



## **Dedication**

*I dedicate this work to my father Abdelkader and to my mother Amour Khaira for nursing me in love and for their partnership.*

*To my lovely brothers and sweetheart sisters.*

*To all my family especially my grand-parents.*

*To all who love me.*

### **Acknowledgment**

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### **Abstract**

This research paper aims to study linguistic politeness, taking a variety of Algerian Arabic, namely Mostaganem in the region of Khadra as case study. The study is motivated by two research questions. First, Do Khadra's teenagers use the same politeness strategies as proposed by Brown & Levinson 1987?. Second, Do Khadra's teenagers take the social dimension and age into consideration? It is hypothesized that Khadra's teenagers might use the same politeness strategies as proposed by Brown & Levinson 1987. Also, the social dimension and age might be taken into consideration while using politeness strategies by the teenagers of Khadra region. Qualitative research was conducted for the collection of data. In this case observation is one of the best ways to collect the data needed. The participants in this investigation are teenagers from Khadra Township. Analysis of data showed that, there is a high applicability between politeness strategies used by teenagers of Khadra speech community and politeness strategies as proposed by Brown and Levinson 1987.

**Key concepts:** Linguistic politeness, Brown and Levinson politeness strategies, Khadra Township.

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**List of abbreviations**

AA: Algerian Arabic

CP: Cooperative principles

MP: Model Person

W: weight

D: social distance

P: power difference

R: rank of imposition

S: speaker

H: hearer

FTA: Face Threatening Act

FSA: Face Saving Act

B&L: Brown and Levinson

## Phonetic Symbols

### Consonants:

Arabic letters	Translation
ب	B
ت	T
ج	Dj
د	D
ر	R
ز	Z
س	S
ش	Ch
ف	F
ق	Q
ل	L
م	M
ن	N
و	W
ه	H
ي	Y
ط	T'
ح	H'
خ	Kh
ع	3

### Vowels:

-Short vowels are: **a**, **o**, and **i**.

-long vowels are: **a:** / **o:** / and **i:**.

## **General Introduction**

Linguistics is the scientific study of language. It consists of many branches such as pragmatics ... etc. Pragmatics as a linguistic field takes into consideration the study of linguistic politeness, how people use their Uttrances to show respect.

This dissertation based on Brown and Levinson politeness strategies. According to B&L there are several strategies which are: bold on-record, hedges, Appologentics, impersonalize, minimize the imposition, be pessimistic, indirect off-record.

This dissertation aims to: first, is to describe politeness phenomenon used by teenagers in the region of Khadra; second, is to make sure whether they use politeness strategies same as Brown and Levinson or they do not. To achieve the study aims, the researcher raises the following questions:

1. Do Khadra's teenagers use the same politeness as proposed by Brown and Levinson 1987?
2. Do Khadra's teenagers take the social dimension and age into consideration?

The researcher hypothesized that Khadra's teenagers may be used the same politeness strategies as proposed by Brown and Levinson1987. Also, age and the social dimension might token into consideration by Khadra's teenagers while choosing politeness strategies.

In order to test the research hypothesis, observation beyond recording structured by questions is used as a data collection tool.

This dissertation consists of three chapters. The first chapter is devoted to the theoretical framework that present the scope of the study. It provides basic definitions related to the current topic. The second chapter devoted to the overview about politeness theory by Brown and Levinson 1987. The last chapter devoted to the practical; it

includes the analysis of the data obtained through the observation in order to answer the research questions.

## CHAPTER ONE: Theoretical Background

### 1 Introduction:

This work presents a study of the application of politeness strategies by teenagers in Mostaganem taking Brown and Leven son's work as a point of departure .The notions of 'linguistics politeness' is very broad and complicated .So ,the first chapter of this study deals with different notions that are related to politeness phenomenon ,such as , human communication ,social dimensions ,speech act theory ,and speech community .

### 1.2 What is language?

Our language is the method of human communication either spoken or written consisting of structured words used in conventional ways.

Rishikant Pandey (2008,p.171) said that:" language is a vehicle to develop and communicate ideas, thoughts, and intention". Language is simply defined here as means of communication and expansion of our ideas, thoughts, and intention.

#### 1.2.1 Deep vs. Surfice language:

Language is a device to express our thought, intention, ideas, but the speaker may use tent to hide his real intention in spoken language; This led us to rethink about the real intention of the speaker. This is the depth language.

