People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

El Chahid Sheikh Laarbi Tebessi University – Tebessa

Faculty of Letters and Languages

Department of Letters and English Language

Exploring the Differences between Male and Female Students in Using Politeness Strategies inside the EFL Classroom Based on Brown & Levinson's (1987) Theory

The Case of EFL Master 1 LS Students at Laarbi Tebessi University

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A Dissertation Submitted to the Department of Letters and English Language in Partial

Fulfillment of the Requirements for the Degree of Master in Language Sciences

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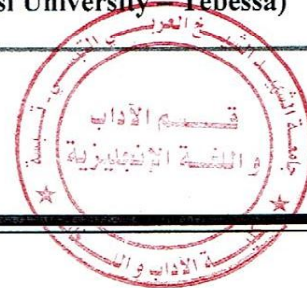Ghada MAAMRI

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2022/2023

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CCSARP: Cross Cultural Speech Act Realization Project

DCT: Discourse Completion Test

EFL: English as a Foreign Language

FTAs: Face Threatening Acts

H: Hearer

ILP: Inter-Language Pragmatics

LS: Language Sciences

MMR: Mixed-Method Research

M1: Master One

S: Speaker

Acknowledgment

First and foremost, we thank Allah, for helping us and providing us with the enough strength, ability and patience to achieve our goal and to finalizing this work.

Besides, we sincerely appreciate all of our advisors' support, without which we would not have finished this dissertation.

Our profound gratitude goes to our gentle supervisor **Mrs. Zineb ABID**, for her valuable advice, precious time, endless motivation and guidance. We highly appreciate your hard work and efforts in correcting this work. So honored to work under your valuable supervision.

Special thanks to **Dr. Manel MIZAB**, for advice and devoting her sessions to conduct our observation.

Our wholehearted acknowledgment and limitless appreciation go to the modest **Dr. Chadia NASRI**, for her helpful remarks, inestimable support and encouragement.

We extend our warm thanks to **Mrs. Amina GHOUL**, for providing us with the most useful and helpful sources for our study, as well as accepting to conduct our Discourse Completion Test during her sessions.

Also, our great acknowledgement to the jury members for devoting energy and time to read, examine and evaluate the present dissertation.

Eventually, we would like to express our warm appreciations to Master1 LS students who accepted being part of our research and aided us during gathering data process.

Special thanks to all our classmates!

Dedication

To God Almighty, who created me and gave me the power, knowledge, inspiration, creativity, and insight, during my entire educational career in general, and to accomplish this dissertation in particular.

*First and foremost, this work is dedicated to the first teacher of English who was the reason behind my passion and love toward "English" language, my beloved aunt **Mrs. Nassira Naceur Eddine**, who was always encouraging me to achieve this goal since my childhood. Thanks a million for being my great source of inspiration and support.*

*To **my precious father**, I'm extremely proud to be the daughter of such a loving, kind, supportive and generous nobleman who never wavered in giving me his love and faith. I can't express how grateful I am for the way you raised me. Thanks for being my infinite supporter.*

*To the special woman who gave me the values of kindness, decency, and politeness with which to confront the world, **my dear mother**, much gratitude for all your prayers that paved the way for me to reach my goal.*

*To my beautiful sisters, **"Imane"** & **"Ikram"** and my brothers **"Oussama"**, **"Idriss"** and my little handsome prince **"Mohamed Islam"** for being hand in hand with me in all my ups and downs from birth until forever. Million thanks for being my tremendous source of motivation to complete this research.*

*My best friend and my partner in research, **"Ghada"**, I'm so proud of you. Thanks to the sky for being always with me whenever i needed you, and for sharing with me these moments.*

"وآخر دعواهم أن الحمد لله ربّ العالمين"   *Aya NACEUR EDDINE*

Dedication

All thanks to Allah the most gracious and the most merciful who has given me strength and

patience to finish my university journey.

To dear myself, for getting to this point. Proud of me.

To the first man in my life, father, and to the source of my power and hope, dear mother, who

gave me all their trust.

*To my beloved sisters; "**Bassma**", "**Wissal**", and "**Chahed**", sisters friends, my sunshine, the*

ones who supported me every time.

*To all my lovely family, especially my beloved aunty, "**Souhir**" and my beautiful cousin*

*"**Sarah**".*

*To my friend in life and my partner in graduation, "**Aya**" thank you for being always the best.*

*To my best friend "**Roufaida**", thanks for sharing wonderful moments together throughout our*

university years.

To all people whom I love.

Ghada MAAMRI

Abstract

This study aimed to explore the differences between male and female students in using politeness strategies inside the EFL classroom based on Brown and Levinson's theory. Specifically with Master1 Language Sciences students at the English Department at El Chahid Sheikh Laarbi Tebessi University where we attempted to explore the dominant used politeness strategies by each gender. The population was selected based on purposive sampling technique because master1 students were supposed to be pragmatically competent. The present study adopted mixed-method research design. Moreover, a Discourse Completion Test was submitted to the same population to answer the first research question (What are the dominant used politeness strategies by EFL M1 LS males and which ones are used more by females?). Also, an observation was applied during five (05) sessions to seek an answer for the second question (Are there any similarities or differences between M1 LS male and female learners in using politeness strategies?). The obtained data were analyzed quantitatively and qualitatively to achieve valid results. The findings revealed that gender has an effect on the strategies they employ. Moreover, it is found that males tend to be direct, concise and explicit in conversing by using both "Bald on-record" and "Positive politeness" with a higher percentage compared to the other strategies. Unlike females who are closer to employ "Negative politeness" and "Off-record" than the other strategies which reflect their tendency to be indirect and more polite than males by keeping their utterances friendly and softened. Eventually, a set of implications and recommendations are proposed for possible future researches.

Keywords: Brown and Levinson's theory, mixed-method, politeness, politeness strategies, pragmatically competent, purposive sampling.

General Introduction

1. Background of the Study

Social interaction is crucial for humans because it allows them to cooperate, express their intentions, and communicate with each other. Wherefore, they require the use of language as a medium to achieve their communication goals. One of the wide social connection forms is classroom interaction. Students have to master the language for successful communication as well as to maintain good relationships towards their classmates and teachers. Therefore, reading and speaking skills are not enough. However, they require using language in an appropriate way too. This skill is called "Pragmatic competence". Chomsky (1980) states: "The knowledge of conditions and manner of appropriate use of the language, in conformity with various purposes" (p. 224).

One of the major elements of Pragmatic competence is politeness. Holmes (1996) asserts that politeness is being courteous involving paying attention to other people's feelings in order to help them feel at ease throughout a conversation. Therefore, humans must be taught and educated into being polite because it is not a quality they were born with. Moreover, Brown (1980) argues: "Politeness is seen in terms of modifying one's language in a particular way as to consider the feelings of other interlocutors..." (p. 6). Thus, politeness is developed through the application of some strategies in communication. These strategies are well presented in Brown & Levinson's (1987) theory of politeness that is well illustrated in the theoretical chapter.

Furthermore, gender plays an essential role in employing politeness strategies. According to Lakoff (1975, p. 165), women's language is more polite than men's due to softer expletives. Indeed, Tannen (1984) agrees with Lakoff (1975) in which he believes that men and women

speak differently and use different speech styles. In relation, gender's use of politeness strategies is the core of the current study in which male students have been compared with females to extract the differences in using these strategies.

2. Statement of the Problem

Interaction among EFL learners plays a significant role in the process of learning and using language in an appropriate manner. It also assists to maintain good relationships among them and communicate successfully with each other. During EFL classes, the students may directly or indirectly use politeness in a variety of ways. According to Brown (1980): "*politeness is seen in terms of modifying one's language in a particular way as to consider the feelings of other interlocutors; consequently, the linguistic expression the speaker uses will take a different form than the one he would produce if he didn't consider his addressee's feelings*." (p. 6).

Furthermore, Lakoff (1975) believes that women speak more politely than men do because of their inferior status in society. Consequently, this study attempts to address the problem of politeness strategies usage among EFL Master1 LS males and females, as well as to fill in the gap that is specifically centered on how they differ in utilizing the later and highlighting the dominant ones.

3. Aims of the Study

Politeness strategies are among the pragmatic topics that have been widely interesting. They were inspired from the work of Brown & Levinson (1987) and considered as fundamental tools to conduct any conversation as well as being used to reduce the threat and to preserve positive relationships. The overall aims behind conducting the present research are:

a. To explore the effect of gender on the use of politeness strategies.

b. To analyze the types of politeness strategies applied by M1 LS male and female students and to explore the most dominant utilized ones by both genders.

4. Research Question

In order to achieve the aforementioned aim, the following research questions are raised:

1. What are the dominant used politeness strategies by EFL M1 LS males and which ones are used more by females?

2. Are there any similarities or differences between M1 LS male and female learners in using politeness strategies?

5. Research Design

The present dissertation applied a mixed-method research design to explore the used politeness strategies by EFL M1 LS males and females during their interactions inside the classroom. Indeed, to determine which strategies are used more by male students and which ones are employed more by females. In this design, both a Discourse Completion Test (DCT) and a non-participant observation are applied. The DCT contains different scenarios and situations in which the participants are supposed to choose or provide the possible answers that fit them. Furthermore, the DCT tool has been chosen because of its widely and commonly use in such studies. Besides, an observation is applied on the aforementioned population during five sessions of Language and Culture module and field notes are taken meanwhile.

6. Population and Sampling

The participants under this study are Master1 Language Sciences students at El Chahid Sheikh Laarbi Tebessi University of Tebessa at the Department of Letters and English Language whom have been chosen through the purposive sampling technique. In other words, the reason behind choosing this population as subjects of our study refers to the assumption that they are pragmatically competent in addition to their accepted knowledge and background in Pragmatics.

7. Structure of the Study

The current research is divided into two chapters. The first chapter represents a theoretical framework of the dissertation based on two sections. The first section is considered as a literature review of speech acts and politeness strategies of Brown & Levinson's (1987) theory. The second one is a general background of gender in relation to politeness inside EFL classroom. Chapter two is the central bone of the research for it introduces the methodological frame work which is also divided into three sections. The first section provides an explanation of the methodology used in this research and the procedures of data collection. The second one tackles the analysis of the gathered data whereas the last section presents the discussion of the findings.

Chapter One: Politeness and Gender

Introduction

Chapter one tends to examine the theoretical background of the variables investigated under this study, which are: politeness in relation to gender inside the classroom. Its focus is centered on males' and females' differences in politeness strategies usage. Moreover, this chapter contains two sections. The first section is devoted to review a comprehensible theoretical overview of politeness and speech acts. Then, it highlights speech acts theory, its types and classifications. Furthermore, it deals with Brown and Levinson's theory of Politeness Strategies. The second section is intended to deal with gender and their differences in politeness use during classroom interaction.

Section One: Overview of Politeness and Speech Acts

1.1.1. Pragmatic Competence

Everyone uses language to communicate with one another. Therefore, language must be clear and well comprehended because of its ability in disclosing their beliefs and ideologies.

The addressee has several options for how to understand what is being spoken, since speech can be interpreted in different meanings, the addressee also needs to know the context to well comprehend the speaker's exact intentions (Kharchi & Benkobbi, 2020, p. 6). In other terms, the hearer must consider context in addition to language structure in order to understand and well interpret the intentions of the speaker.

The notion of pragmatic competence originates from Pragmatics, a subfield in linguistics (Krisnawati, 2011). Chomsky (1980) defines pragmatic competence as the "knowledge of

conditions and manner of appropriate use of the language, in conformity with various purposes" (p. 224). In other simple terms, the well use of language for communication refers to pragmatic competence. Besides, the ability to speak a language clearly and understand how it serves society is concerned as the main key aspect for communication activities (Krisnawati, 2011).

1.1.2. Definitions of Politeness

Etymologically speaking; The Latin word "Politus" which means "polished, rendered smooth, etc.," is the original source of the English term "polite" (Oxford Dictionary of English, 2000). This is also the same origin of the French word "poli" which is the past participle of the verb "polir" which means "to polish" (Watts, 2003, p. 32). Lounis (2018) claims that up to the 15th century, this term was incorporated into the English language and added to its lexis, passing through the same word formation and alteration procedures as any other English word.

Every person experiences emotions which may be heightened or threatened depending on the conversational context and how the interlocutor treats the person. Consequently, the term "politeness" refers to the quality of being courteous, respectful, and considerate in one's speech and behaviours (Firmansyah, 2021). In other words, it is a way of showing respect for others and using the right words in the right context and it is often seen as a sign of good manners (Watts, 2003).Wherefore, humans must be taught and educated into being polite because it is not a quality they were born with.

In attempting to define politeness, it is essential to take some scholars perspectives into consideration. Lakoff (1990) 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." (p. 34). Briefly, it is agreed that the goal of implementing politeness

principles in communication is to manage the dialogue flow, maintain social relationships, and reduce conflict, confrontation, or any kind of challenge between interlocutors.

According to Brown (1980): "Politeness is seen in terms of modifying one's language in a particular way as to consider the feelings of other interlocutors..." (p. 6). In other terms; politeness is the way that interlocutors use linguistic expressions to maintain good relationships.

Leech (2014) defines the notion of "politeness" as follows: "a form of communicative behaviors found very generally in human languages and among human cultures; indeed, it has been claimed as a universal phenomenon of human society" (p. 3). That is; the ability of participants in social interactions.

1.1.3. *Characteristics of Politeness*

There are eight characteristics of politeness presented by Leech (2014) which are as follows:

- Politeness is not obligatory and people can be impolite. It is generally seen as a good thing, also socialization of children includes learning to be polite, but there are occasions where rudeness or impoliteness is desirable (Leech, 2014, p. 4).

- Politeness is characterized by varying gradations of polite and non-polite behavior, such as bows, clapping, and cheering (Leech, 2014, p. 4).

- Politeness is characterized by a sense of what is normal, for a certain situation that is admitted by other members of society. For example, if a violinist receives only two rounds of applause, it is considered less polite than normal, while if the audience continues its applause for ten minutes, it is seen as over politeness (Leech, 2014, p. 5).

- Politeness depends on the situation, as a footballer who scores a goal may show exultation instead of meekness, and the crowd cheers the player, but could turn to jeers if he/she makes a mistake (Leech, 2014, p. 5).

- Politeness is characterized by a reciprocal asymmetry in how two parties A (The audience) B (the soloist). A's behavior (clapping and cheering) is meant to attribute high value to B and B's performance (bowing), is meant to convey low value. To give high value to the other party or to attribute low value to oneself is considered polite, while to do the opposite is seen as impolite (Leech, 2014, p. 6).

- Politeness can manifest itself in repetitive behavior and repeated invitations and refusals, such as the repeated "battles of politeness" between two diners at a restaurant (Leech, 2014, p. 7).

- Politeness involves a transaction of value between the speaker and the other part, such as thanking, requesting, and offering something (Leech, 2014, p. 8).

- Politeness seeks to maintain a balance of value between participants A and B, particularly in thanks and apologies, which seek to rectify a sense of debt. The metaphor of "repaying" "debt" can be extended to other speech acts, where an encore is appropriate when an imbalance exists between the value of the performance and the applause, which can have an enduring effect on human relations in terms of social capital (Leech, 2014, p. 8).

1.1.4. The Theory of Speech Acts

The theory of speech acts is a pragmatic theory formulated by J. L. Austin in the 1930s; the theory has received a wide attention due to its importance and extreme addition in the pragmatic field, whether it is verbally or in writing (Levinson, 1983, p. 228). Yule (1996) points

out that the actions that are carried out through utterances are referred to as speech acts. Birner (2013) defines speech act as follows: "To utter something – either orally or in writing – is to do something" (p. 107).

The theory states a crucial question regarding how the addressee can determine the type of act the speaker intended to perform since speech actions require an intention on the part of the speaker and inference on the part of the hearer. Since it would be impossible to understand the speaker's intention without this kind of inference, it is essential to the study of speech actions (Birner, 2013, p. 107). Also, speech acts include two types: Direct and Indirect Speech Acts (Birner, 2013, p. 115).

