of imposition of the requested act and the conditions under which the request is made. For instance, when someone asks another about the way to the hospital, the requested “matter” is not likely to threaten the face of the requested that much. Of course, this cannot be the case when a request involves greater imposition or restriction on the freedom of the requested, such as lending money or giving a lift.

Requests, when analyzed in terms of discourse sequences, include two elements: (a) head acts, and (b) supportive moves. Head acts are core elements and refer to the request itself or to the main strategy employed to make the request; supportive moves are peripheral elements that can modify the intensity of requests. If supportive moves occur in the same sentence that carries the request itself, they are called Internal Supportive Moves (ISM); however, if they occur in other sentences that precede or follow the request carrying sentence, they are called External Supportive Moves (ESM) can either be pre-posed or post-posed.

Head acts are obligatory; it is not possible to perform requests in the absence of head acts. Take the following example in which a student asks his instructor for some extension for a delayed homework assignment;

Move 1: Sir, I need to ask you a favor.

Move 2: I need some extension for my homework assignment;

Move 3: you know, I was sick for a few days and could not finish it in due time.

In this example, the student begins with a pre-posed external supportive discourse moves (a preparator) and then utters the request head act. Then he goes on with a post-posed external supportive discourse move (a reason). Even inside the head act itself, it is possible to include lexical and syntactic modifications (i.e., internal supportive discourse moves). So, the general structure of a request can be shown in this formula:

Request = (Pre-posed Supportive Moves) + Head Act (HA) + (Post-posed Supportive Moves).

To make a request more indirect and polite, the word please may be added and the request itself will be made in an indirect manner rather than explicitly. The usage of formal titles when addressing the listener to emphasize the social distance will seem more polite in an indirect manner.

1.7.4. Request and Polite Refusal

By making a request, the speaker may threaten the hearer's negative face by intending to impede the hearer's 'freedom of action,' (Brown & Levinson, 1987) and also runs the risk of losing face him/herself, as the requestee may choose to refuse to comply with his/her wishes. By making a refusal, the speaker is posing a threat to the hearer's positive face by not caring about 'the addressee's feelings, wants, etc.,' (Ibid).

Refusal means the speech act of saying "no" (Wierzbicka 1987), expressing the addressee's non-acceptance, declining of or disagreeing with a request, invitation, suggestion or offer. More clearly, refusing means, essentially, saying 'no, I will not do it' by the hearer in response to the speaker's utterance, in which the speaker has conveyed to the hearer that the speaker wants the hearer to do something and that the speaker expects the hearer to do it. In various situations, it is often difficult to do such kind of refusal appropriately since it deals with not only linguistic knowledge, but also pragmatic knowledge. Sattar et al. (2011) argue that one may have a wide range of vocabulary and a sound knowledge of grammar, but misunderstandings may still arise if one does not apply pragmatic knowledge.

Studies commonly differentiate between direct and indirect refusals, Beebe (1990) propose a modified classification of refusal strategies, including direct refusals, indirect refusals and adjunct to refusal. Direct Refusals are divided into two types "Performative" and "Non performative"; the performative direct refusal refers to the use of the actual refusal expression (e.g. I refuse). The non performative are divided into two types: Flat No and Negative willingness or ability (e.g. I can't, I won't, I don't think so).

1.7.4.1. Indirect Polite refusal

Indirect refusal refers to strategies speakers use to soften the illocutionary force of their refusal to minimize the offence to the interlocutor's positive face. In fact, these direct strategies have been found to be used more frequently than the direct ones. If a refusal response is expressed indirectly, the degree of

inference increases as the speaker must choose the appropriate form to soften the negative effects of a direct refusal (Félix-Brasdefer, 2008, p.43). Indirect refusals may include the following strategies:

1. Statement of regret (I'm sorry.../I feel terrible...).
2. Wish (I wish I could help you...).
3. Excuse, reason, explanation (My children will be home that night. /I have a headache).
4. Statement of alternative:
 - a. I can do X instead of Y (I'd rather.../I'd prefer...).
 - b. Why don't you do X instead of Y (Why don't you ask someone else?).
5. Set condition for future or past acceptance (If you had asked me earlier, I would have.....).
6. Promise of future acceptance (I'll do it next time./I promise I'll.../next time I'll).
7. Statement of principle (I never do business with friends).
8. Statement of philosophy (One can't be too careful).
9. Attempt to dissuade interlocutor.

Indirect refusals have an increased level of complexity due to the added necessity of choosing correct forms of communication in order to reduce any negative effects that would occur due to a direct, negative refusal. Other extraneous societal variables must be taken into consideration when examining the way one refuses. These variables can include age, gender, power distance, education level, and social distance.

1.7.4.2. Adjunct to Polite refusals

A refusal response is often accompanied by adjuncts to refusals which may preface or follow the main refusal response. Adjuncts to refusals include (Félix-Brasdefer, 2008, p.67):

1. Statement of positive opinion/feeling or agreement (I would like to/this is a good opportunity/ it looks awesome).

2. Statement of empathy (I know you have taken pains but/ I know this promotion is important).
3. Pause filler (Umm/Hmm/ Ohh).
4. Gratitude (Thank you/ Thanks so much).
5. Getting interlocutor's attention (Look! I have allowed you to clean my office).

We can notice from the above strategies that, direct refusals refer to phrases such as “No”. “I won't”, “I refuse”. Indirect refusals are indirect strategies that speakers use to minimize the offence to the hearer and they can include, for example statements of excuse, regret, some other alternatives, or postponement. Additionally, adjuncts include positive opinions of the interlocutors or expressions of empathy or gratitude.

1.7.5. Politeness and Apology

In relation between apology and politeness, Brown and Levinson (1987) considered apology as a face threatening act, which damages to some degree the speaker's positive face, since in doing it the speaker admits that s/he has done a transgression. At the same time, by apologizing, the speaker pays the debt created by his/her transgression and restoring the interactional balance. Apologizing can be also negative politeness strategy when the speaker indicates his/her reluctance to impinge on the hearer's negative face, and thereby partially redresses that impingement; and it can be a positive politeness when the speaker concerns for the addressee's wellbeing, needs, interest, feeling.....etc.

Olshtain (1989) states that apology is to acquit oneself of a wrong doing and as a plea for forgiveness. According to him, in rendering an apology, the speaker is willing to humble him or her/self and to concede the mistake and responsibility, aiming to restore a harmonious relationship with the interlocutors. According to Deutschmann (2003) an apology includes the following components:

- An offender: who takes the responsibility of some offence, or who feels directly or indirectly responsible for something.
- An offended: is the victim of an offence, or who is affected or just perceived to be affected by the offence.
- An offense: refers to the incident which merits the apology.
- Remedy: which contains three sub-components, all of which are essential for an apology to be recognized as such:
 - The offender (but not necessarily the offended) has to recognize the offence. Without such recognition there can be no apology, merely unresolved conflict.

Like other politeness phenomena, apology is expressed by many strategies according to many factors such as the size of the offence, the situation, the social status of S and H, social distance, power, gender, age, etc. Brown and Levinson (1987) state that people usually apologize when they do an FTA. By doing so, they reveal unwillingness to impinge on the hearer's negative face by redressing that impingement. There are many different strategies of apologies, however; not all the strategies in these taxonomies work for all cultures. Thus, when creating the taxonomy of a study, one should choose those categories that are used in the respective culture.

Olshtain and Blum-Kulka (1984) elicit that the strategies used to apologize depend on many social variables; firstly, using illocutionary force verbs (be sorry, apologize, regret, excuse) represent the most direct production of apology. Secondly, it is possible to apologize through expressing the utterance that relates to the cause, responsibility, willingness to offer repair or promise that it will not happen anymore. Moreover, Wolfson (1985) states that when participants were given a situation in which they were supposed to apologize no explicit formula was used. What is important is the relationship of a speaker and an interlocutor. Various cultural backgrounds count as a significant feature too, because what one group considers offensive is not so offensive for the others.

1.8. Politeness and Gender

The terms gender and sex were used interchangeably until the 1970s; however, with the rise of feminist writers in the 1980s. The term gender started to refer to "socially-constructed traits", while sex referred to "a person's 'born' biological status" (Baker, 2008, p.4). According to Baker (2008), sex is defined as "the biological distinction between males and females", whereas gender refers to "differences between male and female behaviour that are agreed on by members of a particular society" (p. 3-4).

The relation between Gender⁵ and Politeness has the interest of many sociolinguistics. According to Segal (2004) "gender is taken to refer to a culturally based complex of norms, values and behaviors that a particular culture assigns to one biological sex or another (p.03)". Holmes (1995) defines it as "the outward manifestation of personality that reflects the gender identity (p. 318). Thus, we can notice that gender refers to roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitude and likely behaviors of both men and women (femininity and masculinity).

In the area of politeness research, the study on politeness and its relation to gender of the speakers has attracted a large amount of attention. There are a lot of studies concerning politeness and gender have shown that women are more likely to use politeness formulas than men. Brown (1989), in her work on the analysis of politeness amongst a Mayan community, argues that women in general are more polite than. She states that in most cultures women among women may have a tendency to use more elaborated positive politeness strategies than men do among men'. Brown (1989) asserts that in this Mayan community which is very clearly sex-differentiated, women use more strengthening particles when speaking to women (and to men) and they also use more weakening particles when speaking to men.

⁵There is a difference between sex and gender in sociolinguistics. It is stated that sex is a category which is distinguished by biological characteristics, while gender is distinguished by people's socio-cultural behaviour, which encompasses speech (Holmes 2001: 150).

In discussing the positive politeness strategies which New Zealand women use, Holmes (1995) argues that women both give and receive more compliments than do men. Holmes (1995) states; for the women, being negatively polite involves avoiding disagreement. Being positively polite is being friendly, and this involves confirming, agreeing and encouraging the contribution of others. She suggests that women are more likely to use positive politeness than men; thus for her women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicitly than men's do.

According to Lakoff (1977), the speech of women seems more polite than men's. She discussed various aspects of women's speech and also the way that women are socially constructed to speak the way that they do. She found that women are more polite than men in their speech. She proposed that women's language can be differentiated from men's by looking into a few aspects such as the use of hedges and tag questions, the avoidance of coarse language through super-polite form such as "Would you mind...", "...if it is not too much to ask", "Is it ok if...?" and etc. They also apologize more and prefer using indirect request(s) when asking for help. She also states that the men's speech is characterized by the use of direct, unmitigated statement, and interpretation. Furthermore, women tend to use the standard language more than men do.

According to the studies that have been done in this area, Gender differences in teacher- student interaction, Kelly (1988) concluded, in his study which is included 152 students and their 44 teachers in general education 1st and 2nd grade classrooms. The six partnering schools were from one urban school district in a large northeastern city in the United States, that teachers tended to interact more with boys than girls both in teacher and students initiated interaction. Teachers asked boys much more questions and provided them more responses opportunities. Kelly (1988) came to the result that the teachers totally pay more attention to boys than girls and this fact exist in a wide range of classroom context including EFL.

It has been generally assumed that gender is an affecting factor in the process of teacher/students interactions in the classroom. In other words, gender of both teacher and students influence the quality and quantity of the interaction in the classroom. The influence of gender has been studied in foreign/second

language learning and teaching, from various perspectives, including gender and politeness in classroom interaction.

1.9. Politeness and Culture

Language stays and walks together with culture that influences the language. Many scholars stress the close relationship between language and culture; Brown (2000, p.177) states that: “Language is a part of culture, and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing significance of either the language or the culture”. In different societies, people speak different languages and have different dialects. Thus, they utilize them in radical and different manners due to the cultural differences. In some cultures, normal regarding disagreements include loud voice, and emotions expressed remarkably loudly, while in other cultures, people seriously avoid disagreement and anger, alternatively, they speak softly and control their inner revolution. For example, in some cultures it is very bad to speak while another person is talking, it is in some cultures a normal behavior.

1.9.1. Some Definitions of Culture

Culture is a distinctive feature of human beings, and a crucial aspect of their lives. It is characterized by a system of laws, rules and norms of speaking, behaving, eating, clothing .etc. Kroeber and Kluckhohn’s (1954) define culture as “Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment artifacts (p. 132)”.

Due to its complex nature, the word “culture” is very difficult to define. One has to agree with Hinkel (1999, p.01) that there are “as many definitions of culture as there are fields of inquiry into human society, groups, systems, behaviors and activities”. Studying culture is also useful for teaching students to understand their own culture. Language learner, in order to use language accurately in particular situation, needs to be familiar with particular “language

routines and cultural patterns” (Cohen 2002, p.79) associated with the social situation.

1.9.2. Teaching Culture in Foreign English Classroom

The process of EFL learning entails developing the student’s skills in this language (listening, speaking, reading and writing). However the main objective of this process is to be able to communicate effectively and appropriately. Since language emerges from societal interactions, L2 learners cannot truly learn the language without acquiring knowledge about its culture and native speakers.

Bada (2000) emphasizes the importance of teaching culture in EFL language classroom. He states that when EFL students are not exposed to cultural elements of the target society, they seem to have problems in communicating meaning with the speakers of this society. Mitchell and Myles (2004, p.234) also states that “language and culture are not separate but acquired together, with each providing support for the development of the other”. From this it can be clear that the process of teaching a second or foreign language includes the incorporation of some cultural aspects about countries where the target language is spoken as a native language.

Linguists and language teachers have become increasingly aware that a foreign language cannot be taught without the culture of its community. In the same way, Kramsch (1998) believes that the teaching of culture implicitly or explicitly allows the teaching of social interaction, in her view, a foreign language teaching is a foreign culture teaching because language cannot be learned without an understanding of the cultural context where it is used. In EFL classroom, as we teach language, we would automatically teach culture. The forms of address, greeting, formulas, and other utterances found in the dialogue or models our students hear the allusions to aspect of culture found in the reading represent cultural knowledge. Gestures, body movements and distance maintained by speakers should foster cultural insights.

Tomalin and Stempleski (1993) claim that the teaching of culture helps learners⁶ to develop an understating of the fact that all people exhibit culturally conditioned behaviours; to understand that variables such as age, gender, social class and place of residence influence the way of communication and behavior; to become more aware of conventional behaviour in common situations in the target culture; to increase their awareness of the cultural connotation of words and phrases in the target language; to develop the ability to evaluate and refine generalization about the target culture, in term of supporting evidence; to develop the necessary skills to locate and organize information about the target culture; and to simulate student's intellectual curiosity about the target culture, and to encourage empathy toward its people.

According to Cullen & Sato (2000), there are some possible techniques for teaching culture such as: A type of media/ visual presentation. The learners, in this type of activities, memorized the teacher's oral explanation of a target culture in a form of: power point presentation, slide share, magazine images, a series of pictures and video sequences.

Using authentic sources (newspapers, films, photos, news broadcasts, television shows) to teach a culture is another technique that makes language learning more realistic, comprehensive and often enjoyable. According to Nunan and Miller (1995) authentic material 'are not created or edited expressly for language learners, students feel ,touch, smell, and see the foreign people not just hear their language'(p. 78). Such technique enables students to better perceive social and cultural aspects of target culture.

Richard (2000) provides a list of useful activities among which are; task completion activities: such as puzzles, games, map reading, and other kinds of classroom tasks in which the focus was on using one's language resources to complete the task. Information gathering activities conduct surveys, interviews, and searches in which students are required to use their linguistic resources to collect information and opinion sharing activities by comparing values, opinions, beliefs.

⁶ For more explanation see Tomalin,B, and Stempleski,S. (1993).

Effective communication requires more than mastering a language's lexicon and grammar. It is a process that requires knowledge of the socio-cultural patterns that allow people transmit and interpret messages. Therefore, culture becomes an important part of the dynamics of the teaching process in all language classrooms.

1.9.3. Politeness in the Algerian Society

Language is very important in human beings' lives because through language people can communicate. Being polite is very important in the Arab world, in Algerian culture; we often refer to someone that meets the highest ideals and norms of society in a competent and appropriate way as 'polite'. This term has multiple facets: the physical way in which we interact (e.g. opening doors, shaking hands, etc.), as well as linguistic behaviour. In linguistic politeness the speaker seeks to communicate to the other participant in the interaction that his/ her wants are valued and that s/he (i.e. the speaker) also desires for them to be fulfilled (Brown and Levinson 1987). In the pre-Islamic period, politeness was only intended to mean "invitation". Idrees (1985) pointed out that the first meaning of the word "ʔdab" in the ancient Arabic environment was meant to be generosity and hospitability. The use of the word "ʔdab" has expanded in the Islamic era to refer to morality, tolerance and virtue. All these meanings have reported by many saying of Prophet Mohamed peace be upon him.

Indeed, most Western scholars relate the notion of politeness with the Arab concept "ʔdab" [politeness], whereas Arab researchers have different interpretations. In her part, Sadiqi (2003:67) relates it with {laḥjōuma}: "shame. She argues "[...] an individual's self-image is not cultivated internally, but derives from other's opinions and attitudes. For example, an individual's honor and dignity are not disassociated clearly in the concept of {laḥjōuma} "shame" which may be defined as the "fear of losing face in front of others".

The Algerian people are taught to be polite from their childhood, and it noticeable that parents repeat the word be polite at home to their kids which shows the essential role of politeness in society. Culture consists of all shared

products of human society. Language is a part of culture and plays a very important role in it. Without a language, culture would not be possible. Moreover; learning a language means not only learning the pronunciation and the grammar, but also the culture and the customs. Yet language is not the only way to express our ideas and feelings, body movement, eye contact, wave of hands, gestures and facial expressions can also convey a message, and we call this non verbal communication which is defines as any type of communication that takes place without words” (Rogers &Steinfatt, 1999).

1.9.3.1. Greeting

Greetings are often people's first impressions of one another. Therefore, learning how to greet someone appropriately is important in making a good first impression and avoiding pragmatic failures. Greeting is significant parts of the communicative competence of speech community members. Goffman (1971, p.74) defines greeting as ‘access rituals which serve as transitions that open or close the social encounter’. He has distinguished between passing greeting and engaging greeting, usually accompanied by a term of address and, when possible, a bodily contact having much the character of maintenance.

Greeting is an exchange of cheerful expressions or good wishes between two people or a group of people. These greetings help people in establishing interpersonal relationship. When greeting, people from different cultures use different forms of body language for example; they bow⁷, rub noses, shake hands, kiss or raise their eye brows.

Greetings are of utmost importance in the Arab culture and the principle of greeting and its response received an endorsement in the Quran. Therefore, Muslims are expected to greet each other and return a greeting with the same or better. In Algeria, and especially in Bechar⁸, when meeting someone for the first

⁷ is not an appropriate way of greeting in our religious, because it is one of the special moves when performing our praying to God. In European cultures, the bow is used by men alone, whereas women perform their version, the curtsy, where the leg is tucked behind the other followed by a slight dip.

⁸ Is located in the Southwestern region of Algeria roughly 58 kilometres (36 mi) south of the Moroccan border.

time, it is common for the member of the same gender to exchange handshake. However, if they are close friends or family, the standard greeting is a handshake and a kiss on each cheek. When a male and a female are being introduced for the first time, they almost never shake hands due to our religious restrictions. The same holds true with regard to the cheek kissing custom. However, this act is very common if two females greet each other. Also, to kiss the old people on their front is more polite than to kiss them on the cheeks. There are other cultural greeting terms which are commonly used such as "marḥba" (Hello) which is less polite than "ʔsala:mu ʔalajkum" (Peace be upon you). It is a neutral term and not time-specific; it can be also used during the day or night, or on any social occasion. The greeting term "marḥba" (Hello) differs from "ʔsala:mu ʔalajkum" (Peace be upon you) in that the former is less courteous and less formal, and it signals more intimacy and solidarity. This may considerably change across cities and ethnic groups in Algeria.

1.9.3.2. Forms of Address

Some sociolinguists defined address terms in their own way. According to Yule (2006), address term is a word or phrase for the person in the context. Oyetade (1995:09) defines address term as words or expressions used in interactive, dyadic and face to face situations to designate the person being talked to. Leech (1999) considers that address terms are an important formulaic verbal behavior well recognized in sociolinguistic literature as they signal transactional, interpersonal and deictic ramifications in human relationship. Terms of address are generally determined by factors related to power and solidarity, which are socially established among speakers in their choices of honorific terms. The more intimate and equal the speakers to each other, the more informal terms of address are likely to be used. The choice of a certain address title in Arabic is made on the basis of variables such as gender, age, position, and social rank of both the addressors and the addressees (McLoughlin, 1982). Teaching those address terms to youngsters from an early age is strongly emphasized.

In the same region, Bechar, when addressing parents we are always used term address such as ‘ma’ [mom], ‘ba’ [dad]. Sometimes we can use also ‘mama’ [mother], or ‘papa’ [father]. When addressing our children, we often use “waldi” [my son for the boy], and ‘banti’ [my daughter for the girl]. When addressing an older male or female we use the following term address, ħaja [pilgrim] or ‘la ħajouz [old female] to an older female. To an older male we use; lhaja [pilgrim], ħami lhaj [uncle pilgrim]. For an old man, we can use also ħami/ ħali (uncle), and ħamti/ ħalti (aunt) when addressing an old woman. When addressing a person judged to be of equal age and social rank, a speaker may insert the word “ħoya” [my brother for male], and “ħti” [my sister for a female]. For a person who do not know his name we use the name “Mohamed”.

Being a very politeness conscious society, Algeria is characterized by multiple flowery polite expressions. People older in age and higher in social status are respected and even older members of family like older brothers and sisters. Politeness plays a crucial role in all cultures and societies for maintaining relationships and for face saving. Although politeness is common to all cultures and languages, how it functions and is realized varies from one culture to another.

1.10. Conclusion

As a conclusion, it can be summarized that politeness is the use of an appropriate word or phrase in the appropriate context, which is determined by the rules that are prevalent in society. In social interaction, to maintain politeness is to maintain harmonious and smooth social interaction, and avoid the use of speech acts that are potentially face-threatening or damaging. It seems also that both face and politeness are important concepts for most Arab societies that must be taken into account in daily communication. This chapter has dealt with the review of literature in which we have defined politeness and shed the light on its theories. The review has also clarified the notion of face threatening acts and the different politeness strategies that are employed including positive politeness, negative politeness, bold on record and off record politeness strategies that are introduced by Brown and Levinson (1987). In the next chapter,

we will attempt to give an overview of the politeness phenomenon in the Algerian classroom interaction and especially at English Department at Tiaret University, describing the English situation in Algeria in addition to some politeness aspects during teachers and students interaction in classroom.

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Chapter Two

Politeness in the Algerian EFL Classroom Interaction

2.1. Introduction

As native speakers of a language, we are perfectly aware of its use as one of the most powerful tools for communication. The way we use language not only conveys a social aspect that we are part of a speech community and share is course accent, but also shows our personality, our ambitions, our power, our solidarity. All these aspects, among many others, come into play in a conversation. Politeness is a widely employed strategy to achieve effective communication. It is important for classroom interaction for both; the teacher how can create a classroom atmosphere that establishes respectful relationships with his/her student(s); and for the learners who can feel respected and trusted. Accordingly, the linguistic politeness of the teacher has a great impact on the learner's language achievement and success. In this regard, it is increasingly crucial to have a better understanding of the language features used by EFL teachers and students while interacting. In the light of this, the current chapter presents an overview about EFL classroom interaction with primary focus on the use and the importance of politeness in the Algerian university.

2.2. English Language in the EFL Algerian Classroom

One of the aims of learning English as a foreign language is to be able to communicate. Learners should have communicative competence that comprises not only linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence. English, as the world language for international communication and science, will be used for communication in many countries. According to Ramelan (1992,) English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields. Broughton defines English language as the "major world language" (1978) it is now crucial in promoting

tourism, study abroad, international business, entertainment, scientific and technical research, and politics .

English has become a sort of universal and global language, a lingua franca which it is the first or second foreign language taught at schools and universities. EFL learners find it a necessity to learn to communicate in this language with people from different backgrounds and for different purposes. In Algeria, students are encouraging to learn English because of its importance in the world wide communication. It is used as a second foreign language in the middle, secondary schools and universities. Great importance is given to the study of this language in the Algerian educational system and it is becoming compulsory for all learners without exception. English is an essential tool for access to the latest development in science and technology, that's why it is taught in the different departments in Algerian's universities. Its integration in the curriculum has helped to increase the number of its users who have become aware of the importance of this language so as to comply with the changes taking place in all fields of life.

2.3. Teaching English as a foreign language at Tiaret University

It is important to note that English is the world's language not because it is widely spoken as a native language, but because it is largely spoken and taught outside the native countries either as a second or a foreign language. According to Kitao:

“English is the major language of news and information in the world .It is the language of business and government even in some countries where it a minority language. It is the language of maritime communication and International air traffic control, and it is used even for internal air traffic control where it is not a native language’ (1996, p. 01).

According to Hasman (2000,p. 02) over 1, 4 billion people live in countries where English has official status. Over 70% of the world's scientists read English. Over 85% of the world's mail is written in English, and 90% of information in the world's electronic retrieval system is stored in English. Crystal also states that the number of English users is developing at a faster rate as a language of international communication than the other languages (1997,p. 60). English in Tiaret is not the students' first means of communication. This foreign language is not akin to their

mother tongue; Arabic. Therefore, apart from the limited amount of English they listen, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives. However, French is, on the other hand, the most widely studied foreign language in the country, and a majority of Algerians can understand it and speak it. French in Algeria is used in most of the Algerian administrations and is often regarded as a means of communication, whereas English is limited to school and university.

The department of English in Tiaret University came into existence in 2012, starting with a few numbers of teachers and students. Teaching English as a Foreign Language in this university became very important and difficult at the same time either for learners and teachers. In order to enable all the English teachers to work effectively, the English department tried to provide all the necessary support. And for learners, they provide both books for different modules, and basic audio-visual equipment with overhead project.

In the faculty of foreign languages, students study for a “license” degree in English language for (three years). The teaching staff is composed of post graduated teachers (Magister and PHD). The programme is designed by the Ministry of High Education. Similar to the programme of other Algerian universities, Tiaret University focuses on the linguistic and cultural skills of the students. During the first and the second semester, they study different modules; Grammar, Written expression, Reading comprehension, Listening, Oral expression, Linguistics, Phonology, British and American Civilization, British and American Literature, as well as, Research methodology.

At different department of the university, English is taught as a compulsory subject in the form of ESP (English for specific purposes). Concerning to the syllabus, the teachers are entirely responsible of their courses without any training in ESP. Teaching this module in different departments remain problematic task; this is due to several reasons such as; lack of motivation, the time allocated for this module which is insufficient, the low coefficient is also another reason for which the students do not give much importance to English.

Teaching English in Tiaret aims first at developing communication in every condition. Because, that’s why many student are involved in a long lasting courses of English language classes in order to recognize how to interact in English. Thus, many

language teachers are concerned with developing a communication approach to language pedagogy. They believe that language is better viewed in its social context, because speech varies from one situation to another. They prefer the communicative approach because it gives the learners the ability of using and producing meaningful and purposeful utterances situation; Richard (1986) states that this approach aims to make competence the goal of foreign language teaching and develop procedures for the teaching of the four language skills that acknowledge the independence of language and communication.

Throughout our experience in teaching, one dominant message has been that some English teachers use the mother tongue exclusively during instruction. English teachers find it so hard to depend on English language only in teaching to Arab students. This is due to the fact that most students do not really comprehend English language; EFL teachers find difficulties teaching English without referring to the mother tongue. They also state that their students encounter many problems comprehending English as a foreign language with the use of mother tongue by their teachers in a classroom setting. Thus, the researcher noticed that if the teacher in EFL classroom uses English as the predominant language of instruction, students will probably speak English during lectures, ask and answer the teacher's, interact with their peers, and improve their grammar and vocabulary in English language.

2.3.1. Communication in the Algerian Foreign English Classroom

To create effective classroom interaction, teachers and students will rely much on their communication. Teachers and students in the class will use languages to communicate both in verbal and non-verbal ways. Therefore, they need to apply effective communication strategies in order to transfer their ideas clearly. The word communication refers to people's interaction with other people by taking into consideration conditions, such as the same culture and language. Communication plays a central role in all classroom activities. It involves some components (Barker, 1982):

- ✓ The originator is the sender of the message i.e.; teacher or the students.
- ✓ Encoding process is the process of transforming the meaning into appropriate word or movements.

- ✓ Transmission is the process of sending messages through specific channels.
- ✓ Message carries meaning from originator to responder via words or movements.
- ✓ Channel is the path ways on which message travel usually light or sound waves.
- ✓ Communication climate is the total of social hereditary and personal influence which affects both originator and responder’s communication behaviors.
- ✓ Interference is the noise in the communication system which alerts or changes meanings of the message.
- ✓ Reception is the process of receiving the message by eyes, ears, nose and so on.
- ✓ Decoding is the process of transferring the raw rural stimuli into meaningful thought or words symbols.
- ✓ Responder is the person who is the destination of the originator’s message.
- ✓ Feedback complete the communication cycle by sending message back from responder to originator indicating that the message was received and/or understand (Barker, 1982,p. 3-8).

For the first step, the sender will develop an idea to be sent. Next step is encoding, in which the idea is converted into a perceivable form. After that, the message can be presented in various ways, like oral, written or nonverbal. Then, the sender will choose a medium or channel to transmit the message to the receiver. The following step is transmitting the message and the sender’s duty also ends with this step. Next, the receiver will receive the message and start decoding it. At the end, the final step is feedback. This step is essential for a communication as it ensures that the receiver has understood the message correctly. The diagram below shows us the communication’s process (Ibid);

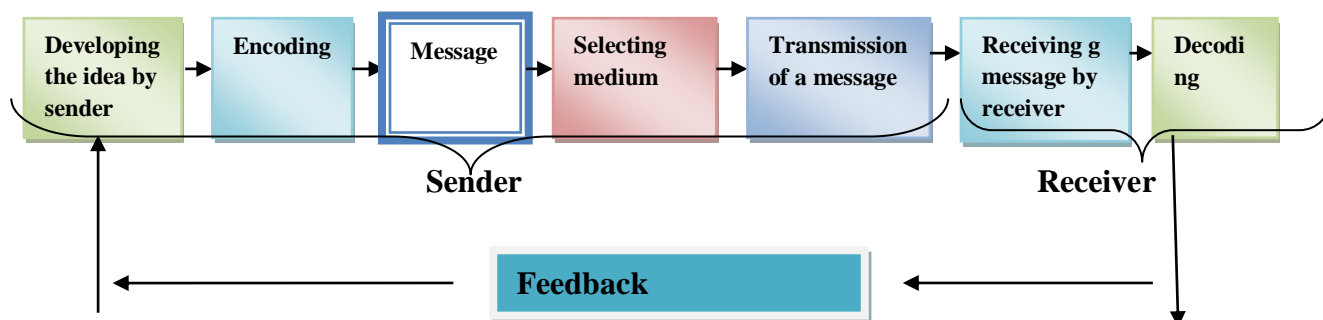


Figure 2.1 Communication Process.

In EFL classes, the act of communication has a significant role; not just in interacting and exchanging messages between English as Foreign Language (EFL) learners and teachers, but also in building and sustaining good relationships among them. Teachers have the responsibility to transmit knowledge to their students through communication. The kind of communication that a teacher uses will influence their students (Simpson and Erickson, 1983). To be communicatively competent in a foreign language, it is necessary to be proficient in other knowledge areas, such as, pragmatics and sociocultural and nonverbal knowledge. In the field of education, developing good communicative skills becomes a need for EFL teachers and learners to achieve their academic objectives.

Nowadays, English learning is more directed at the communication function. Learning English is intended to enable students to use English to communicate not only learn the science of language itself. Foreign language teaching highlights the cultivation of the learners' communicative competence, because the main purpose of learning a foreign language is to use the target language to communicate.

2.3.2. Communicative Competence and English Teaching

Before the study sets out to define what is meant by communicative competence, it is necessary to define competence in the first place. Most teachers now are aware of the term communicative competence, and they start looking how to push learners towards developing their communicative competence. Widdowson (1978, p. 26) defines competence as 'knowledge of how to recognize and to use sentences for the performance of communicative acts'; what he means here is that communicative competence consists of both rules of grammar and use. If learners are aware of learning a foreign language, both components should be taught and the teacher should not only be concerned with teaching grammar and forgetting about meaning.

Chomsky was one of the first scholars who used the term Competence in connection with learning language. In his work *Aspects of the Theory of Syntax* (1965) he distinguishes between two concepts, competence and performance. In his view, competence is "the speaker hearer's knowledge of his language" and performance is "the actual use of language in concrete situations" (Chomsky, 1965, p. 4). In 1972, Hymes, in reaction to the Chomskyan dichotomy of competence

(knowledge of language) and performance (actual use of language), pointed out forcefully the notion of communicative competence, arguing that “there are rules of use without which the rules of grammar would be useless” (1972, p. 278).

In other words, communicative competence includes the knowledge of what to say to whom, or when to remain silent, how to speak appropriately in any given situation; how to address persons of different statuses; how to command; how to express criticism; how to accept or reject offers; how to make requests, etc.. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal or informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g. narrative, reports, interview, and conversations).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

In Hymes's view (1972), a person who acquires communicative competence acquires both knowledge and ability for language use with respect to; possibility which refers to the ability to produce grammatical sentences, which needs knowledge of grammar and vocabulary of the language; feasibility whether or not something is feasible (natural and immediately comprehensible or easily understood), for example: the cat that the dog chased died is feasible, but this is the man that hit the dog that chased the cat that died is totally not feasible (Chomsky, 1965, p. 10); appropriateness whether or not something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; finally; Performance whether or not something is in fact done, actually performed and what is doing in entails.

Nowadays, learning foreign languages do not only learn syntactic structures or learn new vocabulary and expressions, but also incorporate some cultural elements intertwined with language itself. Yet the need to teach sociolinguistic competence and the language function in foreign languages are also important. Knowing a language involves not only the production of correct sentences but also the ability to use them appropriately in different situations. Experience shows that even if the learner develops a whole knowledge of grammatical rules, this does not mean that he will be

able to use them in everyday life for the reason that communicative competence is absent. Teachers of English as a foreign language have always faced many difficult tasks on how to teach communicative competence because grammar and vocabulary are not enough.

Troike (1996) states that communicative competence entails knowing not only the language code or the form of language, but also what to say and how to say it appropriately in any given situations. It deals with the social and cultural knowledge that speakers are presumed to have which enables them to use and interpret linguistic form. It also includes knowledge of who may speak or may not speak in certain settings, when to speak and when to remain silent, how to talk to persons in different statuses and roles, what non verbal behaviors are appropriate in various context, what the routines for turn taking in conversation, how to ask for and give information, how to request, how to offer or decline assistance or cooperation, hoe to give commands and the like (p. 363).

2.3.2.1. Types of Communicative Competence

The importance of communicative competence has been recognized as a goal of language teaching and learning in the field of second language acquisition since the notion of communicative competence was introduced by Hymes (1972). He emphasized that the speaker's knowledge of grammar is not enough for appropriate communication in different situations with different interlocutors. Speakers need to acquire both grammatical and socio cultural knowledge of how to use language appropriately. Communicative competence according to Canal and Swain (1980:30) consists of the following components;

- Grammatical competence: refers to the knowledge of Grammar (morphology and syntax) vocabulary, and the rules of phonology (the right intonation, stress, and rhythm needed in order to convey a meaning).
- Strategic competence: refers to the ability to go through the difficulties of the L2. For example, if the L2 learners have difficulty in expressing something they know in their first language, they should use the strategic component of the communicative competence through using some other words expressing the meaning for not breaking down the interaction.

- Discourse competence: which concern the combining of the language structures to produce unified text in different modes for example; a political speech, an academic paper etc....
- Sociolinguistic competence: refers to the ability to use an appropriate utterance in a social context. It includes the degree of formality and informality, the style, and the choice of appropriate words and the use of politeness strategies. We are concerned in this thesis precisely with this fundamental component of sociolinguistic competence, politeness, using mainly Brown and Levinson's model of Politeness strategies.

2.3.2.2. Communicative Competence and Politeness

As mentioned earlier, politeness is an expression in relation to other people's feelings. Being polite involves a combination of suitable words, grammar or intonation in its context. The learners should, alongside their linguistic and pragmatic skills, be able to express specific attitudes, such as respect, friendliness or courtesy; and be able to recognize other person's attitudes. Such competence, called sociolinguistic competence, should be a part of the process of acquiring and communicating using a new language. Sociolinguistic competence is further separated into two pragmatic categories, which are the functional aspect of language and the sociolinguistic aspect. While the functional aspect or "illocutionary" competence deals with sending and receiving intended messages (Brown, 2000). The sociolinguistic competence comprises aspects, which deal with factors such as politeness, formality, metaphor, registers, and culturally related aspects of language. (Bachman, 1990)

Regarding politeness, the Algerian society pays much attention to it. There is a level of complexity to their use of politeness strategies varying with the degree of formality, deference, and intimacy. This is one aspect of a hierarchical social system in which people need to gauge the level of politeness to their interlocutor's status within the interaction. Algerian students seem to spend significant amounts of time studying English, but generally do not seem to be successful in communicating in that language. In their English performance the intended message may be distorted, or it may not sound polite or appropriate for the circumstances. The acquisition of sociolinguistic competence by our students is very crucial for establishing and maintaining successful communication with native speakers. If our students are not

aware of conventions of social patterns used when executing specific expressions such as politeness, request and apology, they are likely to appear impolite or even cause breakdown in communication.

Communicative competence focuses on the communicative aspect of the language rather than the linguistic one; it helps to build students' communicative ability. In addition, one of the major concerns of the teacher is to make the classroom more comfortable and enjoyable environment in order to motivate learners and this will be reached by creating communicative exercises which aim to develop their confidence in communication. Thus, Interaction is the center of communicative competence approach today. This includes students in private or teacher-student meetings in class. Interactions between partners or groups provide a basis for learning foreign languages in general. These alternately provide students with shared practice and negotiation of meanings, as well as, learning of other characteristics that are important for each interactive discourse, such as: how to initiate, respond and close conversations.

2.4. Classroom Interaction in Teaching English as Foreign Language

Most teachers observe that keeping silent in the classroom without being active may affect the process of acquiring a foreign language. Classroom interaction gives opportunities to learners to use the language in real situations. Interaction is viewed as significant because learners can decompose the target language structures and derive meaning from classroom events. Interaction also gives learners opportunities to incorporate structures into their speech.

2.4.1. Some Definitions of Classroom Interaction

According to Chaudron (1998) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Johnson (2008) defined interaction as "A concept which involves both input and output" (p. 79). Moreover, Allwright & Baily (1991) hold that interaction is something people do together. In this respect, Ellis & Fotos (1999) argued that interaction refers to communication between individuals, particularly when

they are negotiating meaning in order to prevent breakdowns in communication. Thus, it is an action that occurs as two or more objects have an effect upon one another. Allwright and Breen as quoted by Chaudron (1988) stated: Interaction is viewed as significant because it is argued that:

- Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events.
- Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles).
- The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

It is argued that interactions between teachers and students facilitate language development and lead to better language learning. Thus, we might define classroom interaction as two-way process between the participants in the learning process; the teacher influences the learners and vice versa.

2.4.2. The Importance of classroom interaction

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating. Interaction has a crucial importance in the classroom too; it is an essential part in learning and teaching processes. Because of that, researchers set out seven principles and underlined the significance of the coexistence of their relationship. These principles are stated here as identified by Brown (2001, p. 55-68);

1. Automaticity; for best achievement of interaction, students must pay attention to meanings and messages that they want to convey rather than grammar and other linguistic forms. This lack of control promotes automaticity in students.

2. Intrinsic Motivation; during peer interaction, students enjoy their own competence to use the language and to develop a system of self reward.

3. Strategic Investment it demands students to use strategic language competence; exactly by learning how to open and close a conversation, how to take and yield the floor and how to repair the errors they may produce.

4. Risk-taking; in interactive classroom, students are subjected to their shyness of failing to produce intended meanings, interpreting the interlocutors' meanings, or even fearing of being rejected or neglected. Hence, students have to change these risks for the sake of interaction.

5. The Language Culture Connection; students are required to be systematically knowledgeable about the culture of the language being learnt.

6. Inter-language; the role of the teacher's feedback is essential to the developmental (production and comprehension) errors made by students during the second language acquisition process.

7. Communicative Competence; interaction is regarded as a significant factor in achieving communicative competence because it involves all its elements (grammatical, sociolinguistic, discourse and strategic).

8. Creating a Positive Classroom Climate; learning never takes place in vacuum, and the importance of the convenient environmental conditions for learning to take place cannot be underestimated.

The researcher agrees on the importance of classroom interaction because it allows students to practice their language in the classroom, and gives them the opportunities to get feedback from the teacher or other students that leads to improve their language system. Successful learning process concerning foreign language has a relation with the concept of classroom interaction. Teachers and students create interest, comfortable and joyful learning atmosphere entire of action followed by interaction.