Surfice language in other hand may be of two kinds; first, language and intention are the same, but they do not reflect our real intention. Second, all of them, intention, language, and behavior, are not the same. Even the surfice language does not the real intention of the speaker.

### **1.2.2 Formal vs. Informal language**

Formal and Informal language serves different needs. The two styles are differ in the pronunciation ,vocabulary ,and grammar .Formal language is less personal ,and it is used to write an academic paper such as university assignments .Formal language does not use the first personal pronouns like “I” or “we” .for example , various research methods were considered for the study . Likewise, informal language is more personal used while communicating with friends or family .It is used spontaneously .Informal language used to write personal emails and business correspondent. Finally, informal language use constructions or the first personal pronoun such as “I” or “We”. For instance, I considered various research methods for the study.

## **1.3 Communication:**

According to G.G Brown (2012) :”Communication is transfer of information from one person to another, whether or not it elicits confidence, but the information transferred must be understandable to the receiver.” the precise meaning of communication is to ‘share’ or ‘participate ‘information from the sender to the receiver so that it can be intelligible .

There are multiple types of communication, but we will focus only on based on means of delivering the messages. On based on means of delivering the message, there are the verbal communication and the non verbal communication.

### **1.3.1 Verbal communication:**

Occurs through the medium of spoken and written .It is a combination of several words is used and each word conveys as specific meaning .There are important elements for

verbal communication which are : language , vocabulary ,clarity , introduction , consciousness , preciseness brevity , comprehension ,timing and relevance .

Verbal communication had several types which are: Spoken communication; Written communication; Telecommunication; And electronic communication.

### **1.3.2 Non-verbal communication:**

Non verbal communication is more accurate way of communication because it convey the true and intended meaning of the message. This communication occurs without words, where the five senses and whole range of body movements, postures, gestures, facial expressions, and silence are used for sending and receiving the message .

To conclude, successful communication requires from individuals to be respectful, gentle, and uses suitable ways using successful politeness strategies taking into consideration the different social factors.

### **1.4 Social dimensions:**

Social dimension is a wide concept, encompassing several factors. It might be defined as all obstacles to access in higher education.

There are four scales for analyses which have been only implicit in the discussion. These are:

First, the solidarity or the social distance scale. It is concerned with the participant relationships .When someone is intimate, the solidarity is higher, and the contrast when someone is distant the solidarity is lower;its depends on how well we know somebody.

Second, the status scale .It is concerned with participant relationship also. But this scale points the relevance of relative status in some linguistics choices. For example, the teacher is the superior and he is in high status whereas, the student is subordinate and he is in low status. This relation between the teacher and student called the status scale.

Third, the formality scale .It is related to the setting or type of interaction .In formal transaction, the language used will be influenced by the formality of the setting (High formality) .In contrast, for a friendly chat, people use colloquial language (Low formality).

Finally, the two functional scales, or the referential and affective function scales .It is related to the purposes or topic of interaction. In general the more referentially oriented an interaction is, the less it tends to express the feelings of the speaker. And the less referentially oriented an interaction, is the more it tend to express the feeling of the speaker.

### **1.5 Basic Definitions:**

It is important to provide definitions of some concepts that are related to the theme of this research, that is to say, to linguistic politeness, so, these definitions will help the reader to relate things in order to get better understanding.

#### **1.5.1 Speech functions :**

The study of politeness is generally deals with speech in general. So it is helpful in this work to mention the function of speech.

Speech function has a number of ways that characterize it; Expressive (the speaker), directive (the addressee), referential (the message) are recognized by many linguists. They seem to be very fundamental functions of language, may be because they derive from the basic components of any interaction. Phatic communication conveys an affective message, its express solidarity and empathy with others. Metalinguistics utterances comment on language itself. Finally, poetic utterances focus on aesthetic features of language.

### 1.5.2 Speech act theory :

In our daily life, people communicate with others using a series of speech acts to convey one's needs. J.L Austin (1969) says that "Speech is fundamentally a social act of doing things with words" (McGregor 142). The study of politeness is usually attendant with speech act theory. So what is speech act theory?

Yule (1996, p.133) defined speech act as "The actions performed by the speaker with an utterance". According to the philosopher J.L AUSTIN and R. SEARL 1969, both believe that actions performed via utterances are generally called speech acts. Language is not only used to inform or to describe things, it is often used "to do things", and to perform acts.

J.L Austin further distinguished three acts in one single speech act or event we perform.

