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An Investigation into the Use of Politeness Formulas in Algerian-Arabic and English in the Performance of Requests and Suggestions: The Case of Master Students of English at Biskra University

Dissertation submitted in partial fulfilment of the requirements for a

Master Degree in Sciences of Language

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Declaration

I, Ouanassa **DALI ALI**, the original and only author for this dissertation, do hereby declare that the work embodied in this research work forms my own contribution and is solely composed by myself. Additionally, the present project has never been submitted in any sort of written documents as thesis, report or dissertation or published by any university or institution for other degrees. Moreover, the work contained herein is my own with an exception of the explicitly acknowledged studies and works within.

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Signature:

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Dedication

Thank you God for your continuous blessings throughout this journey and for giving me the strength and patience to be able to reach my goals.

To my beloved parents whom without my life would be incomplete. I wholeheartedly thank you for your unconditional support, love, sacrifices and encouragement. I love you to infinity and beyond.

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To my baby brother Djamel who is the light and soul of our house. May Allah grant you success and blessing.

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Peace and blessings be upon the Prophet Muhammad SAW

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Abstract

Studying pragmatics and its related norms is a vital and indispensable aspect in the direction of mastering any target language especially when it comes to the communication facet. Nonetheless, the notion of linguistic politeness may not be as acquainted with as other linguistic realisations by learners studying English at the university. It was noticed that this phenomenon has not been fully investigated by researchers in the Algerian Arabic context in comparison with English as numerous studies focused on the existence of the politeness strategies within other cultures and languages. In this vein, the present project endeavoured to explore in depth and shed lights on the politeness formulas implemented by the University of Biskra's Master One students of English when performing two divergent speech acts namely requests and suggestions in English as well as Algerian Arabic. Aiming to reach our objectives, the study comprised of 17 conveniently selected students along with four teachers who form the sample of the present investigation. Methodologically, a qualitative approach was opted for following a case study design. Furthermore, gathering data was made by means of two instruments namely Oral Discourse Completion Test and teachers' interview where we attempted to include three models with one coding scheme as well as descriptive analysis for the purpose of interpreting and analysing the findings respectively. Consequently, it was revealed that learners resort to imply various and divergent politeness strategies in both languages as well as translating some linguistic realisations rooted within their native language in the target one and vice versa. Additionally, mastering politeness strategies and speech acts was deemed as necessary for learners to succeed pragmatically in the target language along with avoiding breakdowns of communication. Thus, we recommend raising awareness to this phenomenon and practicing it with the pragmatics' module.

Key words: Algerian Arabic, Politeness strategies, requests, speech acts, suggestions.

Algerian Arabic Phonological System

The following phonological system is a transliteration from Algerian Arabic to Latin script AA which is used for translating the AA expressions presented in this study. The system is originally made for Arabic and it is borrowed from Nielsen (1999) as cited in Agti (2005). The researcher as a native speaker of AA added some letters and modified the vowels' representation which corresponds with this dialect to make the understanding and reading of the sentences easier.

AA alphabets	Transliteration	Sounds as in	AA alphabets	Transliteration	Sounds as in	AA alphabets	Transliteration	Sounds as in
alif ا	a	ram	siin س	s	sing	laam ل	l	lamb
ba ب	b	bat	shiin ش	sh	shall	miim م	m	mark
ta ت	t	tab	Saad ص	S	salt	nuun ن	n	nasty
tha ث	th	thanks	Daad ض	D	dart	ha ه	h	hand
jim ج	j	jet	Ta ط	T	tore	waaw و	w	word
Haa ح	H	harsh	THa ظ	TH	those	ya ي	y	yet
kh خ	kh	loch	ayn ع	?	eel	hamza ء	a, i, u, aa, ii, uu, ?	-
daal د	d	dad	ghayn غ	gh	Ghana	pi پ	p	plastic
thaal ذ	dh	that	fa ف	f	far	vi ب	v	violin
ra ر	r	ran	qaf ق	q	Qatar	ga غ	g	go
zi ز	z	zeal	kaf ك	k	Kent	-	-	-

List of Abbreviations and Acronyms

AA: Algerian Arabic

B&L: Brown and Levinson

BOR: Bald On Record

CP: Cooperative Principle

D: Social Distance

EFL: English as a Foreign Language

FSA: Face Saving Act

FTA: Face Threatening Act

H: Hearer

I.e.: Id est (it means)

IP: Irony Principle

MP: Model Person

NP: Negative Politeness

ODCT: Oral Discourse Completion Test/Task

OR: Off Record

P: Relative Power

PC: Pragmatic Competence

PP: Positive Politeness

PPr: Politeness Principle

Q: Question

R_x/R: Rank of Imposition

S: Speaker

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General Introduction

1. Background of the Study

One of the major aspects found within pragmatics that is gaining much attention in the present days is linguistic politeness, which is a fundamental part of people's communication and interaction with one another. The notion of politeness was first proposed by Penelope Brown and Stephen C. Levinson in their 1978-1987 book "Politeness: Some Universals in Language Usage" in which they claimed that people tend to use different politeness formulas in order to minimise a threat committed within an act of speech which may have a certain effect upon the hearer regarding the acts that put a face wants at risk as face-threatening acts (FTA). In the same sense, Mills defined politeness as, "The expression of speakers' intention to mitigate face threats carried by certain face threatening acts toward another" (2003, p. 6). This means that people while interacting politely with one another, use multiple politeness strategies to perform different speech acts; for instance, suggesting and requesting.

Moreover, Brown and Levinson's theory universalised the politeness strategies used in different situations claiming that languages possess the linguistic means in order to express politeness. This claim was criticised by many scholars illustrating that their study generalised the results while the theory being built upon the European Anglo-Saxon culture excluding other cultures. Matsumoto (1989, p. 208-9), for instance, explained that their theory is unable to describe the notion of politeness in Japanese as forming or using the same structure of a sentence is inappropriate to indicate all situations.

To add, we believe that the Algerian Arabic context has not been widely addressed in this particular field and especially when accounting for the two speech acts of requesting and suggesting, in contrarily with English that comprises a plethora of work on politeness realisation. With regard that the stipulation of language use cannot be investigated without relating it to its culture, the present research project is conducted in an attempt to explore in

depth and investigate the distinctive nature of the politeness strategies used in two opposite cultures and languages: Algerian Arabic and English, focusing mainly on two fundamental speech acts: requesting and suggesting performed by university students in different scenarios of life. The model suggested by Brown and Levinson is implemented in the present research work for the purpose of investigating, confirming or disconfirming the universality of the politeness strategies from the perspective of another additional language which is Algerian Arabic.

2. Statement of the Problem

The notion of politeness in language was explained and described from different perspectives by various scholars in which each one of them tried to focus on a particular culture or language. Nevertheless, most of them agreed on the conceptualisation of politeness as being a basic and standard point of people's interactions with a view to mirror respect, consideration as well as proper manner while avoiding rudeness and offence. People around the world when communicating with one another implement some polite formulas within their discourse to avoid rudeness and express to the other interlocutor their respect and gratitude which varies according to the addressee as their interaction with peers is completely the opposite of how they talk with elders or seniors.

In the same sense and through various observations, a number of English foreign language learners (EFL) tend to neglect the norms of language usage or simply they are unaware of those norms. Therefore, they might be considered as being impolite through their reactions or delivery of some speech acts. However, other learners tend to adopt strategies concerning politeness found in other languages and eventually use them as part of the English language; due to the negative interference i.e. transfer, of the mother tongue, as well as the culture surrounding them and, in our case, it is the Algerian Arabic.

In this regard, the researcher conducted a study for the purpose of highlighting the distinction between the Algerian Arabic, as a mother tongue, and English language taught as a foreign language at Biskra University in their use of politeness formulas in addition to scrutinising the different strategies applied in order to perform multiple illocutions regarding requests and suggestions. Additionally, the researcher is aiming to investigate how EFL learners respond to various situations to indicate the degree of politeness used based on the level of formality.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: What are the recurrent politeness expressions and strategies used by students mostly in Algerian Arabic and English when performing requests and suggestions?

RQ2: Do EFL students use identical politeness expressions and formulas that are literally translated from Algerian Arabic into English and vice versa?

RQ3: What are the teachers' views regarding students' mastery and use of politeness strategies in the academic context?

4. Research Aims

The general aim of this study seeks to investigate the politeness formulas used in Algerian Arabic in contrast with English within an EFL context in order to ensure a smooth running of interaction.

More specifically, this research work aims to:

- Scrutinise the different formulas of politeness utilised to accomplish different speech acts: requesting and suggesting.
- Examine EFL learners' response to the different politeness scenarios in accordance with the level of formality towards the other interlocutor.

- Identify EFL teachers' views on the notion of politeness and speech acts as well as their significance for mastering the target language.

5. Rationale and Study Description

The following represents the intended steps to be realised for implementing the study, gathering the necessary data, and eliminating potential confounding variables.

A qualitative research approach as well as a case study design will be implemented throughout the research study for the purpose of exploring and analysing the phenomenon under-examination with a small sample size.

In order to gather the necessary data, an Oral Discourse Completion Test along with a semi-structured interview with teachers will be utilised to further examine the research problem and obtain reliable findings.

The ODCCT will take place in Biskra University in which the correspondent participants while being recorded will orally answer the scenarios with the aim to make them imagine the situations in real life and yet gather naturally occurring utterances.

Since an aspect of the current study is being conducted in Algerian Arabic, a transcription programme will be employed aiming to facilitate and demonstrate the AA sentences in the English language in addition to provide a translated version of those expressions.

Gender and age are not taken into consideration within analysis and the interpretation of the present study and are used in order to elicit the sample's age group and gender only.

6. The Research Methodology for this Study

Due to the nature of the research study being purely descriptive, the researcher opted for a qualitative research approach aiming to investigate naturally occurring phenomenon as "the groundedness of qualitative research helps to distinguish real phenomena from intellectual fabrications" (Hoadjli, 2016, 34). Thus, we believe that the application of this

type of approaches suits ideally the nature, as well as the objectives of this study. Students use of the various politeness strategies while performing two types of speech acts: requesting and suggesting will be described and examined throughout the study with the data being gathered in both Algerian Arabic and English. Additionally, teachers' views about the correspondent topic will work as an additional source of information in which they will be analysed and explored. Accordingly, a case study design was adopted with the object of exploring in-depth the research problem under-examination, as well as provide insights and answers about the questions being proposed within the study.

Under the umbrella of this approach, the Oral Discourse Completion Task (henceforth ODCCT) is opted for as a data collection method because of its nature, which is compatible with the research problem. This task comes in the form of multiple situations and scenarios in which the learners are supposed to respond with particular politeness formulas that match those situational prompts. The process will take place in Biskra University where the participants will be recorded answering orally to the test.

With regard, the analysis procedures of the ODCCT is compromised of three models and one coding scheme in which Brown and Levinson's 1978-1987 politeness strategies and social variables model are implemented to analyse the whole ODCCT in both languages. Whereas the other two models each corresponds with the selected speech acts to be examined in the present study as for requesting Blum-Kulka and Olshtain's (1984) model was utilised and in the case of suggesting, Martinez-Flor's 2005 taxonomy was implemented for the same purpose. What follows is the coding scheme suggested by Blum-Kulka et al. in 1989 is deemed to be chosen in accounting for the used alerters at the starting stage of the utterance. Equally important, the researcher employed a semi-structured interview with EFL teachers enrolled at the University of Biskra in order to be acquainted with their views concerning the use of politeness formats as well as fill in all the gaps and obtain other reliable data.

Therefore, both the ODCT and teachers' interviews are chosen to be the data collection instruments for this research project.

7. Population and Sampling Technique

Master One students enrolled at the University of Biskra along with EFL teachers of applied linguistics' major constitute and shape the population of the study. The sample was chosen based on the fact that Master's students are more linguistically advanced which will enable them to express themselves in the target language easily and diversely as well as the Master One students are expected to be, to an extent, more pragmatically competent than other individuals. Subsequently, the choice of using teachers as part of the population is needed to get reliable information through their views and insights about the investigated phenomenon; hence, more reliability and rich data is added to the study. Concerning the sampling technique adopted, the researcher opted for choosing the available and accessible participants for this study; therefore, a non-probability convenience sampling technique was deemed to be the pertinent choice. In this sense, the sample consisted of 17 EFL students with 13 of them being females and only four males.

8. Significance of the Study

This study will serve to provide an in-depth overview into the use of politeness formulas in requests and suggestions in two languages. This will contribute to the growing body of scholarship regarding this phenomenon in Arabic and English as it is indispensably fruitful and insightful in the sense that it contributes primarily to the field of pragmatics specifically and applied linguistics generally because it reflects the linguistic realisation of politeness in Algerian Arabic in contrasting with English. In this vein, EFL learners tend to manipulate some polite forms assuming that a translation from L1 to L2 is valid and effective. In accordance, Huang stated that: "different culture causes different views of values, which affect the criteria of politeness and leads to differences in various aspects" (2008, p. 98);

therefore, this study aims at delving into the Algerian Arabic aspect of politeness which may have not been the interest of scholars before while comparing it to the English one. To add, we seek to explore and unveil the realities behind the investigated phenomenon and whether there could be an occurrence of translation in the expressions used in English through the interference of the mother tongue i.e., Algerian Arabic or vice versa.

Likewise, Yule highlighted the purpose of studying speech acts emphasising that: “the usefulness of speech act analysis is illustrating the kinds of things we can do with words and identifying some of the conventional utterance forms we use to perform actions” (1996, p. 58). Although those actions are universal, the way people utter as well as the effect of the speech acts differ according to the cultural norms. Considerably, the present research study raises certain considerations and elucidations that is expected to enrich the comprehension of politeness strategies employed to express two types of speech acts and raise the attention towards the difference between Algerian Arabic and English in terms of their use of suggesting and requesting speech acts.

Furthermore, the researchers, who conducted studies on this phenomenon, took this notion and tried to explore, as well as, explain it while relating it to other languages mainly their mother tongue or the language of the residence country, in order to provide more insights about the used politeness formulas whether while addressing others or through expressing different speech acts. Nevertheless, we believe a contrastive study between Algerian-Arabic and English was not accentuated with most researches being conducted on other varieties of the Arabic language. Hence, the main contribution of this work is to reinforce the results of previously carried out studies in the field of pragmatics especially politeness with an addition of the Algerian Arabic context in contrast with English to shed a light on this aspect of language while limiting the phenomenon to only suggesting and requesting.

9. Referencing Style for the Dissertation

The acknowledgment of the writing style which any research work is based upon is deemed as a pertinent and significant aspect for the purpose of explaining the format of the dissertation, as well as contributing to the research credibility. With this respect, we opted for adopting the American Psychological Association (APA) as the referencing style of this work due to the latter's thoroughly relevance with the field of social sciences and humanities in which our study falls under. Additionally, the choice of the 7th edition of the APA style is because of the fact that it is the newest version. Nonetheless, some other features used are not compatible with the APA 7th edition and it was mainly a standard highlighted by the supervisor in order to make the overall layout more appealing and proper, such as the use of justified and alignment options, as well as the cover page.

10. Structure of the Dissertation

The following outline represents the dissertation's organisational structure:

Chapter One indicates a theoretical background on politeness in language as a notion and norm in order to provide the readers with general information about the phenomenon and its related theories. Moreover, the first chapter presents the fundamental concepts that shape politeness in addition to the strategies which this research is based upon.

Chapter Two consults the notion of politeness and its relation to speech acts. The speech act theory and its main components are addressed in this chapter along with the social factors that determine the application of the appropriate politeness strategy. Aiming to highlight the difference between English and Algerian Arabic perception of politeness, the Arabic as well as the Algerian Arabic way of expressing politeness are emphasised with the accounting for the requesting as well as the suggesting speech acts.

Chapter Three is devoted to the field work conducted by the researcher in which the data obtained from different qualitative data gathering tools will be described, analysed and

interpreted intending to find out the variance in both languages use of the politeness strategies. Equally important, a theoretical accounting for the fundamental methodological aspects of the present research is demonstrated in details.

11. Demystifying Glossary

A number of terms require some elucidation to determine how and in which sense the researcher uses them.

Cooperative Principle. The term was first coined by H.P. Grice in his 1975 work “Logic and Conversation” to indicate that people use language with a purpose whether it is hidden or showed at the beginning of the utterance in addition to explain that the CP is built up upon four conversational maxims namely: quality, quantity, relevance and manner. J. Thomas in his article discussion about this notion illustrated that what the speaker is executing through his assumptions, there is a presence of mechanism which propel the hearer in finding out another interpretation of what is uttered by the speaker (1997, 394).

CP is considered as one of the two backbone approaches to politeness analysis along with Politeness Principle and “although Grice’s maxims did not address the notion of politeness directly, they became the basis of subsequent studies investigating politeness” (Adel et al, 2016, 48).

Politeness Principle. It was coined by G. Leech and it is the second core approach of politeness analysis as an expansion to Grice’s CP. Leech (1983, 82) as cited in Amraoui (2019) explained PP as it “regulates the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place” as well as it addresses the occurrence and maintenance of politeness in interactions with others. In other words, PP is a minimisation of impoliteness and a maximisation of politeness. Eventually, he introduced seven maxims namely: tact, generosity, approbation, modesty, agreement, sympathy and consideration.

Face-Threatening Act. It is a committed act within the speaker's utterance that risks the hearer's face wants. P. Brown pointed out to Brown and Levinson's 1987 theory in which they explained that interlocutors have some kind of implications for one another's face that get put into a risk or threatened if they opted for performing some speech acts (2015, 327). They argued that: "it is intuitively the case that certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or of the speaker" (1987, 65).

Speech Act Theory. It is originated by J.L. Austin in the 1962 book entitled "How to Do Things with Words" in which he demonstrated that people use language with an intention to have a certain effect upon the other interlocutor pointing out that "to say something is to do something, or in saying something we do something, and even by saying something we do something" (1962, 94). Austin introduced three types of speech acts performed by the speaker beyond the utterance act itself, which are: locutionary act, illocutionary act and perlocutionary act (1962, 98-101).

Chapter One: Theoretical Background on Linguistic Politeness

Introduction

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Introduction

The present chapter intends at providing a general overview on the notion of politeness in language use. It highlights the various definitions provided by different scholars concerning this issue in addition to some demystifying concepts which are basic related elements of politeness. The notion of face is one of those important concepts scholars have dealt with in order to explain the linguistic politeness and how users of language attempt at saving each other's self-image when performing any face-threatening act. Accordingly, scholars have approached politeness from different perspectives attempting at given their own way of understanding and explaining of this phenomenon. Therefore, a list of theories concerning our topic has been provided while dividing them into two eras: traditional and post-modern theories. Equally important, the core of this chapter is to shed light in details on the politeness strategies, which are suggested by Brown and Levinson 1978-1987, performed for the purpose of maintaining the hearer's face wants.

1.1 The Notion of Politeness

Politeness in language use has captivated the interest of numerous researchers across the globe in which each one of them tried to describe, explain, investigate and explore it from their own perspectives. This phenomenon was first coined in 1978 by Penelope Brown and Stephen Levinson in their book "Some Universals in Language Usage" trying to provide a detailed explanation of the term as well as highlight the notion of face and the different politeness strategies used by speakers of a language. Brown (2015) defined the term politeness as: "the feature of language use that most clearly reveals the nature of human sociality as expressed in speech" (p. 326). This illustrates that politeness is associate with the expression of being respectful and considerate in which the speaker uses some address forms to avoid directness and maintain polite behaviour (Watts, 2003, p. 1).

The idea of politeness for Yule is to be aware of people's self-image whether they are socially distant or closed to the other interlocutor in terms of being considerate and friendly (1996, p. 60). Watts further explained the notion of politeness as being socially acquired instead of born with in which speakers of a language use skills or expressions to appear polite when verbally interacting with others (2003, pp. 9-10). Therefore, it is the main paradigm to understand people's intentions and objectives of the interaction whether they are being nice, friendly and respectful or being dishonest, rude and arrogant. The use of politeness can eventually preserve harmony between members of a society when communicating with each other where they maintain social norms of communication namely: the distance, the identity of the addressee, the context in which the speech is uttered, the setting and the situation. Since the concept of politeness had been an a subject of interest for scholars, different definitions and point of views concerning it arose with some relating the term to linguistics and others to pragmatics and society.

1.1.1 Politeness: Definitions

Politeness is considered to be the most significant aspect of life that preserves social relationships of any speech community on certain degrees. In addition, it has been a central point of research within the fields of pragmatics and sociolinguistics. Therefore, countless number of studies has arisen to shed light on the polite or impolite conversations of a given community trying to dig deeper to find any similarities or differences between them. Hence, this notion has been viewed differently by scholars with each of them presented a definition on politeness that is distinctive from other views or supporting them.

Brown (2015, p. 326) indicated that politeness refers to treating others' emotions the way they should be treated and taking them into consideration when having a conversation, in which the speaker needs to pay attention to the way he/she interacts in a well-behaved manner that does not hurt the face of the addressee. Brown further explained this notion and

highlighted that: “politeness in communication goes to the very heart of social life and interaction; indeed it is probably a precondition for human cooperation in general (2005, p. 326).

Brown and Levinson in 1987 based their definition and study of politeness on Goffman 1967’s work “Interaction Ritual” that emphasised the notion of face or face work in interaction. Thus, Brown and Levinson took this aspect of language and elaborated it in relation to politeness in which they claimed that politeness is “a complex system for softening face threats” (as cited in Al-Hindawi & Alkhazaali 2016, p. 1537). They dealt with this notion from the perspective of minding others’ feelings in order not to appear rude or threaten their face. That is to say, they measured it on two scales: positive politeness on one hand, and negative politeness on the other in which they universalised the concept to all cultures. Similarly, Leech (1980, p. 19) viewed politeness as: “a strategic conflict avoidance which can be measured in terms of the degree of effort put into the avoidance of conflict situations.”

In the same sense, Lakoff (1989) as cited in Sekkal (2018, p. 678) asserted that politeness is seen as: “a means of minimising confrontation in discourse – both the possibility of confrontation occurring at all, and the possibility that a confrontation will be perceived as threatening”. This means that preserving a smooth run of interaction between the speaker and the addressee relies on minimising the opposition when having a conversation that could be seen as an offence. Lakoff as cited in Al-Hindawi and Alkhazaali (2016, p. 1537) related the notion to feelings and highlighted the purpose behind using it when she suggested that politeness: “is developed by societies in order to reduce friction in personal interaction (1975, p. 64).

A similar definition of politeness was given by Adegbija (1989, p. 58) as cited in Sweid (2014, p. 11), in which he claimed that it is: “a property associated with a communicative situation by virtue of which a person speaks or behaves in a way that is

socially and culturally acceptable and pleasant to the hearer". This indicates that it is very crucial to know the situational, social and cultural contexts in order to maintain a good verbal or non-verbal interaction or behaviour.

For Yule, politeness is seen as social interaction that it is used in order to recognise others' self-image (face) in terms of being close or distant from the other interlocutor (1997, p. 60). He continued to elaborate more and described that when a person is showing a recognition or awareness to someone who is socially distant as deference or respect, whereas as "friendliness, camaraderie and solidarity" when a person is doing the recognition with a socially closed addressee.

1.1.2 Face

The concept of face was originated in China as known as: "*mien-tzu*" with it being a central aspect for the Chinese social life. Yang (1945, p. 167) as cited in Ting-Toomey (1994, p. 98) explained the notion of "*mien-tzu*" in the Chinese context as "a personal psychological satisfaction" that it not linked in any way with the meaning of face as a physical expression. Instead, he illustrated that in Chinese when saying that: "one loses face, we mean that he (or she) loses prestige... when we say that a man wants face, we mean that he wants to be given honor, prestige, praise, flattery, or concession." He accounted the term of "*tiou-lien*" for the former (losing face) and "*yao mien-tzu*" for the latter (wanting face).

Goffman, in his 1967 work "Interaction Ritual", acknowledged the Chinese sources and applied the notion of face in the English context. He referred to it as: "the positive social value a person effectively claims for himself" by his self-presentation which others have evaluated (1967, p. 5). He explained that it is the person's attempt to protect his face or self-image from any potential external threat that might lead him or her to lose his or her face. This means that face is what needs to be protected when interacting with others to assure a smooth running of conversation without hurting each others' face wants. Goffman continued

to maintain that face is found in “the flow of events” between interactants which can be demonstrated when there is a change of feelings that save or threat the addressee’s image instead of being located in his or her body (1967, p. 7).

Similarly, Brown and Levinson (1987) took Goffman’s concept and explanation of face and based their study on it while presenting their own version. They claimed that face is the public’s self-image which is related mainly to their emotions and feelings that in different situations can be maintained or lost or even enhanced in other contexts (1987, p. 61). In fact, they presented two types of face: positive face and negative face in which they defined the former as a person’s wants to be accepted and approved by others, while the latter as a person’s wants to be “unimpeded” or unimposed by other interactant (1987, p. 62).

Yule (1996) referred to the notion of face as:” that emotional and social sense of self that everyone has and expects everyone else to recognize” (p. 60). This implies that people generally assume that their own self-image and face wants to be perceived and respected. Similarly to Brown and Levinson’s presentations of both types of face, Yule defined the positive face as:” the need to be accepted, even liked, by others, to be treated as a member of the same group and to know that his or her wants are shared by others” (1996, p. 62), whereas the negative face as:” the need to be independent, to have freedom of actions, and not to be imposed on by others” (1996, p. 61). Yule demonstrated that saying negative face does not imply that it a bad thing or that it is a threat; in fact, it is only to recognise that it is an opposition of positive face.

1.1.3 Face Threatening Acts (FTAs)

Referring back to what Brown and Levinson explained about face in their 1987 work, they asserted that individuals generally try to save both of the positive and negative faces to assure having a normal conversation without hurting each other’s self-image. Nevertheless, in some other cases, people do not always maintain other’s face nor expect theirs to be threaten

and could result in both parties performing an act that damages or threatens other's face wants. This act is called "face-threatening acts" (FTAs) and as Brown and Levinson defined that they are acts that: "run contrary to the face wants of the addressee and/or of the speaker" (1987, p. 65). In the same sense, this notion was explained by Yule who contends that when someone performs an act that damages or threatens another person's feelings and expressions, it means he/she is performing a face threatening act (1996, p. 61).

As a matter of fact, this can be done with verbal, paraverbal or non-verbal expressions as words, intonation and stress or facial expressions and gestures can all be part of face threatening acts and can easily damage one's public self-image. Brown and Levinson illustrated that those acts can affect the negative or the positive face of an individual. They suggested that the acts threaten the negative face when "the speaker (S) does not intend to avoid impeding H's freedom of action" (1987, p. 65). In contrary, the FTAs threaten the positive face when "the speaker does not care about the addressee's feelings, wants, etc" (1987, p. 66). Therefore, threatening an individual's face wants produce multiple mixed feelings of shame, humiliation, defensiveness or embarrassment.

1.1.4 Face Saving Acts (FSAs)

As has been hinted above, the interlocutors' face gets damaged through the use of disrespectful acts from both parties. Thus, a need for a strategy to prevent the problem from occurring and soften the threat is required in politeness. Therefore, the users of language attempt to stabilise a pleasant relationship with one another by using some devices or acts in order to reduce the threat carried in their utterances to the lowest level or prevent it from occurring in the first place so that face will be maintained. This type of acts is called "face-saving acts" (FSAs). Brown and Levinson (1987) divided them into two categories of positive politeness and negative politeness. Yule emphasised that positive politeness refers to showing mutual wants and goals between the interlocutors in addition to solidarity, whereas negative

politeness is concerned with avoiding interference and imposition as well as exhibiting respect to the addressee's concerns and wants with both parties being different from one another (1997, p. 62).

1.2 Theories on Politeness

Since politeness in language is considered as a paramount norm that is mostly required to maintain the social order and relationship of a certain speech community, various theories and models on this notion arose in pragmatics for the purpose of explaining how people use language. While most people would assume that politeness deals only with saying expressions like: please, thank you and sorry, scholars approached the phenomenon from a different angle. Therefore, reviewing previously acknowledged theories on linguistics politeness should be done in order to better understand its origin and explanation. Theories on politeness are divided into two waves with the first wave being the basis that established numerous studies on the subject (traditional theories) and the second one being the innovated version that improved or adopted the first wave theories with an addition (post-modern theories).

1.2.1 Traditional Theories

The traditional theories are the first theories to be asserted within the phenomenon of politeness. They include variety of models and the four which will be presented are the fundamental and most reliable ones.

1.2.1.1 Paul Grice's Cooperative Principle (1975)

One of the early basis principles of politeness and a starting point for Leech (1983) and Lakoff (1973) models on this phenomenon is the Cooperative Principle that was coined by Grice in 1975 in his book "Logic and Conversation". Grice suggested that interlocutors do not simply use purposeless language as they do not utter linguistic sentences that have no close relation to each other; instead, they exchange conversation through purposeful connected expressions or speech (1975, p. 45). He continued to formulate a principle that

“make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged”. He called this principle Cooperative Principle (CP). This means that the interactants adopt a cooperative verbal deportment in order to maintain appropriate communication which indicates that when they interact with one another, they cooperate to exchange meaning and formulate well-formed and understood utterances.

Furthermore, Grice (1975, pp. 45-46) introduced within the CP four principles that people need to follow to assure having appropriate conversations which he called them the four maxims: quantity, quality, relation and manner.

***The Quantity Maxim:**

It is related to the amount of information being delivered. He illustrated that interlocutors need to present the right quantity of information while interacting to be informative enough; however, they should not exaggerate nor minimise the messages being uttered.

***The Quality Maxim:**

This maxim represents truthfulness which interlocutors should consider while uttering their speech. Grice suggested that people need to tell the truth based on their previous knowledge as they should stay completely away from saying false assumptions or things that lack adequate evidences.

***The Relation Maxim:**

The meaning behind this maxim relies exactly in its name; to be relevant. When having a conversation, both the speaker and the hearer need to be relevant in their speech which means their answers correspond with the topic being discussed.

*The Manner Maxim:

It generally deals with being clear and unambiguous. The interlocutors should deliver utterances without any ambiguity, obscurity or prolixity as they should “be perspicuous” in order not to confuse others or conveying any misunderstandings.

Fundamentally, these maxims according to Grice help in organising and maintaining a smooth running of conversation between the addresser and the addressee. Fraser (1990) as cited in McCarthy (2014, p. 18) indicated that: “Grice assumes that the CP is always observed and that any real or apparent violations of the maxims signal conversational implicatures: non-explicit messages intended by the speaker to be inferred by the hearer”. That’s because people mainly assume that others would provide the correct amount of information without being ambiguous as well as would be succinct in their speech and relevant while avoiding any untruthfulness as these principles are hidden within the utterances instead of openly stated (Yule, 1996, p. 37).

Grice explained that sometimes people do not adhere to these maxims for multiple reasons and one of which is politeness as they try to avoid offending one another by violating a maxim. Similarly, Lakoff as cited in Abdulhadi Qari (2017, p. 22) argued that:” when clarity conflicts with politeness, in most cases but not all, politeness supersedes (since)... it is more important to avoid offence than to achieve clarity” (1973, pp. 297-298). Nevertheless, Grice’s CP opened the door and worked as a basic foundation for future theories on linguistic politeness to be formed especially the works of Lakoff (1973) and Leech (1983).

1.2.1.2 Robin Lakoff’s Work on Politeness (1973)

Lakoff was one of the first to study linguistic politeness from a pragmatic rule-based viewpoint in 1973. She initially was linked to a semantic model development of generative grammar known as “generative semantics” during the 1960s. Nevertheless, due to the considered effect of Grice’s CP, she shifted to the Grecean Pragmatics. Lakoff’s theory of

politeness is based on a system of pragmatic rules, which she likens to that of syntactic rules in linguistics. The Gricean CP and its maxims are part of her analysis of the systematicity of language use in which she sees politeness rules as part of the scientific way of capturing this systematicity (Fauziati, 2013, p. 89).

Accordingly, Grice's suggestion or comment about people not adhering to his maxims because of politeness urged Lakoff to set new pragmatic rules next to semantic and syntactic ones; therefore, she accounted for adding politeness rules to Grice's CP which she referred to them as "rules of conversation" with the two types of rules falling under the umbrella of Pragmatic Competence (PC) (Watts, 2003, p. 59). Lakoff expressed that interlocutors possess pragmatic criteria that specify whether or not an expression they are using during the conversation is pragmatically well-formed, and how far it deviates if it is (1973, p. 296).

In fact, Lakoff stated that "in most informal conversations, actual communication of important ideas is secondary to merely reaffirming and strengthening relationships" in which rules of conversations are tightly observed when more significance is given to the delivered message than to the actual talking act (1973, p. 298). Attempting to expand Grice's viewpoint, Lakoff introduced two set of sub-rules of pragmatic competence: "be clear" and "be polite". The former represents the Gricean CP of the four maxims which suggests that people when interacting, they are performing a kind of collaboration or cooperation in order to assure an appropriate run of conversation. Whereas the latter is a manifestation of social factors that govern interactions; thereof, she divided it into three major rules of politeness summarised as follows:

*Do not impose:

Watts (2003, p. 61) expressed that this rule represents formal politeness in which he used the example of "I am sorry to disturb you, but..." to explain this type more. This means that the relationship between both interlocutors should remain formal with distance been set

by the speaker him/herself. Lakoff maintained that this rule refers to not interfering with people's business and remaining aloof in order to preserve the kind of relationship with the addressee, in addition to the use of technical terms, impersonal expressions and passives (1973, pp. 298-299).

*Give options:

The second rule represents informal politeness that is shown in this example of "Would you mind closing the window?" (Watts, 2003, p. 61). It illustrates that the addresser leaves the door open for the addressee to decide his/her own choice without imposing any decision on him/her. For Lakoff, hedges and euphemisms are good strategies to give freedom to the addressee to hold his/her own opinion as this rule accounts for the deference when addressing others (1973, pp. 299-300).

*Make a feel good – be friendly:

As been mentioned by Watts, the example of: "Hey! That's a terrific suit you've got on there!" illustrates a close relationship between the interlocutors; therefore, he referred to the third rule as intimate politeness (2003, p. 61). Lakoff explained that it holds the concept of camaraderie or solidarity in which a friendly relationship among the speaker and the hearer is represented with the purpose of making the latter feel at ease even if he/she has a lower rank than the former and an example of that is using nicknames to address others shows how much a person is close to them (1973, p. 301). Additionally, one may also use compliments and express agreement to make the other party feel comfortable.

Although the three rules fall under the same umbrella of politeness, Lakoff made a distinction between the three rules when she stated:

Rules 1 and 2 may be applicable together, as we have seen: avoidance of nonfree goods may be interpreted both as a means of not imposing, and as a way of letting the addressee have his freedom. , But Rule 1 and Rule 3 seem to be mutually

contradictory: if they coexist in the same conversation, we must assume that, for any of various extralinguistic reasons, the participants are, really or conventionally, shifting their relationships with each other. (1973, p. 301)

Her view and model was criticised because of her lack of empirical evidences on cross-culture politeness strategies (being universal). The nature of pragmatic competence which she referred to, the pragmatic rules such as those found in generative grammar as well as the universality and systematicity of her definition of politeness were the main critiques raised by Watts in 2003 because she did not succeed in recognising that rules of politeness are limited to cultural differences. As such, Lakoff failed to establish a line between politeness as a universal language phenomenon and politeness in regular interactions.

This was highlighted by Eelen in 2001 as cited in Fattah (2014, p. 32) as the scholar provided an example of which people from distinctive cultures may prioritise a rule over the other to maintain polite behaviour such as: “European cultures tend to emphasise Distancing strategies” (rule 1), “Asian cultures tend to be Deferential” (rule 2); whereas, “modern American culture tends towards Camaraderie”. Additionally, Watts provided another weak point on Lakoff’s model as well as on Grice’s CP by stating that speakers will breach one of the conversation rules when they opt for using one or all of the three politeness rules (2003, p. 60).

Subsequently, a new theory on politeness arose in order to elaborate the Gricean CP where politeness is highly influential and that is Leech’s model.

1.2.1.3 Geoffrey Leech’s Politeness Model (1983)

Leech (1983) opted for expanding what Grice and Lakoff suggested about politeness; however, unlike Lakoff, Leech approaches this phenomenon from a model he called “general pragmatics” instead of accounting for pragmatic competence and he conceptualised it as: “the general conditions of the communicative use of language” (1983, p. 10). Fundamentally, he

distinguished two types of rhetoric systems of conversations in order to study the general pragmatics namely: interpersonal and textual rhetorics (Leech used the word rhetoric as a countable noun) which consist of set of principles (1983, p. 15). He placed his theory on politeness within the framework of interpersonal rhetoric which subsequently consists of three major principles: the Cooperative Principle (Grice's CP), the Politeness Principle (henceforth PPr) and the Irony Principle (IP).

The main purpose of the CP for Leech which is the same as Grice's is to give the chance to people to communicate cooperatively with each other through which it regulates "what we say so that it contributes to some assumed illocutionary or discoursal goal(s)" (as cited by Jewad et al. 2020, p. 33). On the other hand, the PPr maintains "the social equilibrium and the friendly relations, which enable us to assume that our interlocutors are being cooperative in the first place" (Leech, 1983, p. 82). This means that people establish and preserve relationships as well as feelings within a speech community through the use of the PPr. Eventually; Leech introduced six types of maxims within the Politeness Principle while addressing the central concept of his model and that is politeness which he views it as a speaker hearer relationship instead of only relating it to one side, he also expressed the possible appearance of a third party whom the speaker tend to use politeness for without them being present in the situation (1983, pp. 131-132). The six maxims are summarised as follows:

1.2.1.3.1 Tact Maxim

It is operated on the scale of cost-benefit in which it is used in order to minimise the cost and maximise the benefit to others. Watts illustrated this maxim with the example of: "You know, I really do think you ought to sell that old car. It's costing more and more money in repairs and it uses up far too much fuel". Here, the cost to the hearer is minimised in the first part, whereas the benefit is maximised in the second one (2003, p. 66).

This maxim can also be operated on the scale of indirectness to increase politeness. Leech (1983, p. 108) gave this example to illustrate: “Could you possibly answer the phone?” The addressee’s benefit here is relatively found since there is an occurrence of option giving stated by the speaker.