2.4.3. Types of classroom interaction

Classroom interaction is regarded as an important factor in second language learning since it occurs either between the teacher and the students or between the students themselves, individually or collectively according to the communicative situation.

2.4.3.1. Teacher- students interaction

Teacher- students interaction happens between the teacher and his learners, in which the teacher negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses (Coulthard,1977).

Welberg (1986:14) also compiled a list of factors that related with the teacher-students strategies in the classroom; use of reinforcement is when teachers praise and reward students for correct behavior (positive reinforcement); or when punishment is coupled with positive experiences for correct behavior (negative reinforcement). Cues and Feedback when the teacher provides some helps to students in answering questions. While the feedback encompasses not only correcting students, but also offering them an assessment of how well they have done. Co-operative Learning when the teacher designs a learning problem or task, and then assigns small groups of students to address the problem collaboratively. Students are typically instructed to reach a consensus on an issue, or to create a group product; and Direct Instruction when the teacher presents material in small steps, uses advance organizers, checks for understanding, has students answer turn by turn in ordered fashion, and provides immediate feedback on their answers.

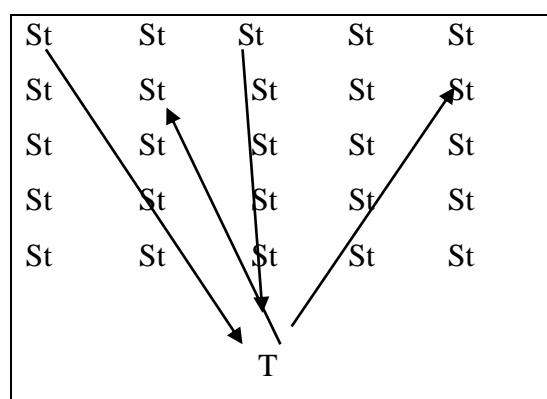


Figure 2.2 Teacher-student Interaction

2.4.3.2. Student –Student Interaction

Many scholars states that this type of interaction can improve the students' performance in classroom , but in reality it can either enhance or destroy their learning , so it can be helpful if the learners courage and share information with each other , student-student dynamics can be very helpful in learning (Betty et al, 2005).besides that learners who cooperate while learning can easily get motivated and achieve the success so as a result they'll feel more secure and confident, in the other hand there are those students who are obsessed of competition and this can make their classmates more afraid to participate, There is a positive side of competition but also a negative one. The latter happens when some students feel that they will not be accepted unless they are the best, or when some students feel that their efforts are countermined by the other students by preventing them from concentrating, or by keeping them off task.

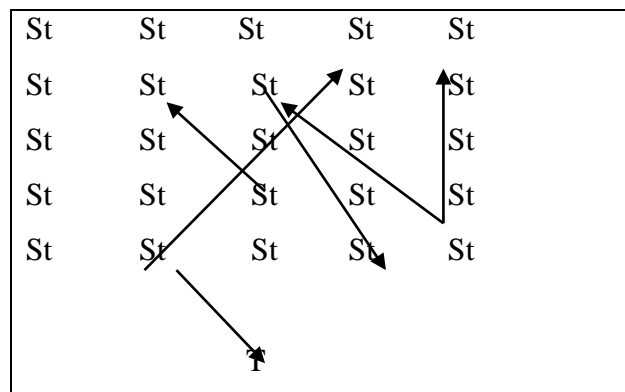


Figure 2.3 Students- students Interaction.

There are other types of interaction which are not given importance; learner-interface interaction which is a type of interaction that takes place between the learner and technology used for online education. It is considered as one of the most challenging types of interaction as because people are not familiar with such kind of learner-interface interaction in their traditional classroom education. Vicarious interaction in which the participation is internally silent when chooses to observe instead of verbal reaction. Lastly, the learner-self interaction that gives the value of self-talking while engaging with learning content.

According to the researcher point of view, although student-student has its significant role in improving student's skills, teacher-student interaction plays the vital role in classroom in increasing different aspects in the student's development.

2.5. Teachers' and learners' Role in EFL classroom Interaction

The teacher assumes two main roles according to Breen and Candlin (1980); first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it (p.99).

These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. The teacher as the facilitator should give the facility to the learners in the learning process. He must select the teaching material related to the learners need. Richards et, al. (1992, p. 7) suggest that the principles of developing teaching materials are; careful selection of what to be taught; improving limits on what is to be taught; arranging what is to be taught in term of the four skills; and grading materials from simple to complex. Thus, teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

In addition, Learner roles according to Breen and Candlin (1980) are; 'as negotiator - between the self, the learning process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities, which the group undertakes (p. 110)'. The role of the learners is defined as a negotiator. Thus, the students are expected to interact with their classmates instead of interacting with the teacher because it is a

learner-centered approach. So, students participate in classroom activities which entail cooperative rather than individualistic learning and they are also responsible for the process of learning a language.

2.6. Strategies for Better Classroom Interaction

Teaching and learning process between teacher and student in the classroom need a method and strategy. Teachers should apply strategy to make student enjoy and active in teaching learning process. Thus; to have better interaction in the classroom, teachers' should focus on some important strategies that reinforce it. some of them are discussed in the following sub sections

2.6.1. Teacher's Questioning Strategy

One of the ways that can be used in creating a good classroom interaction is through teachers' ability to manage questions. Ability to manage questions may also be called questioning strategies. Teachers should prepare effective questions that are able to make students interested in responding. To elicit students' responses and encourage their participation in class, questions are frequently used by teachers to stimulate them. Teaching learning process will be effective when there are interactions between the teacher and students.

Questioning has been recognized as the equipment of classroom teachers and profound to prominent teaching. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom. Questions are the most common form of interaction between teachers and students in classroom teaching and learning process. By responding to teachers questions, students can know and also apply directly how the language really works. Teachers' questioning is the skill frequently used, more powerful to create the talk move (Boyd, 2015). Questioning is usually found when language teachers apply communicative language teaching method.

Regarding this strategy, the researcher argues that teacher's questioning strategies must be viewed and applied because teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an

effective process of teaching and learning. It must be applied in a good way as a teaching device in teaching learning interaction. It required knowledge of type's questions, strategies, and the art of questioning skill.

2.6.2. Communication Strategies

The term 'communication strategies' was first coined by Selinker (1972) when referring to these mechanisms as one of the five central processes that occur in the learning of a second language also and emphasizing their importance in second language learning. Later, Faerch and Kasper (1984) affirm that there are two types of communicative strategies; achievement strategies which allow learners to have an alternative plan to achieve reaching an original goal using the resources that are available and reduction strategies; and reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying an original message. The main objectives of teachers using this strategy is to emphasize language learning through interaction, language use, peer and group activities, the researcher listed below some communicative techniques;

- Authentic Materials, in which students are introduced to language materials authentic to native speakers of the target language.
- Scrambled Sentences, in which students are given a passage (a text) with sentences in scrambled order and are told to unscramble the sentences so that the sentences are restored to their original order.
- Language Games, in which games are used in order to give students valuable communicative practice.
- Role Play, in which students play different roles in order to give them an opportunity to practice communicating in different social contexts and in different social roles.

Communication strategy allows learners to continue in the conversation, which provides them with opportunities to hear more input and produce new utterances. Consequently, the use of this strategy can have a significant learning effect for EFL learners. For this reason, it should be considered as a subset of learning strategies, which contain both skills for learning a language and applications of them in real communication contexts.

2.6.3. Motivation Strategies

Motivation is considered to be one of the most important factors, which affect the learner's language input and intake. Torrell (1990) said 'there are three things to remember about education. The first one is motivation; the second one is motivation; and the third one is motivation' (p. 411). There are certain teaching strategies that seem to have a strong impact on the motivation of the students' interaction in the classroom.

➤ **Make Competition;** Baloché (2011) states, "Competition has the potential to undermine motivation for learning -especially intrinsic motivation-. Competition tends to create more interest in how one's performance compares to others' than interest in the task itself" (p. 28).

➤ **Build relationship;** some of the necessary elements that build and maintain constructive relationship include trust, be on their side, treat everyone with respect all of the time, be in charge and lead them to achievement, work together, and show you can listen and accept what the student says.

➤ **Pair work** Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc...

➤ **Positive reinforcement** is the presentation of a reward immediately following a desired behavior intended to make that behavior more likely to occur in the future. Conroy (2008) found that teachers can improve their overall classroom environment, in addition to increasing positive interactions with students by effectively implementing positive reinforcement, including rewards.

It is important for teachers to establish a classroom environment where all students feel safe, comfortable, and welcome. Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage students interact. Based on the above strategies, we think that each teacher performs different classroom interaction techniques, but it is possible to talk about different styles depending on the most common and prevailing mode of behavior in the classroom. A teacher and student who have the qualities of good communications,

respect each other in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the. Moreover, the interaction cannot be smooth and successful without the instructor's powerful position.

2.6.4. Classroom Management Strategies

Classroom management is about all strategies and materials that teachers use inside the classroom in order to reduce student's misbehaviour and create a suitable atmosphere that help students develop their learning skills. Emmer and Clement (1983) states that a well-managed classroom is a task oriented; predictable environment where students know what is expected of them and how to succeed. The characteristics of well managed class that are supported by the two researchers are; high level of learners engagement; clear expectation of behaviours for all classroom inhabitants, i.e., teacher and students; and a work- oriented but pleasant and relaxed climate.

Classroom management is the essential teaching skill. Teachers cannot teach and students cannot learn in classroom plagued with disruptions. As stated above, classroom management is about creating inviting and appealing environments for student learning. Therefore, it is important to distinguish between proactive and reactive classroom management strategies. Proactive which is the art and science of transforming a collecting of young people into a cohesive group of learners; it involves teacher use of a range of positive interaction and intervention strategies for managing student behaviour in the classroom. This approach to classroom management has been shown to positively influence student academic achievement, behaviour, and social-emotional well-being, as well as teacher job satisfaction, stress levels, and turnover rate.

On the other hand, reactive classroom management refers to behavior management procedures that are implemented by teachers in response to undesirable student behavior. These strategies, which are intended to immediately terminate problem behavior through the use of aversive consequences, include reprimands (use of disapproving statements), timeouts (placing a student in a non-reinforcing environment for a brief period of time following the occurrence of a problem

behavior), and response cost (a component of a token economy system in which a student loses points, tokens, or privileges for misbehavior (Reinke, 2011)). Some effective reactive strategies include pre-planning alternate activities for students who finish early and become bored, having a redirecting strategy to use with students to switch a bad behavior into a good one, and responding quickly to an upset student or mediating issues between two or more students so that any undesirable behaviors do not escalate.

The teaching of English in Algerian universities has not brought many successful results. Most of the Algerian learners still face problems and the time they devote for the study of this language is not enough. Thus, teachers try to establish supportive, caring, enthusiastic, interpersonal relationships with their students, and collaborative learning arrangements that encourage students minimize anxiety and all the sorts of pressures.

As mentioned earlier, language serves many functions; the first is as a tool of communication. In the classroom, communication is interactional between teacher/student, student/teacher and students/students. It refers to roles played by two sides; namely, the addresser (speaker) and the addressee (listener). While communicating, the speaker and the listener express their thoughts by speech. Teachers use speech to silence students and deprive them of their own words.

2.7. Politeness in EFL classroom interaction

Knowing the principles and strategies of politeness is important in classroom, especially in the process of teaching a foreign language. Moreover, politeness can be employed as an instrument in social interactions. Politeness strategies which are used by teachers and students in classroom interactions can play an important role in the process of learning and teaching.

By considering the politeness strategy and the classroom interaction explained, it is obvious that discussing of politeness as strategy used by the speaker is also important in the classroom interaction. The politeness strategy can be chosen as politeness behavior to the students by teacher or by the students to their teacher as the function of the politeness strategy is to make a good relationship and also to save

hearer face. Commonly, teacher wants to save the students' face in order to make a meaningful teaching and learning process in the classroom.

In teaching, the concept of politeness by Brown and Levinson (1987) provided valuable insights to many instances in teacher-student interactions. Bills (2000) stated that teachers use language not only for classroom delivery process, but also to manage interpersonal relations in a way that the 'face' needs of students will be taken care of. Based on Brown and Levinson's theory of politeness strategies, as stated in the previous chapter, there are four types of polite strategies, but those types are too general to be applied in the classroom interaction. They state that positive and negative strategies are the more appropriate than the other strategies; because both strategies are most frequently used by the teachers in the classroom and most related to classroom interaction.

Citing Chen (2001), Hasan states that politeness becomes more attractive to be discussed because it presents an explanation about speaker linguistic behavior that focuses on a speaker, what the speaker says and how s/he says it. From that theory, teacher becomes the main point to teach students. Students will keep in mind what the teacher instructs. In this situation, teacher must be well known about subject matter which will be given to students. In the L2, learners have two choices to be polite or impolite. They have to present themselves in appropriate ways. It means that in L2, students dispose less attention, if they are not really to understand about the language which is learned, they will do a minimal effort and they make wrong circumstance.

Peng states that "in EFL classroom teachers are highly aware of politeness strategies and often used negative and positive politeness as their strategies in their classroom". The following are examples of Positive politeness and negative politeness in teachers' four activities in classroom (981-991):

Table 2.1

Positive and Negative politeness in teachers' four activities in classroom

Positive politeness	
Instructions	<ul style="list-style-type: none"> - Let's begin our class. - Today we will learn Section A, Unit 2. - Could you please read new words to us? - Who would like to read new words to the class? - Please read carefully and find a synonym of the word

	“disturb”.
Motivation	<ul style="list-style-type: none"> - Would you like to answer this question? - Why don't you translate what you are thinking into English?
Evaluation	<ul style="list-style-type: none"> - You all have done a wonderful job in new words. - Excellent! - Keep working hard and good luck in next time.
Negative politeness	
Instructions	<ul style="list-style-type: none"> - Now please read new words after me. - That's all for new words. Please stop here. - This question is kind of difficult. Please think carefully.
Motivation	<ul style="list-style-type: none"> - Gentlemen please, what is your point of view? - I'm thinking, perhaps, you can have a try.
Evaluation	<ul style="list-style-type: none"> - Well-done, Mr.

Politeness is relevant and important in education, such as in classroom teaching and learning practice. During the teaching and learning process the teacher uses many utterances to communicate with the students which show politeness strategy. Considering the politeness, it is consisted of strategy to make the politeness appropriate in a situation of communication among students and teachers. In a classroom, politeness is needed to be implemented since rudeness creates conflict between teacher and students. The use of either the positive or negative politeness according to the researcher, will determine the degree and the nature of rapport established with the students in the classroom (Bills, 2000).

Hobjil (2012) says “Didactic communication involves the use of positive and negative politeness at all levels (verbal and non-verbal) concerning the interaction between teacher and student.” (p. 213). Politeness can be mainly visible in teachers’ academic instructions, motivation and evaluation of students and classroom management. The following chapter will focus on the verbal realization of politeness in a model classroom. A teacher can use different linguistic means of positive and negative politeness strategies. He can use positive politeness strategies in exaggerating or agreement, by treating students as members of the same group or by showing sympathy for students who have difficulties. On the other hand, negative politeness

strategies could be employed by the teacher to prevent imposition and to avoid threatening the student's negative face by hedging during error correction.

Carniasih (2011) states which are using appropriate politeness strategy will motivate the students. In Other word, students have good spirit when they learn English in classroom. However, he also states that communication in the classroom interaction is influenced by the social distance, where the teacher has more power than students. This explanation will be influenced to the chosen of politeness strategy. In accordance to that situation, Seken (2007) states there are three parameters which are influenced to the chosen of politeness strategy, namely: social distance, power, and imposition. Simultaneously, those parameters will influence to the chosen of the politeness strategy, especially, in the classroom interaction.

As a conclusion, teacher professional role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses threat to students' positive and negative face (Zhang, 2009). In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interact.

2.7.1. Factors Determining Politeness Strategies in Classroom Interaction

Sociolinguists argue that language exists in context, dependent on the speaker who is using it and dependent on where it is being used and why. Speakers mark their personal history and identity in their speech as well as their socio-cultural, economic and geographical coordinates in time and space. So taking a broad approach to the subject of sociolinguistics would mean to include in it everything: from considering 'who speaks', what language, to whom, and when and to what end (Yule: 1997: 115). i.e. the social distribution of linguistic items, to considering how a linguistic variable might relate to the formulation of a specific grammatical rule in a particular language or dialect and, finally, to the processes through which languages change (Wardhaugh 1992).

Both EFL teachers and students should understand the language, social and cultural of the society. They tend to think of politeness just a matter of saying “please” in making request and saying “thank you” when thanking someone. Being linguistically polite involves speaking to people appropriately in the light of their relationship to you (Holmes, 1992:297). The polite linguistic behavior can vary between different participants and across cultures. In some societies their ways of interaction are warm or friendly; in others it is characterized by displaying the self-importance, bragging and showing off (Brown and Levinson, 1987). For example, The Japanese speakers have extremely strong notions about politeness, honor and shame. They try as much as possible not to offend a guest as this can bring shame on one. This extreme politeness culture of the Japanese is reflected in their language for they have many words and inflections marking different degrees of politeness (Troike, 2003).

Brown and Levinson (1987) claim that there are three sociological factors in the choice of communication strategy that influence the assesment of face threatening act; the social distance, the relative power and the absolut ranking of the imposition.

2.7.1.1.The Social Distance

The social distance is a systematic relation between the S and the H; for example with a friend there is not a great social distance ; however, there is with a stranger. It refers to the relationship between the interlocutors, and how well they know each other. Are they related or not, and are they share the same dialect or heritage or not, because individuals that share one or more of these aspects tend to have less distance than those who do not. The higher the status of the speaker in relation to the addressee, the less she/he will need to adopt strategies to minimize any FTA (Mill, 2009). According to Habwe (1999) “In most African societies, whenever distance is expressed between one party and the other, there is a feeling of disunity and hence impoliteness. Any attempt by the speaker to show he is collectively part of the audience is interpreted as polite behavior” (p.173).

Scollon and Scollon (2001,p.53) replicated, to some extent, Brown and Levinson’s (1987) definition of the social distance as a vertical relationship that takes place between participants, it is important not to confuse distance with the difference

in the social power between participants. This is due to the fact that not all hierarchical relationships involve a social distance between participants. For instance, sometimes, two persons have a hierarchical relationship between them because, for example, one is a manager, while the other is an assistant manager, but they know each other well, they meet each other every day, and they work together such that there is no distance between them.

2.7.1.2. The Relative Power

The relative power is an asymmetric relation for example; a friend does not hold the same position of power as does for the president. It refers to the power relationship between two interlocutors. It also includes factors such as: age, status within an organization, gender and ethnicity. Power consists of people that oversee you; such as, a student professor relationship (when talking to a professor in an office you talk to him different than your younger brother, tone of voice, body language, and words would all be different). Thus, the more power an individual has, the more respect that he/ she, receives from his or her surroundings. Then, the speaker will have himself in three types of power relationships. In the first, he would have equal power with the person he is talking to, or he have more power or less power than the person he was talking to the following are examples of the three situations:

1. Less power: when talking to your boss, we might say: "Excuse me, Sorry to bother you, boss, I hate to impose on you, but my car has broken down, and I need to get home to be with my kids. If it's too much trouble, just forget about it". Your request uses redress (negative politeness) to manage the threat to the boss's negative face. It apologizes, gives the boss an easy out, and makes the request indirectly ("I need to get home" rather than "will you give me a ride" or "give me a ride, please").

2. Equal power: when talking to your co-worker, you might say: "Hey Stephanie, my car won't start. Can I get a lift home?" This is less polite than the request to your boss. It uses positive politeness in the form of familiarity ("Hey Stephanie"). But it offers no apology. And it makes the request with conventional indirectness ("Can I get a lift home?"). The request is indirect because it is a question about Stephanie's ability to give you a ride, not about her willingness to do so, but it is

automatically heard as a request. The conventional indirectness makes the request a bit more polite than a direct request.

3. High power: when talking to your subordinate you might say: “Gimme a ride home would you?” or, if you are an imperious boss, “My car won’t start so I’ll be riding home with you”. But even to our subordinates, it’s hard to completely ignore face. The phrase “would you?” is an informal version of “if you please” and it functions as negative politeness by acknowledging that the other person does not have to give you a ride home and that doing so may be an imposition and a threat to their negative face.

Brown and Levison out that evaluation of P will vary across cultures. Gender and age are social groups which are traditionally associated with power in Western society. Gender and age fit the above properties of P, participants will be aware of these differences; the traditional understanding of these social continua is one of the power and privilege between the groups; men more powerful than women and elders more privilege than youth.

2.7.1.3. The Absolute Ranking of Imposition

The absolute ranking of imposition it is a cultural and situational defined ranking of impositions by degree to which they are considered to interfere with agent’s wants of self determination or approval. It refers to the importance or degree of difficulty in the situation the face strategies used; for example, in requests, a large rank of imposition would occur if the speaker was asking for a big favor, whereas a small rank of imposition would exist when the request is small (Leech 1983). In English, High ranks of imposition tend to require more formal and complex language structures. Each one of these factors interacts and relates differently to the politeness of a communicative act. They even carry different weights in different languages and cultures (Fraser 1990). When learning to be pragmatically appropriate, it is important to learn which social factors are most applicable and important to the context in which you are interacting.

The Linguistic Politeness framework further proposes that the power (vertical disparity) and distance (closeness) aspects of the relationship factor into the decision about what strategy to use. When individuals are in a close, egalitarian relationship,

they will use more positive face strategies, or solidarity politeness (Scollon and Scollon 1995:42-43). When 'participants are considered to be equals or near equals but treat each other at a distance', they will use negative face strategies, or deference politeness. When individuals 'recognize and respect the social differences that place one in a super-ordinate position and the other in a subordinate position, they will use a hierarchical politeness system'; the superior will use positive face strategies and the subordinate will use negative face strategies (ibid. 45). The framework considers negative politeness strategies to be less risky than positive politeness strategies because the former do not make assumptions about the hearer's group memberships or interest (Brown and Levinson 1978).

Brown and Levinson put forward the formula ; $W_x = D(S,H) + P(S,H) + R_x$ to calculate the weighing of face threatening act.

- **W_x**: is the value that measure the weighing of FTA.
- **D**: is the value that measure the distance between the S and H.
- **P**: is the power of H over the S.
- **R_x**: is the value that measure the degree of imposition of FTA.

The amount of politeness we choose to use when doing an FTA is influenced by three factors: the power differential between the speaker and hearer, the social distance between speaker and hearer, and the ranking of the face-threateningness of the act. These factors combine to influence the overall weightiness of the FTA, and the general rule is that as weightiness increases so too should politeness. Not only do power, distance, and ranking affect how much politeness the speaker chooses to use, but hearers know this, and as a result hearers can examine the amount of politeness being used and make inferences about the speaker's estimates of power, distance, and ranking.

The connection between politeness and power, distance, and ranking also means that we can use politeness strategically, to manipulate perceptions about relationships and social situations. In this way, language choices create meaning and alter the definitions of identities and situations. And with this insight, we begin to get a glimpse of the true power of language and communication.

A number of researchers on testing these factors have found that Brown and Levinson's way of incorporating them into the model (sociological variables come into play when assessing the seriousness of an FTA) is adequate. For example; Hill in

his study (1986) “universals of linguistic politeness” on a group of Japanese and American students, concluding that Brown and Levinson’s theory explains their findings well. This lends empirical support to the hypothesis of Brown and Levinson that “distance” and “power” are two major elements operating in all sociolinguistic systems of politeness and that the weight or priorities assigned to each will vary from group to group. Moreover, a large number of researchers studying cross-cultural or inter-language pragmatics have used Brown and Levinson’s (1987) model in different contexts to deepen our understanding of the cross-culture differences and politeness strategies. This can show that this theory is applicable to a range of culture.

With regard to EFL classrooms, the researcher suggests that when applying politeness strategies, the teacher should take three other factors into consideration. The first factor is age. It is easier to understand the younger a person is, the less awareness he/she has in term of politeness. The second one is students’ gender. As Lakoff (1975) points out, women’s language represents an overall conventional politeness. The more girls a class has, the higher degree of politeness is supposed to be used. The third is students’ level of English proficiency.

2.7.2. The Importance of Politeness Strategies in the EFL Classroom

Politeness has an inevitable role in human communication. In fact, it is not sufficient to master the phonology, syntax, lexis and morphology as a mark of communicative competence. The basic discourse rules or conversational routines of any language are highly essential (Akindele, 2007.p, 1). The analysis of the politeness formulas has typically focused on those that are performed regularly in daily life, such as apologies, requests, refusals, compliments and responses to compliments, complaints, gratitude, advice and invitations. Politeness has been known to be relatively difficult to learn because it involves the ability to understand both the language and the social and cultural values of its speech community. Fluent English learners (foreign/second language), who show mastery of English grammar and vocabulary, may not be able to produce socially and culturally appropriate polite language.

Politeness is relevant and important in education, such as in classroom teaching and learning practice. During the teaching and learning process the teacher uses many utterances to communicate with the students which show politeness strategy. Considering the politeness, it is consisted of strategy to make the politeness appropriate in a situation of communication among students and teachers. In a definite community like in classroom, politeness is needed to be implemented since rudeness creates conflict between teacher and students. It means that politeness is used in classroom interaction in order to build good relationship among teachers and students. By considering the politeness strategy in communication among students and teacher, it is obvious that discussing of implication of politeness strategy used by the students and teachers is important in the classroom interaction. The politeness strategy can be chosen as politeness behavior of the students by teacher or by the students to their teacher.

In learning process, there are significant influences of the politeness used at the EFL classroom interaction. In some condition, implying politeness by students and teacher only will make longer distance between teacher and students. It will make the students become not confident and not motivated in learning. Factually, mostly, students were found to be rude in speaking English because of insufficient English competence and lack understanding of politeness. Therefore, it is expected that there will be conditioning of English politeness used by the students to improve their English performance.

Al-Fattah (2010) argued that politeness in classroom is very essential for two main reasons; the first is that by using politeness strategies makes the mood which is established by the teacher in the classroom atmosphere as suitable during the learning process. Thus, it creates an appropriate relation between the teacher and the learner. It is proved that the learner's progress in all the activities is due to the teachers' use of politeness, and this enhances the learner to use politeness strategies as well. The second reason is about the learners' expressing of themselves using polite strategies when interacting in the classroom either with the teacher or the classmates, because, it is a way to establish respectful relationships.

In addition, Peng et al. (2014) observed that the application of politeness skills in the class reduced the teacher-student social distance, making the class interesting and helpful while facilitating the teaching/learning process. They found that although

students knew specific principles and skills of politeness, they failed to use them in classroom interaction and communication. Thus, teachers should attempt to enhance students' communicative competence and give them opportunities to practice and use more English speech acts in their interactions with their classmates.

2.7.3. Teaching Politeness and Pragmatics in EFL classroom

Mastering a foreign language is genuinely a great challenge not only for a student but also for a teacher. Language learners need to be equipped with proper communicative competence to achieve successful communication among the native speakers and users of the target language. Communicative competence involves both language competence as well as pragmatic competence. The former includes vocabulary, pronunciation, word formation, spelling and sentence structure; as for the latter, it refers to the ability to communicate efficiently in the context of the language use, came into the attention of the scholars and teachers. The importance of pragmatic competence can be explained within a language situation; for example in Japan saying, "I am sorry" might be enough of an apology in many situations, whereas in other cultures such as that of Algeria, an explanation for the offense might be required (Bataineh & Bataineh, 2008).

2.7.3.1. Some definitions of Pragmatic competence

The teaching of pragmatics in the language classroom is important because it has been demonstrated that there is a need for it; and because it has proven to be effective (O'Keeffe, Clancy & Adolphs, 2012). Many authors highlight the importance of instruction in pragmatics, which help prevent the consequences of pragmatic failure in a foreign language context. Thus, Pragmatics developed as a branch of linguistics when linguists realized that the structural levels of linguistic enquiry, i.e., phonology, grammar, semantics, were not enough to explain language use. As Yule (1996: 03) says, pragmatics is the study of speaker's meaning. It has, consequently, more to do with the analysis of what people mean by their utterance than what the words or phrase in those utterances might mean by themselves. When doing an interaction or

making an utterance, people should pay attention to the hearer. They have to treat the hearer in appropriate ways.

The target of teaching and learning a foreign language, like English, is customary to give the learners knowledge in using the target language for communication in an appropriate way. Because of that, it is not enough to teach the learners merely grammar skills, but they have to be provided with the cross-cultural competence in using the target language. Linguists believe that mastering high-level skills in grammar does not mean the learners have the equal pragmatic competence.

As for Chomsky (1981), pragmatic competence is defined as the ability to place “language in the institutional settings of its use, relating intentions and purposes to the linguistic means at hand.” (p. 225). Chomsky distinguishes pragmatic competence from grammatical competence. Grammatical competence in this instance is limited to knowledge of form and meaning whereas pragmatics is concerned with knowledge of conditions and manner of appropriate use. In other words, it is all about communicating appropriately in context so is the main issue for EFL learners. More recently, pragmatic competence is considered to be “an understanding of the relationship between form and context that enables us, accurately and appropriately, to express and interpret intended meaning” (Murray, 2010, p. 293).

It is important, at this point, to differentiate communicative competence from pragmatic competence. While the former has a broader scope and involves capacity to participate in communicative situations. The latter, differently, is not only this capacity, but also the appropriateness of what is said by the speaker according to the context. Therefore, pragmatic competence is a much more specific concept. It involves linguistic competence, communicative competence and also a notion of how the context is built and what it demands from the participants. Participants, status, age, situation, and other features make part of the context of a communicative situation.

2.7.3.2. Politeness and Pragmatic competence

The teaching of pragmatics has proven to be effective in the context of the classroom, especially in an EFL one. Learning a second language involves a lot more than simply learning its vocabulary and grammar rules. Thus, being proficient in a foreign language hinges on knowledge of the system governing communication rules.

Regarding the entire process of language instruction, the issue of how to develop more effective communication skills is overshadowing the practice of teaching advanced-level learners how to be polite, in which politeness represents a normative and/or social signifier.

Many students are surprised when they realize that, in spite of having a perfect dominion of the English grammar rules, they have difficulties at interpersonal level when establishing a conversation with native speakers. Thus, pragmatics constitutes a fundamental element of their language ability. However, EFL teachers often overlook pragmatics, due to the difficulty of its teaching, and instead focus on the grammatical aspects of language. The resulting lack of pragmatic competence on the part of EFL students can lead to pragmatic failure and, more importantly, to a complete communication breakdown. Among many subjects within the field of pragmatics one stands out as maybe one of the most important in teaching was politeness. Theorists such as Brown and Levinson, Lakoff and Leech were pioneers on the matter. Thomas (1995, p. 90) stated “politeness in pragmatics are not concerned with whether or not speakers are genuinely motivated by a desire to be nice to one another; instead we observed what is said and the effect of what is said on the hearer”

Is it generally agreed that if the learners needs to be pragmatically competent, they will have to be able to execute speech acts such as openings and ending conversations, apologizing, complementing, requesting and so forth. For this reason there is a serious connection between speech act and pragmatic competence. In this regard, Vitale (2016:31) states that: “the evidence of a speech act’s role in pragmatic competence can be reflected in its communicative nature. This is because the socio-cultural context of an utterance determines the actual grammatical, semantic, and pragmatic entities of the speech act”. Pragmatics determines our choices of wording and our interpretation of language in different situation. For example the awareness of how we modify conversation when addressing different types of listeners. A speech act such as, (help me bring this, ok?” is more likely to be uttered to your close friend, while “Excuse me, would you like to help me?” is uttered to a person that is older than you. Such speech acts called as knowledge of pragmatics. Pragmatics concerns with some fields and politeness is one of them. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific

contexts, knowing what to say, how to say, when to say and how to be with other people (Yule, 1996).

As a conclusion, mastering linguistics competence is not enough without developing pragmatic competence. Therefore, EFL learners should have capacity identifying the differences of both cultures to avoid pragmatic failure. Pragmatic competence apparently involved not only speech acts but is how to apply the politeness strategy in different context situation. According to Rueda (2006), teaching pragmatics should provide students with linguistic tools that help them learn and understand language in an appropriate way. Therefore, the concern of teachers should be to devise activities that help students learn the typical ways to express language functions appropriately. Teachers must be in a position to raise EFL learners' awareness as to the use of linguistic and strategic options available to them in various situations.

2.7.3.3. Politeness Structure Guide for Foreign English Students

In order to express politeness, some structures are to be used frequently, they are politeness markers added to utterances to show respect and good relationships. House and Kasper (1981) suggested the following structural categories that are frequently used to represent politeness; their framework consists of eleven (11) markers that could be used to signal politeness they include;

1. Politeness markers; which are expressions added to an utterance to reveal deference or a request for cooperation. The most widely used examples are 'please' and 'if you wouldn't mind.' I was wondering whether..., I was thinking you might...'

2. Play-downs, which are devices used to reduce the perlocutionary effect which an utterance may have on the addressee. Examples include the use of past tense (e.g. 'I wondered if'), progressive aspect with past tense (e.g. 'I was wondering if'), an interrogative with a modal verb (e.g. 'I was thinking you might'), and a negative interrogative with a modal verb (e.g. 'wouldn't it be a good idea if').

3. Consultative devices, which are structures which ask for a cooperative action by the addressee and involve him/her (e.g. 'would you mind ...,' 'could you ...').

4. Hedges, which are devices used to leave an utterance open for the addressee to impose her/his own intent by not giving an exact propositional content to the utterance (e.g. ‘kind of,’ ‘sort of,’ ‘somehow’).

5. Understaters, which are used as a means of under representing the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself (e.g. ‘a bit, a little bit, a second’).

6. Downtoners, which modulate the impact of the speaker’s utterance (e.g. ‘just, simply, possibly’).

7. Committers, which are devices employed to lower the extent to which the speaker commits her/himself to the propositional content of the utterance (e.g. ‘I think, I believe’).

8. Forewarning, which are used by the speaker to make a meta comment on an FTA using different kinds of structures or to flout a widely accepted principle (e.g. ‘far be it for me to criticize, but ...’).

9. Hesitators, which are used to fill pauses with non-lexical phonetic material (e.g. ‘er,’ ‘uhh,’ ‘ah’).

10. Scope-staters, which are devices used by the speaker to state a subjective opinion about what is being said (e.g. ‘I’m afraid you’re in my seat,’ ‘I’m disappointed that you couldn’t’).

11. Agent avoiders, which are structures used to avoid talking about the agent of an action and so deflecting the criticism from the addressee to some generalized agent by using passive structures or sentences like ‘people don’t do X.’

Knowing the principles and strategies of politeness is important in classroom, especially in the process of teaching a foreign language. Moreover, politeness can be employed as an instrument in social interactions. Politeness strategies which are used by teachers and students in classroom interactions can play an important role in the process of learning and teaching. Referring to politeness, a teacher as a good figure needs to behave politely in social interaction. Particular in classroom language teaching, a teacher emphasizes to show politeness to the students since their main responsibility is educating them.

2.8. Related studies on Politeness and classroom interaction

Politeness has been studied since the 1960s from the perspectives of many scientific fields; psychology, philosophy, sociology, ethno-methodology, social anthropology and linguistics. There has been quite a lot of research conducted in the field of linguistic politeness. According to Fraser (2005), after the publication of Brown and Levinson's politeness theory in 1987 there has been a great amount of books and articles on this field of research. Furthermore, Fraser (*ibid*) states that there are over 900 publications in the field of research. In addition, a quite substantial amount of authors has made different theories and models about linguistic politeness (Lakoff, 1975). Due to the extremely large amount of publications in this field of study, it would be quite impossible to present all the research that has been conducted in this area, thus, the researcher shall introduce several studies about politeness strategies and its relation to classroom interaction.

2.8.1. The Western Studies

Early works on politeness focused on the context of teacher's politeness, there are studies dating back from 1989, such as the one from Jane (2010) which investigated primary teachers' use of politeness strategies. In her study, Jiang identified teacher's usage of all four strategies of Brown and Levinson, with positive politeness being the most used (p. 654). She concluded her by saying that politeness positively influences classroom communication and atmosphere, and the teacher student relationship. Jiang's work and method of analysis inspired several other researchers to adopt it in their own studies.

Another two others studies that analyzed the teacher talks in the same way as Jiang did in her study. That is of Peng, Xie and Cai's (2014) study and Sülü (2015) study. The first study was conducted in the Chinese context. In their study, Peng et al. (2014) found that the teacher used both positive politeness and negative politeness; however, similarly to Jiang's findings, the teacher preferred using positive politeness (p. 114). Furthermore, they also suggest that the teacher's use of politeness strategies benefits the teacher-student interaction and classroom atmosphere.

The third study investigated the use of politeness strategies by an American EFL teacher in the Turkish context. In her study, Sülü (2015) discovered that the teacher used bald on-record, positive and negative politeness. However, instead of positive politeness, the teacher used mostly imperative sentences, i.e. bald on-record (p. 220). Similarly to previous studies, Sülü (2015) concluded that politeness promotes the mutual understanding and harmonious relationship between teacher and students and contributes to the effective interaction and friendly, lively atmosphere in an EFL classroom.

In Japan, Kawai (2013) conducted a study of the relationship between the applications of the theory of politeness to English education. The theoretical basis used in the research is the theory of politeness strategy (Brown, Levinson, 1987). The researcher applied the mixed method to collect data. In summary, it is concluded that the low English language proficiency of Japanese students is caused by a lack of understanding of the theory of politeness. Furthermore, the results of the analysis of English textbooks conducted by the researcher, and the results of the interview with students, indicate a correlation between the lack of perspectives on politeness and the hesitancy to master cross-cultural communication.

In her (2013) study, Šubertová investigated the difference between Czech and American EFL teachers' use of politeness strategies. Even though there were differences in the overall usage of strategies, she found that both native and non-native teachers used positive politeness and negative politeness, and that they both preferred using positive politeness. In line with all of the previously mentioned studies, Šubertová (2013) also suggests that teacher's politeness strategies positively influence classroom atmosphere and the teaching and learning process (p. 60).

2.8.2. The Non- Western Studies

Several studies have been conducted to examine students' politeness strategies in foreign language education settings. Adel, Davoudi, and Ramezanzadeh (2016) conducted research to investigate politeness strategies used by Iranian EFL learners in a class blog. Adopting Brown and Levinson's politeness strategies framework, the study analyzed fourteen English translation students at Payam-e-Noor University in a class blog responses to their teachers and peers. The results showed that learners prefer

the use positive strategies as signs of a psychologically close relationship, reciprocity and friendship in a group. Thus, the use of politeness strategies while interacting with peers and instructors shortens social distance and makes the learning activity more interesting.

Another conducted Iranian study was that of Monsefi and Hadidi (2015). Although the focus of their study was on the differences between male and female teachers' use of politeness strategies, they also found that the teachers used bald on-record, positive politeness and negative politeness in their lessons (Monsefi and Hadidi 2015, 11). Furthermore, they also found that teachers preferred using positive politeness and that politeness has an overall positive effect on the EFL classroom and the teacher-student relationship.

Jebahi (2011) examined the use of the speech act of apology by Tunisian university students. A hundred students whose mother tongue was Tunisian Arabic were randomly selected for the study. Discourse completion test (DCT) was used to elicit apology strategies by the subjects. The findings suggested that Tunisian university students used statement of remorse most in three main situations where the offended is: a close friend, old in age and having the power to affect the offender's future.

Several researchers have also studied the politeness used by teachers in the context of education in Indonesia. Kurniawati (2012), in her research, used the qualitative descriptive method, collected data with conversation analysis technique, recording technique and noting technique. Data analysis used a pragmatic matching method, based on the indicators of linguistic politeness according to the theory proposed by Leech (1983). The result shows that the number of adherence of the politeness principle that occurs in class discussion activities is greater than the deviation. This is evidenced by data showing that the numbers of compliance of politeness principle in class discussion activities are 190 utterances, while the numbers of the deviation are 54 utterances.

Moini (2016) carried out research in the implementation of politeness strategies used in text-messaging. The study investigated if there was significant difference between male and female EFL students, in their use of positive and negative strategies when sending text messages to their university professor. To this end, a total of three hundred Persian and English written text messages were analyzed. Findings of the

study found positive evidence in that male and female students employed all politeness strategies offered by Brown and Levinson (1987) to maintain politeness to their professor. However, there was no significant difference between the two groups and there was no significant difference between the use of positive and negative strategies in the text messages as well.

Considering such previous studies, it is believed that the application of the politeness principle in teaching can have a positive effect on students in classroom interactions. Therefore, the researcher conducted a similar study on the scope of the politeness principle used by an EFL students and teachers in Algerian University class interaction with applying the theory of politeness strategies proposed by Brown and Levinson (1987).