1. Locutionary act
2. Illocutionary act
3. Perlocutionary act

\*Locutionary act: To perform a Locutionary act is to say something in what Austin (1962, p.94) calls "The full normal sense". It is the basic act of utterance, it includes: The phonic act (phones), the phatic act (phemes), and the rhetic act (rhemes).

\*Illocutionary act: It is the real actions which are performed by the utterance. Austin considers illocutionary acts as performatives and he makes a distinction between explicit (the performative verb does exist) and implicit (no existence for performative verb)

\*Perlocutionary act: is the effect produced on the listener when they listen a Locutionary act or this is the hears response.

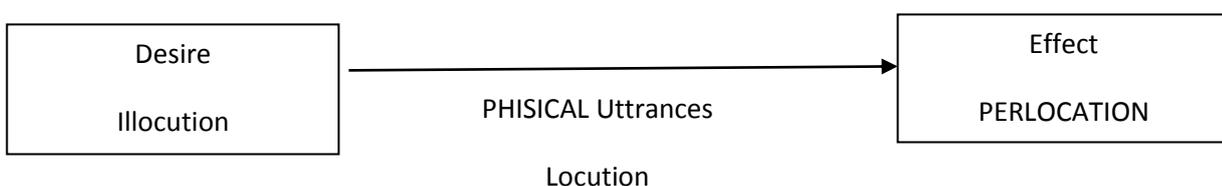


Figure 1: speech act theory diagram

### 1.5.3 Theory of Speech Act:

According to speech act theory in order to make a successful speech acts people need a number of conditions , or in other word a speech act to be considered happy ( felisions) or unhappy (unfelisions ) need a number of condition , these conditions called ‘felicity conditions’ .These condition organized into five classes which are : General conditions ;Content conditions ; Preparatory conditions ;Sincerity conditions ;Essential conditions .

According to Searle there are two types of speech acts , namely the direct and indirect speech act .Austin and Searle (N.D ,12 ) said that “Anyone should want to use an indirect speech act is due to consideration of politeness “ , this means that the basic reason behind using the indirect speech act (or the metaphoric act ) is that ,indirect speech act considered to be more gentle and polite in all languages .

Finally ,people do not only produce utterances containing grammatical structures and words ,they perform actions via these utterances .Consequently ,all the nearly said made many scholars inquisitive to know more about this theory of speech acts .

### 1.5.4 Speech community :

Sociolinguistics is a broad displine concerns with the study of language used within or among a group of speakers ,those group by sociolinguists as a speech community .Individual belongs to various speech community at the same time , but s/he will identify with only one of them .So ,what is speech community ?

There are many definitions for speech community which are all different too simple and too complex. Lyons (1970) said that a speech community is “All people who use a given language or dialect “.

Labov (1972) state that “participation in a set of shared norms; those norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage “.

Gumperz (1971) said that speech community is “A social group which may be either monolingual or multilingual held together by frequency of social interaction and set off from the surrounding areas by weaknesses in the lines of communication “.

Leonard Bloomfield (1933) said that “A group of people who use the same set of speech singles is a speech community” (as cited in Elhadj-said ,2011,p.18)

All the previous definitions explain what speech community is, and all the definitions mold in one meaning; This meaning is: speech community is a group of people who speaks the same language.

In this work ,the focus is on Algerian speech community , namely Khadra speech community ; people of this community speak a variety of Algerian Arabic , which is Mostaganem Arabic .In this research ,the goal is to investigate politeness as linguistic phenomenon in Algerian society (Mostaganem society ).

#### **1.5.5 Grice theory of conversation :**

The philosopher Paul Grice (1970) has proposed the theory of conversation;it is considered the most significant work in linguistic pragmatics. However, many studies about linguistic politeness were based on the theory of Paul Grice among these works are: Leech in 1983 and Brown and Levinson in 1987. The theory of Grice based on the idea that when people involved in a conversation they will cooperate with each other which he called the cooperative principles (CP). Grice stated that cooperation involves four maxims (Al-Qahtani,2009, p. 37).

The philosopher Paul Grice mentions that as human beings in our daily conversation,

speakers and hearers share the cooperative principle which describes how people interact with one another, these principles are four maxims:

\*Maxim of Quantity: it is to:

□ Make your contribution as informative as necessary as is required, but not more, or less, than is required.

\*Maxim of Quality: it says the following:

□ Do not say what you believe to be false, or for which you lack adequate evidence.