1.2.1.3.2 Generosity Maxim

Where the tact maxim accounts for the hearer; the generosity maxim deals with the speaker him/herself. It minimises the benefit and maximises the cost for self. The difference between the two is found within this example of Leech (1983, p. 134):

“Could I borrow this electric drill?” serves the generosity maxim as the self beneficence is reduced while being more polite. On the other hand, “Could you lend me this electric drill?” serves a less polite tact maxim than the previous one (this does not mean that this example is rude or impolite; it is just less polite than the generosity example).

1.2.1.3.3 Approbation Maxim

This maxim deals with the avoidance of saying unpleasant things about the addressee. In this case, the speaker tries to minimise the dispraise and maximise the praise to the hearer. This example of Watts expresses the reduction of dispraise; whereas the second example is giving by Leech to indicate the boost of praise.

(1) “I wonder if you could keep the noise from your Saturday parties down a bit. I’m finding it very hard to get enough sleep over the weekends” (2003, p. 67).

(2) “What a marvellous meal you cooked” (1983, p. 135).

1.2.1.3.4 Modesty Maxim

Similarly to the generosity maxim and contrary to the approbation one, the modesty maxim deals with the speaker him/self whether with praising or not. Therefore, it minimises the expression of self-praise and maximises the expression of self-dispraise. Leech (1983, p. 136) illustrated it with the following examples:

(1) “How stupid of me!” expresses the speaker’s self-dispraise.

(2) “A: They were so kind to us. B: Yes, they were, weren't they” indicates the speaker’s reduction of his/her self-praise with praising others.

Leech used the previous examples’ asymmetries to highlight the violation of the modesty maxim:

(1) “How clever of me!”

(2) “A: You were so kind to us. B: Yes, I was, wasn't I”

1.2.1.3.5 Agreement Maxim

It refers to the expression of minimising the disagreement and maximising the agreement between the interlocutors. A partial disagreement can be opted for instead of the complete disagreement of the hearer’s speech. An example provided by Leech (1983, p. 138) to illustrate this type of maxims is stated as follows:

“A referendum will satisfy everybody. B: Yes, definitely” indicates the speaker’s total agreement with the hearer’s speech. Nevertheless, the next example shows the partial disagreement: “English is a difficult language to learn. B: True, but the grammar is quite easy”.

1.2.1.3.6 Sympathy Maxim

Watts expressed that this maxim account for minimising the antipathy and maximising the sympathy between the interlocutors (2003, p. 67). Leech (1983, p. 139) used this example to indicate that the sympathy maxim does not require stating more information than supposed to be in order to understand the purpose behind or the meaning implied within the speech:

“I'm terribly sorry to hear about your cat” simply highlight a condolence towards the hearer because of his cat’s death.

In fact, Leech maintained that politeness is significant between the speaker and the hearer instead of with others (third party) (1983, p. 133). Therefore, people try to maximise

politeness and the benefit of others more than with dealing with themselves and because of that some maxims may contradict with others depending on the context the speech is used in. (1983, p. 137). Eventually, he indicated that whenever this issue occurs, one maxim should be prioritised over another refereeing back to the situation (1983, p. 137).

Even though, Leech's work expanded Grice's one and accounted for explaining politeness in speech acts, criticism arose from certain gaps in his model. Fraser as cited in Abdulhadi Qari (2017, p. 27) preserved that: "sentences are not ipso facto polite, nor are languages more or less polite. It is only speakers who are polite" (1990, p. 233) because for Leech speech acts tend to naturally be whether polite like in praising or impolite such as in ordering.

In the same sense, Mey (2001, p. 80) as cited in Gheddar and Laour (2016, p. 29) addressed that ordering does not always imply impoliteness as "Have another sandwich" is simply liked by the addressee instead of taking it as an insult. Another criticism about Leech's work lies in the number of maxims needed for politeness as he left the door open for that. Brown and Levinson accounted for this issue by maintaining that coming up with new maxims whenever people find irregularity in language would result in having an "infinite number of maxims" as well as "unconstrained" theories (1978-1987, p. 4). Therefore, they suggested new theory in order to account for the politeness phenomenon.

1.2.1.4 Brown and Levinson's Theory on Politeness (1978-1987)

The previous three theories were based on the conversational view in which people tend to cooperate to run smoothly the conversation with one another. Nevertheless, Brown and Levinson's (1978-1987) model (henceforth B&L) approached the politeness phenomenon from another angle as they adopted Goffman's face work theory and applied it in their model in order to explain polite human interaction which became one of the most influential works on politeness. As it has been mentioned before, they argued that politeness is mainly an effort

the speaker makes in order to avoid threatening the addressee's face in which they claimed that people have two types of face: negative and positive ones.

In other words, it is the interlocutors attempt to maintain each other's public image with the usage of politeness devices or strategies with the notion being universalised. The negative face for B&L is the interlocutor's attempt to act freely without any imposition or without his/her wants get "unimpeded" (1978-1987, p. 62). On the other hand, positive face refers to the speaker's desire to get his wants to be acceptable and appreciated by the addressee or vice versa (1978-1987, p. 62). In the same vein, Yule demonstrated in simple words that the negative face is "the need to be independent", whereas the positive one is "the need to be connected" (1996, p. 62).

They centred their theory on the notions of face and rationality which they claimed to be universal. Therefore, they suggested a model called "Model Person" which "consists in is a wilful fluent speaker of a natural language, further endowed with two special properties - rationality and face" (1978-1987, p. 58). Hence, the MP has to be aware of not threatening his/her or others' face wants by using the appropriate politeness strategy in order to achieve the interaction goal (Watts, 2003, p. 85). The rationality concept is defined as "the application of a specific mode of reasoning - what Aristotle (1969) called 'practical reasoning' - which guarantees inferences from ends or goals to means that will satisfy those ends" (1978-1987, p. 64). For these reasons, B&L theory on politeness took another direction from what previous scholars took and; therefore, it was regarded and termed as "face saving view".

Nonetheless, they argued that even if the interlocutors try to maintain each other's face, there are certain speech acts which essentially threaten both of the interactants' face either the negative or the positive one namely FTAs. They placed requesting and suggesting under those face-threatening acts that hurt the hearer's negative face because of the imposition involved as the former indicates making the addressee do or refrain from doing an action,

while the latter demonstrates thinking that an action might be performed by the addressee (1978-1987, pp. 65-66).

In order to explain people's attempt to save each other's face wants, B&L suggested positive and negative politeness done by the speaker to appeal to the addressee's positive and negative face. On one hand, positive politeness is adjusted towards the individual's positive face as it deals with enhancing, satisfying as well as enforcing the needs of the hearer's positive face with the threat being reduced because both interlocutors have somehow mutual wants (1978-1987, p. 70). Negative politeness, on the other hand, is adjusted towards the negative face as the speaker try to take into consideration the hearer's wants and; therefore, neither interfere nor place imposition on his negative face (1978-1987, p. 70). In this regard, the interlocutors make an effort in order to minimise the threat being expressed by their speech and maintain a good relationship with one another.

Hence, they endeavour to use different politeness strategies to fulfil this requirement. Watts explained that those strategies "aim (a) at supporting or enhancing the addressee's positive face (positive politeness) and (b) at avoiding transgression of the addressee's freedom of action and freedom from imposition (negative face)" (2003, p. 86). The five politeness strategies that B&L proposed in 1978-1987 will be discussed in details furtherly.

Subsequently, B&L theory on politeness was not immune from criticism, even though it highly contributed the field of pragmatics as it helped in understanding social interactions and stabilising relationships. It was criticised for numerous reasons by other scholars with most of them accounting for their notion of universality as they stated:" we are assuming that the mutual knowledge of members' public self-image or face, and the social necessity to orient oneself to it in interaction, are universal" (1978-1987, p. 62).

Matsumoto is one of those scholars who criticised B&L universal claim of negative politeness as it did not correspond or explain the Japanese notion of face. She as cited in

Watts (2003, p. 102) argued that the Japanese culture does not put much emphasis on the interlocutors freedom of action to minimise imposition; instead, it focuses on how both the speaker and the hearer view the social communication and relationship between them (1988, p. 421). In the same sense and related to their cultures, Mao (1994) and Gu (1990) in Chinese, Ide (1989) in Japanese, Wierzbicka (1985) in Polish and Clancy (1989) in Korean cultures explained that B&L model accounted for the western community with their analyses being limited to only the Anglo-centric situation. Another criticism relies on the neglecting of the notion of impoliteness and focusing only on politeness.

This criticism led to the rise of a new wave of theories which added new concepts to the politeness phenomenon and investigated it from new perspectives.

1.2.2 Post-modern theories

What follow the traditional theories are the post-modern ones which came as a reaction towards the previously mentioned four theories. Therefore, an account for this era is made as follows.

1.2.2.1 Gino Eelen's model (2001)

Through the 2001 work by Eelen on "A Critique of Politeness Theories", a new wave of theories emerged. He pointed out that the traditional theories focused mostly on politeness and neglected the notion of impoliteness; therefore, he attempted to highlight this concept especially because B&L did not account for a proper distinction between the two issues. As influenced by Bourdieu (1990)'s concept of social practice, Eelen emphasised that politeness is a matter of social interaction production between the speaker and the hearer instead of a "passive learning process" that focuses only on the speaker (2001, p. 224 as cited in Meniai, 2019, p. 17). He stated that "politeness should first and foremost be regarded and studied as a practice" (2001, p. 221 as cited in Inagaki, 2007, p. 174).

Moreover, he distinguished between two types of politeness: (im)politeness₁ which referred to “the understandings of what constitutes politeness for participants in interaction”, and (im)politeness₂ which means the “theorists' understanding of politeness and academic generalisations about politeness and impoliteness” (Mills, 2011, p. 30).

1.2.2.2 Richard Watts's model (2003)

Following Eelen's steps on the discursive model of politeness, Watts in his book “Politeness” suggested a binary distinction between the two types of politeness that Eelen has already presented namely (im)politeness₁ and (im)politeness₂, with the former being introduced by Watts (2003) as first-order (im)politeness and the latter as second-order (im)politeness. Politeness₁ refers to the common sense interpretation or the “lay conceptualisation” of what is being communicated by a social cultural community through their polite behaviour, whereas politeness₂ is the abstract theoretical notion of politeness and “a technical term used in the pragmatic and sociolinguistic study of socio-communicative verbal interaction” (2003, p. 30).

He argued that the interlocutors' behaviour should be built upon the interpretation of the speech being delivered by them instead of focusing on the linguistic form of the utterances (2003, p. 8); therefore, he regarded politeness as a subjective evaluation which its recognition depends on the people using it. Watts highlighted that:

A theory of politeness₂ should concern itself with the discursive struggle over politeness₁, i.e. over the ways in which (im)polite behaviour is evaluated and commented on by lay members and not with ways in which social scientists lift the term ‘(im)politeness’ out of the realm of everyday discourse and elevate it to the status of a theoretical concept (2003, p. 9).

Watts (2003) and Eelen (2001) addressed the problem of focusing only one of the interactants as the classic theories did. Eventually, Watts stressed that in the politeness theory,

both of the speaker and the addressee should be focused adequately on in interaction as it is a matter of exchanging information between the two; thus, they fit in the roles of each other (2003, p. 23).

1.2.2.3 Sara Mills's theory (2003)

Another post-modern theory was introduced by Mills in her 2003 book intitled "Gender and Politeness" in which she attempted to criticise essentially the universality of the traditional theories. Mills as cited in Fattah (2014, pp. 36-37) explained that "post-modernism might be seen as a type of theoretical move which questions all concepts and evaluations and is sceptical of all attempts at grand narrative or metanarrative, that is, all overarching theories which attempt to generalise or universalise" (2011, p. 28).

Mills adopted the notion of "communities of practice" which was introduced by Lave and Wenger in 1991 as well as Bourdieu 1990's "habitus" concept which was also what Eelen and Watts based their model on in order to explain her position. She emphasised that the understanding of politeness should be realised when being practiced within a community of practice where a group of people socially interact with each other as Wenger highlighted that "a community of practice consists of a loosely defined group of people who are mutually engaged on a particular task and who have a shared repertoire of negotiable resources accumulated over time" (1998, p. 76, as cited in Hammood, 2016, p. 15).

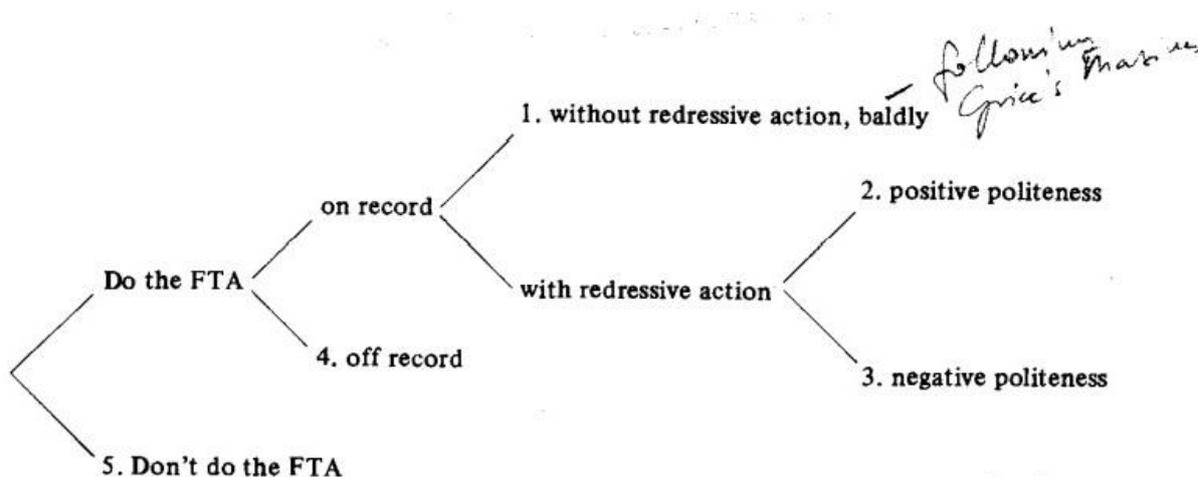
1.3 Politeness Strategies

Brown and Levinson in 1978-1987 introduced through their book "Politeness: Some universals in language usage" four types of strategies people use in order to soften face and maintain it so that it will not get threaten because of some speech acts. They claimed that these strategies are universal and used by all speakers of any language to fulfil this requirement. In our case, these strategies will be tested on their universality and check whether or not they are utilised in the Algerian Arabic dialect. The use of the type of strategy

depends on the FTA that is being performed such as requests and suggestions as well as the context.

Figure 1.1

The Politeness Strategies Based on Brown and Levinson's (1978-1987) Model



Note. Adapted from *Some Universals in Language Usage* (p. 69), by P. Brown and S. C. Levinson, 1978, 1987, Cambridge University Press. Copyright 1978, 1987 by Cambridge University Press.

1.3.1 Bald on Record

According to B&L, this strategy revolves around being straightforward and unambiguous in delivering the speech as they argued that the interactants do it “in the most direct, clear, unambiguous and concise way possible” (1978-1987, p. 69). This strategy indicates that the speaker does not attempt to reduce the hearer’s face threat as he/she is efficiently performing the FTA such as imperatives in saying: *Sit Down*. This example directly indicates that S is making a request to H without minding his/her face which emphasise that the bald on record strategy is used in order to state clearly the reason behind the speech performed without taking into consideration whether H’s face may get damaged

through embarrassment or not. This is mostly used when the relationship between S and H is close and distance is narrowed such as with family members or intimate friends.

B&L proposed two situations in which the bald on record strategy is mostly used: no minimisation of the threat and minimisation through implication. The former is used with maximum efficiency of the FTA such as in emergencies: *Watch out!*, conversations' attention getters: *Hear me out*, channel noise (calling in distance): *Come here right now!*, task oriented: *Lend me a hand here*, advice and warning: *Careful! He's a dangerous man* and granting permission: *Yes, you may go*. The latter is implied when S is nicely oriented to H's face by "pre-emptively inviting H to impinge on S's preserve" (1978-1987, p. 99). To illustrate, examples of this type of situations are found in welcoming: *Come in*, farewells: *Come again*, and offers: *Don't bother, I'll clean it up*.

1.3.2 Positive Politeness

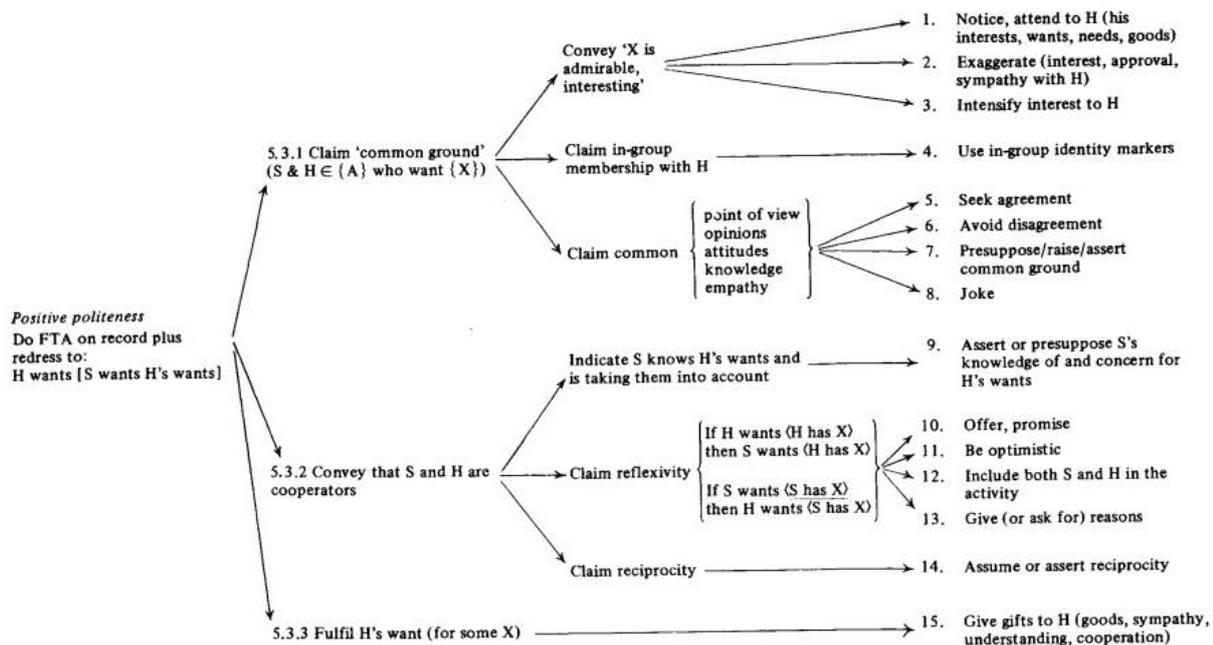
As it has been previously mentioned, positive politeness deals with enhancing H's positive face and maintaining his/her interests and wants. Hence, the positive politeness strategies attempt to minimise threat and maintain a friendly atmosphere between the interactants as well as reduce the social distance. B&L argued that this strategy represents a behaviour shared between S and H in which they accept one another's personalities; in addition, they preserve face wants and satisfy them; therefore, this strategy is a redress one (1978-1987, p. 101). It is utilised as a social accelerator in which S preserve his/her intimate relationship with H by wanting his/her wants and satisfy H's positive face. To illustrate, B&L used the following example to indicate that S indeed attempts to enhance H's positive face: *How absolutely marvellous! I simply can't imagine how you manage to keep your roses so exquisite, Mrs B!*

B&L proposed fifteen strategies that reflect positive politeness expressed by S in order to appeal and satisfy H's positive face. They divided the strategies into three major categories:

claim common ground (both S and H share the same goals and wants) (strategies 1 to 8), convey that S and H are co-operators (both of them are involved in a certain relevant activity) (strategies 9 to 14) and fulfil H's wants for some X (S redress H's face through wanting his/her wants and fulfilling them) (strategy 15).

Figure 1.2

Positive Politeness Strategies



Note. Adapted from *Some Universals in Language Usage* (p. 102), by P. Brown and S. C. Levinson, 1978, 1987, Cambridge University Press. Copyright 1978, 1987 by Cambridge University Press.

Strategy 1

The speaker in this case attempts to notice and attend to H's wants as well as interests. An example of this type of strategies is given as follows: *You must be hungry, it's a long time since breakfast. How about some lunch?* Moreover, a case of H making an FTA against him/herself can be expressed as well where the speaker needs to notice it and remind the addressee that it is not a big deal such as when H is having a running nose, S should provide

him/her with a tissue. By ignoring the situation, the S is now performing a negative politeness instead of a positive one.

Strategy 2

This strategy deals with exaggeration of linguistic prosodies as in stress, intonation, tone or even by using intensifiers in order to appeal to H's interests and sympathies; for instance, *what a fantastic garden you have!*

Strategy 3

Using this strategy gives the speaker the ability to involve the hearer within a story by intensifying the interests to the hearer of his own contributions (S's). This is accomplished through the use of "vivid present" tense as in: *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....*

Furthermore, using direct quotations and tag questions are regarded as an aspect of positive politeness because of the involvement of the addressee within the conversations such as by using: *see what I mean? , isn't it? And you know?*

Strategy 4

The speaker in this strategy uses in-group identity markers to express solidarity and membership. This is shown through the use of forms of address, in-group language or even dialect, jargon and slang or ellipsis. Such expressions include mate, buddy, sister, brother, dear, sweetheart, guys...etc

Strategy 5

The main idea behind this strategy is seeking agreement by using safe topics and repetition. The former allows the interactants to find a common ground between them as the speaker seek to appeal to H's interests; for instance, talking about the weather or gardens. The latter gives the opportunity to S to approve what H has uttered and show that he/she is

interested in H's speech and therefore stresses emotional agreement. To illustrate, B&L gave the following example to express positive politeness through repetition:

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

B: Oh God, a flat tyre!

Strategy 6

In order to agree with H without damaging his/her positive face, S seeks to avoid disagreement by using token agreement which refers to twisting the speech by hiding the disagreement and pretending the agreement with the use of "yes, but" instead of "no". In addition, S may draw a conclusion to his utterance by using "then" or "so" to express pseudo-agreement or may opt for the use of white lies for the purpose of saving H's face. Another feature of this strategy is the employment of hedging opinion through the use of some expressions such as: in a way, sort of, kind of...etc to hide S's attitude and opinion towards any situation. The following examples were given by B&L to illustrate the four types of avoiding disagreement in order:

a. *A: Have you got friends?*

B: I have friends. So-called friends. I had friends. Let me put it that way.

b. *I'll meet you in front of the theatre just before 8.0, then.*

c. *Yes I do like your new hat!*

d. *You really should sort of try harder.*

Strategy 7

This strategy stresses the use of small talks between S and H in order to indicate the close relationship between the two with an implication of the main purpose behind the conversation; for instance, requesting. S may as well save H's face through the use of point of view orientations by either switching to H's point of view with involving him/her within the speech or avoiding adjustments in H's point of view. To illustrate, this example works as an

indication to including H within the act: *'I had a really hard time learning to drive, didn't I'*.

Presupposition manipulations are another way of raising a common ground between the interlocutors in which "S presupposes something when he presumes that it is mutually taken for granted" (Brown and Levinson, 1978-1987, p.122).

Strategy 8

Since jokes are based on shared knowledge and indicate a common ground between the interlocutors, using them within the speech makes H feel comfortable and minimises the damaging of H's positive face. B&L illustrated this strategy by using this example to express a request: *"How about lending me this old heap of junk? (H's new Cadillac)"*

Strategy 9

This strategy is entitled "Assert or presuppose S's knowledge of and concern for H's want" which refers to making H cooperative with S's wants by implying the latter to his interests within H's as in: *"Look, I know you want the car back by 5.0, so should(n't) I go to town now? (request)"*

Strategy 10

With the desire to satisfy H's positive face and maintain that his/her wants are wanted, S uses offers and promises even if they might be false as in. An example of this strategy is given to demonstrate the main idea behind this strategy: *"I'll drop by sometime next week."*

Strategy 11

This strategy involves being optimistic with S assuming that H wants his/her wants; therefore, S assumes that H would cooperate with and help him/her in achieving the interest as in: *"Look, I'm sure you won't mind if I borrow your typewriter"* or using tag questions with some expressions such as for a second, a little and a bit to minimise the threat: *"You don't have any objections to me helping myself to a bit of cake, do you?"*

Strategy 12

In order to involve cooperation between both interactants as well as include both of them within the act, S uses inclusive “we” form or “let’s” ,even though S precisely meaning “you” or “me”. The following utterances exemplify this situation:

- a. *Give us a break, (i.e. me)*
- b. *Let’s get on with dinner, eh? (i.e. you)*

Strategy 13

This strategy deals with giving or asking for reasons about H’s wants and including H within them, aiming at his cooperation in S’s activity. To illustrate, this example is worth mentioning: “*Why don’t I help you with that suitcase.*”

Strategy 14

Assuming or asserting reciprocity is another strategy performed by S to show cooperation with H. In this case, S gives evidences or obligations within his utterance to fulfil this requirement as in: “*I’ll do X for you if you do y for me*” or, “*I did X for you last week, so you do Y for me this week*”

Strategy 15

The last strategy in positive politeness aims at fulfilling H’s wants for a reason. To do so, S gives gifts to H in the form of understanding, gifts, cooperation or sympathy attempting at satisfying his wants.

1.3.3 Negative Politeness

Another strategy performed by speakers of a language in order to appear polite is the use of negative politeness that is addressed to the negative face of the hearer. B&L demonstrated that this type of strategies is redressive in nature which assures that H wants “to have his freedom of action unhindered and his attention unimpeded” (1978-1987, p. 129). They further added that negative politeness is the “rituals of avoidance” by minimising the

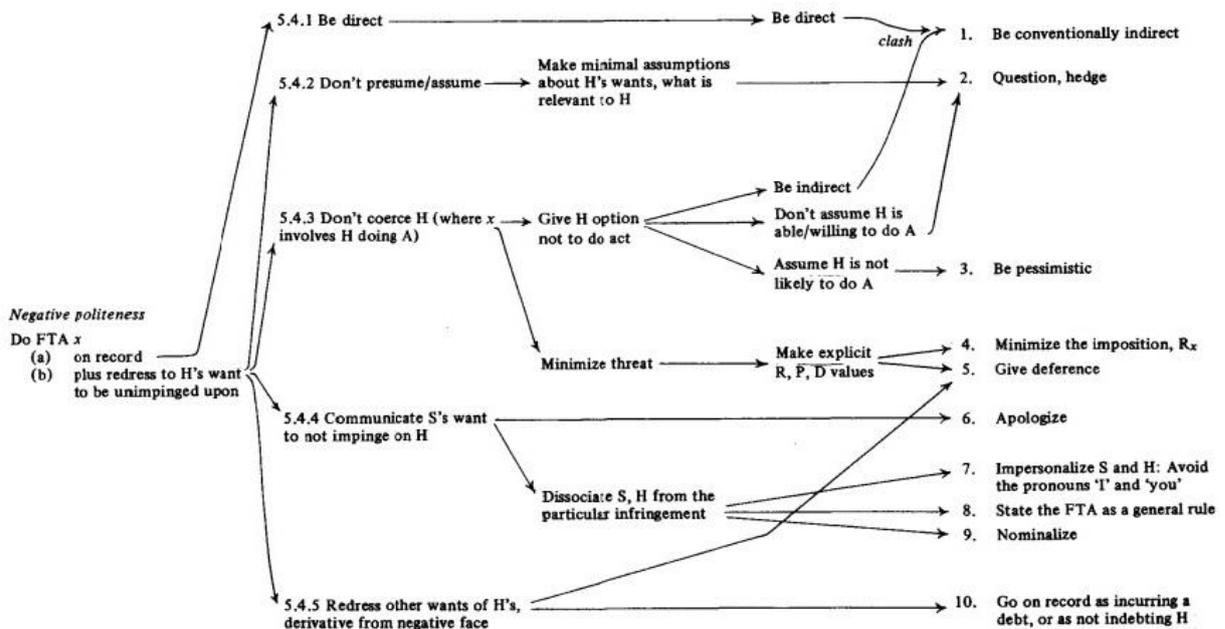
imposition and softening the FTAs (1978-1987, p. 129). Similarly, Koike (1992, as cited in Adel et al., 2016) explained that this strategy refers to the “consideration of the listener’s wish to be unimpeded in taking action and having attention”. Moreover, B&L indicated that the use of negative politeness strategies is based on S’s desire of social distancing with H and opting for putting “a social brake on to the course of his interaction” (1978-1987, p. 130).

Similarly to positive politeness, negative politeness has five main strategies that are divided into a range of ten sub-strategies used for the purpose of maintaining the addressee’s negative face which are: be direct (going bald-on record with a redress to the FTAs) (strategy 1), do not presume/assume (avoiding assumptions about H and his/her wants) (strategy 2), do not coerce H (giving the chance for H to not do the act) (strategies 3-5), communicate S’s want to not impinge on H (being aware of H’s wants without infringement of his territory) (strategies 6-9), and redress H’s other wants (strategy 10).

The negative politeness strategies are summarised as follows:

Figure 1.3

Negative Politeness Strategies



Note. Adapted from *Some Universals in Language Usage* (p. 131), by P. Brown and S. C. Levinson, 1978, 1987, Cambridge University Press. Copyright 1978, 1987 by Cambridge University Press.

Strategy 1:

The main purpose of this strategy is to go direct while being indirect because of the overlap of negative politeness with bald-on-record. In this case, the speaker uses conventional indirectness in order to fulfil his desire of going off-record with the expression of his desire through the use of ambiguous utterances which are different from their literal meanings. This is achieved by using indirect speech acts such as while requesting and suggesting in the following examples:

- a. *Can you please pass the salt?* (request)
- b. *Don't you perhaps want to do A?* (suggestion)

Strategy 2

The speaker utilises questions and hedges in order not to coerce or presume H. The performative hedges for B&L work as an efficient strategy to satisfy S's wants. These examples demonstrate the negative politeness strategy:

- a. *Would you close the window, if you don't mind?*
- b. *I don't know whether you're interested, but...*

Strategy 3

B&L maintained that this strategy "gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain" (1978-1987, p. 173). This means the expression of doubt by being pessimistic and the use of hedges in this strategy is applicable as in the following examples:

- a. *You couldn't possibly/by any chance lend me your lawnmower.*
- b. *You don't have any manila envelopes, do you by any chance?*

Strategy 4

This strategy is entitled “Minimise the imposition, R_x ” (R_x refers to rank of imposition which is a social factor that will be discussed in details in chapter 2). By means of distance and power, S may minimise the threat that might be performed in the FTA as R_x “the intrinsic seriousness of the imposition, is not in itself great” (1978-1987, p. 176). Such as in the example of “*I just want to ask you if you could lend me a single sheet of paper.*”

Strategy 5

The main idea behind this strategy is that H has a higher social status than S in which S has no right to coerce H through rising him/her or lowering oneself. As an illustration, this example is worth mentioning: “*Excuse me, sir, but would you mind if I close the window?*”

Strategy 6

The speaker in this case apologises for the application of the FTA to indicate his/her awareness of H’s wants as in “*I don’t want to interrupt you, but...*” or “*I beg you indulgence...*”

Strategy 7

The strategy of impersonalising S and H is demonstrated in changing the agent by indicating that there is another S and H with the avoidance of “I” and “you”. For instance, “*it seems (to me) that...*” or “*one shouldn’t do things like that...*”

Strategy 8

In this strategy, S states directly the FTA as a general rule such as in regulations or social obligations: “*Passengers will please refrain from flushing toilets on the train.*”

Strategy 9

The strategy of nominalisation is performed by S in order to minimising the strong action of the FTA by transforming the subject, the performer of the action, into a noun or using the passive voice. This set of examples illustrates this strategy:

- a. *“We urgently request your cooperation.”*
- b. *“Your cooperation is urgently requested.”*
- c. *“An urgent request is made for your cooperation.”*

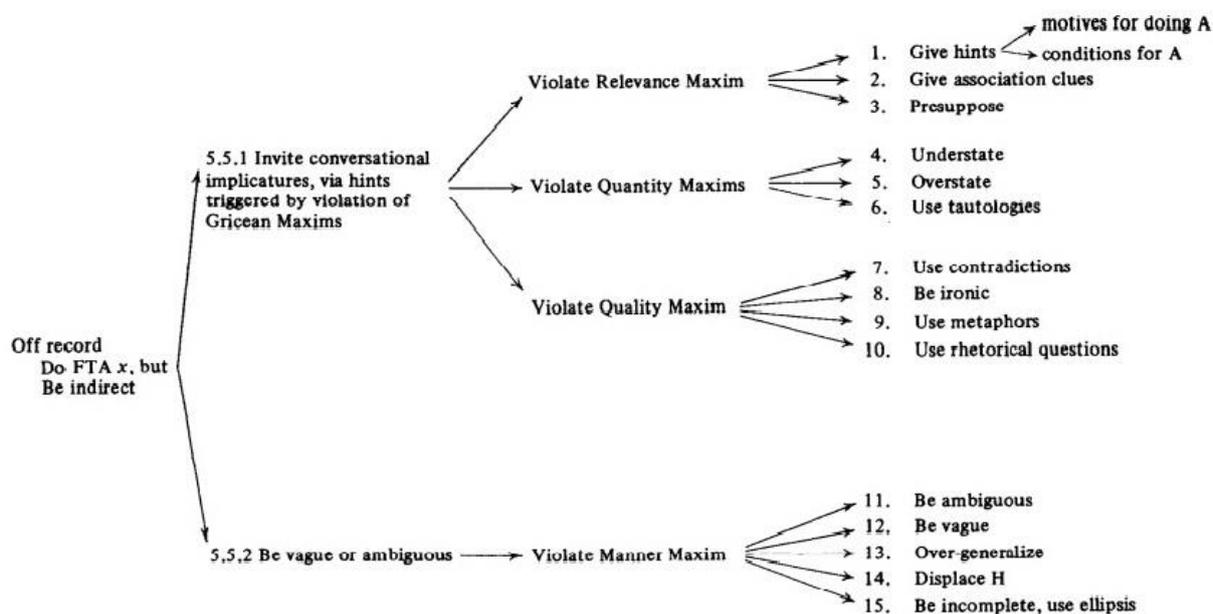
Strategy 10

The last strategy in negative politeness enables S to go on record by incurring a debt or as not indebting H which means demanding or undemanding indebtedness as in: *“I’d be eternally grateful if you would...”* or *“I could easily do it for you”*.

1.3.4 Off Record

Contrary to the bald on record strategy that deals with being straightforward in uttering the speech, the off record strategy centres on indirectness. B&L preserved that doing an act in this strategy means that “it is done in such a way that it is not possible to attribute only one clear communicative intention to the act” (1978-1987, p. 211). To rephrase it, the speaker attempts by using the off record strategy to exclude him/herself from any kind of imposition that might be claimed within the FTA. By doing that, S uses indirect utterances whether stating different utterances from what is supposed to be uttered or stating general information that contains few details and therefore, leaving the interpretation of the utterances to H (1978-1987, p. 211).

Correspondingly, they suggested fifteen sub-strategies for the purpose of being off record in which they classified them into two major strategies: invite conversational implicatures (giving hints to H by means of violation to Grice’s Maxims of Relevance, Quantity and Quality) (strategies 1-10) and be vague or ambiguous (violating the Manner Maxim) (strategies 11-15). Those strategies are summarised as follows:

Figure 1.4*Off Record Strategies*

Note. Adapted from *Some Universals in Language Usage* (p. 214), by P. Brown and S. C. Levinson, 1978, 1987, Cambridge University Press. Copyright 1978, 1987 by Cambridge University Press.

Strategy 1

In violating the Relevance Maxim, S gives hints to H in his/her speech in order to give the latter the opportunity to find an appropriate interpretation to an irrelevant utterance. For instance, stating “*this soup’s a bit bland*” to mean pass the salt.

Strategy 2

The strategy of giving association clues deals with mentioning a hint that has a certain relation with the act the H is supposed to be doing in which “specific knowledge extrinsic to H’s desired act is required to decode them” (1978-1987, p. 216). This example works as a demonstration to this strategy: “*My house isn’t very far away... [intervening material]...There’s the path that leads to my house*”. This indicates that S wants H to come for a visit to his/her house.

Strategy 3

S presupposed something he/she has already done implying a criticism within his utterance through using the word “again” or contrastive stress as in these examples:

- a. *I washed the car again today.*
- b. *I don't go around boasting about my achievements. (I and my are stressed).*

Strategy 4

With this strategy, S is violating the Quantity Maxim in which his/her utterances conveys less information of the amount that is supposed to be conveying. To do that, S uses understatements as he/she states a lower point scale to mean higher in the case of compliments and vice versa in the case of criticism. The following examples explain this strategy:

- a. *It's not half bad. (Implicate that it is surprisingly good)*
- b. *A: How do you like Josephine's new haircut?*
B: It's all right. (Implicate that S does not like it)

Strategy 5

This is the inversed strategy of the understatement one by which S states more details than it should be. Thus, it becomes an overstatement. This happens by choosing a higher point scale than the average one through exaggeration as in: “*There were a million people in the Co-op tonight!*” and this might be used to convey an excuse for arriving late.

Strategy 6

Another strategy that violates the Quantity Maxim is using tautologies. In this case, S gives H the chance to look for an informative interpretation to what S has conveyed in his/her uninformative speech. This example indicates an implied criticism: “*Your clothes belong where your clothes belong, my clothes belong where my clothes belong. Look upstairs!*”

Strategy 7

By violating the Quality Maxim, S urges H to search for an interpretation to S's speech that conveyed two contradictory expressions in order to not say the truth such as in:

A: Are you upset about that?

B: Well, I am and I'm not.

Strategy 8

The use of ironic expressions leads to the violation of the Quality Maxim as well, with S stating the opposite of his non-literal meaning whether through prosodies, kinesics, or from the context itself. For instance: *"John's a real genius, (after John has just done twenty stupid things in a row)"*

Strategy 9

Even though metaphors are overall considered as an on record strategy, they can be used off record according to their connotation. As an illustration, *"Harry's a real fish"* explains that he swims/drinks similarly to a fish.