2.9. Conclusion

Teaching English at Tiaret University aims first at communication as the major goal. Many language teachers were concerned with developing a communication approach to language pedagogy. They believe that language is better viewed in its social context, because speech varies from one situation to another. They prefer the communicative approach because it gives the learners the ability of using and producing meaningful and purposeful utterances situation. Teacher professional role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses threat to students' positive and negative face. In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interact. The aim of the current chapter was to presents an overview about EFL classroom interaction with primary focus on the use and the importance of politeness in the Algerian university. In the next chapter, we are going to deal with the research design and methodology including the procedures used for data collection and data analysis.

Chapter Three
Research Design
and Methodology

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Chapter Three

Research Design and Methodology

3.1. Introduction

It is obvious that we need methodology without which the objective we aim to achieve would become impossible. According to Mouton & Marais (1996), the research methodology focuses on the manner in which the research was planned, structured and executed in order to comply with scientific criteria. Methodology therefore assists in explaining the nature of the data, and highlights the methods employed that will lead to the generation of appropriate conclusions through applicable data processing. Thus, the aim of this research is to investigate the polite strategies used by English as a foreign language learners'. This chapter will present the methodology and provide information about the subjects who participated in the study, the settings in which the study was carried out, and the linguistic landscape of the study settings. In addition, in the present work, three research instruments are used and the methodology of each one are explained. The data gathered in this chapter are analyzed both qualitatively and quantitatively. Finally, the main results drawn from this research are summarized and related to the research question put by the researcher to check its validity.

3.2. Research Design

Any research is required to look for the answer relate with problem which want to be solved. In research, the researcher must have design to make easy in analyzing the data. Research design is defined as “a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner” (De Vos & Fouche, 1998, p. 76). In particular, the details of research design for the current study is illustrated in Figure below:

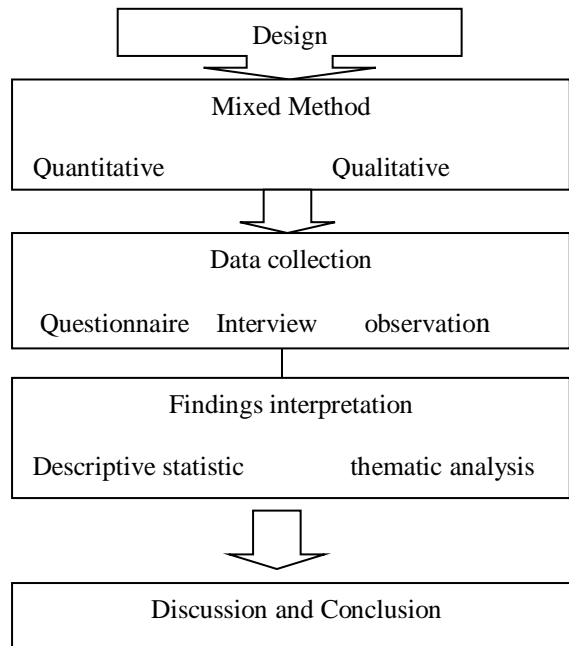


Figure 3.1 Research Design

The figure 3.1 shows the research design of this study. The mixed method was used by administrating a questionnaire, an interview and an observation as research instruments in order to collect quantitative and qualitative data respectively. As a result the research format used in an investigation should be seen as a tool to answer the research question. Thus, the study addressed the following questions;

- ✓ Do EFL male and female students have different conversational use of positive and negative politeness, while apologizing, requesting and disagreeing?
- ✓ Do gender and level of education affect the EFL students' way of perceiving politeness in classroom?
- ✓ How can EFL teachers' perceptions about politeness be explained?
- ✓ Is there any difference between EFL male/ female teachers in adapting Positive and negative politeness strategy in the Algerian classroom and which strategy is mostly used?

To answer these questions both quantitative (statistical) and qualitative (analytical) methods were used in this research.

3.2.1. Qualitative Research vs. Quantitative Research

Strauss and Corbin (1990) stated that, by the term 'qualitative research', we mean any type of research that produces findings not arrived at by statistical procedures or other means

of quantification. It can refer to research about persons' lives, lived experiences, behaviours, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations. This means that qualitative research is not statistical and it incorporates multiple realities.

Quantitative research or “numbering crunching” relies on techniques that apply to numerical data (Neuman, 2000). To illustrate the meaning of quantitative research for its use of explaining social problems, Bogdan and Biklen (1998, p. 4) note:

“Charts and graphs illustrate the results of the research, and commentators employ words such as ‘variables’, ‘populations’ and ‘result’ as part of their daily vocabulary...even if we do not always know just what all of the terms mean...[but] we know that this is part of the process of doing research. Research, then as it comes to be known publicly, is a synonym for quantitative research”.

The difference between the two methods is explicit. Qualitative methods are concerned with describing without the aid of numerical data, while quantitative analysis attempts to quantify results based on numbers. We would like to define the research paradigm for this study. In research qualitative and quantitative are the basic, which differ as follows:

Table 3.1.

The Distinction between Qualitative and Quantitative Research. Hussey (1997, p.54)

Quantitative Research	Qualitative Research
Tends to produce quantitative data.	Tends to produce qualitative data.
Uses large samples.	Uses small samples.
Data is highly specific and precise.	Data is rich and subjective.
The location is artificial.	The location is natural.
Reliability is high.	Reliability is low.
Generalizes from sample to population.	Generalizes from one setting to another.
Validity is low.	Validity is high.

To conclude, these two methods are used together as an effort to provide a complementary view of what is actually happening in the Algerian EFL students' classroom at Ibn Khaldoun University when come to produce expressions related to politeness. Neither

quantitative nor qualitative methods in isolation would describe in depth what is really taking place in the context of the present study. The current research further chooses to include qualitative aspects to confirm the quantitative findings and provide deeper understanding.

3.2.2. Mixed method

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. Anderson and Poole states that it is sometimes desirable to combine qualitative and quantitative research to maximize the theoretical implications of research and findings (1994: p.29). The characteristics of a mixed method include the following:

1. Collecting and analyzing both quantitative (closed-ended) and qualitative (open-ended) data.
2. Using rigorous procedures in collecting and analyzing data appropriate to each method’s tradition, such as ensuring the appropriate sample size for quantitative and qualitative analysis.
3. Integrating the data during data collection, analysis, or discussion.
4. Using procedures that implement qualitative and quantitative components either concurrently or sequentially, with the same sample or with different samples.

The present research aims to accomplish the "triangulation" through the use of: classroom observation, questionnaires and interview. Hence, triangulation as key parameter within the present study refers to "the use of multiple data-gathering techniques (usually three) to investigate the same phenomenon" (Berg, 2001, p. 05). This is interpreted as a means of mutual confirmation of measures and validation of findings. The purpose of using more than one instrument of research is to gather information from diverse sources and study the problem from different angles.

3.2.3. Triangulation

Since any one source of information is likely to be incomplete or partial, a triangular approach is advisable (Richard, 2001) by multiplying data sources. A combination of data source is likely to be necessary in most evaluations, because often no one source can describe adequately such diversity to features as is found in educational setting and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people (Weir and Robert, 1993).

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. The following figure explains the methodological procedures used in this investigation.

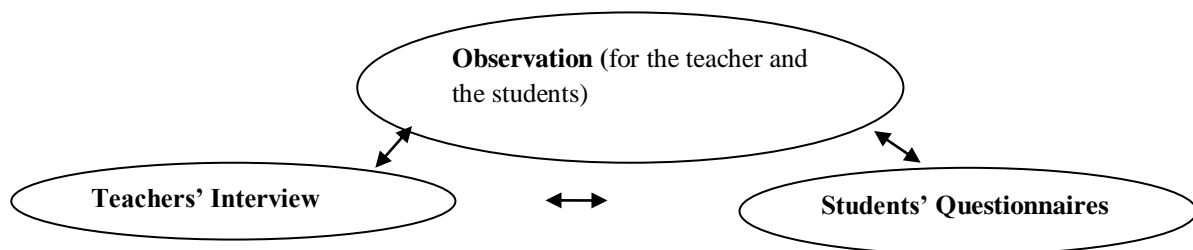


Figure 3.2 the Methodological Procedures

The use of triangulation in some studies can be beneficial where a single method would be inadequate. According to Morse (1994) triangulation can often give a more complete understanding of the phenomenon and increase confidence in the results and overcoming investigator bias (Roberts & Taylor, 1998). It can also allow for expert analysis of data that may not occur with one investigator, as few researchers are adept at more than one type of analysis (Creswell, 2003).

These benefits largely result from the diversity and quantity of data that can be used for analysis. Thus, using interviews as well as questionnaires added a depth to the results that would not have been possible using a single-strategy study, thereby increasing the validity and utility of the findings.

However, Triangulation can cause confusion for a researcher when used simultaneously; some reasons for this could include the large amount of data that is generated and investigator bias towards one particular method. It can be also time-consuming; thus, collecting more data requires greater planning and organization resources that are not always available.

Finally, if a researcher gets contradictory data from two different sources it can be difficult - if not impossible - to disentangle "truth" from "falsity": if the researcher receives two opposing accounts of the same thing, which account is true? And more importantly, how can they tell? This can raise serious reliability and validity issues.

3.3. Population and Sample Size

According to Burns and Grove (1993: p.779), a population is defined as ‘all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study’. However, the study of the whole population is not possible. Sampling, in such a case, is an indispensable technique of behavioural research; the research work cannot be undertaken without the use of sampling. The study of the total population is not possible and it is also impracticable. Yogesh (1981) defined sampling as “the process of selecting the fractional part of the respondents” (p.81). The target population in this study were EFL teachers and learners of both sexes from the department of Foreign Languages (English Section) at Tiaret University. They were selected randomly to respond to the research instruments addressed to them. However, from this large population, the researcher has dragged a sample population of (05) teachers and (322) students.

3.3.1. Sample Size

The sample population in this research was selected randomly which means that the whole population had the chance of being selected to participate in this research work.

The choice of the sample size plays a critical role in determining the trustworthiness of any study, because if the sample is small; it cannot represent the population, and the results cannot be generalized (Lodico, 2006). However, Cohen (2007,p.101) claim that “Generally speaking, the larger the sample the better, as this not only gives greater reliability, but also

enables more sophisticated statistics to be used". He advocates that as a general rule, sample sizes should be large where:

- ✓ There are many variables
- ✓ Only small differences or small relationships are expected or predicted
- ✓ The sample will be broken down into subgroups
- ✓ The sample is heterogeneous in terms of the variables under study
- ✓ Reliable measures of the dependent variable are unavailable.

In this study, there are (1648) EFL students in English Department of Tiaret University. The overall sample size are (322) from the fifth levels of bachelor and master EFL students. For teachers' respondents, five (05) teachers are taken in the study. In measuring the number of sample in this study, the researcher uses Slovin's formula¹. This formula uses to determining the number of sample from this population.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = number of samples

N = total population

e = margin of error

The sample of this study is 1648 students. Here is the slovin's formula for measuring the sample in this research:

$$n = \frac{1648}{1 + (1648)(0.05)^2}$$

$$n = \frac{1648}{5.12}$$

$$n = 321.875 \text{ approx } 322$$

3.3.2. Participants

For enhancing the representativeness of our data and the generalizability of our findings, we have chosen to analyze teachers'- students' interaction and vice versa during their classroom interaction.

¹Slovin's formula is random sampling techniques used to calculate an appropriate sample size from a population. Read more: http://wiki.answers.com/Q/What_is_sloven_formula#ixzz1D0JKEdXW

1. Teachers

The sample deals with five (05) EFL non- native teachers (three males and two females). Their ages range between thirty one to fifty- seven. The fifth teachers, to whom the interview was addressed, are selected as stratified sampling, they work at Ibn Khaldoun University in Tiaret, some teachers have doctorate degree in English and others have magister degree. Their teaching experience ranges from eight to twelve years. They are from various Wilayas across Algeria. They are requested in this study in an attempt to elicit pieces of information about their perspectives to the use of politeness and how they deal with it in their everyday lessons along with their students.

Teachers are selected randomly regardless their age, gender or experience in teaching the English language, they are included in this study according to the rationale of gaining more accurate and relevant data because of their everyday direct contact with the students. Also, they can provide us with more additional guidance and pieces of advice to ensure the appropriateness of the research management.

2. Students

The participants of this study are 322 students of Ibn Khaldoun University, who are selected randomly from the first, second, and third year Bachelor classes and first and second year master at the faculty of foreign languages. Concerning bachelor, the total number of students are 1196 they come from literary and scientific streams as well as a number of transfer students from other department. In addition, Master students were those who were specialized in the field of didactics and linguistics studies, their total number are 452. The age of participants ranged from eighteen 18 to 42. The students are chosen according to a random selection from different classes and they expressed their willingness to respond to the questionnaire. It is worth noting at this stage that the common core, didactics or linguistics classes, has the same English syllabus with different time load. The total number of students participated in this study, is divided as follows:

Table 3.3.

The Division of the Students' Number

Year	Grades	Population size	Sample size (n)	Gender	
				male	Female
1 st	bachelor	570	80	39	41
2 nd	bachelor	339	56	24	32
3 rd	bachelor	287	64	29	35
1 st	Master	343	60	24	36
2 nd	Master	109	62	28	34
Total		1648	322	144	178

3.3.3. Setting

In this study, the research is conducted at Ibn Khaldoun University in Tiaret and exactly at English department. The latter was integrated into existence in 2012, starting with a few numbers of teachers and students. On the first semester of the academic year of 2018/2019, English department has twenty- eight 28 classes which each of classes consists of 47/50 students. In bachelor grade, there were twenty- four 24 classes; ten 10 for the first year, eight 08 for the second, and six 06 for the third. In master grade, concerning the first and second year, there are two 02 classes of didactic, and the same with civilization classes. Moreover, all the classes are participating in this research.

3.4. Survey instruments

The research data obtained from two main sources, namely questionnaires and interviews which are often used in mixed method studies to generate confirmatory results despite differences in methods of data collection, analysis, and interpretation. Student's questionnaire is designed to study the positive and negative politeness forms that EFL students may use, while the aim of the interview questions were to find out the different

perspectives of EFL teachers towards the importance of applying and teaching politeness strategies in classroom interaction.

However, it is not enough to draw conclusions from teachers and students' self-reported data, thus; the classroom observation of their actual behavior is necessary when seeking and utilizing information. The objective of classroom observation was to identify the types of politeness strategies which are used by EFL teacher to find out the politeness strategies which are dominantly used in EFL classroom interaction. The observation was done a week before the questionnaire and the interview, but it was analysed as the last tool. The aim of changing the order while analyzing, is to see if there are any discrepancies between what is said by teachers and students and what is done and observed in classroom interaction.

Thus, as mentioned above, three main instruments were utilized along this study: the questionnaire instrument, the interview, and classroom observation. Their adequacy to the study lies in their capacity to bring about a richness of both qualitative and quantitative data, their reliability, and validity.

3.4.1. Questionnaire

First and foremost, the main aim behind the use of the questionnaire is to reach a vast amount of data. The questionnaire is a research instrument that researchers use for the collection of data; it is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers (Bell 1999). While authors such as Kervin (1999) offer a very narrow definition of questionnaires (whereby the person answering the questions actually records his or her own answers), deVaus (1996) sees a questionnaire in a much wider context (namely as a technique in which various persons are asked to answer the same set of questions).

The researcher believes that questionnaires are useful to obtain a large amount of opinion, quickly and cheaply. Although, if other researchers want to understand more about a particular topic or understand the meaning and feelings of the participants, with a more in-depth, informative response, then they will use interviews or participant observation, to involve themselves in the research and to be able to have a full conversation, face-to-face, with the participant themselves. As mentioned above, questionnaire is an important research

instrument that enables the researcher to collect information in a short time. In short; there are three types of questions used in this questionnaire:

✓ **Numeric Questions:** these questions are used to gain background information of the participants (students) such as age, gender and level of education.

✓ **Close -ended Questions:** which are mostly used in this questionnaire, are questions that ask respondents to choose from pre-determined answers, and they require answers with 'yes' or 'no'. In multiple choice questions, we give some possible answers for the participants; so that they can choose freely. In addition to this type, we have used follow-up questions in the form of clarification such as "please specify" or "justify your answer"; this type of questions helps obtaining clear and complete responses to open questions so that, the number of ambiguous responses is reduced. Both close-ended questions and multiple choice questions provide quantitative data.

✓ **Likert Scale:** it is commonly used to measure attitude providing a range of responses to a given question or statement. In Likert scale the respondent is presented with a set of attitude statements on a scale ranging from polite, partially polite and impolite. Briefly, the use of Likert Scale Answering a questionnaire is not a simple task, but rather a series of processes which involves judgments based on several cognitive decisions by the respondent. To simplify this process and to reduce the involvement of linguistic knowledge in this study, the Likert scale is employed.

✓ **Open -ended Questions:** are questions that allowed respondents to answer in their own words. The aim of using this type of question is to determine the responders' opinions towards the subject under study. Even though, open ended questionnaire items remain important because they can be scored rapidly, providing quick feedback to students. Also, they are efficient when assessing large numbers of students over broad content. Their answers difficult to analyze and interpret as compared to the close-ended answers that brings uniformity in the data.

3.4.1.1. The General Description of the Questionnaires

Student's questionnaire is designed to study the positive and negative politeness forms that first, second, third and master years LMD students may use. The questionnaire has been distributed to the participants of this study in their lecturing rooms. The questionnaire was designed to be answered within twenty-five minutes. It took about five minutes to explain

the intention of the study and the instruction of how to do the task. This questionnaire consists of forty seven (47) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

✓ **Section One: General Information**

In this section, the students are asked to specify their age range (Q1), which may help us determine whether old and young students have the same views and strategies about positive and negative politeness. As far as gender is concerned, (Q2) we expected to have different strategies from male and female students. Question (Q3) is about the difference and similarities between students based on level of education.

✓ **Section two: Students’ views on Politeness at classroom**

This section’s main focus is to explore the students’ perspectives of politeness practices at Ibn Khaldoun University of Tiaret, the students are asked about both the important roles of practicing politeness in the class, and about the ways to show or express politeness by either teachers or students interaction. In (questions four to eight) students are asked to express their opinions what does the word polite mean to them and what are the ways to express polite behaviour in classroom interaction. The aim of (questions nine to thirteen) is to know students’ attitude towards learning politeness strategies in classroom interaction. The students are also submitted to express their opinions and attitude towards the teaching polite strategies used by their teachers in classroom. The results from the questionnaire are used to describe the students’ responses.

✓ **Section three: The Influences of Social Variables and Gender on Students’ Politeness Strategies.**

This section is divided into two parts, 1) Student/ teacher interaction, and 2) Student/ student interaction. This section aims to investigate the differences and similarities in the ways males and females students use politeness strategies in communicating their male and female teachers. In addition, the study investigates the differences between the male-male, female-female, and female-male students’ communication in EFL classroom interaction.

For this purpose, completion test (DCT) is used as an instrument to examine the use of positive and negative politeness of EFL learners inside the classroom in relation to the appropriate production of the speech acts of apology, request and disagreement within their teachers. The test consists of scripted situations of everyday life. Each item is composed of a

short description of a scenario besides, sometimes, the beginning of a dialogue. In all situations, the student is placed as the character, so that s/he could react to them in a more realistic way.

The test contains twelve situations; the first two situations elicit apologies, the third and the fourth to asking for something or request, while the fifth and the sixth are devoted to disagreement. To avoid biasing the participant's responses, the word "apology", "requesting" and "disagree" were not mentioned throughout the content of the questionnaire. The participants should respond to the same gender and the cross-gender in order to examine the relationship between politeness behaviours of the speakers and the social distance of the listener. DCT for every speech act, were designed to take Brown and Levinson's (1987) social variables (i.e., power and social distance) into consideration. Power has three status of high, and equal; social distance involves strange and intimate relations.

3.4.1.2. The discourse completion test (DCT)

The instrument used in this study is a discourse completion test (DCT) originally developed for comparing different speech act realization patterns. DCT discourse completion test which is an open questionnaire providing scenarios and a classic dialog completion task. As Kasper and Dahl (1991) defined, was "written questionnaires including a number of brief situational descriptions followed by a short dialogue with an empty slot for the speech act under study" (p.221).

DCT can have two forms. One consists of prompt (description of the situation) and space for response and this is the type used for this study. The other, contains a prompt, space for writing responses (or more than one space) with rejoinder(s). Both types can be represented, respectively, as follows: 1 (from this study) and 2 (used in Blum-Kulka, 1982, as cited in Cohen 1996, p. 390).

1. You teacher wants to teach your class an additional hour, which is interrupting with another course, you refuse to come. What would you say to him?

.....

4. You arranged to meet a friend in order to study together for an exam. You arrived half an hour late for the meeting.

Friend (annoyed): I've been waiting at least half an hour for you!

You:

Friend: Well, I was standing here waiting. I could have been doing something else.

You:

Friend: Still it's pretty annoying. Try to come on time next time.

This instrument takes into account the role of sociological factors (Brown and Levinson, 1987, p.74): the social distance between the speaker and the hearer (D) and the relative power the hearer has over the speaker (P). These factors are crucial in determining the level of politeness. Therefore, this concept has been used in constructing and formulating the instrument, and also used in analyzing and interpreting the data for this study. The findings/data can tell us whether these factors still affect politeness during interaction between students and teachers or not.

Kasper & Dahl (1992) highlight that the DCT can function as one of the most important data collection instruments in pragmatic research. Pinto (2007) mentioned that this fact was proven by the number of researchers who used DCT in their cross linguistic studies related to non-native and native production of speech acts the table below shows a sample of studies that use DCT as a data collection method in their research:

It can be seen that DCTs instrument have become widely used as elicitation instruments in cross-cultural analysis and they also easily enable the subjects to give naturalistic responses. Additionally, Beebe & Cummings (1996, p. 80) summarize that Discourse Completion Tests are a highly convenient tool in a speech acts performance research as it:

- ✓ Gathering a large amount of data quickly;
- ✓ Creating an initial classification of semantic formulas and strategies that will likely occur in natural speech;
- ✓ Studying the stereotypical, perceived requirements for a socially appropriate response;
- ✓ Gaining insight into social and psychological factors that are likely to affect speech and performance;
- ✓ Ascertaining the canonical shape of speech acts in the minds of speakers of that language.
- ✓ Expressing feelings freely without fear of losing face.

The researcher's DCT questionnaire involves three main situations while requesting, apologizing and disagreeing; those situations are varying according to a number of social variables; the social distance between the speaker and the hearer (close / strange) and the

power between the respondents (High – equal- low), in addition to two important factors that may affect the participants' use of politeness strategies; gender and the level of education. The subjects were politely instructed to fill in with what they would say in each of the three situations.

Section four: students' perceptions toward polite/impolite language and behaviours in the classroom

This part of the questionnaire contains twenty items based on a five-point Likert scale, ranging from polite / partially polite/ impolite. These items are designed to elicit students' perceptions of the use of politeness in EFL language classrooms. The informants are asked to rate statements based on their level of agreement or disagreement to indicate their perceptions towards polite and impolite behaviour. The questionnaire tool has chosen for its well-known features of reliability and validity. Besides, it allows individuals to express their opinions anonymously and confidentially. So, it is likely for them to be honest in their replies. They are, indeed, designed to elicit views of the sample regarding to the teacher-learner interaction, teacher's roles and the use of politeness forms.

3.4.1.3. Validity and Reliability

The main objective in research is to obtain relevant information in most reliable and valid manner. Thus the accuracy and consistency of questionnaire forms a significant aspect of research methodology which is known as validity and reliability.

Validity is the ability of a chosen instrument to measure what it is supposed to measure. Validity in general can be achieved if the collected data and methods are accurate and whether if it reflects the truth and reality and if it covers the decisive questions. Reliability is the extent to which research results would be stable or consistent if the same techniques were used repeatedly. Moreover the way the measuring is conducted and how the information is processed affect the reliability. The role of reliability is to minimize the errors and biases in a study. Reliability can be gained if the results of the studies are consequent and reliable, meaning that the same results should be achieved time after time and that possible variation in results completely depends on variations in the investigated object. In general, validity is about looking at the quality and the acceptability of the research. Validity requires that the instruments used are validated, as the results or conclusions emanate from both the data and

the instruments used (Zohrabi, 2013). Six techniques have been suggested by Zohrabi (2013,p. 252) as tools to ensure validity:

✓ Triangulation: The data collection should include different sources, as gathering data using one technique only may be both questionable and biased.

✓ Member checks: This refers to taking the results and interpretations back to the interviewees to validate that they are an accurate representation of what they said during the interviews.

✓ Long-term observation: Repeating the observations and visiting different classes may help to validate the research.

✓ Peer examination: During this process the research data and findings should be reviewed by the researcher's peers who have an understanding of the subject being studied but who are not part of the research itself.

All of the above have been taken into consideration by the researcher with most of the above-mentioned techniques of questionnaires, interviews and observations being used to avoid unreliable and invalid results. As far as the questionnaire validation are concerned, the researchers sent by e-mail two consent letters and two consent forms to five teachers, who were not included as participants of the study, for checking, correcting, and even suggesting questions. Two experienced English teachers and an Assistant Professor of British civilization at Bechar University; a doctor in the University of Tiaret; and an Associate Professor and head of the Centre for Multilingualism in Education in Yarmouk University in Jordan; and a statistics doctor at Bechar University to check the SPSS analysis. All of them sent back their consent to validation and their notes about a few items in the interview, and questionnaire; giving me the opportunity to correct, reformulate and readjust some questions.

The teachers' questionnaire reliability is tested by using Cronbach Alpha in SPSS. Cronbach alpha is the most commonly used to measure the internal reliability of the scale being used. The reliability coefficient range from 0 to 1, 0 represents the non-reliability of the scale, 1 represents absolute reliability of the scale and more than 0.7 is considered acceptable reliability .i.e., the higher the value of alpha Cronbach the greater the credibility of the data derived from the sample, which can be circulated to the society studied and vice versa.

3.4.2. Interview

We used an interview as the second data collection method. Our choice to use the interview as a method and in particular after the questionnaire can be explained by the following: “If you are carrying out qualitative research that attempts to gauge the beliefs, feelings, opinions, experiences or attitudes of people, effective interviewing is an important skill for you to acquire” (University of the West of England, Bristol 2007). Although the present research study partly aimed at assessing the use of politeness forms in classroom interaction by students; the second goal was to explore their teachers’ perceptions and opinions on this situation. As Morgan (2012, p. 163), points out “the goal of the research must determine the use of the methods.”

The interview is a kind of oral-self report method which attempt to obtain information by asking participants about why and how use a particular language features in a given tasks. This type of instrument refers to specific speech event that is characterized by a question – answer sequence involving two interlocutors; the researcher and the correspondent. Thus, it is a way of collection data by delivering some question to the informants. When preparing for an interview, a number of criteria should be taken into consideration.

- ✓ The interviewer should prepare a method to record data (taking notes, recordings...).

- ✓ S/he should choose a suitable setting with the least distraction if possible in order to let the interviewee express himself/herself freely without any constraints.

- ✓ The interviewer should be confident and allow the interviewee to clarify any doubts about the interview.

- ✓ The researcher should familiarize with the interviewees to make them feel unstressed when speaking.

The researcher think that although interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods “providing in-depth information about participants' inner values and beliefs” (Ho, 2006, p. 11). For instance, using observation as a supplement to interviews would allow researchers investigate participants' external behavior and internal beliefs. Therefore, although it depends on the research questions, I would argue that using more than one data collection instrument would help obtaining richer data and validating the research findings.

3.4.2.1. Types of the interview

The interview is one of the best tools to collect data. In general, there are three main types of interviews: structured, semi-structured and unstructured.

✓ Structured interview: it takes the same form as a questionnaire but it is administered orally. It provides quantitative and qualitative data. It involves the use of a set of questions that are prepared in advance and administered to all the respondents in the same order and formats. In sum, structured interviews are: “designed to elicit the subjects, thoughts, opinions and attitudes about study-related issues” (Berg, 1989, p. 32).

✓ Unstructured interview: It takes the form of general discussion. Since, the researcher explains the topic of the researcher to the interviewer who has to provide his opinions. Thus, it helps to get qualitative data. This type of interview does not follow planned interview questions, but rather selects participants based on their knowledge or role within a particular setting or situation.

✓ Semi-structured interview: It starts with general questions or topics. Furthermore, not all its questions are designed. The point is that most of the questions are created during the interview leading both the interviewer and the interviewee clarify details and discuss issues.

In both unstructured and semi-structured interviews a method of recording the responses is required. This can be by digital recording or note taking (with the informed consent of the interviewee). In either case the interview process is a flexible one, with the emphasis on the answers given by the interviewee. The researcher used unstructured interview as a second instruments to elicit some ideas and information about the main strategies used by learners to get rid of lack of participation as well as to give a kind of credibility for this tentative study.

Advantages of interviews include possibilities of collecting detailed information about research questions. Moreover, in this type of primary data collection researcher has direct control over the flow of process and she has a chance to clarify certain issues during the process if needed. Disadvantages, on the other hand, include longer time requirements and difficulties associated with arranging an appropriate time with perspective sample group members to conduct interviews.

Interview is therefore; very helpful in the way that we can be able to use the data from the interview to approve or reject what is being investigated. The researcher believes that

using interviews in addition to questionnaires, we have followed up ideas, observed responses as well as investigated motives of teachers' feelings and views, which are very difficult to be present in the questionnaires.

3.4.2.2. The design of teachers' interview

The teachers' interview consists of two parts; the first is about their age, gender, place of origin, qualification and years of teaching experience. The second is about the use of politeness's features explored in the theoretical part occurring in their speech in a classroom interaction.

The research interview is designed only for five teachers, because it is "feasible for smaller groups and allow more consistency across responses to be obtained" (Richard, 2001, p. 61). They all took place between November and December 2018. The interviews are structured and each interviewee is asked seven questions based on the research questions of the study. As far as our interview is concerned, we have decided to ask open questions. The time devoted for each discussion varied between twenty to thirty minutes for each. The interview took place in the subjects' usual classroom. We were sitting side -by- side not face to face with interviewees to make the interview more cooperative. In support, Walker (1985) as cited in Nunan (1992) said: "Sitting side -by- side can often result in a more productive interview than sitting face -to- face (sitting side -by- side can convey the message that the interaction is meant to be cooperative rather than confrontational)" (p. 152).

Three of the interviewees are vocally recorded whereas the two others take place rapidly in an open space that only notes are taken. Recording is used with the teachers' permission. The longest interview took exactly 30 minutes; the shortest one needed 20 minutes. The researcher believes that the interview is suitable for the study for two reasons; firstly, it is aimed to generate in depth information from the interview on matters related to use or not to use polite expressions in English foreign language classes. Secondly, it is used as a follow-up to the questionnaire responses. In the present part of the research work, we will analyze the interviews realized with five teachers from Ibn Khaldoun University, among whom three are males and two are females², with different age. As a matter of fact, we have

²During data analysis, the identities of the interviewees are coded to gender (M /F) followed by a number. - For example, M1 refers to « Male interviewee n1 », M2 refers to « Male interviewee n2 »; F 1 refers to « Female interviewee n 1 », F2 refers to « Female interviewee n 2 » and so forth.

selected age and gender according to our issues and hypotheses, as social factors regarded as affecting the use of politeness in classroom interaction.

When constructing our list of open-ended questions, we considered the following points:

- ✓ Ambiguous and technical terms were avoided as much as possible in order not to confuse the participants.
- ✓ Questions where the possible replies are too ambiguous were also avoided.
- ✓ We have made sure that the questions administered to the participants were concerned with the interests of the part of population he would like to get data from.
- ✓ The questions presented to the sample population were clear in meaning.

The list below indicates the questions asked in the interview:

- ✓ **Question 1:** As a teacher, what does the word being polite means to you?
- ✓ **Question 2:** Do you follow a certain strategy while interacting with your students?
- ✓ **Question 3:** In the classroom, what are the most students' impolite behaviors?
- ✓ **Question 4:** How do you behave toward impolite students?
- ✓ **Question 5:** How can you develop positive relationship with your students?
- ✓ **Question 6:** Do you teach politeness strategies to your EFL students in classroom?
- ✓ **Question 7:** Do you think that teaching politeness to EFL students is a need?

Thus, the aim of the above interview questions were to find out the kinds of polite expressions used by teachers in teaching English in the classroom; the importance of politeness in the classroom of English as a foreign language based on teachers' views and which features of politeness explored in the classroom interaction.

3.4.3. Classroom observation

Observation is a technique or a way to get data. Patton (1990,) confirmed that the observation is an essential data collection method in research with qualitative approach. In order to provide accurate and useful data, observation as a scientific method that should be carried out by researchers who have passed the proper exercises, and have made thorough and complete preparations.

Observation was used by the researcher to obtain the valid data by simply watching the participants (teachers and students) during the teaching and learning process taking place. Marshall in Sugiyono (2009) indicates that through observation, the researcher learns

about behaviour and the meaning attached to those behaviours. Thus; it is acknowledged that classroom observation is an efficient instrument that could reveal some information that could be missing through the other instruments. Classroom observation was carried out during the first semester of the academic year 2018-2019. The aim of the observation process was to observe how teachers and students apply polite expression in their speech interaction during English lectures. The information gathered from the observations was used to describe the findings. Participant observation is also viewed as a qualitative method with roots in traditional ethnographic investigations whose principal objective is to aid researchers learn the perspectives undertaken by study populations.

Classroom observation can be either participant or non-participant. The former requires the researcher involvement in the context by interacting with the students and the teacher in a direct way. According to Burns (1999, p. 82) “the researcher becomes a member of the context and participates in its culture and activities”. That is to say that the inquirer can even ask questions and have answers about the behaviours and the practices of both teachers and learners. As for the non-participant observation, the researcher sees, remarks, and records the activities without being verbally involved in context. Indeed, he /she could have a little contact with classroom members (Burns, 1999).

As the researcher is a teacher of English in Tiaret University, it has been easy for her to gain a large amount of data notes from natural interaction or behaviours of teachers or students. The objective of such method is “to understand the so calling dynamic of the community from the perspective of the community itself (Wolfram and Schilling Estes, 1996, p.106). The researcher was the key instruments in this research. She observed utterances produced by teachers and students in the classroom by recording the teaching and the learning process. Besides this, the researcher was helped by using observation sheet, lists and interview interaction between teachers and students. Those instruments are used in order to conduct descriptive study in qualitative research.

The researcher used classroom observation techniques to make the process of searching data more clearly; the techniques are as follow; in the first step, the researcher has observed about the condition of the class, and the way to communicated in the classroom while teaching learning process; then she has made notes to described the situation or activity in the class; in addition; she has recorded the interaction between the teacher and the students during the teaching learning process in the class uses audio recorder; moreover; she has made the transcript of the teacher’s speech through classroom interaction based on the recorder. The last, she has analyzed the transcript of teachers’ speech.

3.4.3.1. Recording

To provide a rich description of the particular setting and interaction there, we go to the participant's world and attempt to learn from them. By using Samsung phone tape-recorder device, the original idea was to record four lessons courses for each grade in Ibn Khaldoun University during second semester to analyze politeness in regular lectures. The phone can be connected to our computer. The data is audio-recorded from English speaking classroom. This analysis focused on the positive and negative politeness strategies used by lecturers in the teaching and learning process. The researcher is concerned with the oral communication of politeness used by teachers. The whole data gathered during three months with this recorder is put in the computer for better listening and analysis. The teachers and the students did not know the topic or any other details related to the thesis.

In conducting observation the researcher only used audio recorder as the observation device, recording was done as a primary source data. The researcher recorded the activity by audio recorder in order of taking data be more specific. It was meant that the researcher only focused on verbal communication just like conversation and expressions that were done by teachers. Wallace (1998, p.22) gives importance to audio-taping, he argues that much interaction can be recorded using a small portable cassette recorder. According to him, small cassette recorder can be very useful since it is intrusive than real time observation; however, students forget the presence of tape recorder after ten or fifteen minutes and interact normally. The researcher prefers to use the audio-recording rather than video-recording. Mackey and Gass (2005:43) argue that video recording is a relatively straightforward tool in laboratories, but in classroom it presents a certain amount of problems ranging from technical issues to ethical issues of how to deal with students if they have not consented to be videotaped.

3.4.3.2. Observation Checklist

In order to achieve the aim of this study, the researcher attended five sessions, this unplanned classroom observation helped with validity, reliability, and authenticity. Nonetheless, honesty and ethics imposed bringing it to teachers' notice, either pre- or post-hand, that attendance outcomes are to feed this study. The researcher comes to the classroom activity when teaching learning process is started. During observation, the researcher takes a

seat at the back to investigate the use of politeness strategies in teacher and students' utterance. Then, the researcher records the conversation between teacher and students during learning process by using a recorder and a well organized plan or scheme in which helps the researcher to stress on a particular points or attitudes that happened during the observation.

The researcher uses a structured classroom observation which is suitable for descriptive research. The observation guide is mostly based on assessing the use of politeness strategies inside the EFL classroom interaction. The classroom observation checklist contains notes through which positive and negative strategies used by all of the five teachers are checked. The following table is the organized plan which has been gathered later on from classroom observation.

Table 3.3

Positive Politeness Checklist

PP strategies	Teacher number I- II- III- IV- V	Used = +	Not used = -	Total
Use in group identity markers				
Seek Agreement				
By using an inclusive "we" form				
Avoid Disagreement				
Joke				
Be optimistic				
Intensify interest to H or direct speech				
Indirect suggestions				
Offer, promise				
Give gifts to H				
Exaggerate				
Notice, attend to H (his interest, wants, needs, goals)				

Table 3.4

Negative Politeness Strategies Checklist

PP strategies	Teacher number I- II- III- IV- V	Used = +	Not used = -	Total
Apologizing				
Being conventionally indirect				
Being pessimistic				
Minimize the imposition				
Using hedges or questions				
Give deference				
Avoid the use of I and You				
Nominalize				
State the FTA as a general rule				

The observation was done a week before the questionnaire and the interview which was conducted to identify which polite strategies (negative/ positive) used by the teachers and the students during the classroom interaction. In doing the observation, the researcher acted as non participant observer. The focus of the observation was the teachers' and the students' talk, which include different speech act strategies such as request, apology, disagreement etc...

3.5. Data Analysis

To guarantee the reliability and validity of the research paper's analysis, a qualitative (descriptive) and a quantitative (statistical) method are used to analyze the results. Questionnaire papers are collected. It was conducted over a period of five days on November 2018. The survey was personally given by the researcher to each class at the beginning of an English lesson (students). We briefly explained the reasons for this study and then we gave students the instructions and made sure they knew the questionnaire was anonymous. The students took about ten to fifteen minutes to complete the survey. The used statistical tools in this study are the frequencies, the sample mean, the coefficient of variation and the standard deviation .All statistical operations were conducted by using IBM SPSS, version 20 for windows seven .Answers to each question are classified into those produced by male students and those produced by female students.

As indicated previously, SPSS version 20 was used to analyze the data and to carry out descriptive statistics and hierarchical multiple regression analyses. SPSS is a computer-based program for data analysis which is used in various businesses and in social sciences around the world. It is a Windows-based program that allows the participants or researchers to enter data and to analyze it while generating tables and graphs at the same time (Mendenhall & Sincich, 2011). SPSS is extremely useful, as it allows a large amount of data to be entered and analyzed at the same time. According to Mungai and K'Obonyo (2014, p.1709), "descriptive statistics encompass frequency distributions, measures of central tendency such as means, medians and modes, and measures of dispersion such as the standard deviation". These were all employed to develop an in-depth understanding of the nature of the data and to provide summary descriptions of the respondents in the sample.

The 322 copies of questionnaires were received, then items chosen, converted into digits, were put into SPSS 20 versions for statistical data calculation. What politeness strategies they employed could be concluded from questionnaires. Finally, analysis and discussions are made based on the results of statistical analysis to show the difference in the use of polite expression between the two groups. The questionnaires will be found in the appendix.

The qualitative method is founded on the observation and the interview made by the investigator herself. Its purpose is to explore, describe and discover facts. Interview data were first transcribed, and then analyzed to provide a better understanding of the perspectives of participants. Content analysis was used to analyze the open-ended question' responses and the data gathered from teachers' interviews. In this process the data were read carefully, some key issues were identified, and then were organized with reference to the variables that were intended to be examined in the present study and that will contribute to elucidate the research questions. In order to keep the names of the teachers confidential, a code (T) was given to each of them (T1 for teacher one, T2 for teacher two, T3 for teacher three and T4 for teacher four...etc). The findings from both questionnaires and interviews relate to the research questions that guided the study.