\*Maxim of Relevance: it says the following:

□ Be relevant (i.e., say things related to the current topic of the conversation).

\*Maxim of Manner: it says the following:

□ Be brief, clear, and orderly. (Yule, 1996, p. 144)

Conversational implicature is an important concept in Grice's theory of conversation. However, speakers may choose to violate or flout one of the four maxims, and as speakers of a language, we are able to make inferences about what is meant and not what is actually said.

Information conveyed in this way is what Paul Grice calls "conversational implicature". (Widdowson, 2007, p. 58).

Brown and Levinson supported Grice's maxims; they said "Grice's theory of conversational implicature and the framework of maxims that give rise to such implicature is essentially correct" (1987, p. 5).

Linguists stated that, people in their daily interaction flout or violate Grice's maxims, and one of the reasons to flout those maxims is to try to be polite (Elsoufi, 2014, p. 19).

Màrquez stated that "the off record strategy, also called hints or non-conventional

indirectness, is thus related to the flouting of Grice's maxims in which meaning is to some degree negotiable by means of conversational implicature" (as cited in Elsoufi, 2014, p. 19).

### **1 Conclusion:**

To conclude, in this chapter we have dealt with the basic definitions which are related with the present research "The Application of Politeness Strategies by Teenagers In Mostaganem". And in chapter two we will attempt to present a review literature about politeness theory that's of Brown and Levinson 1987.

## **CHAPTER TWO: Literature Review**

### **2 INTRODUCTION:**

Politeness is something we have to learn and be socialized into; it is not something we are born with. The form of politeness might differ from one language to another and from one culture to another. The major concern of this chapter is to explain linguistic politeness.

#### **2.1 POLITENESS THEORY BY BROWN AND LENVINSONS 1987:**

Politeness is an important role in society, it shows that the others are respected and their feelings are considered too. Being polite differ from one culture to another, a great confusion occurs between its universality and language specificity.

Sifianou (1992, p.81) said that: “Polite is derived from the Latin politus, past participle of “polire” [sic] meaning “to smooth”. Thus, “polite” originally meant “smoothed”, “polished”, and subsequently “refined”, “cultivated”, “well bred”, and so on, when referring to people, and “courteous”, “urban”, etc. when referring to manners”.

This description associates politeness with behavior of the upper classes, the urban life and civilized manners, and all these terms refer to forms of social behavior. (as cited in Elhadj said ,2014, p24)

Most scholars agree that politeness is used to avoid conflicts. Lakoff (1975, p.64) sees politeness as those forms of behavior which have been “developed in societies in order to reduce friction in personal interaction”, thus indirectly claiming politeness universality .He also speaks about appropriateness saying: “to be polite is saying the socially correct thing” (1975,p.53). Similarly, Leech (1983, p.104) defines politeness as those forms of behavior which are aimed at the establishment and maintenance of

comity, i.e. the ability of participants to engage in interaction in a comfortable and harmonious atmosphere (as cited in Elhadj said,2014, p25).

Brown & Levinson (1987) have developed a theory of politeness to explain the nature of politeness phenomena in language.

Penny Brown & Stephen Levinson's worked with situated conversational exchanges, theirs remains one of the most prominent works in this domain.

B&L 's objectives is to examine the assumptions and reasoning used by participants ,then to account for cross cultural similarities in the abstract principals behind polite usage. Finally, to draw up a formal model to account for cross-cultural similarities that also worked for culturally-specific use.

According to Brown and Levinson 1987 every one has self-public image which has relation to emotional and social sense of self and expects everyone also to recognize. This theory forms a term of face. Politeness (B&L1987) in interaction can be defined as the means of employed to show awareness of another person's face.

One of the famous models of politeness proposed by Penelope Brown and Stephen Levinson this model is known as the MP (Model Person) model.

According to Brown and Levinson the MP model explains how and why individuals try to protect or save their face especially when they face a difficult situation. It also explainshow we protect our and others' identities through interactions, in particular through the use of politeness strategies (Watts, 2003, p.85). The creation of this model was based on the study ofthree different languages, namely, English, Tamil, and, Tzeltal. Consequently, Brown and Levinson observed that the same politeness strategies used by speakers of these threelanguages, this is what led them to create their MP model and assume the universality of politeness (as cited in mem,2016,p17).