Austin (1962) makes a distinction between two categories of utterances which are Constative and Performative. Constatives are declarative utterances that describe a state of affairs, such utterances are easily evaluated in terms of their truth conditions which can be either true or false such as: " He is running out", and are easily assessed in terms of their truth conditions. While performatives are used to carry out a performance of an act as: "I apologize to Mrs. Manor" (Birner, 2013, p. 108), the word Hereby which means: "by means of this", or "by virtue of this" can be inserted into a sentence to determine whether it is performative or not, such as: "I hereby apologize to Mrs. Manor" (Birner, 2013, p. 108), and it can categorize two types that are explicit and implicit performatives.

1.1.5. *Types of Speech Acts*

Generally, people perform three types of speech acts which are: Locutionary, Illocutionary and a Perlocutionary Act:

- **Locutionary Act:** is the act of uttering an utterance with a certain meaning and reference, as (Birner) assigned: "Locutionary has to do with what is said" (p. 113).

According to Yule (1996): "Locutionary act is the act of uttering meaningful utterances" (p. 48) for example, "I'm cold" refers to the weather. (Birner, p. 113)

• **Illocutionary Act:** is the speaker's intention regarding the act they meant to carry out. Simply, it's the act of saying, inviting, requesting, or asking (Yule, 1996, p. 48). This act is also called the act of doing something in saying something, for example: "I'm cold" and can be intended as a statement of fact, invitation, question, warning or request (Close the window). (Birner, p. 113)

• **Perlocutionary Act:** is added by Austin which is focused on what the speech accomplished, and concerned with the impact on the addressee's ideas, feelings, or behaviours as persuading may be one of the perlocutionary's effects as: "It's cold" you may persuading the hearer to close the window. (Birner, p. 113),

Searle (1976, as cited in Levinson, 1983) states that speech could be used to perform the following five categories of activity, using five different types of utterances: representatives, directives, commissive, expressive, and declarations (p. 240).

- **Representatives:** these ones commit the speaker to the truth of the expressed proposition asserting and concluding swearing and boasting as: "You look pretty today" so the speaker makes a statement based on reality or expresses his opinion (p. 240).

- **Directives:** these are attempts by the speaker to get the addressee to do something, it includes requesting, questioning, ordering, suggesting, asking and advising for example "Get us another menu please!", the speaker's request for the hearer to perform an act which is to get him another menu (p. 240).

- **Commissives:** this commits the speaker to some future course of action which is about promising, threatening, offering, warning, planning and opposing for example: "I will come to your Birthday", the speaker promises the hearer to come to the birthday party (p. 240).

- **Expressive:** expresses a psychological issues including: thanking, apologizing, welcoming, congratulating and regretting. For instance: when someone says: "Thank you for this gift, I like it so much", the speaker's expression indicates thanking (p. 240).

- **Declarations:** effects immediate changes in the institutional state of affairs and tends to rely on elaborating extra-linguistic institutions which comprises excommunicating, declaring war, christening, firing from employment for example: "An employer saying: You are fired!", the speaker is removing the hearer from his job (p. 240).

So far, there are also limitations on the employment of speech acts in some contexts. The speech act will face failure if even one of these conditions is not met. The felicity conditions for a speech act are all of these contextual (and purposeful) conditions for the felicity of that performance. (Birner, 2013, p. 112)

The followings are listed by Austin (1962); first, there must include an accepted conventional procedure having a conventional effect. Second, situation and interlocutors must be appropriate in the procedure. Third, the procedure must be executed by all participants and intention to conduct both of them correctly and completely. However, if one of the following conditions is violated, the speech act is said to be a misfire and abuse. Misfire occurs when violating the first or second category, while the violation of the third category leads to abuse (p. 112).

1.1.6   Brown and Levinson's Theory of Politeness

The theory was compiled in 1978 and originally published in a book on social interaction in the form of a chapter entitled *"Politeness: Some Universals of language usage".* Then, the later turned out to be highly influential during the 1980s (Watts, 2003, p. 10).

In 1987, the theory was republished in a form of a book and dominated all previous applications in the field of linguistic politeness and regarded as the most significant work in the domain (Watts, 2003, p. 10).

Lakoff (1990, as cited in Leech, 2014) 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" (p. 21). Brown claims that "since politeness is crucial to the construction and maintenance of social relationships, politeness in communication goes to the very heart of social life and interaction; indeed it is probably a precondition for human cooperation in general" (Kádár & Haugh, 2013, p. 11).

The fact that Brown and Levinson's work has been recognized as a crucial component that later on became a classic when it deals with the subject of politeness cannot be dismissed despite the fact that many linguists frequently criticised the theory. Also, Brown & Levinson's (1987) theory has inspired and impacted many research works on this subject (politeness) in various linguistics domains, including sociolinguistics, psycholinguistics, pragmatics, conversation analysis, discourse analysis, and so on (Denana, 2019, p. 9).

Brown & Levinson (1987) propose the term "face" in politeness strategies which means the public face-image that every member wants to claim for him-self (Brown & Levinson, 1987, p. 61) and built their theory based on this notion.

1.1.7.   The Notion of "Face"

Individuals should be treated with respect by taking into account their feelings throughout a conversation by using appropriate words and body language, this idea is referred to as "Face" (Firmansyah, 2021, p. 14).

The concept of "face" is taken from Goffman's (1967) work as well as the English slang phrase which associates "face" with feelings of embarrassment or humiliation or "losing face." Face is therefore something in which there is emotional investment, which can be last, preserved, or strengthened, and which needs to be continuously addressed to in interaction (Brown & Levinson, 1987).

The same scholars have further stated that people collaborate (and expect each other's cooperation) to keep their faces in check when interacting, and this collaboration is based on the reciprocal vulnerability of faces (p. 61). In other words, because everyone's face typically depends on everyone else's, it is generally in everyone's best interest to maintain each other's face (Brown & Levinson, 1987, p. 61).

Locher (2004) notes that Goffman's initial definition of face is as follows:

...the positive social value a person effectively claims for himself/herself by the line others assume he has taken during a particular contact. Face is an image of self-delineated in terms of approved social attributes - albeit an image that others may share, as when a person makes a good showing for his profession or religion by making a good showing for himself. (p. 52)

Consequently, politeness presupposes that everyone has a face and that "faceless communication" does not exist (Locher, 2004). According to Brown & Levinson (1987), a person's face represents his sense of self-respect. In other words, the face is the desire to be

respected "Positive face" and free from all constraints "Negative face". In addition, the same scholars state another action known as "Face Threatening Act (FTA)"that may endanger a person's feelings or face. (As cited in Firmansyah, 2021, pp. 13-14)

a) **Positive Face:** Brown & Levinson (1987) state that positive face is considered as the positive consistent self-image or "personality" claimed by interactants, which must include the desire for this self-image to be valued and accepted. To put it another way, everyone wants their desires to be appealing to other people.

This is illustrated in the following example: "Mrs. B is a fervent gardener. Much of her time and effort are expended on her roses. She is proud of her roses, and she likes others to admire them. She is gratified when visitors say: "What lovely roses, wish ours looked like that! How do you do it?" indicating that they desire exactly what she has accomplished and wanted (Brown & Levinson, 1987, pp. 62-63).

b) **Negative Face:** According to Brown & Levinson (1987), it is the fundamental right to one's own territory, private retreats, and rights to avoid attention, i.e. the right to pursue one's own interests without interference. In other words, the desire for independence from one's actions and freedom from any demands made by another person is known as the negative face. (as cited in Firmansyah, 2021, p. 15)

Brown & Levinson (1987) state also that the formal politeness that the word "politeness" immediately conjures up is negative face, with its derived politeness of non-imposition. For instance: if one wanted to borrow the other person's money and first apologized before imposing, it would be viewed as saving the other person's negative face Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 15)

- **Face Threatening Acts (FTAs):** Certain behaviors are referred to as "Face Threatening Acts (FTAs)" because they potentially harm the interlocutor's face by an illocutionary act. Moreover, the damage to either "positive face" or "negative face" could result from this action. Many FTAs, including disapprovals, criticism, complaints, forbidden topics, bad news, sensitive topics, and interruptions have the potential to harm the positive face. Whereas FTAs such as: orders, requests, threats, and warnings are examples of some threatening acts that could harm the negative face. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 15)

For the purpose of reducing these acts, Brown & Levinson (1978/1987, pp. 58-70) state that five strategies "Bald on-record, Positive Politeness, Negative Politeness, Off-record and Do not Do the FTA" are used to minimize the threat and protect relationships.

- **Bald on-record:** According to Brown & Levinson (1987), this strategy is considered as the most direct and the least polite. Wherefore, it is used between intimates, close friends or relationships and family members. Brown & Levinson (1978/1987) describe that: "Doing an act baldly, without redress, involves doing it in the most direct, clear, unambiguous and concise way possible" (p. 69).

➤ **Cases of non-minimization of the face threat:** No redress is necessary in cases of urgency or desperation, reducing communicated urgency. For example: "Help!" In non-urgent cases s/he would say: "Please, help me, if you would be so kind", "Watch out!", "Your pants are on fire!", "Give me just one more week! (To pay the rent)" (Brown & Levinson, 1987, p. 96).

- **Positive Politeness:** According to Brown & Levinson (1987), this strategy remarks that speakers should express intimacy, friendship, support, and respect to make the addressee feels respected and to save his face. The same scholars state that Positive politeness is an approach-based technique because it emphasizes the speaker's primary objectives while also expressing closeness and unity, appealing to friendship, and making others feel good (as cited in Ferchichi, 2020, p. 12)

Furthermore, Brown & Levinson (1987) list fifteen (15) sub-strategies of Positive Politeness. The most common ones are as follows:

a) **Intensify interest to the Hearer:**

This strategy is employed when the speaker wishes to increase the listener's interest by telling a good compelling story and involving the listener as a participant. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 20)

Example: "I come down the stairs, and what do you think I see? a huge mess all over the place, the phone's off the hook and clothes are scattered all over …" (Brown & Levinson, 1987, p. 106).

b) **Use in-group identity markers:**

When the speaker addresses the listener in a particular address form, accent, jargon, or slang, he uses this sub-strategy to demonstrate the common ground or group membership of the speaker and the hearer. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 21)

For instance: "Other address forms used to convey such in-group membership include names and terms of address like: Mac, mate, buddy, pal, honey, dear, duckie, luv, babe, Mom, Blondie, brother, sister, cutie, sweetheart ..." (Brown & Levinson, 1987, p. 107).

c) **Seek agreement: (safe topics, repetition):**

It is employed to preserve the hearer's positive face by bringing up a topic that both the speaker and the hearer are meant to agree on (safe topic), as well as another method is by repeating some of the hearer's previous statements and words (repetition). These methods are employed to convey to the listener that the speaker was paying close attention to him. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 21)

Example 1:

A: "John went to London this weekend!"

B: "To London!" (Brown & Levinson, 1987, p. 113)

Example 2:

A: "I had a flat tyre on the way home"

B: "Oh God, a flat tyre!" (Brown & Levinson, 1987, p. 113)

d) **Avoid disagreement:**

This strategy is employed when the speaker wants to hide his disagreement by making his words sound as though he agrees with the listener. To reduce the FTA supplied to the hearer's positive face, this action is typically taken. There are many techniques to avoid disagreement

such as: token agreement and white lies. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 22)

Example 1: (Token agreement)

A: "Have you got friends?"

B: "I have friends. So-called friends. I had friends. Let me put it that way". (Brown & Levinson, 1987, p. 114)

Example 2: (White lies)

"In response to a request to borrow a radio: Oh I can't. The batteries are dead." (p. 116).

Brown & Levinson (1987) argue: "Both S "Speaker" and H "Hearer" may know that this is not true, but H's face is saved by not having his request refused point-blank" (p. 116).

e) Presuppose/raise/assert common ground:

The three components of this strategy are: small talk, point of view operation, and presupposition manipulation.Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 24)

(a) Small Talk: By spending some time with the hearer as a sign of friendliness and conversing for a while about unrelated topics; the speaker may usually preserve the hearer's positive face. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 24)

(b) Points of View Operation: with the use of this technique, a point of view can be brought closer to the speaker and the listener. Which includes a personal-center switch (speaks as if the listener is speaking), a time switch (tense quickly changes from the past to the present), and a

place switch (using here, this rather than there, that). Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 24)

(c) Presupposition Manipulation: When the speaker uses this technique, he is assuming that the listener will share his assumptions or just accept them. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 24)

Example: "Isn't it a beautiful day!" (Brown & Levinson, 1987, p. 123)

f) Joke:

Jokes could be used to highlight shared beliefs or background information since they are based on shared knowledge. Moreover, joking is a fundamental positive politeness method to entertain the hearer and to satisfy his positive face. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 25)

Example: "How about lending me this old heap of junk? (Hearer's new Cadillac)" (Brown & Levinson, 1987, p. 124)

g) Offer and Promise:

This technique is typically employed when the speaker wishes to maintain the hearer's positive face by giving in to his requests and assisting him in getting what he wants. Consequently, the hearer would feel valued by this strategy. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 25)

According to Brown & Levinson (1987), the natural result of using this method is offers and promises; even when they are untrue (such as: "I'll drop by sometime next week"); they

show the speaker's sincere desire to fulfill the listener's positive-face desires.(Brown & Levinson, 1987, p. 125)

h) Include both Speaker and Hearer in The Activity:

This technique primarily use the pronoun "we" to indicate whether the listener is participating in the same activity as the speaker in order to accomplish the same objective. As a result, the request would become more polite and the hearer's positive face would increase. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 26)

Examples: "Give us a break, (i.e. me)"/ "Let's stop for a bite. (i.e. / İ want a bite, so let's stop)" (Brown & Levinson, 1987, p. 127).

i) Give (or ask for) reasons:

This strategy is employed when both speaker and listener cooperate in asking and providing justifications (why questions). Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 26)

For instance: "Why don't we go to the seashore!" (Brown & Levinson, 1987, p. 128)

- **Negative Politeness:** While this method is "avoidance-based" as Brown & Levinson (1987) suggest, the speaker is aware of the addressee's negative face needs and makes an effort not to interfere with that addressee's freedom of action. According to Brown & Levinson's (1987) work, negative politeness is based on enhancing the negative face. Besides, it is used to support autonomy and freedom of action, communicate speaker's wants, and minimize imposition on receiver.(as cited in Ferchichi, 2020, p.

16) In addition, the same scholars state ten sub-strategies of negative Politeness; the followings are the most common ones:

a) Be conventionally indirect:

Speakers' use of indirect language is demonstrated by their use of expressions that deviate from the literal meaning while still having a clear context-dependent meaning Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 17). In other words, instead of forcing his message in the listener's face, the speaker will convey it indirectly.

For instance: He may say: "You couldn't possibly pass the salt (please), (could you)?" (Brown & Levinson, 1987, p. 136)

b) Minimize the imposition:

This strategy is used to lower the FTA by claiming that the imposition is not very important, even though it is. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 29)

For instance: the speaker needs more than one paper, but he says: "I just want to ask if you could lend me a tiny bit of paper." (Brown & Levinson, 1987, p. 177)

c) Give deference:

This strategy could be used in two different ways; the speaker can either decrease his pride in front of the listener or treat him as superior. Using a specific honourable address in the command, this technique aims to make the hearer's negative face less obvious. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 30)

Examples:

1."That's all right, sir"

2."Mr President, what would you do if we filed indictment against Mr Magruder?" (Brown & Levinson, 1987, p. 183)

d) **Apologize:**

This strategy is used to mend or lighten the FTA (Face Threatening Act) by indicating that the speaker does not wish to annoy the hearer's negative face. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 30) It could be illustrated with different ways such as:

"(1) I'm sure you must be very busy, but...; (2) I don't want to bother you, but …; (3) I can think of nobody else who could…; (4) I'm sorry to bother you …" (Brown & Levinson, 1987, p. 189)

- **Off-record strategy:** In comparison to the prior strategies, this strategy is more indirect and polite. According to Brown & Levinson (1987), while engaging in a communicative performance off the record, it is used. The word "Off" implies that it releases part of the speaker's stress and strain. As a result; the speaker is more likely to exclude himself by making an utterance open to multiple interpretations.
  So, the speaker could make an offer and let the recipient decide how to interpret it.
  Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 19)
  For example:
  A: "You're invited to my Birthday party tonight"
  B: "You know, tonight I have to travel"

According to Brown and Levinson (1987, p. 214), this strategy consists of fifteen (15) sub-strategies, the followings are the most used ones:

a) Overstate:

The quantity maxim is violated in this strategy because the speaker provides more information than is necessary. Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 21)

For example: "the expression: "there were a million people in the Co-op tonight!" conveys an excuse for being late" (Brown & Levinson, 1987, p. 219).

b) Be Ambiguous:

Brown & Levinson (1987) argue that by utilizing metaphors, ambiguity is produced. Consequently, sometimes the actual meaning of something is not immediately obvious. Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 22)

Example: "John's pretty smooth cookie" (Brown & Levinson, 1987, p. 225).

c) Be Vague:

This strategy is employed when the speaker engages in an off-record FTA by being vague regarding the addressee or the offense at concern (FTA). Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 22)

Example: "Perhaps someone **did something** naughty" (Brown & Levinson, 1987, p. 225).