Strategy 10

Correspondingly to the previous three strategies, the use of rhetorical questions pinpoints a Quality Maxim violation. This happens by uttering a question that does not require an answer in order to perform an FTA as in the following example: *"How many times I have to tell you...?"* (It is used in the place of "too many" to indicate criticism).

Strategy 11

Using metaphors can also be a strategy that violates the Manner Maxim in which S produces an ambiguous utterance that could evoke two or more connotations. For instance, *"John's a pretty sharp/smooth cookie"* could be whether an insult or a compliment depending on the intended meaning behind the words "sharp" and "smooth".

Strategy 12

A related type of implicature triggered by the violation of the Manner Maxim is the state of being vague in delivering the utterance such as: *“Looks like someone may have had too much to drink”* that demonstrates criticism.

Strategy 13

The strategy of over-generalisation gives H the chance to understand if the general rule is implied to him or not. Proverbs can also be provided to over-generalise such as in:

- a. *Mature people sometimes help do the dishes.*
- b. *He who laughs last laughs longest.*

Strategy 14

In this strategy, S tries to displace H by addressing the FTA to someone other than H, who will not get threatened, by it aiming the utterance at another hearer. H may therefore do the act as a “free gift”.

Strategy 15

The last strategy of off record violates both the Manner and the Quantity Maxims. S in this case uses ellipsis to appear incomplete in his/her utterance and hence, leave the implicature ambiguous. An example that is worth mentioning is: *“Well, if one leaves one’s tea on the wobbly table...”*

Conclusion

This chapter attempted to gain in-depth view on the concept of linguistic politeness and its relation to the notion of face. It highlighted the different perspectives regarding the definition of this phenomenon with each scholar attempting at providing his/her own view. In addition to face, concepts as face-threatening acts and face-saving acts were demonstrated in order to give appropriate insights on the concepts that are highly emphasised when addressing the notion of politeness.

More precisely, classical and post-modern theories of various scholars were indicated for the purpose of showing the lines each scholar has followed to come up with his/her theory from the early works of Grice to Mills's. Immediately following, since our work is based on Brown and Levinson's 1978-1987 work, which majorly contributed on politeness research, to test it on the Algerian-Arabic dialect context, their politeness strategies model were provided in depth to be familiar with them.

The upcoming chapter will focus on the Algerian-Arabic side of politeness and how can Algerian people appear polite in certain situation. Moreover, the aspect that this study will deal with in this chapter is the speech act theory and its origin, focusing on two types of speech act which are requests and suggestion while exploring those types in relation to the English context and Algerian-Arabic context.

Chapter Two: Politeness and Speech Acts in English and Algerian Arabic

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Introduction

This chapter aims to present and discuss in depth the speech act theory which is precisely linked to politeness from various angles and delving into the basic concepts that shapes the theory. Moreover, it seeks to present how politeness is viewed across cultures with respect to the social variables of social distance, relative power and rank of imposition which plays a huge role in determining the choice of the appropriate politeness strategy to be used. Furthermore, the chapter will highlight the Algerian Arabic, as well as the Arabic aspects of politeness and how Algerians tend to produce politeness expressions in their native language without forgetting the account for the two speech acts of request and suggestion that are the base of our current study.

2.1 Speech Act Theory

One of the main issues tackled within pragmatics is that people when communicating do not always state information. They perform certain actions through language. The first scholar who theorised this claim is J.L Austin in his 1962 book entitled “How to Do Things with Words”. He emphasised that utterances are not always true or false, do not describe or report as they are the performance of an action or even a part of it (1962, p. 5). These utterances are called according to Austin performatives which later on got the name of speech acts.

Along with Austin, Searle developed this theory and maintained that “all linguistic communication involves linguistic acts”; thus, “speech acts are the basic or minimal units of linguistic communication” which can be commanding, promising, asking...etc (1969, p. 16). He declared that the speech act of any sentence implies its meaning’s function as speakers of a language may mean more than what they uttered in the speech itself (1969, p. 18). As an illustration, Austin (1962, p. 5) provided examples that correspond to his claim in order to express that words do contain an action within. When a groom utters “*I do*” next to a priest in

the church, he is therefore performing the action of marriage to his bride. In addition, stating “*I give and bequeath to my brother*” involves an action when it is uttered in a will. According to Austin, those utterances instead of describing or reporting an action, they are in fact doing an action.

Similarly, Yule supported what the other scholars have preserved about speech acts and highlighted that “people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances” and those action are named speech acts (1996, p. 47). Attempting to define this concept, McCarthy (2002) indicated that users of language focus on the function or the aim of their speech as by requesting, exemplifying or giving instructions people intend to do an action or see how the hearer would respond and this what speech acts convey (as cited in Nouichi, 2018, p. 40). Indeed, by uttering a speech, S is attempting at doing a certain performance or making H do it instead. This depends on the purpose behind a speech act that is stated as in requests and suggestions; S seeks to get a physical action from H. Correspondingly, Austin introduced three levels of speech that are part of the performative namely: locutionary, illocutionary and perlocutionary acts.

2.2 Austin’s Speech Acts’ Components

Yule (1996) preserved that people when uttering their speech in which they perform an action; they involve three types of acts within (p. 48). In view of this, Austin (1962) recognised those three levels and explained them as follows:

2.2.1 Locutionary Act

It is the first and the basic level of any utterance which means the production of a meaningful utterance and according to Austin (1962), the locutionary act is “the act of saying something” (p. 94). Susana Nuccetelli and Gary Seay (2007) defined this act as “the mere act of producing some linguistic sounds or marks with a certain meaning and reference” which means the actual saying of a speech with distinct phonetic, syntactic and semantic features.

Within this act, Austin (1962, pp. 95-96) found out that there are three subsidiary acts included:

- a. Phonetic act: It is the production of sounds i.e., noises
- b. Phatic act: It is the uttering of words in a certain construction i.e., belong to certain grammar and vocabulary.
- c. Rhetic act: It is the uttering of word or sentences with certain sense and reference i.e., meaning.

In the sentence 'He said: "The cat is on the mat"' we find both phonetic and phatic act because by performing one, the other act is also performed (This rule is not applied with animals' sound as there is an absence of the phatic act); however, 'He said that the cat was on the mat' adds a rhetic act by assigning the reference.

Another example of a locutionary act is found within the following sentences:

- 1- It is cold
- 2- The room is so dark

In these two sentences, the locutionary act refers to the actual saying of the utterance in addition to the actual condition on the phonetic, syntactic and semantic levels. The first sentence describes the weather, whereas the second one refers to the lightening of the room.

2.2.2 Illocutionary Act

It is the second level and the essence of the speech act with both terms often used interchangeably. Austin introduced this act as the performance or the doing of an utterance that is governed by a system of social conventions which means the intention of and the way the speaker is using his utterance and he referred to that as the force of the utterance. Austin illustrated those social functions as: "It makes a great difference whether we were advising, or merely suggesting, or actually ordering, whether we were strictly promising or only announcing a vague intention, and so forth." (1962, p. 99)

In the same sense, Yule explained that people do not produce purposeless well-structured sentences that are only grammatically and semantically correct; however, they produce an utterance to mean something specifically i.e., there is a communicative force to their utterance that has a certain function (1996, p. 48). In this sentence “You would better eat your dinner”, when we add the context of a mother uttering this speech to her child, the illocutionary act performed will be a threat or a warning.

Using the same sentences mentioned above, an illocutionary can be extracted from them by adding a context:

- 1- It is cold.
- 2- The room is so dark.

The first sentence shows a request to close the window when adding the context of being inside a room and the window is open or it can express a suggestion to wear a jacket if the utterance is said to someone who is going outside without wearing one. In the second sentence, there is a request to switch on the lights.

2.2.3 Perlocutionary Act

It is the third level performed within any speech that is centered on the hearer instead of the speaker. By saying something, the speaker’s intended meaning shall have certain “consequential effects” on the hearer (Austin, 1962, p. 101). Yule explained that people do not produce meaningful and functional utterances or sentences without the idea of them having certain effects upon the hearer or reader (1996, p. 48). In short, the perlocutionary act refers to the effect a speaker’s utterance has on the listener’s feelings, actions or even thoughts which may results him/her in doing an action, having their feelings or thoughts changed or performing the intended meaning conveyed within the illocutionary act.

Taking the same previously mentioned sentences as examples in order to understand the perlocutionary act more:

1- It is cold

2- The room is so dark

By uttering the first sentence within a specific context, the listener may understand the sentence as a request to close the window and persuading him/her to actually doing it or as a suggestion to wear a jacket (the refusal to perform the illocutionary act is also considered as a reaction to it and therefore it will be the perlocutionary act). Within the second sentence, the hearer may perform the action of switching the lights on.

In order to distinguish between the three speech acts and understand them more, Austin (1962, p. 102) illustrated with the following example:

Act (A) or Locution

He said to me, 'You can't do that'.

Act (B) or Illocution

He protested against my doing it.

Act (C. a) or Perlocution

He pulled me up, checked me.

Act (C. b)

He stopped me, he brought me to my senses &c.

He annoyed me.

Additionally, Searle extended the theory of Austin and his taxonomy by adding detailed description towards Austin's work. Indeed, Searle (1969) introduced his own version of this theory and highlighted a set of conditions which are responsible for the success of any speech act named: the felicity conditions. In addition, he identified the categorisation of the illocutionary act by classifying the latter into five families.

2.3 Searle's Version of the Speech Acts

Searle in 1969 attempted at extending Austin's theory by making major developments in the felicity conditions as well as the classifications. Since Austin based his classification on the illocutionary verbs, Searle criticized that aspect by indicating the overlapping of some categories. In the same sense, Austin highlighted this problem and explained that "we should be clear from the start that there are still wide possibilities of marginal or awkward cases, or of overlaps" (1962, p. 151). The felicity conditions were further described and extended by Yule (1996) taking into consideration both Austin and Searle's versions with the former presenting three felicity conditions: sincerity, execution and preparatory conditions. Whereas the latter presented four types of them: propositional content, preparatory, sincerity and essential conditions. Therefore, the felicity conditions which will be presented in this study are Yule's and the speech acts dimensions will be Searle's.

2.3.1 Felicity Conditions

Yule maintained that the felicity conditions are circumstances or requirements needed to preserve the appropriate performance of the speech acts (1996, p. 50). Those rules play a role in helping the addressee to correctly interpret the meaning behind S's utterance. By following them, S delivers the intended meaning through his/her speech without adding confusions; therefore, the speech will be communicative and successful. As an example, when a boss of a company utters "I will sack you if you do not finish the job" to one of his employees, he does not actually mean that will kill him in reality. In fact, the boss means to fire the employee if his work is not completed in time; therefore, this sentence is infelicitous. They are divided into five conditions: general, content, preparatory, sincerity and essential conditions.

2.3.1.1 General Conditions

Yule highlighted the main idea behind this type of conditions that is the language used between the participants needs to be understood for both parties without playing acting (1996, p. 50).

2.3.1.2 Content Conditions

The focus of the content conditions lies within the appropriate tense or time of the speech act. They are concerned with the content structure of the utterance; as in the speech acts of promising and warning, the speaker is intending a future action with both time and structure are in the future tense (Yule, 1996, p. 50).

2.3.1.3 Preparatory Conditions

They deal with the concepts of authority and ability. This means that the speaker has the authority to perform the action as well as the ability to do it. Yule preserved: “there are two preparatory conditions: first, the event will not happen by itself, and second, the event will have a beneficial effect” (1996, p. 51). In the same sense, Searle added a further description to the preparatory conditions as he maintained that S attempts to satisfy those conditions through his/her speech; for instance, “when I make a statement, I imply that I can back it up, when I make a promise, I imply that the thing promised is in the hearer's interest. When I thank someone, I imply that the thing I am thanking him for has benefited me” (1969, p. 65).

2.3.1.4 Sincerity Condition

The sincerity condition refers to the speaker's psychological state which is intended in the speech act. It indicates S's expression of the act's performance (Searle, 1969, p. 65). Yule maintained that this type of the felicity conditions expresses that the speech act is carried out seriously and sincerely in which S genuinely intends to perform the action (1996, p. 51).

2.3.1.5 Essential Condition

This refers to the intention of implying an obligation to make H do the action (Yule, 1996, p. 51). In this case, S expect his words to be act upon as well as taken seriously by H; therefore, S implies what he intends to achieve. For the purpose of successfully and appropriately perform the speech act, the utterance accounts for three major aspects which are the content, the context and the intentions of the speaker.

As an illustration, when a mother informs her child with “you would better eat your dinner”, she is hereby warning or threatening him that he will be punished if he does not finish his food. The five conditions in this case are present as the language is understood and no acting is implied as well as the content is preserved. In addition, the mother has the authority and the ability to punish her child; hence, the preparatory conditions are maintained. Furthermore, the speech act performed seriously and will be acted upon by the child. Thus, the utterance is successfully felicitous as no condition has been violated.

2.3.2 Speech Act Classification

According to Searle, speech acts are classified based on the illocutionary force they possess. He classified the illocutionary act into five families: representatives, directives, commissives, expressives and declarations (1975, pp. 354-361). The present speech acts under investigation within our study, which are requesting and suggesting, fall under the category of directives.

2.3.2.1 Representatives

They are utterances that express the speaker’s commitment to be the case or not which may be judged as true or false. Searle maintained that the representatives: “commit the speaker (in varying degrees) to something’s being the case, to the truth of the expressed proposition” (1975, p. 354). The speaker when he/she utters representatives, he states a fact or opinion or what he believes to fit the world (Yule, 1996, p. 53). For instance, when a person

says to someone “You are beautiful”, he may express a true fact or an opinion based on his observation.

Representatives include: assertions, claims, sayings, reports, descriptions, doubts, conclusions and hypotheses.

2.3.2.2 Directives

They are utterances that urge the speaker to get the other interlocutor to perform an action. Yule (1996, p. 54) stated that the directives “express what the speaker wants” and tries to make the hearer do something specific. Additionally, Leech preserved that the directives produce an effect upon the hearer to make him/her do an action and they “comprise” a category of illocutionary act where the significant focus is put on negative politeness (1983, p. 106).

As an illustration, when someone says “Could you pass me the salt, please?” in this case, he is requesting the addressee to give him the salt.

The directives include: requests, suggestions, commands, challenges, invitations, orders, warnings, dares, questions and entreaties.

2.3.2.3 Commissives

They are utterances that the speaker says to express a future action to be done by him or her which means that when the speaker utters a sentence, he/she is declaring a future intention. Searle explained that the commissives are those “acts whose point is to commit the speaker (again in varying degrees) to some future course of action” (1975, p. 356). By saying “I will bring the homework”, the speaker is giving a promise to the other interlocutor that he or she will definitely bring the homework.

The commissives include: promises, refusals, vows, threats, pledges, offers and volunteering.

2.3.2.4 Expressives

They are utterances that show a psychological state or attitude. According to Searle they are illocutionary acts that “express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content” (1975, p. 356). Expressives state the speaker’s feelings and emotions (Yule, 1996, p. 53). When a speaker utters “I am really sorry”, he by that is expressing his sincere apologies towards the addressee.

Expressives include: congratulations, thanks, apologies, welcomes, regrets and condolences.

2.3.2.5 Declarations

They are utterances that attempt to change the world when performing them. Yule (1996, p. 53) stated that those acts have a tendency to make something or an event happen when being uttered by an authorised speaker. Searle (1975, p. 358) used the following examples to explain this type of illocutionary acts even more: “if I successfully perform the act of appointing you chairman, then you are chairman...; if I successfully perform the act of declaring a state of war, then war is on.” Another example is when a priest says “I pronounce you husband and wife.” This utterance includes the speaker’s authority to perform the action of marrying two people. Hence, the marriage is happening and those people have successfully become husband and wife.

Declarations include: blessings, marriages, declaring wars, baptisms, excommunicates, firings, arrests and sentencing.

2.4 Linguistic Politeness and Speech Acts

The relationship between speech acts and politeness has been highlighted by various scholars since the starting point of the politeness theories. B&L regarded speech acts as face-threatening by explaining that “certain kinds of acts intrinsically threaten face” (1978-1987, p. 65); hence, they suggested the politeness strategies in order to soften those acts. In other

words, politeness functions as a face enhancer in which interlocutors resort to use it in order to reduce the FTA presented in the speech acts. Meier (1996) as cited in Cheng (2011, p. 148) maintained that speech acts are viewed as “linguistics carriers of politeness”; adequately, politeness is rooted within speech acts.

In the same sense, the notion of linguistic politeness is mainly linked with the indirect aspect of speech acts where the interlocutors attempt to avoid the use of direct utterance or prefer to use indirectness to appear more polite. Accordingly, Leech expressed that “the avoidance of a direct-speech utterance can be one more example of a strategy of polite obliquity” (1983, p. 139). Watts highlighted what both B&L and Leech assumed about the concepts of politeness and indirect speech act. They emphasised the importance of the degree of indirectness when uttering a speech as performing a direct speech act would eventually lead to regarding it as less polite than uttering it indirectly (2003, p. 70). To illustrate, the sentence “It’s hot in here” which functions as a hint or the indirect request of “Would you mind opening the window?” are placed under the category of linguistic politeness, whereas uttering “Open the window” is regarded as less polite (Watts, 2003, p. 70). Additionally, he maintained that many languages consider the indirect utterances as a basis to illustrate linguistic politeness; hence, the polite interpretations of the correspondent utterances are justified through the theory of speech acts (2003, pp. 189-190). B&L (1978-1987) reached a conclusion concerning the indirect speech acts in which they claimed that they are universal and all languages construct them similarly (p. 142).

Supporting the same approach, Yule distinguished between direct and indirect speech acts by determining that, on one hand, the similar relationship between the locutionary and the illocutionary acts in expressing the meaning represents the performance of a direct speech act (1996, pp. 54-55). On the other hand, when the relationship between those two acts in expressing the meaning is different, this means that the utterance is performing an indirect

speech act (Yule, 1996, pp. 54-55). He identified this utterance as being an indirect speech: “Could you pass the salt?” even though, the structure is a question, the function of the sentence differs in which it explains a request (1996, p. 56). To elaborate more the distinction, Yule (1996, p. 55) presented the following series of examples:

- a. *“Move out of the way!”*
- b. *“Do you have to stand in front of the TV?”*
- c. *“You're standing in front of the TV.”*
- d. *“You'd make a better door than a window.”*

Out of those sentences, only (b) indicates a direct speech acts, even though they all function as requests. Sentence (c) is a question that does not require an answer. For instance, when a brother utters that to his younger sibling, who is blocking the view, he is not asking him for a response. Instead, he is requesting him indirectly to step away from the TV.

Yule concluded by stating that “indirect speech acts are generally associated with greater politeness in English than direct speech acts” (1996, p. 56). This does not mean that being direct is linked to impoliteness as the interpretation of the intended meaning reflects the speech community of the individual because some of communities prefer the use of directness to express themselves clearly. Watts highlighted this aspect by expressing that the difference lies within the community itself and how each one views speech acts to express politeness. He preserved:

On the one hand, it was found that the speakers of certain languages preferred to realise apologies and requests more directly (e.g. Hebrew and Russian), while in all speech communities the nature of the overall speech event determined whether certain kinds of speech act would be realised directly or indirectly, without any consequent attribution of impoliteness to direct realisations. On the other hand, all speech communities perceived conventionally indirect utterances such as *Would you mind*

opening the window?, Could you open the window? as the politest form of request, whereas hints in some speech communities were ranked high on a scale of politeness, but in others were ranked lower. (2003, p. 70)

2.5 Politeness across Cultures

The main finding that B&L (1978-1987) have reached from their study is to claim that the notion of politeness is universal across languages after conducting a research on three unrelated languages: English, Tamil and Mayan. In other words, politeness is a universal aspect of human social interaction and all languages have their own way of expressing it. They explained that the systems of politeness and face are shared between speech communities; however, the way they use it and the details in those systems vary according to the culture they represent (1978-1987, p. 13). In accordance, numerous researches were conducted to each explain linguistic politeness in different languages across the world. Saeed (2009) highlighted numerous studies which were conducted to compare the politeness system in English with other languages namely: “Wierzbicka (1985) on Polish, Matsumoto (1988, 1989) on Japanese, Hwang (1990) on Korean, Gu (1990) on Chinese, and Sifianou (1992) on Greek” (p. 247).

Moreover, Hwang has explained that some normal aspects in Chinese may be considered as impolite in English. He explained that showing concern and warmth toward other people by asking them questions regarding their privacy is regarded as a politeness act; nevertheless, this seems to contradict with the western societies as English language speakers take this act as an intrusion upon their privacy (2008, pp. 99-100). In Chinese, discussing personal matters with others shorten the distance between the interlocutors; thus, a smooth running of conversation will occur.

Similarly, another distinction was highlighted by Tannen in 1990 as cited in Seken (2018, pp. 63-64) between English and French cultures in which he explained that when a

person interrupts another while talking, is seen as a cooperative behaviour between the interlocutors. The French culture regard such as supportive and helpful because it boosts the smooth running of interaction making it spontaneous and interesting in addition to appearing involved and focused in the conversation. Contrary, in the English culture, such interruptive act seems to be rude and impolite. Accordingly, Seken added another study conducted by Hickey and Stewart in 2005 in which they explained that the Spanish culture views the interruptive act similarly to the French one in being cooperative and enthusiastic (2018, p. 64). This means that “each nation may have typical rules and strategies in expressing politeness” and “what is taken as impolite or rude in one country or area may alternately be regarded as polite in another country or area” (Seken, 2018, p. 63)

Furthermore, Yule maintained that people sometimes fail to fully interpret the intended meaning of others’ utterances. He (2010, pp. 134-135) illustrated that by giving the following example of a tourist who seems to be lost in a city:

Visitor: Excuse me. Do you know where the Ambassador Hotel is?

Passer-by: Oh sure, I know where it is. (and walks away)

In this case, the tourist uttered an indirect request in the form of a question in which he used the formula of “Do you” to politely ask for the location. The passer-by interpreted the meaning as whether he knows the hotel’s place or not; therefore, he took the request literally and answered it directly without understanding that the utterance is in fact an indirect speech. It can be said that both interlocutors come from different speech communities; hence, the social awareness of people’s cultures is limited which resulted in miscommunication between the two parties and breakdown of conversation. This shows that the more people are culturally different, the more they misinterpret the polite speech acts performed with each one expresses their linguistic politeness towards the others differently.

2.5.1 Politeness in Arabic

With numerous studies being conducted to explain the concept of linguistic politeness in English and other western or eastern languages, Arabic as well has its own fair share of those researches focusing on different types of speech acts. The phenomenon of politeness in the Arab world is given much more attention in daily life conversations and the Arabs are considered to be one of the politest nations. Nydell expressed that Arabs value manners and consider it as a basis to evaluate the personalities of strangers or friends (2012, p.47) because “they are simply more formal; it is a matter of *adab*, good manners” (2012, p. 11) (the word is in italics in the original source).

In the same sense, Arabic deferential behaviour is influenced by a culturally bound concept which is called ‘*mujamela*’. It is described as the active, ritual realisation of differential perceptions of superiority and inferiority in interaction (حسن, 2006, p. 343 as cited in Mahdi, 2019, p. 967). This means that Arabs use certain lexical expressions to differentiate between lower, equal and higher rank of addressing. Nydell highlighted the way people with children are addressed by others in the Arabic communities as they call the parents by their oldest child’s first name: Abu Ahmed (the father of Ahmed) and Umm Ahmed (the mother of Ahmed) (2012, p. 30). In this way, the Arab speaker shows politeness and respect towards the addressee without directly addressing him/her by their names.

Furthermore, the Islamic religion is considered as a major factor of identity in the Arab world that is fundamental in most aspects of their lives. The way they greet, thank, request, suggest and complement has been fostered by Islam in the Quran and by the Prophet. This shaped the way Arab Muslims live and interact with others by means of politeness behaviour. In the words of ‘Abdo A. Elkholy “The Arabic language is an inseparable part of Islam” (Turner Medhi, 1978, p. 109 as cited in Morrow & Castleton, 2007, p. 202). As a matter of fact, they opt for using religious expressions in their daily life conversations in

approximately any speech act by referring to Allah (God). For instance, they use the expression of ان شاء الله (*Inshallah*) which means If God wills or God willing, whenever they are discussing an event which takes place in the future. In addition, if they would like to thank someone, they would use جزاك الله خيرا (*jazaka Allāhu xayran*) that means May God Bless you! (Sweid, 2014, p. 26).

Religious expressions are not the only trait that characterises the Arabic communities in being polite speakers. It is the society itself that allows them to behave in such a way that some non-Arabs may find it strange or awkward because they are not used to that. As a demonstration, Alaoui (2011, pp. 8-9) illustrated that some Arabs or mainly Moroccans (whom are similar in language and traditions with Algerians) tend to exaggerate the way they greet others even if they are addressing an acquaintance by uttering this sentence, for example:

“Hello, hello, hello! How are you? It’s been such a long time since I last saw you. Where have you been all this time? How is the family, the wife, the children, your parents... ? Are they alright? My regards to all of them...”

In this way, an awkward realisation by the native English speaker will take place as this kind of behaviour is intruder in his/her culture and the addressee may regard it as an invasion of privacy. With all of the exaggeration, still B&L considered it as a positive politeness strategy in which they preserved: “exaggerate (interest, approval, sympathy with H)” (1978-1987, p. 104).

In the same sense, numerous studies concerning the phenomenon of politeness in Arabic were conducted with each scholar focusing on a particular dialect or on the standard Arabic itself. Atawneh (1991) as cited in Boubendir (2012, pp. 56-57) aimed at studying the difference between the politeness strategies used in Arabic and English while performing requesting speech act taking into consideration B&L’s model of politeness. One of the

findings the researcher has come to a conclusion to is that different politeness strategies were used in Arabic in order to compensate for the English modals because of the lower existence of the latter within the Arabic language.

In order to investigate the used politeness strategies in Yamani Arabic by males while requesting their counterparts the females as well as other males, Al-Marrani (2010) as cited in Benaissa (2016) found out that they opt for using direct requesting strategies with softeners when addressing males because of the close relationship between them. Nevertheless, the Yamani Arabic male speakers tend to utilise indirectness when dealing with the females because of religious values and culture. What Al-Marrani has come up with as another conclusion is the difference between English and Yamani Arabic in terms of the usage of the imperative form as it is considered impolite in the former and not in the latter.

To take the cultural and the use of politeness strategies in both Arabic and English differences into consideration, the polite way one of them make requests could be impolite in the other language and vice versa. Mills (2004) preserved that indirect request speech acts in Arabic are regarded as an impolite way of asking others for a favour due to the close relationship between Arabs and performing an indirect request may distance between them (as cited in Bacha et al., 2012, p. 80). This indicates that the concept of requesting in Arabic and English may be viewed differently. To illustrate, requesting a stranger to help with carrying out heavy bags, for example, is an accepted behaviour to do because Arabs believe in helping others in need. However, English native speakers may not opt for asking strangers to do such act as they consider it as an invasion of privacy.

Religious expressions as they have already been mentioned above are used by Arabs to make requests in order to mitigate this direct speech act. For instance, an equivalent utterance for “Could you please open the window” in Arabic can be *افتح الشباك الله يسعدك* (Open

the window may Allah keep you happy) in which S referred to Allah to inset a religious softener (Abdulhadi Qari, 2017, p. 59)

These studies and other ones which deal with Arabic dialects opened the door for other researches in the same field to be conducted because dealing with speech acts in those dialects is limited in research. However, with the growing interest in this phenomenon and eagerness for scholars to give insights about it in their own language or dialect, new studies arose to investigate politeness strategies performed by natives of a certain Arabic dialect while producing different speech acts. Taking this into consideration, our research aims to be an addition to those studies by exploring the Algerian Arabic and how Algerian EFL learners use the politeness strategies to perform requests and suggestions.

2.5.2 Politeness in Algerian Arabic

As it has been mentioned, the realisation of the politeness phenomenon was not limited to only languages like English, Arabic, Chinese, Japanese...etc, but also to dialects. Therefore, Algerian Arabic (henceforth AA) was one of those dialects that this phenomenon was investigated in by relating it to the culture, traditions and religion in order to understand how Algerians and Algerian EFL learners particularly realise it. Before diving into the notion of politeness in AA, a description of the dialect itself should be made in order to understand how the language system of Algeria works.

The main aspect that characterises AA is the mixture of languages within it as it combines vocabulary from standard Arabic, French, Berber and other languages. Moreover, AA is a spoken language and it is the native one in the country as standard Arabic that is spoken in all Arab countries as the official language is considered as a second language in Algeria and in one hand it is used mostly in formal documents, schools, office and official setting. AA on the other hand, is used in daily conversations and informal settings. Through this mixture, AA phonological structure contains the 28 letters of standard Arabic in addition

to other letters borrowed from French (they do not exist in Arabic) such as the phoneme /v/ in the word *فليزة* (valiza) that comes from the word “valise” (bag) and the phoneme /p/ in *بيلا* (pila) that stands for “pile” (battery) and there are other words in AA which are originally in the dialect as in *فَاع* (ga^ʕ) that stands for “all” and contains the phoneme /g/ (Harrat et al., 2017, p. 385).

El Hadj Said accounted for this phenomenon of borrowing in AA by stating that “since French is included in its dialects, people use French with different degrees; words are integrated phonologically and morphologically in dialects as if they are part of the native language” (2018, p. 93). In other words, Algerians tend to use French words as they are as part of their daily interaction in addition to taking some French words and making some changes in them. Those changes occur in the grammatical, lexical and phonological levels of the French language and the borrowed words are integrated in the previously mentioned systems of AA in which they are treated as part of the language/dialect.

Table 2.1 shows some AA words which are borrowed from French (not taken as they are) with their English translation. These words are used in daily life as part of the AA dictionary.

Additionally, Table 2.2 shows some AA words taken from Arabic and used as part of the AA language system after making some changes within the words.

Since we have highlighted that politeness in Arabic uses religious expressions, Algeria is not an exception. Algerians tend to use Islamic expressions in order to appear polite toward others in any speech act. To illustrate, Nouichi (2018, p. 71) dove into the speech acts of thanking and greeting in the Algerian context in which he found that people when they want to express thanking, they use *يعطيك الصحة* (ya^ʕTik al-SaHa) which corresponds to “May Allah grant you good health” or *بارك الله فيك* (baarakaallahu fik) that means “God bless you”. She added by accounting for the use of the previous two sentences to perform another speech

act which is blaming as Algerians may utilise those and other religious expressions to address disappointment towards another by changing the intonation and taking into consideration the context of the speech (2018, p. 71).

Table 2.1*Borrowed Algerian Arabic Words from French*

Algeria n Arabic	Transli- teration	French	English	Algeria n Arabic	Transli- teration	French	English
باسينة	bassina	bassine	basin	سبيطار	sbiTaar	hôpital	hospital
باسان	bassaan	bassin	pool	فرمسيان	fermisya n	pharmacie	pharmac y
فرملي	fermli	infirmier	Male nurse	پيريكلا	pirikilaa	pellicule	film
فرملية	fermliya	infirmière	nurse	مطرح	maTraH	matelas	mattress
فريجيدار	frijidair	Réfrigé- rateur	Refrige- rator	تونوبيل	Tunubiil	automobil e	car
بشطولة	bashTul a	pistolet	gun	بالو	balu	ballon	ball
كوتبي	kutbi	coup de pied	kick	بوسطا	buusTa	poste	post office
فرشيطا	furshiTa	fourchette	fork	كميو	kamyu	camion	truck
روبا	ruppa	robe	dress	لامبة	laamba	lampe	lamp
جريات	jriwaat	courgette	courgett e	سرفيطة	servita	serviette	napkin

Moreover, what shows polite behaviour in the Arab world and specifically Algeria is the generosity and hospitality of its people towards others as hose treats identifies who they

are and how polite they are. Nydell asserted that “*Generosity to guests is essential for a good reputation*. It is a serious insult to characterize someone as stingy or inhospitable” (2012, p. 47) (the first half of the quote is written in italics in the original). As a demonstration, she (2012, p. 52) used the situation of offering food to guests in which the host insist on the other interlocutor to keep eating by using various expressions. The conversation goes as follows after the host offered more food to the guest:

Table 2.2*Borrowed Algerian Arabic Words from Arabic*

Algerian Arabic	AA transliteration	Arabic	Arabic transliteration	English
مشطة	mushTa	مشط	misht	hair brush
مقلا	maqla	مقلاة	miqlat	pan
أنجاص	anjaS	ايجاص	ijjaS	pear
ثلاث	tlath	الثلاثاء	Al-thulatha?	Tuesday
ذبابة	dhebana	ذبابة	dhubaba	fly
نمالة	nemala	نملة	namla	ant
قزاز	qzaz	زجاج	zujaj	glass
قنفود	ganfud	قنفذ	qunfudh	hedgehog
سبعطاعش	SabʹaTaʹsh	سبعة عشر	sabʹata ʹashar	seventeen
روز	rawz	أرز	urz	rice
سلوم	salum	سلم	sulam	stair
قرعة	qarʹa	قارورة	qarura	bottle

The guest: “*No, thanks.*”

The host: “*Oh, but you must!*”

The guest: “*No, I really couldn't!*”

The host: *“You don’t like the food!”*

The guest: *“Oh, but I do!”*

The host: *“Well then, have some more!”*

For native English speakers using the imperative form is considered as an impolite way of addressing others or requesting them to do a certain task. Nevertheless, this formula in this case in AA is a normal way of talking with others and is regarded as a polite offer of food towards others. An alternative discourse of the previous example in AA is presented as follows:

The guest: لا شكرا (la shukran)

The host: لازمك تزيد تاكل (lazmk tziid takul)

The guest: لا صح منقدرش (la baSaH manqdrsh)

The host: ماهيش عاجباتك الماكلة واقيل (mahish ?ajbatk lmakla waqil)

The guest: لا عجبتي (la ?jbtni)

The host: خلاص مالا زيد كول (khlaS mala ziid kuul)

Not only this but Algerians show respect and politeness towards people who are older than them in both age and social status or even strangers with the same age as them and it is regarded as impolite to call those people with their first names. As an illustration, Algerians address others who are approximately similar in age with them (whether strangers or not) with kinship terms as *خويا* (khuya) which means “my brother” and *أختي* (ukhti) that stands for “my sister”. With older relative or non-relative people, Algerians generally use two terms to refer to them: *عمي* (?ami) and *طاطا* (TaTa) with the former represents “my uncle” and the latter is a polite expression used to call older women (it does not have a literal translation in English). This “connotes respect and goodwill at the same time” (Nydell, 2012, p. 221).

In addition, they tend to call old people who are approximately over 60 years old with *الحاج* (el-Haajj) for the male and *الحاجة* (el-Haajja) for the female. In fact, those two

expressions are used for people who went to pilgrimage to Mecca (Hajj or Umrah); however, they are utilised with elders to express respect and appreciation. The elders are given much attention by Algerians and Arabs in general and respect is obliged towards them. Accordingly, Nydell maintained that “it is customary to usher elderly people to the front of any line or to offer to stand in their place. Elderly people should be greeted first.” (2012, p. 56).

Furthermore, El Hadj Said asserted that Algerians prefer to salute and greet others whenever they meet them in which this behaviour indicates how respectful and good mannered they are (2018, p. 103). Such polite behaviour is reflected in the uses of various politeness expressions as: صباح الخير (SabaH lkhiir) which refers to “good morning” and its literal meaning is “morning of goodness”, في لمان (fi lamaan) that means “may God makes you safe”, الحمد لله كي عدت بخير (alHamdu lilallah ki ?udt bkhiir) which stands for “thank God for your safety” and تصبح على خير (tuSbeH ?la khayr) that is said to wish others a good night and means “may you reach morning in goodness” (Nydell, 2012, p. 221).

As an addition, El Hadj (2016) Said conducted another study to investigate the politeness strategies utilised to produce requests in the Algerian community of Tlemcen. She aimed at checking whether people from this region adopt the politeness strategies suggested by B&L as well as the requesting strategies of Blum-Kulka. She reached a conclusion that indicates the use of all of those strategies by the people from Tlemcen taking into consideration the context and the addressees.

AA speakers tend to be direct when addressing people with close social distance as that shows friendliness and no fear of losing face is felt. Therefore, the use of positive politeness and bald on record strategies is present with same age groups, close relationships and same gender. Nevertheless, indirectness is expressed by AA speakers when addressing elders, high social distance relationships and different gender in which negative politeness

and off record strategies are utilised. This is done to maintain respect between the two parties. El Hadj Said continued by adding that “when the rank or degree of imposition of the speech act is high like in the example of borrowing money, directness is adopted and linked with softeners like:”Allah ykhalik”” (2016, p. 75).

Indeed, the phenomenon of politeness in the Algerian context is growing through the years with each researcher aiming at investigating it from different perspectives whether from the dialects or speech acts. Our study is considered as an addition to previous conducted studies on this aspect by exploring the politeness strategies of Algerian studying English as a foreign language (EFL) in making requests and suggests both in English and AA.

2.6 Social Variables Determining the Politeness Strategies

Determining what politeness strategy to use in a particular situation is governed by socially oriented factors. It was suggested by B&L in order to assess the seriousness of the FTA being performed with considering this model to be used by mostly if not all cultures (1978-1987, p. 74). Supporting this claim, Wolfson (1989, p. 67) as cited in El Hadj Said (2018, p. 60) indicated that:

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

Hence, B&L identified three social variables that condition the use of any politeness strategy which are: social distance (D), relative power (P) and ranking of imposition (R). Their model of weightiness of an FTA is applied by the use of this formula: $W_x = D(S,H) + P(H,S) + R_x$ in which W_x refers to the weight of the performed FTA, $D(S,H)$ indicates the

social distance between the speaker and the hearer, $P(S,H)$ stands for the relative power of both interlocutors and R_x means the degree of imposition of the FTA (x is the FTA) (1978-1987, p. 76).

2.6.1 Social Distance

It refers to the extent of relationship between both interlocutors. B&L claimed that “D is a symmetric social dimension of similarity/difference within which S and H stand for the purposes of this act” (1978-1987, p. 76). This means that the social distance accounts for how much S and H are close as they way they perform an FTA towards the other is guided by that. In the same sense, Leech explained this factor by asserting that “A low value on the scales of authority and social distance correlates with a low position on the scale of politeness” that is, when the relationship between S and H is more intimate, the utterance indicates less politeness formulas (1983, p. 144). To illustrate, requesting a high status person than oneself requires more formality and asking a close friend or relative and it will be considered as rude as well as impolite to refer to that person informally. The following example is pointed out by B&L (1978-1987, p. 80) in which sentence (a) indicates a higher distance between S and H, whereas sentence (b) highlights a close relationship:

a. Excuse me, would you by any chance have the time?

b. Got the time, mate?