During the observation, the researcher listened to the recording in its entirety before a transcription of the interaction between a teacher and student but the researcher only focused on teachers' and students' speech. She only focused on Positive and Negative Politeness of Brown and Levinson's Theory (1987). The actual words of the teacher and students were transcribed. The identified data will be calculated by the researcher to answer the questions. Finally, the researcher will discuss the result based on the data finding. In this study, Brown

and Levinson's politeness (1987) will be used as the main theory since it could be considered as the most influential one. To note, the main focus will be on the notion of face.

3.6. Limitations of the Study

The present study was intended to investigate the use of PP and NP by students inside the classroom .i.e. in a formal situation, and also to study the English language that spoken as a foreign language used by the Algerian Arabic speakers in Ibn Khaldoun University of Tiaret. However; this research clearly has a number of potential shortfalls that should be considered.

✓ The interview with EFL teachers have been used as one of the research tools of this study to investigate the application of politeness strategies in classroom interaction. However, the research could have benefited also from using students' interview that could have supported the scope of the questionnaire and classroom observation data. Nevertheless, due to the double role of the researcher, whom is an EFL teacher at Tiaret University at that moment, students' interviews would not be suitable. Students could have felt pressure to answer issues such as their relationship with their teacher and their use of polite and impolite behaviors. They could assume that they have to provide erroneous answers that do not reflect their real thoughts, especially their negative feelings.

✓ Another limitation lies in time constraints which did not allow the researcher to make use of other data gathering tools as teachers' questionnaires to explore EFL teachers' views and practices regarding the use of positive and negative politeness strategies by their students.

✓ The number of classroom observations is rather insufficient for analysis and generalization especially at doctoral studies level. However, the researcher in this area was limited by the teacher's curriculum design. More observations would have yielded more data on how teachers employed politeness in different lessons and/or with different classes,

✓ In the present study, the data has been triangulated by using three different instruments (the questionnaires, classroom observation and teachers' interview); each instrument aims at collecting data from different angle. However, the selected population of some students and their EFL teachers is not easily generalisable, since the study is based on only Ibn Khaldoun University in Tiaret; they cannot represent the whole Algerian students' population.

✓ Another limitation is that this study represents a limited corpus not the whole Algerian population

✓ The last limitation is that the parameters in SPSS program were set in French language before filling in the data, and when the statistical operation was accomplished and the final results were retrieved it was difficult to reset the system again in English as it requires to re-do the whole process, taking into considerations that the researcher is a beginner in using this software.

3.7. Conclusion

This chapter begins with an introduction that describes the research design employed in this study. Population and sample study is also mentioned before discussing the research methodology used to conduct this research. Consequently, interviews, note taking, questionnaire and recordings are the main methods of collecting data in this study. The span of data collection, using note taking and recordings, is from June 2019 to the end of July. Note taking, interviews and recordings provide the present study with a qualitative analysis, i.e., to describe the sociolinguistics form of politeness. On the other hand, the questionnaire provides quantitative analysis aiming to show the social and linguistic background of the informants and their awareness of the use of the polite language during classroom interaction. Moreover, the questionnaire aims to show if social factors such as age, gender, level of education may affect polite expressions use. The details of research methodology, questionnaire design, its validation and administration are discussed. The research questions are also highlighted. The following chapter will demonstrate the way the findings will be organized and analyzed using both quantitative and qualitative methods.

Chapter Four
Questionnaire and Interview
Analysis: Findings and
Discussions

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**Chapter Four
Questionnaire and Interview Analysis:
Findings and Discussions**

4.1. Introduction

In the previous chapter we introduced the research methodology adopted in this study. We have gone through the research design, data collection, and survey instruments and data analysis. The present chapter is mainly concerned with presenting the questionnaire and interview results, which are arranged according to the main research questions; i.e. the findings of the data collection instruments are taken into consideration in the analysis of both the students' and the teachers' responses. Particularly, we present the findings into three main sections in order to facilitate their readability. The first section is devoted for the students' questionnaires' results which concern the students' views on politeness, the influences of social variables and gender on students' politeness strategies, and the students' perceptions toward polite language and behaviors in the classroom.

The choice of presenting the findings of both tools first stems from the logical division of the writing process. We will first start by finding the similarities and difference between males' and females' students use politeness strategies, in addition to their opinions and attitude towards the polite strategies your teachers may used in classroom. Next their EFL teachers' different perspectives towards the use of politeness strategies in their speech while interacting with their students. Then, we will compare between teachers' and students' responses to present the next chapter of classroom observation analysis findings that confirm or reject the results of this investigation.

4.2. Split- half Reliability Test

In the Split-Half Reliability test, the Spiritual Intelligence Scale was first divided into two equivalent halves and the correlation coefficient between scores of these half-test was found. This correlation coefficient denotes the reliability of the half test. The self correlation coefficient of the whole test is estimated by different formulas. The measuring instrument can be divided into two halves in a number of ways. But the best way to divide the measuring instrument into two halves is to find the correlation coefficient between scores of

odd numbered and even numbered items.

Table 4.1.

Results of Split half Reliability Test

	Reliability Statistics		
Cronbach's Alpha	Part 1	Value	,843
		N of item	37^a
	Part 2	value	,705
		N of item	36^b
	Total N of items		73
Correlation between Forms			,683
Spearman-Brown	Equal Length		,837
Coefficient			,837
Guttman	Split-Half	Unequal Length	
Coefficient			,740

The index of reliability in this test was .740 which is good satisfactory and confirms the reliability of the questionnaire as a study instrument.

4.3. Students' Questionnaire Analysis

The questionnaire is designed to EFL students at English Department of Ibn Khaldoun University. It is composed of five sections of twenty seven questions. Some questions are open-ended questions and others are close ended questions which require yes –no and frequent options.

4.3.1. Background information

Item one: Gender distribution

Table 4.2.

Students' gender distribution

gender	1 st		2 nd		3 rd		1M		2M	
Male	Fr	Per	Fr	per	Fr	per	Fr	per	Fr	per
	39	48,8%	24	42,9%	29	45,3%	24	40%	28	45,2%
female	41	51,2%	32	57,1%	35	54,7%	36	60%	34	54,8%
Total	80	100%	56	100 %	64	100%	60	100%	62	100%

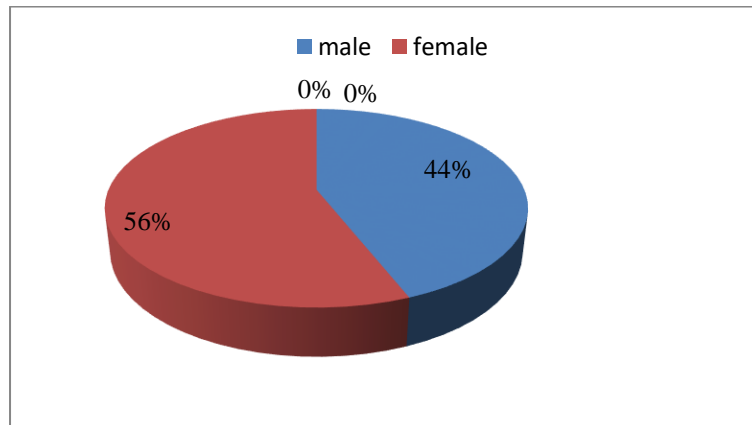


Figure 4.1 Students' Gender Distribution

Table 4.2 shows that most of the participants are females. The number of all participants is 322; there are 178 females, i.e. (56 %) of the whole sample. The remaining are (144) males; they represent (44%) of the sample.

Item two: age distribution

Table 4.3.

Students' age distribution

Age	1 st	2 nd	3 rd	1M	2M
18 to 21	50%	60,7%	68,8%	40%	48,4%
22 to 31	21,2%	30,4%	20,3%	40%	32,3%
32 to 41	28,8%	8,9%	10,9%	20%	19,3%
Above 41	00%	00%	00%	00%	00%
Total	100%	100%	100%	100%	100%

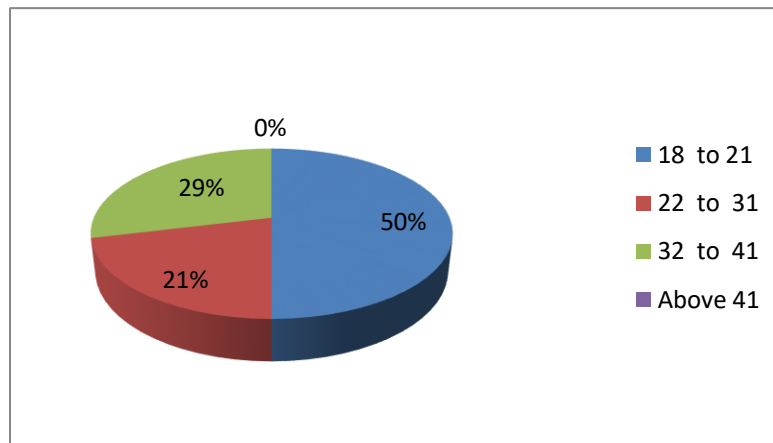


Figure 4.2. Students' age distribution

According to the results shown in table 4.3, we notice a genuine diversity in the age of the participants which was split into five (04) categories. The first one ranges from 18 to 21 which represents (50%) for first year, (60, 7%) for second year, (68,8%) for third, (40%) for first year master and (48,4%) for the second year master. The second one is between 22 to 31years old which is equal to (21, 2%) for first year, (30, 4%) for second year, (20, 3%) for third year bachelor. Concerning master degree, it is (40%) for first year and (32, 3%) for the second year. In addition, The third category is between 32 to 41years old (28,8%) related to first year, (8,9%) for second and (10,9%) for third year, where master ages ranges between (20%) for first year and (19, 3%) for second year. No one of the participants choose the fourth category. We can notice that the majority of students have an age ranging from 21 to 30 years old. They represent (75%) of the whole sample. The rest have their age varies from 31 to 41 years old, making (25%) of the total participants. This shows that most of the students are relatively young. This might be explained by the fact that most of them have started their primary education early, or at least they did not experience previous failure.

Item three: level of education distribution

Table 4.4.

Students' level of education distribution

Grade	1 st	2 nd	3 rd	1M	2M
Males	39	24	29	24	28
Females	41	32	35	36	34
percentage	24.84%	17.41%	19.87%	18.63%	19.25%

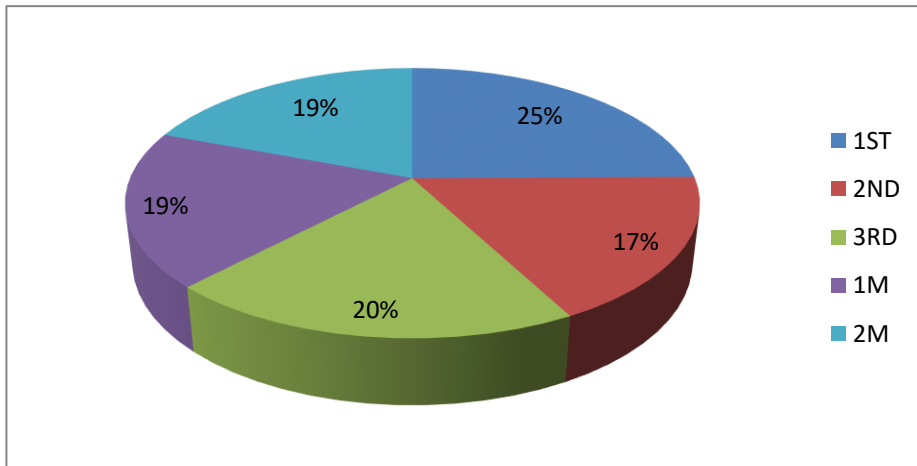


Figure 4.3. Students' education distributions

The table 4.4 indicates that eighty 80 participants who represent (25%) are first year students. Fifty six 56 whom represent (18%) are second year, while sixty-four 64 of them representing (20%) are third year. Concerning master degree; sixty 60 of participants (19%) are first year; while sixty-two 62 participants of second year are (18%).

4.3.2. Students' Views on Politeness

Question 4: What does the word "polite" mean to you?

- a. caring about others' needs and feelings
- b. Showing respect to others and behaving rather formally.
- c. Having good manners and knowing the correct way to behave in a social situation.
- d. Using words or phrases that are less direct.

Table 4.5.

Students' meaning of politeness

Options	1 st	2 nd	3 rd	1M	2M
A	30%	30,4%	28,7%	30%	28%
B	30%	30,4%	41, 3%	30%	40,7%
C	20%	19, 6%	20%	20%	11,3%
D	20%	19, 6%	20%	20%	20%
Total	100%	100%	100%	100%	100%

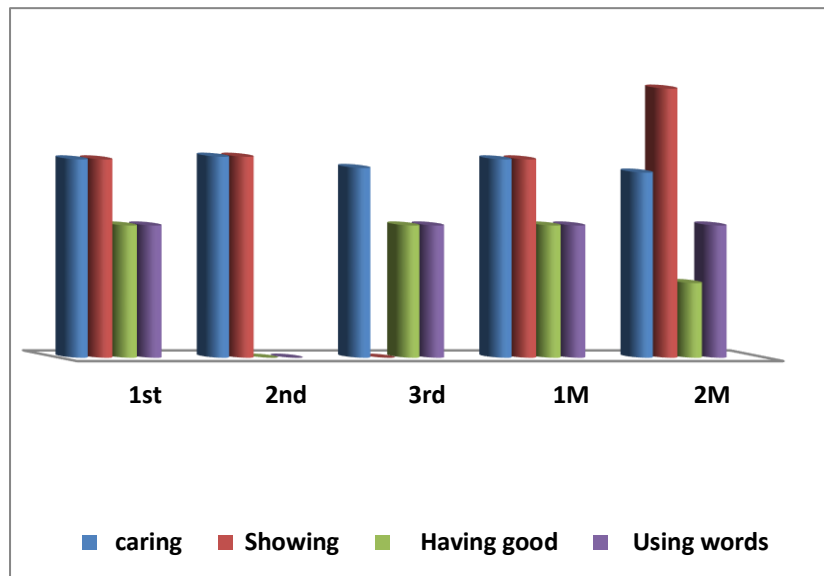


Figure 4.4 Students' meaning of politeness

The table 4.5 shows the results obtained while inquiring about the informants' opinions concerning their perception towards politeness. At this level, this question was intended to identify how can EFL students define politeness. The highest percentage of students' answers is on option **B** (41, 3%) represents bachelors' choices; (40, 7%) for the masters' ones. Similar percentages are in **A** option (30, 4%) for bachelors' answers and (30%) for master students choices. Based on the students' answers, the word "polite" probably can mean to have or to show behaviours that are respectful and considerate of other people, in other word, being polite means being aware of and respecting the feelings of other people. The lowest percentages of students' choice are both **C** and **D** options; all students' answers range is about (20%).

Question 5: When you explain "be polite" to someone how would you explain it?

- a. When you ask someone to do something, give him/her options so they do not feel trapped.
- b. Make others feel good.
- c. Be friendly and helpful.
- d. Saying "please" , "thank you" and "you are welcome" more frequently

Table 4.6

How to be polite

options	1 st	2 nd	3 rd	1M	2M
A	7, 5%	08,9%	09,4%	10%	08,1%
B	20%	19, 6%	20, 3%	20%	21%
C	22, 5%	21, 5%	20,3%	20%	21%
D	50%	50%	50%	50%	50%
Total	100%	100%	100%	100%	100%

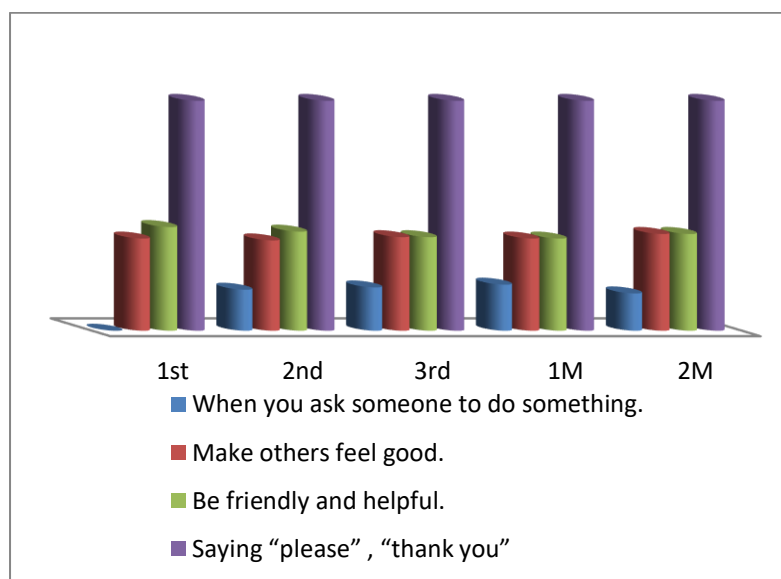


Figure 4.5 How to be polite

The question's aim was to figure out the informants' perceptions and views about what makes a polite person and how 'politeness' can be explained. The table 4.6 shows that all participants (100%) from different educational levels choose answer D, however less percentage (22, 5%) choose option C. Not very far from the latter percentage, is option B (21%). The least percentage is for option A (10%). By using answer D, students relate polite to words such as (please, thank you, you are welcome); they use 'please' to politely ask for something, 'thank you' or 'thanks' when someone does something for you or gives you something. Finally, use 'you are welcome' as a polite response when something thanks you for something.

Based on their answers, the use of such words show others that you are appreciative of them and their help or efforts. Options C and B also can be appropriate responses since it does not mean that you have to make people feel really happy. It just means that most

people want to feel positive and in control of the situation. They want to know that you respect their ideas and opinions and their status as an individual.

Question 6: Do you employ polite forms in your classroom interaction?

Table 4.7

The use of politeness in classroom

options	1 st	2 nd	3 rd	1M	2M
Yes	88,8%	89,3%	89,1%	90%	88,9%
No	11,3%	10,7%	10,9%	10%	11,1%
never	00%	100%	00%	00%	00%
total	100%	100%	100%	100%	100%

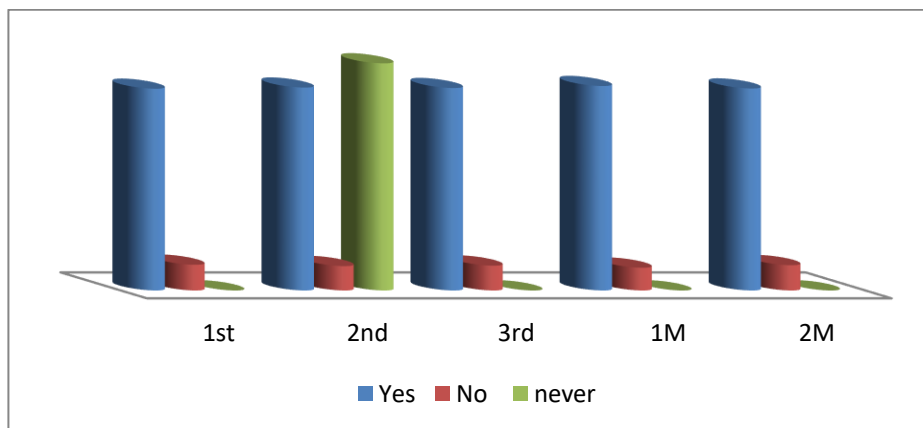


Figure 4.6. The use of Politeness in Classroom

➤ **If yes how often?**

Table 4.8

Politeness Frequency

options	1 st	2 nd	3 rd	1M	2M
always	51,2%	57,2%	54,7%	60%	55%
Often	00%	00%	00%	00%	00%
sometimes	25%	21,4%	23,4%	20%	22,4%
Rarely	23,8%	21,4%	21,9%	20%	22, 6%
Total	100%	100%	100%	100%	100%

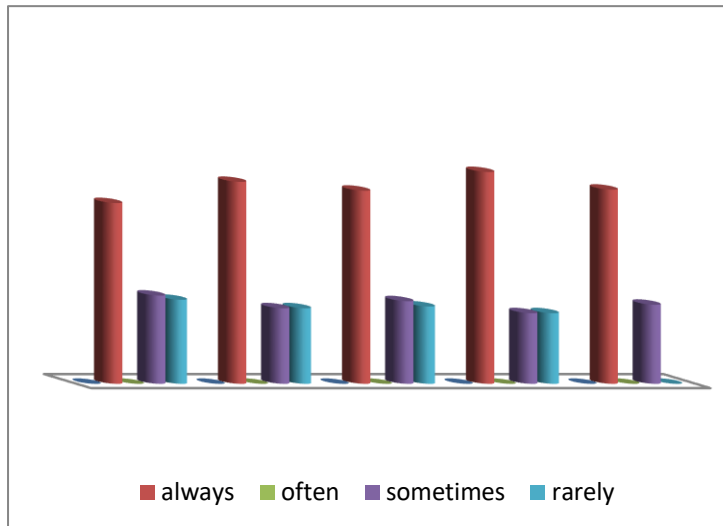


Figure 4.7. Politeness Frequency

This question intended to explore whether the participants are making efforts to employ polite forms in their classroom interaction. From the table 4.7, it is clear that (90%) of the informants choose (**Yes**) as the appropriate answer; i.e. (70%) state that they always employ polite expressions in classroom interaction. (30%) of them sometimes employ, while (10 %) do employ rarely. None of the participants (00%) choose Often option. (10%) choose (**No**), while option C never recorded no answer (00 %.). Therefore, we can assume that based on the results obtained from the table 4.8 there were some implications of the politeness strategy employed by students that may created efficient teaching and learning process, and respecting communications between teacher and students.

Question 7: what are the ways to show politeness in classroom?

- a. Listen and train him/ herself to pay attention.
- b. Avoiding disruptive behaviors.
- c. Do not make rude comments
- d. Application of greetings, apologies, thanks, and address terms.

Table 4.9.

Politeness' ways

Options	1 st	2 nd	3 rd	1M	2M
A	00%	00%	00%	00%	00%
B	51,3%	57,2%	54, 7%	60%	54,8%
C	12,4%	10,7%	12, 5%	10%	11,3%
D	51,3%	57,2%	54, 7%	60% %	54,8%
Total	100%	100%	100%	100%	100%

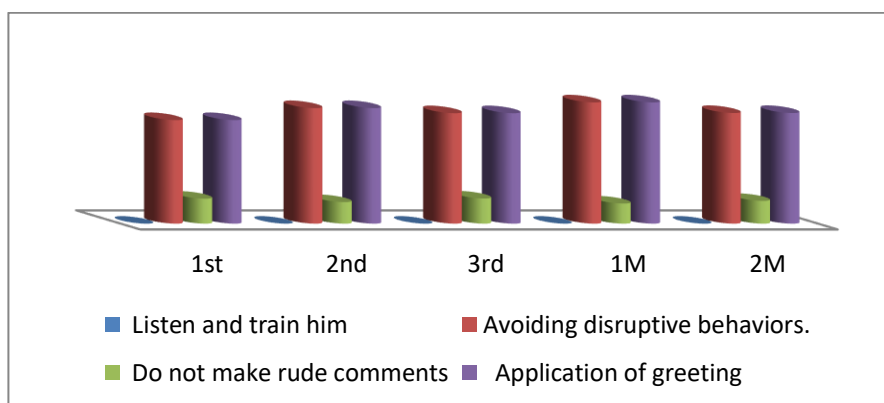


Figure 4.8. Politeness' ways

The above question is about the ways of being polite in the class perceived by the students and how to express politeness based on their perspectives. Surprisingly, all the informants shared the same view toward the ways of being polite in the class. As the table 4.9 mentions, the majority of respondents (60%) view option **B** and **D** as the appropriate answer, whereas about (12, 5 %) of the participants select the answer **B**, and (00%) for the option **A**. The students reply that one of the ways to express politeness is by avoiding disruptive behaviours in the class which are considered to be impolite and then disturb the flow of the class interaction. Other ways of politeness, based on students open ended answers, is the need to apply some kinds of rituals of expressions such as greetings, apologies, thanks, and address terms. The use of those expressions had proved to build good relations between teachers and students and helped to build good flow of the conversation for the sake of solidarity between teachers and students.

Question 8: According to your opinion, which reasons can push students to be impolite in classroom?

- a. Unequal opportunities in classroom
- b. Teacher’s misbehaviors
- c. Disrespectful students
- d. Lack of control and communication.

Table 4.10

Impoliteness reasons

options	1 st	2 nd	3 rd	1M	2M
A	10%	10,7%	09,3%	10%	09,7%
B	68,8%	69,7%	68,8%	70%	69,3%
C	12,4%	10,7%	12, 5%	10%	11,3%
D	08,8%	08,9%	09,4%	10%	09,7%
Total	100%	100%	100%	100%	100%

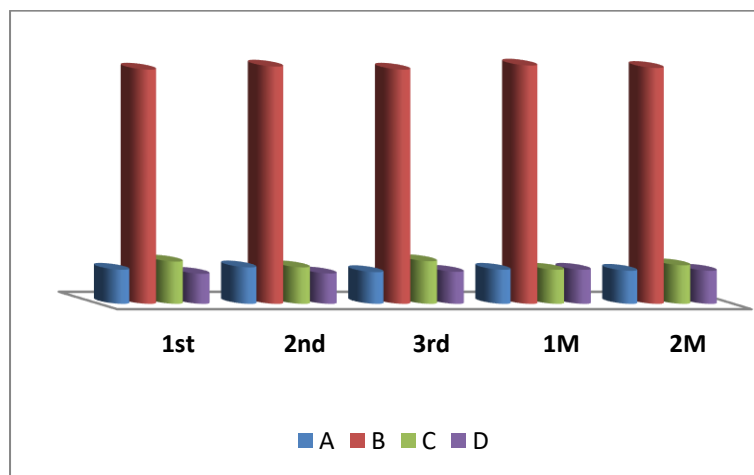


Figure 4.9 impoliteness reasons

The purpose of this question is to find out the factors that may push the students to be impolite in classroom interaction. Based on the above results, the first major option selected by respondents is **B** (70%). however less percentage (12, 5%) for option **C**. Not very far from the latter percentage, are options **A** and **D** (10, 7%). Based on the participants’ responses, misbehaviour may cause loss of attention and interest, and even disturb the peace in the classroom, which may hinder learning. Some students claimed that because some teachers discriminated their students, if they love one student more than the others, they never say anything to that student, they do not warn him/her, even if they do, it is a quite kind warning, however, when another student does the same mistake, they yell at him/her”.

Some of the students expressed their opinions as following ‘when the teacher gets mad at a student, s/he punishes us all’. “When the students tell their opinions to the teachers, the teachers say that you know better than me, then come and do it”. ‘When I ask a question to the teacher, s/he avoid the question by telling how stupid it is whenever s/he does not understand the question and I never ask a question again in that class’. Most of the students state that their misbehaviours were a reaction to their teachers’ misbehaviour too, because they felt that they were discriminated against or were treated unfairly by their teachers.

Question 9: where do you feel politeness is not necessary? when speaking with;

- a. Family members
- b. Strangers
- c. Close friends
- d. Teachers

Table 4.11

The no need of politeness

options	1 st	2 nd	3 rd	1M	2M
A	50%	50%	50%	50%	50%
B	00%	00%	00%	00%	00%
C	50%	50%	50%	50%	50%
D	00%	00%	00%	00%	00%
Total	100%	100%	100%	100%	100%

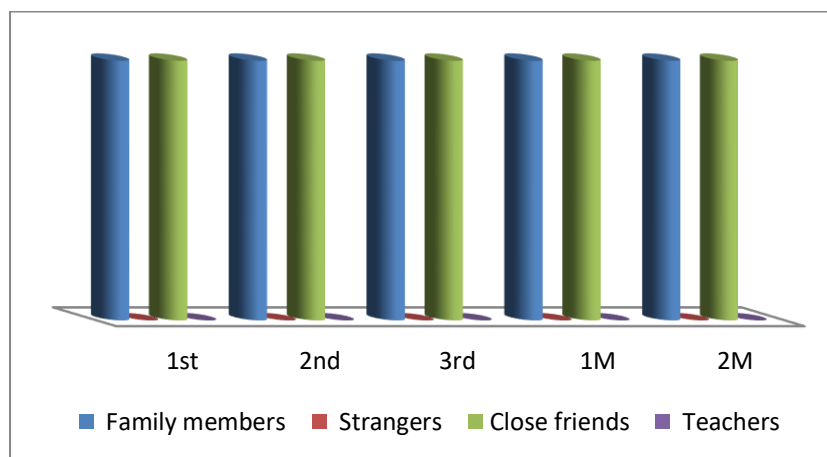


Figure 4.10. The no need of politeness

The aim of this question is to ask about the need to use politeness with who one maintains different types of relationship: with a family member, a close friend, a teacher and a stranger. The goal of this question was to analyze whether participants associate the need for politeness with the type of addressee they are conversing with, as well as to clarify whether formality and familiarity are ingredients of what informants understand by politeness. As tables 4.11 shows, a half percentage of students choose answer **A** (50%) and a half choose **C** (50%) as appropriate answers, options **B** and **D** got the lowest percentage of participants (00%). (100%) states that no need to politeness while dealing with family and close friend, because politeness is a formal speech, so its use is necessary when there is distance with the addressee and when there are differences in power. Thus, their answers show that there is indeed an association between the importance informants attribute to the need for politeness and the relationship they maintain with the addressee.

Question 10: which of the following may influence you choice of politeness?

- a. Gender (male/female)
- b. Age of the speaker/ hearer
- c. Closeness with the speaker/ hearer
- d. One's power over the other

Table 4.12

Factors that influence politeness

options	1 st	2 nd	3 rd	1M	2M
A	42, 8 %	41,1%	39,2%	40%	40,3%
B	08,4%	08,9%	09,4%	10%	09,7%
C	20%	21,4%	20,1%	20%	21%
D	28,8	28, 6%	31,3%	30%	29%
Total	100%	100%	100%	100%	100%

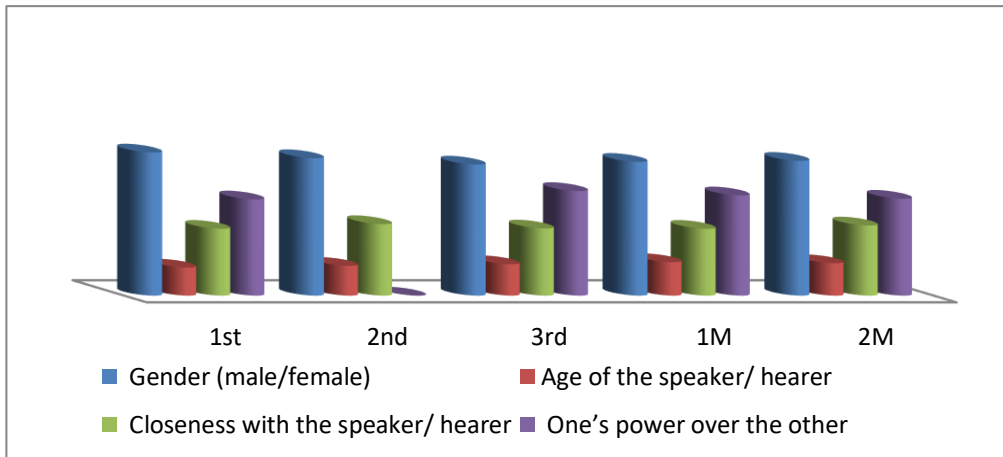


Figure 4.11 Factors that influence politeness

The aim of the above question is to examine what social variable may affect EFL students. A higher percentage of students (40, 3%) select **A**, others (31.3%) see option **D** as the most appropriate. The lower percentage (21, 4%) is for option **C** and the lowest percentage (10%) is for **B**. Based on the students' responses, the choice of being polite is influenced by differences in age, gender, closeness with the speaker/ hearer and One's power over the other. A careful look at the table 4.12 enables us to deduce that gender differences take the higher priority in encoding the participants' politeness.

Question 11: Do your teachers use polite expression in classroom interaction?

Table 4.13

Teachers' use of Politeness

Options	1 st	2 nd	3 rd	1M	2M
Yes	87, 5 %	89,3%	89,1%	90%	88,7%
No	12, 5%	10,7%	10,9%	10%	11,3%
never	00%	00%	00%	00%	00%
Total	100%	100%	100%	100%	100%

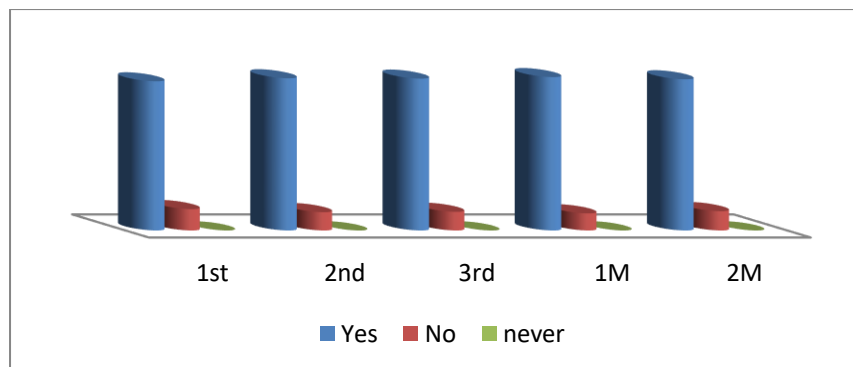


Figure 4.12 Teachers' use of Politeness

The objective of this question is to show the students' opinion about the politeness practices of their teachers in the class. According to the results above, the majority choose option **A** (90%), saying that their teachers apply politeness during classroom interaction. option **B** (NO) is the least chosen (12, 5%), followed by option **C** (Never) (00%). The majority of students state that their teachers are very polite and they inspire them by their acts, character and Morality; most of the teachers use honorifics, cute addresses and encouragement. Those who choose **B** option state that some of their teachers in the class did not display politeness as expected. Mostly they said that teachers would get angry if they made mistakes in the class, did not do their homework, or if they could not understand the material and answer the questions well.

Question 12: Do the teachers' politeness utterances affect the students' politeness?

Table 4.14

The effect of teachers' speech on students' Politeness

options	1 st	2 nd	3 rd	1M	2M
Yes	51,3 %	57,2%	54,7%	60%	54,8%
no	25%	21,4%	21,9%	20%	22, 6%
No idea	23,7%	21,4%	23,4%	20%	22, 6%
Total	100%	100%	100%	100%	100%

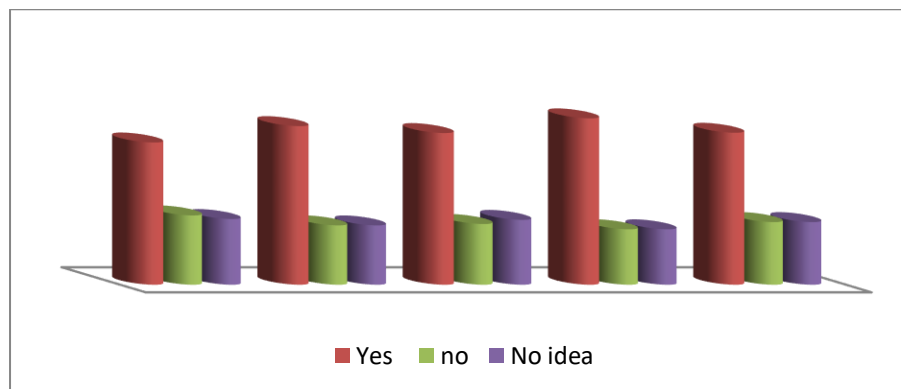


Figure 4.13 the effect of teachers' speech on students' Politeness

The aim of the question is to see whether teachers' politeness utterances affect the students' politeness. Option (No idea) got the lowest percentage of participants (00%), whereas the lower is (25%) option (No). A higher percentage of students (60%) select (Yes) as the appropriate option. According to the result of the students on their perception toward the effect of heir lecturers' utterances, more than a half of the respondents believe that the

utterances generated by their teachers are influencing their class atmosphere, academic achievement and self-confidence. Probably this means that the students expect polite words from their lecturers, and their result agreed that expressing please, sorry, and thank you are more favorable, and make the students feel comfortable and appreciated. Students also believe that by generating polite utterances politeness inside the classroom can lead to a better relationship between them and their teachers.

Question 13: Do you think that teaching politeness in EFL classroom interaction is a need?

Table 4.15

The need for teaching Politeness in EFL classroom interaction

options	1 st	2 nd	3 rd	1M	2M
Yes	67, 5 %	69,6%	70,3%	70%	69,4%
No	00%	00%	00%	00%	00%
Never	00%	00%	00%	00%	00%
No idea	32, 5%	30,4%	29,7%	30%	30,6%
Total	100%	100%	100%	100%	100%

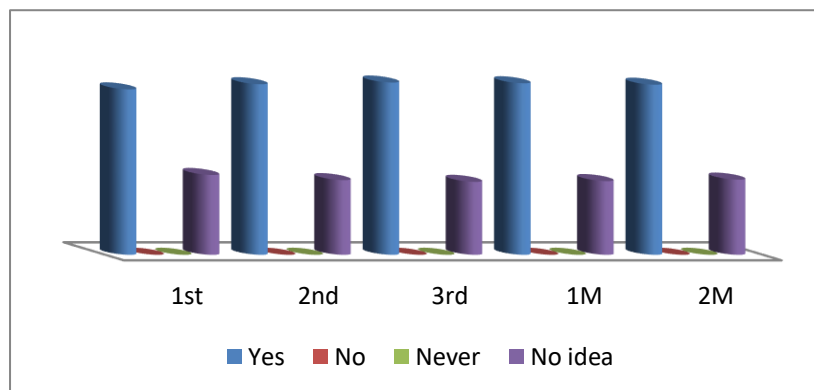


Figure 4.14 the need for teaching Politeness in EFL classroom interaction

The aim of the above question is about students' perception concerning the importance of teaching politeness. From the answers, we can notice that the majority of learners (71.69%) express a positive attitude towards learning Politeness,(70, 3%) of the informants choose A (yes) as the appropriate answer; i.e. they state that teaching politeness in EFL classroom interaction is a need. (32, 5%) choose option D (no idea), on the contrary; option B (no) and C (never) recorded no answers (00 %) to show their negative attitudes towards the importance teaching politeness.

The participants state that by learning how to use the appropriate politeness strategy, they can know what they need to do, how to do it, and how to improve attitude or habit that corresponds polite interaction. The use of politeness implies on the improvement of learners' confidence and comfortable, friendly, and conducive learning activities. Most of the students' comments on the importance of teaching politeness in the following extracts: "A student is not only demanded to have a good knowledge but also attitudes". It can be stated that the students perceived politeness as a need in education. Being a good student does not only mean to have a good knowledge but also to have a good behaviours through the application of politeness.

4.3.3. Discourse Completion Test (DCT) Analysis

This part examines the similarities and the differences between males and female students, from different educational levels, use of positive and negative politeness within their males and females teachers, close and not closed friends. Those strategies have been examined across situations which have been designed for eliciting politeness strategies. While presenting the strategies, the researcher takes into consideration the following; the speaker, the hearer (H), social distance (SD) and power (P). The following results represent different gender interactions (Female-Female, Female-Male, Male-Male, and Male-Female). It includes also two different social statuses or power, that is, higher as (male/ female teacher) and equal as (male/ female colleague). Moreover; it also represents two different degrees of solidarity and closeness that is high (close friends) and fair (classmates). The researcher's DCT questionnaire involves three main situations while apologizing, requesting and disagreeing; those situations are varying according to a number of social variables mentioned above.

4.3.3.1. Situation one: Apologizing

The model of politeness by Brown and Levinson (1978) accounts that apology is 'negative politeness strategies' in that they convey respect, deference (power) , and distance rather than friendliness and involvement. To calculate the positive and negative politeness strategies, the researcher coded combinations of semantic formulas and frequency of semantic formulas. Next, the degree of use of apology expressions was calculated and how many times each group used apology expressions. If the response strategy to a given

situation was used more than once in a single response, each use was counted independently.

The results are based on the occurrence of the three expressions IFID (illocutionary Force Indicating Device) of apologies: 1) an expression of regret (I'm sorry) 2) an offer of apology (I apologize) 3) a request for forgiveness (Forgive me, Excuse me, Pardon me). According to Wipprecht (2004), "The use of the IFID as an explicit expression of apology shows the acceptance of the need to apologize on the speaker's side and also the acceptance of the cost to do so". In addition, the analysis includes the specifying the devices of apology intensification: (a) adverbials (e.g. I'm very sorry), (b) repetition (e.g. I am very very sorry), and (c) combination of strategies.

The main objective of this part is to test and describe how Algerian male/ female students perform apologies and how sensitive they are to the social variables. The following section is devoted to the results of the DCT analysis of for the first research question; which investigated the apology strategies used by male and female students while apologizing with male/ female teachers and close/ not close friends.