Here, the use of the phrase "did something" suggests that the speaker did not mention the specific criminal or evil behaviour. Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 22)

d) Be incomplete, use ellipsis:

This strategy is employed when the speaker's words are cancelled by his own decision or are interrupted by the listener. Whereas ellipsis is done with the speaker's own will, which indicates that h/she intended to deliver incomplete FTA to the listener. Brown & Levinson (1987, as cited in Firmansyah, 2021, p. 38) For instance: "well, I didn't see you . . ." (Brown & Levinson, 1987, p. 227)

- **Do not do the FTA :**

Figure 1

Possible Strategies for Doing FTAs
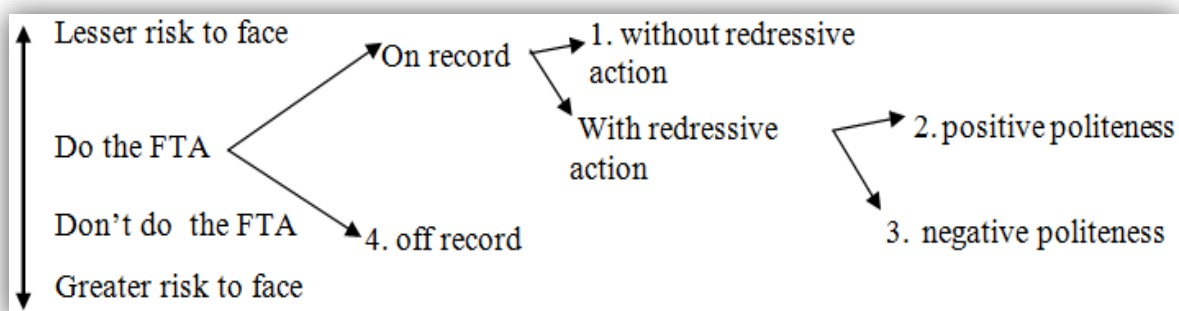
Adapted from: Brown & Levinson, 1987, p. 69

This is the fifth strategy of politeness that is claimed to be more polite. According to Brown & Levinson (1987), when a speaker is unable to accomplish the targeted communication goals, this strategy is used. When describing the different types of politeness, the same scholars (1987) frequently mentioned how the speaker may avoid insulting the listener with this specific FTA. Otherwise, this final strategy does not have any significant linguistic views.

Section Two: Gender and EFL Classroom Interaction

1.2.1. Overview of Gender

The only difference between boys and girls at birth is their sex, however, as they get older, society provides them with different responsibilities, qualities, chances, privileges, and rights that, in the end, result the social distinctions between men and women that are generally speaking known as "Gender". (Gender Equality and Gender Mainstreaming, p. 11)

In the first half of the 1970s, the gender notion as we know it today became widely accepted. It was employed as an analytical category to construct a distinction among biological sex differences and how they are used to inform behaviors and competences which are subsequently classified as either 'masculine' or 'feminine' (Eckert & McConnell-Ginet, 2013).

According to Webster's New World Dictionary, gender is considered as the obvious distinction between men and women in terms of morals and behavior. In order to go deeper into the notion of gender, it is important to know the difference between both sex and gender first.

Sex is a natural quality that human beings are born with; it deals with the biological features (such as genetics, morphology, and physiology) that typically classify persons as either female or male. Although these features are not exclusive of one another, there are people who exhibit both male and female traits. Besides, sex is universal and historically constant, with no differences between cultures or eras. İn addition, there is no changing sex, unless when having medical treatments (Rare cases) (Gender Equality and Gender Mainstreaming, p. 11).

As an illustrations for sex: only women may give birth / Breastfeeding is only done by women / Women's voices do not change at puberty, but men's do / Only men are susceptible to

prostate cancer, while only women are susceptible to breast cancer (Gender Equality and Gender Mainstreaming, p. 11).

Unlike sex, Gender is not something we are born with, and not something we have, but something we do (West & Zimmerman, 1987), something we perform (Butler 1990). In other words, gender is a quality that human beings have learned and acquired when they grow up. Moreover, the concept of gender refers to the obligations and responsibilities that come with being a girl, boy, woman, or man, as well as a third or other gender in some other foreign communities. In addition, gender roles differ widely between civilizations, cultures, and historical eras. They also rely on socioeconomic variables including: age, educational level, ethnic group, and religious affiliation. However, since social ideals and standards are not fixed, gender roles can shift overtime despite being strongly grounded (Gender Equality and Gender Mainstreaming, p. 11).

For instance, in many cultural situations, women are expected to be the family's primary caregivers while males are expected to pay for the family's financial needs. Nonetheless, studies show that both men and women are equally capable of performing traditionally male professions, such as housework and leadership and management roles. In another study of 224 civilizations, 5 of them had men doing all the cooking and 36 had women doing the entire house building (Gender Equality and Gender Mainstreaming, p. 11)

1.2.2. Politeness and Gender

Men's and women's speeches are naturally distinct from one to another, and here is where the differences in politeness could be observed. They speak and behave different since their childhood. Scholars certainly provide evidence that women and men use language differently.

Lakoff (1975) gives the following two quotes as illustrations of the differences between men's dominant language and women's subordinate language:

"**1.** Oh dear, you've put the peanut butter in the refrigerator again."

"**2.** Shit, you've put the peanut butter in the refrigerator again." (Lakoff, 1975, p. 165)

According to Lakoff (1975), the first one is the language used by women, while the second one is used by men. This distinction is made primarily because women's language is more polite than men's due to softer expletives. Several fundamental presumptions regarding what distinguishes women's language are mentioned by Lakoff (1975, p. 165); she believes that women speak more politely than men do because of their inferior status in society. So, the female group is expected to be gentler (ladylike) compared to the male group (Lakoff, 1973).

Lakoff & Spender (1975) state that the usage of features like hedges, tentativeness, and tag questions that appeared to these theorists to convey indirectness, mitigation, and difference, as well as hesitations further characterize the language style of women. In opposition to this, male communication is characterized as being direct, strong, and confident and includes elements like interruptions, direct assertions, and force (p. 165).

According to Tannen (1984, as cited in Al-Shlool, 2016, p. 34), men and women speak differently and use different speech styles. In a series of sex opposites (status vs. support, independence vs. intimacy, advice vs. comprehension, information vs. sentiments, commands vs. proposals, conflict vs. compromise), she compares the language use of men and women. Each time, the male trait is prioritized.

The purpose of communication differs for men and women. Holmes (1995) asserts that most women generally find conversation enjoyable and see it as a vital part of maintaining

relationships, particularly with close friends and family. Also, women employ words to create, maintain, and develop personal and close relationships. On the other hand, men frequently view language as a means of receiving and communicating information, and they believe that conversation is used to accomplish goals, such as making a choice or solving a problem (p. 2).

Holmes (1995) states that women are skilled at encouraging others to talk by using: tag questions or the phrase "as you know" to help them speak. For instance, women are more likely than men to listen carefully during conversations and interrupt less frequently. They also tend to be concerned about allowing others to contribute (Holmes, 1995). But since men typically dominate the public speaking time, they utilize these techniques to qualify the validity of the speech. So, their purpose in talking is to emphasize the talk's content over its effects on other people. In addition, Holmes (1995) argues that women tend to apologize more than men do and offer compliments to others more frequently (p. 2).

Coates (2015) agrees with both Lakoff (1975) and Holmes (1995) as he asserts that women are perceived as being more conversational (chatty) and gossipy, speaking more gently and politely and without cursing, using more adjectives and being more talkative, and mastering their vocabulary in contrast to men (Ambarita & Mulyadi, 2020, p. 20).

1.2.3. Classroom Interaction

"The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom." (Carter & Nunan, 2001, p. 120)

Input, interaction, and output are the three main visible characteristics of classroom interaction that have been the subject of research. With no assumption of a linear cause and effect link between the two, input and output relate to the language used by the teacher, the

language created by the students, and the interaction between the three. Current researches (such as in language across the curriculum for Barnes (1969) & Britton (1970) focus more on learner speak, looking at how they communicate with one another, the relationship between task types, learner interaction, and chances for meaning negotiation, as well as the language they use to respond to the teacher.

Studies on students' interaction in pair, group, and whole class activities have been done. It is discovered that group-work and pair-work give students more opportunity to initiate and manage the interaction, to produce a considerably wider variety of speech acts, and to participate in the negotiation of meaning as compared to teacher-fronted engagement in the whole class work (Carter & Nunan, 2001, pp. 120-121-122).

1.2.4. Gender Differences inside the Classroom

In an examination of gender inside the classroom, researchers as Holmes (1995), Halpern (2000) and Gabriel (1990) capture differences between gender in the way of interaction and receiving information.

First, males and females are different at the level of sensory processes because the way men and women process this information may differ slightly (Gabriel & Smithson, 1990). For instance, females are better than males at detecting pure tones when it comes to hearing. (Halpern, 2000)

Besides, when it comes to olfaction, females are also more adept than males at classifying, recognizing, and remembering odors (Lehrner, 1993), while the ability to recognize "small movements" in the visual area is more superior in men (Halpern, 2000). As well as several studies that also demonstrate that women do tasks requiring fine motor manipulations

better than men do (Nicholson & Kimura, 1996; Boyle, Hoff and Gill, 1995). While doing motor activities that require projectile throwing or aiming at a moving or stationary target, men have significant advantages (Hall & Kimura, 1995; Watson & Kimura, 1991).

Then, Jensen (1998) argues that women had better short-term memories (memory that is assessed l–2 minutes after presentation) than do men. Also, studies indicate that women have greater working memory (Huang, 1993). Furthermore, children's performance on the lowa Test of Basic Skills is the subject of a comprehensive longitudinal research by Martin and Hoover (1987) where they claim that on tests of capitalization, punctuation, language usage, reference materials, and reading comprehension, girls are better than boys.

Research studies capture numerous differences between males and females in the way of evaluative feedback. Boys are more likely to be praised for their intellectual quality, while girls are praised for their attractiveness. Girls are more likely to be criticized for their intellectual competence, while boys are criticized for their neatness. As teachers often criticize boys for lack of effort, but most of time do not criticize girls for their lack efforts. Silent students tend to be females, while salient students tend to be males. Male students receive more praise and acceptance from professors, while female ones receive less. (Gabriel& Smithson, 1990, pp. 178-183)

Conclusion

To sum up, this chapter deals with Pragmatic competence, Politeness and its characteristics. In addition to the types and classification of speech acts as well as Brown & Levinson's (1987) Theory of Politeness and its relation with the notion of "Face". Then, it tackles Brown and Levinson's Politeness Strategies which will be used to interpret and analyze

the obtained data in Chapter Two. Eventually, it delineates the definition of gender and how

politeness depends on it. Then, it ends up with stating the differences of gender inside the

classroom.

Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

In the foregoing chapter, a theoretical background has presented the application of politeness theory among males and females during interaction in EFL classes. Hence, this chapter deals with the methodological framework of this study. In other words, it tackles a detailed description of the research methodology, data collection instruments, data analysis procedures, sampling techniques and how data have been analysed and interpreted, the main findings and eventually some recommendations for further research. The current chapter is divided into three sections. Section one provides a full explanation of the research design as describing the applied methodology. Section two is concerned with the analysis and interpretation of the obtained data. Then, section three includes the main findings related to discussion, the limitations and some recommendations for future research.

Section One: Research Design and Methodology

2.1.1. Research Method

In the current study, researchers adopt mixed methods design, i.e. both qualitative and quantitative paradigms of research to analyze and interpret the obtained data.

Qualitative research implies the use of words rather than numbers (Bryman, 2008, p. 366). Besides, Creswell (2014) as well states that qualitative research is: "A set to explore and understand the meaning individuals or groups ascribe to a social or human problem, the process of research involves emerging questions and procedures, data typically collected in the participant's setting." (p. 4).Qualitative research could be utilized to accomplish a variety of

goals including description, explanation, exploration, reporting and the discovery of important concepts, theory formation, and theory testing (Cohen, Manion, and Morrison, 2018, p. 287).

On the other hand, according to the same scholars; in quantitative research, information about the sample behaviors that were observed is gathered by collecting statistical data on those behaviors (p. 725). Furthermore, the collected data are analyzed in numerical forms. (Borg & Gall, 1989; Gall et al., 1996) Bouma and Atkinson (1995) argue: "Some subjects are best investigated using the quantitative approach whilst for others; qualitative approaches will give better results. However in some cases, both methods can be used." (p. 208). This type of methodology enables generalization by using scientific techniques for data collecting and analysis; also, one group's interactions can be applied to other groups (Eyisi, 2016).

Greene & Caracelli note the use of a theoretical lens in mixed method research in 1997 (Creswell, 2009). According to the following references, various scholars have defined mixed method design. Creswell and Clark (2011, as cited in Cohen, Manion, and Morrison, 2018, p.32) suggest an introductory definition of mixed method research (MMR), which is represented as a research conducted by one or more researchers that combines various aspects of both quantitative and qualitative research approaches (E.g. in respect to perspectives, collection and analysis of data), as well as the type of inferences drawn from the research. The same opinion is supported by Leech and Onwuegbuzie (2011, as cited in Cohen, Manion, and Morrison, 2018) who state: "conducting MMR involves data collection (both quantitative and qualitative), analysis and interpretation of studies that, singly or together, address a particular phenomenon" (p. 32).

One of the most common mixed-method designs is the triangulation design. Honorene (2017) states: "it refers to the application and combination of several research methods in the study of the same phenomenon" (p. 91). Furthermore, using both quantitative and qualitative methods at the same time is the basis of this design.

Creswell (2006) confirms this idea by defining the triangulation design as: "one phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight" (pp. 62-64). Besides, Cohen, Manion, and Morrison (2018) delineate methodological triangulation as using "either (a) the same methodology in different occasions or (b) different methods in the same object of study". Consequently, the analysis of the data will be done using both qualitative and quantitative methods in order to improve the validity, reliability, and generalizability of our research findings.

To conduct this study which aims to explore the politeness strategies that are used more by male and female learners in the EFL class, two data collection instruments are selected: (DCT) and "The Observation" as previously mentioned.

The following DCT is designed by the researchers of this investigation because it is appropriate for rapidly gathering data in the field of Pragmatics, and to make the respondents at ease as well as to avoid any kind of anxiety or disturbance due to the used recording materials. In the current study, there are 14 scenarios, about some daily situations that happen inside the EFL class to elicit all politeness strategies used by males and females.

The current DCT is divided into two sections; the first one is about the general information of the participants as gender which aids in data analysis. The second section contains two parts; in the first one, the respondents are exposed to five scenarios followed by different

options representing: Bald on-record, Positive politeness, Negative politeness, and Off-record strategies classified from the least to the most polite. The participants are requested to choose one option which is approximately equivalent to the one they would say in their real life. All the provided scenarios are used to examine how students use politeness strategies.

On the other hand, in order to ensure the success of observation; a checklist is adopted during the process of note taking.