2.6.2 Relative Power

Relative power refers to the power relationship between S and H. B&L asserted that “P is an asymmetric social dimension of relative power... $P(H,S)$ is the degree to which H can impose his own plans and his own self-evaluation (face) at the expense of S’s plans and self-evaluation” (1978-1987, p. 77). To explain more, the position or status of both interlocutors determines the language and strategy to be used and the power they have over one another is reflected in the way S is uttering his speech. The relative power can be divided into three

levels: the first one is lower power in which S should be more formal and respectful towards H, whereas the second type is the opposite of the previous one in which S has higher power than H. The last type is the equal power between the two interlocutors (colleagues, friends, same age relatives...etc). B&L (1978-1987, p. 80) addressed two examples to differentiate between higher and lower power that H has over S with sentence (c) indicates talking with a higher status person and the opposite in sentence (d):

c. Excuse me sir, would it be alright if I smoke?

d. Mind if I smoke?

2.6.3 Rank of Imposition

Rank of imposition refers to the degree of importance of the speech being uttered and the speech act performed as well as the difficulty of the situation in which the conversation takes place. B&L (1978-1987) explained that the last social variable “is a culturally and situationally defined ranking of impositions by the degree to which they are considered to interfere with an agent’s wants of self-determination or of approval (his negative- and positive-face wants)” (p. 77). In another way, when S is requesting or asking for a big favour from H, the rank of imposition would be larger as he/she will try to respect H’s face wants and therefore utilise high politeness strategies to mitigate the FTA. In contrary, if S is addressing a small request or suggestion to H, the rank of imposition would be smaller. B&L (1978-1987, p. 81) demonstrated the degree of R which occurred in both utterances where sentence (e) is produced to indicate a big favour and the contrary in sentence (f):

e. Look, I’m terribly sorry to bother you but would there be any chance of your lending me just enough money to get a railway ticket to get home? I must have dropped my purse and I just don’t know what to do.

f. Hey, got change for a quarter?

2.7 Requesting and Suggesting Speech Acts

The speech acts of requesting and suggesting are categorised under the family of directives in which they attempt to make H do a particular task. B&L identified them as part of the FTAs that put pressure on H's face wants to make him perform or refrain from performing an action or to think that H will perhaps accomplish a task (1978-1987, pp. 65-66).

2.7.1 Requesting

Searle (1969) explained that a request is a future act to be done by H in which S attempts to make him/her do it as it benefits S ; however, neither of them know whether the action would actually be performed by H "in the normal course of events of his own accord" or not (p. 66). In this case, S by performing a request wishes that H would perform it because H holds the opportunity or chance to comply it or not. El Hadj Said illustrated that requests "imply an intrusion on the hearer's territory, it is to threaten his or her "negative face" and limit their freedom" (2016, p. 74). Thus, people when they are producing it tend to use the appropriate politeness strategy for the purpose of mitigating the threat imposed on H's face wants while taking into consideration the context, the situation in which the request is performed and the three social variables of social distance, power and rank of imposition.

In requesting, a misunderstanding may occur due to the indirect way of asking it especially if the two interlocutors are culturally different. To clarify, Moore (2006) as cited in Hamoudi (2015, p. 18) the following speech indicates a breakdown of communication and misunderstanding occurring between a native speaker of English and a non-native speaker:

A: Would you like to open the window, B?

B: No, thank you.

In this case, B failed to understand the intended meaning implied in A's utterance in which he/she interpreted the surface meaning (yes/no question) instead of the deep one

(request). This misinterpretation could lead to appearing impolite towards the other party. Similarly in AA, a conversation between two native speakers could illustrate a misunderstanding as when two students are passing an exam and one of them is struggling with a question, then he tries to cheat by requesting the other student to give him the answer:

A: السؤال الثاني! (al-suʔal al-thani) (Second question!)

B: واش بيه؟ (wash bih ?) (What's wrong with it?)

Noticeably, A requested indirectly B to give him the answer for the second question as instead of telling him “give me the answer to the second question”, he opted for a short precise way of asking him by directly naming the required question. Nevertheless, B misinterpreted the request which eventually caused a breakdown of communication.

Attempting to investigate the strategies of request in both Arabic and English, Al-Ammar (2000, as cited in Boubendir2012, pp. 58-59) conducted a study of Saudi female English students in which the results indicated that directness increased when people are socially close and lower relative power between them and the addressees. Similarly, it has been mentioned before that Algerians prefer to go direct in making requests as El Hadj Said (2016) has found as a result from conducting such research with them preferring the use of bald-on-record politeness strategy especially with small power and distance. This explains how requesting is guided by the context and situation in which it occurs with producing it directly with friends, relatives and acquaintances and indirectly with strangers, high social status people and elders.

In AA, various expressions are added to a request to make it more polite; hence, H's face is saved. Such expressions include: تعيش (tʔiish) (used for males) and تعيشي (tʔiishi) (used for females) which they mean “May you live” (in English it is translated into “please”), ورأسك (wrask) is also used to mean please (there is no literal translation to the word), تقدر (taqdar) (for males) and تقدري (taqdri) (for females) that stand for “Can you”, معلبيش (maʔlihsh) that

means “Is it Ok or Can you”, words as sister, brother, uncle, aunty, dear, hey beautiful and many other expressions. Equally important, religious expressions such as: ربي يخليك (rabi ykhalik) that means “May God keep you” or ربي يحفظك (rabi yaHfdek) which corresponds with “May God protect you”. Children when they request from elders they can directly ask for what they want; however, they do not appear impolite because of their use hedging words. To illustrate, the following speech is uttered by a child to his aunt’s husband:

- عمي مدلي عشر لاف ربي يدريك لمكة (?ami mdli ?ashralaaf rabi ydik l Mecca).

The sentence stands for “Uncle give me 100 dinar. May God take you to Mecca). Although the verb is used in the imperative form, there is no sign of impoliteness as the child has used a religious expression to the uncle to mitigate the threat of his request. Likewise, English contains a large number of requesting expressions and hedging words that help in saving others’ face want namely: Would/Could/Can you...?, May I...?, I’d like to request/ask...?, Is it possible to...?, Please, If you do not mind, I want/would like to...and other diverse expressions.

2.7.2 Suggesting

Suggesting is an attempt to make the addressee do something or complete a particular task he/she was suggested to do. Since suggestions belong to directives, Yule (1996) explained that “in using a directive, the speaker attempts to make the world fit the words (via the hearer)” which means to make H committed to a future action. What differentiate requesting and suggesting from one another especially that they belong to the same family of speech acts is the fact that directives are divided into two categories: impositives and non-impositives (Haverkate, 1984, as cited in, Martínez-Flor, 2005, p. 168). On one hand, the impositives contain requesting in which the benefits of the action are for the addresser and on the other hand, suggesting belongs to the non-impositives where the benefits are exclusively for the addressee. To support this claim, Rintell (1979, p. 99) preserved that “in a suggestion,

the speaker asks the hearer to take some action which the speaker believe will benefit the hearer, even one that the speaker should desire” (as cited in Martínez-Flor, 2005, p. 168).

Suggesting expressions varies from culture to culture, from situation to situation and from interlocutors to interlocutors as they are used to reduce the threat to H’s face. Yule (1996, p. 61) utilised an example to differentiate between how a polite suggestion may help in smoothing the atmosphere; the context is two couple trying to sleep and their neighbour is playing loud music:

Him: I'm going to tell him to stop that awful noise right now!

Her: Perhaps you could just ask him if he is going to stop soon because it's getting a bit late and people need to get to sleep.

The husband was furious because of the noise and he attempted to directly order the neighbour to stop the music. Nevertheless, his wife performed a suggestion towards her husband to make him ask the neighbour politely. She used the formula of “perhaps you could” which indicates a polite suggesting speech act. Likewise, B&L (1978-1987, p. 128) regarded some indirect suggestions as part of the positive politeness strategies as in the example of “Why don’t we go to the seashore!” that indicates a favour to be asked from S to H and the use of order or direct request may regard S as impolite and rude. Hence, the use of indirect suggesting expressions helps in saving the face wants of both S and H.

Expressing Suggestions could be noticed by the use of various expressions and by different ways. Table 2.3 contains suggestion linguistic realisation strategies according to Martínez-Flor (2005, p. 175).

Table 2.3*Taxonomy of Suggestion Linguistic Realisation Strategies*

Type	Strategy	Example
Direct	Performative verb	I suggest that you... I advise you to... I recommend that you...
	Noun of suggestion	My suggestion would be...
	Imperative	Try using...
	Negative imperative	Don't try to...
Conventionalised Forms	Specific formulae (interrogative forms)	Why don't you...?
		How about...?
		What about...?
		Have you thought about...?
	Possibility/probability	You can...
		You could...
		You may...
Should	You might...	
Need	You should...	
Conditional	You need to...	
Indirect	Impersonal	If I were you, I would...
		One thing (that you can do) would be...
		Here's one possibility...
		There are a number of options that you...
		It would be helpful if you...
		It might be better to...
	A good idea would be...	
Hints	It would be nice if ...	
	I've heard that	

Note. Adapted from “A theoretical review of the speech act of suggesting: Towards a taxonomy for its use in FLT,” by A. Martínez-Flor, 2005, *Revista Alicantina de Estudios Ingleses*, 18, p. 175 (doi.org/10.14198/raei.2005.18.08). Copyright 2005 by Revista Alicantina de Estudios Ingleses.

Furthermore, Algerians tend to also use various formulas to suggest a particular task to others in which they can be direct or indirect in producing the suggestion. The following conversation is between two friends with one of them wanting to paint his room with a colour and the other opting for suggesting another one:

A: نحوس نينتر بيتي زرقا (nHawas npanter bayti zarga)

B: علاش ما تجربش تخلط لازرق ولابيض؟ (‘lash matjarabsh tkhalaT lazrag w labyaD?)

The speaker uttered to his friend: “I want to paint my room in blue” and the latter suggested to him the combination of that colour with another one as he said: “Why don’t you try to mix blue and white?”. The expression that indicated the second sentence as a suggestion is the use of the expression of علاش ما (‘lash ma) which stands for “why don’t you”.

Table 2.4

Algerian Arabic Suggesting Formulas

Algerian Arabic	Transliteration	English	Algerian Arabic	Transliteration	English
انا جاتني	ana jatni	It came to me (I think)	لوكان	lukan	It’s better to
علاه ما	‘lah ma	Why don’t you	من رايي	mn rayii	In my opinion
علاش ما	‘lash ma	Why don’t you	وش رايك	wsh rayk	What do you think
مش خير لوكان	Msh khir lukan	Isn’t it better if	نظن	nTHun	I guess
وش نقول كون	Wash tgul kun	What do you say if			

With numerous researches being conducted in the field of speech acts, request received much more attention compared to other acts, whereas suggestion received much less in both English and Algerian Arabic. According to Schmidt et al. (1996): “in analysing commercials as suggestions, we are somewhat hampered by the lack of detailed studies of this speech act [...] requests have been investigated extensively, but the speech act of suggestion, a cousin of the request, has been much less studied” (as cited in Martínez-Flor, 2005, p. 170). With the case of AA, the researcher failed to find any studies regarding the issue of suggesting and only few numbers of studies were conducted in AA to investigate the speech act of request. Therefore, our study aims to make an addition to the field of pragmatics by exploring another variety or dialect of Arabic i.e., AA in the performance of requests and suggestions.

Conclusion

The present chapter attempted to make further elaboration on the notion of politeness by delineating a major concept linked directly with the latter i.e., speech acts. More precisely, it sheds lights on the speech acts theory of both Austin (1962) and Searle (1969) by exploring in depth both versions while highlighting the kind of relationship between politeness and speech acts.

Additionally, the Algerian Arabic aspect of politeness was introduced and discovered in depth after dealing first with the Arabic language and some studies regarding that perspective; in addition, a brief accounting for politeness across cultures was underlined in order to have a clear idea of how other cultures and languages proceed to view this phenomenon and what investigations has occurred to fulfil such requirement of appearing polite or impolite while performing speech acts. Equally important, the social variables that guide the choice of the politeness strategies namely: social distance, power and rank of imposition were highlighted. Finally, the chapter explored the two present speech acts under

investigation i.e., request and suggestion were introduced while demonstrating how they are performed in both English and Algerian Arabic.

The next point of emphasis on the following chapter will deal with the practical part of our work. A theoretical background on the methodology aspect, the justifications as well as the choices that underpin the present study will be accounted for. Moreover, the chapter will display the data as well the results obtained while providing their interpretation and analysis.

Chapter Three: Fieldwork and Data Analysis**3.1 Research Methodology: Choices and Rationale****3.1.1 Research Approach****3.1.2 Research Design****3.1.3 Data Collection Methods****3.1.3.1 Discourse Completion Test****3.1.3.1.1 Structure and Aim****3.1.3.1.2 Piloting and Validation****3.1.3.2 Semi-Structured Interview****3.1.3.2.1 Structure and Aim****3.1.3.2.2 Piloting and Validation****3.1.4 Data Collection Procedures****3.1.5 Data Analysis Procedures****3.1.6 Population/Sampling Technique****3.2 Data Analysis and Results****3.2.1 Results of the ODCT****3.2.1.1 Requesting****3.2.1.1.1 Scenario 1****3.2.1.1.2 Scenario 2****3.2.1.1.3 Scenario 3****3.2.1.1.4 Scenario 4****3.2.1.1.5 Scenario 5****3.2.1.1.6 Scenario 6****3.2.1.2 Suggesting****3.2.1.2.1 Scenario 1**

3.2.1.2.2 Scenario 2

3.2.1.2.3 Scenario 3

3.2.1.2.4 Scenario 4

3.2.1.2.5 Scenario 5

3.2.1.2.6 Scenario 6

3.2.2 Results of Teachers' Interviews

3.3 Discussion and Synthesis of the Results

Conclusion

3.1 Research Methodology: Choices and Rationale

With the aim at further elaborating the pertinent methodology employed throughout this present study, this section attempts to present a general theoretical background on the basic stages of the methodological implementation. Accordingly, the section includes a description on the research approaches, designs, data collection methods, data analysis procedures as well as sampling techniques which build the current study under examination.

3.1.1 Research Approach

The approach implemented in any research is heavily influenced in the first place by the nature of the study. Creswell and Creswell (2018) defined the research approaches as the “plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (p. 40). This indicates that the chosen approach in research studies affects the choices of the other methodological elements. Respectively, three types of research approaches are identified namely: qualitative, quantitative and mixed-methods. On one hand, the quantitative research is deductive in nature and seeks to examine situations and phenomena as well as measure data in terms of frequency, amount and numbers (Jonker and Pennink, 2010, pp. 65-66); in addition, it aims at establishing and investigating relationships between variables.

On the other hand, qualitative research is a process of inquiry that attempts to explore and understand naturally occurring phenomena with an identification and description of its characteristics from multiple perspectives (Jonker and Pennick, 2010, pp. 76-77). The third approach is the combination of the previously mentioned ones in which both description and measurement is involved in the research. It is called mixed-methods approach and it is used in order to fill in the gaps resulted from conducting only one of the other two approaches because “the integration of qualitative and quantitative data yields additional insight beyond

the information provided by either the quantitative or qualitative data alone” (Creswell and Creswell, 2010, pp. 41-42).

To elaborate more on the qualitative approach, Bryman (2012) preserved that conducting this research means that one needs to focus on words instead of numbers when collecting and analysis data in order to investigate properly the interpretation as it is inductive in nature (p. 380). Similarly, Creswell (2003, as cited in Khaldi, 2017, p. 21) delineated that qualitative research is:

A means for exploring and understanding 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. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data. (Full stops instead of commas in the secondary source)

This exploratory approach helps in gaining in depth insights on a particular social humanistic phenomenon from which the researcher may uncover hidden reality or discover a formulation of a theory and as Bryman has explained:” In qualitative research, theory is supposed to be an outcome of an investigation rather than something that precedes it” (2012, p. 384).

With the aim to explore the politeness phenomenon with its strategies used in Algerian Arabic as well as English and due to the nature of the study being descriptive, the proposed questions and the objectives because of which the study is conducted, a qualitative approach is viewed to be corresponding mostly with present investigation. Therefore, this type of approaches is adopted throughout the study.

3.1.2 Research Design

Following the implication of the research approach which pertinently suits the research study, a further step to be revised in order to determine what following procedures to be made should be acknowledged. Hence, delineating what type of research designs is indispensably significant as it is considered as the basic foundation for conducting any type of research. Jonker and Pennink (2010) asserted that “a design describes a (flexible) set of assumptions and considerations leading to specific contextualised guidelines that connect theoretical notion and elements to dedicated strategy of inquiry supported by methods and techniques for collecting empirical material” (p. 39). In this regard, research designs are linked to the research approaches with each approach having a set of designs utilised for different purposes based on the nature of the study. To support this claim, Creswell and Creswell explained that the researcher chooses in first place the appropriate approach for the study and then “decides on a type of study within these three choices. Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study” (2018, p. 49).

Taking the qualitative research inquiry of our research into account, a case study design is deemed a relevant type of designs for the current investigation. A case study design aims to describe in details individuals or relationships occurring in reality which allows the collection of qualitative data in natural setting as implementing this type of designs allows the researcher to further explore the event or individuals under examination. Accordingly, Yin (2009) highlighted the main purpose behind the case study as it “allows investigators to retain the holistic and meaningful characteristics of real-life events-such as individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries” (p. 4) (the English variety used in the original source is American English). He continued to add that it

investigate empirical topics and covers a wide range of evidence sources such as interviews, documents and observations as well as of interest variables while covering other basic elements in research from the data collection methods to the data analysis techniques (2009).

Based on the previous literature, the qualitative approach and the nature of the study, it can be concluded the case study design suits pertinent the present research as the researcher is attempting to capture real life situations where learners spontaneously utilise politeness in relation to speech acts which allows us to describe qualitative data obtained from natural setting. Moreover, we aim at verifying the implication of a politeness strategies theory on the Algerian context as whether is applicable in our situation or not by addressing a small case of study namely Master One students enrolled at the University of Biskra, Algeria as the case study design pinpoints the analysis of specified cases and attempts to scrutinise particular issues and problems observed in reality.

3.1.3 Data Collection Methods

Instrumentation in data collection is an indispensable phase of the research conducting process as it guides as well as shapes the method in which data is generated. This phase is significant due to the weight it holds as it is considered as the backbone of research. Hence, it refers to the systematic way of gathering and aggregation of relevant data on variables of interest in order to answer the proposed research questions, confirm or disconfirm the suggested hypothesis and investigate the phenomenon under study (Kabir, 2016). The selection of the correspondent tools to the study needs to be meticulously and accurately made for the purpose of getting reliable and relevant results. Indeed, Kasper and Dahl asserted that the data collection is “a more powerful determinant of the final product.... if raw data are flawed because the instrument or observation procedure was inadequate, repair is often not feasible, and the value of the study is questionable” (1991, p. 216)

As far as our research study is concerned and taking into consideration the qualitative approach as well as the formulated research questions, the researcher opted for undertaking a pragmatic test to explore the used politeness formulas in requesting and suggesting which is called the discourse completion test (DCT). Additionally, in order to fill in particular gaps in knowledge and get teachers' views regarding our research problem, the second data collection instrument to be selected is a semi-structured interview with teachers.

3.1.3.1 Discourse Completion Test

The Discourse Completion Test (henceforth DCT) is a type of test or questionnaire where multiple scenarios and situations are presented to elicit speech acts. The scenarios are described to an extent to allow the learners to fully comprehend the situations by illustrating the context in which the speech would occur, the relationship between the interlocutors as well as the status of the speaker. According to Kasper and Dahl (1991) the DCT include "a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context" (p. 221).

Therefore, the participants would imagine living in that specific situation of natural language use in which they interact spontaneously with others to perform the suggested speech acts for the purpose of obtaining and exhibiting appropriate verbal behaviour. The DCT aims "to establish culture-specific patterns in speech act realisation" (Ogiermann, 2018, p. 229) making it a valuable instrument to elicit learners' pragmatic ability in the target language as well as their native language and learners' method to account for any speech act.

In the field of pragmatics, the DCT is considered as the most used data collection method where a set of speech acts is compared in terms of the use, aim and structure across cultures. As highlighted by Ogiermann, "it is the only available data collection instrument that generates sufficiently large corpora of comparable, systematically varied speech act data"

(2018, p. 229) and this indicates the extent to which this test is significant in our research. The DCT comes in two forms written and oral with the former representing a list of scenarios presented to the participants in the form of a printed document or an online form and the goal to make them answer the situations by writing down their responses in the provided space. The latter is more spontaneous and no standardised format exists within it.

The Oral DCT (henceforth ODCT) serves the same purpose as the written one; however, instead of written responses, the participants are urged to perform verbal utterances in which interaction and natural occurring of the speech are enhanced. In this case, the participants are given the scenarios and asked to imagine being part of it in real life as they are given the time to read and dive into them in order to fulfil the proposed requirement. Moreover, single turn response in the ODCT might be similar in results with its counterpart, the Written DCT; however, multiple studies stand in the same position as the oral one suggesting that it is a reliable tool for gathering natural utterances and efficient as the findings are rich with features of oral data that contains in-depth realisation due to the long natural speech which is absent in the Written DCT; such studies are: Yuan (2001), Rintell & Mitchell (1989) as well as Eisenstein & Bodman (1993) (Halenko, 2016).

3.1.3.1.1 Structure and Aim

In our case, the ODCT is adopted as a tool due to its indispensability and effectiveness in accounting for the phenomenon of politeness among EFL learners. Due to the fact that it significantly used in the field of pragmatics and especially to elicit naturally occurring speech acts performed by EFL learners in their daily life and academic conversations, there was no doubt coming from the researcher to not utilise the ODCT as a data collection method. What is more, the ODCT gives the researcher a chance to accumulate a considerable number of responses and qualitative data in a particular setting in a short period of time. This enables the researcher to examine the learners' pragmatic ability and investigate whether a translation

from the native language i.e., AA to the target language i.e., English while requesting and suggesting to others in these two languages would occur. What follows demonstrates a detailed description of the ODCT as well as the procedures which were taken in order to successfully and meticulously obtain the data.

As aforementioned, the ODCT does not have a specific standard format. Therefore, we opted for exhibiting the scenarios in the written form with the responses being submitted orally. This was done to reduce the amount of time the participants would answer the test because it is a single turn form of the DCT where they need to read each scenario on its own and then answer orally to the correspondent situation. Furthermore, the test consisted of 12 diverse scenarios, which takes place in daily life interactions, divided into two types of speech acts which the present study is investigating as presenting in first place eight detailed request situations and in second place eight elaborated suggestion situations. In all of the scenarios, the social factors that govern the use of language namely: social distance, relative power and rank of imposition were taken into consideration. The ODCT format included the basic instructions to follow in order to appropriately understand the needed requirements to answer those scenarios.

Additionally, the participants were recorded without the interference of the researcher to give them the opportunity to feel relaxed and eliminate any occurring stress or pressure that might be unconsciously expressed by us especially with some participants having introvert anxiety. Nevertheless, other participants preferred to complete the test at home and send their work via e-mail. Therefore, a detailed description of the DCT was recorded by the researcher and sent to them to exclude any misunderstanding. Not to forget mentioning, the test format as well as our oral instructions included the statement of the participants' gender and age to use it within the results for the purpose of displaying and eliciting the gender distribution as well as the age number of the participants of the study under investigation.

3.1.3.1.2 Piloting and Validation

To avoid any misinterpretation or inconsistency, assure that the DCT was comprehensible as well as error free before submitting to the participants and ensure validity and reliability of the present tool along with its findings, the validation phase was inevitably necessary. After the completion of the test formulation and being consented by the supervisor to be validated by experts, the test was sent via e-mail to four experts in the field of pragmatics from the University of Biskra as well as other universities in Algeria to get their feedback on the content and layout of the DCT. Attached to the test scenarios, an opinionnaire and a validation form along with background information of the study which contains the statement of the problem, the research questions, the aims and the methodology were added for the following reasons. Firstly, the experts need a general background on the study in order to determine whether particular cases are relevant or not. Secondly, the opinionnaire was the experts' space for accounting for their feedback regarding the occurrence of any ambiguous or repetitive scenarios, the clarity as well as language of the situations and the length of the DCT. Finally, the validation form was the researcher's attempt to get the experts' consent on their assistance they provided through the remarks obtained.

The comments regarding the DCT were taken into consideration and did contribute in adding more reliability to the work as one of the teachers suggested a wording change within the 8th situation of requests from "deliver" to "carry out". One mutual remark given by the teachers was their concern about the lengthiness of the DCT. They expressed that participants may be bored or may lose their interest while answering a set of 12 situations at once. Nevertheless, one of the expert teachers was against the idea of omitting any situation as each one seemed interesting to answer. The researcher; however, was successful in gathering a considerable number of learners' responses who were, as a matter of fact, motivated and enthusiastic in responding as the scenarios seemed fun and they expressed that this kind of

tests was a new concept and experience for them as they have not encountered nor answered a similar type of tests before.

3.1.3.2 Semi-Structured Interview

Aiming to fill in the gaps within our study which may not be obtained from choosing only one data collection tool, another qualitative instrument was set to be implemented namely: a semi-structured interview with teachers. Interviews are considered to be one of the most frequently used qualitative research tools as they provide the researchers with rich insights on the phenomenon under investigation and more about the interviewee's point of view regarding a particular issue or topic (Qu and Dumay, 2011). Indeed, they work as information collector about the participants' experiences, beliefs and opinions concerning a research question or research problem of interest and it is "the art of questioning and interpreting the answers" (Qu and Dumay, 2011, p. 243).

Moreover, interviews may take the form of face-to-face, online or phone calls interviews and may take place in an individual or group settings i.e., focus groups. In fact, face-to-face interviews are more preferred because they encourage social interaction with the relationship between the interactants being reinforced especially in individual interviews as the interviewer and the interviewee the only ones who take part within. Accordingly, Kabir (2016) pinpointed the significance of this type of interviews in qualitative research:

Face to face interviews are advantageous since detailed questions can be asked; further probing can be done to provide rich data; literacy requirements of participants is not an issue; non verbal data can be collected through observation; complex and unknown issues can be explored; response rates are usually higher than for self-administered questionnaires. (p. 211).

Furthermore, qualitative interviews tend to be flexible as they may depart from any standardised guide that was set by the interviewer and since the aim for this type of interviews

is to get rich data from the interviewee, asking other follow-up questions, which may not have been already prepared, based on the responses is encouraged as it boost the interaction and discussion resulting in accumulating in-depth realisation on a particular topic or phenomenon (Bryman, 2012).

3.1.3.2.1 Structure and Aim

Conducting an interview with teachers was deemed as an efficient tool to obtain reliable information, get their views and beliefs regarding indispensable concepts along with fill in any potential occurring gap resulting from the DCT, data analysis or theoretical facet. Hence, four semi-structured interviews were held with expert teachers in the field and who are familiar with the notions of politeness and speech acts. Based on their experience, the teachers found in interest within our research of inquiry and agreed with no hesitation in assisting and helping us to set for the interview. A consent letter was distributed by hand to the teachers during the day of the interview to punctuate their approval for being interviewed and recorded. The major aim for the interview was to get teachers' insights and add more strength to our research by addressing punctual questions targeting specific parts in the present study. Notably, it attempted to address the fourth research question: "what are the teachers' views regarding students' mastery and use of politeness strategies in the academic context?"

Subsequently, the interview was composed of eight diverse questions of open and close-ended questions which were predetermined. Even though, there were close-ended questions, the teachers dived beyond them by accounting for additional explanation and justification. Taking into consideration the qualitative nature of the interview, other appending follow-up questions were asked based on teachers' responses as the discussion was interesting and informative enough that it urged the researcher to include a set of probes and

prompts to pursue elaboration and addition from the interviewees and reach deeper understanding.

3.1.3.2.2 Piloting and Validation

Prior to the implementation of the interview, a validation phase was deemed to be an prerequisite part that leads to the success of the interview. The main aim for accomplishing this stage is to eliminate any potential mistakes as well as enhance the quality of the interview questions through experts' feedback on the questions' format, content and language, lengthiness, ambiguity and redundancy. Subsequently, the supervisor played a remarkable role in this phase by helping us getting in touch with expert teachers from outside the University of Biskra. Thus, the interview questions, the validation form along with the opinionnaire were emailed to four teachers with only one of them being enrolled at the University of Biskra. Consequently, no major remarks were addressed with only those concerned with word changing and one of the teachers along with his validation, respectively sent his answers to the questions which enabled the researcher to have an idea about the interviewees' responses and views. His answers worked as a piloting stage for our interview questions.

Additionally, concerning the remarks obtained, one expert suggested the addition of a concluding question in order to give the opportunity to the interviewees to provide additional data and views. Furthermore, a sub question was advised by another teacher to be changed due to its complexity in the content and not form as it was originally stated as "how can they (Algerian EFL learners) be pragmatically competent?". The remarks were taken into account in which they added reliability and validity to the interview question specifically and research study generally.

3.1.4 Data Collection Procedures

As previously being highlighted and explained, we opted for two data collection tools respectively, the ODCT and teachers' interviews. The first data gathering instrument phase started on April 2022 targeting Master One students enrolled at the University of Biskra. Initially, we distributed a consent letter to each participant who agreed to take part in the study while explaining the main aims for the DCT and accounting for the security of their personal information, responses as well as opinions and the total number was 28 participants divided into 17 females and 11 males. It was highlighted in the consent letter that withdrawing from the study is deemed as an acceptable behaviour without any regarded consequences. Hence, during the data collection, a number of participants did not respond to the researcher via email or face-to-face in which we considered such behaviour as their withdrawal. The total number of withdrawal participants was 11 with 4 of them being females and 7 of them being males making the final number of participants 17 divided into 13 females and 4 males. The rest of the participants were eager and interested in participation which enabled the researcher to successfully collect the necessary data.

Furthermore, the participants found this type of test as interesting and one of a kind especially because they have not be introduced to it in their academic years before and what urged them more to participate is the Algerian Arabic aspect of the study that enabled them to be freely express their opinions and views regarding the proposed situations similarly to what they would in fact utter in their daily life conversations. After signing the consent letter, we reached to the participants face-to-face in order to further explain the aim of the research and ODCT specifically to those who did not fully grasped the main theme and meaning of the test. Throughout a whole week, we were able to gather the necessary data required to analyse and interpret; nevertheless, some participants were not reachable face-to-face so we sought to send a copy of the ODCT via e-mail along with a recorded voice message that accounts for

the main instructions and requirements to answer the provided test for those particular participants. Hence, they welcomed the idea and successfully recorded their answers within a day or two after their confirmation of the email reception.

For the second data collection tool, namely; teachers' interviews, the phase started in parallel with the first data gathering instrument which means in April 2022 as well. The teachers were approached face-to-face to get their free schedule in order to do the interviews. Respectively, one teacher out of the four was reachable during the same week of the ODCT gathering phase; nevertheless, the other four had no free schedule that week to be interviewed. Alternately, the following week had no data gathering because of the other remaining three teachers teaching only one week by another in addition to the month of "Ramadan", which hindered the researcher from collecting the necessary data in a quick manner. Nonetheless, the next following week, we succeeded in reaching the other three teachers to sit for their respective interviews in which by the end of the last interview have concluded the gathering of our relevant and pertinent data needed for the completion of the present research study.

3.1.5 Data Analysis Procedures

Prior to the data analysis and description, the two qualitative instruments were analysed differently. To start with, the ODCT was analysed through the use of three models and one coding scheme in order to obtain detailed description and interpretation of the responses obtained from the participants. The first model which was used to analyse the whole 12 scenarios is B&L's politeness model that is concerned with the four types of politeness strategies respectively, bald on record, positive politeness, negative politeness and off record strategies along with the three social variables that determine the use of the previously mentioned strategies namely: social distance (D), relative power (P) and rank of imposition (R). The results obtained were analysed based on the choice of the strategy

according to the given situation minding the context as well as the hearer. Additionally, the two speech acts were each analysed through the use of corresponding models. In the case of requests, the model used was that of Blum-Kulka and Olshtain (1984) that highlighted the basic three types of requesting and their sub-strategies, the total of which is nine strategies.

We have assigned a code to each strategy in order to facilitate the initial analysis by addressing the first sub-category as R1 and respectively till the ninth strategy accounting for it as R9. As noticed the requesting strategies are divided into three major strategies with each one having sub-categories namely: direct strategy with five coding categories; mood derivable, explicit performative, hedged performative, locution derivable and scope stating, conventionally indirect strategy; language specific suggestory formula and reference to preparatory conditions along with non-conventionally indirect strategy with two sub-categories; strong hints as well as mild hints.

Table 3.1*Blum-Kulka and Olshtain (1984) Requesting Coding Taxonomy*

Types of strategy	Coding category	Definition	Examples
Direct	Mood derivable	The grammatical mood of the verb in the utterance marks its illocutionary force as a request	Leave me alone Clean up this mess, please
	Explicit performative	The illocutionary force of the utterance is explicitly named by the speakers	I'm asking you not to park the car here
	Hedged performative	Utterances embedding the naming of the illocutionary force	I would like you to give your lecture a week earlier
	Locution derivable	The illocutionary point is directly derivable from the semantic meaning of the locution.	Madam, you'll have to move your car
	Scope stating	The utterance expresses the speaker's intentions, desire or feeling vis à vis the fact that the hearer do X	I really wish you'd stop bothering me
Conventionally Indirect	Language specific suggestory formula	The sentence contains a suggestion to X	How about cleaning up? So, why don't you come and clear up the mess you made last night!?
	Reference to preparatory conditions	Utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language.	Could you clear up the kitchen, please? Would you mind moving your car, please?
Non-Conventionally Indirect	Strong hints	Utterance contains partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act)	You've left this kitchen in a right mess
	Mild hints	Utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests (indirectly pragmatically implying the act).	I'm a nun (in response to the persistent boy)

Note. Adapted from “Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)1,” by S. Blum-Kulka and E. Olshtain, 1984, *Applied Linguistics*, 5(3), p. 202 (doi.org/10.1093/applin/5.3.196). Copyright 1984 by Applied Linguistics Journal.

On the other case of suggesting, a model, which has already been presented in chapter 2 in table 2.3, given by Martinez-Flor (2005) is used to fulfil the requirement of analysing the obtained suggesting strategies in the ODCCT in which they have divided their taxonomy into three main strategies and one sub-main category which is not listed in any other three strategies. Similarly, we have assigned in the initial analysis codes to each suggesting strategy addressed by S1 from the first sub-category to S11 as the last one. The first strategy is the direct one and it is divided into four; performative verb, noun of suggestion, imperative as well as negative imperative, whereas the second one is conventionalised forms that contains five sub-strategies; specific formulae (interrogative forms), possibility/probability, should, need and conditional. The following indispensable strategy is the indirect one that contains only one sub-category within which is the impersonal strategy along with the other strategy that is hints.

Last but not least, the coding scheme that was applied on all of the 12 scenarios in both English and Algerian Arabic is the use of alerters. An alerter is the initial element produced by speakers of language in order to seek for the hearer’s attention towards his/her utterance. Blum-Kulka et al. (1989 as cited in Maros and Halim, 2018) addressed eight types of alerters, in which they would be taken into consideration in the present study, that people utter as a sociopragmatic feature or manner to grasp the intention such as when expressing: “Danny, can you remind me later to bring the book for you on Monday?” where Danny is the alerter that falls under the category of surnames. The taxonomy is presented in table 3.2 and

the initial analysis coded the alerters as A1 from the title/role category to attention getter as A8.

Table 3.2

Alerters Categories according to Blum-Kulka et al (1989)

Category	Example
Title/Role	Professor, waiter
Surname	Johnson
First Name	Nick, Judith
Nickname	Judy
Endearment term	Honey
Offensive Term	Stupid cow
Pronoun	You
Attention getter	Hey, excuse me, listen

Note. The alerters are presented in Blum-Kulka et al. In 1989 as cited in “Alerters in Malay and English Speech Act of Request: A Contrastive Pragmatics Analysis,” by M. Maros and N. S. Halim, 2018, *The Southeast Asian Journal of English Language Studies*, 24(1), p. 71 (doi.org/10.17576/3L-2018-2401-06). Copyright 2018 by The Southeast Asian Journal of English Language Studies.

3.1.6 Population/Sampling Technique

What follows the previous methodological aspects of the present research work is the population and sampling that corresponds with the research aims and approach in order to conduct the study. Sampling is a significant process of any research in which the researcher selects meticulous and pertinent subset of individuals out of the overall representative population in order to conduct the research on (Igwenagu, 2016). Moreover, the sampling techniques vary in terms of the purpose, research objectives as well as the nature of the study.

Respectively and due to the qualitative nature of the study, a non-probability convenience sampling technique that is deemed to be the most suitable one in our case. This sampling method emphasises the availability and accessibility of particular subjects in the chosen population. Additionally, in the convenient sampling can be “usefully employed in relation to exploratory work from which new theoretical ideas might be generated” (Bryman, 2012, p. 204). Therefore, we sought to select our sample by virtue of their convenience and availability and due to the research objectives which deem advanced level EFL learners in order to obtain variety of responses that corresponds with the research tools as well as due to the fact that our intention is not to generalise the findings.

In the same vein, the targeted sample is master one EFL students enrolled at the University of Biskra along with applied linguistics teachers who in total constitute the overall population in which the study is conducted upon. This population choice of the students has been selected for the purpose of their advanced level in English which enable them to widely and freely express themselves adequately in the target language compared to the other levels. Equally important, the teachers were chosen as part of the present research work due to their pragmatic knowledge as well as experience of teaching at the university whom to an extent know the level and skills of the students as they have been teaching for the past four years, in addition to obtain in-depth insights and reliable data on the present phenomenon. With this regard, conveniently accessible 17 master one students divided into 13 females and 4 males along with four teachers comprised the present investigation sample.