✓ **Students/ teacher interaction**

In this interaction, there is a low-high power relationship between the communicators. The person who is apologizing is the student who has a low power while the hearer is the professor who has higher power. The social distance between both communicators is (-D). This type of communication called Up Ward communication¹. The students asked to imagine the following situations:

a. During the lecture, you have forgotten to switch off your mobile, suddenly it rings you say to your male teacher

b. You have borrowed a book from you female teacher which you have promised to return, but you realize that you forgot to bring it along you say

Table 4.16

¹ Up Ward is the flow of communication from lower to higher levels

Males and Females while apologizing with male/female teachers

Level of education	1 st		2 nd		3 rd		1M		2M	
	N	P	N	P	N	P	N	P	N	P
Male students	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
Situation A	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
Female students	N	P	N	P	N	P	N	P	N	P
Situation A	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B	76,%	23,8%	78,6%	21,4%	70,3%	29,7%	80%	20%	67,7%	32,3%

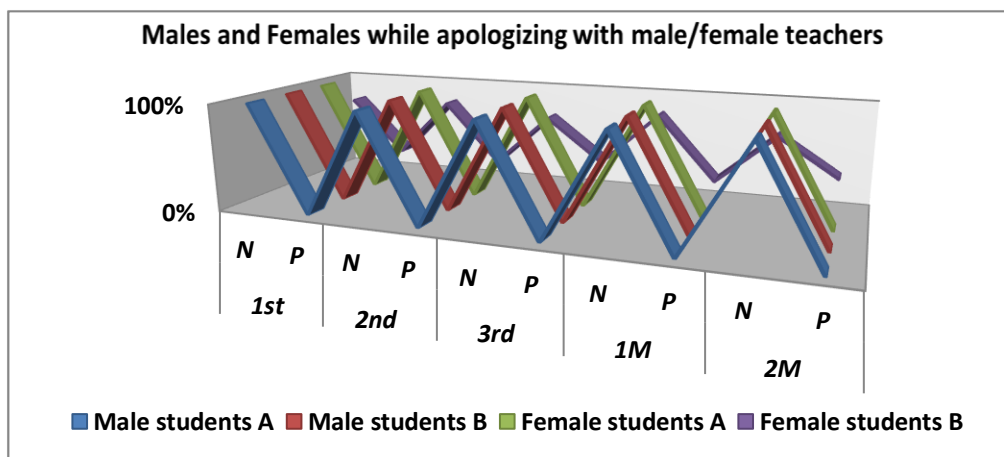


Figure 4.15 Males and Females while apologizing with male/female teachers

As can be noticed from the table 4.16, all males from the different educational levels tend to use negative politeness to show apology while speaking to male and female teachers (100%). The following are some of situation A and B responses;” *I’m very sorry Sir. I’m sorry sir I forgot it I’m terribly sorry I forgot to switch my mobile ;Please excuse me; I’m really sorry for forgetting the book, please accept my apologies ; sorry, sorry, sorry, I will bring the book tomorrow; Miss If you could excuse me please ”*. Based on their answers , it seems that the word “sorry” is the most used by male students while dealing with apology with both gender male/ female teachers, so it is considered to be the most reutilized word. Also, males’ students used one or two intensifiers while apologizing. They do so, may be because they think that their use of this word might be attributed to the fact that they needed to show how sorry they were for their teachers. Moreover, they used words such as “please” to intensify the apology. *If you could please excuse me; please accept my apologies.*

In their answers, male student also used two expressions or a combination of two apologizing expressions. They typically involved a repetition of words, for example very very sorry, so so sorry, really really sorry to ensure sincerity of apology. "I'm really sorry, I didn't realize it; I'm really really sorry; excuse me, my apologies for what happened; pardon me, I really apologize to you".

As a case in the point, the apology expression I'm sorry was found to be the most highly used strategy (60%) by male students. Accept my apologies formed (28%) of the elicited strategies. The last category of apology strategies, excuse me, Pardon me comprised (12%) of the apology strategies.

For the female apologies, it is evident that while situations A (apologizing to a male teacher) represented the highest number of instances (100%) for NP and (00%) for PP for all female participants, situation **B** (apologizing to a female teacher) had a lower frequency ranged between (70% to 78%) NP and from (21% to 29%) PP for bachelor students, moreover; (80% to 67, 7%) NP and from (20 %to 32, 3%) to PP related to female master students. The female participants used similar apology expressions to males, with "I am sorry" and "I apologize" being the most frequent for situation **A**.

Nevertheless, we can notice that a few differences can be seen between males' and females' responses while speaking about situation B, females did not use as big a variety of apologizing expression while speaking to her female teachers as did the male students, mainly relying on "sorry", in a few cases where they used the expressions "I apologize", "accept my apologies" and, excuse me".

Some females, while dealing with a female teacher, apply apology without IFID which is considered to be PP i-e, refusing to apologize such as: "*I will bring it tomorrow, this will not be happen again*" which is considered to be promising not to commit the offence again. "It not my fault really, my friend is the responsible" in which they denying the fault. There was a very distinctive difference in the choice of the performative phrase chosen by these groups; male speakers mostly preferred, "I am sorry," or "I' really sorry" as an expression of apology, while female used, "excuse my mistake." In terms of the combination of strategies, male and female students showed a very different pattern. For example, most of the time male participants chose to use a combination of apology expression, whereas female speakers while speaking to her female teacher did not show that pattern.

As Table 4.16 shows, the most commonly used strategy for IFID was expressing regret (e.g. I'm sorry.) which was the easiest way of illocutionary force for both groups while dealing with male teachers. However, male participants employed regret with female teachers more than female did. Besides, it can be noticed that male speakers used apology strategies almost twice more than female participants while speaking to a female teachers. In addition, female participants, in some cases, used the phrase "I apologize.", although male speakers used some intensifiers such as "so, very, really" with regret strategy (I'm so sorry) in order to deepen the meaning instead of using apology strategy (I apologize).

✓ **Students/ student interaction with a close and not close friends**

In this situation, there is an equal power relationship between the communicators. Thus, the hearer is either his/her close friend or his/ her classmate, whom has the same power. The social distance between both +D = High Social Distance, -D = Low Social Distance. This type of communication called horizontal communication. The following are the DCT situations:

a. Your close male/ female friends (- Power, - Distance) lends you a book that she/he is very attached to you. When it rained, some pages were damaged:

b. Your male/ female (- Power, +Distance) classmates asks you to add her as member of term paper presentation without doing any you want to apologies. In response you will say: refuse and apology

Table 4.17

Male and female while apologizing with male/female close friends

Level education	1 st		2 nd		3 rd		1M		2M	
	N	P	N	P	N	P	N	P	N	P
Situation	33,8%	66,2%	37,5%	62,5%	37,5%	62,5%	40%	60%	27,4%	72,6%
A male										
A female	51,2%	48,8%	57,1%	42,9%	60,9%	39,1%	80%	20%	35,5%	64,5%
Female students	N	P	N	P	N	P	N	P	N	P
Situation	16,2%	83,8%	17,9%	82,1%	20,3%	79,7%	20%	80%	19,4%	80,6%
A male										
A female	8,7%	91,3%	10,7%	89,3%	12,5%	87,5%	10%	90%	00%	100%

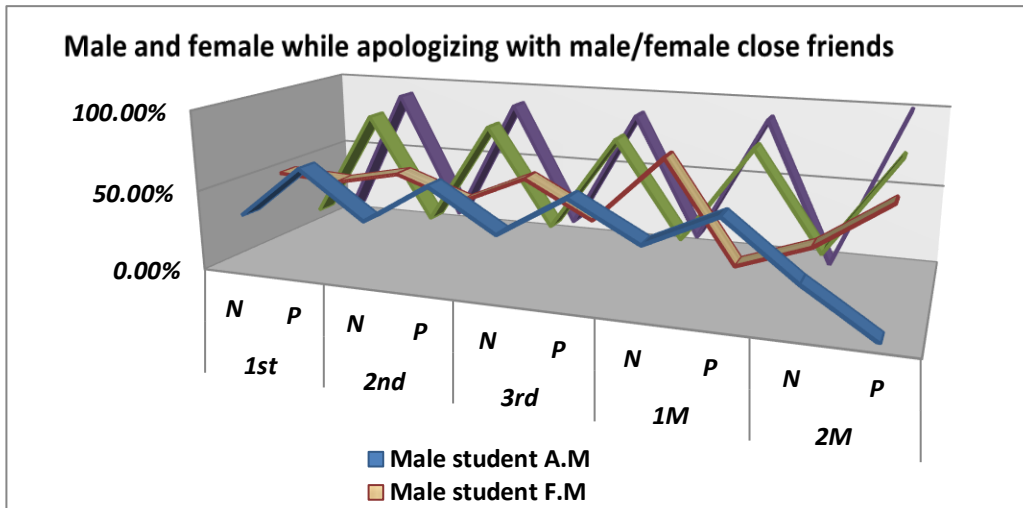


Figure 4.16 Male and female while apologizing with male/female close friends

According to the results in table 4.17, the use of NP while apologizing to close male and female friends has the lowest percentages from different levels, in the other side, PP, then, is the most common strategy used by both male and female students while there is closeness. Males' NP strategy while dealing with males ranges between (27, 4% to 40%), and while dealing with females it ranged between (35, 5% to 80%), thus, NP strategies haven't been followed in an organized way and it is not the same in the males' apology from different levels. Whereas for female EFL students, the NP strategy while dealing with males ranged between (16, 2% to 20, 3%), and (00% to 8, 7%) while dealing with females. PP strategy is the most common strategy used by female students while dealing with close friends.

As the data presented in table 4.17 above, male participants chose to apologize by the use of 'sorry', 'I apologies', plus taking on responsibility for the damage they have caused ;the use of "I so sorry, excuse me, Apologies it's my fault " are repeated in all the strategies of this situation. It seems that the male students from different levels had this perception that they should certainly apologize by using those words and that is compulsory in this situation. And also, they used different types of expression of remorse to show that they are unhappy with whatever happened such as "I 'm sorry I will buy another one for you"; "I'm sorry how can fix my mistake?" However, the way that male speakers apologize in the same situation was quite different in the other levels, i.e. most male speakers would make use of "I'm so sorry", "excuse me" plus offering of repair.

Concerning female students, they did not use some of strategies which have been used by male students such as; taking on responsibility for the damage they have caused and offer

of repair they answers are as follow “sorry, I will bring you another one”, “excuse me”. Comparing male and female negative politeness, we can observe some similarities and differences between males and females in adopting the proper apology strategies. The use of “sorry” both groups use, but female use it less than male, while “excuse me “and “I apologies” is somehow absent in their speech especially while dealing with female close friends. Thus, both male and female use nearly the same negative politeness, but positive politeness is used more in females’ apology while dealing with females.

Table 4.18

Males and female while apologizing with male/female not close friends

Level of education	1 st		2 nd		3 rd		1M		2M	
	N	P	N	P	N	P	N	P	N	P
Male students	75%	25%	78,6%	21,4%	89,1%	10,9%	80%	20%	53,2%	46,8%
B male	87,5%	12,5%	89,3%	10,7%	90,6%	9,4%	90%	10%	88,7%	11,3%
B female	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
Female students	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B male	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B female	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%

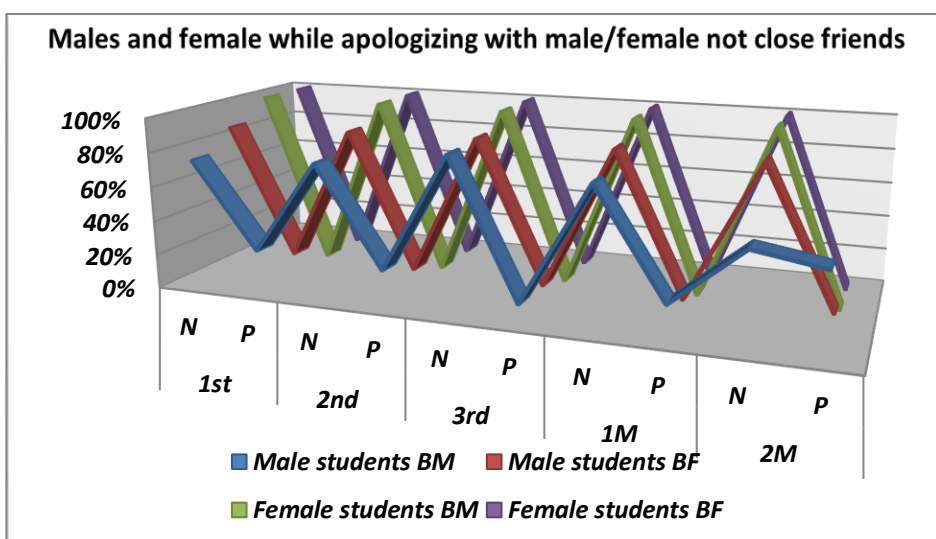


Figure 4.17 Males and female while apologizing with male/female not close friends

Table 4.18 shows different strategies and their percentages used by male and female EFL students while dealing with not close friends. All male/ females students in all level of

education are intended to express their apology and then try to compensate the damage they caused. All participants use the NP as the dominate strategy, males use it between (53% to 89%) while dealing with not close males and between (87, 5% to 90, 4%) with not close female, thus, we can assume that NP haven't been followed in an organized way and it is not the same degree for all levels; whereas for female students, the NP uses show the highest level.

Observing Table 4.18 above, the most frequently apology strategies females use are somehow the same to males. The most highly used apology strategies are: "I am so sorry, but...with an explanation." Other students also use "Please, please forgive me; I cannot ".In addition, the answers of both genders seems that when apologizing to a not close, all grades would agree that it is important to be earnest and to give some sort of explanation. Some of the males' answers showed that 99% of the respondents would simply say "No, I cannot do that," to their close friends without providing an explanation and simply say "I'm sorry, I can't make it. Furthermore, (100%) of female students would reply with an authentic real reason, not just an excuse "*I'm so sorry. Please forgive I hope that I can help you but I cannot*"; "*I'm sorry, I cannot make it because the number is completed*". It is obvious, that all females, despite gender, see the necessity to explain of their refusal to a close male. They often apologize at the beginning and at the end, such as "I'm very sorry but ... I'm really sorry".

4.3.3.2. Situation two: Requesting

Requesting belongs to the class of directives, which means that by uttering a request the speaker attempts "to get the hearer to do something". Indirectness is mostly associated with negative politeness, while the direct one is considered to be as positive politeness. The politeness strategies used in the realization of the request speech act are analyzed in terms of their level of directness/indirectness ranging from the most direct level to the indirect one. Students were asked to make a request in an appropriate and polite form; student-teacher interaction and students –student interaction results were discussed. Different types of direct and indirect strategies are shown in the tables below immediately following by some examples (Holtgraves and Yang 1992).

Table 4.19

Direct and Indirect Strategies

Direct Positive politeness	Indirect Negative Politeness
On record: Close the window.	Suggesting How about closing the window?
Giving an order with please: I would like to ask you to close the window please.	Asking about the hearer's ability: Can/could/will/would you close the window? Would you mind closing the window?
Showing speaker's desire: I want you to close the window.	Off record: You have left the window open... It's cold in here

✓ **Students/ teacher interaction**

a. You have not finished your term paper, and it is time to present your work. You want to ask your male teacher for an extension.

b. You are half an hour late for the lecture; you want to take the permission from your female teacher to attend the lecture.

Table 4.20

Male and female while asking for something with male/ female teachers

Level of education	1 st		2 nd		3 rd		1M		2M	
	N	P	N	P	N	P	N	P	N	P
male										
Situation A	76,3%	23,7%	78,6%	21,4%	78,1%	21,9%	80%	20%	77,4%	22,6%
B	87,5%	12,5%	89,3%	10,7%	81,2%	18,8%	90%	10%	79%	21%
Female										
Situation A	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
b	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%

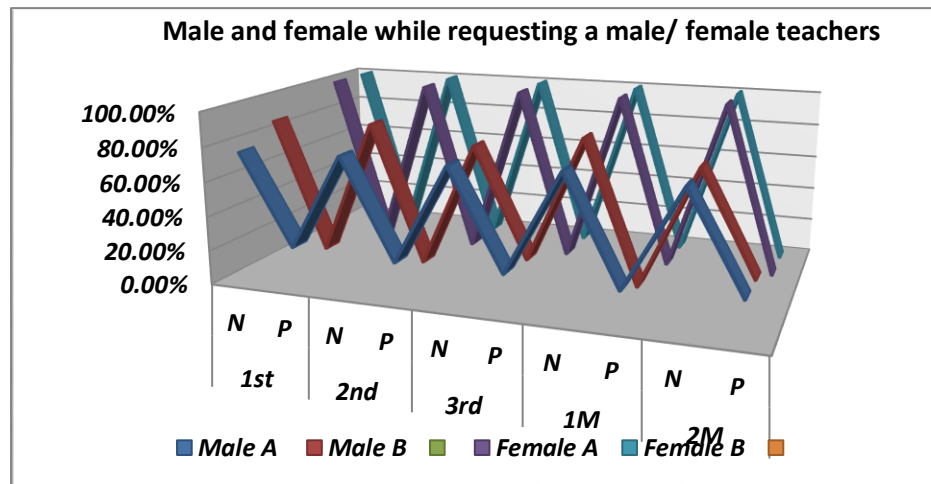


Figure 4.18 Male and female while requesting male/ female teachers

The table 4.20 indicates that the highest percentages among the male and the female students belongs to the negative politeness, the most used strategies is the indirect request that is expressed in a question form through modal verbs (e.g., can, could, would, may, etc.), the distribution of requests produced by both genders learners, is a modal verb “can” which was rated highly by both respondents, “could”, which was rated as the most appropriate. “Can”, which also ranks the highest.

The NP differences between males and females participants overall are not very big, it is obvious that the strategy was employed by both groups in all situations with varying percentages though. Perhaps there is an agreement in the use of NP or indirectness among male and female students from different levels with almost similar percentages in A (asking for an extension), and in B (asking for a permission). (95.7%) of males preferred to use indirect requests, while (100%) of females employed them in both situation. The greatest difference between the two is the observed directness in the second discourse while dealing with female teacher, where the male participant PP’s percentages ranged between (10% to 21%) while females do not used PP strategy at all in both situations. In two situations the male participants scored higher on directness rather than females, whom make indirect requests. If we look at the English speakers' requests to a teacher, we see evidence of how they seem to use more strategies that are indirect. By being more indirect, the participants are applying more politeness in their requests.

Some males’ speakers do not focus on the distance or power in the relationship to their professors. Looking at some males’ responses when dealing with males teachers when having to ask the professor for an extension on a term paper, some of the male speakers use PP strategies rather than NP in making their requests such as “I want to get one extend

deadline on this assignment here”; “I have been working hard through the semester but now I need some extra days”;” I have no chance to get done with it within the deadline”.

Female speakers, on the other hand, are paying more attention to the professor’s power and distance. All of them apply more of a negative politeness strategy; Can I please get a couple of days extra on my paper?; I can see that I will not be finished in deadline, so I was wondering if I could have one extra day to write the assignment?.May I please have an extension? ; I don’t think I can be able to finish in time, and I was wondering if I could get an extension on the time. All female participants try to minimize the request, they are more concerned about the power and social relationship between himself and the professor than males do.

In all of the above situations, the requester is in a lower position than the requestee and s/he does not have the right to impede on the requestee's freedom of action. Accordingly, the common factor here is the power difference between the interlocutors (+power). As a result, the more power the hearer has over the speaker, the more likely it is for the speaker to issue the request indirectly.

✓ **Students/ student interaction**

a. You ask your close male/ female friend who is sitting on his own place to change seats with you, so that you can sit next to the window:

b. You ask your male/ female classmate for a pen and a piece of paper while attending a lecture, because you forget yours you say

Table 4.21

Male and female while requesting close male/ female friend

Level of education	1 st		2 nd		3 rd		1M		2M	
Male	N	P	N	P	N	P	N	P	N	P
Situation A with male	9,9%	90,1%	16,4%	83,6%	20,6%	79,4%	10%	90%	10,6%	89,4%
A with female	10,7%	89,3%	10,5%	89,5%	20,6%	79,4%	10%	90%	27,4%	72,6%
Female	N	P	N	P	N	P	N	P	N	P
A with male	21,2%	78,8%	19,6%	80,4%	20,3%	79,7%	20%	80%	21%	79%
A with female	12,5%	87,5%	10,7%	89,3%	10,9%	89,1%	00%	100%	21%	79%

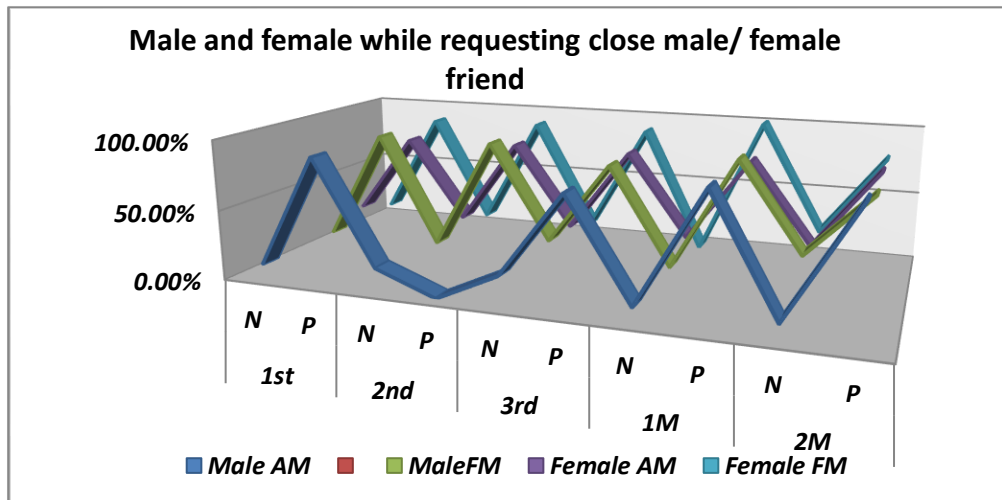


Figure 4.19 Male and female while requesting close male/ female friend

Table 4.21 embodies data regarding the distribution of NP and PP while requesting close friends used by males and females EFL students. The results show that their strategies somehow varied since they used both types (direct and indirect). The preference for direct requests or PP by both groups (male/female) found in above situations. The PP highest percentage of males while dealing with males ranged between (79, 4 % to 90, 1 %) and between (72, 4% to 90%) while dealing with females friends. Females PP responses ranged between (78, 8% to 80, 4%) while requesting a male friends; and ranged between (79 % to 100%) while dealing with female friends. Some PP examples given by a student when completing the discourse sequence which is; “stand up brother, I want to seat on your place; “I want to seat next the window honey , so change your place, this is mine”.

In most responses, the participants put their request in the form of suggestion such as “How about changing the places” and “Why don`t you change seats”, since the condition of this strategy refers to the hearer`s capacity to perform the desired act. Next, they make their request while dealing with their close friends with statements of obligations and necessities and employ imperatives which are less polite and direct. In both situations, the speaker and the hearer are close friends and neither of them is exerting power over the other (-Power, - Distance). As a consequence, direct requests can be seen as an example of solidarity or positive politeness. That is to say, male/ female speakers express reciprocity, camaraderie, social closeness and a common point of view when requesting directly from their close friends.

Table 4.22

Male and female while requesting not close male/ female friend

Level of education	1 st		2 nd		3 rd		1M		2M	
	N	P	N	P	N	P	N	P	N	P
male										
B with male	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B with female	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
Female										
B with male	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B with female	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%

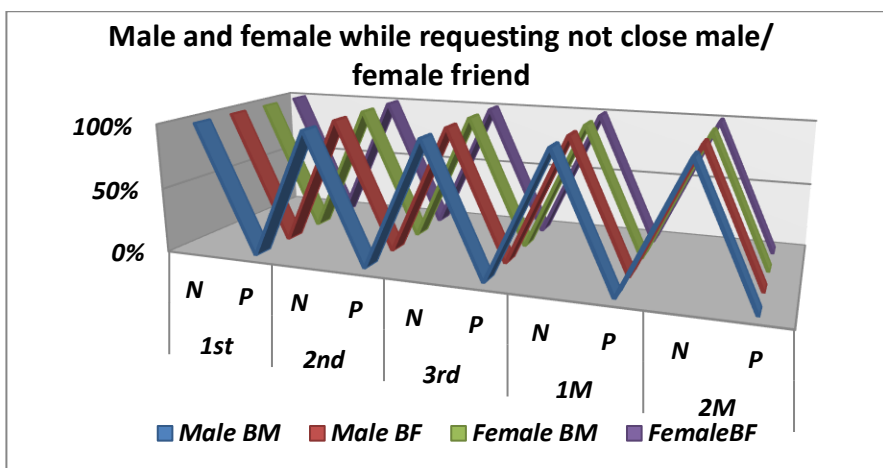


Figure 4.20 Male and female while asking for something with not close male/ female friend

In the above situation, participants were required to ask their male/ female classmate student for a pen and a piece of paper while attending a lecture. The table 4.22 and its figure 4.20 show that there are similarities and differences between the requesting strategies used by both groups male/ female from the different grades with a special regard to social distance (SD). The most frequently used strategy was the NP by both groups in a similar way (100%) for all levels. An answer was given by a student when completing the discourse that used as an example of negative politeness and it is: “Please, May I borrow your pen?”, “Can I please use your pen?” “Would it possible if I borrow your pen?”

The results show that the participants seem more likely to use NP when the hearer is a stranger. Both situations show that when distance is low between speakers and hearers, both groups prefer PP over NP strategies. However the percentages of both groups for negative

politeness are higher when distance is high. This result may show that, in both groups, the more distance speakers feel between themselves and hearers, the higher level politeness strategies they tend to use in performing the speech act of request.

4.3.3.3. Situation Three: Disagreeing

NP and PP in the third situation will be analyzed with regard to the linguistic realizations of disagreement, especially focusing on the mitigation disagreement and strong disagreement or unmitigated disagreement. The mitigated disagreement strategies will be counted as NP while strong disagreement will be counted as PP in the context of the particular examples. Below both strong and mitigated disagreement strategies are listed, in order to provide the reader with a clear comparison.

Table 4.23

Strong and Mitigated Disagreement (Maíz-Arévalo, 2014, p. 209)

Strong Disagreement	Mitigated Disagreement
Use of bare negative forms (e.g. “no” “no way” “of course not”)	Token agreement (e.g. “yeah...but”)
Use of the performative “I disagree”	Use of hedges (e.g. “I guess” “it seems” “I don’t really know”)
Use of the performative negation I didn’t agree” or “I can’t agree”	Requests for clarification (e.g. “Maybe I don’t understand, could you explain it more clearly?”)
Blunt statement of the opposite	Expressions of regret (e.g., “I’m sorry but I don’t agree with you...”)
Use of insults and negative judgments (e.g., “you are a moron)	Use of prefacing positive remarks toward the addressee (e.g., “that’s a very good analysis”) Suggestions (e.g., “How about doing this in a slightly different way?”) Giving explanations

✓ **Teacher- students' interaction**

a. While discussing some topics, you are disagree with your male teacher point of view

b. You female teacher does not believe that the ideas are yours you are plagiarizing you say:

Table 4.24

Male and female while disagreeing with male/ female teachers

Level of education	1 st		2 nd		3 rd		1M		2M	
Male	N	P	N	P	N	P	N	P	N	P
A	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
Female	N	P	N	P	N	P	N	P	N	P
A	100%	00%	100%	00%	100%	00%	100%	00%	100%	00%
B	75%	25%	78,6%	21,4%	70,3%	29,7%	80%	20%	79%	21%

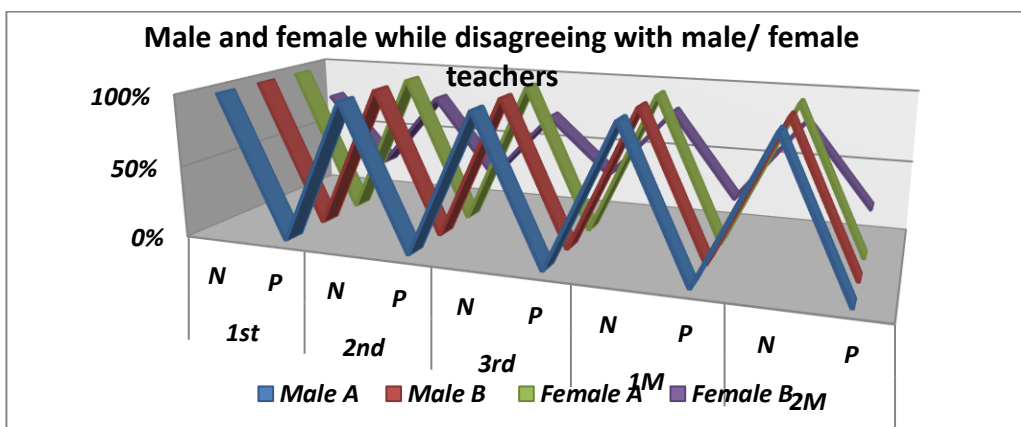


Figure 4.21 Male and female while disagreeing with male/ female teachers

In this situation, which contains certain kind of formality, a power inconsistency exists between interlocutors. The person, who the speaker is disagreeing with, is in a higher power and position than the speaker. In response to this situation, in which the speaker is disagreeing to his or her supervisor who questions the originality of the term paper she or he submits, both male and female students from the different levels applied almost the same types of disagreement strategy while dealing with a male teacher, but with different levels of frequency concerning females while dealing with a female teacher. The high frequency of using NP while disagreeing proves that both males and females have a high tendency to

keep the distance with their teachers in conversations and try to behave in a polite way by not producing a direct contradiction.

As illustrated in the above tables, (100%) of male students prefer NP while disagreeing with male/ female teachers. They performed disagreement using contradictions and providing reason' (e.g. Teacher, I don't know how I can prove it, but believe me they are definitely my own ideas). Participant often show their disagreement by starting with word or phrase which contains apologizing and word "think" by using negative politeness, "sorry Sir/Mrs. I think that this is not right, can you recheck about that ideas them again please"; thus most participants try to mitigate their disagreement by using the apologetic "I'm sorry." After repeating their point (for me this is not right), they proceed to make a longish explanation that justifies their position.

Interestingly enough, (100%) of female learners performed disagreement in the same way while dealing with male teacher, but while dealing with female teachers, this situation are contradicted to males responses. (20%) of them prefer the strong disagreement "no I'm sure Mrs. those are my ideas: "no you misunderstand, if I wrote them, I know that they are mine" "why you think that I tell a lie". The use of direct statement of disagreement is another strategy preferred by female students while dealing with female teachers, which is usually expressed by statements like 'I don't agree with your idea Mrs.' or 'I disagree with that opinion.'

Although both genders from different levels were concerned about politeness, they revealed differences in its application while dealing with their male/ female teachers. The results revealed that males from different grades are more sensitive about power and gender of their teacher and applying NP, whereas females are not care about the above variables and tend to use more PP as a dominant strategy .The effect of power makes the use of NP strategy becoming the most appeared strategy in all situations and by the different grades. Students prefer to use more polite sentences when they are talking to someone who has higher level than him. Thus, when speaker is in higher situation, the value of NP becomes lower, and when speaker is in lower situation, the value of NP became higher.

✓ **Students/ students' interaction**

- a. A Close male/ female friend suggests that you need to move your seat but you are disagree

b. Male/female classmates think that you should apply more evidences on your work because you results are weak. You disagree with him.

Table 4.25

Male and female while disagreeing with close male/female

Level of education	1 st		2 nd		3 rd		1M		2M	
Male students	N	P	N	P	N	P	N	P	N	P
A with Male	42, 5%	57, 5%	46,4%	53,6%	48,4%	51, 6%	40%	60%	45, 2%	54, 8%
A with female	51,3%	48,7%	57,1%	42,9%	54, 7%	45, 3%	60%	40%	54, 8%	45, 2%
Female student	N	P	N	P	N	P	N	P	N	P
A with Male	75%	25%	78,6%	21,4%	7 6,6%	23,4%	80%	20%	77,4%	22,6%
A with Female	87, 5%	12,5%	89,3%	10,7%	90, 6%	9,4%	90%	10%	79%	21%

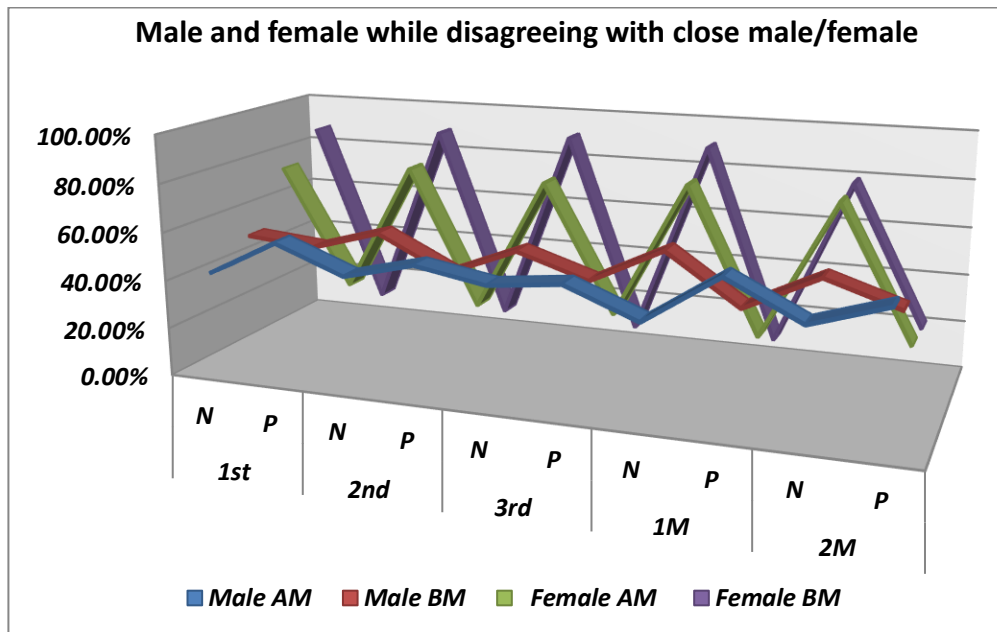


Figure 4.22 Male and female while disagreeing with close male/female

In situation A, the interlocutors are equal in power, and with a lower distance, both male and female mostly use NP strategies and PP strategies in showing their response in all situations. Female students have higher value than female students in using NP strategy while dealing with both genders; they use NP as (75%% to 87, 5%) for first year, (78, 6%to 89, 3%) for second, and (7 6,6%to 90, 6%) for third. For master male students, NP ranged

between (77, 4% to 90%). PP is the most appeared strategy for male students while dealing with both genders which have values as (60%) as higher frequency. The second place for female students has values as (23, 4%). Male student have higher value than female students in using PP strategy. It indicates that male students prefer to say something directly and sometimes do not care of using politeness strategies while dealing with close friends from different genders, while female students prefer to use indirect sentences in disagreement.

Table: 4.26

Male and female while disagreeing with not close male/female

Level	1 st		2 nd		3 rd		1M		2M	
Male	N	P	N	P	N	P	N	P	N	P
B with male	00%	100%	100%	00%	00%	100%	00%	100%	00%	100%
B. Female	00%	100%	100%	00%	00%	100%	00%	100%	00%	100%
Female	N	P	N	P	N	P	N	P	N	P
B. Male	51,3 %	48,7 %	57,1 %	42,9 %	57,8 %	42,2 %	60%	40%	35, 5%	64,5 %
B. Female	62,5 %	37,5 %	67,9 %	32,1 %	67,2 %	32,8 %	70%	30%	56,5 %	43,5 %

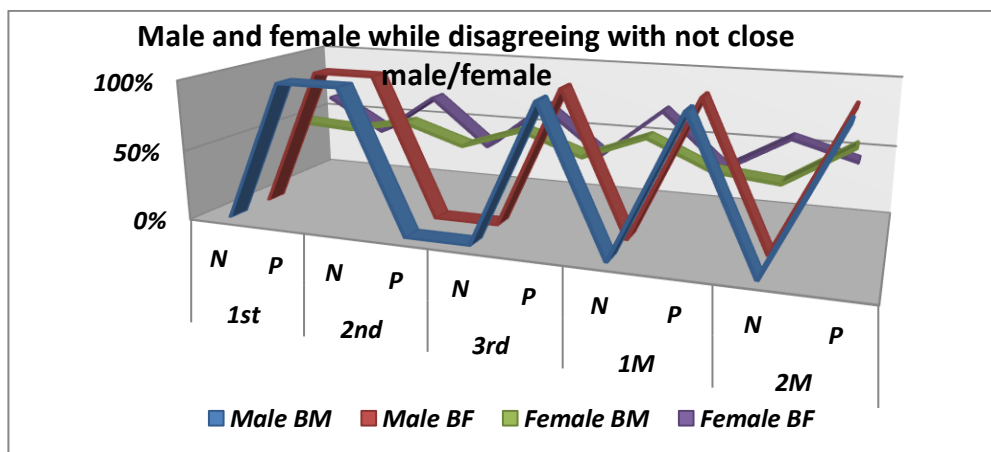


Figure 4.23 Male and female while disagreeing with not close male/female

Although in B situation the interlocutors are status equal, the social distance is larger in this situation than situation A. The result revealed that with the increase in social distance, the males and females students used more NP statements than in A situation. In response to this situation, the males' students from the different level made same forms of disagreement (100%). This tabulation shows that male respondents prefer the indirect ways of showing disagreement while disagreeing with their classmates, "I appreciate your

comment, may be later I will try to add more evidences”, “ok, why not”, “it’s ok I will try”. In the same situation the female respondents were more directive than the male ones, “no, I feel that my evidences are enough”, “you mean that my work is weak”

An interesting finding apart from the percentage is the attention that males respondents pay to the gender of their addressees more attention than females while dealing with strange friends. As when we compare the results of table 4.26, we can easily uncover that gender was playing a major role in both of males’ responses while dealing with females. However, although both males and females tend to be more cautious disagreeing with the opposite gender, males try harder in order not to be more polite with their male/female classmates.

4.3.4. T-testing Analysis Results

In order to test whether the interlocutor's gender is effective in their choice of politeness strategies, used by male and female students while apologizing; requesting and disagreeing with teachers; close and not close friends, T- testing tests were used. The results of these tests are presented in tables below;

Table 4.27

T- Testing for gender differences while dealing with teachers

Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Male	144	15,41	,94	10,34	,00
Female	178	14,40	,80	10,16	,00

Table 4.28

T- Testing for gender differences while dealing with close friend

Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Male	144	25,74	1,67	21,45	,00
Female	178	21,98	1,46	21,15	,00

Table 4.29

T- Testing for gender differences while dealing with not close friends

Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Male	144	16,91	1,91	13,25	,00
Female	178	14,62	1,14	12,61	,00

The first hypothesis stated that there is no difference between male and female students while apologizing, requesting and disagreeing with teachers, close and not close friends. To test this, we used an independent samples t-test to compare the means for both the genders. On average, male students had a much higher reliance on competitive analysis and the analysis of data (M = 15, 41, Std = 0.94) than female students (M = 14, 40, Std = 0.80) while dealing with their teachers. Table 5.26 shows that in the sample, the males' politeness uses mean is (25, 74) with a standard deviation of (1.67). The females' politeness uses mean is (21, 09) with a standard deviation of (1, 46) while dealing with close friends. For the last situation; where the students interact with not close friend the males' politeness uses mean is (16, 91) with a standard deviation of (1.91). The females' politeness uses mean is (14, 62) with a standard deviation of (1, 14).

The three tables above demonstrate the P-value of 0.000 is statistically significant at ($p = 0.000 < 0.05$). Therefore, it can be claimed that there is a significant difference between Algerian male and female speakers in their choice of politeness strategies while dealing their teachers, close and not close friends.

4.3.5. Students' perceptions toward polite language and behaviours in the classroom

English native speakers who were asked to assess the degree of politeness of the utterances on a scale of 1=Polite, 2=Partially Polite and 3=Impolite. Finally, the politeness behavior of the participants was qualitatively analyzed and discussed, explicating elements of politeness and impoliteness. The researcher thought that it is also essential to test the students' point of view of politeness and to find out the politeness differences between male

and female students. ANOVA analysis was used to explore if there was any significant differences between male and female students based on age and level of education.

Table 4.30

Students' perception toward polite behavior in classroom

Descriptive Statistics					
	N	Minimum	Maximum	Mean	
Perception	322	1,85	2,45	2,2093	
Valid N	322				
ANOVA					
PERCEPTION					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,101	4	1,525	,185	,946
Within Groups	2618,718	317	8,261		
Total	2624,820	321			

To test the second hypothesis, that stated that age and level of education affect the students' way of perceiving politeness in classroom, ANOVA was utilized to test whether there is a statistically significant difference between the polite and impolite perception means of the participants. Results of the analysis of variance indicated no significant differences among all students ($F = .185$, $p = .94$). The survey questions illustrate high levels of agreement among the five levels of student on what is considered polite and impolite. The summary in table 4.30 reveals that how students perceive classroom polite and impolite behaviors do not change with age and level of education.