2.1.2. Research Instruments

Two data collecting tools had been chosen in relation to the investigation of the phenomenon under study. They consisted of a DCT, in addition to an observation applied on English Master 1 Language Sciences students during five sessions of Language and Culture classes with the approval of Dr. Mizab (see informed consent p. 104).

2.1.2.1. Discourse Completion Test. The DCT is a written survey tool that takes the form of a questionnaire. It has mostly been employed in intercultural pragmatics and inter-language pragmatics (ILP), to gather information about speech acts (Burek, 2009, p. 60). Leech (2014, p. 252) demonstrated that DCT was popularized in the 1980s by the influential CCSARP (Cross-Cultural Speech Act Realization Project) (as cited in Blum-Kulka et al., 1989). The DCT could be called a "stimulus-driven production task" as Leech (2014) defines it by saying: "The stimulus is typically given in the description of a dialogue scenario, often with an utterance to which the respondent is asked to give a response. Sometimes a reply to the respondent's utterance is also given" (p. 252).

According to Brown (2001), DCT is "any pragmatic instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles,

and degree of imposition) and asks them to write what they would say in that situation" (As cited in Cyluk, 2013, p. 103). The DCT has several types, but the researchers choose only two: Open-ended DCT and multiple-choice questions. Open-ended DCT is some scenarios and dialogues that are incomplete, the informants are then asked to complete and write down whatever they would say in a given situation (Kyung Suk Kim, 2007, p. 243).

Example: It is cold outside. You are on the bus. The passenger sitting next to you keeps the window open. You feel extremely cold and other people also seem irritated by the situation. You turn to the person and say:

……………………………………………………………………………………

Young-in Moon (2006, as cited in Kyung Suk Kim, 2007, p. 243)

Multiple-choice questions DCT offers the respondents a range of options and asks them to select the appropriate one (Kyung Suk Kim, 2007, p. 244).

Example: Next week there is a test in a class that is difficult for you. Your friend seems to understand the class better than you. You and your friend are having lunch together. What would you say or do?

a. Could you help me study for this test?

b. I would do my best without my friend's help.

c. I'm having a really hard time studying for the next test.

d. Help me study for the test. Rose (1994, as cited in Kyung Suk Kim, 2007, p. 244)

    2.1.2.2.Observation. According to Kumar (2011): "Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place." (p. 134).

The aforementioned tool is one type of data collection tools used frequently in qualitative research and involves the observer taking part in the participants' context and tries to be in-depth and accurate during observing them and taking the necessary notes (Naima & Rebah, 2019, p. 22).

Wellington (2015, as cited in Cohen, Manion, and Morrison, 2018) states: "The distinctive feature of observation as a research process is that it offers any investigator the opportunity to gather first-hand, 'live' data in situ from naturally occurring social situations rather than, for example, reported data" (p. 247). Furthermore, observation appears to be a valid method for gathering data because it could highlight daily activities and routines, in addition to giving the ability to record spoken, nonverbal, and physical components of life environments. Clark et al., (2009, as cited in Cohen et al., 2017, p. 542)

According to Kumar (2011), two different kinds of observation exist, which are: "Participant Observation" and "Non-participant observation" (p. 134). This study depends on "non-participant observation" in order to collect objective data on what was seen about the research subject under investigation, and we as researchers, took place with our participants while observing them and taking notes during their interactions. This is the aim of "non-participant observation which applies when a researcher observes a group without taking part in its activities or interacting with them in order to make them feel more comfortable and spontaneous. Instead, the researcher simply listens to the group's conversations and observes their interactions and takes notes (Kumar, 2011, p. 134).

As far as the current instrument is concerned, the observation was applied on Master 1 Language Sciences students during five sessions (one session per week, except the first two sessions which were in the same week) scheduled in Language and Culture sessions.

2.1.3. Research Sampling

It is essential to consider some scholars' viewpoints when trying to define the word "sample". Khan (2011) signified the word sampling as the process of selecting a part of a group or an entirety to collect complete information, known as population. The term "population" does not only include living things, but even non-living things (p. 75). The same idea was supported by Dhivyadeepa (2015) who said: "The word population refers to the units that we are interested in studying" (p. 13). As he added: "A population is a group of elements or cases, whether individuals, objects or events" (p. 13).

The selected population for this study was sixty three (63) Language and Sciences Master 1 students; fifty-three (53) of them are females and ten (10) are males from the Department of English at Laarbi Tebessi University. A non-probability sampling technique was adopted to select the participants of this research. It also refers to deliberate sample, purposive sampling or judgement sampling. Kothari (2004, p. 59) in this respect states: "Items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme". As he added organisers of non-probability sampling to select units of the universe based on their probability of being representative of the whole.

Cohen, Manion, and Morrison (2017) stated that purposive sampling was frequently (but not always) considered as a characteristic of qualitative research. Researchers handpicked cases to be included in a sample based on their judgement of their typicality or possession of the

characteristic sought (p. 118). Purposive sampling was used to access knowledgeable people, those with in-depth knowledge of particular topics, such as those with professional roles, power, access to networks, and expertise. Ball (1990, as cited in Cohen et al., 2017, p. 119)

The choice of the foregoing population was done because they were supposed to be pragmatically competent and advanced learners for their previous knowledge about politeness strategies and pragmatics as a field of study.

2.1.4. Data Collection Procedures

The process of data collection comprised two steps. The first step included the observation of classes, and then the DCT which is the second tool. The provided DCTs are submitted to M1 LS students on Wednesday, April, 26th 2023 in Discourse Analysis TD sessions (First, we submitted it to Group 2 at 10:00 AM, then to Group 1 at 13:00 PM). We delivered a short speech to make the respondents feel comfortable while they were answering and in order to collect valid and reliable data; we kindly requested from them to answer spontaneously as much as possible. The following table shows the details of all the observed sessions in chronological order:

Table 1

Classroom Observation Dates, Timing, and Level.

Sessions	Dates	Timing	Level
Session 01	26th Feb 2023	11:00/12:30	Master 01 LS
Session 02	28th Feb 2023	13:00/14:30	Master 01 LS
Session 03	12th Mar 2023	11:00/12:30	Master 01 LS

Session 04	19ᵗʰ Mar 2023	11:00/12:30	Master 01 LS
Session 05	09ᵗʰ Apr 2023	11:00/12:30	Master 01 LS

Section Two: Data Analysis and interpretation

2.2.1. Analysis of the DCT

Section 1: Personal information

In this section, we seek to delineate the gender of our participants for the sake of our research purpose which is to check if their gender has any impact on their use of politeness strategies as well as if there are any differences between males and females in using them. As a result, our population consists of six (06) M1 LS male students which equals to 14.28% and thirty six (36) M1 LS female students that equals to 85.71%.

Table 2

The Frequencies of the Respondents Gender

Gender	Male Students	Female Students
Number	06	36
Percentage	14.28%	85.71%

Figure 2

The Respondents Gender

Respondents Gender

■ Male Students ■ Female Students

14%

86%
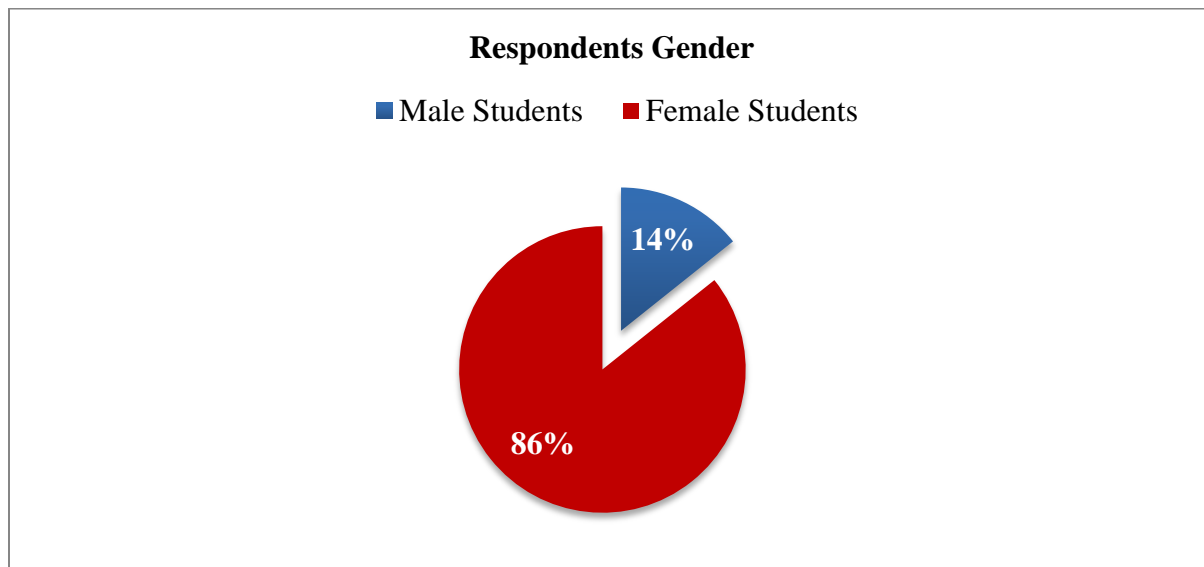
Section 2: Discourse Completion Test (DCT)

Part One:

This part represents five (05) situations with five options for each to analyze the strategies of politeness that M1 LS male and female students use.

Situation 1: "You have a quiz for tomorrow and you did not understand the lesson well; so, you decided to ask your classmate to explain the lesson for you this evening, what would you say to him?"

In situation one, we aim to discover whether M1 LS students use politeness strategies when requesting something from each other or not, as well as to explore the differences between males and females in choosing the options (each option represents a specific strategy).

Table 3

The Frequencies of Situation One Responses

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.Explain this lesson to me.	04	66.67%	00	00%
b. Oh Dear, please explain this for me.	02	33.33%	04	11.11%
c.I'm sorry to bother you but if it is possible could you explain this lesson to me, please?	00	00%	20	55.56%
d. We have the quiz tomorrow but I did not understand this lesson.	00	00%	12	33.33%
e. Keep being silent	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation one, the results show that 66.67% of males selected option (a) which refers to "Bald on record" strategy where they tend to be direct while 33.33% of them opted for option (b) which refers to "Positive politeness" strategy in which they asked their classmates respectively to minimize the FTA . However, they did not choose the options (c), (d) and (e) which refer to "Negative politeness", "Off-record" and "Do not do the FTA" strategies.

As for female students, 55.56% of them selected the option (c) that refers to "Negative politeness" where they asked their classmates politely, while 33.33% opted for option (d) which refers to "Off-record" strategy where they tend to be highly polite and indirect and 11.11% chose

the second option (b) that indicates "Positive politeness" to minimize the FTA and to preserve

the addressee's positive face. Besides, it is found that none of them opted for both the first and

the last options which represent "Bald on-record" and "Do not do the FTA" strategies.

Situation 2:"Your classmate misses many classes, while you are very disciplined, at the end of

the semester s/he asked you to provide him/her with your notes since exams are scheduled next

week, How would you answer him/her ?"

In situation two, we aim to discover whether M1 LS students use politeness strategies

when refusing a request and how they prefer to say "No", as well as to explore the differences

between males and females in using the politeness strategies included within each option.

Table 4

The Frequencies of Situation Two Responses

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.No, I can't, it's my personal efforts.	03	50%	03	8.33%
b. Oh darling, do not be angry with me but I really can't, I'm sorry.	02	33.33%	02	5.56%
c.I know that you need it to revise but I apologize, I can't share my personal efforts with anyone, I'm so sorry	00	00%	12	33.33%
d. You can't understand my hand writing unfortunately.	01	16.67%	19	52.78%

e. Keep being silent	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation two, the results show that 50% of males selected the first option (a) that indicates "Bald on-record" strategy which reflects that male students tend to refuse in a direct way without minimizing the FTA. However, 33.33% of them tended to refuse respectfully to save the hearer's face by choosing the option (b) which represents "Positive politeness" strategy whereas 16.67% of males opted for the option (d) that illustrates "Off-record" strategy which reflects that they prefer to refuse indirectly to avoid threatening the hearer's face. Eventually, none of them went for the options (c) and (e) which indicate "Negative politeness" and "Do not do the FTA" strategies.

On the other hand, 52.78% of female students selected the option (d) that indicated "Off-record" strategy which means that they seek to be indirect and more polite to preserve the hearer's positive face, 33.33% of them opted for the third option (c) that represents "Negative politeness" strategy where they refuse politely and apologize with providing a justification for refusal whereas 8.33% of them chose option (a) which includes "Bald on-record" strategy as they refuse directly and only 5.56% of female learners selected the option (b) that represents "Positive politeness" strategy by preserving the hearer's positive face and avoid threatening it. Eventually, none of them went for the last option which indicates "Do not do the FTA".

Situation 3: "You have agreed with your partner to meet on the library to work on your dissertation, but you were 2 hours late, so you found your friend very upset, what would say to your classmate?"

In situation three, we aim to discover whether M1 LS students use politeness strategies when apologizing from each other or not, as well as to explore the differences between males and females in using them.

Table 5

The Frequencies of Situation Three Responses

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.I'm sorry for being late.	03	50%	02	5.55%
b. Oh partner, don't be angry, I'm sorry for being late on you.	01	16.67%	04	11.11%
c.I'm so sorry for making you feel upset, I didn't mean this, I've been waiting for the bus for more than an hour and as you know, I'm sorry I'll try to be on time next time.	00	00%	22	61.11%
d. There is a traffic accident in the middle of the road.	02	33.33%	08	22.22%
e. Keep being silent	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In this situation, 50% of M1 LS male students selected the option (a) that represents "Bald on-record" strategy in which they were the most direct and the least polite. However,

33.33% of them opted for option (d) which indicates "Off-record" strategy which is the most direct and polite one, whereas 16.67% of males chose the option (b) that reflects "Positive politeness" strategy to save the addressee's positive face and none of them went for the options (c) and (e) which indicate "Negative politeness" and "Do not do the FTA" strategies.

As for female students, 61.11% of them opted for option (c) that indicates "Negative politeness" strategy in which they were indirect and expressed their apology in a very polite way while 22.22% of them selected option (d) which illustrates "Off-record" strategy where they tended to apologize indirectly by using justifications, 11.11% went for option (b) which represents "Positive politeness" strategy as they were direct and polite to save the hearer's positive face, and only 5.55% chose option (a) expressing "Bald on-record" strategy in which they were direct and less polite. Eventually, no one opted for the last option (e) which indicates "Do not do the FTA" strategy.

Situation 4: "After a hard day of studying, your classmate asked you for going out to have a lunch together but you apologized because you did not bring enough money with you, so s/he bought lunch for you, how would you thank him/her?"

In situation four, we aim to discover whether M1 LS students use politeness strategies when thanking each other or not, as well as to explore the differences between males and females in using these strategies when they thank each other.

Table 6

The Frequencies of Situation Four Responses

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.Thank you very much.	04	66.67%	03	8.33%
b. Oh my God darling! You are really so kind, thank you friend.	00	00%	04	11.11%
c. I do not know how can I thank you, it's kind of you. I appreciate you, thank you so much.	00	00%	14	38.89%
d. Why you've bothered yourself!	02	33.33%	15	41.67%
e. Keep being silent	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation four, the results show that 66.67% of M1 LS male students selected option (a) which represents "Bald on-record" strategy as they tended to be so direct in expressing their thanking to the addressee. However, 33.33% opted for the option (d) which reflects "Off-record" strategy where they preferred to be indirect and so respectful in thanking their classmates. Eventually, no one went for the options of "Negative politeness", "Positive politeness" and "Do not do the FTA" strategies.

On the other hand, we observed that M1 LS female learners used all the strategies by selecting all the options except the last one which indicates "Do not do the FTA" strategy. The

results show that 41.67% of females selected "Off-record" strategy (option d) where they expressed their thanking indirectly and respectively. 38.89% of them chose "Negative politeness" strategy and expressed their thanking in a highly polite way. 11.11% of females went for "Positive politeness" (option b) where they tended to use in-group identity markers "darling, friend" to save the hearer's positive face. 8.33% of them opted for "Bald on-record" strategy and expressed their thanking in a totally direct and concise way and none of them selected the last strategy "Do not do the FTA".