3.2 Data Analysis and Results

The main aim for this section is to display, describe, and interpret the data obtained from both qualitative instruments namely: the ODCT along with teachers’ interviews. Hence, a detailed analysis will be presented to the obtained findings.

3.2.1 Results of the ODCCT

As it has been mentioned within the data collection procedures, the total number of participants was supposed to be 28 divided into 17 females and 11 males. Nevertheless, only 17 participants responded to the ODCCT with the others having particular problems with their internet or withdrawing from the study after agreeing to participate. Therefore, four females and seven males dropped out of the study making the overall number of participants 17 which consists of 13 females and four males. Table 3.3 accounts for the participants' number along with their gender

Table 3.3

Gender Distribution

	Frequency	Percentage (%)
Females	13	76%
Males	4	24%
Total	17	100%

Table 3.3 showed the over-representation of the female gender with 76% of the overall number as the females are the dominant ones when it comes to various branches or disciplines especially in foreign language learning. However, the males within the study consisted of only 24% out of the whole sample. The study aimed from the initial number of participants to investigate the difference between both genders in the use of politeness strategies in AA and English. On the contrary and due to the wide distance between the current genders participating in the study as well as the small number of the males, that specific aim was dropped and stated in the limitations instead.

As an addition, the age number of the participants was not taken into consideration within the interpretation or the analysis of the results. It was used for the purpose of elicitation

the age group of the participants. Table 3.4 illustrates the age distribution of the 17 participants.

Table 3.4

Age Distribution

Age	Frequency	Percentage (%)
21	5	29%
22	7	41%
23	3	18%
24	1	6%
33	1	6%
Total	17	100%

In this sense, Table 3.4 showed diversity in the age group of the participants ranging from 21 to 33 with the age of 22 being the most dominant in the study taking 41% of the total sample followed by a 29% that illustrates the age group of 21. What comes next is the age of 23 which formed 18% of the whole participants with the last age groups of 24 and 33 representing only 6% each making them the least dominants from the overall participants.

Furthermore, the ODCT consisted of 12 situations with six of them representing and the other six indicating suggesting. Each participant delivered 24 utterances divided accordingly to the type of speech acts as well as the languages being investigated which are English and Algerian Arabic. This means that six English and six AA responses were collected from the requesting situations and the same division is applied for the suggesting situations making the total number of responses obtained from the test 408 utterances from 17 participants.

3.2.1.1 Requesting

The requesting situations were a total of six scenarios in which the social variables were taken into consideration when forming them. The aim of utilising different degrees of the social variables is to explore the way in which Algerian EFL learners request others with different or similar degree of social distance, power and rank of imposition. Indeed, a distinction between the politeness strategies and the requests strategies among the participants was identified. The analysis of the responses was done on three procedures by identifying the alerters used at the starting point of the utterance, the request strategy performed based on Blum-Kulka and Olshtain's model as well as the politeness strategy implemented to mitigate the FTA according to B&L's model. Consequently, we had obtained 204 utterances with half of them being in English and the other half in Algerian Arabic.

3.2.1.1.1 Scenario 1

Concerning the first situation, it highlighted a daily life conversation between two best friends where the addresser is the participant him/herself without identifying the gender of the addressee leaving that to be determined by the requester. In this regard, they were put in a situation where they need to request the best friend to pay for a restaurant bill because they forgot their money at home. The responses varied in terms of the strategies used in which it has been observed that most of them resorted to the use of two strategies instead of one as the value of the utterance is high (R+); even though, the distance is narrow and the addressee has no power over the addresser (D- and P-). The results for the English responses are distributed in Table 3.5

Table 3.5*Distribution of the Used Politeness Strategies in English Requests: Scenario 1*

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	2	7.1%	7.1%
Positive Politeness	Strategy 4	1	3.6%	46.5%
	Strategy 10	11	39.3%	
	Strategy 14	1	3.6%	
Negative Politeness	Strategy 1	9	32.1%	42.8%
	Strategy 4	1	3.6%	
	Strategy 6	2	7.1%	
Off Record	Strategy 1	1	3.6%	3.6%

According to table 3.5, a total number of 28 politeness strategies were implemented by 17 participants as 11 students resorted to the use of two strategies in order to perform the English request required for the first scenario. In fact, the 28 strategies represent only nine performed strategies. As noticed, 13 participants (46.5%) preferred the use of positive politeness strategies (henceforth PP) to appeal to the addressee's positive face and mitigate the strong effect of the FTA (request). The used PP strategies were: use in-group identity markers (strategy 4), offer and promise (strategy 10) and assume or assert reciprocity (strategy 14). In most cases, strategy 10 which occupied 39.3% of the overall percentage was in fact used as a second strategy to another one mainly a negative politeness strategy (henceforth NP) or the bald-on-record one (henceforth BOR) as participants uttered their requests and then added a promise (PP strategy 10) to make sure that the favour which the addressee would make will not be forgotten; therefore, they assured a repair. This example would work as an illustration to the abovementioned situation:

Student 7 stated: “I forgot my wallet at home. Just pay the bill now and I will give you the money back later”.

This request was performed based on the BOR strategy (pay the bill now) and in order to reduce the threat of the direct utterance, the student opted for the use of another strategy which is the promise PP strategy (I will give you the money back later). Here, the student promised the returning of the payment once they get back home.

What follows, 12 participants (42.8%) opted for NP strategies to perform their requests by choosing strategy 1 which indicates being conventionally indirect when uttering the request. This strategy means to go direct with a redress to the performed FTA (in this case it is request). Moreover, the following two NP strategies are: minimising the imposition R_x (strategy 4) and apologising (strategy 6). An example of the use of an NP strategy is demonstrated as follows:

Student 14 uttered: “Can you please pay now because I forgot my wallet and when we go home, I will give you back the money?”

The student aimed at minimising the force of the FTA by using the formula of “Can you please” which in fact is considered as strategy 1 of NP while adding another strategy of promising the addressee with a repair (I will give you back the money).

Furthermore, the BOR strategy came in 3rd place as the most used strategy in English requests with only two students performing it (7.1%) for requesting a best friend that is both close in distance and power but with higher imposition. Student 16 similarly to student 7 used the BOR strategy while making PP strategy 10 as he addressed the other interlocutor with: “I forgot my wallet in the house. Please, pay and I will pay you back next time”. With only one response using the off record strategy (henceforth OR), the participants aimed at hinting to the addressee that she cannot pay for the bill and requested indirectly for the other to pay instead (strategy 1; give hints) in which she maintained: “Oh my God, I feel embarrassed. I just

checked my bag and I cannot find my money. I hope you have extra money to pay instead and I promise I'll bring you your money tomorrow". Not only an OR strategy but also PP strategy 14 was used to mitigate the threat.

Additionally, the participants responded to the first scenario in Algerian Arabic in which we observed approximate similar use of the previously mentioned strategies. Table 3.6 accounts for the responses obtained in AA.

Table 3.6

Distribution of the Used Politeness Strategies in AA Requests: Scenario 1

Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	2	7.7%	7.7%
Positive Politeness	Strategy 10	10	38.5%	50%
	Strategy 14	3	11.5%	
Negative Politeness	Strategy 1	11	42.3%	42.3%

For the AA requests, the participants opted for the use of 26 strategies divided into four performed politeness strategy with a missing OR strategies compared to the English requests. Out of the 17 participants, nine students resorted to the use of two adequate strategies and based on table 3.6, the most used strategy is PP as half of them (50%) implemented it to appeal to their best friends through applying two different PP strategies. Nevertheless, the most used sub-category is strategy 1 of NP with a total of 11 students taking by itself 42.3% out of the overall percentage. In fact, the PP10 and NP1 were implemented simultaneously by seven students. To illustrate, student 8 stated:

"والله نسيت دراهمي في الدار. كان تقدر تخلص عليا وكي نرجعو راني نرجعهم ملك ان شاء الله"

(wallah nsit drahmi fi ddar. kan taqdar tkhalaS ʔliya w ki narjʔo rani nrajaʔhomlk in shallah) (I swear I forgot my money at home. If you can pay instead and when we go back I'll repay you with God's Will)

In this utterance, the student used NP to conventionally indirect ask the addressee to pay instead of himself while in the same time offering to repay him the money; thus, a PP strategy was implied as well. The other PP strategy used which occupied 11.5% is the strategy of asserting and assuming reciprocity in which the participant addressed an offer to the other interlocutor by making her pay this time and she (the addresser) will do the act another day which indicates reciprocity. Student 13 expressed: "خلصيلي المرة الجاية عليا أنا" (khalSili Imarra jaya ʔliya ana) (Pay this time and I'll pay in the next one).

Similarly to the English request, participants did not attempt to over use the BOR strategy as in both cases only two students referred to it when requesting. In AA the percentage for its use is 7.7%; whereas, in English it is 7.1% as this is mainly due to the amount of strategies performed in each language with AA having less utterances by two from English. The reason behind not utilising such a strategy is because of the weight or value that the request is holding (R+), which urges the participants to save the other's face wants from being damaged from such act; even if, the distance and power between the two is reduced due to their closeness. Student 3 applied this strategy in addition to another one which is PP10 in order to reduce the straightforward request by stating: "خلصيلي هذي المرة وكي نرجعو راني نخلصك" (khalSili hadhi Imara w ki narjʔo rani nkhalSk) (Pay for me this time and when we go back I'll repay you).

Since another aspect of this analysis is using Blum-Kulka's model, we came to a conclusion that they used various requesting strategies with a high tendency for the use of the 7th requesting strategy which is refereeing to preparatory conditions to appear conventionally indirect. The results are as follows in both languages:

Table 3.7*Distribution of the Used Requesting Strategies in English and AA: Scenario 1*

Language	Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Mood derivable	3	17.6%	23.5%
		Scope stating	1	5.9%	
	Conventionally Indirect	Reference to preparatory conditions	12	70.6%	70.6%
			Non-Conventionally Indirect	Strong hints	1
AA	Direct	Mood derivable	5	29.4%	29.4%
		Conventionally Indirect	Reference to preparatory conditions	11	
	Non-Conventionally Indirect	Strong hints	1	5.9%	5.9%

As a side note, for the requesting strategies only one strategy is performed by each student in all of the scenarios; in contrary to the politeness strategies, in which participants opted for the use of more than one. In addition, the percentages of each language were calculated on their own meaning they do not overlap as the overall percentage of all of the strategies used in English are 100% and similarly to AA as well 100%.

Accordingly, in both languages, the participants utilised approximately the same requesting strategies where the only two distinctions between them is the existence of one additional strategy in English with only one participant using it making the percentage 5.9% as well as the frequency of the used strategies. What is remarkably observed is the high use of the conventional indirect strategy especially the 7th one that deals with referring to the

preparatory conditions (R7). This strategy was mainly used in hand with NP 1 because they both deal with requesting directly while being direct through the use of the basic requesting formulas of “could you, would you and can you”. As an illustration, the following utterances are obtained from two students who used in both languages the same strategies:

Student 1:

English: Could you please pay and I'll give you the money back once I'm home?

AA: معليهش تخلصي وكي نروح نرجعلك دراهمك؟ (ma^ʔlihsh tkhalSi w ki nrawaH nraja^ʔlek drahmek?)

Student 10:

English: Can you pay instead then I will give you your money back when we go home?

AA: معليهش تسلكي في بلاصتي وكي نروح نرجعلك دراهمك؟ (ma^ʔlihsh tsalki fi blaSti w ki nrawaH nraja^ʔlek drahmek?)

In AA: the word "معليهش" represents in some cases a verb (Is it Ok) and in others indicates (That's Ok/fine). Since we are dealing with requests it indicates the first category and when translated to English it means “can you, could you and would you” formulas. Therefore, remarkable high percentages were resulted in AA and English requesting strategy number 7. Further, the mood derivable strategy which is the 1st one in the requesting strategies (R1) was used a total of three students in English and five in AA. It represents the direct statement of the request without minding its force and this is basically related to the BOR strategy. Simultaneously, the participants opted for this strategy because of the close relationship between them and the participants; even though, R was valuable, they expressed that since the addresser is a close friend, being direct does not imply impoliteness or rudeness.

Student 2 stated:

English: Pay for me this, I'll pay for the next time we hangout.

AA: سلكيلي هذي المرة والمرة الجاية نسلالك (salkili hadhi lmara w lmara jaya nsalalek)

As an addition, on one hand, the strong hints requesting strategy (R5) was used by only one student twice; one in English and the other in AA in which the participants did not state the request of paying instead of them and preferred to use hints to indicate that they cannot pay. On the other hand, the scope stating strategy (R8) was only used once in English where the participant explicitly expressed her intentions vis à vis the action. So a demonstration the following statements represent each strategy/language:

R8 English: Zeineb I forgot my money at home. I'll pay you next time.

R8 AA: راني نسيت لپورطموني نتاعي. المرة الجاية هاني نسلک (rani nsit lportmoni ntaʕi lmara jaya hani nsalak)

R5: Oh my God, I couldn't find my money. I hope you have extra money to pay instead and I promise I'll bring it tomorrow.

Furthermore, the researcher employed another coding scheme, as it has already been mentioned, which deals with the alerters that are used by speakers of any language to catch the others' attention by stating them initially before the utterance. Table 3.8 works as an illustration to the frequent use of the alerters by the 17 participants in English and AA.

Table 3.8

The Used Alerters in Requests: Scenario 1

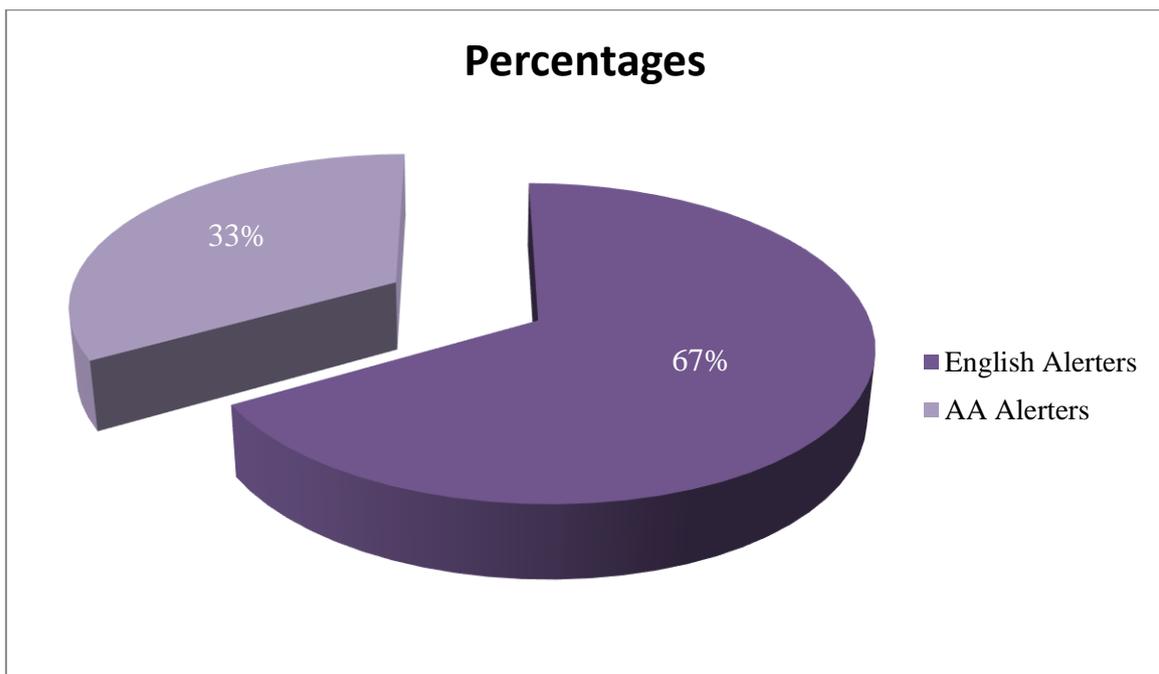
Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	1	8
	Surname	1	
	Attention getter	6	
AA	Title/Role	1	4
	Attention getter	3	

As a side note, the alerters for both languages were calculated together meaning the overall frequency and percentage of English and AA together form 100%.

The used alerters in scenario 1 were “Oh my God”, “Oh”, “Pardon” and “Dude” which worked as attention getters, a title “Sir” and a surname “Zeineb” employed in English. Whereas, in AA "اسمحي" (excuse me) and "علاياك" (you know) that represent attracting attention of the addressee as well as "اخي" which means brother and falls under the category of title and role. Therefore, out of 12 alerters being performed in scenario 1, 8 of which are English and the remaining four are in AA.

Figure 3.1

Percentages of English and AA Use of Alerters in Requests: Scenario 1



3.2.1.1.2 Scenario 2

Aiming to minimise the imposition, this case revolves around a conversation that may occur between family members daily. The detailed description involved the state of mind of the interlocutors and the process from the sitting around the table to the application of the request to a sibling asking him/her to pass the salt because the food tasted bland. In this case,

the rank of imposition which was higher in the first scenario is respectively reduced (R-) while keeping the same degree of social distance (D-) and power (P-). In both language i.e., English and AA, an approximate similar number of strategies was obtained with regard to the frequency of occurrence. Table 3.9 demonstrates the politeness strategies performed in English requests.

Table 3.9

Distribution of the Used Politeness Strategies in English Requests: Scenario 2

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	11	57.9%
Positive Politeness	Strategy 4	2	10.5%
Negative Politeness	Strategy 1	5	26.3%
Off Record	Strategy 1	1	5.3%

With regard to the distribution of the results on table 3.9, a high diversity in the use of the politeness strategies was not indicated as much as the first scenario did in which one sub-strategy in each strategy was highlighted and utilised by our sample. Even though, PP and OR include a total of 15 strategies, NP is divided into 10 strategies and the BOR one works as a one-standing strategy. In contrary to the previous scenario, we observed that BOR was the most frequently implemented from a total of 11 participants (57.9%). Not to forget mentioning, the overall obtained politeness strategies are 19 as two students attempted to use two overlapping strategies in order to appear more polite and increase the others' face wants as well as preserving them. This high use of BOR is due to the fact that the social variables are reduced and addressing a sibling may not need the excessive use of NP, PP and OR. Nevertheless, five participants resorted to requesting more politely by using expressions that do not threaten the other's face; hence, they performed NP1 strategy to request indirectly

through the use of modal verbs in order to fulfil this requirement. This made it the second most used strategy out of the other four with 26.3%. The responses in BOR were mainly “pass/ give me the salt” with the addition of “please” to mitigate the strong effect of the FTA; although, the request is addressed to a sibling. Contrarily, the NP1 utterances added the modal verbs of “would, could and can” to the previously mentioned expressions.

Moreover, PP4 was used by the two participants who opted for performing not one strategy while requesting but two instead. This was due to their use of BOR strategy; thus, they asserted the maintenance of the addressee’s face by implementing in-group identity markers namely: sis, sister and dear after the performance of the request. The last strategy that occupied 5.3% out of the whole proportion is OR1 that only one student preferred to utilise it in making her request in which she uttered: “The salt, please” making it highly indirect. Indeed, she gave a hint to get the salt passed to her that is the expression of the object itself without the addition of any verb or action.

Notwithstanding, OR was totally unused by any of the participants in the AA case. Table 3.10 illustrates the other used strategies in AA.

Table 3.10

Distribution of the Used Politeness Strategies in AA Requests: Scenario 2

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	16	84.2%
Positive Politeness	Strategy 4	2	10.5%
Negative Politeness	Strategy 1	1	5.3%

What is observed in this AA case is the amount of BOR strategy implemented to request a sibling with a rate of 84.2% by 16 students. Incidentally, the 17 participants in this study all used the BOR strategy to address their siblings except for one who opted for the use

of NP1(5.3%) and two of the remaining 16 used two strategies instead of one adding PP4 (10.5%) to the BOR one. This happened because AA is the native language of the participants; hence, they found it more comfortable and relaxing to request in this way especially because that is how they approximately address one another when the distance, power and rank of imposition is reduced. In addition, Algerians generally tend to use direct strategies when approaching others especially if they are relatives, friends, neighbours and classmates. With regards that their way of addressing others directly is not considered as impolite and rather shows closeness and familiarity. Most responses using BOR included this expression of: "اعطيلي/مديلي/مدلي الملح تعيشي/تعيش" (a^tili/ medili/ medli lmelH t^ʃishi/ t^ʃish) which is translated into “give me/pass me the salt please/ May you live”. For the PP4 used, the two students added "اختي" (okhti) that stands for “my sister” after the request being performed.

Now for the requesting strategies utilised in English and AA requests in this scenario, they are displayed in table 3.11

Table 3.11

Distribution of the Used Requesting Strategies in English and AA: Scenario 2

Langua ge	Strategy	Sub-categories	Frequency	Percentage of each strategy (%)
English	Direct	Mood derivable	11	64.7%
	Conventionally	Reference to preparatory conditions	5	29.4%
	Indirect			
	Non-Conventionally	Strong hints	1	5.9%
	Indirect			
AA	Direct	Mood derivable	16	94.1%
	Conventionally	Reference to preparatory conditions	1	5.9%
	Indirect			

In scenario 1 for English, conventionally indirect requesting strategies (CI) were the most used by students because of the high value of the performed request. Conversely, scenario 2 delivered the performance of the direct strategies instead due to the low rank of imposition of the request. This indicates that R indeed may be an influential factor that affects the use of the requesting strategies.

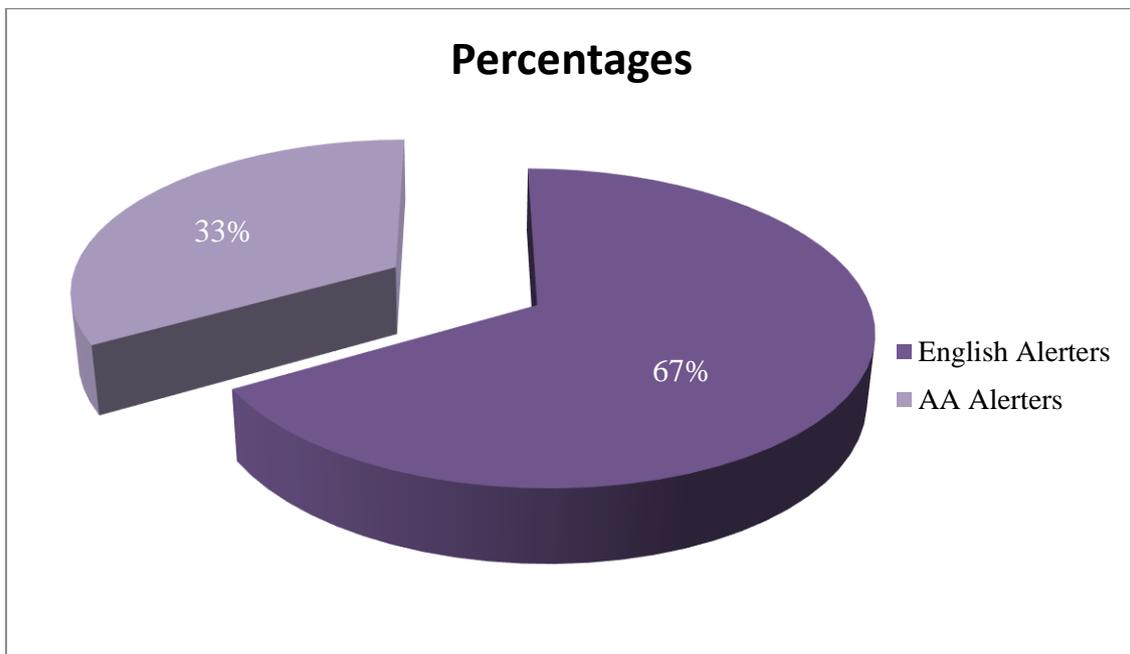
The same remark indicated in the English requesting strategies is also observed in the AA case where a change from indirect to direct strategies resulted from the changing of the degree of imposition. Another aspect that is pinpointed from table 3.11 is the inexistence of the non-conventionally indirect strategy (NCI) that was present with only 5.9% in the English situation. That's because, as before mentioned, Algerians prefer to appear direct especially when addressing people with the same distance and power ranks. The NCI that was applied by one student is the one that corresponds with the OR1 strategy by stating a hint that has partial reference to the action needed to be performed. According to the NP1, a CI strategy was implemented in the same situation/utterance. Whereas, the direct ones were being linked with BOR as in English and a 64.7% was recorded from 11 students and a higher percentage was directed from the AA utterances in which 94.1% (16) out of the whole utterances (17) has been observed.

Additionally, the alerters scored from the English and AA utterances were nearly the same amount with only a difference of three address forms.

Table 3.12*The Used Alerters in Requests: Scenario 2*

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	1	6
	Surname	2	
	Attention getter	3	
AA	Title/Role	1	3
	Surname	1	
	Attention getter	1	

In English, the participants tried to address call for the attention of the interlocutor before starting their request through the use alerters namely: “hey and listen”, title/role as “sister” and surnames of “Kawther and Imane”. In contrast, the used AA alerters were only three in which each one falls under a particular category which are as respectively: "اسمعي" (asm^ʕi) (listen), "اختي" (okhti) (sister) and a female surname of "كوثر" (Kawther). The total number obtained is nine alerters. Figure 3.2 indicates the percentages of the alerters in both languages.

Figure 3.2*Percentages of English and AA Use of Alerters in Requests: Scenario 2***3.2.1.1.3 Scenario 3**

What changed in this scenario is the use of a situation in which the difference between the two interlocutors is high with no familiarity occurring among (D+). Notwithstanding, we kept the low power (P-) and rank of imposition (R-) as they were because the addressee has no power over the addresser since he/she a trainee in a company and the addresser is the its boss. In this case, the participants were asked to imagine themselves being the boss of a particular company who just got off phone with a shareholder and about to attend important meeting. The calls which were supposed to be received by the boss will not be answered to because of the meeting; therefore, they have to request the trainee to respond instead. Hence, the results of the politeness strategies implemented are distributed in table 3.13 where their overall number gathered are 17 accordingly with the number of participants in which no student has opted for the use of two strategies.

Table 3.13*Distribution of the Used Politeness Strategies in English Requests: Scenario 3*

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	8	47%
Positive Politeness	Strategy 9	1	5.9%
Negative Politeness	Strategy 1	6	35.3%
Off Record	Strategy 1	2	11.8%

Noticeably, BOR was the most used strategy among the sample with 47% indicating that since the addresser has more power over the addressee and the distance between the two is wide with a low rate of imposition, the BOR strategy was the preferred one to be implemented in this case. An example of the use of BOR is uttered by student 15: "I have an important meeting. You take the calls on my behalf". Further, the second strategy to be used by six participants (35.2%) out of 17 is NP1 which, similarly to the previous strategies, was one of the most used one especially in the English side of the ODCT. To explain, they aimed to use it in order to appear polite towards the other addressee avoiding the use of the direct strategy in which they may assume that it is considered as impolite and rude especially because the relationship between the interlocutors is wide (D+) due to one being the boss and the other a new worker. To illustrate, this utterance is performed by student 11 to express NP1: "Can you please answer the following calls? I have a meeting".

What follows, the other three remaining strategies were expressed by three students in which two of them preferred the use of OR and the other PP. The former implemented the use of hints to request indirectly the addressee to take the phone calls as the participants stated: "It is your duty to receive the calls. I am relying on you". This OR1 expression involve the naming of politeness strategy in a hidden way in which she attempted to call for the trainee's

duty to receive the upcoming phone calls without actually mentioning a performative verb or a modal one. For the PP9 strategy, the 17th participant was the only one to use in which she expressed: "Hey, listen up, I know you are the new trainee here, but you need to be careful and ready for upcoming calls that you will receive". She took into consideration the hearer's positive face and used a strategy to make him/her cooperative within her interests; thus, a positive politeness strategy occurred in this situation.

As a contradiction, the AA politeness strategies were heterogeneous from the English ones in terms of the strategies utilised as the participants used a total of four strategies with two of them being NP and no PP was used. Whereas, the English requests in the third scenario composed of four sub-categories; one to each main strategy. Table 3.14 accounts for the politeness strategies used in AA.

Table 3.14

Distribution of the Used Politeness Strategies in AA Requests: Scenario 3

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	8	47%	47%
Negative Politeness	Strategy 1	6	35.3%	41.2%
	Strategy 4	1	5.9%	
Off Record	Strategy 1	2	11.8%	11.8%

Nevertheless, the percentages of both languages are similar to one another in accordance with the frequency of the used strategies as each participant applied one politeness strategy in his/her request. As noticed, BOR occupied the largest rate of frequency with eight expressions (47%) as the most used performative verbs were "ريبوندي" (ripundi), "رد" (rud) and "جاوب" (jaweb) which all of them stands for answer. Moreover, the NP sub-categories

were three in this case that contradicts with one performed NP strategy in English. Obviously, the most occurring one is NP1 with a percentage of 35.3% applied by six students making it the second most used. The NP1 expressions, similarly to the previous strategies, revolved around modal verbs' utterances. NP4 was implemented in a situation where the rank of imposition is already low making it even minimised as expressed by student 8: "أو عندي اجتماع" (aw 'ndi ijtima' shwi haka w manaqdarsh njawb 'la l itiSalat sama kan tjawb fi blaSti brk) (I have a meeting in a while and I cannot answer the phone calls, if you can just answer them on my behalf'. Lastly, OR1 was used by only two students 11.8% as they used hint to communicate their wants indirectly by stating: "ضرك تهز المسؤولية تاع باش تعود ترد على الاتصالات لي تجي للشريكة" (Dork thz lmas'uliya ta' bash t'ud trud 'la l itiSalat li tji lsharika) (You now have the responsibility to answer the phone calls which the company shall receive).

Furthermore, the request strategies in both languages were miscellaneous with five in English and six in Arabic. The results are distributed below:

Table 3.15*Distribution of the Used Requesting Strategies in English and AA: Scenario 3*

Language	Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Mood derivable	5	29.4%	52.9%
		Hedged performative	1	5.9%	
		Locution derivable	3	17.6%	
	Conventionally Indirect	Reference to preparatory conditions	6	35.3%	35.3%
	Non-Conventionally Indirect	Strong hints	2	11.8%	11.8%
AA	Direct	Mood derivable	6	35.3%	53%
		Explicit performative	1	5.9%	
		Hedged performative	1	5.9%	
		Locution derivable	1	5.9%	
	Conventionally Indirect	Reference to preparatory conditions	6	35.3%	35.3%
	Non-Conventionally Indirect	Strong hints	2	11.7%	11.7%

In the same sense, both languages have the same amount of participants who used mood derivable (R1) strategy and reference to preparatory conditions (R7) strategy in which they are in accordance with BOR and NP1 politeness strategies. In the former, the six students considered the situation as informal and esteemed the degree of the three social variables. As a contradiction in the latter, the other six participants did not consider the degrees and endeavoured to maintain the politeness rate between them and their hearers; thus, they used the R7 requesting strategy. What is added in this scenario is the use of other direct requesting strategies which are: explicit performative (R1), hedged performative (R2) and locution derivable (R4). The four direct strategies vary in the degree of appearance of the illocutionary force where some participants uttering it with a performative verb, others explicitly naming it, some others partially embedding it and the others attempting to make the addressee deriving the intended meaning from the semantic one. Subsequently, the percentages of the overall used of each strategy (Direct, CI or NCI) are highly similar if not congruous with the strong hints strategy (R8) being performed less in both languages contrarily to the other strategies.

Moreover, the alerters performed in each language corresponds with the other with an only distinction in using two alerters instead of one

Table 3.16

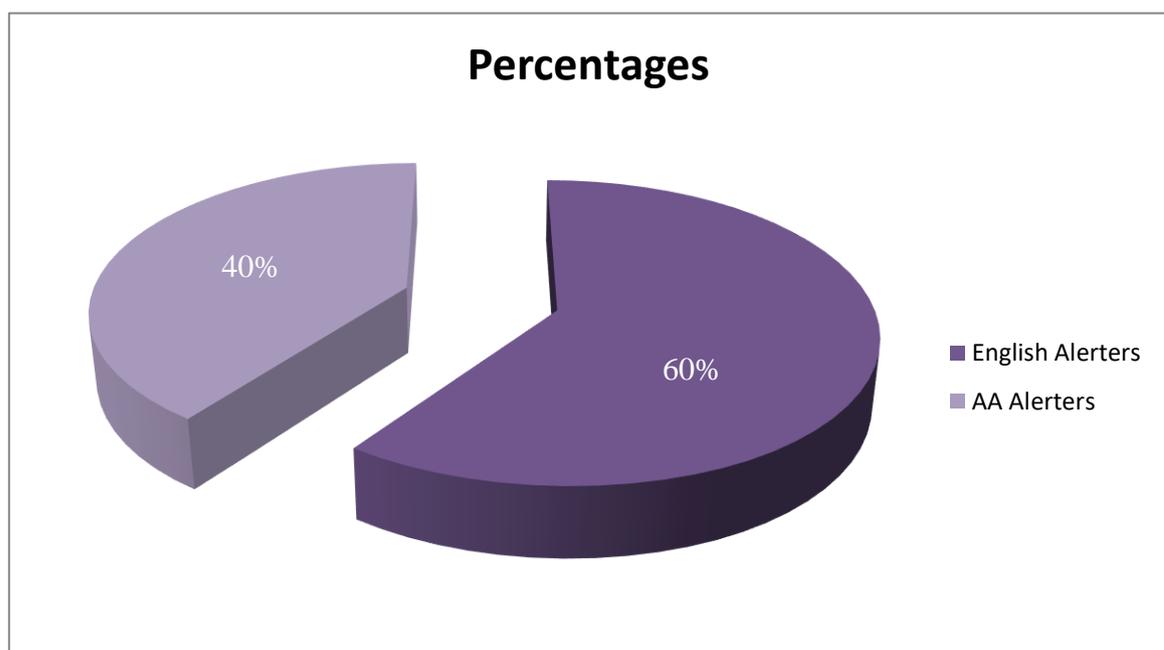
The Used Alerters in Requests: Scenario 3

Language	Types of Alerters	Individual frequency	Overall frequency
English	Surname	3	9
	Attention getter	6	
AA	Title/Role	1	6
	Surname	2	
	Attention getter	3	

To illustrate, the English alerters used to call for a surname are: “John Wail and Mohamed”, whereas in AA: "أحمد" (Ahmed) and "محمد" (Mohamed). In addition, the most used alerters are those which are considered as an attention catcher and this type is apparently the frequent one in the three first scenarios of requesting specifically: “hey, hi, listen and excuse me” in English and “اسمع/ismaʕ” (listen) as well as “شوف/shuuf” (look) in AA. The title/role alerters were only performed once in the AA situation to express “sister” which is "اختي".

Figure 3.3

Percentages of English and AA Use of Alerters in Requests: Scenario 3



3.2.1.1.4 Scenario 4

In this scenario, a change has been made on the distance, as well as the imposition factors as we attempted to explore how Algerian EFL learners, concerned with the study, respond to people whom the distance and relationship (D+) with is wide in regard to the high value of the favour (R+) to be requested with no changing for the power variable (P-). The sample was asked to make a request to a classmate (not a close friend) in order to obtain the

notes or lessons which the addresser missed because of sickness. It was highlighted in the first part of the scenario that the requester is a master one student at Biskra University, which aimed at putting them in a situation that could possibly happen in their academic journey for the purpose of obtaining to an extent natural everyday occurring utterances. To make the points clearer, the results are highlighted as follows:

Table 3.17

Distribution of the Used Politeness Strategies in English Requests: Scenario 4

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 4	1	5%	5%
Negative Politeness	Strategy 1	12	60%	95%
	Strategy 2	3	15%	
	Strategy 6	1	5%	
	Strategy 10	3	15%	

Noticeably, NP is by far the most used politeness strategy in this scenario with 95% leaving the remaining 5% to one PP; strategy 4 that was used as a second strategy by one of the participants. Not to forget mentioning, the overall strategies gathered are 20 where three students used two strategies rather than one. Based on table 3.17, NP1 took the lead as the most used strategy by 60% performed in utterances of 12 students as they attempted to go direct while being indirect in order to address a classmate who is not close in relationship with and high R value. Strategies 2 (questioning and hedging) along with 10 (going on record by incurring a debt or as not indebted H) partitioned into half 30% of the total number of the strategies performed with the former indicating the avoidance of assumptions by adding “if you don’t mind and I hope you don’t mind” in the utterance to reduce the threat and the latter

implying the redressing of H's other wants by the application of "I would appreciate, I would be grateful" to appear more polite and not hurt H's face. What is left is NP6 which accounts for the apology of the request's making as stated by one student: "I'm really sorry to ask you" in which this strategy represents 5% only.

Table 3.18

Distribution of the Used Politeness Strategies in AA Requests: Scenario 4

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Negative Politeness	Strategy 1	12	70.5%	94.1%
	Strategy 2	1	5.9%	
	Strategy 4	1	5.9%	
	Strategy 6	1	5.9%	
	Strategy 10	1	5.9%	
Off Record	Strategy 2	1	5.9%	5.9%

Similarly to the English situation, the percentage of using the NP strategy is approximately similar with a difference of 0.9%. Moreover, AA accounted for the use of two politeness strategies of NP as well as OR with the absence of BOR, just as in English, and PP. Each student used one strategy to express their request to the classmate and to express NP1 the participants used the word of "معليهش" which indicates the modal verbs to request politely. The rest of the NP strategies were used by one student each in which they added the following expressions are listed in order: "كان مكانش مشكل" (kan makansh mushkil) (if there is no problem, to express NP2), "سما حبيت برك اذا تقدرني" (sama Habit brk idha taqdri) (I just wanted to see if you could, to indicate NP4), "اسمجلي خويا والله عنديرونجيك" (ismiHli khuya wallah andirunjiik) (Sorry brother truly "I swear by God" for disturbing you, to represent NP6) and

"كان دير فيا مزية" (kan dir fiya mziya) (this sentence expresses: I would be really grateful or do me a favour, that stands for NP10). The last strategy used is OR2 were the participant wished to get the notes from the classmate without in fact naming or addressing the act directly as she used association notes. A demonstration to this strategy is this utterance performed by student 3 stating: "كن غير تعطيني تصور واش كتبتو" (kun ghiir taTini nSawar wash ktbto) (I wish you give me what you've written to take a picture for).