4.4. Discussion of Questionnaire Findings

This section will discuss and provide an interpretation of the findings from the questionnaire data in an attempt to offer answers to the questions guiding this study and check the validity of the research hypotheses. Based on the questionnaire and discourse

completion test provided by the researcher, it is found that there are only a few differences in terms of politeness between male and female students' in classroom interaction.

The finding indicates that students confirm the important functions of being polite in the classroom. They view politeness as indicator of the success of education and the teaching process in the class. They add that, they are found to be rude in speaking English because of the insufficient English competence and the lack understanding of politeness. Therefore, it is expected that there will be conditioning of English politeness used by the students to improve their English performance.

4.4.1. Classroom Politeness Strategies and Gender Differences

The finding of the first situation, that intended to investigate some difference between male and female students while apologizing, indicates that both genders imply NP and PP while apologizing. The male speakers use apology somehow more than female participants while speaking to female teachers. In addition, female participants, in some cases, use the phrase "*I apologize.*", although male speakers use some intensifiers such as "so, very, really" with regret strategy (I'm so sorry) in order to deepen the meaning instead of using apology strategy (I apologize), while dealing with close and not close friends.

From the above results, we can notice some similarities and differences between males and females in adopting the proper apology strategies. The use of "sorry" used by both groups, but it is less used in female speech, while "excuse me" and "I apologies" is somehow absent in their speech especially while dealing with female close friends.

NP is dominantly used by male participants while apologizing and PP is used more in females' apology. The research result disagrees with what Rothman & Gandoss (1982) found in their study that women use NP (90%) while apologizing more than men (70%), but in our research, female students are found more informal and less caring about apologizing in all situations, in a comparison; male students are more caring and receptive. In addition to Rothman & Gandoss (1982) study, Gonzales, Pederson, Manning & Wetter (1990), arguably found that women apologize more than men. Gonzales et al., found that female students produced more explicit apologies than their male counterparts. On average, women proffered over 80% more of such explicit apologies than did men.

In contrast, our findings are not consistent with the above studies. In our study we found the opposite; that male respondents use explicit apologies somehow more than their female counterparts. We also notice that the male respondents use combinations of

strategies to apologize and fix their mistakes; whereas the female respondents try to fix the mistake in different strategies without apologizing in most situations.

While requesting, both male and female students are paying more attention to their teachers' power and distance; all of them apply more of NP strategies but male with high frequencies. The requester is in a lower position than the requestee and s/he does not have the right to impede on the requestee's freedom of action. Accordingly, the common factor here is the power difference between the interlocutors (+power). As a result, the more power the hearer has over the speaker, the more likely it is for the speaker to issue the request indirectly. The results show that the participants seem more likely to use NP when the hearer is not close friend.

We can notice that both situations (A, B) show that when distance is low between speakers and hearers, both groups prefer PP over NP strategies. However the percentages of both groups for NP are higher when distance is high. This result may show that, in both groups, the more distance speakers feel between themselves and hearers, the higher level politeness strategies they tend to use in performing the speech act of request. The results agree with many researchers like Blum-Kalka, Olsten and Meir, who found that a variety of standard factors such as age, familiarity, or gender played important roles in the use of politeness strategies in requests (1990).

In disagreeing situation, both male and female students from the different levels apply almost the same types of disagreement strategy while dealing with a male teacher, but with some differences in the levels of frequency concerning females while dealing with a female teacher. The results reveal that males are more sensitive about power and gender of their teacher and applying NP, whereas some females are not care about the above variables and tend to use more PP as a dominant strategy. An interesting finding apart from the percentage is the attention that males respondents pay to the gender of their addressees more attention than females while dealing with strange friends ; as when we compare the first two tables we can easily uncover that gender was playing a major role in both of the situations of males responses while dealing with females however, although both males and females tend to be more cautious disagreeing with the opposite sex, males try harder in order not to be more polite with their male/female classmates. This finding agree with Farahani (2013) found that social distance affects to type of politeness strategy. When participants are in unfamiliar situation, the value of NP is greater than in close situation. S prefer to use NP such as strategy 2 (hedge, question) and strategy 6 (apologizing) in delivering disagreement.

The obtained findings are also in line with the results of the study conducted by Harrison and Barlow (2009, p. 212) indicating that the participants frequently used positive strategies to express their shared problems and experiences in an online self-management program. The result of this study is in contrast with the study conducted by Alfattah and Ravindranath (2009) in which the researchers investigated the ways in which Yemeni learners realized requests in their English inter-language focusing on politeness strategies as proposed by Brown and Levinson (1987).

4.4.2. The Effect of Age and Level of Education on Perceiving Politeness Strategies

The findings of Likert scale, which provides some evidence of relationship between EFL students' level of education and gender and the way of perceiving politeness in classroom, show that although all levels of students groups are concerned about the use of politeness in classroom interaction; they are more sensitive about power of their interlocutor and applying politeness strategies.

The result of this study are in contrast with Cohen (2008) who asserts in this respect that there are factors on the learners' side which may hinder their ability to perform speech acts appropriately for the certain situations in which they find themselves (e.g., their language proficiency, learning style preferences, and personality). In this study, the participants especially first and second year are still low-proficiency students and therefore, their language proficiency can be an important factor that had influenced their choice of appropriate strategy or form. Due to their lack of linguistic competence, they mostly make use of the same strategies for all politeness situations regardless of the three situational factors which they had to pay attention to vary their strategies.

4.5. The Interview Findings' Analysis

Teachers play an important role in the implementation and success in EFL classrooms, so that learners can develop autonomy toward their own learning. Accordingly, in order to get a clear idea about the use of polite expression in classroom interaction, the researcher interviewed five (05) teachers to see whether they are aware of how they deal with their students; and whether or not they are aware of the effects of their speech on the their student's polite behaviors in EFL classroom context. By conducting such an interview, we hope to gain insight into teachers' opinion and attitude towards politeness. The table below

illustrates the complete demographic data related to the five (05) participants who agree to be interviewed after being observed. Three (03) of the interviewees are males, while the other two (02) are females. The figure below shows age, gender, and place of origin, qualification and years of teaching experience of all the teachers' respondents:

Table 4.31

Demographic data of the interviewees

Teachers' features	age	gender	Place of origins	Qualification (educational background)	Years of teaching experience
MT1	57	male	Tiaret	PhD Degree	12
MT2	44	male	Tiaret	PhD Degree	10
MT3	39	male	Mascara	Magister	10
FT4	31	female	Tisamsilt	Magister	08
FT5	32	female	SidiBel Abbes	PhD Degree	09

Teachers are selected randomly regardless their age, gender or experience in teaching the English language, they were included in this study according to the rationale of gaining more accurate and relevant data because of their everyday direct contact with the students. Also, they can provide us with more additional guidance and pieces of advice to ensure the appropriateness of the research management. The interview is conducted to explore the politeness strategies applied by the Algerian EFL teachers while interacting with their students; it answers question three: How can EFL teachers' professional knowledge about politeness be explained?

Question one: As a teacher, what does the word 'being polite' mean to you?

The aim of this question is to know the different meanings of the word 'polite' from the five teachers' point of view. All of the three male teachers relate the meaning of politeness to good manners and respect in classroom. They state that by manners we mean proper and respectful behavior towards all with whom we come in contact. The following was their responses;

"Being polite is a way of showing respect between students and their teachers. Both of them deserve to be treated with respect, all the time." (MT1)

“Politeness means to show respect and consideration to your students and makes them glad that they are with you. Good manners are about respect.” (MT2)

“Politeness is a way of showing respect in classroom interaction; the loss of this leads to a more selfish class. Politeness or having good manners is all about respecting students and yourself.” MT3

On the other hand, female relate being polite in class to a good relationship like greeting, shaking hands, maintaining eye contact, taking turns, listening, and saying “please” and “thank you.” Their responses are as follow;

“Being polite means a cheery greeting upon entering a class. It is also important to end the class with something like “you know I really enjoyed being with you”, “thank you for coming”; thank you for your attentiveness/ participation”. FT4

“One of the most important outcomes of being polite is what it will do to them, and what it has done for me. The more polite I am the more I genuinely enjoy being in class with particular group of students.” FT5

They also involve helping others, knowing how to behave in a variety of settings and applying proper etiquette in different situations to politeness. Manners and politeness can be linked to classroom success and to a person’s sense of respect for themselves and students.

Question two: Do you follow a certain Politeness strategy while interacting with your students?

This question’s purpose is to know the politeness strategies used by the five teachers in order to establish a positive relationship with their students. The answers of the five participants indicate that all of them follow similar strategies when they deal with their students;

MT1 and MT2 stated that they are not sure about the use of politeness strategies; they say: *“we don’t know if the strategy is that intentional, but we love students, we feel very comfortable around them. We just enjoy getting to know them as people. But we don’t know if this is a specific polite strategy that we are doing intentionally”.*

MT3 also is in agreement with his male colleagues, he states that he does not have a certain politeness strategy. However, he adds: *“It happens intuitively, because I know that making my students comfortable enough, and allowing them to be comfortable with each other and me is the base for any learning to happen. And in order for them to learn well, they must be comfortable, they must be pretty much motivated, so that happens through a*

constant feeling of connections so I don't do it consciously. It's just something that I have... It's also closer to my nature. So, I don't have a specific strategy that I follow".

The females' teachers; FT4 and FT5 say *"Both teacher and students need to feel safe; that the teacher needs to connect with their students utilizing positive politeness so that they both feel comfortable"*. Both of them mentioned that they accept all of their students' efforts, as long as they make sense. Similarly, they say, *"When the students' answers aren't correct, we always praise what was good first and then give them the right answer."* By accepting their students' answers and praising what is good, female teachers are satisfying their students' want to be liked and approved of. FT4 say that when she instructs their students to move on to the next activity, she usually tell them, *"Okay, thank you. Let's move on to this and this,"* or *"Let's go on. Let's do something else."* In a similar manner, FT5 say that she tells them, *"Now, let's do this and this,"* or *"Let's move on to this and this."* Through the use of the inclusive "let's", female teachers are including themselves in the activity and reducing the distance between themselves and the students, thereby conveying that they are co-operators.

From the above responses, we can notice that all the teachers use some positive politeness while interacting with their students. Even though, they are not familiar with such strategies as positive and negative. The teacher-student relationship has an important impact on students' attitudes and achievements. If students feel comfortable with the teacher and the environment as well, they can construct more positive relations and develop a better way to behave in the social context and improve their social skills.

Question three: In the classroom, what are the most students' impolite behaviours?

This question aims to examine the conceptions of EFL student misbehaviours in classroom, and to identify the most common, disruptive, and unacceptable student problem behaviors from teachers' perspective. The most students' impolite behaviours inside the classroom that reported by all teachers are mostly "disrespecting teachers"; such as when refusing to follow the instruction. *"Disputing against teachers is disrespecting teachers.... However, if they argue back or disrespect their teachers, it is something related to their attitudes and values. So I think this is the biggest problem...Normally, they behave offensively against individual teachers, a certain kind of teachers including those who are too gentle or those who are rigid but not convincing."*MT1.

MT2 adds that *"Some students like to twist the fact and shout their fallacy out loud to amuse their classmates. This is something that I cannot accept...It is obvious that he does not hold a point but still insists he is correct. I think this kind of behaviour is unacceptable"*.

MT3 comments that *“challenging your teachers’ authority, mainly like, if you ask them not to do something, they are rebellious and insist to behave the other way round”*. *“They won’t listen to teacher’s opinion. They will insist to do what they think.”* FT4.

FT5 illustrates that disrespecting teachers meant rudeness, talking back, and confronting teachers. *“Sometimes they will even dispute against their teacher. A student gave an irrelevant answer to teacher’s question. If the teacher commented on, the student would be enraged and hostile, and then disputed against the teacher.”*

Question four: How do you behave toward impolite students?

Student misbehaviours can threaten the effectiveness of a class learning environment, thus, the aim of this question is to know how EFL teachers respond towards students misbehaviour. Of the five interviewed teachers, the two female teachers show the same response that they talk with the student; *‘I’m not a teacher who punishes, but I am a disciplined teacher. I prefer talking over punishing. I ask students why they did it. I then ask if they know the consequences of their behaviour. We then talk about the fact that they shouldn’t repeat the behavior. When the student does something nice, I say ‘You made me happy, I hope you are happy, as well.’ I would continue by saying “Later, you’ll act even better,” rewarding the student by giving them bonus and extra points”*. (FT4/FT5)

Males’ teachers state that they are unresponsive. *“I try to make eye contact with the students who do not take warnings into account. I’m trying to be as helpful as I can and avoid punishment.”* MT1

‘When a student shows impolite behaviours in classroom, I am unresponsive to the student at first because if I react, I will distract the class’s attention, causing it to fall apart. If the negative behavior persists, I communicate my feelings to that student first by mimicking. For example, I put a sad expression on my face; make a “no” with eyebrows or using sounds’. (MT2)

‘I initially react; if a student exhibits improper behavior, I will tell them clearly “I don’t like it; that behaviour is not nice.” I also tell the student what the behavior is that I don’t like. I tell them how to behave and what I want. If the student does the same behavior again, I ask the student to go out’ MT3.

Question five: How can you develop positive relationship with your students?

To gather data on teachers’ positive relationship to their student in classroom interactions, we ask the teachers to describe one or two positive relationships they had with students. MT1 and MT2 agree that *“each one need to know his role, and knowing his rights*

and obligations. We insist on the respect and show interest to students and being fair in addition to encourage them. We also try to avoid hurting students and using bad language, besides show respect and make them feel that they are valued in classroom.”

MT3 says that *“I model respect to my students by listening to them and showing them that I care about things that are important to them. I apologize when I’ve forgotten to do something I said I’d do, when I lose my temper, or when I make a mistake. I also encourage respectful behavior through classroom discussions about how to show respect to others and what behaviors are disrespectful. And I praise students when they show respect”*.

FT4 adds; *“I demonstrate motivating behaviour when I receive positive feedback by giving verbal feedback, applauding, making a high-five and saying, “You’re great.” I treat my students as if they are members of my family. And I do not apply any behavior that I do not approve of to my students. For this reason, they are all like my own brothers or sisters. I try to act as an elder sister who demonstrates her appreciation, protection, and approval to her students.”*

the last teacher FT5 says that *“learning with pleasure helps to promote a positive psychology, I propose that the teacher should wear different faces such as being an artist, a father, and a friend which allow him to get closer to their students, we should create a friendly and relaxed atmosphere, pair and group work, in addition to invite them to take an active part in the lecture to overcome their fear and shyness.”*

From the above responses, all teachers seek to avoid negative relationships and build positive, and supportive ones that make them feel relaxed, and motivate them to create and being engaged in classroom.

Question six: Do you teach politeness strategies to your EFL students in classroom?

Politeness can have an instrumental role in the classroom interaction. Politeness strategies used by the teacher and students in the class can play an important role in learning and teaching process. MT1 and MT2 say that they do not teach politeness, since they teach content rather than etiquette. FT4 notes that if she teaches business English, she would emphasize the importance of polite usage. MT3 answers unanimously that he teaches politeness time to time in all classes at all levels, but especially at the master levels. FT5 says that *“I teach them situations in which negative politeness is required; and where should we use a negative politeness strategy, especially the use of “may/could I” or “would you mind if,” which make them distinguish the forms depending on the burden of the request itself”*. In Certain situations, however, they require positive politeness, such as how

to greet a teacher, or how to establish rapport with the teacher, or how to responds to a compliment by a teacher.”

Based on the answers above, we can suggest that EFL teachers should incorporate ideas of politeness into their curriculum. Because politeness strategies are difficult to convey without explicit instruction, and because English teachers rarely teach politeness outside the classroom, students will lack the opportunity to talk politely with English speakers. It follows that they may encounter difficulties communicating in English-speaking countries.

Question seven: do you think that teaching politeness to EFL students is a need?

All of the teachers agree that teaching the politeness strategies in classroom is necessary. According to them, knowing about the different politeness strategies helps to convey smooth cross cultural communication. However, two of them (MT1 and MT2) emphasize the necessity of practical experiences as well. MT1 says *“Yes but I am not sure if students can utilize them practically even if they have knowledge about it”*. MT2 adds *“Yes it is needed, but I think that it is not something to learn but it is something to get accustomed.”*

MT3, FT4 and FT5 say; *“Yes because being polite to the others can carry smooth conversation.” “Yes. I call for an urgent necessity of learning but it would be helpful to convey smooth communication”.*“Yes. It is important to learn grammar but having more detailed communication class is also necessary to speak up in the intercultural communication.”

Emphasizing the importance of teaching and learning politeness strategies to EFL students, may trigger their awareness and help them to establish a firm knowledge about different politeness strategies and they become sensible to it and put it into practice smoothly.

4.6. The Interview Findings’ Discussion

Politeness is firstly kindness, attentiveness, empathy. These are the most important principles of polite behaviour, ones that are based on respect, temperance and responsibility. In teacher-students relation, there must be an emphasis on teachers’ politeness to make stakeholders particularly teachers aware of the importance and significance in making students’ performance and self-esteem better in schools. When teachers interact with students within students’ friendly culture, students learn more tenderly because politeness is

a great aspect of communication. Downey (2008) assumes that classroom interaction is the communication between teachers and learners in the classroom, by means of this interaction; both teachers and learners receive input and produce output. Teachers have opportunity to know their students performance during the interaction and produce teaching practices that fit their needs. For students, interaction increases their knowledge and competence and produces better skill as the output.

In scrutinizing the findings of the interviews the teacher aims to evaluate students according to the interests they have in class, makes eye contact with students, addresses students by name, approaches them with love and compassion, behaves respectfully, supports students' positive behaviours using gestures such as smiles, encourages students positive behaviors with positive words, and emphasizes students' positive behaviors. These findings indicate that teachers' in-class interactive, verbal, and nonverbal behaviors towards their students affect students' behaviour.

Based on the result of the interview, it could be state that politeness strategy that employed by EFL teacher and students should be performed in four aspects , respect communication between teacher and students, cooperation interaction between teacher and students, less imposition and indirectness in teaching and learning process and togetherness between teacher and students. By implementing them, it became meaningful and creates a good in the teaching and learning process of English as a foreign language classroom interaction. This finding is in line with what Achmad (2012) found in his research that the politeness principle in life has an impact on the realization of basic value conception. One of these basic values is the noble value, namely motivation and a positive attitude or view of something.

It is not surprising that disrespecting teachers was highlighted by all teachers as an unacceptable behaviour, because respect and obedience are the deeply rooted values in Algerian education. Sometimes, these behaviors would also be perceived as offensive to authority. These findings further demonstrated that these values are still strongly held in teacher expectations, and thus behaviours that fail to comply were pinpointed as disrespectful and the students were judged as lacking proper values and attitudes. The findings suggest that problem behaviors include those breaking explicit rules as well as those infringing implicit norms or expectations. Similar to the same finding, Skinner and Belmont (1993) show that teacher's behaviour and student's engagement are related and mutually influence each other. Respect, thus, is an important factor for students' compliance with teachers, paying attention to what teachers have to say, and being motivated to learn.

Politeness is relevant and important in education, such as in classroom teaching and learning practice. During the teaching and learning process the teacher uses many utterances to communicate with the students which show politeness strategy. Considering the politeness, it is consisted of strategy to make the politeness appropriate in a situation of communication among students and teachers. In a definite community like in classroom, politeness is needed to be implemented since rudeness creates conflict between teacher and students. It means that politeness is used in classroom interaction in order to build good relationship among teachers and students. Payne-Woolridge's (2010) study had focused on facework in the classroom, which in fact can become an alternative to introduce a fresh way of considering the way teachers speak to students about behavior. Findings of these studies confirm that politeness is important in the classroom interaction and maintaining politeness in the class is a good strategy to reach effective classroom interaction

Teachers consider that politeness is important in the classroom, it is needed in education as a strategy to create good attitude as well as a motivation to create good atmosphere of learning and teaching process. This finding is in line with the findings of other studies conducted by Yuka who stated that "politeness functions as a practical tool to perform good interpersonal relationship (2009, p. 67). In addition, Jiang also indicated that politeness is needed to promote mutual understanding and harmonious relations and to build character (2010, p. 659). All of these studies confirmed that politeness has important roles in the communication and interaction between teachers and students in the class. Therefore, teachers and students need to apply effective communication strategies in order to transfer their ideas clearly. A number of studies proved that teachers and students need strategies in the class to communicate their ideas (see Aladdin, 2012; Moazen, Kafipour, & Soori, 2016; Mahmud, 2017a; Somsai & Intaraprasert, 2011; Tan, Nor, & Jaradat, 2012)

It is important to use polite expression during classroom interaction, but a teacher must also have self-control while teaching English and be wise when found some naughty students in the classroom. Facing naughty students, it will examine the teacher's emotion and it sometimes certainly can cause some teachers losing control. Once again, we emphasize that teacher must have already understand and comprehend on how they communicate well, and use varieties polite expressions in every conditions and situations. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's character and achievement.

From the results of interviews, the researcher has found that the implications of the principle of politeness in the learning process impact on three aspects. Indeed, the politeness principle creates an atmosphere of togetherness between teachers and students, builds respect for students, and helps students to have a positive attitude toward the lessons so that it motivates them to become more active in learning.

As a conclusion, the teachers, as a professional educator should master the art of communication, and be able to facilitate the learning process effectively.

4.7. Conclusion

This chapter tackled the description of students' questionnaire and the teachers' interview findings were displayed in tables and graphs with possible interpretation of the obtained results. We presented the questionnaire findings into three main sections in order to facilitate their readability; the first section was devoted for the students' questionnaires' results which concern the students' views on politeness, the influences of social variables and gender on students' politeness strategies, and the students' perceptions toward polite language and behaviours in the classroom. Next, the EFL teachers' different perspectives towards the use of politeness strategies in their speech while interacting with their students have also been discussed. However; it is not enough to draw conclusions from teachers and students' self-reported data, the observation of their actual behaviour is necessary when seeking and utilizing information. Thus, the following chapter will put a spotlight on the possible existing discrepancies between what is said and what it will be done in classroom interaction.

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**Chapter Five
Classroom Observation Analysis
Findings and Discussions**

5.1. Introduction

The teacher has responsibility of educating the students' character by using the polite expressions in every conversation that happened in the classroom. Therefore, the students also will position the teacher as the guide that must be respected and appreciated when communicate. Thus, this chapter aims to see if there are any discrepancies between what is said and what is done; observable behaviours are good evidence. However, other drawbacks that are noticed is that observation is very time consuming and can be unreliable if it is conducted in an artificial setting or if students are aware of the presence of observers. It can be formulated when teacher talks to the students, s/he should consider all of the aspects of what the teacher is going to be uttered. So, the aim of the conversation would be clear and understood.

This chapter deals with the classroom observation analysis finding and discussion. To be more details, there was data presented about which politeness principles used by teachers and how many times they use it according to the sequence of number of all data. Based on the following results, it was automatically found which type of politeness strategies was dominantly used by male and female teachers' in their classroom interaction interactions.

5.2. Classroom Observation Findings' Analyses

For the sake of supporting the results obtained from the students' questionnaire, and teachers' interview, we carried out classroom observation; which is considered as one of the main methods of that is used by the researcher in order to collect qualitative data. In fact, we have attended five classroom sessions with the fifth grades in one week. The students are not the main focus because the writer only analyzes the politeness of teacher's utterances. The strategies identified are NP and PP strategies. In positive politeness, members use the language of intimates and show approval of each other's personality as somehow alike for purposes of interaction. This intimate language gives positive politeness its redressive force. The form of positive politeness strategies are as follows:

- Notice or attend to hearer Exaggerate

- Intensify interest to hearer
- Use in-group identity markers
- Seek agreement
- Avoid disagreement
- Presuppose/ raise/ assert common ground
- Joke
- Assert S's knowledge of H's wants and willingness
- Offer and promise
- Be optimistic
- Include both S and H in the activity
- Give or ask reason
- Assume or assert reciprocity
- Give gifts to H.

Negative politeness is the most conventionalized set of linguistic strategies for FTA redress: it is stuff that fills etiquette books such as use of words like, 'please', 'excuse me', 'may I' and so on. There are ten negative politeness strategies (Brown & Levinson, 1987): be conventionally indirect, question, hedge, be pessimistic, minimize the imposition, give deference, apologize, and impersonalize S and H, state FTA as a general rule, nominalize, and finally, going-on-record as to incur a debt.

The following table shows all the observed sessions, their timing, level and gender of the teachers. It is ordered by teacher then by date. Every bold line is the beginning of the sessions of a different teacher.

Table 5.1.

Classroom Observation Dates, Timing, and Levels

Teachers	Dates	Timing	level
Male MT1	4th Nov 2018	09:30/10:20 PM	First year
Male MT2	4th Nov 2018	11:20/12:10 PM	Second year
Female FT3	5th Nov 2018	09:40/10:45 PM	Third year
Female FT4	5th Nov 2018	11:00/11:45 PM	Master one
Male MT5	6th Nov 2018	09:30/10:20 PM	Master two

5.2.1. The First Observation

During the written expression lesson, MT1 used some type of management talk during the teaching and the learning process. At the beginning he entered the classroom and greeted his students. In running the class; he started new lesson and checked students understanding. At the end of the class; he ended the lesson within the activities and said good bye. The observation lasted for more than half an hour. From the first meeting, the researcher found some politeness strategies used by MT1 in classroom interaction; those strategies were PP and NP. The researcher found Ninety utterances of politeness strategies used by MT1 during teaching process in English class. The table 5.2 was about which politeness strategy was dominantly used by MT1 according to the sequence of number of all data.

Table 5.2.

First Observation Politeness Strategies

MT1 Politeness Strategies	Quantity	Percentages
PP		
Notice attend	01	09%
Intensity interest	01	09%
In group identity	03	27%
Seek agreements	02	19%
Jokes	01	09%
Direct statement	03	27%
Total	11	100%
NP		
Give defense	02	22%
Hedge	07	78%
Total	09	100%

During the first meeting in the EFL classrooms teaching, appropriate strategies that MT1 adopted can help promote students' learning, know what they are doing and how to do it, reinforce proper learner behaviours and extend learning opportunities. Through class participation, we notice MT1 and students adopted different NPs and PPs as follow;

Table 5.3.

MT1 politeness strategies samples

(1)

MT1: Good morning every body

All students: Good morning Sir

MT1: Are you good?

(2)

All students: Fine, Sir. Thank you, and you?

MT1: fine, Thanks.

MT1: Ok, last week we have talked about what?

All students:(silent)

MT1 We talk about.....?

MT1: Let choose some victims...(smile)

All students: (laugh) victims, No, No Sir please

(3)

MT1: Could you please pass me the paper?

(4)

MT1: Would you like to answer this question?

(5)

M T1: Maybe, you can correct this sentence?

MT1: I think you should have a try.

(6)

MT1: Ok, would we start the lesson, or you want your marks first?

Some students: Marks first sir

MT1: Marks first, ok

(7)

MT1: would like helping me please (to his students

(8)

MT1: what is the definition of the compound sentence?

S1¹: Sir, two independent clauses joined by a comma, semicolon or conjunction.

¹ S1 refers to student one

S2 refers to another students and so on

MT1: excellent, good job, what else?

S2: A compound sentence has two independent clauses or
Sentences?

MT1 who can give use an example of a compound sentence?

S3: Sir can I?

The sample 5.3 presents the way the teacher applied politeness strategy in classroom interaction. In situation (1) and (2), expressing an interest and noticing the hearer is one of the major means of expressing PP, which can be done in the classroom by greeting ‘Good morning’. In addition, MT1 gave notice with the utterance ‘good’ to hearer by saying ‘Yes, are you good? he uses this strategy to know the condition of the students in the classroom before the teacher gave material, the use of this strategy may indicated that MT1 has a good emotional relationship with his students.

The second largest category in the data was give deference which means showing respect in the language. According to Brown and Levinson (1987), addressing someone as “Sir” can occur in the speech while they called the teacher by using the word “Sir” as a sign of respect for the older person. They were also becoming accustomed to saying “thank you”, and thus the teacher felt he was respected. Moreover, the students also made other polite utterances, such as: “excuse me, Sir. May I go out?” “Sir, can I clean the board?”

Using in-group language- which is about how the speaker involves himself with the hearer and communicates if they are members of the same group- also appeared in situation (1) and (2), this is achieved by the use of slang or jargon terms, inclusive ‘we’ and kinesics. Expressions such as ‘you know’, ‘I mean’ or ‘you understand’ are considered a part of ‘in-group’ language by Lakoff (1974), because they make the addressee a more active participant in the conversation, serving predominantly to express solidarity between the speaker and the addressee. Students try to repeat what MT1 said “victims” , the process of repeating part or all of what the preceding speaker has said, in a conversation is considered PP politeness. It is used to stress emotional agreement with the utterance or to stress interest or surprise. MT1 used jokes for the sake of establishing a good relationship with his students

“victims”. During the observational analysis, we observed that the MT1 focused more on his sense of humour in order to make their students involved and interested during the lecture.

In situations (3), (4) and (5), hedges or questions are mostly used by MT1 to minimize the imposition. Brown and Levinson (1987) illustrate “hedges” as a “particle, word, or phrase that modifies the degree of membership of a predicate or noun phrase in a set. It states that membership that it is partial, or true only in certain respects, or that it is more true and complete than perhaps might be expected. Hedges can be manifested in different linguistic mean, such as ‘perhaps, kind of, sort of, maybe, probably, I wonder if, could’ (p. 145)”. Thus, it was easy to understand the teacher NP strategy. Many of his sentence patterns are suggestive or added modal verbs, which make the serious question-answer atmosphere less stressful, and students have more freedom of choices.

During the first meeting, we observed a mixture between PP and NP strategies. MT1 used conversations that show that teacher employs positive politeness namely notice attends to the hearer. In situation (6), MT1 known that his students want to know their test marks first and then start the lecture. He tried to satisfy their needs by saying ‘*the students want their marks first*’. Therefore when the teacher wants to distribute the paper marks, he asked the student for help in situation (7). PP strategy can also be accomplished by being agreeable. Linguistic means of expressing this strategy are repetitions of what a preceding speaker has just said and positive back channel cues, which shows the occurrence of “OK” as a positive back channel cue ‘*Marks first, ok.*’

In situation (8), MT1 used the polite style when he attempts to elicit information from the students and ask them to define the compound sentence. His use of polite style helps constitute the formal role while interacting with his students in a polite and respectful manner in EFL classroom setting. As educators in traditional classroom teaching, the goal as teachers is to help students believe that they have the skills to succeed. The way teachers praise students has an impact on how successful students perceive themselves. In MT1’s class, he never forgot to use “positive” words like well-done, impressive, awesome and excellent.

MT1, in his classroom interaction, used many different linguistic means of PP in an attempt to claim common ground by seeking agreement, sharing interests and treating students as members of an in-group and friends. Besides, he used PP strategy to claim association by virtue of the fact that teachers and students are cooperators in most cases. PP can make teachers satisfy students’ positive face and save their negative face by offering

help, asserting understanding of students' needs, showing sympathy for students when students have difficulties or when they suffer embarrassment.

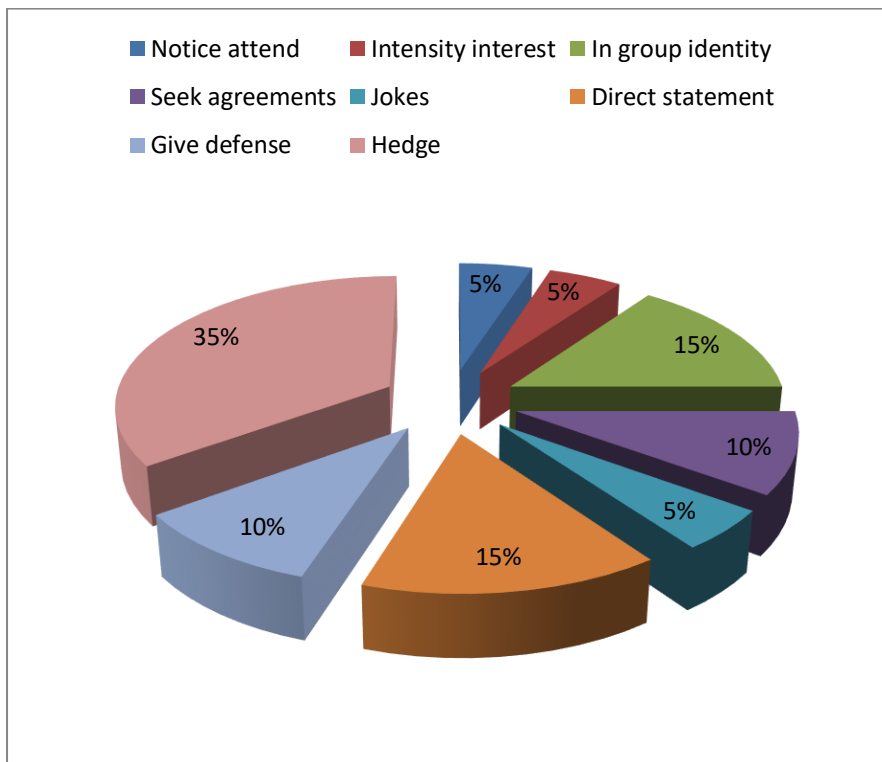


Figure 5.1 The Use of PP and NP Strategies by MT1

The dominant strategy that existed in MT1 interaction was PP; it was used to make the classroom environment lively and friendly where there was a good communication between him and his students.

5.2.2. The Second Observation

The second observation was done with the second year class in a morpho-syntax session. MT2 used some management talk during teaching and learning process. At the beginning, he entered the classroom and greeted his students. Then, he made a revision, sequenced activities, checked progress and took turns. At the end, he stopped the activities, made announcement, and ended the lesson by saying good bye. By the following table, it was automatically found which type of politeness strategy was dominantly used by MT2.

Table 5.4

The Second Observation Politeness Strategies

MT2 Politeness Strategies	Quantity	Percentages
PP		
Notice attend	01	11%
Intensity interest	02	23%
In group identity	01	11%
Seek agreements	01	11%
Be optimistic	01	11%
Direct statement	03	33%
Total	09	100%
NP		
Give defense	04	20%
Hedge	10	50%
Conventionally indirect	04	20%
Impersonalize S and H	02	10%
Total	20	100%

During the observation, MT2 used different strategies while interacting with his students in class.

Table 5.5

MT2 politeness strategies sample

(1)

MT2: good morning

All students: good morning Sir

MT2: you make me happy, when I see your smiling faces

MT2: are we all sitting comfortably

All students : yes sir, Thanks

MT2: Let's see who is here

(2)

S1 : good morning Sir

MT2: Excuse me. Excuse me

MT2: don't say anything to me? You are so late

S1: please forgive me Sir; I was waiting for the bus that's why I'm late.

MT2: (asking the class) do you think it's an acceptable reason?

S1: (the students answer) yes Sir

MT2: Ok, you can attend this time.

S1: thank you Sir. Accept my apologies

(3)

MT2: Ms. Amina, can you stop talking, please

S2: sorry Sir

MT2: ok ladies and gentlemen, let's start our lecture

(4)

MT2: those are examples try to change the tense into present perfect

MT2: Let see. Who can do it?

S3: Not yet Sir.

MT2: everybody you may try. Just say the answer from your place

(05)

MT2: please summarize the lesson for us.

(06)

MT2: Would you please read that section that I have highlighted?

(07)

MT2: Could you go to the next passage please?

MT2: Please continue.

MT2: Please take a moment to look at pages 44 and 45

(8)

S4: Sir, please we need break time

MT2: Break time? Really? Not yet. You still have a long way to go. Okay,
two students please come here.

MT2; please cleans the blackboard.

MT2; please rewrites this on the board.

In the episode that begins the lesson, MT2 made his bids of control by using both PP and NP. He initiated the lesson by using “notice attend to the hearer; their interest, wants, needs and goods. After he admired what the students are doing, he asserted that he and his students are cooperate by using the pronoun “we”. In situation (1) instead of saying “I want you to get comfortable”, MT2 masked his social distance and power by using the first person plural “we” and “us” to assert that they are all parts of the same family group, it is also known as including both S and H in the activity.

Based on the situation (2) above, which presents how the teacher's applied politeness strategies in classroom interaction, one of the students came late and teacher said “*don't say*

anything to me”, this refers to ‘be pessimistic’ strategy which related to NP. This strategy commonly happens when speaker attempts to minimize the imposition on H’s negative face. But actually the teacher respects to addressees by saying ‘Ok, you can attend this time’.

In situation (3), both MT2 and his students tend to use defense in which they employ deferential address terms is also characteristic of negative politeness. This can be done by using, for example, title and last name, as in ‘Mr. Mrs, Ms’ and ‘sir’. During the session, MT2 usually addresses his students by sing address terms, and sometimes referred to them as ‘ladies’ or ‘gentlemen’ , which is an instance of showing deference.

Situation (4) above shows two negative politeness strategies; the teacher tried to encourage the students to answer the question and write them on the board. First, he said “everybody may try” which showed that MT2 did not coerce his students and give them option not to do act. It was marked by the word “*may*” which is a hedge in the form of modal auxiliary (Strategy 2). The second one, “just say the answer from your place” is an example of NP strategy, minimizing the imposition. Here, MT2 minimizes the imposition by saying that the student needs to “just write” the answer.

The strategy question, hedge occurs in situation (5) quite often in the MT2 speech when he is asking the students to do something. The interrogatives ‘can, would and could’ are used often and here are examples of these occurrences, he also used the word ‘please’ is used a hedge in several occasions.

In situation (6), there were two kinds of NP employed by the teacher. First, MT2 used the word “please” to soften the instruction. The use of word “please”, according to Brown and Levinson (1987), it is an example of negative politeness to indicate a conventionally indirect instruction. Being indirect can be realized by including the insertion of sentence internal “please”. Moreover, the use of pronoun “one” instead of “you” is an example of negative politeness which is impersonalize S and H.

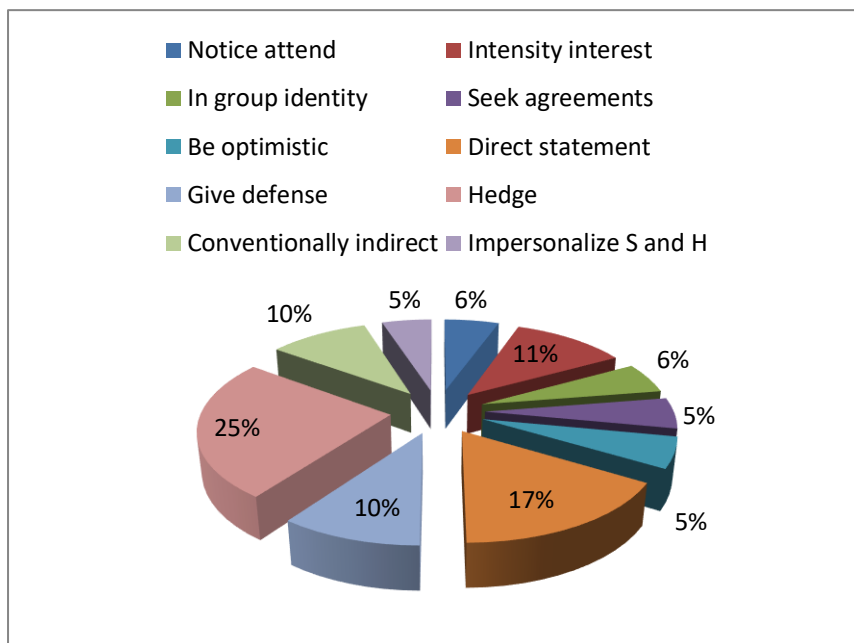


Figure 5.2 The use of PP and NP Strategies by MT2

To decrease his power, MT2 attempted to use both positive and negative politeness but NP with high frequency. For PP, MT2 tended to include himself in the students’ activities, whereas, in terms of NP, he did not coerce the students to do something by using hedges.

5.1.3. The Third Observation

The participants of the third observation were third year students within their female teacher during the oral expression English session. At the beginning, the FT3 greeted her students, and then, began with revision and started new lesson. At the end, she stopped the activities and ended the lesson by saying good bye. Table 5.6 will present the quantities of PP and NP strategies found in the third observation.

Table 5.6

The Third Observation Politeness Strategies

FT3 Politeness Strategies	Quantity	Percentages
PP		
Notice attend	02	10%
In group identity	04	19%
Seek agreements	01	5%
Direct statement	07	33%
Include S and H	03	14%
Giving command	04	19%
Total	21	100%

NP	00	00%
Total	00	00%

The researcher found some NP and PP strategies used by FT3 in her classroom interaction.