Situation 5: "Your classmate is sitting in the first table and you did not see well, how can you ask him/her to change her/his place with you?"

In situation five, we aim to discover whether M1 LS students use politeness strategies when they ask each other or not, as well as to explore the differences between males and females in using them when asking each other.

Table 7

The Frequencies of Situation Five Responses

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.I want to sit here, change your place with me.	01	16.66%	02	5.55%
b. Morning dear, may I sit here, please?	03	50%	03	8.33%
c. I don't want to bother you but could you sit in my place and I sit in yours, please? Because I can't see the table from there.	01	16.66%	13	36.11%
d. I forgot my glasses and as you know I can't see well from my place.	01	16.66%	18	50%
e. Keep being silent.	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation five, 50% of M1 LS males selected "Positive politeness" strategy (option b) in which they expressed asking in a direct polite way using the expression "dear" to preserve the addressee's positive face. They also chose the strategies "Bald on-record", "Negative politeness" and "Off-record" (options a, c, d) equally with the percentage of 16.66% for each, and none of them opted for the last strategy "Do not do the FTA".

As for female students, 50% of them went for "Off-record" strategy (option d) where they tended to be totally indirect. 36.11% of them opted for "Negative politeness" strategy (option c) in which they were highly polite using justifications in asking their classmates. 8.33% of them chose option (b) indicating "Positive politeness" to reduce the imposition on the hearer's positive face. 5.55% selected the first option of "Bald on-record" strategy where they tended to be direct and concise in asking their classmates and none of them chose the last strategy of "Do not do the FTA".

Part Two

This part represents different situations with a free space under each to make M1 LS students write what they would say in each situation in order to explore if they are using politeness strategies during their interactions with each other as well as to discover the difference between male and female students in using politeness strategies.

Situation 1: "After the professor announced the TD marks, you surprised that he gave you zero for attendance and zero for participation despite your continuous presence and participation in the classroom, you wanted your friend to go with you to the teacher to fix this problem, how would you request that from your friend?"

In situation one, we aim to discover whether M1 LS learners apply politeness strategies when requesting each other in addition to explore if there are any differences between males and females in using these strategies.

Table 8

The Frequencies of Situation One Responses (Part Two)

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.Bald on-record Strategy	02	33.33%	02	5.55%
b. Positive Politeness Strategy	03	50%	21	58.33%
c.Negative Politeness Strategy	01	16.67%	10	27.77%
d. Off-record Strategy	00	00%	02	5.55%
e.Do not Do the FTA Strategy	00	00%	01	2.77%
Totals	**06**	**100%**	**36**	**100%**

As it is revealed in table 8, the results show that 50% of M1 LS male respondents used "Positive politeness" strategy by requesting their classmates kindly and respectfully. The researchers found that most of the answers are approximately as follows: "Would you go with me to the teacher to solve this problem, please?", "Morning bro! Can you come with me to talk to the professor, please?" …etc. to minimize the imposition on their addressee's positive face using some in-group identity markers such as: "bro". Besides, 33.33% of males replied using "Bald on-record" strategy which reflects that they tend to be totally direct and clear when requesting their classmates. Consequently, they used expressions such as: "Come with me to fix my problem with the teacher" and "The teacher gave me zero in attendance and participation, come with me to talk to him".

Furthermore, 16.67% of males answered using "Negative politeness" strategy by being highly polite and providing justifications and explanations to their addressee such as in this answer: "Sorry for wasting your time, but can you do me a favor?, I need your help to go with me to the teacher in order to fix my marks because he gave me zero attendance, please" in order to avoid threatening his face. Eventually, none of them chose "Off-record" and "Do not do the FTA" strategies.

Speaking about females, the researchers found that 58.33% of them answered using "Positive politeness" strategy by being direct and polite in requesting each other as well as using in-group identity markers such as "dear, darling" in addition to including the hearer in the activity by using "Let's" and "We". Besides, their answers were approximately similar, we noticed that most of them are in this way: "Good morning **dear**, could **we** go to the teacher to correct my marks, please?" and "Hi **darling**, I have a problem in my marks, **let's** go to the teacher to fix the problem if you are free, please". 27.77% of them answered using "Negative politeness" to request their classmates in a highly polite way and avoiding obliging them as well as apologizing for the inconvenience such as in this answer: "Good morning, **sorry for bothering you**, but **if you have time**, can you go with me to the teacher to fix my problem, please?" and "**I hesitate to bother you**, but could you please go with me to the teacher to fix my problem, **if you are free of course?**".

Besides, 5.55% of females replied indirectly by using "Off-record" strategy by saying: "I need to fix my marks, but I can't go to speak with the teacher alone" and "I have to go to the teacher to correct my marks, but I feel embarrassed if I go alone". Also, 5.55% of female respondents used "Bald on-record" strategy by being totally direct and explicit such as in this answer "Go with me to correct my marks" and "Help me to go to the teacher to fix my marks".

Eventually, only 2.77% of females answered by using "Do not do the FTA" strategy by preferring to keep being silent as in this answer: "I don't say anything, I would simply go alone".

Hence, we could notice that the common most used strategy between both males and females is "Positive politeness" with the highest percentage using almost the same words as "Dear" and "Bro" to preserve the addressee's positive face.

Situation 2:"The teacher asked you to prepare an assignment, and you spent a lot of time and efforts working on it, then your classmate asked you to add his/her name with you, how would you politely express your disapproval?"

In situation two, we aim to discover whether M1 LS learners apply politeness strategies when they refuse a request in addition to explore if there are any differences between males and females in expressing disapproval.

Table 9

The Frequencies of Situation Two Responses (Part Two)

Strategies	Males		Females	
	Frequency	**Percentage**	**Frequency**	**Percentage**
a.Bald on-record Strategy	03	50%	04	11.11%
b. Positive Politeness Strategy	02	33.33%	08	22.22%
c.Negative Politeness Strategy	01	16.66%	15	41.66%
d. Off-record Strategy	00	00%	09	25%
e.Do not Do the FTA Strategy	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation two, the researchers found that 50% of M1 LS male students replied by using "Bald on-record" strategy which reflects their directness and explicitness in expressing disapproval such as in these answers: "No, I can't", "No, it's my personal effort" and "Unfortunately, no". 33.33% of them answered by using "Positive politeness" strategy by being kind and respectful in refusing to save the hearer's face such as "Don't be angry brother, but I can't, sorry", "I'm so sorry friend, I unfortunately can't do so". Besides, only 16.66% of males replied by using "Negative politeness" strategy and expressed their disapprovalin a highly polite way to avoid threatening the addressee's face by saying "I don't want to refuse your demand, but I'm afraid that I can't do so, I'm really sorry, wish you the best luck". Eventually, none of them answered using "Off-record" and "Do not do the FTA" strategies.

On the other hand, the results show that 41.66% of M1 LS female students used "Negative politeness" strategy because they prefer to be highly polite and respectful in expressing refusal such as in these answers: "Don't be angry from me, but I really apologize that I can't, I spent much efforts and time working on this assignment and gathering information, I wish you the best of luck" and "With all my respect, I'm afraid that I cannot add your name. But instead, I can help you in your assignment. I have gathered many sources that could benefit you" or by saying: "I would be so happy to help you, but I really can't add your name. Please, do not be angry from me, you still have time to do it".

Furthermore, 25% of them answered by using "Off-record" strategy where they tended to be indirect and polite in refusing the request to decrease the threat on the addressee's face by saying: "Sorry, I have already submitted it", "Sorry, our group is totally full" and "I already informed the teacher that I worked alone, unfortunately". Whereas 22.22% of females applied "Positive politeness" in expressing their refusal kindly and respectfully such as in: "Oh dear! I

would like to help you, but I'm so sorry that I can't" and "I apologize from you honey, I really

can't do so". The rest 11.11% of females applied "Bald on-record" strategy and tended to refuse

directly by saying: "No, I can't, it's my personal efforts" and "No, I can't add you".

We could safely say that female students are closer to refuse requests politely and kindly

than males who prefer to be more direct and concise in expressing refusal.

Situation 3:"You borrowed the handouts from your classmate to make a copy and you have

promised to return them today, when meeting him/her you recognized that you forgot bringing

them, what would you say to him?"

In situation three, we aim to discover whether M1 LS students apply politeness strategies

when they apologize, in addition to explore if there are any differences between males and

females in expressing apologies.

Table 10

The Frequencies of Situation Three Responses (Part Two)

	Males		**Females**	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.Bald on-record Strategy	04	66.66%	02	5.55%
b. Positive Politeness Strategy	02	33.33%	19	52.77%
c.Negative Politeness Strategy	00	00%	15	41.60%
d. Off-record Strategy	00	00%	00	00%
e.Do not Do the FTA Strategy	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

In situation three, the results indicate that 66.66% of M1 LS males tended to reply using "Bald on-record" strategy which reflects their directness and clearness in expressing apologies such as in these answers: "Oh, I forgot them, sorry" and "I forgot to bring them". While the rest 33.33% of them applied "Positive politeness" strategy by apologizing in a polite and respectful way as "Oh I'm sorry bro! I forgot bringing your papers, I'll bring them tomorrow" and "I'm so sorry, don't worry mate, I will bring them to you tomorrow". However, none of males used "Negative politeness", "Off-record" and "Do not do the FTA" strategies.

As for M1 LS female learners, 52.77% of them used "Positive politeness" to express their apologies respectfully such as in "I've just realized that I forgot your handouts at home, I'm so sorry dear, I'll bring them to you tomorrow if God willing" and "I really apologize for forgetting your handouts, I'll return them back tomorrow, promise". 41.6% of them went for "Negative politeness" to minimize the imposition on the hearer's face, such as in these answers: "Oh no! I thought I brought your handouts, but I realized that I left them at home, i really apologize from you, and I'll bring them tomorrow" and "I don't know how to tell you, but I forgot bringing your handouts, I'm so sorry, but I did not mean it". Finally, only 5.55% applied "Bald on-record" strategy where they preferred to answer directly writing answers like: "Sorry, I forgot your handouts".

The researchers noticed that male students tend to express apologize directly applying "Bald on-record" strategy, while females prefer to apologize respectfully and politely using both "Positive politeness" and "Negative politeness".

Situation 4:"Your classmate has finished his/her presentation, and you liked your classmate's performance very much. How would you express that for him/her?"

In situation four, we aim to discover whether M1 LS learners apply politeness strategies in complimenting each other, in addition to explore if there are any differences between males and females in using these strategies during expressing compliment.

Table 11

The Frequencies of Situation Four Responses (Part Two)

	Males		**Females**	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a.Bald on-record Strategy	06	100%	03	8.33%
b. Positive Politeness Strategy	00	00%	14	38.88%
c.Negative Politeness Strategy	00	00%	17	47.22%
d. Off-record Strategy	00	00%	02	5.55%
e.Do not Do the FTA Strategy	00	00%	00	00%
Totals	**06**	**100%**	**36**	**100%**

As it is revealed in table 11; all M1 LS males used "Bald on-record" strategy in complimenting each other which reflects that they tend to be totally direct and explicit in expressing compliment for their classmates such as in "You did a good job!", "I like your presentation", "Good job brother", "Your presentation was perfect" and "I like your performance".

As for female participants, the researchers found that 47.22% of them used "Negative politeness" to express complimenting such as in these answers: "Oh, you did a great job! I really congratulate you for this perfect work, you are amazing" and "I highly liked your presentation, it

was really enjoyable and well understood, I enjoyed your performance too, keep shining". 38.88% of them applied "Positive politeness" in which they were direct and respectful. Most of the answers were as follows: "I really like your performance, you were amazing honey", "Actually I love your presentation; you did a great job dear" and "Oh darling! You did a perfect work". 8.33% of females replied using "Bald on-record" strategy such as in "Well done, I like your work", "You did it well" and "Perfect work!" and only 5.55% of them used "Off-record" strategy and complimented their classmates indirectly saying: "I understood your presentation very well" and "Your presentation was informative and easy to understand".

We could safely conclude that males tend to be direct and concise in expressing compliment using "Bald on-record" strategy of politeness, while females prefer to be friendly and kind in complimenting their classmates focusing on both negative and positive politeness.

Situation 5:"Today you are wearing colored clothes with different style that you have not worn before, your friend told you that you look very beautiful/handsome in this new style, how would you answer him/her?"

In situation five, we aim to discover whether M1 LS students apply politeness strategies when they thank each other, in addition to explore if there are any differences between males and females in using politeness strategies during expressing thanking.

Table 12

The Frequencies of Situation Five Responses (Part Two)

Strategies	Males		Females	
	Frequency	**Percentage**	**Frequency**	**Percentage**
a. Bald on-record Strategy	03	50%	05	13.88%
b. Positive Politeness Strategy	03	50%	19	52.77%
c.Negative Politeness Strategy	00	00%	09	25%
d. Off-record Strategy	00	00%	01	2.77%
e.Do not Do the FTA Strategy	00	00%	02	5.55%
Totals	**06**	**100%**	**36**	**100%**

On one hand, the results indicate that M1 LS students used only two strategies to express thanking which are "Bald on-record" and "Positive politeness". Half of them used the first strategy while the other half used the second one. For "Bald on-record", they tended to answer directly by saying: "Thank you" and "That's kind if you". And for "Positive politeness" they answered politely to save the addressee's positive face by saying: "Thank you dear, I appreciate your kind words" and "Oh brother, thank you, happy that you like it". Besides, none of the other strategies are used.

On the other hand, the researchers found that 52.77% of the female participants applied "Positive politeness" by being direct and polite. Most of the answers were as follows: "Oh! Thank you darling, you are the most beautiful", "Thank you sweetheart, your words really made my day" and "Thank you so much, happy for hearing this from you". Besides, 25% of them were

highly polite in expressing their thanking by using "Negative politeness" strategy such as in: "Oh! Thank you so much, your eyes are the most beautiful, you really made me happy" and "Oh! That was so nice of you; I really appreciate your kind words. You are the most beautiful".

Furthermore, 13.88% of the female respondents used "Bald on-record" strategy and answered directly saying: "Thank you so much", "Thanks!" and "Oh! Thank you". However, **5.55%** of them applied "Do not do the FTA" strategy by preferring to keep being silent in which they answered: "I'll just smile with her". Eventually, only **2.77%** went for "Off-record" strategy by replying indirectly such as: "Your eyes are the most beautiful".

Situation 6:"You noticed that your classmate is quite and does not like to participate, s/he only prefers to remain silent during the sessions, but s/he gets the highest marks in all modules, when you spoke to him/her, s/he told you that s/he's so shy, so you wanted to give an advice for him/her to make him/her more active and to show his/her abilities, what would you say?"

In situation six, we seek to discover whether M1 LS students apply politeness strategies when advising each other as well as to explore if there are any differences between males and females in using politeness strategies during giving advice.

Table 13

The Frequencies of Situation Six Responses (Part Two)

	Males		Females	
Strategies	**Frequency**	**Percentage**	**Frequency**	**Percentage**
a. Bald on-record Strategy	06	100%	03	8.33%
b. Positive Politeness Strategy	00	00%	09	25%
c. Negative Politeness Strategy	00	00%	14	38.88%
d. Off-record Strategy	00	00%	06	16.66%
e. Do not Do the FTA Strategy	00	00%	04	11.11%
Totals	**06**	**100%**	**36**	**100%**

As it is shown in table 13, all M1 LS male learners used only "Bald on-record" strategy by providing direct, clear and concise answers. They said for instance: "Don't be shy and show them your real level", "Believe in yourself and try to participate this time" and "Be confident and show them your real abilities".

Regarding females, 38.88% of them applied "Negative politeness" by being indirect and polite in advising their classmates saying for instance: "I know that you are an excellent student, just try to participate this time and you will no longer feel shy, you can do it", "You are so smart, but if you try to participate more, you will be the best in the class, believe me" and "What do you think if you give yourself a chance and try to be more active during the sessions, just go ahead and show your abilities, I'm totally sure you can do it". 25% of them used "Positive politeness" by being direct and respectful in advising their classmates saying: "You have great abilities dear,

don't hesitate to participate and show them", "You should show your real level in class because you are really so smart" and "Oh mate, why don't you participate in class, you are such a shining student".