Equally important, the requests strategies performed by the participants in English and AA were mainly three types R5 and R7 represented in the former and the latter used the same two previously mentioned strategies besides the addition of R3. Table 3.19 addresses those strategies.

Table 3.19

Distribution of the Used Requesting Strategies in English and AA: Scenario 4

Language	Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Scope stating	2	11.8%	11.8%
	Conventionally Indirect	Reference to preparatory conditions	15	88.2%	88.2%
AA	Direct	Hedged performative	2	11.8%	23.6%
		Scope stating	2	11.8%	
	Conventionally Indirect	Reference to preparatory conditions	13	76.4%	76.4%

As highlighted in table 3.19, CI took the highest percentages in this scenario in which 15 and 13 R7 strategies were recorded in English and AA respectively. This was due to the

same mentioned reason of the social variables in the politeness strategies as mostly they work in hand with one another; hence, modal verbs expressions were applied in this case by the Algerian EFL learners of Biskra University. The hedged performative strategy was applied by students 7 and 8 as they communicated their feelings or intentions toward H in order to request what they want stating respectively: “I would appreciate” and “It would mean a lot”. Similarly in the AA case, students 3 and 4 approximately used the same expressions in their native language to express their desire and what is found here that is not used in English is the application of R3 as two participants preferred to embed the naming of the illocutionary force in their utterances by appending the word "نحوس" (nHawas) that stands for “I want to”.

The last aspect to address in this scenario is the alerters performed by the participants in both languages; therefore, table 3.20 highlights this distinction.

Table 3.20

The Used Alerters in Requests: Scenario 4

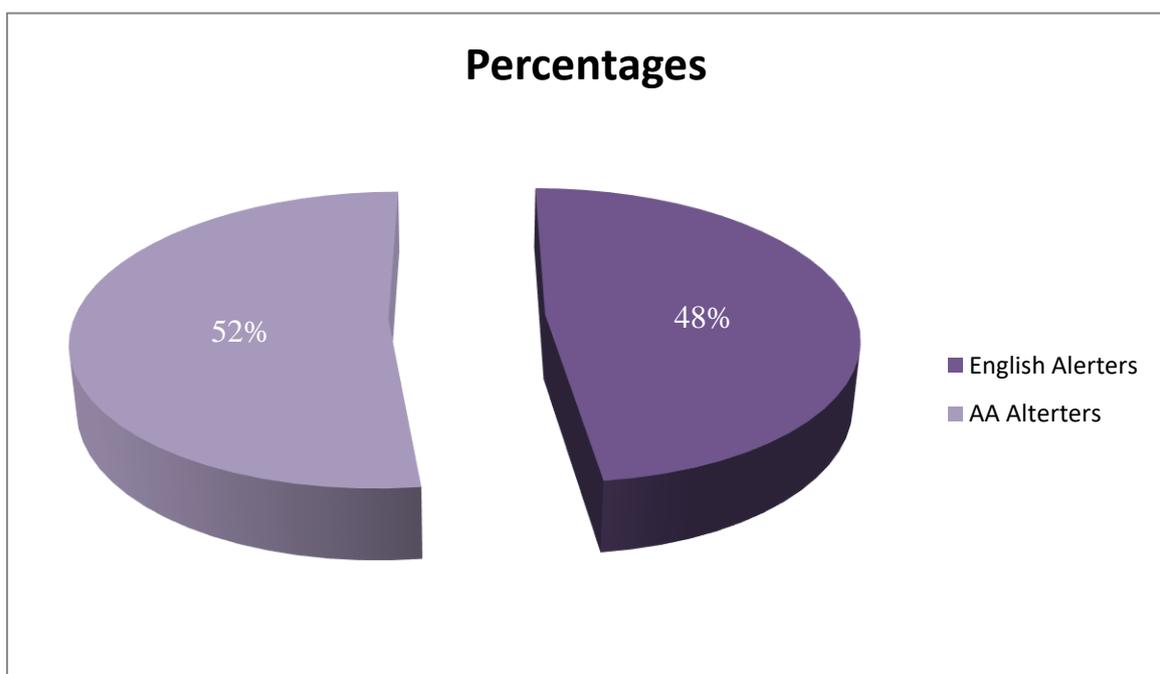
Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	2	12
	Surname	1	
	Endearment term	1	
	Attention getter	8	
AA	Title/Role	5	13
	Surname	2	
	Attention getter	6	

The alerters in the previous three scenarios were used with a high percentage in the English situations; nonetheless, in case four the scenario changed and AA took the lead with only one alerter making the amount of the used alerters similarly to a high extent from a total

number of 25. The attention getter as usual was the most applied one by the participants with eight of them in English and 6 in AA precisely stating: “good morning and other saluting terms as well as excuse me” in both languages on one hand. On the other, titles/roles were performed with a higher rate in AA than in English including “sister, brother, my friend...etc”. Surnames used were Zahra in English and AA additionally to Zakaria in the latter; whereas, the endearment term was only used once in the first language situation by stating “dearest” to the classmate.

Figure 3.4

Percentages of English and AA Use of Alerters in Requests: Scenario 4



3.2.1.1.5 Scenario 5

Regarding the present scenario, a change has been made on the relative power level as in the previous situations the power was not taken into consideration making the status between the interlocutors lower or medium. Nonetheless, in scenario 5 the power was added between S and H (P+) along with high distance (D+) and low rank of imposition (R-). In this sense, S was put in a situation where he/she was enjoying a relaxing day at the park with a

sudden change of his/her status because of sickness (flu). Therefore, S checked the bag for a tissue to stop the running nose and the tissue was nowhere to be found. The participants in this case were asked to make a request to a stranger practicing yoga at the park in order to get a tissue from him/her. Accordingly, the findings are listed and demonstrated below.

Table 3.21

Distribution of the Used Politeness Strategies in English Requests: Scenario 5

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 4	2	10%	10%
Negative Politeness	Strategy 1	10	50%	90%
	Strategy 2	1	5%	
	Strategy 6	5	25%	
	Strategy 10	2	10%	

An identical use of the types of politeness strategies in English were recorded from scenario 4 and scenario 5 through the use of PP4, NP1, NP2, NP6 and NP10 with disparate proportions. Indeed, NP is the most used in this case with 90% performed by a total number of 18 students. As a side note, three students resorted to the application of two strategies instead of one; thus, we recorded 20 utilised politeness strategies. The 10 students who used NP1 (50%) aimed at uttering their request with a modal verb “can, could and would” to add a polite power to it. Noticeably, strategy 6 was the second most used by the participants taking 25% by itself as they preferred to apologise to the stranger for the sudden interruption of his/her activity by uttering “sorry for interruption” before the request’s performance. For NP10, they used a debt to redress H’s other wants by expressing their gratitude and gratefulness for the stranger’s help to provide a tissue by uttering “I would/ will be thankful”;

while to assure that there is no assumptions and to not coerce H, a student endeavoured to the addition of “If there is no problem” to indicate the use of NP2. What’s more, PP4 was used as a second strategy to call upon the stranger by the use of in-group identity markers to reduce to an extent the distance between the two by stating “brother and sister”.

Table 3.22

Distribution of the Used Politeness Strategies in AA Requests: Scenario 5

Strategies	Sub- categories	Frequenc y	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	1	6.25%	6.25%
Negative Politeness	Strategy 1	8	50%	93.75%
	Strategy 3	2	12.5%	
	Strategy 4	3	18.75%	
	Strategy 6	2	12.5%	

As observed, BOR was utilised in this scenario by a rate of 6.25% applied by only one student in AA which was not noticed in English; besides, strategies 3 and 4 were utilised and strategies 2 and 10 were not. A remarkable note which was recorded from this scenario in AA is the fact that only 16 utterances were produced although, the number of participants was 17. This case is a first in the requesting speech acts used by the sample as what was applied before was the double of some strategies by some students and not the absence of the use of any strategy by any participant. In fact, student 16 did not attempt to make a request to the stranger through an utterance; instead, he explained that he will use body language or gestures to appeal to H and communicate his wants to not disturb him/her from the yoga activity through words. Moreover, NP1 was utilised by 8 students (50%) as they preferred the use of modal verbs to appear indirect because of D+ and P+; whereas, NP4 practiced by three students (18.75%) to give H a change to not do the act by minimising the imposition which is

already low in rate. The other two remaining NP strategies i.e., 3 and 6 were used by the same number of students (3) in which they used pessimistic doubt expressions in the former such as "مانلقاش" (manalgash) which stands for "Can't I or You couldn't possibly", while in the latter they apologised for the interruption stating "اسمجلي على الدير ونجمون" (ismiHli ?la dirunjmu). Similarly in both languages, the OR strategy was not implemented.

Equally important, the request strategies were heterogeneous because in English, two strategies were implemented throughout this scenario and in AA a total of four strategies have been recorded. To demonstrate, the findings are listed as follows:

Table 3.23

Distribution of the Used Requesting Strategies in English and AA: Scenario 5

Language	Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Locution derivable	1	5.9%	5.9%
	Conventionally Indirect	Reference to preparatory conditions	16	94.1%	94.1%
AA	Direct	Mood derivable	1	6.25%	50%
		Hedged performative	5	31.25%	
	Conventionally Indirect	Locution derivable	2	12.5%	50%
		Reference to preparatory conditions	8	50%	

Based on table 3.23, a difference is clearly noticed in the performance of the request strategies in both languages as in English there was a huge resort to CI (94.1%) by the majority of participants (16) while in AA the overall proportion was partitioned into half i.e.,

50% to direct strategies and 50% to CI. R1 was utilised by the student who applied BOR to request the stranger as they did not account for the power along with distance degrees when producing the action and R3 was implied by five students who used NP4 and NP3 with one NP6 to embed the naming of the required action with the two requesting strategies being used in only AA. Additionally, R4 has been used in the two languages with one proportion in English and two in AA by interpreting the meaning of the request through the semantic meaning of the utterance.

With the same respect to the alerters in the previous scenarios, this situation has also had its fair share of them with a high proportion in scenario 4 than in the other ones.

Table 3.24

The Used Alerters in Requests: Scenario 5

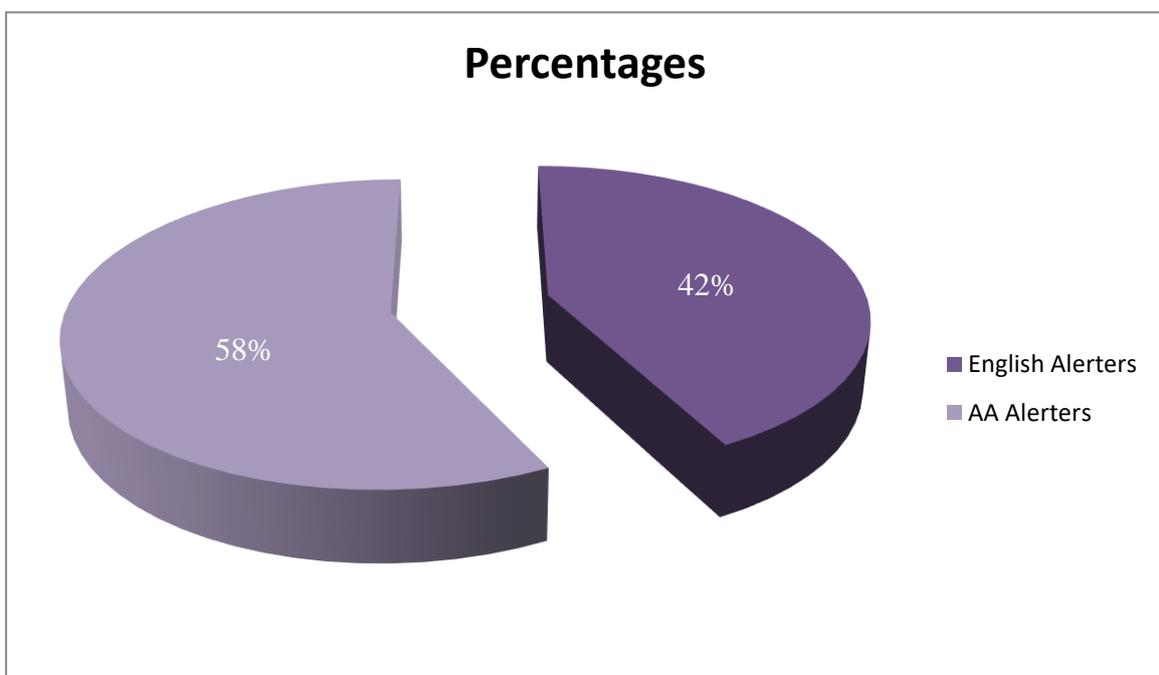
Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	3	17
	Attention getter	14	
AA	Title/Role	8	23
	Attention getter	15	

What is observable from table 3.24 is the overuse of the alerters compared to the previous scenarios especially is AA as 23 alerters have been used because of the addressing to a stranger as Algerians prefer to greet with an attention getter and the addition of a title/role before asking people for a favour. Remarkably in English, the attention getter is also the most used type of alerters as even in this language and before the initiation of a request, S attempt to approach H through this technique. To illustrate a number of alerters were used in this case namely "hello, hi, excuse me and good morning" in English and "سلام/السلام عليكم" as well as "صحيت" (salam, alsalamu ʔalaykum/SaHit) (expresse hello and peace be upon you),

"اسمحي/اسمحيلى" (ismHli/ ismHili) (indicate excuse me) and "صباح الخير" (sbaH lkhiir) (stands for good morning) in AA. For the title/role alerters they used “sister, brother and sir” in English and the same ones in AA with the addition of French words such as “bonsoir and madame” to indicate good afternoon and madam as Algerians tend to use French expressions in their speeches.

Figure 3.5

Percentages of English and AA Use of Alerters in Requests: Scenario 5



3.2.1.1.6 Scenario 6

Keeping the same degree of relative power (P+) and rank of imposition (R-), the researcher endeavoured to observe if there is a difference in the use of politeness strategies between people with whom the distance is narrowed and if the high degree of power can make a different or not. Hence, the present scenario discusses a situation between a mother and her child in which the participant imagine him/herself being sick in bed and his/her mother walks into the rooms with a bowl of soup in her hands. Then, a feeling of hotness in

the weather hits the participant, so he/she needs to ask the mother to open the window instead.

What is demonstrated below is the results obtained from the sample.

Table 3.25

Distribution of the Used Politeness Strategies in English Requests: Scenario 6

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	9	45%
Positive Politeness	Strategy 4	3	15%
Negative Politeness	Strategy 1	8	40%

What is noticed in this scenario and language precisely, is the use of BOR to address the parent; even if, the mother has a relative power over the child. This is because the weight of the request is low and may not hurt H's face especially because the relationship between them is very close and S is sick as he/she may not be able to do the required action him/herself. Relatively, some participants resorted to use NP1 with a similar proportion to BOR as the former took 40% and the latter 45% with 8 and 9 students respectively. That's applicable because those participants who utilised NP1 aimed to eliminate any potential occurring of a threat which might be carried out through the request by utilising modal verbs just as in all of the scenarios above. PP4 was applied by a total of three students who have already chosen a BOR or NP1 strategy to perform making their use of two strategies rather than one and it is observed through the implementation of "mom" with or after the request. The total number recorded for the strategies in this case are 20.

Table 3.26*Distribution of the Used Politeness Strategies in AA Requests: Scenario 6*

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	9	47.4%	47.4%
Positive Politeness	Strategy 4	2	10.5%	10.5%
Negative Politeness	Strategy 1	7	36.9%	42.1%
	Strategy 10	1	5.2%	

In the same sense, BOR was used by the same number of participants in both languages (9); however, the variance in the percentages is due to the overall used strategies with 20 in English and 19 in AA. This is applicable to the NP strategies as well with eight in each with dissimilarity between the two in the PP as three PP4 were implemented in English and only two in AA. Hence, the reason behind using BOR to address the mother is due to the familiarity between them as it has already been mentioned in the previous language case and that even with P+ a direct accounting for a request may take place depending on the context, the interlocutors' social distance and the weight of the action performed. To add, NP10 was not utilised in English; nevertheless, it is found in AA with only 5.2% of the overall proportion as student 4 resorted to add a debt to his request by stating "ديري فيا مزية" (diri fiya mziya) which indicates "I would be really grateful or do me a favour". What is noticed in both languages is the absence of OR strategies with no intention of any student resorting to apply it in this scenario.

Furthermore and based on the politeness strategies implemented in both languages, English requests were divided into only two strategies: R1 besides R7 and AA requests with a

division into 3: R1, R5 and R7. The demonstration of the requesting strategies is highlighted in table 3.27.

Table 3.27

Distribution of the Used Requesting Strategies in English and AA: Scenario 6

Language	Strategy	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Mood derivable	9	52.9%	52.9%
	Conventionally Indirect	Reference to preparatory conditions	8	47.1%	47.1%
AA	Direct	Mood derivable	9	52.9%	58.8%
		Scope stating	1	5.9%	
	Conventionally Indirect	Reference to preparatory conditions	7	41.2%	41.2%

Subsequently, R1 was the most used requesting strategy in both languages with a rate of 52.9% performed by nine students who have implemented BOR to ask for the favour from the mother. Moreover, R7 which deals with the indirect uttering of the request while being direct recorded a proportion of 47.1% in English (eight participants) and 41.2% in AA (7 participants) who have resorted to NP1 modal verbs requests. Similarly, the student who used NP10 to add a debt to his request used R5 which contains or expresses his intention and emotions towards H (the mother in this situation). This indicates that in English and AA a similar use of requesting strategies was implemented to address powerful addressee who the distance with is narrow, also because of the small weight that the action is carrying.

Consequently, alerters were also used at the starting point of the action to grab the addressee's attention towards S. In fact, in English and AA we recorded approximately a similar number of alerters. Table 3.28 works as an illustration to them.

Table 3.28

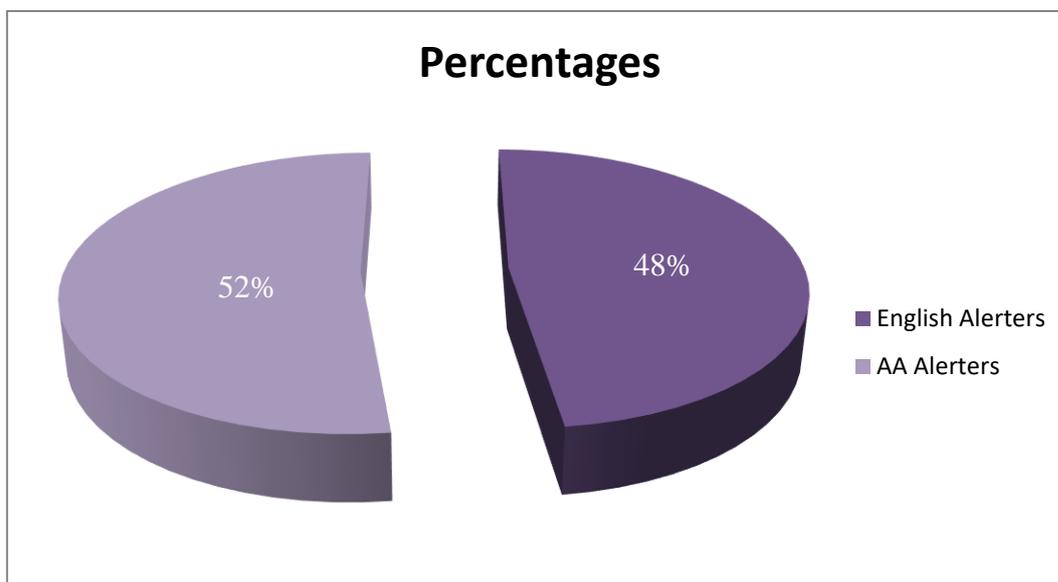
The Used Alerters in Requests: Scenario 6

Language	Types of Alerters	Frequency
English	Title/Role	12
AA	Title/Role	13

Contrarily to all of the other requesting scenarios, only this one has used the same type of alerters in both languages with the absence of attention getter that was mostly implemented previously. In the meantime, participants resorted to call of the mother first before the request's production and only five students in English and four of them in AA uttered the request directly without calling the mother initially. Thus, the alerters used were "mom along with mommy" in the English situation and "ماما/أما" (mama/ uma) in AA.

Figure 3.6

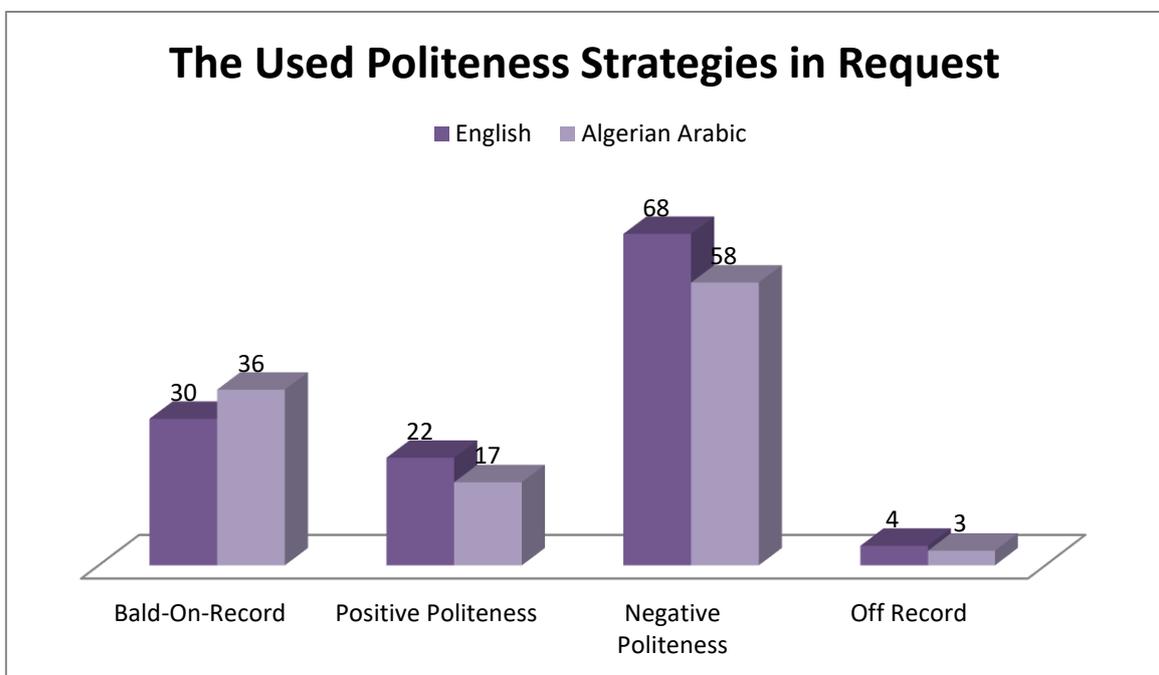
Percentages of English and AA Use of Alerters in Requests: Scenario 6



To summarise, figure 3.7 accounts for the number of the used politeness strategies in the requesting speech act based on the previous detailed results and analysis. The overall strategies recorded were 238 in both English and Arabic collectively. Not to forget mentioning, the rest of the unmentioned politeness strategies were not performed by any students at any situation; hence, we opted to not include them in any of the tables as their frequency and percentage would be needless.

Figure 3.7

The Used Politeness Strategies in Request



3.2.1.2 Suggesting

The second part of the ODCT deals with the suggesting speech acts in which we have gathered 204 utterances from 17 participants in English and AA suggesting scenarios which are in total six scenarios similar to requests. Subsequently, we took into account the three social variables which determine the use of politeness and suggesting strategies namely: social distance, relative power and rank of imposition with each situation having different degrees of the three in order to explore the way Algerian EFL learners make suggestions

expressions based on the context, the addressee and the situation in which the utterance takes place. Therefore, the analysis of this type of speech acts was conducted using B&L politeness model as well as Martíner-Flor's suggesting taxonomy. The six scenarios with their description and analysis are discussed shortly.

3.2.1.2.1 Scenario 1

It was highlighted in the first scenario that the addressee is a teacher whom the participant is not very close to which means that the social distance between the two is high (D+) besides him/her having power over them (P+). Nevertheless, they were asked to make a low weight suggestion (R-) towards the teacher to inform him/her with the availability of a cheaper version of the same book he/she wants to obtain in another bookstore. The results concerning this scenario are distributed below.

Table 3.29

Distribution of the Used Politeness Strategies in English Suggestions: Scenario 1

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	3	17.6%	17.6%
Negative Politeness	Strategy 1	1	5.9%	11.8
	Strategy 6	1	5.9%	
Off-Record	Strategy 1	12	70.6%	70.6%

Is it noticed that the OR1 strategy is the mostly occurring strategy in the first scenario of suggesting (64.7%) as the 11 participants found it easier to suggest to the teacher indirectly about the existence of a cheaper book without threatening his face wants especially because H has more power over them. As an example, student 1 stated: "Excuse me sir, I'm sure this book costs much cheaper on store X. It's pretty available" and through this utterance a hint

has been made by the student to account for the suggestion in indirect way. Additionally, BOR and NP strategies have approximately the same amount of use in which three students producing BOR and two making NP. An example of the former strategy is stated by student 10 who said: "Sir, I saw the same book in another store with cheap price. You had better to buy it from there" in which this is a direct uttering of the suggestion; whereas and example of an NP strategy such as: NP1 expresses: "You know, I found this book cheaper in the other bookshop. You may consider this if you want" as this student used a modal verb "may" to indicate possibility. PP was not utilised in this case and no student applied two types of strategies; hence, a total of 17 politeness strategies were collected.

Table 3.30

Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 1

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	3	17.6%
Off-Record	Strategy 1	14	82.4%

In AA, NP was not implied by any participant in contrary to English and the number of the OR 1 strategy has increased into 14 making it the most used as well with 82.4%. The participants aimed to ask someone with D+ and P+ indirectly and reduce the BOR which might be considered as impolite according to them. The expression which was widely used in different structures but conveyed the same meaning is:

"راني شفت نفس الكتاب يتباع في المكتبة الي حدا هذي وشغل ناقص في prix على هذا" (rani shuft nafs lktaab ytbaa? fi lmaktba li Hdha hadhi w shghul naqiS fi lpri ?!a hadha) (I saw the same book sold in the next library with cheaper price).

The majority of participants explained that the book is sold in another place with cheaper price than the one the teacher is holding; however, without in fact naming the

suggestion or asking the teacher to buy it from that place. Hence, OR1 was implied in this situation more than the other. As a contrast, BOR was used by the same students who have already used it in English by uttering: "اهلا استاذ، ماكلاه تشرى هذا الكتاب من هنا. نعرف بلاصة اخرى" (ahla ustadh, makelah tshri hadha lktaab mn hna. n'rf blaSa ukhra ybii'uh rkhiis 'la hadha) (Hi sir, needless to buy this book from here, I know another place which sells it cheaper than this).

Furthermore, the suggesting strategies implied by the participants are demonstrated as follows:

Table 3.31

Distribution of the Used Suggesting Strategies in English and AA: Scenario 1

Language	Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
English	Direct	Performative verb	2	12.5%
	Conventionalised Forms	Possibility/Probability	1	12.5%
		Should	1	
	-	Hints	12	75%
Arabic	Indirect	Impersonal	3	18.75%
	-	Hints	13	81.25%

Both the English and AA suggesting strategies percentages were calculated on their own i.e., we divided the frequency of the English ones by 16 (the overall produced suggesting strategies) and the same case is applied for the AA ones making the total percentage of English 100% and AA 100% as well. Noticing that the hints (S11) took the most part in both languages with English having 75% and AA taking 81.25% and that is because of the application of totally indirect expressions which does not fall under the umbrella of impersonal as it is the only sub-category of the indirect suggestions as asserted by Martín-

Flor (2005). In AA there is no occurrence of direct or conventionalised forms as they are found in English and vice versa when it comes to indirect strategy. Out of four available sub-categories in the direct strategy, only performative verb (S1) was included in scenario 1 with 12.5% and out of five conventionalised forms strategies, possibility/probability (S6) and should (S7) were implemented in this case taking 6.25% each.

What's more are the utilised alerters in both languages by the participants. Hence, a demonstration has been made in table 3.32.

Table 3.32

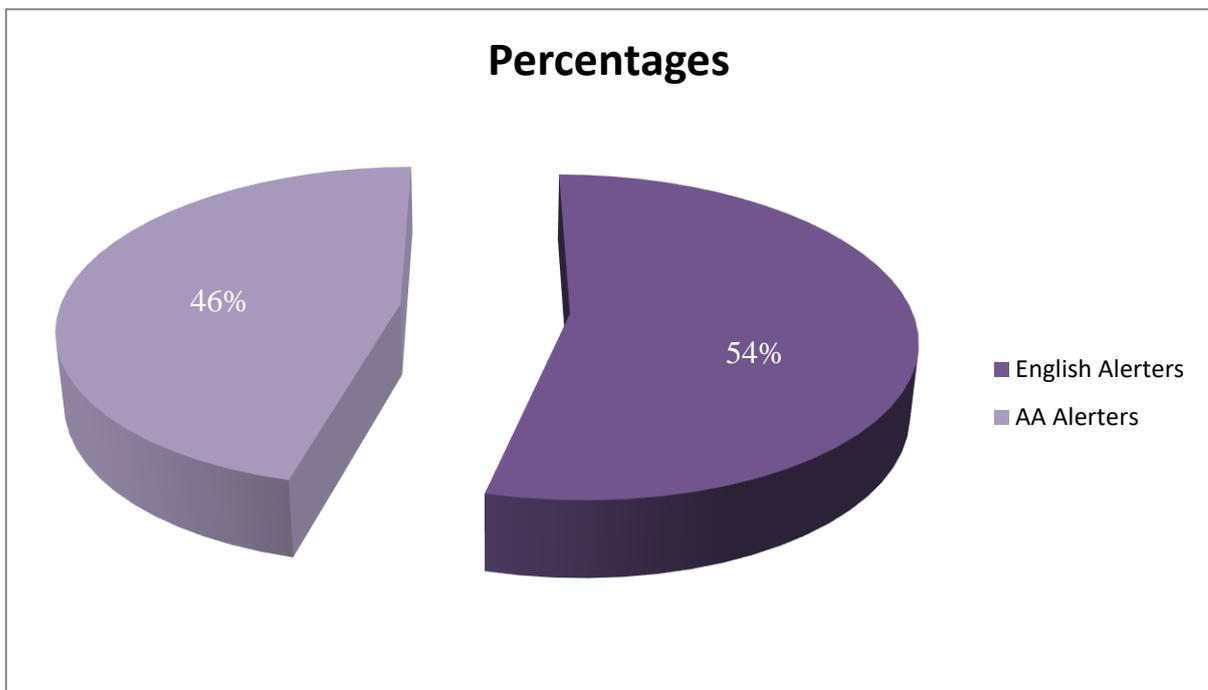
The Used Alerters in Suggestions: Scenario 1

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	12	27
	Attention getter	15	
AA	Title/Role	12	23
	Attention getter	11	

Remarkably, the only two types of alerters to be included by the participants are title/role and attention getter with the same number of use in the former in both languages (12) and a difference of four in the latter making the English language having more than AA. In fact, some participants (12 in English and nine in AA) implemented two alerters before stating the suggestion mainly an attention getter initially and then title or role including: “sir, madam, miss” in English and similarly "استاذ، استاذة، الشيخ" (ustadh, ustadha, sheikh) in AA for the first type along with “good morning, excuse me, hi, hello, peace be upon you” in English and "صباح الخير، اهلا، صحيت، السلام عليكم" (sbaH lkhiir, ahla, SaHit, alsalamu ʿalaykum) in AA for the second type of alerters.

Figure 3.8

Percentages of English and AA Use of Alerters in Suggestions: Scenario 1



3.2.1.2.2 Scenario 2

In this scenario, we changed the power degree between the interlocutors making it similar (P-) in which S and H having mutual power over one another because of them being classmates. Nevertheless, we kept the same degree of distance and imposition as scenario 2 to have D+ because of them not being friends and R- due to the low weight of the suggestion. The participants were asked to produce a suggestion towards the classmate in order to reach a middle ground concerning an essay writing task. The main aim behind this scenario is the fact that it occurs in their everyday academic life especially when doing pair or group works inside the classroom in order to reach a conclusion of the utilised politeness strategies when making suggestions. The results are demonstrated as follows:

Table 3.33*Distribution of the Used Politeness Strategies in English Suggestions: Scenario 2*

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	3	16.7%
Positive Politeness	Strategy 12	15	83.3%

Table 3.33 shows the extensive use of PP12 by students as 14 of them resorted to utilising it to perform the suggestion (83.3%). This was done in order to avoid the use of “I” and “you” to not threaten H’s face and replace them with “we” form instead; even though, the suggestion is addressed directly to H and S has no intervention such as in this utterance: “How about we compromise and find a middle ground?”. Moreover, BOR was the second most used; however, by only three students (16.7%) as they preferred to go straightforward in uttering the suggestion for instance stating: “I suggest to combine both of our ideas and try to come up with something neutral”. To add, neither OR strategy nor NP strategy were used in this scenario.

Table 3.34*Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 2*

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Positive Politeness	Strategy 12	17	100%

Unlike other scenarios in requests and suggestions, as well as English and AA, this scenario with this particular language (AA) is the only one which we find a 100% use of the same strategy by all of the participants. They resorted to the application of PP12 to, as it has been explained before, avoid specification of the interlocutors and using “we” or “let’s” instead. These two examples work as an illustration to PP12 in students’ responses:

"نشوفو كيفاه نلقاوا حل ونحاولو نكتبوهم في زوج" (nshufu kifah nalgaw Hal wnHawlu nktbuhum fi zuuj) (Let's see if we can find a solution and we try to write both of them)

"وشرايك كون نخمو في فكرة اخرى مشتركة خير؟" (wshrayk kun nkhamu fi fikra ukhra mushtarka khiir ?) (What do you think if we think about another mutual idea?)

Table 3.35

Distribution of the Used Suggesting Strategies in English and AA: Scenario 2

Language	Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Direct	Performative verb	2	14.3%	28.6
		Imperative	2	14.3%	
	Conventionalised Forms	Specific formulae	3	21.4%	64.2
		Possibility/Probability	3	21.4%	
		Need	3	21.4%	
	Indirect	Impersonal	1	7.2%	7.2%
AA	Direct	Imperative	14	87.5%	87.5%
	Conventionalised Forms	Specific formulae	2	12.5%	12.5%

We notice diversity in the use of suggestion strategies in English compared to AA where participants preferred to use only two strategies: S3 and S5 with the former being used by the majority (87.5%) and the latter having 12.5% from two participants. As a contradiction, English suggestions were performed differently by participants as we observed the maximum of three students using the same specific sub-category from the main strategies (students range from one to three). Subsequently, conventionalised forms (CF) took the lead as the most performed through nine students (64.2%) by stating expressions such as “how

about, what about, can, could and need to” to fulfil the suggesting requirement. The indirect strategy was used by only one participant in English and no occurrence of it in AA through the expression of “It’s better if”.

Additionally, participants did as well utilised alerters to call for the other interlocutor’s attention as it is demonstrated in table 3.36:

Table 3.36

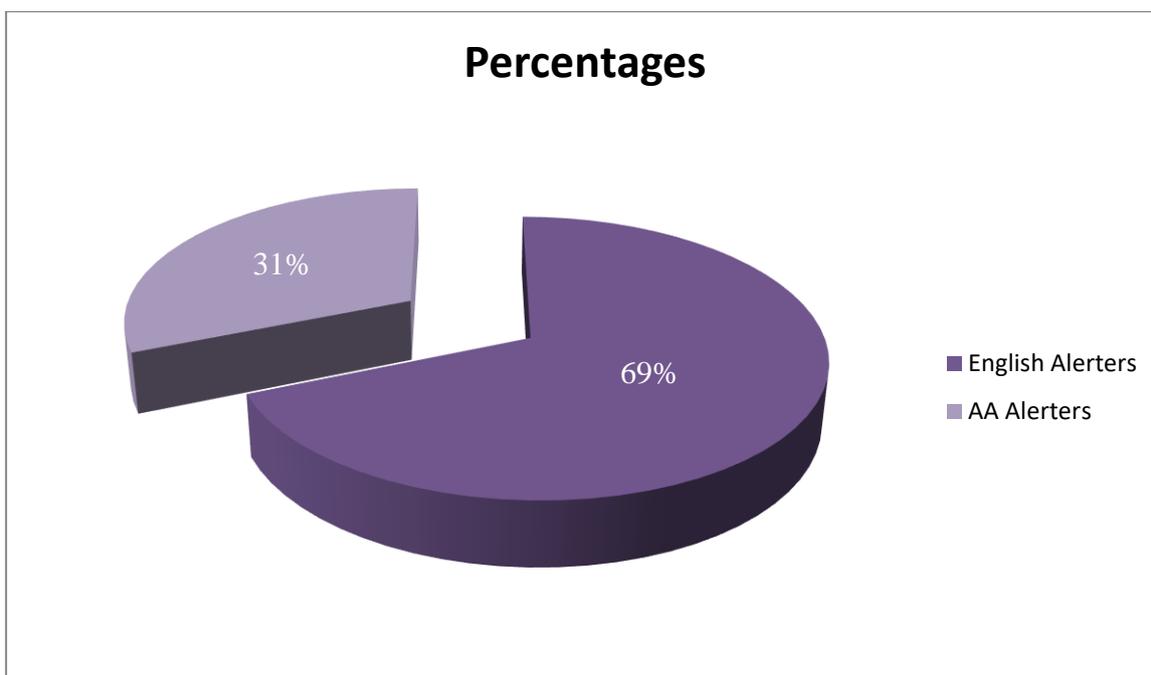
The Used Alerters in Suggestions: Scenario 2

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	2	11
	Surname	1	
	Attention getter	8	
AA	Surname	1	5
	Attention getter	4	

The alerters are not found with highest rates as in the previous scenario especially in AA with only five implemented alerters: one surname of "زينة" (Zina) and four attention getters of "شوفي" (shufi) (look). In English there is the addition of two roles of “my friend” as well as “dude” and the same surname used in AA “Zina”. For the last type we recorded a total of eight alerters mainly dealing with “look, you know, well, hi and alright”.