Table 5.7

FT3 Politeness Strategies Sample

1)

FT3: Good morning, students

All students: Good morning, Miss

(2)

FT3: How are you today?

All students: Fine, thank you and you?

FT3: I am fine

(3)

FT3: Let's begin our class".

(4)

FT3: take a piece of paper

(5)

FT3: Harry up guys.

(6)

FT3: No, you made a mistake.

FT3: You are not right.

FT3: The correct answer is....

(7)

S1: I'm not finished yet. Let me explain it more in details.

(8)

FT3: Miss, write your point of view on the board

S2: I can't. You can ask someone else

FT3 : ""I'm asking you

S2: I said I can't

(9)

FT3: stop talking, and listen to your friend answer

S3: I'm not the one who speak

FT3: no response

In the English teaching and learning process, the interaction between FT3 and her students in the whole class began when she greeted them at the beginning of the learning activities, as shown in situation (1). The students themselves tended to greet their teacher 'Good morning, Miss'. In situation (2) before starting the lesson, the teacher usually asked her students 'how are you' was very useful because it could make good psychological relationship between the teacher and the students. In situation (3), FT3 came to class and would commence the lesson; she said "Let's begin our class", she employed PP to sound friendly and to represent that there is no gap between her and her students.

The situation (4) happened at the beginning of the learning activity, after greeting, FT3 instructed the students to take a piece of paper, her speech was very clear and direct. The utterance (5) had occurred in the core activity, where FT3 asked the students to 'hurry-up' because she considered the time was limited; moreover, the word guys used as -in group identity- to soften the utterance.

In situation (6), FT3 examined the student's writing; she expressed her disagreement directly, without minimizing the imposition. Giving feedback and correcting students' mistakes are sorts of interactions which may occur between the instructors and students. There are many possible ways for teachers to correct students' mistakes including asking for clarifications, asking for peer help, pausing and allowing the students to think more about the answer, helping them implicitly, and so on. But in this case (situation 6), FT3 directly corrected the student's mistake. In situation (7) while one of the students was answering the question, FT3 interrupted him and asked him, he said he did not finish yet. This interruption could adversely affect the students' concentration.

Having done a slight observation, the writer found two opposite situations in third meeting. The first situation was that FT3 could keep talking politely to the students, but sometimes she spoke rudely. One of the phenomena got in the observation was that FT3 used impolite utterance when asking a question by saying, 'you are wrong', "this was a silly

answer” As the effect, the student who answer the question felt a shame and he did not want to answer any question and did not respect FT3.

During the English teaching and learning process conducted by teacher and students. T3 was asking the students to do some tasks in the white board in front of the class. In the above situation (8), is an example of impoliteness because the student interrupted his teacher. Student in this conversation declined the teacher’s order to do some task given by the teacher. Moreover, the student disassociates from other who is doing the task. In situation (9), FT3 as the leader in the classroom often prefers to keep silent as the form of giving no response. Meanwhile, the choice of giving no response has some different reasons behind it. FT3 chooses to keep silent because she knows that S3 is naughty and very active. Hence, the teacher wants to minimize the threat from the student by being silent.

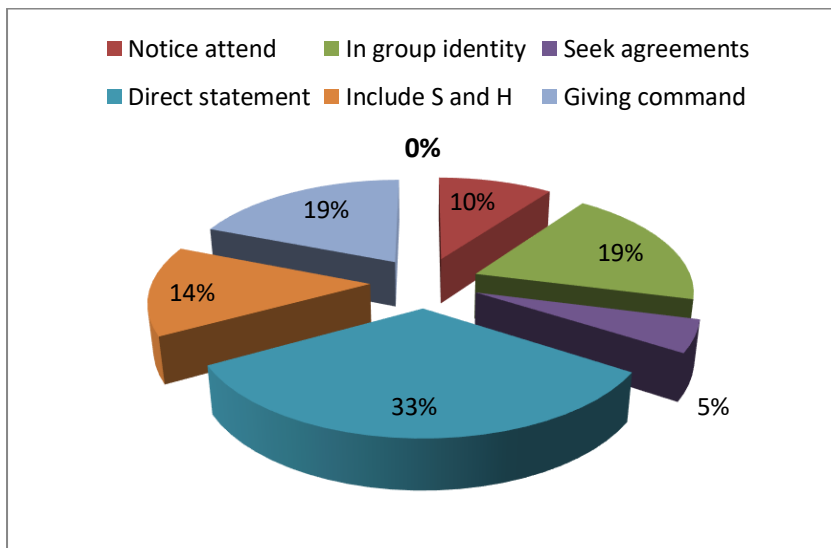


Figure5.3. The Use of PP and NP by FT3

What has surprised the researcher during the third observation is that the total absent of NP, since FT3 enacted the highest number of PP strategies in total. Therefore, we can notice that she was slightly less polite than the remaining four teachers. However, she used a lot of positive back-channel cues, repetitions, ‘in-group’ language and also non-verbal politeness strategies, such as smiling or laughing; which led the students to do the same. They preferred using impolite utterance, without caring about power, gender or even the social distance. Thus, we deduce that the lecture by teacher FT3 is an example of an impolite interaction.

5.1.4. The Fourth Observation

The first observation in classroom activity was recorded with master one student's during methodology session. FT4, as her colleagues, greeted her students and began with revision to check the students understanding. At the end of the class, she made announcement, ended the lesson and said goodbye. The following table shows the dominant politeness strategy used by FT4 to the students.

Table 5.8

The Fourth Observation Politeness Strategies

FT4 Politeness Strategies	Quantity	Percentages
PP		
Notice attend	01	5%
Intensity interest	02	11%
Include both Sand H	04	21%
Seek agreements	01	5%
Avoid disagreement	01	5%
Be optimistic	03	16%
Direct statement	07	37%
Total	19	100%
NP		
Give defense	04	24%
Hedge	04	24%
Conventionally indirect	06	35%
Impersonalize S and H	03	17%
Total	17	100%

During the fourth observation, FT4 used the following different strategies in classroom interaction.

Table 5.9

FT4 Politeness Strategies Sample

(1)

FT4: ?sala:mu ?alajkum

All students: Wæ ?alajkum salam wa rahmatu læhi wabarækatuh

(2)

FT4: Are we ready?

All students: Ready Mrs.

(3)

FT4: could you turn around, so I can see your face?

FT4: Would you come and sit up here by me?

(4)

FT4: Did I give you home work

All students : Not yet

FT4: Are you sure? So what did we do last week?

Some students: We talk about quantitative research

(5)

FT4: Alright

(6)

FT4: Let's do it together

7)

FT4: Salim, can you answer that question

S1: I hope that Mrs.

FT4: it's easy you can do it

FT4: I'm proud of you Thank you for your smart answer

(8)

FT4; Reread the first paragraph please!

(9)

FT4; Pay attention please!

(10)

FT4;Now listen to me

(11)

FT4; Can anybody answer my question?";

FT4; Any ideas? "Would you please write your answer on the board?"

(12)

FT4; Ms, would you please read the page

FT4; Mr., please, would you paraphrase this paragraph?

(13)

FT4; S2, you need to finish your term paper soon. Ok

From situation (1), the greeting was carried out in Arabic. Therefore, “?sala:mu ?alajikum” is an example of positive politeness (strategy 4 use in group identity markers). In situation (2) FT4 asserted that she is in the same group as her students i.e., she included both S and H in the activity. In situation (3) FT4 switched from PP to NP when she needs to get the attention of several specific students who are still talking while she is starting the lecture.

In addition, she used a polite question to give the student the option of turning around or not and the option of sitting near her or not.

Both situations (4) and (5) occurred in the opening activity, where FT4 asked the students about the last material. The students said that she did not give the material yet; than FT4 show disagreement in a polite way. In satiation (6), FT4 used the PP which is including both S and H in the activity ‘Let’s do it together’ to show that she wanted her students to enjoy doing the work by showed her participation in the lesson. She applied the strategy because she considered her students difficulty to do the work alone, so she offered herself to help.

In (7) situation, FT4 showed respect to the students answer by pride and satisfaction. This kind of utterance could encourage students to actively participate in class discussions and activities and could help them feel more secure in class environment. During the classes under study, we noticed that the students made a great number of mistakes. FT4 relied on a variety of (discourse) methods to correct students’ mistakes and errors. Using positive feedback utterances, however, seemed to be more effective than negative ones.

The utterance (8) above performs directive categories of command expression. In this case FT4 orders the students to reread the first paragraph, she tends to minimize the students’ cost by believing that the students will be cooperative in the learning process. In situation (9) the directives utterance (order) above means that the teacher asks the students directly to pay attention to her explanation. FT4 tried to maximize the students’ benefit by conveying her speech clearly without any ambiguity, so it may help the students in receiving it. The situation (10) above was performed by the FT4 to her student, the utterance “Now listen to me!” is a directive category of illocution as order expression. In the same situation, FT4 used positives politeness strategy, the word ‘listen’ has function to attract the students towards teacher’s speech. She used this strategy to get involved the students in the classroom interaction i-e., it shows that teacher tried to minimize students’ cost.

The formally interrogative utterances in situation (11) were not meant to function as questions at all. Those utterances were expressed to direct the students to do something the instructor wanted in the classroom. Indirectness was normally marked by the use of modals in question forms. As a result, the questions followed regulatory purposes. FT4 used many hedges and questions to diminish the imposition and to be successful in maintaining students’ face. In addition, as situation 12 indicated, FT4 addressed the students by socially appropriate titles and their last names. In teacher-student interactions, using titles could

serve as a strategy for teachers to act politely. Thus, remembering and mentioning students' names may sound trivial and insignificant, but the effect may be favorable for the students. In fact, a strategy could make students feel respected and appreciated by their teacher.

Situation (13) belongs to be conventionally indirect strategy where FT4 command the students who haven't finished the task to finish it soon. Besides that, FT4 used another negative politeness strategy, namely impersonalize S and H in which she avoided "I" and "you" and then used "Sir".

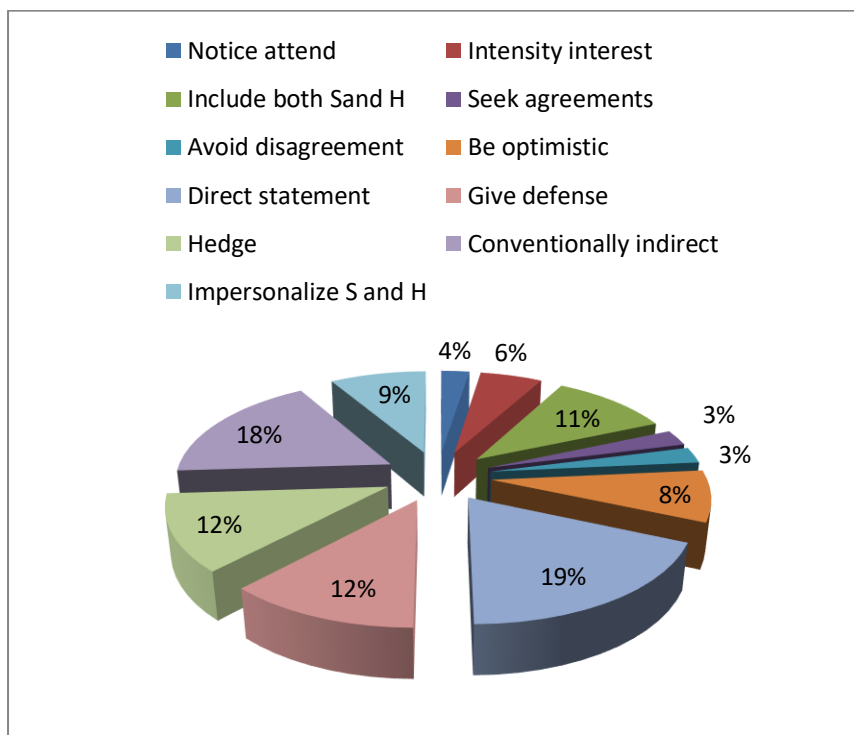


Figure 5.4 The use of NP and PP by FT4

The figure above shows us the employment of politeness strategies by FT4. Again, we noticed that the majority of politeness strategies used by FT4 are PP strategies which aim at enhancing students' positive face; she also applied one of the NP strategies, namely indirectness, more frequently as MT1 and MT2. She often achieved indirectness by using the modal verb "can".

5.1.5. The Fifth Observation

The fifth classroom observation activity was recorded on Tuesday on 6th of November 2018. The conversation took place on master II session. At the beginning MT5 entered the classroom and greeted his students. In running the class; he started new lesson and checked students understanding. At the end of the class; he ended the lectures within the activities

and said good bye. The observation lasted for more than half an hour. The table below presents which politeness principles used by MT5 and how many times he used each politeness principles.

Table 5.10

The Fifth Observation Politeness Strategies

MT5 Politeness Strategies	Quantity	percentages
PP		
Notice attend	02	11%
In group identity	04	22%
Avoid disagreements	03	17%
Direct statement	02	11%
Offer a promise	02	11%
Be optimistic	02	11%
Praising to H	03	17%
Total	18	100%
NP		
Pre-sequence to directive	04	29%
Be conventionally indirect	10	71%
Total	14	100%

After presenting instances of each PP and NP as found in the classroom interactions, below we will be able to depict the strategies used by MT5.

Table 5.11

MT5 Politeness Strategies Sample

(1)

MT5; Hello good morning

All students: Good morning.

MT5: How are you today?

(2)

FT4; Well guys open your book,

FT4; Yesterday we have talked about a famous sociologist?"

(3)

MT5; "do you remember him guys?"

(4)

MT4;Asma, give us the response

(5)

MT5; Could you?

(6)

MT5; please, read the questions.

MT5; Excuse me, I cannot hear your answer

MT5; Oh please, repeat

MT5; please do not be afraid to ask

(7)

“It is good, but not correct, anyone else?”

(8)

MT5; “Hello, look at the white board please”

(9)

MT5; Who is ready! Who answer first will get score! Extra score.

(10)

MT5; “Marwan I’m sure you can do it”

MT5; This is very good.

Situation (1) above presents greeting used by MT5 in conversation. As it is in the meeting; the speaker wants to appreciate the hearers by saying greeting. The use of “in group identity marker” strategy was implemented by MT5 when he called; commanded and questioned students in the interaction. The data above showed that the word “guys” refers to the identity group marker. The expression of “open your book” uttered by MT5 to give command to students, he used this strategy because he wanted to close with the students and feel comfortable when the instruction was given to the students by using a group marker (guys), this word is an example of PP where MT5 tried to pull his students’ interest by making statement that he was sure that his students would be interested to know it; ‘guys’ is classified as PP to shorten the distance between the teacher and students.

The directives utterance in situation (4) means that MT5 chooses ‘Asma’ to give the answer. MT5 wants to involve the students directly in the interaction, so it can minimize the students cost. In situation (5), the directive utterance (request expression) above asserts that MT5 has used one modal verb ‘*could*’ which expressed indirectly. It is more polite than the speech acts expressed directly in order to minimize the cost of the addressee. In this expression MT5 prefer used one modal verb could which expressed indirectly. It is more polite than the speech acts expressed directly in order to minimize the cost of the addressee. In the teachers’ replies as shown above (5), directives are often accompanied by other

features marking politeness. These co-occurring features are referred to as pre-sequences to directives, as they function to signal that what follows is a directive. Examples of are ‘*please, I am sorry, excuse me.*’

Situation (6) indicates that the expression of “*It is good*” used by MT5 try keeping the positive face of students. However, the utterance “but not correct” was showed as the disagreement of student answer. Later on, MT5, asked the students to define the term “Diglossia” and then the students tried to define the term, but the answer was wrong. Furthermore, MT5 use “please” to soften the instruction and make it more polite. In addition, MT5 also use past tense “could” compared “can” in request to the students. Therefore, the imperative politeness in teaching English can be concluded as direct commands, orders, requests, and prohibitions. Then the teacher adds “please’ and “could” are to soften the imperative sentences.

The statement (7) above was applied by MT5 in the core activity, where a word “Hello” identified that he tried to interact attention of the student. The expression of “Look at the white board” uttered by MT5 request to the student and the word ”please” used to keep students positive face and soften the utterances. MT5 realized this strategy in order to convey the request and make the students to pay attention to the explanation in front of the class.

In situation (8), MT5 tried to offer the students an extra score for those who answer first. According to lecturers’ utterance, it could be categorized as offer, Promise of positive politeness. Be Optimistic is a strategy when speaker feeling or showing hope for the future to the hearer. MT5 uttered hopeful sentence ‘Marwan I’m sure you can do it’ in order to build a confidence of his students ‘. In situation (10) MT5 used the utterance “this is very good” to praise his student. It kinds of utterances which affect the student’s positive face.

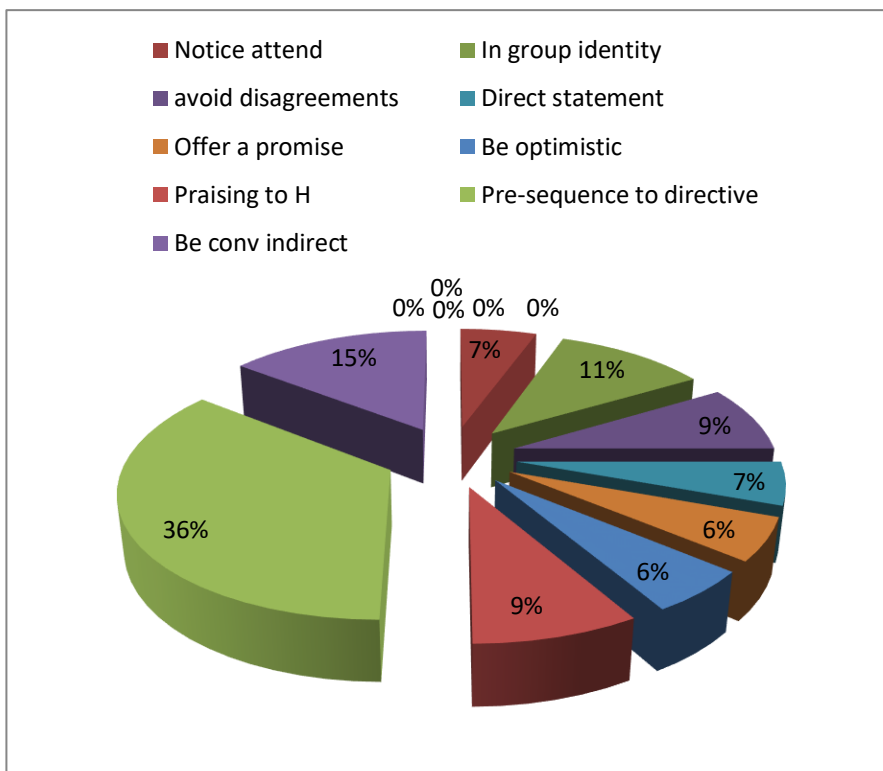


Figure 5.5 The use of NP and PP by MT5

The figure above represents the realizations of politeness by MT5, which shows predominantly used of PP. For the NP strategy, the most commonly used strategy was indirectness.

Both male and female teachers use the NP and PP strategies, they generally made use of 43.5% of NP strategies, in the counterparts they employ 56.5% PP. However, the two groups reveal differences in the application of such strategies. The results of the study has shown that male teachers are more sensitive about using more polite strategies NP, but female teachers used different strategies of PP strategies.

Table 5. 12

The Total Differences between Male and Female Performing NP and PP Strategies

Gender	NP Occurrence	PP Occurrence	NP %	PP %
Male	43	38	72%	49%
Female	17	40	28%	51%

With respect to the last question, it is noticed that male appeared to be better than female in performing NP strategies where females show their ability to express positive

politeness strategies. These differences can be noticed from table 11 in which three male teachers tend to use 72% NP and 49% PP while dealing with their students in the classroom interaction. The Male teachers' speech contains a great deal of threat, so they would prefer to use these strategies to mitigate the impact of that threat. The two female teachers tend to use 28% NP and 51% PP while dealing with their students. Thus, female teachers are much more able in using positive politeness strategies as they feel the importance of solidarity in their social relationships. One of the aspects that were observed in this study is the use of the mitigated device 'please' to indicate respect.

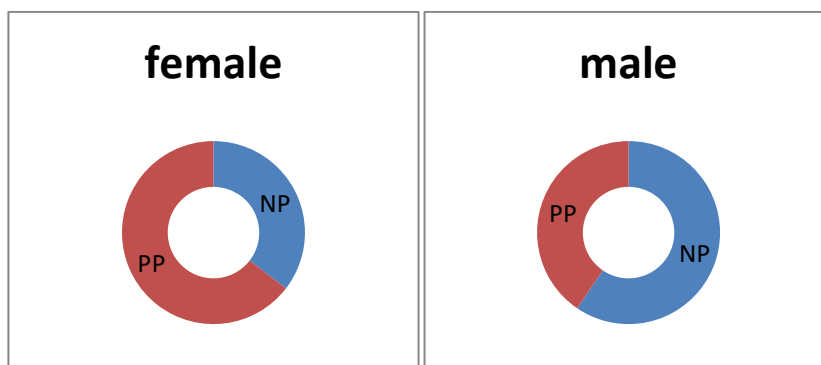


Figure 5.6. The total differences between male and female performing negative politeness strategies

Dealing with the closing sessions, all the meetings have shown on how teacher said thankful and greet student. While the teachers wanted to end the lesson, they said to all their students “*Thank you for your coming, thank you for your attention and see you.*” This conversation is about greetings as the first strategy of PP. Even though, it is the regular use of simple polite expressions; it will make the daily interactions more pleasant and leave the students that teacher encountered feeling respected and appreciated.

5.3. Classroom Observation Discussion

While observing the fifth classes, we have found that the teachers interacted with the whole class by accepting feeling, praising or encouraging, accepting or sing ideas of students, asking questions, lecturing and giving directions. On the other hand, the students interacted by giving response to their teachers' questions. While interacting with their friends, they talked about the activity asked by the teachers, discussing the teachers' questions and asking about difficult words or expression. Teachers, despite their superior status, used politeness strategies ranging PP and NP; and sometimes even mix strategies. We can notices that by using these strategies, the teachers maintain control and invite the

students to explore knowledge for themselves, and also limit what type of knowledge can be constructed in the classroom.

From the findings above we can see that the dominant strategy of politeness by all teachers in the classroom observation was PP strategy. Generally speaking, all teachers preferred achieving politeness by means of positive politeness because it gives a positive learning environment and a pleasant atmosphere for learners. Brown and Levinson (1987) suggest that by expressing positive politeness, teachers can generate a relaxing atmosphere in a classroom that is enjoyable for both the teacher and, more importantly, the learner. In such an atmosphere, the learners can feel confident, unthreatened by their mistakes and motivated to get involved in various classroom activities.

The second polite strategy preferred by the five teachers was NP strategy; out of all negative politeness strategies that were analyzed in the preceding part, the most commonly used strategy was indirectness. This strategy enables learners to feel unimpeded by action in a classroom, and allows teachers to give learners the opportunity to decide on the learning process themselves. In the same line, Brown and Levinson (1987) state that by expressing negative politeness, the learner is given certain autonomy in the educational process. The learner's autonomy is vital, because s/he is after all the one who can influence his/her learning the most. The student's self-management of learning should also be stressed throughout the process. Thus, through negative politeness, teachers can emphasize the magnitude of the student's role in learning collaboration, and thereby minimize the student's dependence on the teacher to accomplish his/her educational goals.

In terms of the function of teacher talk in teaching and learning classroom interaction, Celcia-Murcia (1989) distinguishes teacher talk into indirect and direct teacher talk. Indirect teacher talk covers four areas of teaching and learning process; accepting students' feeling, stimulating students' motivation and interest, using students' perception, and offering questions. Direct teacher talk may come out in terms of informing something, giving direction, and justifying students' 'authority.

In their research, Monsefi and Hadidi (2015) investigated the effect of teacher's gender and use of politeness strategies on classroom interaction and learning process in the Iranian EFL context. They found that male and female teachers employ different politeness strategies and that female teacher employing more positive politeness. Hinako (2002) also used Brown and Levinson's model to analyze the use of directives to understand the socio-cultural context of teacher-talk. The teachers were found inevitably engaged in face-threatening acts (FTAs) which constrained students' freedom and criticized their behaviour

and work. As a result, these acts will cause some degree of disappointments, disheartenment and demotivation on the students. Thus, in order to solve this problem, Hinako (2002) suggested that teachers can soften the effects of such acts by using two important politeness; intimacy (positive politeness) and respect (negative politeness).

In the five classes the teachers use many different linguistic means of positive politeness strategy in an attempt to claim common ground by seeking agreement, sharing interests and treating students as members of an in-group and friends. Besides, the teachers use positive politeness strategy to claim association by virtue of the fact that teachers and students are cooperators in most cases. The findings of the present study are in line with Peng and et al. (2014) which revealed that that positive politeness could help teachers satisfy students' positive face and save their negative face by offering help, knowing students' needs, and showing sympathy for students when they experience difficulties or when they feel embarrassed. In a similar study, Monsefi and Hadidi (2015) found a direct relationship between using more polite strategies and the learning process and teacher-student interaction.

Dealing with the use of expressions that the teacher used in teaching English in the classroom, which can be seen in every meeting, teacher has used all of the expressions based on the conditions such as the use of greeting, Mom Yuli (1985), has stated that the use of greeting in the Opening session in the classroom at the beginning of the meeting that must consider the environment and the student's background. The communicative language structure should be related to greetings, so the teacher could introduce social context and have the students explore the various forms of greetings in their own cultural and context. Furthermore, it is assumed that the regular use of simple polite expressions will make the daily interactions more pleasant and leave people encountered feeling respected and appreciated. Politeness is often presented to language learners implicitly, as things they should or should not say and do when interacting in English.

However, it is somewhat surprising to find this much positive politeness in classroom interaction. One would expect that most of the polite language used in a teacher- students interaction would be negative politeness, since this is usually considered to be the formal style of politeness. However, a substantial amount of positive politeness can also be found in the data. Holmes (2013) stated that the formality could influence the expression of politeness and negative politeness strategies will occur more often in formal setting and interaction, while positive politeness tends to characterize more intimate and less formal situation. We think that this strategy is used to make the atmosphere more relaxed. Furthermore, maybe

this kind of strategy can be then used to help the students feel more comfortable and to establish higher degree of familiarity with students.

The results of our findings show that female teachers prefer using positive politeness strategies, they don't want to impose their power and authority on their students and they don't desire to keep a distance from students. They were friendly with their students and used friendly facial expressions. They tend to hold classes which are more learner-centered and give opportunities to their students to participate in class activities. They tend to be emotionally close to their students, appearing to act on the feeling that this would help them to communicate with their students easily. Female teachers use softening expressions in their direct expressions in order to avoid a great deal of imposition on the students. Holmes(1998) says that women use more positively orientated politeness and men use more negatively orientated politeness, and suggests that the reason for this is that women and men have different perceptions of what language is used for Men use language as a tool to give and obtain information (also referred to as the referential function of language). Women use language as a means of keeping in touch (also known as the social function of language). As politeness is included into the social function of language, it seems that women are more polite than men).

The same results was supported by Millar (1983), men need to behave aggressively and formally whereas women need to behave cautiously and informally. The male lecturer tends to focus on conveying the information rather than a personal relationship. Mills (2003) also supported the same idea, that women and men have different aims in conversation. Women are primarily concerned to establish rapport between members of a group and to ensure that conversation goes smoothly (rapport talk), while men are concerned to establish their place in the pecking order and use the production of information as a way of establishing a position in the hierarchy (report talk).

Therefore, we have concluded that teachers should use the expressions of positive and negative politeness in different situations and show some polite expressions in their communication. Therefore, the students are happy and not afraid. The teachers must also know that the use of polite expressions in teaching English in the classroom is really needed. In addition to investigating the importance of teacher-student relationships, researchers have studied the factors that impact teacher-student relationships. Split, Hughes, Wu, and Kwok (2012) surveyed 657 students to gain insight into the factors that affect teacher-student relationships. Split et al. (2012) stated that when poor relationships exist between teachers

and students, the students experienced feelings of anxiety and insecurity, which in turn limited a student's educational and social development.

In sum, as a teacher, the research concluded that the use of positive and negative polite expressions depends on how the atmosphere of the class. We believe that teacher as model and a guide to his/her students must give the best manner such as in communication aspects. But, they must also have self-control while teaching English and be wise when they found some naughty students in the classroom. Facing naughty students, it will examine the teacher's emotion and it sometimes certainly can cause some teachers losing control. Once again we emphasize that teacher must have already understand and comprehend on how they communicate well and use varieties polite expressions in every conditions and situations especially in teaching and learning process.

5.4. Main Findings Summary

To sum up, this thesis attempted to explore how politeness is expressed through language in spoken academic discourse, using the model of politeness proposed by Brown and Levinson (1987). It aimed at showing the application of PP and NP during the interaction between teachers and their students in the EFL Algerian classroom especially at Ibn Khaldoun University of Tiaret. In this study, the researcher has arranged the instruments of the research that used to collect the data; those instruments are used to help the researcher to get the data which needed in the research more accurate. The research instruments that used by the researcher are students' questionnaire, teachers' interview and classroom observation. Based on the findings and discussion that have been presented previously, the main findings of the research are:

➤ The results of the students' questionnaire that used to answer the first research question reveal that PP and NP of Brown and Levinson (1987) were used by the EFL students in their interaction. This finding shows that the idea of politeness (Brown & Levinson, 1987) is applicable in Algerian EFL classroom context, especially in Tiaret. The present research has suggested that EFL students share a basic concept of politeness which includes using proper language such as saying "please" and "thank you", and showing consideration for others (i.e., not making them uncomfortable by one's behavior or words). The study show a significant gender difference in the frequency of use of PP and NP between EFL students from different educational levels where female participants seemed to employ more PP strategies than their males' colleagues.

➤ To test the second hypothesis stated that age and level of education affect the students' way of perceiving politeness in classroom, ANOVA was utilized to test whether there is a statistically significant difference between the polite and impolite perception means of the participants. Results of the analysis of variance indicated no significant differences among all students ($F = .185$, $p = .94$). The survey questions illustrate high levels of agreement among the five levels of student on what is considered polite and impolite.

➤ To answer the third question, the analysis of interview findings has shown that teachers' preferences are shaped by their use of PP and NP in the appropriate context. Besides, the teacher utilizes positive politeness strategy to claim association by virtue of the fact that teachers and students are co-operators in most cases. Positive politeness can make teachers satisfy students' positive face and save their negative face by offering help, asserting understanding of students' needs, showing sympathy for students when they have difficulties or when they suffer embarrassment. Negative politeness strategies, on the other hand, save the students' negative face by hedging, for instance, when asking a question or correcting a student's mistake. The politeness principle applied by the teacher in interacting with students has implications on three aspects. First, the politeness principle creates togetherness between teacher and students. Secondly, it builds students' respect. Furthermore, thirdly, the teacher's politeness principle helps students to have a positive attitude towards the lesson so that it motivates them to be more active in class.

➤ To answer the last two questions, the classroom observation result revealed that EFL teachers in Tiaret University used PP and NP strategies in their interactions. It could be formulated some polite expressions of strategies that the teacher used. Positive politeness based on fifth meeting can be drawn out such as (Greetings, Notice and attend the Hearer, Exaggerate, Intensify interest of hearer, Use in-group identity makers, Seeking agreement, Include both Speaker and Hearer in the activity). Negative politeness can be drawn out such as (Being conventionally indirect, Questions, Minimize the imposition, Giving deference, Apologize, Normalize). The study further showed in classes which were managed by female teachers, the positive politeness strategies were the most dominant. Brown and Levinson's (1987) agree with the same results when they argue that female teachers use positive politeness strategies to create a cordial relationship with their students for purposes of effective communication.

5.5. Some Pedagogical Implications & Recommendations

This study gives an insight to the politeness strategies used by male and female EFL teachers and students and the differences in employing them. The results show how EFL learners were polite across their English language performance. This study informs teachers of the differences which exist between different grades of EFL learners performances of politeness and assists them in understanding the probable problems those learners might encounter. It sheds light on the strategies more frequently used by Algerian learners of English. In addition, the present study contributes to and enriches existing research in the areas of speech act theory, politeness theory and teacher-student interaction. It has demonstrated the significance of directness in language classroom communication. Directness proves to be advantageous in language classrooms where efficiency of communication is paramount to the exchange of knowledge.

On the basis of the results obtained from the answers of the questionnaire, interview and classroom observation, we strongly suggest some recommendations for the improvement of polite classroom interaction. Thus, in order to create a better learning and teaching environment, it is essential to keep improving the teacher-student relationship. A challenge that could be facing Algerian EFL teachers is how to meet their students' expectations. A crucial pedagogical implication of the current study is the importance for English language teachers to be aware of using some polite expressions to deliver instructions, requests, or orders. They should be able to control their utterances that contain the politeness principle in several types of conditions in the EFL class.

Furthermore, they should be aware about the use of functions of speech and politeness strategy in giving material in the classroom interaction to give the real education of functions of speech and politeness strategy to the students. In addition, the function of speech and politeness strategy is very necessary to support their skill programs to be better. They should be able design syllabus or lesson plan that can imply the politeness strategy in interacting in some kind activities in EFL classroom. When teachers start to use the polite utterance with the student in classroom interaction, they could give their students knowledge of how the politeness must be used in all the contexts of situation.

Teacher must be careful about using lot of expressions in teaching-learning process. They must have already known the time to use right expressions in order to guide student's personality. As a conclusion, we can assume that thanks to the knowledge of politeness and the use of various politeness strategies, teachers can foster a positive learning environment,

giving learners the autonomy they need to be able to achieve their own goals. Moreover, by both the explicit and the implicit realization of politeness, learners may become aware of how politeness is used in English, and thereby learn to use it appropriately.

It would be ideal if there were enough teaching (instructive) notes in each of the course-books in different situations helping teachers and students understand not only what the communication is about but how people communicate just the way they do and why. But the reality is different and we can only agree with Soledad Moreno or who in the article “Politeness and Textbooks: how to approach the teaching of communicative competence in a second language” (2004) concludes by saying that

“There is still a long way before pragmatics can be taught in an organized and principled way so that the learner is presented with a coherent functional syllabus instead of finding bits of politeness strategies scattered along the textbook units without any clear organizing principle.” (p. 34)

From the finding of questionnaire, the utmost problematic areas for EFL students in Tiaret University can be summarized in two major points. Firstly, they disregard the significance of indirect language use to address teachers. Secondly, they disrespect the social distance in teacher-student relationship by addressing their teachers with high level of imposition. In this respect, EFL students should select the proper politeness strategy for proper linguistic functions taking into account the various factors that may affect their level of politeness. Additionally, teachers should make learners mindful about the required formality and the social distance between them should highly be respected. Furthermore, teachers should seriously consider clear guidelines and rules for the use of politeness in formal context.

The survey also shows that the students know some politeness rules while requesting, apologizing and disagreeing. However, from the observation findings, they practice none of these acts. Thus, speech act related politeness should be taught as well in order to help enhance learners’ pragmatic acquisition. Speech acts related politeness can be taught by using textbooks, devising tasks and activities, TV shows, and films related to politeness, or role playing the lectures that have been taught concerning politeness.

Since the findings of DCT revealed that male and female students used different codes of politeness when performing requests, Algerian EFL learners should be made aware of the use of the imperative verb plus the traditional; politeness marker ‘please’, which is considered as a polite form to address people where the social distance is high, but use it alone, without internal modification such as ‘can, could, it is possible... etc’, is considered

sociopragmatically inappropriate, because it imposes on hearer and doesn't give him/ her the option to comply or not what is requested. Therefore, it is recommended that teaching politeness should be integrated into teaching grammar, pragmatics or oral expressions modules.

5.5.1. Some Activities in Teaching Politeness Strategies

In order to deliver the materials and transfer the knowledge to the students, there are some techniques in teaching politeness strategies which enable to be implemented to the English classroom activities;

5.5.1.1. Contrastive Role-play Activity

According to Judd (1999), in contrastive role-play activity the learners are invited to use the different sociolinguistics factors such as status, age and social distance on their production of linguistic forms in the different roles they play. Consequently the learners will be more aware of these sociolinguistics elements. A teacher first could bring in authentic video clips which can clearly show the strategies of politeness theory (TV series and movies as examples). Next, Students watch the full video and listen to the politeness strategies produced by the native speakers, and then, they will be asked to discuss of the factors that affect the communication between the speaker and the hearer in any given context including power, social distance, and imposition.

The use of role play technique might be used where appropriate in classrooms and therefore the actual results found here would be relevant as part of a teacher's explanation and feedback on students' interaction. According to Trosborg (1995), the use of role plays enables learners to "practice a wide range of language functions associated with these roles and positions, and they are responsible for getting the message across and maintaining conversation" (p. 475). The main advantage of audiovisual sources is that they introduce authentic language samples. Although Rose (1994) indicates that most video is scripted and accordingly it does not represent authentic speech, she asserts that it is "most likely the closest learners will come to authentic language in EFL settings" (p. 58).

5.5.1.2. Model Dialogue Activity

This activity helps students gain knowledge about different politeness strategies that are used in given contexts. It consists of presenting students with short natural examples of dialogues where they can observe the different politeness strategies used. This activity consists of two steps: A. Students listen/read and identify politeness strategies in each dialogue. B. Students are given different conversations but without background information of the situations, and have to predict the relationship between interlocutors. Are they closed, strangers, or family members? Are they in a formal or informal place? What are their relative ages? What about the power between the speaker and the hearer? The Purpose of this activity is to make learners aware of the social factors that may affect the choice of the appropriate politeness strategies.

5.5.1.3. Discourse Completion Test (DCT) Activity

To evaluate students' comprehension or awareness of politeness, they can be asked to rate responses in different situations by declaring them acceptable, more or less acceptable or unacceptable. When teachers want to assess the students' ability to different politeness strategies, there are both written and oral methods. The most common written assessment is the discourse completion task (DCT). According to Cohan (1996) this activity enables the learners to deduce the suitable speech act. It puts the learner in a situation to complete a discourse with the appropriate form of polite speech acts taking into consideration the sociolinguistics elements. In order to create a comprehensible context, the teacher can use the situations of the DCT based on the TV series. In this way, the students know the social variables and can evaluate the appropriate ways to express the speech acts. Consequently, the students will be more trained to decide the appropriate politeness strategies used in a given situations. they discuss the questions in small groups, then the teacher ask them to perform how they would react in this situation or what they would say? The following is an example of DCT activity;

Table 5.13

Discourse Completion Task (DCT) Activities Examples.

Directions: Read each of the situations. After each situation, write what you would say in the situation in a normal conversation. Do not ask anyone else what she or he would say.

1. A- You have to prepare homework. You need a book. That particular book has been seen by your friend in the office of a professor whom you don't know. You want to borrow his expensive book for a few days. How will you request?

B- How will you request if that professor has opposite gender?
.....

2. A- You are writing exam .One of your professors whom you are very close with is speaking with his coworker very loudly. You decide to ask him not to speak loudly. What will you say?
.....

B- How will you request if your professor has opposite gender?
.....

3. A-Rushing to get to class on time, you run round the corner and bump into a student who was waiting there and whom you don't know at all, almost knocking that person down. How will you apologize?
.....

B- How will you apologize if the student has opposite gender?

.....

5.5.1.4. Compare L1 and L2 Politeness Strategies Activity

During the classroom discussion, the students may compare politeness strategies used in their native language with speech acts in their target language in order to raise their pragmatic awareness. For example, teachers start by asking students about how to be polite in both languages with examples' illustration. The following are some questions examples;

- In your first language, how do you express politeness to a friend, parents, a stranger or a teacher?
- Do your statements/ answers seem polite and appropriate in English? Why or why not?
- Are there any similarities or differences between the two languages concerning the use of politeness strategies?

When comparing the L1 response with the English translation, students notice which responses may be inappropriate in their L2. Moreover, as the situations include three different power relations, the translations may reveal how social status affects complaints differently in their first and second languages.

One important point to consider while designing activities for developing pragmatic competence is to keep the activities authentic and meaningful. Meaningful input and tasks are created by aligning and matching them to the learners' interests, cultural backgrounds, age etc., and by the feasibility that students will come across these events of speech in the future (Hedge, 2000). Practice makes better, so students need more practice using the foreign language in a classroom. Those activities above are very essential to promote awareness of language, because train students to give reflection about situations given. As teachers we are preparing our students for situations which commonly occur and providing them with the functional language and sociolinguistic skills to do so effectively with the appropriate politeness strategies.

5.5.2. Teaching Politeness Program

Based on her teaching experience and through her research readings, the researcher thinks that it would be appropriate to propose a general syllabus for teaching politeness as a module in the Algerian universities. A teaching programme will consist of a weekly lecture outlining a body of knowledge and concepts. Ideas, concepts and theories will be introduced in the lectures.