Furthermore, 16.66% of females opted for "Off-record" strategy by being totally indirect and polite and wrote answers like: "Participation gives you higher marks" and "Participation is counted in this session". However, we found that 11.11% of females preferred applying "Do not do the FTA" strategy by keeping silent and provided answers such as: "I don't like embarrassing my classmates, so I wouldn't advise her" and "I don't like taking anyone out of his comfort zone, so I'll simply, so I'll simply don't say anything".

Eventually, only 8.33% replied using "Bald on-record" strategy by being clear and direct in advising their classmates saying: "Don't be shy, you can simply do it" and "You have to participate to show your real level in the class too".

Situation 7: "While your classmate was presenting his/her presentation, s/he pronounced a word seems new for you and you did not hear it well, how can you politely ask him/her to repeat it?"

In situation seven, we seek to discover whether M1 LS students apply politeness strategies when asking each other, in addition to explore if there are any differences between males and females in using them when they ask their classmates.

Table 14

The Frequencies of Situation Seven Responses (Part Two)

Strategies	Males		Females	
	Frequency	**Percentage**	**Frequency**	**Percentage**
a.Bald on-record Strategy	00	00%	00	00%
b. Positive Politeness Strategy	04	66.66%	18	50%
c.Negative Politeness Strategy	00	00%	16	44.44%
d. Off-record Strategy	02	33.33%	00	00%
e.Do not Do the FTA Strategy	00	00%	02	5.55%
Totals	**06**	**100%**	**36**	**100%**

As it is revealed in table 14, 66.66% of M1 LS males answered using "Positive politeness" where they tended to be kind and polite when they ask their classmates as shown in the following answers: "Sorry mate, can you repeat this word, please?" and "I didn't get what you've just said, can you repeat it again, please?". And only 33.33% of them used "Off-record" strategy in which they asked their classmates indirectly and politely saying: "I'm not sure I got you" and "I didn't catch what you said".

As for female students, the results indicate that 50% of them replied using "Positive politeness" in which they respectfully and friendly asked their classmates saying: "I did not hear the last word you said, could you please repeat it for me?", "This word seems new for me, would you repeat it, please?" and "Excuse me, would you please repeat this word? I didn't hear you well". 44.44% of them applied "Negative politeness" strategy by writing highly polite questions

to avoid threatening the addressee's face, such as: "Sorry for interrupting you, but I did not get the last word you have just said, would you please repeat it if possible?" and "Excuse me, I did not hear this word well, it seems new for me, would you say it again if you do not mind?". Finally, only 5.55% of female students answered using "Do not do the FTA" strategy in which they preferred to keep being silent and said: "I won't care; I'll simply skip the word".

2.2.2. Analysis of the Observation

The observation is applied on Master 1 Language Sciences students during five sessions (one session per week, except the first two sessions which were in the same week) scheduled in Language and Culture sessions. To ensure the success of the observation; a checklist is adopted during the process of note taking.

Along the sessions of observation, we noticed that M1 LS students use some strategies of politeness when they discuss and interact whether with each other or with their teacher. Mainly, our concern is only students' speech. We observed that both males and females use politeness strategies differently, and after analyzing the data, it is worth mentioning that out of 63 participants; only 14 individuals are interacting including 11 females and 03 males while the rest are avoiding participation.

Both Master researchers noticed that male and female learners use Brown & Levinson's (1987) sub-strategies differently because there are some that are used by females only (as offer and promise, give hints and questions & hedges) and others are used by males only (as non-minimization of the FTA and joke). This is due to the nature of differences between males and females, as we all know that males tend to be more direct, clear and explicit unlike females who are more indirect and vague when expressing ideas.

2.2.2.1. Politeness Strategies Applied by Male Students. After analysing the data, the researchers found that male students of M1 LS use four (04) main politeness strategies of Brown & Levinson's (1987) theory (Bald on record, positive politeness, negative politeness and off-record) including eleven (11) used sub-strategies that are illustrated and explained briefly in the following table:

Table 15

The total frequencies of politeness strategies used by M1 LS male students

Politeness Main Strategies	The used sub-strategies	Frequencies	Percentage
Bald on Record	Non-minimization of the FTA	10	13.15 %
Positive Politeness	Seek agreement	24	31.57 %
	Presuppose common ground	02	2.63 %
	Joke	04	5.26 %
	Inclusion of S and H in the activity	08	10.52 %
	Give/Ask for reasons	02	2.63 %
Negative Politeness	Be conventionally indirect	03	3.94 %
	Give deference	16	21.05 %
	Apologize	01	1.31 %
Off-record	Overstate	04	5.26 %
	Be vague	02	2.63 %
Total		**76**	**100 %**

- **Bald on Record strategy.** In this strategy, ten (10) utterances are used by M1 LS male students to refer to the sub-strategy "Non-minimization of the FTA" which states that no redress is necessary in cases of urgency or desperation, reducing communicated urgency. (Brown & Levinson, 1987, p. 96)

Example 1: Male student to a female one: "Not really, wait... wait, let me explain my idea, you are wrong".

Example 2: Male student to a female student: "Listen to me!"

Example 3: A male student has interrupted his female classmate directly to refuse her opinion saying: "no, no, I disagree!"

Males tend to speak clearly and directly due to their closeness to each other. Consequently, their utterances and ideas are expressed directly without using any words to reduce the FTA.

- **Positive politeness.** In this strategy, forty (40) utterances are used by M1 LS males; they applied some positive politeness sub-strategies including seek agreement (24 utterances), presuppose common ground (02 utterances), joke (04 utterances), Inclusion of S and H in the activity (08 utterances) and Give/Ask for reasons (02 utterances). They are explained briefly as follows:

a) **Seek agreement:** It is employed to preserve the hearer's positive face by bringing up a topic that both the speaker and the hearer are meant to agree on (safe topic), as well as another method is by repeating some of the hearer's previous statements and words (repetition). These methods are employed to convey to the listener that the speaker was paying close attention to him. (Brown & Levinson, 1987, p. 113)

Example 1:

 Teacher: "Culture is a quality for all the people"

Male student: "Yes, culture is really a quality for all the peoples"

Example 2:

Female student: "Algeria is the only country that helped some other countries"

Male student: "Yes, indeed, only Algeria"

Example 3:

Teacher: "Some aspects of culture are visible while others are not"

Male student: "That's right, totally agree"

Example 4:

Female student: (…explaining one of the characteristics of culture…)

Male student: "Indeed, I agree with you..."

Hence, we noticed that M1 LS males use different utterances for the approval and the agreement in a conversation as: "Yes, indeed, that's right, totally agree, repetitions" in order to reduce the distance between them and their addressees and to achieve successful relationships.

b) Presuppose common ground: Focussing on the different points of agreement and shared knowledge such as shared needs, interests, or preferences between the addresser and the addressee could help to avoid conflicts, and this could be accomplished by using distinguishing language features like: slang, jargon, certain dialects and so on. (Denana, 2019, p. 16)

This sub-strategy could be well illustrated through the following example used by M1 LS males during their interactions:

Example: Two males were talking about sports:

Male student 1: "Did you watch yesterday's match?"

Male student 2: "Of course, it was fantastic!"

c) Joke: Jokes are used when the speaker and listener have a common background that allows the speaker to put his hearer at ease. (Brown & Levinson, 1987, p. 124) The followings are some examples by M1 LS male students illustrating this sub-strategy:

Example 1:

Male student: (telling a funny memory that happened to him when he was a child and his classmates are laughing).

Example 2:

Male student: "Miss, Navajo culture is so weird, how do they consider silence as a sign of respect? Imagine if an Algerian person meets someone from Navajo culture and greets him, and the later keeps being silent as a way of respect! Ha Ha Ha..!"

Here, we noticed that they use jokes to minimize the distance between each other and to ensure a smooth and successful conversation to reduce the threat.

d) Inclusion of the speaker and hearer in the act: The speaker incorporates both the speaker and the hearer into the activity by using the inclusive "we" rather than "you" and "me." The verb "let's" is used in a similar manner too. (Brown & Levinson, 1987, p. 127)

The following examples explain this sub-strategy:

Example 1:

Male student: "**We** think that culture's meaning differs from one to another"

Example 2:

Male student: "**Our** culture differs from others cultures"

Example 3:

Male student: "**We** have enjoyed this task so much; it was very beneficial for **us**"

Here, we noticed that males are using the pronouns "we", "us", and "our" to include both speaker and hearer in the activity and to minimize the FTA.

e) **Give (or ask) for reasons:** The speaker gives reasons for his wants and desires as well as including the listener in his justification and postulating reflexivity. Generally, the speaker believes that giving the listener good reasons to cooperate with them will make him accomplishes his want. (Brown & Levinson, 1987, p. 128).

Here are some examples used by M1 LS males during their interactions:

Example 1:

Male student: "Miss, why should we do this task?"

Example 2:

Male student 1: "there is no idea in my mind now, why not answering that task at home?"
Male student 2: "Me too, it would be better"

So, it is noticeable here that males do give reasons such as in the second example "there is no idea in my mind now" and ask for reasons such as in the first example "why should we answer this task?" as well as including the listener in his utterance using the pronoun "we".

- **Negative politeness.** In this strategy, twenty (20) utterances were used by EFL M1 LS males, they have applied three (03) sub-strategies which are as follows: three (03) utterances for "be conventionally indirect", sixteen (16) utterances for "give deference" and one (01) utterance for "apologize" explained briefly below:

a) **Be conventionally indirect**: It is important to consider indirectness as a way to elicit negative politeness. The use of expressions that deviate from the literal meaning and have a context-unambiguous meaning by speakers is a sign of their use of indirect language. (Brown & Levinson, 1987, p. 136)

We could illustrate this strategy through some utterances used by M1 LS males during their interactions:

Example 1:

Male student: "Miss, you couldn't repeat the last sentence, please?"

Example 2:

Male student: "Couldn't you explain this task again, if possible, please?"

From the previous examples, it is worth to say that M1 LS males do apply this strategy by using some words to be indirect such as: "couldn't you", "please" and "if possible" to be indirect so that to minimize the threat and to create highly polite conversations.

b) **Give deference:** "Here, the receiver is treated as being superior with a high social level or position according to the sender's attitude which can be different in two possible ways. First, the speaker acts with the hearer as being superior. Second, the speaker despises himself or abases one's self. Accordingly, the speaker can make use of terms as sir, president, officer or other expressions that depend highly on the context" (Brown & Levinson, 1987,p.178).

We can illustrate this strategy through some utterances were used by males during their interaction in the class.

Example 1:

Male student to his teacher: "Miss, I have a question, please"

Example 2:

Male student to his teacher: "Ah! Miss, do you mean culture?"

Example 3:

Male student to his teacher: "Good morning, miss!"

The students use some words to show respect to the hearer. We observed that all males are calling their female classmates by their names. However, they are using the word "Miss" approximately in all their utterances towards their teacher in order to treat her as a superior with high social level than them as well as to show respect and formality.

    c) Apologize: In this sub-strategy, the speaker expresses apology and makes a promise to avoid making an FTA on the negative face. (Brown & Levinson, 1987,p. 189) The following example by M1 LS males explains this sub-strategy well:

Example:

Male student: "I'm sorry for interrupting you miss, but I didn't get this point"

The male student illustrates this sub-strategy by saying "I'm sorry" in order to reduce the threat.

- **Off-record:** In this strategy, six (06) utterances are used by M1 LS males to indicate this strategy: four (04) of them represent overstate sub-strategy and two (02) for be vague sub-strategy. They are explained as follows:

    a) Overstate: The quantity maxim is violated in this tactic because the speaker provides more information than is necessary (Brown & Levinson, 1987, p. 219). The following example illustrates this sub-strategy well:

Male student: "there are numerous definitions of the term culture; we can't stand for a specific definition because it is a vague term".

In this example, the male student has broken the quantity maxim by saying more than what is required just to express that culture is an "umbrella term".

b) **Be vague:** This sub-strategy focuses on statements with hidden connotations that convey cryptic meanings. Being vague has to do with the FTA's purpose or the nature of the offense (Brown & Levinson, 1987, p.225).

The following example by M1 LS males explains this sub-strategy more:
A male student (explaining the differences between Algerian culture and the other cultures):
"…some things in our culture are totally different from any other culture…"

In this example, he is vague since he used the word "some things" instead of naming or specifying the objects that distinguish the Algerian culture from other cultures.

2.2.2.2. The politeness strategies used by M1 LS female students. After collecting and analysing the data, the researchers of this study observed that M1 LS female students are using three (03) main strategies of politeness which contain seventeen (17) sub-strategies in general; they are well organized in the following table:

Table 16

The Total Frequencies of Politeness Strategies used by M1 LS Female Students

Politeness Strategies	Politeness Sub-strategies	Frequencies	Percentages %
Positive Politeness	Intensify interests to hearer	25	13.15%
	Use in-group identity markers	20	10.52%
	Seek agreement	39	20.52%
	Avoid disagreement	09	4.73%
	Presuppose common ground	06	3.15%
	Offer & Promise	03	1.57%
	Inclusion of S and H in the activity	20	10.52%
	Give/Ask for reasons	08	4.21%
Negative Politeness	Be conventionally indirect	05	2.63%
	Question & Hedge	03	1.57%
	Give deference	20	10.52%
	Apologize	07	3.68%
Off-record Politeness	Give hints	06	3.15 %
	Overstate	07	3.68 %
	Be vague	04	2.10 %
	Be ambiguous	01	0.52 %
	Be incomplete & Use ellipses	07	3.68 %
Total		**190**	**100%**

- **Positive politeness:** In this strategy, eight (08) sub-strategies are used by M1 LS females with one hundred ninety (190) utterances are divided as follows: twenty five (25) utterances are used for "intensify interests to hearer" sub-strategy, twenty (20) utterances for "use in-group identity markers", thirty nine (39) utterances for "seek agreement", nine (09) utterances for "avoid disagreement", six utterances (06) for "presuppose common ground", three (03) utterances for "offer & promise", twenty (20) utterances for "inclusion of the speaker and the hearer in the activity" and eight (08) utterances for "give/ask for reasons". They are explained briefly as follows:

a) **Intensify interests to the hearer:** The speaker piques the listener's interest and engages him in the conversation. In this sub-strategy, the speaker employs some language structures that invite conversational participation from the listener, precisely as tag questions. (Brown & Levinson, 1987, p. 106)

Here are some examples used by M1 LS female learners to illustrate this strategy:

Example 1:

Female student: "Navajo culture is known with silence, isn't it?

Teacher: "yes, it is"

Example 2:

Female student: "So, interaction differs depending on each culture, am i right?"

Her female classmate: "yes, exactly, each culture has its own way of interaction and communication"

Example 3:

Female student: "last session, miss has told us about a story related to Navajo culture, and what do you think she said?"

Her female classmate: "What?"

Female student: "She said that Navajo people do not respond when someone greets them and keep being silent as a sign of respect according to their culture!"

Example 4:

Female student: "so, they are eight characteristics in general, right?