Figure 3.9

Percentages of English and AA Use of Alerters in Suggestions: Scenario 2



3.2.1.2.3 Scenario 3

Regarding scenario 3, the sample was asked to address a high school teacher by suggesting to him making a change in his/her method of teaching. The detailed description highlighted the three social variables in this investigation and a change from the previous scenarios has occurred through levelling up the degrees of the three making D+, P+ and R+ because of the existence of power that H has over S, the value of the suggestion (changing the method) and H's status along with his/her unfamiliarity with the addresser. To analyse the present situation, a distinction between the politeness and suggestion strategies in addition to the alerters has been illustrated below.

Table 3.37*Distribution of the Used Politeness Strategies in English Suggestions: Scenario 3*

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 6	1	8.3%	16.6%
	Strategy 12	1	8.3%	
Negative Politeness	Strategy 1	6	50%	75.1%
	Strategy 2	1	8.3%	
	Strategy 6	2	16.8%	
Off Record	Strategy 1	1	8.3%	8.3%

There is diversity in the use of politeness strategies according to table 3.37 by the participants in which NP was used by the majority taking 75.1% by itself and within, NP1 was implemented by half of the utterances recorded (a total of 12). The reason behind choosing such politeness strategy is the avoidance of being direct, especially due to the high degree of the three factors as by appearing straightforward and direct in this case is considered rude besides impolite. An example of NP strategy is performed by student 13 stating: “Sir, if you don’t mind, what if you try this method (she did not name it)? It will be refreshing” and it in fact represents NP2.

PP and OR were used approximately by the same number of students with a difference one. On one hand, PP12 was used as part of another strategy which is NP6 to soften the atmosphere even more and avoid rudeness. On the other hand, PP6 was used on its own and the student aimed to first acknowledge the teacher’s efforts and his way of teaching and then expressed the contradictory part where she highlighted the problem and asked the teacher for a change. For the OR1, only student five implemented it by resorting to hints indirectly

without mentioning the suggestion in order to give the chance to the teacher to find an appropriate interpretation. The following utterance is her response to this scenario:

Good morning sir, I have something to discuss with you. I know I'm not qualified to discuss teaching methods and strategies from the view point of a student. I think the way you teach us grammar isn't paying off and we're not enjoying it. I happen to have some suggestions that I would like to provide you with, just to improve the quality of the session.

Table 3.38

Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 3

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 6	2	16.7%	33.4%
	Strategy 12	2	16.7%	
Negative Politeness	Strategy 1	4	33.3%	41.6%
	Strategy 4	1	8.3%	
Off Record	Strategy 1	3	25%	25%

What is observed from table 3.38 is the approximate use of the same strategies as in English with a difference in the absence of NP6 in AA. The participants resorted to use NP strategies more than the other two i.e., PP and OR (no BOR is recorded in both languages) by accounting for H's negative face and go indirect while being direct in the performance of the suggestion as this strategy took 41.6% of the whole proportion and it is less in rate compared to English NP. Additionally, PP was doubled in AA as four usages instead of two in the previous language has been gathered from the participants whom either in first place gave acknowledgements to the teacher's methods and then explained their position or included themselves with their addressee in the action. This example illustrates PP12:

"الشيخ، وشرايك نبدلو حصة القرامار بحاجة اخرى خير؟" (shiikh, wshrayk nbadlu HiSat lgrammaire bHaja ukhra khiir ?) (Sir, what do you think if we change the grammar session with something else?).

OR in AA was used by three students which is higher in rate than English where only a single student applied it. What come next are the suggesting strategies used in both languages

Table 3.39

Distribution of the Used Suggesting Strategies in English and AA: Scenario 3

Langua ge	Strategies	Sub-categories	Frequenc y	Individual percentage (%)	Percentage of each strategy (%)
English	Conventionalis ed Forms	Specific formulae	5	55.6%	77.8%
		Possibility/Proba bility	2	22.2%	
	-	Hints	2	22.2%	22.2%
AA	Direct	Noun of suggestion	3	25%	25%
	Conventionalis ed Forms	Specific formulae	4	33.3%	41.6%
		Possibility/Proba bility	1	8.3%	
	Indirect	Impersonal	2	16.7%	16.7%
	-	Hints	2	16.7%	16.7%

As highlighted in table 3.39, CF is regarded as the most implemented strategy in both English with 77.8% and AA with 41.6%. Contrarily to AA, English suggestion strategies, in this case, did not account for either direct or indirect strategies as the only used ones are hints (22.2%) and two types of CF; specific formulae (55.6%) where there is interrogative forms

and possibility/probability (22.2%) where we find modal verbs. In AA, all main types of suggestion strategies were taken into consideration by the participants as we find diversity in the implementation: direct with 25%, CF with its two sub-categories which are specific formulae (33.3%) and possibility/probability (8.3%), indirect taking 16.7% and hints used by two students with a percentage of 16.7%.

Equally important, participants by taking into account the situation and context of the suggestion, they resorted to first include alerters at the starting point of the utterance. Noticeably, some students addressed the teacher with two alerters by utilising a title along with an attention getter. The findings are demonstrated in table 3.40 and figure 3.10

Table 3.40

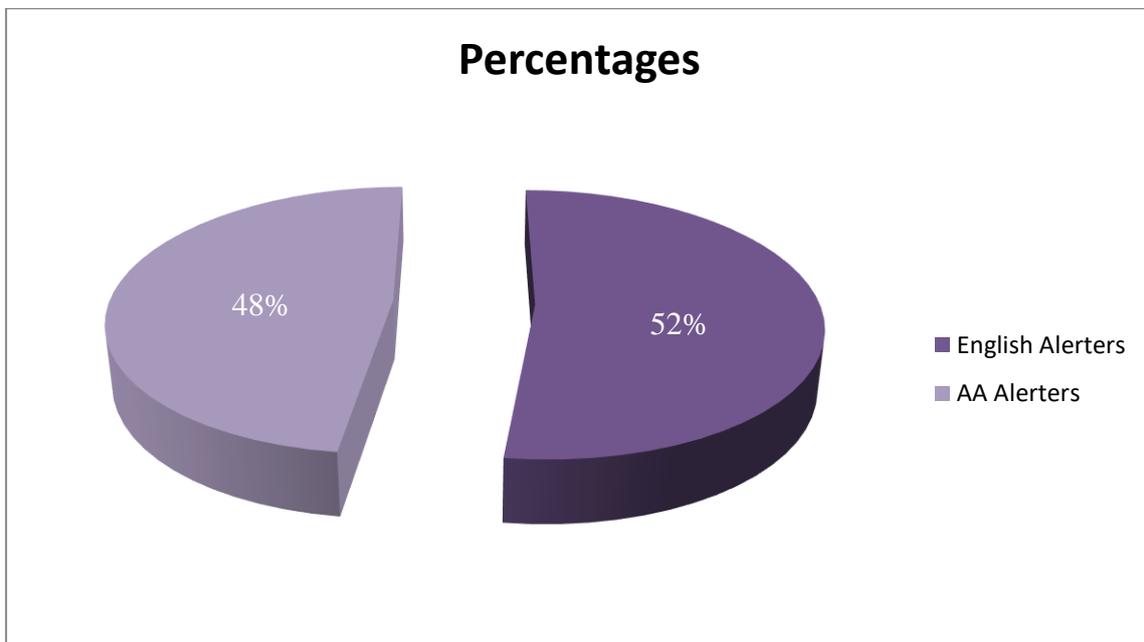
The Used Alerters in Suggestions: Scenario 3

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	15	25
	Attention getter	10	
AA	Title/Role	13	23
	Attention getter	10	

English suggestions scored higher rate in the alerters compared to AA; however, the variance between the two is not big compared to scenario 2. As an illustration, these kinds of alerters were used in both languages to call the teacher: "sir, madam, good morning, hello, "السلام عليكم، صباح الخير، استاذ، استاذة، الشيخ"

Figure 3.10

Percentages of English and AA Use of Alerters in Suggestions: Scenario 3



3.2.1.2.4 Scenario 4

By making a change on the social variables' degrees, we opted for choosing a situation that does not occur in the academic context but in daily life conversation between family members. In this case, the social distance and rank of imposition were reduced (D- and R-) with keeping high power since the addresser is a parent and we did not specify the gender leaving that to be decided by the participant. The scenario discussed a situation of the parent liking a white dress/suit and wanting to buy it for themselves; nevertheless, the child is not convinced with the choice and preferred the black one instead. Therefore, the job to be accomplished by the participants is suggesting the black colour in the place of white. With regards, the findings are analysed below.

Table 3.41*Distribution of the Used Politeness Strategies in English Suggestions: Scenario 4*

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 6	4	23.5%	29.4%
	Strategy 11	1	5.9%	
Off Record	Strategy 1	12	70.6%	70.6%

Compared to the previous scenarios, this case does not have as much diversity in the use of politeness strategies as similarly to the previous one, we find the absence of BOR as well. Noticeably, OR is taking the lead being the most used by more than half of the participants (12) with a proportion of 70.6% in which they endeavoured to go totally direct in the uttering the suggestion through the application of hints and clues as well as using expressions which lead H to interpret the utterance as they would. Another remark arose from the responses is the appearance of PP11 in the suggestion speech acts that was not used till now by any participants through which she aimed at being optimistic and assuming that the mother would be cooperative and achieve the required suggestion by stating: “Mom, I don’t think the white one is the best choice. Let me show you the black one because I’m sure you’ll like it”. The other PP strategy (number six) was utilised by uttering the formula of “yes but no” as the four participants showed their interest and admiration to the white dress/suit and then explained why the parent should not go for it.

Table 3.42*Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 4*

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Bald-On-Record	-	3	17.6%	17.6%
Positive Politeness	Strategy 6	2	11.8%	17.7%
	Strategy 12	1	5.9%	
Off Record	Strategy 1	11	64.7%	64.7%

Here, there is an appearance of the BOR strategy by three students as they preferred to go direct in uttering the suggestion. One student stated:

"معجبنيش لبيض وزيد يتوسخ ليه ليه. جربي لكل بالاك يجيك مليح" (mʕjbnish lbyaDh w ziid ytwasakh lih lih. jarbi lakHal balak yjiik mliiH) (I didn't like the white one ; plus, it gets dirtier easily. Try the black one instead, maybe you'll like it).

Next in line, OR has remarkably the highest proportion from the rest of the strategies with 64.7% which is approximately similar in use with English that took 70.6%; the distinction was in the level of one student. The 11 participants who resorted to the application of OR1 preferred going indirect through hints for the purpose of not threatening the parent's face wants. Further, PP was used by the same number of students who applied BOR which is three aiming to satisfy H's positive face through the avoidance of disagreement (PP6) and including both interlocutors in the activity. With regard, we accounted for the suggestions strategies performed by the participants and their distribution is made in table 3.43 below.

Table 3.43*Distribution of the Used Suggesting Strategies in English and AA: Scenario 4*

Langua ge	Strategies	Sub-categories	Frequenc y	Individual percentage (%)	Percentage of each strategy (%)
English	Conventionalis ed Forms	Conditional	1	7.1%	7.1%
	Indirect	Impersonal	1	7.1%	7.1%
	-	Hints	12	85.8%	85.8%
AA	Direct	Imperative	2	20%	20%
	Conventionalis ed Forms	Specific formulae	1	10%	30%
		Conditional	2	20%	
	-	Hints	5	50%	50%

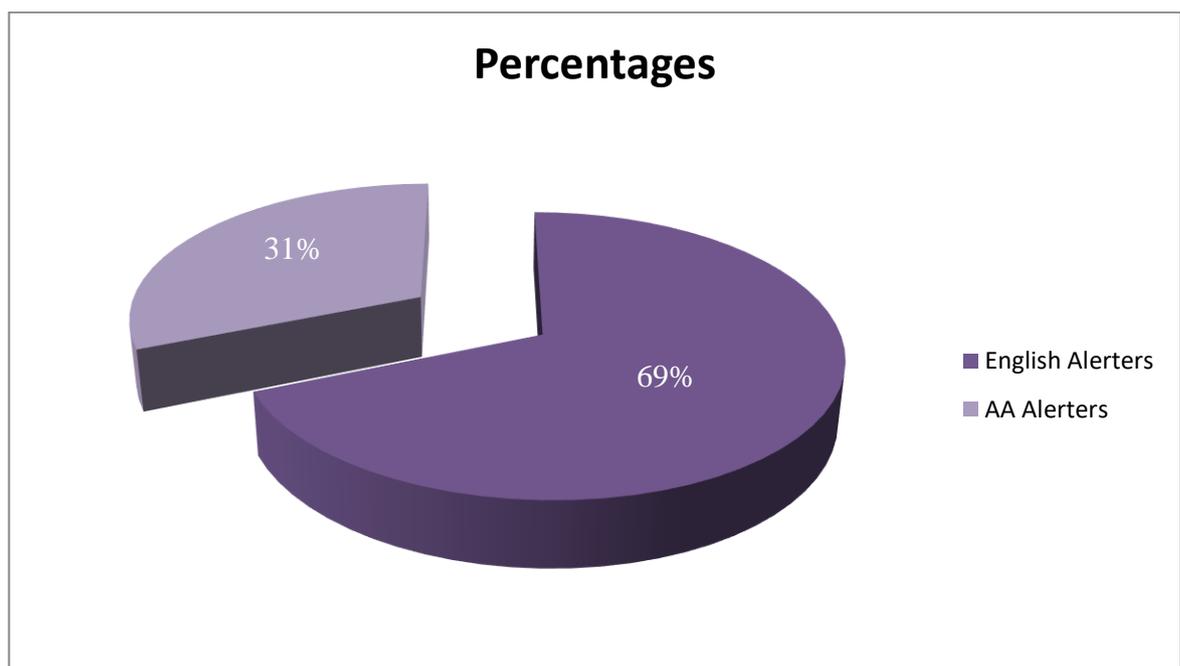
From the observation above of table 3.43, we notice that there is a quite difference between both languages when addressing the parent especially in terms of the type of the suggestion strategies. In English, three sub-categories were implemented in which CF and indirect were used once (7.1%). Nevertheless, the hints strategy was the most utilized by 12 students with a proportion of 85.8%. In contrarily, the overall usage of the suggestion strategies' types was higher by two through the application of all four strategies; however, the amount of the recorded utterances was less by four. The most used one was hints strategy, similarly to English, with a rate of 5% and in second place CF with 30% with an addition to specific formulae category that was absent in the English case. Additionally, direct strategy was not used in English but it found in AA through its usage by only two participants.

Not to forget mentioning, the participants used in this scenario as well alerters with different rate as we concluded that in English 11 alerters were used; in contrarily with AA, that used only five alerters to address the parent.

Table 3.44*The Used Alerters in Suggestions: Scenario 4*

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	8	11
	Attention getter	3	
AA	Title/Role	5	5

Titles/roles were the most used type of alerters in the present situation with eight of them in English and five in AA. Nonetheless, through the observation of table 3.44, AA did not account for the use of attention getter or any other type of alerters except title/role one; as a contradiction, English did have the application of attention getter by three students. To demonstrate, the following expressions are an example of some used alerters in both languages: “mom/ماما (mama)”, “dad/بابا (baba)”, “you know and Oh my God”.

Figure 3.11*Percentages of English and AA Use of Alerters in Suggestions: Scenario 4*

3.2.1.2.5 Scenario 5

Concerning this scenario, we attempted to make a complete change in the social variables contradicting with scenario three where the factors were all higher in degree, and in this case they are lower in the degree (D-, P- and R-) according to the context and addressee. The participants were asked to inform a friend who was explaining a lesson for a long period of time to stop and take a rest. Therefore, the analysis and distribution of the findings are highlighted below.

Table 3.45

Distribution of the Used Politeness Strategies in English Suggestions: Scenario 5

Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
Positive Politeness	Strategy 6	1	6.7%	86.7%
	Strategy 12	12	80%	
Off Record	Strategy 1	2	13.3%	13.3%

Noticeable, PP was the most used strategy in this scenario through the application of two sub-categories: PP6 with 6.7% applied by one participant only and PP12 which took the highest rate by 80% due to its application by 12 students. They attempted to use “let’s” and the “we” form in order to not hurt H’s face and avoiding addressing him/her directly to stop the explanation especially because the friend is doing an activity for the benefits of S. As an example, student 4 stated: “My friend, I can’t thank you enough for your efforts, but I’m really getting tired. So, let’s take a pause for half an hour”. In this statement, the student in fact used both PP6 and PP12 to make the suggestion. Additionally, OR1 was only practiced by two students as they expressed that they are tired and need a rest without the addition of any other words or explanation leaving the interpretation to H.

Table 3.46*Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 5*

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Positive Politeness	Strategy 12	14	87.5%
Off Record	Strategy 1	2	12.5%

The politeness strategies in AA, similarly in English, were not diverged and the majority of the participants resorted to the use of PP12 through including themselves and their addressee within the action. The percentage of this strategy took a total of 87.5% implied by 14 students. The illustration of this is made through this utterance:

"واش رايك لوكان نديرو پوز ونريحو شوية" (wash rayk lukan ndiru pause w nrayHo chwiya ?)
(What do you think if we take a rest?)

The OR1 strategy was not used as much as PP12 with only two students implementing it in their suggestion by accounting for it indirectly without threatening their addressee's face. This strategy took a total percentage of 12.5% out of the overall proportion. Student 3 explained: "والله غير تعبت حابة نريح" (wallah ghir t'bt Haba nrayaH) (I swear that I'm tired. I wanna take a rest)

Following the politeness strategies are the suggestion ones resorted to by the participants.

Table 3.47*Distribution of the Used Suggesting Strategies in English and AA: Scenario 5*

Language	Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
English	Direct	Imperative	6	46.2%
	Conventionalised Forms	Should	1	7.7%
	Indirect	Impersonal	4	30.7%
	-	Hints	2	15.4%
AA	Direct	Imperative	9	64.3%
	Conventionalised Forms	Specific formulae	2	14.3%
	Indirect	Impersonal	1	7.1%
	-	Hints	2	14.3%

Through the observation of table 3.47, we noticed the single use of every main strategy without any overlapping of two or three sub-categories in both English and AA. Similarly in both language, direct imperative form was the most applied by the students with 46.2% in English and 64.3% in AA. However, the CF sub-strategy to be used in both languages is different as we can find “should” form implemented by one participant in English (7.7%) and specific formulae category used by two participants in AA (14.3%). The third strategy to be used in the indirect impersonal one as it is the second most implemented in English with a proportion of 30.7%; in contrarily with AA, in which it is used only once with a rate of 7.1. Hints on the other hand, were used similarly in both languages and difference in the percentages is not very wide when compared with the other strategies.

Additionally, the alerters were surprisingly not used in this case in the AA language making this situation a one of a kind when compared to the previous as well as the following

suggesting scenario along with the previous requesting one. The distinction is made in table 3.48 and figure 3.12

Table 3.48

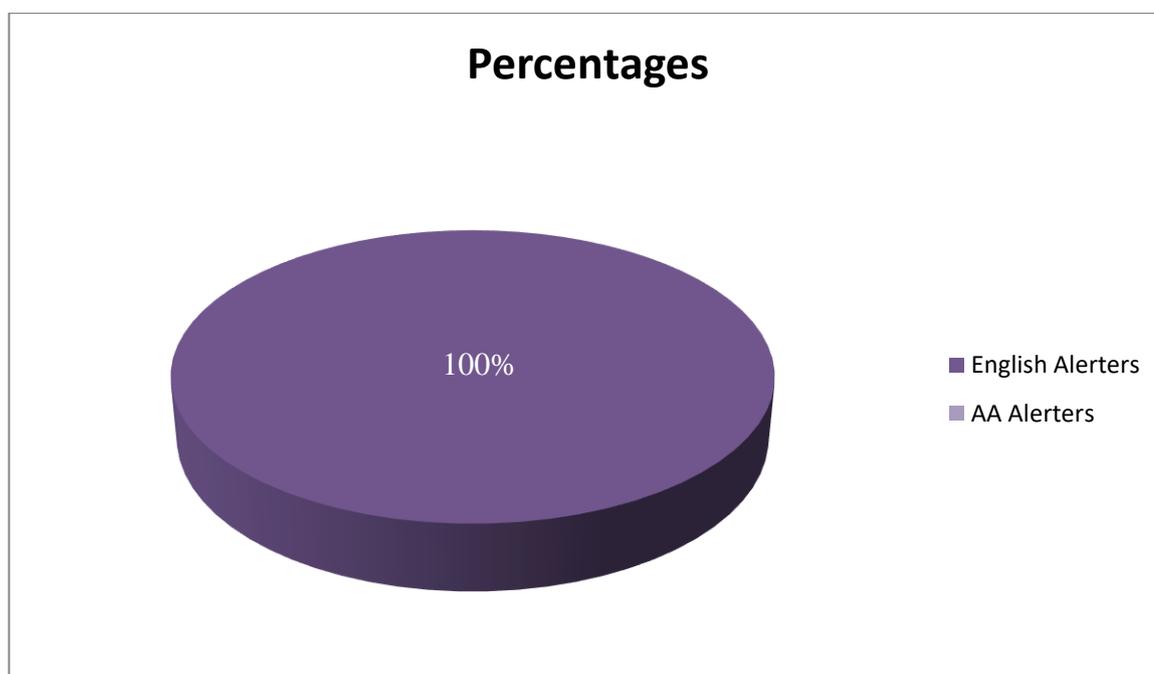
The Used Alerters in Suggestions: Scenario 5

Language	Types of Alerters	Overall frequency
English	Title/Role	4
AA	-	0

Not only AA alerters were absent in this scenario but also the other types of them and the amount of their use in English as we notice the individual use of the first type of alerters “title/role” by only four students in which they addressed the other interlocutors with “my friend, dude and buddy”.

Figure 3.12

Percentages of English and AA Use of Alerters in Suggestions: Scenario 5



3.2.1.2.6 Scenario 6

The last scenario in the suggestion speech act gave the chance to the participants to imagine themselves being parents in the future. The variables in this case were also taken into consideration and the only difference which was made from scenario 5 is the increasing of the imposition degree(R+) while keeping the other two with the same one (D- and P-). In this case, the sample was asked to make a suggestion towards their daughter, who wanted to study at another university outside their residence city, to reconsider her decision and accepts studying at their local university. The findings are illustrated as follows.

Table 3.49

Distribution of the Used Politeness Strategies in English Suggestions: Scenario 6

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	6	46.2%
Negative Politeness	Strategy 1	4	30.8%
Off Record	Strategy 1	3	23%

Noticeably, the used politeness strategies in English according to this case are divided into BOR, NP and OR with no use of PP. The most used one is BOR through six students making the overall percentage 46.2% as they resorted to appear direct and straightforward in their uttering of the suggestion because of the power they have over the addressee (daughter); therefore, they opted explain the situation first and they suggesting on record the changing of the branch to something available in their local city. An example of which is: “My lovely daughter, I don’t want you to stay out of town because I’ll be so worried about you. How about you choose something in the city’s university instead?”

Furthermore, NP was used secondly by four students in which they aimed to appear politer and not hurt the daughter’s negative face; hence the use of this strategy was in total

30.8%. Lastly, OR1 took a proportion of 23% where the three participants who have utilised it endeavoured to go indirect by giving hints so that the daughter would change her mind. Student 2 stated: "My dear, I heard this branch is available here in our city". What comes next is the politeness strategies used in AA.

Table 3.50

Distribution of the Used Politeness Strategies in AA Suggestions: Scenario 6

Strategies	Sub-categories	Frequency	Percentage of each strategy (%)
Bald-On-Record	-	8	47.1%
Positive Politeness	Strategy 2	2	11.8%
Negative Politeness	Strategy 1	3	17.6%
Off Record	Strategy 1	4	23.5%

Contrarily to English, we notice the use of the four strategies in this case as well as the frequency is higher this time. Eight participants implemented BOR strategy because of the direct addressing of the suggestion taking the lead with 47.1%. Student 17 accounted for this strategy by stating to the daughter: "بنتي ابقاي هنا اقراي هذا والديك" (bnti aqray hna Hdha walidiik) (My daughter study here next to your parents). To add, OR was the second most used where students as in English wanted to only give hints without the direct accounting for the suggestion. This resulted in the OR strategy having 23.5% out of the whole proportion. Moreover, the last two strategies were NP and PP with the former having 11.8% use by two students and the latter taking 17.6% because of its application from three students.

Furthermore, the distribution of the suggesting strategies used by the participants is made as follow.

Table 3.51*Distribution of the Used Suggesting Strategies in English and AA: Scenario 6*

Language	Strategies	Sub-categories	Frequency	Individual percentage (%)	Percentage of each strategy (%)
English	Conventionalised Forms	Specific formulae	4	40%	70%
		Should	3	30%	
	-	Hints	3	30%	30%
AA	Direct	Imperative	6	42.9%	42.9%
	Conventionalised Forms	Specific formulae	2	14.3%	28.6%
		Conditional	2	14.3%	
	-	Hints	4	28.5%	28.5%

According to table 3.51, CF is noticed to be the most used strategy in English with 70% divided into 40% for the sub-category of specific formulae and 30% for the should one, in contrast with AA that used CF as the second most used strategy next to hints with similar percentage of 28.5%/28.6%. Hints in English are utilised by three students who used OR1 strategy to appear indirect the utterance of the suggestion with a percentage of 30%. In AA, direct strategy is the widely used strategy by six students and this strategy is not applied in English as EFL learners resorted to be direct in their native language and not the target one. Furthermore, the last scenario did as well account for alerters in which participants used with a high number compared to the previous scenario. Thus, a demonstration of them is made in table 3.52 and figure 3.13

Table 3.52*The Used Alerters in Suggestions: Scenario 6*

Language	Types of Alerters	Individual frequency	Overall frequency
English	Title/Role	4	11
	Endearment term	3	
	Attention getter	4	
AA	Title/Role	7	14
	Endearment term	4	
	Attention getter	3	

Based on table 3.52, more alerters in AA were made by the participants in contrarily to its counterpart English with a difference of three alerters. The participants aimed at calling the daughter first before the application of suggestion in order to get her attention and appeal to her emotions and feelings. The highest occurrence was taken by the title/role in both languages followed by the other two types. In addition, we noticed the use of another type of alerters which was not used before in the suggestion speech acts and that is endearment terms as participants used three of them in English namely: dear as well as my lovely and four in AA with the same meaning as the previously mentioned ones: "العزيزة، الزينة" (lʔziza, ?zayna)

Figure 3.13

Percentages of English and AA Use of Alerters in Suggestions: Scenario 6

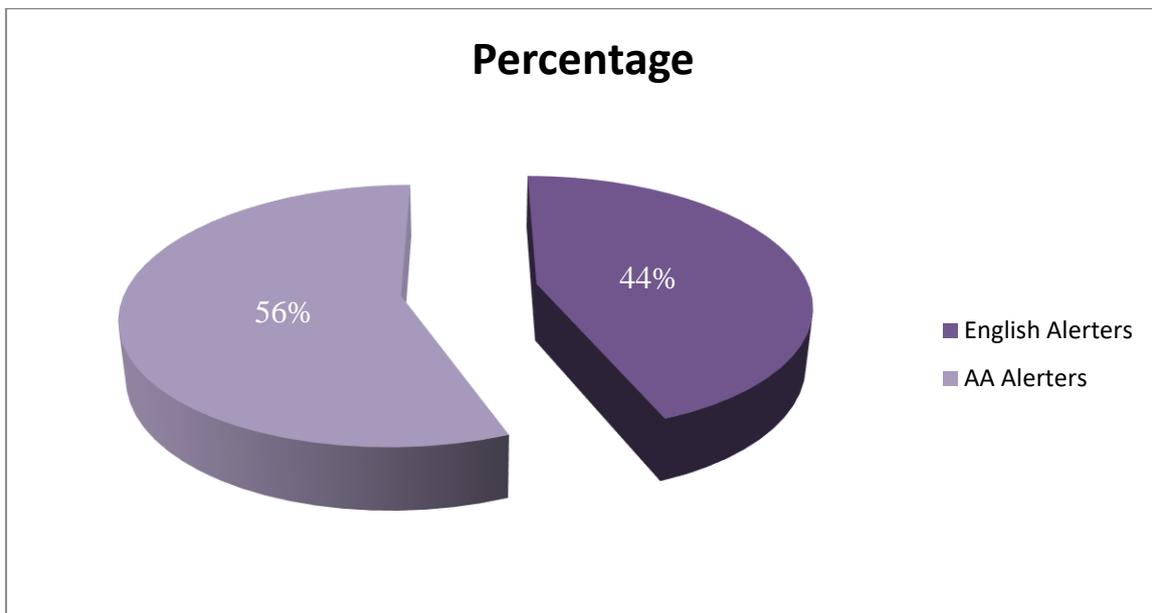


Figure 3.14 accounts for the overall used politeness strategies in the suggesting speech act. We have gathered a total number of 188 politeness strategies performed in both English and AA collectively. The remaining strategies which the students did not use at any scenario or language were not mentioned in any of the tables or analysis.

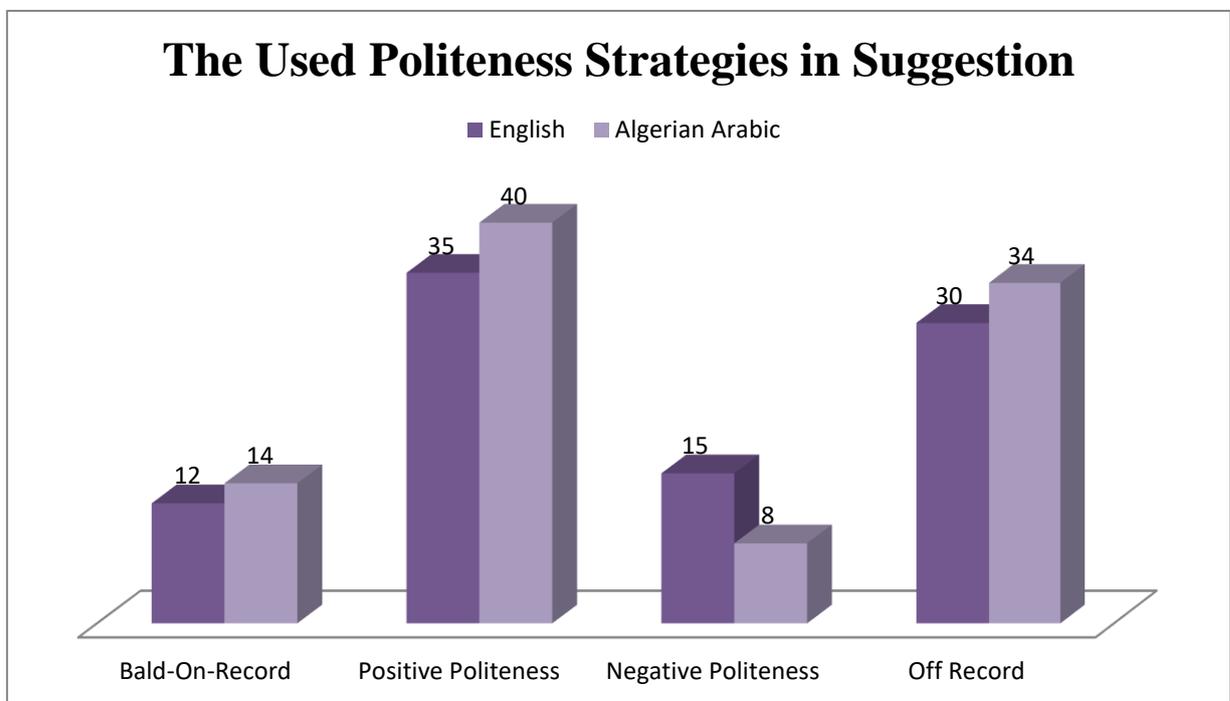
Additionally and based on the analysis of the six suggesting scenarios we have found out that a remarkable number of the participants used requesting strategies to make the suggestion instead of accounting for a suggestion strategy. Hence, we recorded and distributed in the analysis of the scenarios only the suggestion strategies and for this reason we collected fewer numbers of them as well as politeness strategies in comparison with the requesting scenarios that scored 288 politeness strategies in total.

What is remarkably observed in the suggestion scenarios scenario as well as is the uneven number between the suggesting strategies used and the participants. That is because we concluded that some participants preferred to start their suggestion with the formulas of “I think” and “In my opinion” which is not listed in any of the suggestion strategies highlighted by Martíner-Flor (2005). With regard to the fact that we tried to understand those utterances

and assign them based on what followed the formulas “I think” in which half of the gathered expressions were listed under hints even though they did not imply a hint. We also tried to list them under impersonal but due to the existence of personalisation of S in the expressions, we excluded that choice. Therefore, we suggest as a conclusion from the analysis of the suggestion speech act is the listing of “I think” expressions under the umbrella of indirect strategies making it the second sub-category after impersonal.

Figure 3.14

The Used Politeness Strategies in Suggestion



3.2.2 Results of Teachers' Interviews

Q1: Do you think that the use of politeness expressions is universal especially when they are translated from one language to another?

We attempted through this question to find out whether politeness as a concept and expressions is practiced by people in all languages and whether or not a translation from one language to another may change the politeness meaning behind the utterance.

The four interviewed teachers affirmed that the concept or the act itself of politeness is universal; nevertheless, the difference is shown on the deep level of used expressions. Accordingly, teacher C asserted that: “how we display or put this act into display it is very difficult to say it is universal because every language has its own property and language doesn't exist without culture”. The same remark has been highlighted by teacher D as he indicated that because of the distinctive nature of culture and languages, the act of politeness or the formulaic expressions are not universal. Moreover, teacher B explained that politeness, as a part of communication, is the social behaviour and that the politeness formula can be different in the target language but conveys the same politeness concept. This means that a translation from the native language to the target one, which in our case is AA and English, can vary in terms of the structure but conveys the same meaning. Teacher A highlighted this idea by stating that “in order for a sentence translation they should convey the same politeness aspect”.

Q2: Do you think that Algerian EFL learners are pragmatically competent? If no, what is the reason behind their incompetency?

It is important for EFL learners to be capable of pertinently using the English language in a particular context. This question aims at eliciting to what extent the Algerian EFL learners are pragmatically competent according to teachers. The four teachers explained in details that they are not fully pragmatically competent in the target language as a number of them lack this aspect more than another and as put by teacher B, being pragmatically competent is to be aware of the context in which the communication takes place. This aspect may not be vivid with the case of Algerian EFL learners whom to an extent lack in specific pragmatic skills when they use the target language. Additionally, they were asked to highlight the reasons behind their incompetency in the language; hence, table 3.53 accounts for this requirement about EFL learners enrolled at Biskra University.

Table 3.53*Reasons behind Algerian EFL learners' Pragmatics Incompetency*

Teacher	Response Sample
A	Dealing with pragmatics during their master's degree only where it should have been dealt with from first or at least second year licence. Lack of practice.
B	Lack of awareness of the target language cultural context and situation. Lack of the necessary requirements in the foreign language such as communication proficiency.
C	The minimum exposure to the target language. Lack of practice.
D	The isolation of the language from its native context.

As illustrated in table 3.53, teachers A and C expressed that the lack of practice especially outside the classroom hinder the learners from achieving a certain high level in pragmatics. Hence, teacher A justified this lack with the fact that the concept of pragmatics was not introduced in an early stage of their EFL learning journey rather only during the master's study years and this led them to not fully acquire the necessary aspects of the target language especially pragmatic ones; with this regard, she ended her answer with a clear statement that "they are not pragmatically competent".

In this vein, the point which teachers B, C and D have agreed upon is the lack of exposure to the target language's context due to participants not assuming their responsibilities and duties towards intensive exposure to English and also because the latter "is being learned far away from its roots i.e.; the place where it's supposed to be spoken and

used naturally by native speakers” as asserted by teacher D. Accordingly, teacher B affirmed that it is very rare to see a pragmatically competent Algerian EFL learner that is able to communicate in a native-like way due to the lack of pragmatic knowledge. He added “students find it difficult to adapt themselves to the foreign language cultural context”. This, according to him, indicates that cultural awareness is important to achieve pragmatic competence and EFL students, intuitively, failed to attain it.

Q3: In your opinion, does knowing and mastering politeness formulas in English helps Algerian EFL learners becoming more pragmatically competent?

This question comes to elicit the affirmation of the relationship between mastering politeness formulas in the English language and achieving pragmatic competence. With this regard, all four teachers confirmed, with a high degree, that the appropriate usage and mastering of the politeness aspect in the target language indeed develop EFL learners’ pragmatic competency. Respectively, the teachers showed no hesitation in answering this question by initially responding with “For sure it does”, “Absolutely”, “Absolutely yeah” and “Surely, it does”. Hence, teacher C added: “politeness is one of the skills that contribute to being pragmatically competent” and learners should be attempting to develop this kind of skill in order to accomplish the required communicative and pragmatic aspects. Likewise, teacher B maintained that the pertinent usage will definitely help to a great extent in the proficiency of the target language as “it’s a prerequisite, it’s a condition that should be fulfilled” by the learners.

Q4: What is the significance for an EFL learner to be aware of the politeness strategies to perform different speech acts?

Politeness is a very important aspect of human communication. Being aware of its strategies is crucial to getting a message delivered and responded to in a correct way. Teachers, responding to this question, showed the significance for the EFL learners to be

aware of politeness strategies and this is the aim behind such question. The teachers explained that being fully aware of those aspects in language mainly politeness strategies and speech acts enables EFL learners to appropriately engage in conversations using the target language without failing to understand the meaning behind some utterances or causing breakdown of communication as highlighted by teacher C in which he preserved that pragmatic competence refers to communicative competence and if the former is appropriately acquired, the latter is therefore achieved.

In the same sense, teacher B accounted for the same significance of communicative competence as he insisted on the importance for an EFL learner to be aware of politeness aspects in order to avoid the risks of misunderstanding or complete breakdown of communication. As an addition, teacher B supported his statement with a real-life example where a misunderstanding occurs between a native speaker and a non-native speaker, where the latter fails in using the correct politeness formula during a conversation “because the criteria of politeness are perceived differently”.

Q5: Have you ever encountered EFL learners failing to comply with the rules of politeness making requests and suggestions? What do you think is the reason behind such act?