5.5.2.1. The Objectives

The main objectives of this program are as follows:

- To provide theoretical knowledge of politeness and its key concepts.
- To raise learners' awareness of the different uses of politeness strategies that accrue from variation in the sociological variables that characterizes the social relations of participants.
- Realize the importance of using politeness strategies in formal classroom interaction and showing respect when communicating with others.
- To develop the students' communicative skills (oral and written).

➤ To promote autonomous learning by encouraging students to observe different speech act situations and how to become ethnographers when they have to engage in this situations politely, in such a way that they develop the ability to identify particular appropriate politeness strategies to new situations confidently.

After successfully completing the program, students will be able to:

- Define the concept of politeness and its relation to the notions of face.
- Employ comprehensive perspectives on different politeness theories.
- Categorize the different types of speech acts and its relation to politeness.
- Identify the context cues and social features such as; gender, social distance and power.
- Apply the Politeness strategies effectively in different social contexts.

5.4.2.2. The Program Component

The following table is an example of the proposed program which can be used for teaching politeness to all EFL students at every level and can be integrated in grammar, oral expression or pragmatic course ;

Table 5.14

Proposed Program for Teaching Politeness

Unit One : Classroom Communication and interaction		
Proposed Lessons	Main Goals	Helpful Sources
✓ Defining communication	<ul style="list-style-type: none"> ➤ To establish communication climate that facilitates and encourages active learning. ➤ To help students identify both verbal and nonverbal communication cues to maximize the value of their interactions. ➤ To overall the role and the 	<ul style="list-style-type: none"> • Ellis, R. (1992). Learning to communicate in the classroom: A study of two language learners' requests. <i>Studies in Second Language Acquisition</i>, 14, 1-23. • Mc Cros Key, J, C., & Richmand, V, P.,. (2006). <i>An Introduction to Communication in classroom; The Role of Communication in Teaching and Training</i>. Boston; Allyn &

	importance of an effective communication.	Bacon
✓ Formal/ informal communication	<ul style="list-style-type: none"> ➤ To make precise definitions of formal and informal concepts. ➤ To define Formal/ informal features, advantages, limitations and inter-relations. ➤ To get better understanding of their aim and their practical utilization. 	<ul style="list-style-type: none"> • Colley H, & Hodkinson, P. (2003) Informality and formality in learning, a report for the Learning and Skills Research Centre, Leeds: University of Leeds. • Hodkinson, P. (2003) “Learning in differing communities of practice: a case study of UK secondary school teachers’, Researching Work and Learning Conference, Tampere, 25th–27th July.
✓ The importance of Classroom interaction	<ul style="list-style-type: none"> ➤ To facilitate the teaching and learning process. ➤ To increase learners’ communicative competence. ➤ To investigate the role of the classroom interaction in enhancing the EFL students’ speaking skill. ➤ To show students how to have interaction among their teachers and even with the whole class. ➤ To offer some strategies to improve the interaction in the 	<ul style="list-style-type: none"> • Cazden, C. B (2001). Classroom discourse: The language of teaching and learning. Netherlands: Heinimann Educational Books. • Consolo, D. (2006). Classroom oral interaction in foreign language lessons and implications for teacher development. <i>Linguagem & Ensino</i>, 9(2), 33- 55. • Brown, H. D. (2007). Teaching by principles: An interactive approach to language Pedagogy. New York: Pearson Education. • Jia, Xiaolin. 2013. The Application of Classroom

	classroom	Interaction in English Lesson. International Conference on Education Technology and Infromation System (ICETIS). China: Atlantis Press
✓ Teacher/ Students relationship	<ul style="list-style-type: none"> ➤ To discuss the characteristics of an effective teachers in the classroom. ➤ To explain how communication is used to maintain proper classroom management. ➤ To Improve students' relationships with teachers ➤ To discuss qualities of an effective learners in regard to their communication. 	<ul style="list-style-type: none"> • Boynton, M. & Boynton, C. (2005). Developing positive teacher-student relationships. In Educator's Guide to Preventing and Solving Discipline Problems. • Allday, A. & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. Journal of Applied Behavior Analysis, 40(2): 317-320. • Geghamyan, G. (2015). The Impact of Teacher-Student Interaction on Students' Motivation. Yerevan: American University of Armenia, College of Humanities and Social Sciences.
Unit two : Scope of Politeness		
✓ Politeness Theory review	<ul style="list-style-type: none"> ➤ To teach students the way of being polite, and redress the conflict in conversation. 	<ul style="list-style-type: none"> • Watts, R. (2003). Politeness. Cambridge: Cambridge University Press. • Monsefi, M., & Hadidi, Y. (2015). Male and Female EFL Teachers' Politeness Strategies in

	<ul style="list-style-type: none"> ➤ To show the importance of politeness in everyday-life conversations and especially during classroom interaction. ➤ To show how the different politeness strategies determine the characterization of a student while talking. 	<p>Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction. International Journal on Studies in English Language and Literature (IJSELL), 3(2), 1-13.</p> <ul style="list-style-type: none"> • Yule, G. (2010). The study of language. Cambridge: Cambridge University. • El-Samir, S.F., 2014. Politeness: A Socio- Pragmatic Study. Journal of the College of Languages, (28), pp.1-37.
<p>✓ Well-known Theories and their critiques</p>	<ul style="list-style-type: none"> ➤ To show the different theoretical foundations and pragmatic models of politeness. ➤ To review literature on politeness theories and their related models. ➤ To present a critical evaluation of these theories; 	<ul style="list-style-type: none"> • Eelen, G. (2001). A Critique of Politeness Theories. Manchester: St Jerome. • Al Fattah, M. (2010) Politeness Strategies in the Communication Acts of Yemen learners of English as a Foreign Language: A Pragmatic Language Study, Master Dissertation. University of Mayore, India. • Fasold, B. (2002) Politeness Strategies in Social Interaction. Cambridge: Cambridge University Press.
<p>✓ Face Threatening Act</p>	<ul style="list-style-type: none"> ➤ To discover various uses of face-saving strategies. 	<ul style="list-style-type: none"> • Bargiela-Chiappini, Francesca (2003) Face and politeness: New (insights) for old concepts. Journal

	<ul style="list-style-type: none"> ➤ To consider some current issues in the study of linguistic politeness and its relation to the notions of face. ➤ To identify and investigate the effects of face-saving and face-threatening acts on EFL classroom interaction. ➤ To help teachers pay much more attention to students' inner feelings or affective factors during their teaching process to reduce possible conflicts with students and thus enhance the effectiveness of their teaching to the greatest possible extent. ➤ To help students adopt the appropriate strategies in their language use and to enhance the effectiveness of instructor-student interactions. 	<p>of Pragmatics 35; 1453–1469.</p> <ul style="list-style-type: none"> • Holtgraves, T. M. (2008). Face and facework in interpersonal communication. In Francesca Bargiela – Chiappini and Michael Haugh,(Eds.),Face, communication and social interaction. 192 – 207. London: Equinox. • Cai, L. (2014). A Case Study of College Teacher’s Politeness Strategy in EFL Classroom. Theory and Practice in Language Studies, 4, 110-115. • Agustina, S., & Cahyono, Y. B. (2016). Politeness and Power Relation in EFL Classroom Interactions: A Study on Indonesian Learners and Lecturers. International Journal of Language and Linguistics, 3, 92-100.
<p>✓ How to avoid</p>	<ul style="list-style-type: none"> ➤ To prove an awareness regarding the existence of academic impoliteness in 	<ul style="list-style-type: none"> • Culpeper, J. (2009). Impoliteness: using and understanding the language of offence. In: ESRC Project.

<p>mpoliteness</p>	<p>educational not only by the students, but also the teachers.</p> <ul style="list-style-type: none"> ➤ To investigate the markers of politeness and impoliteness in student- teacher interaction at the university stage. ➤ To find the reasons of using language impoliteness in classroom interaction. ➤ To find out the strategies of students' impolite utterances in classroom interaction. 	<ul style="list-style-type: none"> • Limberg, H. (2009). Impoliteness and threat responses. <i>Journal of Pragmatics</i>, 41(7), 1376-1394. • Bousfield, D. (2011). <i>Impoliteness in Interaction</i>. Amsterdam: John Benjamins. • Culpeper, J. (2011). <i>Impoliteness: Using Language to Cause Offence</i>. Cambridge: CUP.
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Unit Three : Politeness and Pragmatics

<p>✓ Speech Act Theory</p>	<ul style="list-style-type: none"> ➤ To explain the usage of speech acts and politeness strategies in an EFL classroom. ➤ To study how to behave and respond in different situations and contexts. ➤ To give a brief introduction to the theories and approaches on speech acts as well as its application 	<ul style="list-style-type: none"> • Larsen-Freeman, D. (2000). <i>Techniques and principles in language teaching</i> (2nd ed.). London: Oxford University Press. • Zhao, Y., & Throssell, P. (2011). <i>Speech act theory and its application to EFL teaching in China</i>. <i>Language Society and Culture</i>, 32, 88-95.
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	<p>for EFL pedagogy.</p> <ul style="list-style-type: none"> ➤ To explore the students' and the teachers' practice of the politeness strategies and the speech acts of apology, thanking, request, compliment / encouragement, command, agreeing / disagreeing and addressingetc. ➤ To focus on the types of politeness strategies which were used by teachers and students in directive speech acts, how and why those types were realized the way they were. 	<ul style="list-style-type: none"> • Kurdghelashvili, T. (2015). Speech acts and politeness strategies in an EFL classroom in Georgia. International Journal of Social, behavioral, Educational, Economic, Business and Industrial Engineering. 9(1), 306-309.
<p>✓ How to teach polite request</p>	<ul style="list-style-type: none"> ➤ To show the students the most common way of making a polite request and how to avoid offensive command. ➤ To teach them how to soften their statements while making polite requests ➤ To recognize the different situations where they need to use polite request. ➤ To make EFL teachers and students careful of using 	<ul style="list-style-type: none"> • Al-Ammar, M.(2000). The linguistic Strategies and Realizations of Request Behaviour in Spoken English and Arabic among Saudi Female English Majors at Riyadh College of Arts: unpublished M.A. thesis. Riyadh: King Saud University. • Umar, A. (2004) "Request Strategies as Used by Advanced Arab Learners". Journal of Educational & Social Sciences & Humanities, 16 (1),42-87.

	<p>some expressions that may be uttered in teaching-learning process.</p> <ul style="list-style-type: none"> ➤ To teach the students the request rules related to politeness strategy that should be appeared in classroom situation. ➤ To make the students able to use the language appropriately in various social context and situation. 	<ul style="list-style-type: none"> • Alfattah, M. (2009). Politeness strategies in Yemeni requests. B.K. Ravindranath, Ph.D. • Jalilifar, A. (2009) Request Strategies: Cross-Sectional Study of Iranian EFL Learners and Australian Native Speakers. English language teaching 2(1): 46-61.
<p>✓ The role of Politeness in Apologizing</p>	<ul style="list-style-type: none"> ➤ To make learners aware of what apologies involve and how they work. ➤ To make the students familiar with the strategies that can be used when apologizing and how social variables can affect the language use. ➤ To foster learners' pragmatic consciousness on various apology issues and to provide them with opportunities for 	<ul style="list-style-type: none"> • Deutschmann, M. (2003). Apologising in British English. Umea: Umea Universitet. • Eslami-Rasekh, Z. (2005). Raising the pragmatic awareness of language learners. <i>ELT Journal</i>, 59, 199-208 • Kondo, S. (2010). Apologies: Raising learners' cross-cultural awareness. In A. Martínez-Flor, & E. Usó-Juan (Eds.), <i>Speech Act Performance. Theoretical, empirical and methodological issues</i> (pp. 145-162). Amsterdam: John Benjamins Publishing Company.

	<p>communicative practice.</p> <p>➤ To prepare learners to become communicatively competent in a target language and culture.</p>	<ul style="list-style-type: none"> • Beltrán-Palanques, V. (2013). Exploring Research Methods in Interlanguage Pragmatics. A study based on apologies. Saarbrücken: Lambert Academic Publishing.
<p>Unit Four : Factors influence the choice of Politeness</p>		
<p>✓ The choice of politeness strategies</p>	<p>➤ To define the factors contribute in choosing the politeness strategies in different situations.</p> <p>➤ to analyze the realization of politeness strategies and sociological factors influencing the choice of politeness strategies in EFL teacher-students classroom interaction</p> <p>➤ To analyze how the sociological factors such as gender, power, and social</p>	<ul style="list-style-type: none"> • Mills, S. (2003). Gender and Politeness. Cambridge: Cambridge University Press. • Behnam, B., & Niroomand, M. (2011). An Investigation of Iranian EFL Learners' Use of Politeness Strategies and Power Relations in Disagreement across Different Proficiency Levels. English language teaching, 4(4), 204-220. • Danescu-Niculescu-Mizil, C., Sudhof, M., Jurafsky, D., Leskovec, J., & Potts, C. (2013). A computational approach to

	distance influence politeness strategies and to determine how the politeness strategies affect interactions	politeness with application to social factors.
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As a conclusion, Teaching Politeness explores the teaching of pragmatics through lessons and activities created by teachers of English as a second and foreign language.

5.6. Suggestions for Further Research

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

➤ Since teachers are responsible for what is happening in the classroom, and therefore govern the language acquisition of their students to a fundamental degree, they should be aware of the importance of politeness and pragmatic competence in general.

➤ Students, who will be future English teachers, should be provided with an understanding forms and rules about politeness strategies in teaching EFL. Thus, they can learn about the appropriate politeness strategies applied in the classroom English in order to achieve effective classroom interaction.

➤ This thesis may inspire some new ideas concerning politeness strategies employed in an EFL classes, and thereby enable the Algerian teachers to take a more effective approach to teaching, such that their students will master the uses of politeness.

➤ Perspectives about polite and impolite behaviours and speech acts to minimize the gap between them in EFL classroom interaction is also a need.

➤ To acquire the proper use of English in their utterances, both English teachers and learners need to be aware of pragmatic competence, especially politeness strategies to maintain a positive relationship and establish a comfortable learning atmosphere in the classroom. Therefore, the process of learning can go smoothly, and the learning objectives can be achieved.

➤ Findings of this study are beneficial inputs for teachers and students in order to create effective classroom interaction. It also contributes to the study of politeness, especially in Algeria. However, further studies need to be conducted in terms politeness strategies of teachers and students in Algerian classes, especially the types of languages they use to express their politeness.

➤ It is hoped that this research in EFL classroom, will enable both teachers and students incorporate effective methods while communicating using the appropriate politeness strategies in classroom interaction.

5.6. Conclusion

This chapter enabled us to interpret the results obtained from the classroom observation. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviours occur in the classroom. Observation was used by the researcher to obtain the valid data by simply watching the participants (teachers and students) during the teaching and learning process. It has allowed us to answer the last two questions and its hypotheses stated in the general Introduction. The results obtained from the classroom observation revealed important facts that have to be taken into consideration. We have confirmed that politeness strategies are helpful in language teaching, they help teachers encourage and motivate students to interact easily and fluently in the classroom. In addition, politeness strategies have a positive effect on teachers-students interaction because they maintain a good relation between teachers and their students and provide a lively and friendly atmosphere in the classroom. The chapter ended up with recommendations and suggestions for further studies.

Chapter five
Classroom Observation
Analysis
Findings and Discussions

General Conclusion

General Conclusion

Politeness is a fundamental aspect in maintaining relationship between speaker and hearer. In accordance with education field, communication between teachers and students is an essential part of teaching and learning process. Politeness can be a substantial way to maintain decent relationship between teachers and their students. The present thesis looked at politeness strategies employed by EFL Algerian teachers and students during classroom interaction, and the sociological factors that influenced the choice of politeness strategies; lastly, it also presented the dominants strategies used by teachers and students based on gender differences.

The present work is divided into five chapters; the first chapter which was a review of literature consisted of different items. It begun with some linguistic aspects related to politeness and various theoretical approaches, followed by defining some concepts that were relevant to Politeness theory such as; impoliteness, speech act and the concept of face. Then, it ended with discussing politeness in the Algerian culture. The second chapter's aim was to present an overview about EFL classroom interaction with primary focus on the use and the importance of politeness at Algerian University. It also defined communicative and pragmatic competence as key concepts related to politeness and classroom interaction. At the end, some of the major western and non- western works on politeness were also addressed. The third chapter presented the research design including the procedures of data collection and data analysis. Chapters four and five were mainly concerned with analyzing and discussing the students' questionnaire, teachers' interview and classroom observation. It was a spotlight on the strategies more frequently used by EFL Algerian teachers and students. The fifth chapter was a sum up with some recommendations and suggestions for further studies.

Since this study aimed to analyze how EFL teachers and their students use politeness strategies effectively in the Algerian classroom; four (04) questions have been raised; the first one was whether there was any difference in the use of Positive and Negative politeness strategies between EFL students. The second one was related to the effect of age and level of education on students' way of perceiving politeness in classroom. The third was about the EFL teachers' perceptions toward politeness. Moreover, the last two questions were related

to the differences between male and female EFL teachers in adapting Positive and Negative politeness strategies and which of those strategies is the most used. Thus, this dissertation tried to answer these questions and to see whether the findings confirmed the hypotheses suggested.

As stated before, the aim of questionnaire was to examine politeness strategies applied by EFL Algerian students at English Department of Tiaret based upon Brown and Levinson's (1987) politeness theory. The first hypothesis stated that there is no difference between EFL male and female students while apologizing, requesting and disagreeing with teachers and friends. Findings of statistical analysis revealed significant gender difference in the frequency of use of Positive and Negative politeness strategies between students from different educational levels where female participants seemed to employ more Positive strategies than their males' colleagues. The finding of the first situation, that intended to investigate some difference between male and female students while apologizing, indicated that both genders imply Negative and Positive strategies while apologizing. The male speakers used apology somehow more than female participants while speaking to female teachers. Negative strategy was dominantly used by male participants while apologizing and Positive strategy was used more in females' apology.

In addition, while requesting, both EFL Algerian male and female students are paying more attention to their teachers' power and distance; all of them applied more of negative strategies but male students with high frequencies. The results showed that, in both groups, the more distance speakers feel between themselves and hearers, the higher level politeness strategies they tend to use in performing the speech act of request. In disagreeing situation, both EFL male and female students applied almost the same types of disagreement strategy while dealing with a male teacher, but with some differences in the levels of frequency concerning females while dealing with a female teacher.

Gender and its association with politeness strategies were concerned throughout the first research question and consequently the first hypothesis. By using T- testing, we found that male students had a much higher reliance on competitive analysis and the analysis of data was ($M = 15, 41, Std = 0.94$) than female students ($M = 14, 40, Std = 0.80$) while dealing with their teachers. In addition, while dealing with close friends the males students' politeness uses mean was (25.74) with a standard deviation of (1.67), however, females students' politeness uses mean was (21.09) with a standard deviation of (1.46). For the last

situation; where the EFL students interact with not close friend the males' politeness uses mean was (16.91) with a standard deviation of (1.91) while females' politeness uses mean was (14.62) with a standard deviation of (1.14). The T- testing test demonstrate the P-value of 0.000 is statistically significant at ($p= 0.000 < 0.05$). Therefore, it can be claimed that there is a significant difference between Algerian male and female students in their choice of politeness strategies while dealing with their teachers, close and not close friends. The results revealed that males are more sensitive about power and gender of their teacher and applying Negative politeness, whereas some females are not care about the above variables and tend to use more positive politeness as a dominant strategy. Consequently, the first hypothesis with regard to the fact that there was no statistical significant difference between the male and female EFL students' use of politeness was rejected.

To test the second hypothesis, that stated that age and level of education affect the EFL students' way of perceiving politeness in classroom, ANOVA was utilized to test whether there is a statistical significant difference between the polite and impolite perception means of the participants. The findings of Likert scale, which provides some evidence of relationship between students' level of education and gender and the way of perceiving politeness in classroom, showed that all levels of students groups were concerned with the use of politeness in classroom interaction; and they are more sensitive about power of his/her interlocutor politeness strategies. Thus, the second hypothesis was also rejected.

Dealing with interview findings, EFL teachers considered that politeness is important in the classroom, it is needed in education as a strategy to create good attitude as well as a motivation to create good atmosphere of learning and teaching process. The politeness principle applied by the teacher in interacting with students has implications on three aspects. First, the politeness principle creates togetherness between teacher and students. Secondly, it builds students' respect. Furthermore, it helps students and motivates them to be more active during classroom interaction.

To test the third hypothesis, the results showed that EFL female teachers preferred using positive politeness strategies; the two female teachers tended to use 28% negative politeness and 51% positive politeness while dealing with their students. The EFL male teachers, on the other hand, tended to use 72% negative politeness and 49% positive politeness while dealing with their students in the EFL Algerian classroom. Thus, the third

hypothesis which stated no difference between EFL male and female teachers while adapting politeness in classroom interaction has been rejected.

From the classroom observation findings, both Positive and Negative politeness strategies were employed. The former were performed mainly by using group identity markers and expressions of sympathy, showing respect and establishing a close relationship, and friendly and enthusiastic facial expressions; while the latter have been applied in making imperative expressions, softening the direct expressions with. Thus, the dominant politeness strategy by the five (05) EFL teachers in the classroom observation was positive politeness strategy, thus the last hypothesis was supported.

The results obtained from the questionnaires, interview and the classroom observations have confirmed the hypotheses and the question about the EFL teachers' use of both Positive and Negative politeness strategies with their students have shown that the idea of politeness (Brown & Levinson, 1987) is applicable in Algerian English classroom context, especially in Tiaret, to some extent.

We notice from the research findings that, when teachers have applied politeness strategies in classroom interaction, this has inspired positive feelings in students which have then influence their compliance intention and expectation. By contrast, impolite and rude expressions were a call for negative feelings which then cause resistance. To this end, it can be assumed that the politeness strategies of EFL Algerian teachers and students, at the English Department of in Ibn Khaldoun University, are significantly used by applying both positive and negative politeness strategies with different capacities and functions, each of which plays a role of a paramount importance in the theories of politeness. More importantly, since it was observed that teachers have used both positive and negative politeness strategies in their interaction with students, it was important to stress how these strategies influence the learner and the classroom atmosphere. Thus, the researcher has suggested a program as a guideline for teaching different aspects of politeness in classroom interaction; such as some activities that allow students interact in contexts close to the sociocultural reality that might be found inside or outside the EFL classroom.

The findings of this study are expected to contribute to the study of politeness in EFL classroom. It might also serve as beneficial inputs for English teachers and students in order to create effective classroom interaction. It is hoped that other politeness theories,

specifically, Leech's (1983) and Lakoff's (1975) might be applied to the classroom context and could bring another stratum of data to the current research. In addition, further studies need to be conducted in terms of impoliteness practices of EFL teachers and students which are influenced by factors such as age and gender, especially through language choice among speakers. Since this study has its limitations as it only focused on the realization of politeness strategies in the English Department of Tiaret University, it is expected that further research can analyze the use of politeness strategies in comparison with other Departments of the Algerian Universities.

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Appendices

Appendix A

Student's Questionnaire

We are currently conducting a survey of students' views on a number of issues. I would be very grateful if you could help me carrying out this research (**A Sociolinguistic Study of Forms of Politeness among The Algerian Speakers: The Case of Ibn Khaldoun University Students (Tiaret)**), which aim is to investigate the forms of politeness in EFL (English as a foreign language) classroom used by Tiaret university students, by giving me your time and effort to answer this brief test.

Question 01: background information

▪ In the light of this study, please put × in the appropriate answer:

1. Gender : male female
2. Age: 18/21 22/31 32/ 41 above 41
3. Level of education:
 - Bachelor: 1ST year
 - 2ndyear
 - 3rdyear
 - Master: 1st year
 - 2ndyear

Questions 2: students' views on Politeness

▪ Please, thick only one answer:

1. What does the word "polite" mean to you:

- a. caring about others' needs and feelings
- b. Showing respect to others and behaving rather formally.
- c. Having good manners and knowing the correct way to behave in a social situation
- d. Using words or phrases that are less direct.

Other.....

2. When you explain "be polite" to someone how would you explain it :

- a. When you ask someone to do something, give him/her options so they do not feel trapped.
- b. Make others feel good.

- c. Be friendly and helpful.
- d. Saying “please”, “thank you” and “you are welcome” more frequently.

Other

.....

3. Do you employ polite forms in your classroom interaction?

Yes No never

If yes how often?

Always Often sometimes rarely

1. What are the ways to show politeness in classroom?
 - a. Listen and train him/ herself to pay attention.
 - b. Avoiding disruptive behaviors.
 - c. Do not make rude comments
 - d. Application of greetings, apologies, thanks, and address terms.

Other

.....

4. According to your opinion, which reasons can push students to be impolite in classroom?

- a. Unequal opportunities in classroom
- b. Teacher’s misbehaviors
- c. Disrespectful students
- d. Lack of control and communication

Other

.....

5. Where do you feel politeness is not necessary, when speaking with :

- a. Family members
- b. Strangers
- c. Close friends
- d. teachers

6. Which of the following may influence you choice of politeness:

- a. Gender (male/female)
- b. Age of the speaker/ hearer
- c. Closeness with the speaker/ hearer
- d. One’s power over the other

Other

.....

7. Do your teachers use polite expression in classroom interaction?

Yes No never

If yes indicate examples

.....

8. Do the teachers' politeness utterances affect the students' politeness?

Yes No No idea

If yes how

.....

9. Do you think that teaching politeness in EFL classroom interaction is a need?

yes no never no idea

If yes justify please

Questions 03: The Influences of Social Variables and Gender on Students' Politeness Strategies.

Please answer the following situations carefully. Imagine that you are the character in the following cases. Please think what you might naturally say in response to these situations. Please give precise and concise answers.

- ✓ **Student/ teacher interaction:**
- ✓ ***1. an interaction with a female/male teacher***

<i>Situation</i>	<i>Male teacher</i>	<i>Female teacher</i>
- You have not finished your term paper, and it is time to present your work. You want to ask the teacher for an extension.
- You are half an hour late for the lecture, you want to take the permission from your teacher to attend the lecture
- During the lecture, you have forgotten to switch off your mobile, suddenly it rings you say
- While discussing some topics, you are disagree with your teacher point of view
- Your teacher does not believe that the ideas are yours you are plagiarizing you say:
- You have borrowed a book from your teacher which you have promised to return, but you realize that you forgot to bring it along you

say:		
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✓ *Students/ students interaction: An interaction with Close and not close classmate:*

<i>Situations</i>	<i>close</i>		<i>Not close</i>	
	<i>male</i>	<i>female</i>	<i>Male</i>	<i>female</i>
Your classmate thinks that you should apply more evidences on your work because you results are weak. You say
She/he lends you a book that she/he is very attached to you. when it rained, some pages were damaged:
You ask your male/ female classmate for a pen and a piece of paper while attending a lecture, because you forget yours you say:
You ask your classmate who is sitting on his own place to change seats with you, so that you can sit next to the window:
She/he asks you to add his name in the list of students' name is the presentation list you want to apologies
She/he suggests you to move your seat but you are satisfied where you

sit and reject				
----------------	--	--	--	--

Question 04: students’ perceptions toward polite language and behaviors in the classroom:

Please read each statement carefully and put a check (✓) which best describes whether the behaviors are polite, partially polite, or impolite.

1=Polite

2=Partially Polite

3=Impolite

Statements	P	PP	IMP
The way you talk to your teacher differs from the way you talk to your classmate.			
You accept the use of imperative sentence like” stop talking and go out” using by your teacher			
Your teacher or classmate ask you to do something without using the word “please”			
Aggressive complaint and criticism of teacher			
Interrupting your teachers/ classmate using the word “sorry”			
Asking indirect questions and using modals such as “could, would, May, shall”			
Answer phone inside the classroom without asking for permission.			
The teacher looks at you and you keep talking to your friend			
Asking teacher/ classmate inappropriate personal and irrelevant questions			
Joking with professor and giving nicknames to them			
You come late and walk silently to your seat			
Speaking loudly to teacher			
Saying “excuse me” and “sorry” and asking for clarification			
Keep Silent when another student presenting			
Raising hand and waiting to be called on respectfully considering other’s ideas.			
Apologize before introducing your disagreement			
Use informal communication while interacting in classroom			
Complies with teacher’s request			
The use of “no”, “wrong” “ you are incorrect” when correcting your classmate errors or mistakes			
Your teacher/ classmate interrupt you when your speech is unclear or when s/he wants you to repeat the speech			

Appendix B

Teachers' interview questions

Dear teachers,

Please kindly accept to answer the following questions in order to help the researcher collect your views on the importance of politeness in teacher-students classroom interaction:

- ✓ **Question 1:** As a teacher, what does the word being polite means to you?
- ✓ **Question 2:** Do you follow a certain strategy while interacting with your students?
- ✓ **Question 3:** In the classroom, what are the most students' impolite behaviors?
- ✓ **Question 4:** How do you behave toward impolite students?
- ✓ **Question 5:** How can you develop positive relationship with your students?
- ✓ **Question 6:** Do you teach politeness strategies to your EFL students in classroom?
- ✓ **Question 7:** Do you think that teaching politeness to EFL students is a need?

Appendix C

SPSS Data Analysis and Results

Case Processing Summary

		N	%
Cases	Valid	322	100,0
	Excluded ^a	0	,0
	Total	322	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,843
		N of Items	37 ^a
	Part 2	Value	,705
		N of Items	36 ^b
		Total N of Items	73
Correlation Between Forms			,683
Spearman-Brown Coefficient	Equal Length		,837
		Unequal Length	,837
Guttman Split-Half Coefficient			,740

Tableau croisé Gender of student * level of students

Effectif

		level of students					Total
		L1	L2	L3	M1	M2	
Gender of student	Male	39	24	29	24	28	144
	Female	41	32	35	36	34	178
Total		80	56	64	60	62	322

Tableau croisé age of students * level of students

Effectif

		level of students					Total
		L1	L2	L3	M1	M2	
age of students	18 to 21	40	0	0	0	0	40
	22 to 31	17	34	44	24	30	149
	32 to 41	23	17	13	24	20	97

	above 41	0	5	7	12	12	36
Total		80	56	64	60	62	322

interaction.1.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	36	60,0	60,0	60,0
	P	24	40,0	40,0	100,0
	Total	60	100,0	100,0	

student.view.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	when	6	10,0	10,0	10,0
	make	12	20,0	20,0	30,0
	be friendly	12	20,0	20,0	50,0
	saying please	30	50,0	50,0	100,0
	Total	60	100,0	100,0	

students.view.3.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	6	10,0	10,0	10,0
	yes	54	90,0	90,0	100,0
	Total	60	100,0	100,0	

students.view.3.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	12	20,0	20,0	20,0
	sometimes	12	20,0	20,0	40,0
	always	36	60,0	60,0	100,0
	Total	60	100,0	100,0	

students.view.4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not intrup	36	60,0	60,0	60,0
the moderating	6	10,0	10,0	70,0
not male rude	18	30,0	30,0	100,0
Total	60	100,0	100,0	

students.view.5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid unequal	6	10,0	10,0	10,0
eacher's mis	42	70,0	70,0	80,0
disrespect	6	10,0	10,0	90,0
lack of contro	6	10,0	10,0	100,0
Total	60	100,0	100,0	

students.view.6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid family membwe	30	50,0	50,0	50,0
close	30	50,0	50,0	100,0
Total	60	100,0	100,0	

students.view.7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid gender	24	40,0	40,0	40,0
age	6	10,0	10,0	50,0
closeness	12	20,0	20,0	70,0
power	18	30,0	30,0	100,0
Total	60	100,0	100,0	

students.view.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	6	10,0	10,0	10,0
	yes	54	90,0	90,0	100,0
	Total	60	100,0	100,0	

studens.view.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no idea	12	20,0	20,0	20,0
	no	12	20,0	20,0	40,0
	yes	36	60,0	60,0	100,0
	Total	60	100,0	100,0	

students.view.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no idea	18	30,0	30,0	30,0
	yes	42	70,0	70,0	100,0
	Total	60	100,0	100,0	

influence.1.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	negative	48	80,0	80,0	80,0
	positive	12	20,0	20,0	100,0
	Total	60	100,0	100,0	

influence.1.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neg	60	100,0	100,0	100,0

influence.2.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	54	90,0	90,0	90,0
	P	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

influence.2.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

influence.3.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

influence.3.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	48	80,0	80,0	80,0
	P	12	20,0	20,0	100,0
	Total	60	100,0	100,0	

influence.4.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

influence.4.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

influence.5.a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	60	100,0	100,0	100,0

influence.5.b

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	48	80,0	80,0	80,0
P	12	20,0	20,0	100,0
Total	60	100,0	100,0	

influence.6.a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	60	100,0	100,0	100,0

influence.6.b

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	60	100,0	100,0	100,0

influence.7.a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	60	100,0	100,0	100,0

influence.7.b

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	60	100,0	100,0	100,0

interaction.1.a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	30	50,0	50,0	50,0
P	30	50,0	50,0	100,0
Total	60	100,0	100,0	

interaction.1.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	12	20,0	20,0	20,0
	P	48	80,0	80,0	100,0
	Total	60	100,0	100,0	

interaction.1.c

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	48	80,0	80,0	80,0
	P	12	20,0	20,0	100,0
	Total	60	100,0	100,0	

interaction.1.d

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

interaction.2.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	24	40,0	40,0	40,0
	P	36	60,0	60,0	100,0
	Total	60	100,0	100,0	

interaction.2.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	24	40,0	40,0	40,0
	P	36	60,0	60,0	100,0
	Total	60	100,0	100,0	

interaction.2.c

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	48	80,0	80,0	80,0
	P	12	20,0	20,0	100,0
	Total	60	100,0	100,0	

intraction.2.d

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	36	60,0	60,0	60,0
	P	24	40,0	40,0	100,0
	Total	60	100,0	100,0	

interaction.3.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	36	60,0	60,0	60,0
	P	24	40,0	40,0	100,0
	Total	60	100,0	100,0	

interaction.3.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	12	20,0	20,0	20,0
	P	48	80,0	80,0	100,0
	Total	60	100,0	100,0	

interaction.3.c

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	54	90,0	90,0	90,0
	P	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

intearction.3.d

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	42	70,0	70,0	70,0
	P	18	30,0	30,0	100,0
	Total	60	100,0	100,0	

intearction.4.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	48	80,0	80,0	80,0
	P	12	20,0	20,0	100,0
	Total	60	100,0	100,0	

intearction.4.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	6	10,0	10,0	10,0
	P	54	90,0	90,0	100,0
	Total	60	100,0	100,0	

intearction.4.c

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	54	90,0	90,0	90,0
	P	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

intearction.4.d

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

intearction.5.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	36	60,0	60,0	60,0
	P	24	40,0	40,0	100,0
	Total	60	100,0	100,0	

nteraction.5.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	P	60	100,0	100,0	100,0

interaction.5.c

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	54	90,0	90,0	90,0
	P	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

intearction.5.d

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	60	100,0	100,0	100,0

intercation.6.a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	24	40,0	40,0	40,0
	P	36	60,0	60,0	100,0
	Total	60	100,0	100,0	

interaction.6.b

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	P	60	100,0	100,0	100,0

Interaction .not.close	Equal variances assumed	42,488	,000	13,256	320	,000	2,28745	,17256	1,84029
	Equal variances not assumed			12,610	223,006	,000	2,28745	,18140	1,81615

Bootstrap for Independent Samples Test

	Mean Difference	Bootstrap ^a				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
Interaction.not.close Equal variances assumed	2,28745	,00342	,18670	,003	1,94371	2,64566
Interaction.not.close Equal variances not assumed	2,28745	,00342	,18670	,003	1,94371	2,64566

a. Unless otherwise noted, bootstrap results are based on 322 bootstrap samples

Descriptive Statistics

	N	Minimum	Maximum	Mean
PERCEPTION.m	322	1,85	2,45	2,2093
Valid N (listwise)	322			

ANOVA

PERCEPTION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,101	4	1,525	,185	,946
Within Groups	2618,718	317	8,261		
Total	2624,820	321			

Résumé

La politesse est l'utilisation des mots ou des expressions justes dans un contexte approprié qui est déterminé par les règles qui prévalent dans la société. Cette étude vise à identifier les stratégies de politesse utilisées par les enseignants et les étudiants algériens dans leur interaction et à analyser comment les facteurs sociologiques tels que le sexe, la proximité et le pouvoir influencent et affectent ces stratégies. En outre, il s'agit d'étudier les stratégies de politesse de Brown et Levinson (1987) et de mesurer le degré de son utilisation et de sa conscience parmi eux. Cette étude est conçue sous la forme d'une méthode mixte; une combinaison de composantes quantitatives et qualitatives de la recherche. Les données comprennent un questionnaire pour les étudiants, une observation planifiée et une entrevue avec (05) cinq enseignants au département d'anglais de l'Université Ibn Khaldoun, à Tiaret. Le questionnaire des étudiants est analysé à l'aide du SPSS.20. Les résultats montrent que bien que les enseignants et les étudiant partagent certaines caractéristiques dans leur classe du point de vue de l'utilisation de stratégies de politesse, les modèles d'interaction entre les enseignants et les élèves sont liés au genre et il y a quelques différences entre eux. Les résultats montrent certaines différences entre les étudiants masculins et féminins tout en s'excusant, en demandant et en désaccord. Tous deux utilisent surtout la politesse positive et la politesse négative, mais à des degrés divers. La variation des étudiant d'utiliser des stratégies négatives et positives dans les trois situations différentes, propose que la stratégie utilisée par les étudiant tout en traitant avec leurs enseignants et amis sont affectés par le pouvoir et la distance sociale. De plus, les réponses aux entrevues des enseignants suggèrent qu'ils sont conscients de certaines des stratégies de politesse qu'ils utilisent; et afin d'en tirer pleinement profit, ils devraient en apprendre davantage sur les stratégies de politesse. Tout en observant les cinq classes, les résultats suggèrent que la politesse dominante est la plus positive utilisée par les enseignantes. Ainsi, cette étude a prouvé l'importance d'étudier la politesse dans les salles de classe algériennes pour être au cœur de l'interaction enseignant-étudiant et du processus d'enseignement-apprentissage.

Concepts clés : Stratégies de politesse - interaction en classe - Pouvoir- Distance sociale - Politesse Positive- politesse Négative

الملخص

التهديب هو استخدام الكلمات أو العبارات الصحيحة في سياق مناسب تحدده القواعد السائدة في المجتمع. تهدف هذه الدراسة إلى تحديد استراتيجيات التهديب التي يستخدمها المعلمون والطلاب الجزائريون في تفاعلهم وتحليل كيفية تأثير العوامل الاجتماعية مثل نوع الجنس والتقارب والسلطة على هذه الاستراتيجيات. باستخدام نموذج استراتيجيات التهديب الخاصة ببراون وليفنون (1987). وقد صممت هذه الدراسة في شكل طريقة دمج البحث الكمي والنوعي. وتتألف البيانات من استبيان الطلاب، والملاحظة المخطط لها ومقابلة مع (05) معلمين في قسم اللغة الإنجليزية في جامعة ابن خلدون، تيارت. يتم تحليل استبيان الطلاب باستخدام SPSS.20. وتظهر النتائج أنه على الرغم من أن المعلمين والطلاب يشتركون في بعض الميزات من وجهة نظر استخدام استراتيجيات التهديب، فإن أنماط تفاعل المعلمين والطلاب ترتبط بنوع الجنس وهناك بعض الاختلافات بينهم. وتبين النتائج وجود بعض الاختلافات بين الطلاب والطالبات أثناء الاعتذار والطلب والاختلاف في وجهة النظر. كلاهما في الغالب يستخدم التهديب الإيجابي والتهديب السلبي ولكن بدرجات متفاوتة. إن اختلاف الطلاب في استخدام الاستراتيجيات السلبية والإيجابية في الحالات الثلاث المختلفة، يقترح أن تتأثر الاستراتيجية التي يستخدمها الطلاب أثناء التعامل مع معلمهم وأصدقائهم بالقوة والمسافة الاجتماعية. وعلاوة على ذلك، تشير إجابات مقابلة المعلمين إلى أنهم على علم ببعض استراتيجيات التهديب التي يستخدمونها؛ ولكي يستفيدوا منها بشكل كامل، يجب أن يتعلموا استراتيجيات التهديب. أما بخصوص نتائج الملاحظة فإشارت إلى أن التهديب السائد هو التهديب الإيجابي الذي تستخدمه معظم المدرسات. وهكذا، أثبتت هذه الدراسة أهمية دراسة التهديب في الأقسام الدراسية الجزائرية لتكون محورية للتفاعل بين المعلم والطالب وعملية التدريس والتعلم.

الكلمات المفتاحية: استراتيجيات التهديب - التفاعل في الحصص الدراسية - السلطة - المسافة الاجتماعية - التهديب الإيجابي - التهديب السلبي.