Her female classmate: "yes, exactly"

From the examples above, we notice that M1 LS female learners are using this sub-strategy frequently in order to attract the hearer's interest toward their utterances. In addition, they attempt to involve the addressee as a participant in their conversation to redress his positive face using specific words such as: "am I right?", "…and what do you think she said?", "right?" and tag questions like: "isn't it".

b) Use in-group identity markers: The speaker frequently employs a variety of in-group identity markers to indicate group membership, such as address forms, vocabulary, dialect jargon or slang, and ellipsis. (Brown & Levinson, 1987, p. 107)

Here are some examples that illustrate this sub-strategy used by M1 LS females:

Example 1:

Female students: "**Honey**, you can follow with me on my phone"

Her female classmate: "Oh! Thanks **babe**"

Example 2:

Female student to her female classmate: "No **dear**, we don't write it like that"

Example 3:

Female students: "What did miss just said **mate**? I didn't hear her well"

Her female classmate: "She said that culture can be emic or etic, **darling**"

From the examples above, we notice that M1 LS female students apply this sub-strategy when they address their female classmates in order to indicate group membership and to make closer relationships using specific address words such as: "Honey", "Babe", "Dear", "Mate" and "Darling".

c) **Seek agreement:** Seeking agreement is a crucial component of achieving positive politeness. To satisfy the hearer's need to be correct, the speaker may indicate his agreement with the hearer. Speaking on safe subjects also gives the speaker a chance to show his agreement. In regard to this, some words such as "yes" or "really," might be used to convey agreement as well as repeating certain parts of the prior speaker's sentence. (Brown & Levinson, 1987, p. 112)

Here are some examples that are used by M1 LS female learners indicating this sub-strategy:

Example 1:

Female student: "…they want to spread peace in the entire world…"

Her female classmate: "The entire world, yes, indeed"

Example 2:

Female student: "…culture is a vague term…"

Her female classmate: "Absolutely it's a vague term"

Example 3:

A female student: (Discussing the difference between emic and etic culture)

Her female classmate: "Yes miss, I totally agree with my classmate's opinion"

From the previous examples, we notice that M1 LS females use seek agreement sub-strategy frequently in their utterances. They repeat the words said previously by the addressee and use some agreement words such as "yes", "indeed", "absolutely" and "totally agree" in order to save and to redress his positive face as well as to attract the hearer's attention toward the speaker's utterance.

   d) **Avoid disagreement:** This sub-strategy is often used to enable the speaker hiding his disagreement by using white lies for instance (Brown & Levinson, 1987, p. 113). The examples below are used by M1 LS females and illustrate this sub-strategy:

Example 1: (white lies)

Female student: "Did you understand that definition?"

Her female classmate (Feels hesitant): "Ah, yes, I understood"

Example 2:

Female student: "Her explanation seems very clear"

Her female peer: "Well, yeah, not really clear but seems not bad"

The previous illustrations show that M1 LS females use this sub-strategy to avoid saying "No" directly. Instead, they prefer to use white lies like in example one and certain words to avoid direct disagreement like in example 2 as: "yeah, not really" and "seems not bad" to avoid threatening the hearer's positive face as well as to hide their direct disagreement as previously mentioned.

e) **Presuppose common ground:** The primary goal of this sub-strategy is to establish friendship by engaging in conversations on unrelated subjects and by demonstrating interest in what the other person is saying. Consequently, the speaker may employ this strategy in gossip or casual conversations ....etc. (Brown & Levinson, 1987, p. 117)

The following examples are used by M1 LS females to illustrate this sub-strategy:

Example 1:

Female student (whispering with her friend): "You see the weather today! It makes me feel happy, aren't you?"

Her female friend: "yeah, me too"

Example 2:

Female student: "Have you watched the serial last night? It was an exciting episode!"

Female classmate: "For sure, it was really enjoyable"

Our attention has been attracted by the fact that M1 LS female students do presuppose common ground in their conversations with their female friends about some unrelated topics mentioning personal, casual and mutual topics to establish friendship and to demonstrate interest between each other as well as to preserve the hearer's positive face.

f) **Offer & Promise:** This sub-strategy indicates the speaker's sincere intentions for the listener. Although they are not, they convey the speaker's desire to preserve the hearer's positive face. (Brown & Levinson, 1987, p. 125) The following examples by M1 LS females well represent this sub-strategy:

Example 1:

Female student: "Would you give me your copybook to write some notes, please?"

Her female peer: "Sure, but my notes are not well ordered now, I'll provide you with them once I organize them, promise you!"

Example 2:

Female student: "I'm starving, what do you think if we go to have lunch after this session?"

Her female peer: "Sure, why not"

We notice that M1 LS females do use offer (as represented in the second example) and promise (as illustrated in the first one) in order to demonstrate their good intentions toward the hearer as well as to preserve his positive face.

g) Inclusion of the speaker and the hearer in the activity: The speaker incorporates both the speaker and the hearer into the activity by using the inclusive "we" rather than "you" and "me". The verb "let's" is used in a similar manner too. (Brown & Levinson, 1987, p. 127) This strategy is well illustrated in the following illustrations used by M1 LS female students during their interaction inside the EFL classroom.

Example 1:

Female student (Addressing the teacher): "This explanation was really clear and well understood for **us**, **we** appreciate your efforts miss".

Example 2:

Female student: "…**we** can say that **our** behaviors are somehow similar as Algerians…"

Example 3:

Female student: "Miss, I think that **we** are affected by other cultures too"

Example 4:

Female student: "…**let's** revise in the library, **we** may have this lesson too in the quiz"

Here, it is found that females do use this strategy a lot in their utterances with each other. They tend to include both the addresser and the addressee in the act using pronouns such as: "we", "us", "our" and "let's" instead of using "I", "you" and "me" in order to indicate the cooperation between the speaker and the hearer, in addition to make their utterances more polite and to preserve the addressee's positive face.

h) Give/Ask for reasons: The speaker gives reasons for his wants and desires as well as including the listener in his justification and postulating reflexivity. Generally, the speaker believes that giving the listener good reasons to cooperate with him will make him accomplishes his want (Brown & Levinson, 1987, p. 128). The following examples used by M1 LS females during their interactions well indicate this sub-strategy:

Example 1:

Female student (Addressing her female classmate): "I know you won't revise alone, **why don't we revise here together?"**

Example 2:

Female student: "Miss, **why Tebessi culture is considered as emic not etic?**"

As illustrated below, female learners use this sub-strategy whether by giving good reasons for their wants to the hearer and including him in their justification instead of asking him directly as in the first example or by asking for reasons using "why questions" as illustrated in the previous second example.

- **Negative politeness:** In this case, thirty-five utterances are used (35) by M1 LS female students during their interactions inside the EFL classroom where they applied four (04) sub-strategies. Namely; be conventionally indirect (five (05) utterances), Question & Hedge (three (03) utterances), give deference (twenty (20) utterances) and apologize (seven (07) utterances).

a) **Be conventionally indirect:** The use of expressions that deviate from the literal meaning and have a context-unambiguous meaning by speakers is a sign of their use of indirect language. (Brown & Levinson, 1987, p. 136)

Here are some illustrations that female student have used indicating this sub-strategy:

Example 1:

Female student: "Miss, you **couldn't** repeat this idea, please?"

Example 2:

Female student: "Excuse me miss? **I'm not sure I got the idea**"

In these cases, females prefer to make their speech indirect instead of expressing it directly whether when asking questions, requesting or expressing a specific idea in order to minimize the imposition on the hearer as well as to be more polite and respectful.

b) **Question & Hedge:** "A hedge stands for a word or phrase that modifies the degree of membership of a predicate or noun phrase by making it partial in most cases, and it makes a statement less forceful or assertive". Brown & Levinson (1987, as cited in Ferchichi, 2020, p. 17)

The followings are examples used by M1 LS females illustrating this sub-strategy:

Example 1:

Female student: "**I am wondering if** you **could** explain to me difference between emic and etic culture."

Example 2:

Female student: "**In my opinion**, every society has its own culture that differs from the other societies even though they belong to the same country"

It is found that female students use hedges and extra words such as "I am wondering if" and "in my opinion" instead of expressing their utterances directly. By using this sub-strategy, they tend to make their requests and expressions more polite and softened.

c) **Give deference:** "Here, the receiver is treated as being superior with a high social level or position according to the sender's attitude which can be different in two possible ways. First, the speaker acts with the hearer as being superior. Second, the speaker despises himself or abases one's self. Accordingly, the speaker can make use of terms as sir, president, officer or other expressions that depend highly on the context" (Brown & Levinson, 1987, p. 178).

Example 1:

Female student: "I am sorry, **miss**"

Example 2:

Female student: "Your explanation is highly appreciated, **miss**"

Example 3:

Female student: "**You are totally right, miss**"

Example 4:

Female student: "I do not think everyone will attend in the make-up session at 13:00, **miss**"

It is noticeable that M1 LS females prefer to make their utterances softened by giving deference to the hearer and treating him as a superior by using the word "miss" approximately in all their utterances toward their teacher in order to redress the hearer's negative face.

d) Apologize: In this sub-strategy, the speaker expresses apology and makes a promise to avoid making an FTA on the negative face. (Brown & Levinson, 1987, p. 189) The following examples illustrate some of M1 LS female students' use of this sub-strategy:

Example 1:

Female student: "Ah okay, **sorry** miss"

Example 2:

Female student: "**I apologize** for being late, miss"

Example 3:

Female student: "Culture is considered as the mirror of…"

Male student: "Miss, it reflects…"

Female student: "**Excuse me**; let me complete my idea first"

Example 4:

Female student: "**Sorry for interrupting you**, but I did not get the point, miss"

Females tend to use this sub-strategy to avoid disturbing the addressee. Thus, they use words such as "Sorry", "I apologize", "Excuse me" and "Sorry for interrupting" with the aim of minimizing the imposition on the hearer's face and to avoid threatening it.

- **Off-record politeness:** In this strategy, twenty five (25) utterances were uttered by M1 LS females indicating this strategy in which they have applied five (05) sub-strategies which are as follows: give hints (six (06) utterances), overstate (seven (07) utterances), be vague (four (04) utterances), be ambiguous (one (01) utterance) and be incomplete & use ellipsis (seven (07) utterances).

a) **Give hints:** The speaker uses an indirect suggestion (hint) to encourage the listener to seek out the correct interpretation. (Brown & Levinson, 1987, p. 215) Here are some examples used by M1 LS females indicating this strategy:

Example 1:

Female student: "Miss, I can't see the data-show from here" (She wants to change her place)

Example 2:

Female student: "I'm starving; I need to find someone to go with me to the store after this session" (She wants her classmate to go with her)

Her female classmate: "It's ok; I will go with you dear"

Example 3:

Female student: "Oh no, I forgot my pens" (She wants her classmate to borrow her a pen)

Her female classmate: "I have an extra one here, you can use it"

It is noticeable that female learners prefer to use this sub-strategy when they want to request something from the addressee in which they hope the later would understand the hints and helps them without threatening his positive face.

b) Overstate: The quantity maxim is violated in this tactic because the speaker provides more information than is necessary. (Brown & Levinson, 1987, p. 219)

During observing M1 LS female learners, we noticed that they tend to use this sub-strategy when they explain a certain idea or a concept in which they break the quantity maxim and use more words than required. The following example illustrates an idea expressed by a female student where she has overstated in her explanation while she could simply say: "Culture differs from one society to another".

Example:

Female student: "Culture is not the same in all the word, I mean even in one country we can find numerous cultures that differ according to each single society, so it's not unique…"

c) Be vague: This sub-strategy focuses on statements with hidden connotations that convey cryptic meanings. Being vague has to do with the FTA's purpose or the nature of the offense. (Brown & Levinson, 1987, p. 225)

In the following illustrations, female learners are being vague since they tend to use words such as "some things" instead of naming or specifying the objects they are referring to.

Example 1:

Female student: "I think although culture differs depending on each society, there **some things** that stay the same in every culture"

Example 2:

Female student: "Numerous **things** are covered under the term culture"

d) Be ambiguous: The addresser gives an ambiguous speech that covers more than one meaning in order to minimize the FTA. The following example represents this strategy where the female student uttered an ambiguous statement and did not specify whether she liked her classmate's taste or not.

Example:

Female student: "You know! I have never seen a taste like yours"

e) Be incomplete and use ellipsis: Elliptical utterances could be used in various contexts to reduce FTA because incomplete sentences show that the speaker is not referring to a specific thing. (Brown & Levinson, 1987, p. 227)

The followings are some of the illustrations employed by M1 LS female students indicating this sub-strategy where they prefer to use elliptical utterances in order to decrease the threat on the addressee's face.

Example 1:

Female student: "Yes, I got it, but…" (Then she stopped)

Example 2:

Female student: "I know you're right, but…, I don't know…"

It is found that females employ these sub-strategies (be vague, be ambiguous, be incomplete and use ellipsis) when they feel shy or less confident to express their ideas and utterances directly and clearly. Instead, they use words such as "some things", "I mean…" and

"yes, but…" in addition to the use of elliptical utterances in which they suddenly stop without finishing their expressions just to preserve their addressee's positive face.

Section Three: Discussion

2.3.1. Discussion of the findings:

In this section, we attempt to answer the research questions of this study. The data collected from the DCT permits to answer the first question while the one offered by the observation answers the second question.

2.3.1.1. Discourse Completion Test Discussion. Based on the results of the DCT, we attempt to answer the first question which revolves around the most used strategies by male and females.

Having a deep insight on the data presented in the previous tables, we found that there is statistically a significant difference between the participants' gender and the politeness strategies they employ inside EFL class. Hence, our results agree with Lakoff (1975) who notes: "females' speech sounds much more polite than men's." (p. 2)

All the politeness strategies are employed by males and females in EFL class. Concerning part one (01) of the DCT; our findings indicate that male participants employ the most direct strategies more frequently than women do.

- The findings of the first and second situations indicate that there are differences between genders when requesting or refusing something. Male participants use the most direct strategies which are "Bald on-record" and "Positive politeness". Unlike,

female participants who tend to use the most indirect strategies which are "Negative politeness" and "Off-record".

- The results of third and fourth situations show that there are differences between genders when they apologize and thank someone. Male participants use both direct and indirect strategies which are "Bald on-record" and "Off-record". Unlike, females who use only indirect strategies which are "Negative politeness" and "Off-record".

- The findings of the fifth situation indicate that there is a difference between genders when asking someone. Male participants use "Positive politeness" strategy with a high percentage in addition to the other strategies: "Bald on-record", "Negative politeness" and "Off-record" but with a lower percentage. Unlike women who use only the indirect strategies which are "Negative politeness" and "Off-record".

Concerning part two (02) of the DCT; the findings demonstrate that male participants employ the most direct strategies more frequently than women do.

- The findings of the first, the third, and the fifth situations indicate that there are differences between both genders when requesting, apologizing, and thanking someone. Male participants tend to use the most direct strategies which are "Bald on-record" and "Positive politeness". However, women use both direct and indirect strategies which are "Positive politeness" and "Negative politeness".

- The results of the second situation present that there is a difference between men and women in refusing a request. On one hand, males refuse in a totally direct and concise way focusing on "Bald on-record" then "Positive politeness". On the other hand, females prefer to refuse indirectly and kindly using "Negative politeness" and "Off-record".

- The findings of the fourth and the sixth situations reflect that there are differences between males and females when complimenting and advising someone. Male students like using the most direct strategy: "Bald on-record". However, females enjoy using both direct and indirect strategies (Positive and Negative politeness).

- The results of the seventh situation present the differences between men and women when asking someone. Males ask directly and politely relying on "Positive politeness". From the other side, female participants prefer using both direct and indirect strategies (Positive and Negative politeness).

Briefly, we could agree with Tannen (1984, as cited in Al-Shlool, 2016, p. 34) who states that men and women speak differently and use different speech styles because males tend to use the most direct strategies, mainly "Bald on-record" and "Positive politeness". They also apply the indirect politeness strategies "Off-record" and "Negative politeness" but with a lower percentage because they use strong words and directive forms.

Females prefer using the most indirect strategies which are "Negative politeness" and "Off-record" in addition to "Positive politeness" to show respect. However, they sometimes use the "Bald on-record" and "Do not do FTA" strategies because they are more sensitive and polite than males and prefer to show solidarity and respect by softening their expressions to save the addressee's face and to minimize the imposition in order to create and to maintain good relationships.

Furthermore, our findings apply with Coates (2015) who agrees with both Lakoff (1975) & Holmes (1995) when he asserted that women are perceived as being more conversational (chatty) and gossipy, speaking more gently and politely without cursing, using more adjectives,

being more talkative as well as mastering their vocabulary in contrast to men. (Ambarita & Mulyadi, 2020, p. 20)

2.3.1.2. The Observation Discussion. Depending on the findings of the observation that were stated previously, we attempt to answer the second question which is about gender's application of politeness strategies: "Are there any differences between males' and females' application of the sub-strategies of politeness?"