The main idea behind this question is to elicit the teachers’ past experience with learners who failed to comply with politeness strategies which led them to appear unintentionally impolite or rude. Consequently, the four interviewed teachers maintained that they have encountered some learners failing this aspect of language use and using different politeness formulas in a particular context in a conversation which is not in fact the most suitable one. Concerning this, teacher B asserted that the two speech acts of requesting and suggesting take various formulaic expressions in different languages and learners would, in fact and to an extent, resort to the application of the formulaic expressions which exist in their native language by literally translating the latter. In addition, teachers B and C highlighted

that the learners assume that the structure they are using in order to form requests and suggestions are appropriate in both their native language and target one. To illustrate some reasons behind such failure, table 3.54 addresses this particular aspect.

Table 3.54

Reasons behind EFL learners' Failure to Comply with the Politeness Rules

Teacher	Response Sample
A	Lack of practice
B	Minimum acculturation
C	Lack of training and exposure to the target culture
D	Lack of focus towards the pragmatic rules

The four teachers asserted that learners should learn the target language without referring back to their native one; that is to dive within the cultural aspect of English and be exposed more to for the purpose of acquiring the linguistics and pragmatics aspect of that language. Teacher B maintained that acculturation plays a huge role in learners' mastery of the language and if they are not acculturated enough, a deficiency in the target language may take place in their communication. Eventually, this will result in confusion and misunderstanding.

Q6: Do you think that politeness and speech acts are fully covered in the module of pragmatics? In addition, in your opinion, do teachers devote enough attention to illustrate them both adequately?

This question intends to check whether the courses of pragmatics are covering and encompassing effectively the aspects of politeness and speech acts and whether the teachers of other modules devote enough attention to the two language aspects in their classes. Accordingly, the four teachers have explained that the pragmatics courses cover politeness and speech acts as they should but only theoretically. The courses, according to the teachers,

are purely theoretical and lack practical learning in which the EFL learners apply the knowledge they acquired. Teacher A as a pragmatics teacher at the University of Biskra illustrated her method of teaching this module and emphasised the role of practice in making the learners more pragmatically aware as she asserted:

When I'm dealing with pragmatics, I focus more on practice because I know, concerning theory, you can read a book at home and out of the classroom. You can enhance your competency in dealing with pragmatics; however, dealing with practice you always need a guide. You need your teacher, so that's why I used to focus on the practical parts in my lessons.

Teacher A added that even with the practice, the hours devoted for pragmatics are not enough to illustrate most of the pragmatic aspects of language and she suggested the addition of more hours as well as teaching the pragmatics module during the early stages of learning at the university. With the same respect, teacher D highlighted that covering speech acts and politeness strategies in the courses of pragmatics and other modules is a necessity and “if they do not exist or if they're not found, teachers should think of including such a section or those sections which have to do, of course, with speech acts and strategies and formulas of politeness in their syllabi”. To conclude, teacher B asserted that taking those rules of pragmatics i.e., politeness and speech acts, theoretically and neglecting the application as well as practice will not assist EFL learners in the mastery of the language aspects in real life communication situations.

Q7: Is there addition you would like to provide for this research work?

The last question works as the teachers' open ground to express and add any remark regarding the present research problem. It is also included to give the opportunity to address points which they may not have given the chance to elicit. In fact, the teachers have shown their appreciation towards the research problem as it accounts for a major problem in the

mastery of language use which most learners neglect and do not pay much attention to it. Accordingly, teacher C asserted that being pragmatically competent is the last stage in order to reach communicative competence and learners must assume their responsibilities in acquiring and exposing themselves to the cultural aspects of the target language. Likewise, teachers C illustrated the state of mind of EFL learners at Biskra University based on his experience of teaching for years at the university as he stated:

The majority of students here think that they really are using the language. I mean they think that they are speaking the language and writing the language the way it is really required, but they are not doing so. In their opinions and in their minds they do not think lot of being competent the way we want them to be.

At last, teacher B asserted that our contribution “is a kind of an alarm signal saying that it will be better reviewed, reconceived, and reconsidered for the benefits, of course, of the students at the University of Biskra”

3.3 Discussion and Synthesis of the Results

The primary purpose of the present research work is to shed lights on the used politeness strategies in English and Algerian Arabic by master one EFL students enrolled at the University of Biskra, especially in their production of suggestions and requests in different situations. We sought to use a qualitative research approach for the purpose of exploring in depth without any quantification the way Algerian EFL learners account for the politeness strategies especially in making the previously mentioned speech acts. Therefore, the research design which is reported to be the most appropriate and pertinent in our work is the case study design as we have attempted to investigate the phenomenon based on a small specified case. The initial commentary and analysis of the gathered qualitative data from the two implemented instruments mainly the ODCCT, as well as the teachers’ semi-structured interviews has already been presented in details in the previous section. Nevertheless, in the

present section, a further meticulously accounting and interpretation for the main elements discussed previously along with the proposed research questions is vital as well as indispensable to be addressed in the subsequent section.

Research Question 01: What are the recurrent politeness expressions and strategies used by students mostly in Algerian Arabic and English when performing requests and suggestions?

The first research question sought to uncover and highlight the main politeness expressions used by Algerian EFL learners in both languages of English and Algerian Arabic in order to investigate the way they suggest and request others in respect to given situations. With regard to the expressions, we also endeavoured to shed lights on the politeness strategies performed in each case to further make addition to the present field of study especially with the fewer focus on the Algerian Arabic aspect in pragmatics. Seeking to fulfil such requirement, we opted for an Oral Discourse Completion Test (ODCT) which accounted for six scenarios in each speech act within the present study. Respectively, the data obtained from this test would work as an illustration to the most used politeness expressions, as well as strategies in two different cultures in order to gather trustworthy outcomes and justifications through comparing and contrasting the responses yielded by the Algerian EFL learners when requesting and suggesting in English taught as a foreign language, as well as their native language Algerian Arabic. More adequately, the researcher aimed through the use of this test, as well as its oral version to depict an image on students' pragmatic knowledge, competency and applied pragma-linguistic features in the target language.

The sample which consisted of 17 participants, divided into 13 females and four males, were asked to answer the data collection instrument orally by recording their answers without the interference of the researcher from any aspect except for making further illustration and explanation to those who did not fully grasp the main instructions highlighted

in the ODCCT. The scenarios elucidated in the test addressed each different degree of the social variables namely: social distance, relative power and rank of imposition in order to unscramble the divergence in addressing others with lower, medium or higher status than the participants as well as in the implemented politeness strategies in each case.

As a result, the analysis obtained from the ODCCT responses showed a divergence in the accounting for the politeness strategies by the learners. To start with, in requesting speech act, a noticeable number of participants used direct strategies in both politeness and requesting to address people with higher power than them, especially in Algerian Arabic. To illustrate, scenario 6 demonstrated a conversation that occurs in daily life between a mother and her sick child. Respectively, Algerian Arabic normally does not account for the overuse of the indirect strategies when addressing a parent because of the close relationship and familiarity between the two; therefore, they sought to request directly to open the window. In fact, this is not considered as impolite or rude in the native language and the participants did highlight that in their answers. Nevertheless, they used the same strategies applied in Algerian Arabic within the English context by making a literal translation and accounting for the situation from the native language aspect.

Therefore, we noticed the use of direct strategies by some participants in telling the mother to open the window making them fail to comply with the rules of politeness in the target language. The complete indirect strategy of politeness i.e., Off Record Strategy was not implemented with a high rate in both languages as only seven utterances recorded the use of this strategy out of 288. In addition, Negative Politeness was the highly used strategy in requesting, especially in English as the participants resorted to apply approximately the same requesting strategy and going on record while being indirect through the use of the referencing to the preparatory conditions i.e., formulas with modal verbs “can you, could you

and would” as well as “Is it Ok if you”. At last, Positive Politeness was not as much used as NP and BOR in both languages.

For the second speech act which is suggesting, we noticed a reflective change in the politeness strategies from requesting with the excessive use of PP along with OR and the minimum use of NP and BOR. In this vein, it was observed based on the analysis that some participants are not well aware of the suggesting strategies in English and Arabic as they do not know even the distinction between some suggesting and requesting strategies. Therefore, they resorted to apply requesting strategies within the suggestion scenarios by using as well the modal verbs formula. What is of a paramount importance to mention, is that the participants used specific strategies without taking into consideration the three social variables. In other words, in situations where they are supposed to be utilising bald-on-record strategy to address their friends or family members, they preferred to imply one of the other politeness strategies; hence, an appropriate understanding for the context in which the speech act is taking place as well as with the status of the interlocutors has not been fully grasped by the participants. This led them to the application of not a wrong strategy but rather unsuitable one for that specific situation.

Furthermore, we noticed a significant use of the word “please” by the participant in order to higher the degree of politeness and soften the threat addressed in the FTA. The highest proportion was recorded in requesting speech act and especially in English with nearly our entire sample. Correspondingly, they used this word when addressing a close friend as in scenario 1, a classmate as in scenario 4, a stranger in scenario 5 and a mother in scenario 6. Although the fifth and sixth scenarios are acceptable to use “please” with due to the high distance and relative power they attain respectively, the implementation of “please” in the other scenarios is in fact not necessarily. That is because the interlocutors are familiar with one another so there was no need for its application. This indicates that the learners are

not fully exposed to the target culture as they assume what contains please is regarded as polite behaviour and that is what they attempted to achieve through their responses.

Another important point to be addressed is that we did not only account in the analysis for the strategies but also the alerters used by the learners in the initiation of the utterance. We noticed a resort by all of the learners in different situations to addressing the other interlocutor no matter what his status or his familiarity with is. One of the most used alerters are “brother and sister” which are highly found in Algerian Arabic "اختي/خويا" (ukhti/ khuya); however, this aspect of calling H's attention through the use of those two kinship terms are not in fact widely used by native English speakers. Through the observation made, the participants did translate that aspect from what they think is applicable in the target language from their mother tongue as a respective number of them started by “sister or brother” when calling their sibling, friend or a stranger. This particular issue was in fact proposed as our second research question because we had a prediction that there might be an occurrence of translation from Algerian Arabic to English by the learners. Therefore, we asked this question at an early stage of our research work.

Research Question 02: Do EFL students use identical politeness expressions and formulas that are literally translated from Algerian Arabic into English and vice versa?

Accordingly, it is typically manifested that Arabs are group-oriented and prefer the use of the pronoun of “we” when addressing a suggestion toward other; nonetheless, English speaking communities tend to be individualistic, especially when accounting for speech acts. In this view, the Algerian EFL learners made a direct realisation of the politeness aspects in their native language and implemented it in the target one in certain situation where it should not actually be used through the enforcement of literal translation from AA to English.

What was noticed as well from the analysis and from the translation perspective is the fact that Algerians tend to overuse expressions, as well as utter long speeches in order to elicit

a request and especially to a high degree suggestion as they keep turning around before and while addressing the latter. In this vein, they used the long indirect speeches in both languages which indicate that they lack certain awareness of the target language which does not address the utterance of exorbitant wordiness in speech acts. As a demonstration, one of the participants response to case 04 in the requesting speech act endeavoured to the exhibit of evidences in order to appeal to the hearer's face by stating:

Zahra, you know that I am always present and I attend all of the classes and I am not that lazy person. You know me very well and I used to provide you and provide all my classmates with the lectures and information you need. I am always here for you. This time I need you my dear classmate. Could you provide me with the lectures?

The same utterance has been used in Algerian Arabic as the case of wordiness in the utterance of speech acts is regarded as a normal aspect of everyday language use in the latter because of it being the native language of the participants as well as we notice a use of foreign words found in English and French being uttered by the student as well; hence, she expressed:

زهرة تعيشي اختي تقدري تعطيلي كاش ما هزيتو notes ولا كاش ما ملو عليكم في lectures ولا كاش ما كتبتني. تقدري تمديلي puisque والله غير كنت ميتة بالعييا وكنت مانيش قادرة مريضة grave والله ما قدرت نجي الله غالب ويخي تعرفيني انا دايمنا نعاونكم so please تقدري تعاونيني حتي نتيا تمديلي هذي المرة واش كتبتو؟

(Zahra t'ishi ukhti taqdri ta'Tili kash mahazitu notes wala kash mamlaw 'likum fi lectures wala kash ma ktbti taqdri tmdili puisque wallah ghir mayta bl'ya wkunt maniish qadra mriiDa grave wallah ma qdart nji allah ghalib w yakhi ta'rfini ana daymin n'awinkum so please taqdri t'awnini Hata ntiya tmidili hadhi lmara wash ktbtu?)

Additionally, in both English and Algerian Arabic cases of performing the two correspondent speech acts, the participants showed a variety in their answers by using different formulas in the two languages; however, with uneven number of usage. This proves

that they are aware of a significant number of the pragma-linguistic patterns in accounting for politeness, requesting and suggesting strategies; nevertheless, they seem to lack the adequate perception and the appropriate employment of these patterns to elicit the needed requirements. That resulted in their misapplication of the pertinent strategy and structure due to their reliance on their native social interactional and pragmatic rules to perform apposite meanings.

Based on the analysis of the findings, we confirmed that Algerian EFL learners do commit a literal translation of structures, strategies and aspects adequate and rooted only in their culture and apply the latter to the target language cultural realisation. Not only from Algerian Arabic to English but also vice versa, some participants used, as highlighted above, English words and applied them within their AA utterances due to their accustomedness with rules of this language in the academic situation that they now use them as part of their native language dictionary.

Research Question 03: What are the teachers' views regarding students' mastery and use of politeness strategies in the academic context?

Through the third question of the present study, we sought to obtain in depth insights on the investigated phenomenon by interviewing four EFL teachers at the University of Biskra and get reliable information through their views and point of perspectives. Respectively, a semi structured interview has been chosen to be the data gathering tool for this particular requirement in order to further examine and address some aspects within the research work that needed justification, investigation and confirmation from expert teachers in the field to strengthen the findings obtained. Thus, a notable number of remarks regarding the present situation were explained as well as discussed further by the teachers in which they provided us with rich and insightful data which contributed in the addition of more reliability to our study. A major element they have all agreed upon is the fact that politeness as a

concept and norm is universal across all cultures and languages, while its linguistic realization is language-specific and its relevant normative behaviour is culture-specific. In general, it was illustrated by the teachers that politeness is preserved differently according to the language and culture it is addressed in; hence, a change occurring on the level of lexis, semantic and pragmatic in which some normal realisations in a culture may be accepted as paranormal in another and vice versa.

What was also maintained by the teachers is the fact that Algerian EFL learners lack pragmatic competence because the majority of them are not acquainted with such an aspect in language as they have dealt with it only in their Master's degree which to an extent is not enough for learners to get familiar with the theoretical concepts first and then practicing them. Subsequently, the teachers expressed their sincere concern for the learners' lack of practice and acquaintance with pragmatics even outside the academic context due to them not assuring their responsibilities towards mastering such aspect in language use that enables them to reach a specific level of communicative competence. In the same vein, the four of them were positive in explaining the significant role politeness plays to develop students' mastery of the language as they addressed that the failure of awareness of the linguistic realisation in the target language as well as non-mastery of this aspect along with speech acts will lead the learners to fall into the trap of misinterpretation and misunderstanding of the contextual situation. Thus, a partial breakdown of communication from the EFL learners' side would occur and hinder them from successfully applying and using the target situation and the worse case of all would result in a complete breakdown of communication between the interlocutors.

Subsequently, the teachers' interviews confirmed some aspects which we highlighted in our research work and demonstrated that indeed learners' unawareness and neglecting of the linguistic and pragmatic competencies would result in students' failure to comply with

the rules of the target language in any given context. Therefore, the four interviewed teachers helped, to a great extent, in strengthening the relative facets in the present study and asserted beforehand the type of results which we obtained through the investigation practiced on the master's students of English at the University of Biskra, Algeria.

Conclusion

In the vein of the present chapter, a demonstration to the main features and characteristics of the methodology as well as the findings is provided for the purpose of illustrating the third chapter which addresses the field work. Initially, we sought to present the methodological aspect of this study by accounting for as well as justifying the use of the adequate research design, approach, data gathering instruments and analysis procedures along with the sampling technique implemented to obtain a respective sample out of the whole population. Even-handedly after this theoretical consideration, we presented the findings with their detailed analysis, interpretation and discussion of the two implemented data collection tools namely: the ODCI and teachers' interviews along with their link to the proposed research questions aiming to indicate the responding and confirmation to the latter.

General Conclusion

Studies within the field of pragmatics are witnessing a meticulous increasing as the interest of the researchers is turning around what is communicated through what is uttered. In this vein, politeness is indubitably having its fair share of those researches nowadays compared to the previous years as it is significant to consider the ways users of languages are interacting with one another through particular manners especially due to politeness being the core that reflects people's solidarity and culture. Hence, interactants need to be aware of each other's cultural realisations in order not to appear less polite or the worst case is to appear rude and completely impolite through the way they conceive the hidden meanings of the utterances. Within this framework, politeness strategies are the interlocutors' refuge to avoid the occurrence of threatening the other's face wants through using them to mitigate the face-threatening acts.

With regard, the present investigation endeavoured to explore in depth the strategies implemented by EFL learners to form pertinent politeness formulas when communicating with others. The bulk of this study is to scrutinise the variety of politeness formulas and expressions used to perform two types of speech acts that learners produce in their daily life conversations whether with friends, family members, working and studying communities or strangers. Furthermore, this research project is a step in the direction of exploring the Algerian Arabic perception in the implementation of the politeness strategies in comparison with English taught as a foreign language at the University of Biskra. In this sense, the significant aim that this study is addressing is the possibility of the occurrence of a literal or partial translation from the mother tongue to the target language or vice versa as learners may get affected by the interference of Algerian Arabic within the success of communication in English or the adoption of English words within the Algerian Arabic conversations.

In order to fulfil those aims, we opted for selecting 17 master one students as well as four EFL teachers enrolled at Biskra University who constitute the sample of this study. The choice was based upon the non-probability convenience sampling technique where the 17 participants were found available and accessible to be part of this research study. Therefore, a case study design was deemed to be the appropriate one because of its nature that deals with investigating a specific case of the overall population and due to the nature of the study being purely descriptive, the qualitative approach was the pertinent one to fulfil the necessary requirements of this project. Teachers' views were also investigated for the purpose of gaining rich data and insightful one to partially highlight the extent of learners' pragmatic competence as well the importance of politeness and speech acts in the development of learners' mastery of language.

To redound the purpose of the present investigation, gather relevant data on the phenomenon and delve deeper within its core, two data collection instruments were opted for namely an Oral Discourse Completion Test (ODCT) and teachers' semi-structured interview. To insure the reliability of both tools, a validation phase was deemed a significant step to be conducted by the researcher as a determiner to the correctness and relevance of the instruments. Therefore, expert teachers from other universities as well as our university, of Biskra, contributed in the validation of the two data collection methods as they provided us with the necessary remarks and comments that helped to a great extent in the correction as well as confirmation of the tools' readiness to be held. In the same vein and to successfully analyse as well as interpret the gathered data from the two instruments, the researcher adapted three models and one coding scheme for the proper analysis of the ODCT scenarios, in addition, descriptive analysis was applied to further discuss and interpret teachers' interview.

To address the layout of the dissertation, three chapters were encompassed with the first two chapters illustrating the dependent and independent variables of the study. Thereof,

the first chapter elucidates a theoretical overview on the notion of politeness, theories and its strategies, whereas the second one focuses on politeness with its relation to speech acts as well as exploring this concept in the Algerian Arabic context with regard to the social factors that determine the use of which type of strategy namely: social distance, relative power and rank of imposition. The final chapter is dedicated to the fieldwork and the analysis of the results obtained from the two data collection methods, in addition to the limitations and recommendations for further research studies.

Concerning the findings, we reach a conclusion that the master one students of Biskra University indeed imply a variety of politeness strategies and expressions for the purpose of performing requests and suggestions. The results asserted that politeness is a significant factor that shows solidarity and amiability between members of communities within the Algerian Arabic as it is in English. This comparison nature of the study illustrated that the politeness strategies implemented by the learners to express the abovementioned speech acts differ in terms of use with a high tendency to use negative politeness when the value of the request is higher and when both power and distance are used in the same scenario with higher rate. Additionally, the direct strategy was the second most used especially in Algerian Arabic due to the nature of Algerian being direct in uttering some requests. In the suggesting speech act, the learners were mostly directed to imply positive politeness and off record strategies with a touch of negative politeness with higher social factors and bald-on-record with lower.

What was remarkable is the learners' translation of particular expressions or strategies from their native language to the target one and vice versa as they have resorted to use direct strategies, that is acceptable and not regarded as a rude behaviour in Algerian Arabic, in English requests especially when addressing a parent. Another translation case occurred in the excessive use of the "we" form in English similarly to Algerian Arabic; albeit, the former is considered as individualistic and the latter as group oriented in respect to the social

community and culture of each language. Additionally, the learners tend to use some English words within the uttering of Algerian Arabic utterances which reflects their accustomedness with the target language as they have been studying it for four years. Moreover, they overuse expressions and long speeches that is typically an Algerian facet within the target language. This identifies their lack of awareness of the target language which does not address the utterance of exorbitant wordiness in speech acts.

Another result that was accounted for is the use of requesting strategies within the suggesting scenarios which expresses that the learners are not fully aware of the suggesting strategies that they resorted to and thought that the requesting ones are part of the suggesting speech act. As a conclusion to the analysis of the ODCT and based on the suggesting strategies model implemented within this study, we have suggested the addition of another suggesting strategy which indicates the use of expressions as “I think” and “In my opinion” within the indirect sub-category as we have witnessed the excessive use of such formula by the students in both English and Algerian Arabic. Additionally, the analysis of the interviews added rich data to the present investigation through the teachers’ perceptions and views regarding politeness. We have proven that politeness as a concept is indeed universal as Brown and Levinson asserted; however, its relevance and linguistic realisation is culture as well as language-specific.

Indeed, politeness is a major and fundamental element within any language and the its strategies as well as speech acts’ mastery help to an extent in developing EFL learners pragmatic competence; therefore, neither any kind of misunderstanding nor a complete breakdown of communication would occur in the interpretation of the uttered speeches and conversations. In this vein, the study of such phenomenon was investigated from different perspectives and languages by numerous researchers. This encouraged us to conduct such research by adding our native language, Algerian Arabic, in order to present the strategies

employed by Algerians to perform requests and suggestions. We also tended to explore this aspect of this language because of the fewer researches being conducted upon and most of the politeness researches are expressed within other Arab countries especially in comparison with English. Thus, our contribution reinforces the previously published researches in politeness and in the field of pragmatics as well as applied linguistics. With respect to the findings of this investigation, our study works as a foundation to further researches to be conducted in such field on such phenomenon aiming to extending other cultures or languages' realisation to politeness strategies.

Implications and Recommendations

The following section draws upon the implications and recommendations inspired by the overall findings presented in this research work. The list is presented below:

- Students should assume their responsibilities in developing their pragmatic competence and not relying only on what is presented in class.
- Learners need to be aware of the various politeness strategies used in their native language and target language in order to avoid miscommunication and assure smooth running of conversations.
- Teachers ought to raise awareness to the significant role that politeness and speech acts play in the mastery of their students' language use.
- An introduction to the module of pragmatics should be made during the early years of students' academic journey to familiar them with the concepts under this module as well as prepare them for what is more to coming in the next years.
- Practice within the pragmatics module is recommended to be fostered in order to encourage learning and making it more interesting than fully and completely focusing on plain theoretical implications.

- In order to be conscious of the linguistic aspects of English and Algerian Arabic as well as avoid their mixture, EFL teachers should demonstrate the socio and pragma-cultural contrast between those two languages.
- Syllabus designers and decision-makers can develop pragmatics' programme in which politeness and speech acts and other practical aspects are given much heed in order to give students as well as teachers the opportunity to be acquainted with them.
- Students' failure to comply with the rules of politeness is due to their unfamiliarity with them before; therefore, both teachers and students need to engage in the process of getting familiar with politeness as a norm and as a culture-specific.
- Encouraging peer and group works inside the classroom in order to practice the politeness strategies and speech acts.
- Requesting and suggesting are two divergent speech acts; hence, students should be aware of the distinction between the two for the purpose of distinguishing their strategies and implications.
- Politeness works as a substantial strategy in the development for teacher-student relationship in addition to student-student relations. In this sense, the encouragement for its application within classroom interactions is essential.
- With regard to the context of each situation, EFL learners should be able to differentiate between contexts and consider them before the initiation of the utterance and decision of the politeness strategy's choice. This could help them in the avoidance of inappropriate choice of the strategy.

Limitations and Suggestions for Further Research

Addressing the limitations of each study is a crucial step to be taken by any researcher in order to highlight some confounding elements within the research project which in fact

does not reduce the value of the work. In addition, recommendation and suggestions for further researches to be conducted are elicited as well. To account for the first limitation, the researcher conducted a purely qualitative study that aimed to investigate and describe the phenomenon of politeness. Hence, there were no quantifications, measurements or treatment within the study. In this vein, we suggest exploring this notion from quantitative or mixed method aspects for a better understanding of the problem. Another limitation is the fact that there was no presentation for the solutions or deep investigation of the reasons behind some students' failure in selecting the pertinent politeness strategy in particular situations as well as students' translation phenomenon because of the exploratory nature of the work that aimed at getting insightful views and unveiling secrets along with problems facing the learners. Therefore, a recommendation is made within this point as we suggest for future researchers to further investigate the reasons and the solutions to overcome such outcome.

Within the same sense, it was highlighted beforehand that the social aspects of gender and age were not taken into consideration within our research work due to the small number of participants and unvaried gender number. In this case, we recommend the addition of both factors within future studies that aim at highlighting the distinction nature between males and females as well as age groups of accounting for the politeness strategies and speech acts. Generalising the findings was not our main concern especially because the nature of the qualitative approach as well as the small case study does not attempt to generalise them. Therefore, we recommend conducting such research with bigger number of participants to generalise to an extent the findings and explore the phenomenon on a larger scale.

What is more, time was not in our hand during the data collection phase or the data analysis phase which hindered the researcher from choosing bigger number of students instead of the limited number we had. In addition, due to time constraints we were unable to include another data collection instrument such as students' questionnaire or classroom

observation to further explore the present phenomenon and elicit students' perceptions towards politeness and speech acts use inside and outside the educational institution. Furthermore, due to the inexistence of observation, we excluded the paralinguistic features including facial expressions and gestures which were not taken into account especially when we found out that one of the participants inserted a paralinguistic feature instead of uttering a suggesting strategy and he in fact expressed that he would suggest using his hand gestures. That is why a study accounting for those features would work as an illustration to the way people express politeness without using words. Additionally, the speech acts we selected to focus on were the requesting which is one of the most studied and suggesting which has not been investigated before within the Algerian Arabic context. In this sense, studying other speech acts is considered as a significant addition to the plethora works within the politeness strategies and speech acts.

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Appendices

Appendix A: Interview Consent Form

Interview Consent Form

Teachers' Name

Date of the Interview

Research Title

An Investigation into the Use of Politeness Formulas in Algerian-Arabic and English in the Performance of Requests and Suggestions: The Case of Master Students of English at Biskra University

Description of the Research

The present research work is an endeavor to explore the politeness strategies performed by EFL learners in requesting and suggesting speech acts in English and Algerian Arabic. It aims at highlighting the distinction between the use of politeness formulas in both languages at Biskra University.

- I confirm that my participation in this research project is voluntary.
 - I understand that I will not receive any payments for participating in this research interview.
 - I understand that most interviewees will find the discussion interesting and thought-provoking. I have the right to decline to answer any question or to end the interview.
 - I confirm that the research interview will last approximately 10-20 minutes.
 - I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure.
 - I have read and understood the explanation provided to me.
 - I agree that the researchers may publish documents that contain quotations by me.
-

By signing this form, I agree to the terms indicated above.

Teacher's Signature

Researcher's Signature

Date Signed

Appendix B: The DCT Consent Letter

Dear student,

I hereby inform you that I am conducting a study entitled “An Investigation into the Use of Politeness Formulas in Algerian-Arabic Dialect and English in the Performance of Requests and Suggestions: The Case of Master Students of English at Biskra University”, as part of my Master Dissertation. Correspondingly, I am kindly inviting you to take part in this research by providing me with your assistance and participation that would indeed contribute within the current conducted study.

Subsequently, I am attempting to get you consent and approval on being the sample that represents this study in which the practical part will be carried out. As a matter of fact, a pragmatic test called Discourse Completion Test (DCT) will be held face-to-face at the university in which various situations and scenarios will be given in order to obtain your answers concerning the appropriate politeness expression in both Algerian-Arabic and English to be used in each case.

Bear in mind that your participation is entirely voluntary and neither unwished information nor students' identity will be exhibited. Your personal information will be kept confidential as your anonymity will be protected in this study and no inconvenience or risk will be anticipated from your assistance. All information taken from the study will be coded to protect each subject's name. Furthermore, if there is an occurrence of any discomfort during the data collection phase, you have the complete right to withdraw at any time without consequences of any type.

Consequently, if you approve to be part of this research work, please sign the consent in the space provided down below. Indeed, your cooperation and support will be highly valued and respected.

For any additional information regarding the research project, you may contact the researcher at any time.

The Researcher's Contact Details

Ouanassa Dali Ali

Ouanassa99@gmail.com

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

English Division

By signing this form, I declare that I have read carefully the researcher's request.

Therefore, I consent to the participation within the research work undertaken by Dali Ali

Ouanassa.

Full Name:

E-mail:

University:

Faculty:

Department:

Section:

Date:

Signature:

Appendix C: Discourse Completion Test**Name:****Age:****Field of Study:****Gender:****Instructions:**

Dear participants,

You are kindly asked to answer the following DCT by reading carefully the situations listed below on requesting, as well as suggesting and answering them with the appropriate politeness expression. Our study is based on the politeness strategies performed by EFL students when doing the abovementioned speech acts in two languages. Therefore, your answers should be stated in both English language and Algerian-Arabic Dialect. In order to provide valid responses, imagine those situations as if you are living them in real life to get natural occurring utterances.

A. Requests

Situation 01: You are at a restaurant having dinner with your best friend. After you finished and it is time to pay the bill, you realise that you forgot your money at home. How are you going to ask your friend to pay instead?



Situation 02: You are sitting at the dinner table with your family members. You happen to taste that the food lacks salt, so you ask your sister to give you the salt that was already put on the table. How do you ask her?



Situation 03: You are the boss of a company and you just get off a phone call with a shareholder. You approach a new trainee and ask him to fulfil a task of answering the upcoming phone calls you will receive as you will be attending an important meeting with that shareholder. What do you say to him?



Situation 04: You are a master one student of English at Biskra University. You attend classes regularly and take good notes. One time you were absent because of sickness and you missed your lectures. How will you ask your classmate who is not close to you to give you his/her notes?



Situation 05: You are at the park having a break from working all week. Suddenly, your nose starts running as you had flu before. You checked your bag and you found no tissue there as you forgot it at home. You notice a stranger sitting there at the park as well doing some yoga. So, you approached him/her to ask for a tissue. How will you make your request?



Situation 06: You are feeling sick while in bed. Then, your mother entered the room to bring you soup for lunch. You feel hot and sweaty, so you ask her to open the window for you. How will you deliver your request?



B. Suggestions

Situation 01: You meet a teacher of yours whom you are not very close to in a bookstore. You find him going to buy an expensive book on “Pragmatics”. Nonetheless, you have seen the same book at another bookstore a bit cheaper. How are you going to make your suggestion to him/her?



Situation 02: You and your classmate happen to argue about an essay writing task the teacher asked you to do. Each one of you has his/her own opinion regarding the activity as no one wants to cancel his/her idea. How are you going to suggest to your classmate a mutual idea?



Situation 03: During the middle of the semester at high school, you and your classmates were talking after class about your English teacher's method of teaching and you kind of got bored from practicing grammar all the time instead of something else. When it is the time for your next session, you go to your teacher and ask him to change his method. How will you suggest that to him?



Situation 04: You are at the mall with your mother/father and you are checking the clothes section. Your parent liked a white dress/suit and wanted to buy it. Nevertheless, you are not convinced with your parent's colour choice, so you looked for a black one instead. How will you approach your parent to suggest the black one?



Situation 05: You have been revising with your friend for a long period of time in order to pass the final exam. Your friend kept on explaining things nonstop. Therefore, you got tired and wanted to take a rest. How do you approach your friend about this situation?



Situation 06: You are a parent and your daughter is entering the university this year. She chose a branch that is outside your current city and you do not want to send your daughter away. How do you suggest to her staying in town?

Thank you for your helpful cooperation

Appendix D: The DCT's Opinionnaire

1- Are there any repetitive situations?

Yes

No

*If yes, please specify them.

.....

.....

.....

2- Have you encountered any mistakes regarding grammar or spelling?

Yes

No

*If you have, please list them below.

.....

.....

.....

3- Is there an occurrence of irrelevant scenarios that should be removed?

Yes

No

*If so, please state the number of question(s) underneath.

.....

.....

.....

4- Is the DCT of reasonable length?

Yes

No

5- Are there any ambiguous scenarios that need reformulation and/or clarification?

Yes

No

*If the answer is yes, please indicate the question(s) that need such reorganisation.

.....
.....
.....

6- In case there are situations that you believe are of close relevance to the purpose of the interview but were not included, please write them below.

.....
.....
.....

Your cooperation is highly appreciated

Appendix E: The DCT's Validation Form

I hereby clarify that I have thoroughly read the student's DCT in the research study undertaken by Ouanassa DALI ALI, who is currently working on her Master Dissertation at the University of Biskra. Precisely, I declare that I have assisted and provided the researcher carrying out the current research project with the necessary remarks and comments regarding the content and structure of the DCT.

Background Information on the Expert

Name:

University:

Present Occupation:

Degree:

Telephone Number:

Email Address:

Signed:

Researcher Contact Details:

Ouanassa Dali Ali

Ouanassa99@gmail.com

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Appendix F: Teachers' Interview Questions

Q1: Do you think that the use of politeness expressions is universal especially when they are translated from one language to another?

Q2: Do you think that Algerian EFL learners are pragmatically competent? If no, what is the reason behind their incompetency?

Q3: In your opinion, does knowing and mastering politeness formulas in English helps Algerian EFL learners becoming more pragmatically competent?

Q4: What is the significance for an EFL learner to be aware of the politeness strategies to perform different speech acts?

Q5: Have you ever encountered EFL learners failing to comply with the rules of politeness making requests and suggestions? What do you think is the reason behind such act?

Q6: Do you think that politeness and speech acts are fully covered in the module of pragmatics? In addition, in your opinion, do teachers devote enough attention to illustrate them both adequately?

Q7: Is there addition you would like to provide for this research work?

Appendix G: Teachers' Interview Opinionnaire

1- Are there any repetitive questions?

Yes

No

*If yes, please specify them.

.....

.....

.....

2- Have you encountered any mistakes regarding grammar or spelling?

Yes

No

*If you have, please list them below.

.....

.....

.....

3- Is there an occurrence of irrelevant questions that should be removed?

Yes

No

*If so, please state the number of question(s) underneath.

.....

.....

.....

4- Is the interview of reasonable length?

Yes

No

5- Are there any ambiguous questions that need reformulation and/or clarification?

Yes

No

*If the answer is yes, please indicate the question(s) that need such reorganisation

.....
.....
.....

6- In case there are questions that you believe are of close relevance to the purpose of the interview but were not included, please write them below

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.....

Your cooperation is highly appreciated

Appendix H: Teachers' Interview Validation Form

I hereby clarify that I have thoroughly read the student's interview questions in the research study undertaken by Ouanassa DALI ALI, who is currently working on her Master Dissertation at the University of Biskra. Precisely, I declare that I have assisted and provided the researcher carrying out the current research project with the necessary remarks and comments regarding the content and structure of the interview.

Background Information on the Expert

Name:

University:

Present Occupation:

Degree:

Telephone Number:

Email Address:

Signed:

Researcher Contact Details:

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ملخص الدراسة

تعد دراسة التداولية والمعايير المرتبطة بها جانبا حيويا لا غنى عنه في اتجاه إتقان أي لغة مستهدفة خاصة عندما يتعلق الأمر بجوانب الاتصال. ومع ذلك، فإن مفهوم الأدب اللغوي قد لا يكون معروف كباقي الإدراكات اللغوية من قبل المتعلمين الذين يدرسون اللغة الإنجليزية في الجامعة. وقد لوحظ أن هذه الظاهرة لم يتم التحقيق فيها بشكل كامل من قبل الباحثين في السياق العربي الجزائري مقارنة باللغة الإنجليزية حيث ركزت العديد من الدراسات على وجود استراتيجيات الأدب في الثقافات واللغات الأخرى. في هذا السياق، سعت الدراسة الحالية إلى الاستكشاف بعمق وإلقاء الضوء على صيغ الأدب التي ينفذها طلاب سنة أولى ماستر في اللغة الإنجليزية بجامعة بسكرة عند أداء عمليتي خطاب مختلفتين وهما الطلبات والاقتراحات باللغة الإنجليزية وكذلك العربية الجزائرية. بهدف الوصول إلى أهدافنا، تألفت الدراسة من 17 طالبا تم اختيارهم بشكل ملائم إلى جانب أربعة اساتذة يشكلون عينة من التحقيق الحالي. من الناحية المنهجية، تم اختيار النهج الكيفي لإتباع تصميم دراسة الحالة. علاوة على ذلك، تم جمع البيانات عن طريق أداتين هما اختبار إكمال الخطاب الشفوي ومقابلة الاساتذة حيث حاولنا ادراج ثلاثة نماذج مع مخطط ترميز واحد بالإضافة إلى تحليل وصفي لغرض تفسير النتائج وتحليلها على التوالي. ونتيجة لذلك، تم الكشف عن أن المتعلمين يلجؤون إلى اتباع استراتيجيات مهذبة مختلفة ومتباينة في كلتا اللغتين وكذلك ترجمة بعض الإدراكات اللغوية المتجذرة في لغتهم الأم في اللغة المستهدفة والعكس صحيح. بالإضافة إلى ذلك، تم اعتبار إتقان استراتيجيات الأدب وأفعال الكلام ضروريا للمتعلمين للنجاح بشكل عملي في اللغة المستهدفة جنبا إلى جنب مع تجنب أعطال الاتصال. لذلك نوصي برفع الوعي بهذه الظاهرة وممارستها بوحدة التداولية.

الكلمات المفتاحية: استراتيجيات الأدب، أفعال مجازية، اقتراحات، العربية الجزائرية، طلبات.