It has been found that there is significant differences between males' and females' language and behaviors, as we observe that our results concur with Lakoff (1975) who says that women's language is more polite than men's (p. 165). The differences between the two genders are listed briefly as follows:

- Taking the comparison of the frequencies into consideration, it is found that male students are closer to use "Bald on-record" strategy unlike female students who rarely use it. So, males always like being clear, direct and concise when they speak.

- The findings reveal that males and females use "Positive politeness" strategy most frequently. However, they differ in the usage of its sub-strategies. This applies with Tannen's (1984) saying that men and women speak differently and use different speech styles. The male students focus only on five sub-strategies involving: seek agreement, presuppose common ground, joke, inclusion of the speaker &the Hearer in the activity, and give/ask for reasons.

  However, female learners use eight (08) sub-strategies involving the ones used by male students except the joke sub-strategy. In addition, they use: intensify interests to hearer, use in group identity, avoid disagreement, and offer &promise. The reason

behind these differences is that female students always prefer to be closer to the addressee by speaking friendly and politely unlike male students who seek to achieve a goal from the conversation.

- These results are consistent with Holmes (1995) who states that women use conversations to create and maintain relationships and to enjoy unlike men who view language as a mean of conversation and goal setting (p. 2). As well as Holmes (1995) states that women are so skilled at encouraging other people to talk by using tag questions or the phrase "as you know" to help them speak.

- Concerning "Negative politeness" strategy, male students mostly rely on three (03) sub-strategies involving: be conventionally indirect, give deference and apologize. On the other hand, females also apply the same sub-strategies used by males in addition to the use of question & hedge sub-strategy.

  These results agree with Lakoff & Spender (1975) who state that the usage of features like hedges, tentativeness, and tag questions that appeared to these theorists to convey indirectness, mitigation, and difference, as well as hesitations further characterizes the language style of women. In opposition to this, males' communication is characterized as being direct, strong, and confident and includes elements like interruptions, direct assertions, and force. (p. 165)

- Regarding "Off-record" strategy, men rarely apply it involving: overstate, be vague. However, female learners apply it more by using the same sub-strategies in addition to: give hints, be ambiguous, and be incomplete & use ellipsis.

- Eventually, the results of this study provide some evidence for the existence of a relationship between the EFL learners' gender and the type of the sub-strategies they use.

2.3.2. Limitations of the Study

Despite the positive results, we confronted several difficulties and challenges that hindered us when conducting our study.

- Firstly, concerning the sources; we did not find many available books about the theory of Brown and Levinson (1987). Also, the majority of the books about politeness and gender were not available for free and they were only proposed for online sale.

- Secondly, regarding the sample; the majority were females. Therefore, we could not generalize the results of our study on all EFL students.

- Thirdly, dealing with the observation; males almost never participate. Whereas few females do not like participating. Except for the ones who participated during all the five sessions.

- Fourthly, concerning the DCT; when we submitted it, the percentage of absenteeism was high, and the majority of males did not attend.

2.3.3. Implications of the Study

Based on the findings, the researchers propose the followings as pedagogical implications:

- Politeness strategies should be taught in the first stages of learning English as an independent discipline or as a part of several modules as Pragmatics, Written expression, Oral expression.

- Teachers should shed light on politeness strategies to raise the students' awareness to use them properly.

- Males should make an effort to use politeness strategies more frequently than they do now.

2.3.4. Recommendations of the study

On the light of the aforementioned findings and limitations of the current study, future studies should take into account the following recommendations:

- For more accurate generalizations, we advise applying the same topic with a larger sample.

- Since we employed different speech acts to design the situations of DCT, we strongly advise other researchers to specify only few speech acts.

- We suggest studying the differences between genders on one strategy including its sub-strategies.

- We also advise applying the observation over a long period of time for the sake of the results to be more valid and valuable.

Conclusion

To sum up, this chapter undertakes three sections. The first one tackles the descriptions of the applied methodology, the data collection tools and the method used in this study. Besides, the second section deals with the analysis and the interpretation of the findings. The third one covers the results as well as their discussion. The findings indicate that gender has an effect on the use

of politeness strategies. In addition, we conclude that there are differences between males and females in the use of these strategies. Furthermore, females tend to be more polite than males do. Eventually, this chapter is concluded with a set of limitations, pedagogical implications and recommendations for possible future researches.

General Conclusion

In the present study, the researchers sought to explore the gender differences in using politeness strategies inside EFL classroom and the way they were applying it. This dissertation consisted of two main chapters. The theoretical chapter represented the literature review. It was constructed of two sections. The first one displayed an overview of Politeness as well as Brown and levinson's (1987) theory whereas the second section dealt with gender and their differences in politeness use.

Moreover, the practical chapter was concerned with the research methodology, the analysis of the gathered data, interpretation of the results and discussion. It was also divided into three sections. Section one gave a full explanation of the research methodology. Furthermore, the current study was conducted on Master 1 LS students at the department of letters and English language, at El Chahid Sheikh Laarbi Tebessi University, in which it adopted a mixed method. Indeed, the data collection tools comprised both a DCT and an observation. The second section presented the analysis of data and its corresponding interpretation. Eventually, the last section tackled the discussion and the interpretation of both tools' results.

Besides, the results of this study showed that male and female learners use all politeness strategies but with different degrees in the same situational context when communicating and interacting inside EFL classes. However, male students in most situations tend to be direct, explicit, concise and clear. Thus, it could be safely concluded that the frequently employed strategies by male students are "Bald on-record" and "Positive politeness". In contrast, females prefer to be more polite, indirect and ambiguous which reflects their tendency to use "Negative politeness", "Off-record" then "Positive politeness".

In addition, several differences were found regarding the way M1 LS students employ politeness strategies during their interaction with each other inside EFL class. On the one hand, females use the sub-strategies: intensify interest to hearer, use in-group identity markers, avoid disagreement and offer & promise when applying "Positive politeness" strategy. On the other hand, males do not. Instead, they tend to use jokes unlike females. As for "Negative politeness", female learners prefer to use question & hedge sub-strategy. However, male students do not. Moreover, in "Off-record" strategy; females are closer to use: give hints, be ambiguous and be incomplete & use ellipsis sub-strategies in contrast of male students who do not. Also, in "Bald on-record" strategy male students prefer to use "non-minimization of the FTA" unlike females.

In essence, it could be safely concluded that females are more polite than males and tend to use politeness strategies more than men do.

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Appendices

Discourse Completion Test (DCT):

Dear Master 01 students, you are gratefully requested to respond to our Discourse Completion Test (DCT) which is in a form of different situations. Please, answer the following situations and scenarios and try to be natural and spontaneous as much as possible. We sincerely appreciate your cooperation to this work.

Section One: Profile of Respondents

Gender: **a.** Male ☐ .   **b.** Female ☐

Guidelines: Choose the appropriate checkbox or fill the space.

Section Two: Discourse Completion Test (DCT)

Part One: Please put a tick ☐ next to the correct answer.

1. You have a quiz for tomorrow and you did not understand the lesson well; so, you decided to ask your classmate to explain the lesson for you this evening, what would you say to him?

    a. Explain this lesson to me.

    b. Oh Dear, please explain this for me.

    c. I'm sorry to bother you but if it is possible could you explain this lesson to me, please?

    d. We have the quiz tomorrow but I did not understand this lesson.

    e. Keep being silent.

2. Your classmate misses many classes, while you are very disciplined, at the end of the semester

s/he asked you to provide him/her with your notes since exams are scheduled next week, How

would you answer him/her ?

    a. No, I can't, it's my personal efforts.

    b. Oh darling, do not be angry with me but I really can't, I'm sorry.

    c. I know that you need it to revise but I apologize, I can't share my personal efforts

       with anyone, I'm so sorry.

    d. You can't understand my hand writing unfortunately.

    e. Keep being silent.

3. You have agreed with your partner to meet on the library to work on your dissertation0, but

you were 2 hours late, so you found your friend very upset, what would say to your classmate?

    a. I'm sorry for being late.

    b. Oh partner, don't be angry, I'm sorry for being late on you.

    c. I'm so sorry for making you feel upset, I didn't mean this, I've been waiting for the

       bus for more than an hour and as you know, I'm sorry I'll try to be on time next time.

    d. There is a traffic accident in the middle of the road.

    e. Keep being silent.

4. After a hard day of studying, your classmate asked you for going out to have a lunch together

but you apologized because you did not bring enough money with you, so s/he bought lunch

for you, how would you thank him/her?

    a. Thank you very much.

b. Oh my God darling! You are really so kind, thank you friend.

c. I do not know how can I thank you, it's kind of you. I appreciate you, thank you so much.

d. Why you've bothered yourself!

e. Keep being silent.

5. Your classmate is sitting in the first table and you did not see well, how can you ask him/her to change her/his place with you?

a. I want to sit here, change your place with me.

b. Morning dear, may I sit here, please?

c. I don't want to bother you but could you sit in my place and I sit in yours, please? Because I can't see the table from there.

d. I forgot my glasses and as you know I can't see well from my place.

e. Keep being silent.

Part Two: Please, fill the space below spontaneously.

1. After the professor announced the TD marks, you surprised that he gave you zero for attendance and zero for participation despite your continuous presence and participation in the classroom, you wanted your friend to go with you to the teacher to fix this problem, how would you request that from your friend?

....

....

2. The teacher asked you to prepare an assignment, and you spent a lot of time and efforts

working on it, then your classmate asked you to add his/her name with you, how would you politely express your disapproval?

....

....

3. You borrowed the handouts from your classmate to make a copy and you have promised to return them today, when meeting him/her you recognized that you forgot bringing them, what would you say to him?

....

....

4. Your classmate has finished his/her presentation, and you liked your classmate's performance very much. How would you express that for him/her?

....

....

5. Today you are wearing colored clothes with different style that you have not worn before, your friend told you that you look very beautiful/handsome in this new style, how would you answer him/her?

....

....

6. You noticed that your classmate is quite and does not like to participate, s/he only prefers to remain silent during the sessions, but s/he gets the highest marks in all modules, when you spoke

to him/her, s/he told you that s/he's so shy, so you wanted to give an advice for him/her to make him/her more active and to show his/her abilities, what would you say?

....

.........................…………………………………………………………………………………………

7. While your classmate was presenting his/her presentation, s/he pronounced a word seems new for you and you did not hear it well, how can you politely ask him/her to repeat it?

....

....

"Your collaboration is highly appreciated"

The checklist:

		Males:		Females:	
		Used = (+)	Total	Used = (+)	Total
Bald on Record	**Minimization of The FTA**				
Positive Politeness Sub-Strategies	**Intensify interests to hearer**				
	Use in-group identity markers				
	Seek agreement				
	Avoid disagreement				
	Presuppose common ground				
	Joke				
	Offer & Promise				
	Inclusion of S and H in the activity				
	Give/Ask for Reasons				
Negative Politeness Sub-strategies	**Be conventionally Indirect**				
	Give deference				
	Apologize				
	Questions & Hedges				
Off-record Politeness Sub-	**Give hints**				
	Overstate				
	Be ambiguous				
	Be vague				
	Be incomplete & Use ellipsis				

Aya Naceur eddine / Ghada Maamri
Email: toutaayouta70@gmail.com / maamrighada279@gmail.com

Tebessa: 27/04/2023
Dr. Manel MIZAB
Laarbi Tebessi University

Object: Consent for Observation

Dear Dr. Manel MIZAB,

We, the undersigned students Aya NACEUR EDDİNE and Ghada MAAMRI of Language Sciences at the Department of Letters and English language, at Laarbi Tebessi University, and with the approval of the head of the Department of English, would like to conduct observation sessions on your Master 1 students during your ordinary classes.

Your approval to be observed is compulsory for our research ethics.

Kind regards,

Researcher	Director	Teacher Observed
		Dr. Manel MIZAB

27/04/2023   27/04/2023

S1	26/02/2023	
S2	28/02/2023	
S3	12/03/2023	
S4	19/03/2023	
S5	09/04/2023	

Informed consent

الملخص

تهدف هذه الدراسة إلى استكشاف الفروق بين الطلاب والطالبات في استخدام استراتيجيات الأدب/التهذيب داخل الفصل الدراسي للغة الإنجليزية كلغة أجنبية بناءً على نظرية براون ليفنسون (1987). على وجه التحديد مع طلبة ماستر 01 علوم اللغة لقسم اللغة الإنجليزية بجامعة العربي التبسي. حيث حاولنا استكشاف استراتيجيات الأدب/التهذيب السائدة من قبل كل جنس. بالإضافة إلى تحديد ما إذا كان هناك أي اختلافات أو أوجه تشابه بينهما في استخدام تلك الاستراتيجيات و طريقة تطبيقها. تم اختيار عينة الدراسة بطريقة غير عشوائية، نظرا لخلفيتهم السابقة عن البراغماتية. تم الاعتماد على الطريقة المختلطة حيث دمجنا كل من البحث الكمي و الكيفي معا. علاوة على ذلك، تم تقديم "اختبار إكمال الخطاب" لنفس العينة للإجابة على السؤال الأول لهذه الدراسة. كما تم تطبيق "الملاحظة" خلال خمس (05) حصص للإجابة على السؤال الثاني. كما تم تحليل البيانات التي تم الحصول عليها كميا و كيفيا للحصول على نتائج صحيحة. كشفت النتائج التي تم جمعها أن هناك علاقة بين جنس متعلمي علوم اللغة ماستر 01 والاستراتيجيات التي يستخدمونها. أشارت الملاحظات أن الطلاب يميلون إلى أن يكونوا مباشرين وموجزين وصريحين في التحدث باستخدام الاستراتيجيات المباشرة بنسب مئوية أعلى مقارنة بالاستراتيجيات الأخرى. على عكس الإناث اللواتي يميلن لاستخدام الاستراتيجيات الغير مباشرة بنسب مئوية أكثر من الاستراتيجيات الأخرى مما يعكس ميلهن إلى أن يكونوا غير مباشرين وأكثر تهذيباً و تأدبا من الطلبة الذكور وذلك من خلال الحفاظ على كلامهم ودوداً وليئًا. في النهاية، تم اقتراح مجموعة من التوصيات والمقترحات لأبحاث مستقبلية محتملة.

الكلمات المفتاحية: التأدب/التهذيب، استراتيجيات التأدب/التهذيب، نظرية براون وليفنسون (1987)، البراغماتية، الطريقة الغير عشوائية، الطريقة المختلطة.

Résumé

Cette étude vise à explorer les différences entre les étudiants et étudiantes dans l'utilisation des stratégies de la politesse au sein de la classe d'anglais comme langue étrangère basée sur la théorie de Brown et Levinson (1987). Précisément avec les étudiants du master 01, science de langage, classe de la langue anglaise à l'université de l'Arbi Tebessi. Dans lequel nous avons essayé d'explorer les stratégies de la politesse prévalant par chaque sexe, et en plus de préciser si y avait des différences ou similitudes entre eux dans l'utilisation de ces stratégies et sa méthode d'application. L'échantillon de l'étude a été choisi de manière non aléatoire, vu leurs expériences antérieures sur le pragmatisme. La méthode consistant à combiner la recherche quantitative et qualitative à été retenue, en outre un test d'achèvement de la parole à été introduit du même échantillon pour répondre à la première question de cette étude. En revanche, l'observation a été appliquée durant cinq séances (05) pour répondre à la deuxième question. Et aussi, les données ont été analysées qualitativement et quantitativement pour avoir des résultats corrects. Les résultats recueillis montrent qu'il existe une relation entre le sexe des apprenants du science de langage master 01 et les stratégies qu'ils utilisent. Les observations ont indiquées que les étudiants ont tendance à être direct, concis et dans leurs propos en utilisant les stratégies directs dans des pourcentages plus élevés par rapport aux autres stratégies. Au contraire, des filles qui préfèrent utiliser les stratégies indirectes de pourcentages plus élevés par rapport aux autres stratégies qui reflétaient leurs tendances à être plus indirectes et polies que les étudiants masculins en gardant un discours amical et doux. En conclusion, un ensemble de recommandations sont proposées pour d'éventuelles recherches futures.

Les mots clés: Politesse, les stratégies du politesse, la théorie de Brown et Levinson (1987), le pragmatisme, manière non aléatoire, la recherche quantitative et qualitative.