## **2.2 PRAGMATICS AND POLITENESS :**

Pragmatics is the study of meaning beyond the text. It is sub-field of semiotics and semantics (it is the non literal meaning).When we speak about pragmatics we speak about the study of words as used and how they make sense when communicated. According to Watts (2003,p276) pragmatics is “the branch of linguistic study which concerns itself with the meaning of expressions as and when these are used in verbal interaction”.

According to Leech and Thomas Pragmatics is considered as a branch of linguistics, it is concerned with the study of the use of language in context, and how people produce and understand meanings through their use of language. The term ‘pragmatics’ was appeared first in the 1930’s, but pragmatics as a subfield of linguistics was developed in the late 1970’s (Eshreth, 2013, p.23)

This investigation concerned with politeness and the use of language. According to B&L (1987,p.2) state that:”In the case of linguistic pragmatics a great deal of the mismatch between what is ‘said’ and is ‘implicated’ can be attributed to politeness”, pragmatics linguistics simply defined as the use of the right or appropriate language .

### **2.2.1 POLITENESS SCALE: PRAGMALINGUISTICS VS SOCIOPRAGMATICS** POLITENESS :

Pragmalinguistic politeness is assessed on the basis of the meaning of the utterance out of context;It provides an easy entry into the study of politeness. Sociopragmatics on other hand is a matter of judging politeness in context; Sociopragmatics politeness is politeness

relative to the situation, and it can be evaluated on a bipolar scale.

**2.4FACE:** In the process of maintaining face, every person has two aims

- Saving their own face (defense orientation)
- Saving others’ faces (protective orientation)

According to Goffman face is an image of self delineated in terms of approved social attributes. Whereas Brown & Levinson defined face as the public self-image that every member wants to claim for himself. (watts, 2003,p.104)

Face consists of two aspects:

- **Positive face:** is the want to be independent and not imposed on by others. According to B&L positive face is “the positive consistent self-image or ‘personality’” (watts,2003,p.104) .
- **Negative face:** positive face according to B&L is “the basic claim to non-distractedness – i.e. freedom of action and freedom from imposition” (watts,2003,p.104). Positive face is less obvious and it denotes the want to be accepted and liked, to be treated as a member of the same group, and to know that one’s wants are shared by others.

There is two type of politeness, positive politeness and negative politeness. J.Holmes (2000,p.281) said that: “ Positive politeness is solidarity oriented; It emphasizes shared attitude and values”. Positive politeness leads the requester to appeal to a common goal, and it gives a greater risk for the speaker of suffering a refusal. In contrast ,negative politeness lead people respect and avoid interloping on them .It involves expressing oneself in the right manner in terms of social distance and respecting status differences J.Holmes(2000,p.281).

Brown &Levinson list fifteen strategies addressed to positive politeness which are: Notice, attend to hearer; Exaggerate (interest, approval, sympathy with hearer); Intensify interest to the hearer in the speaker’s contribution; Use in-group identity markers in speech; Seek agreement in safe topics; Avoid disagreement; presuppose, raise, assert common ground; Joke to put the hearer at ease; Assert or presuppose knowledge of and concern for hearer’s wants; Offer, promise; Be optimistic that the hearer wants what the speaker wants i.e. that the FTA is slight; Include both speaker and

hearer in the activity; Give or ask for reasons; Assert reciprocal exchange or tit for tat; Give gifts to hearer (goods, sympathy, understanding, cooperation.( Watts ,2003,p.89,90)

Brown & Levinson (1987,p.131) list ten strategies that make use of negative politeness :”Be conventionally indirect; Questions, Hedges; Be pessimistic; Minimize the imposition; Give deference; Apologize; Impersonalise speaker and hearer, avoid the pronoun ‘I’ and ‘You’; State the FTA as a general rule; Nominalize; And go on record as incurring a debt, or as not indebting the hearer ”.

## 2.5 POLITENESS STRATEGIES BY B & L :

Politeness strategy is a strategy that is used to prevent a violation of the hearer’s face.

- **Bold on record:** it is the production of FTA without any mitigation. Bold on-record is to order or request in a direct way. It uses the imperative form without any redress. Bold on-record almost the time used between people who know each other very well such as close friends or family members.

- **Hedges:** a linguistic expression that enable the speaker to avoid being too direct in her/his utterance. Watts (2003,p.274).Hedges is an investment to reduce the risk of adverse price movement in an assert. It uses modal verbs.

- **Apologetics:** comes from apology. It derives its meaning from the Greek apologia, meaning a “reasoned defence”.

- **Impersonalize:**the person whom you address is not there.

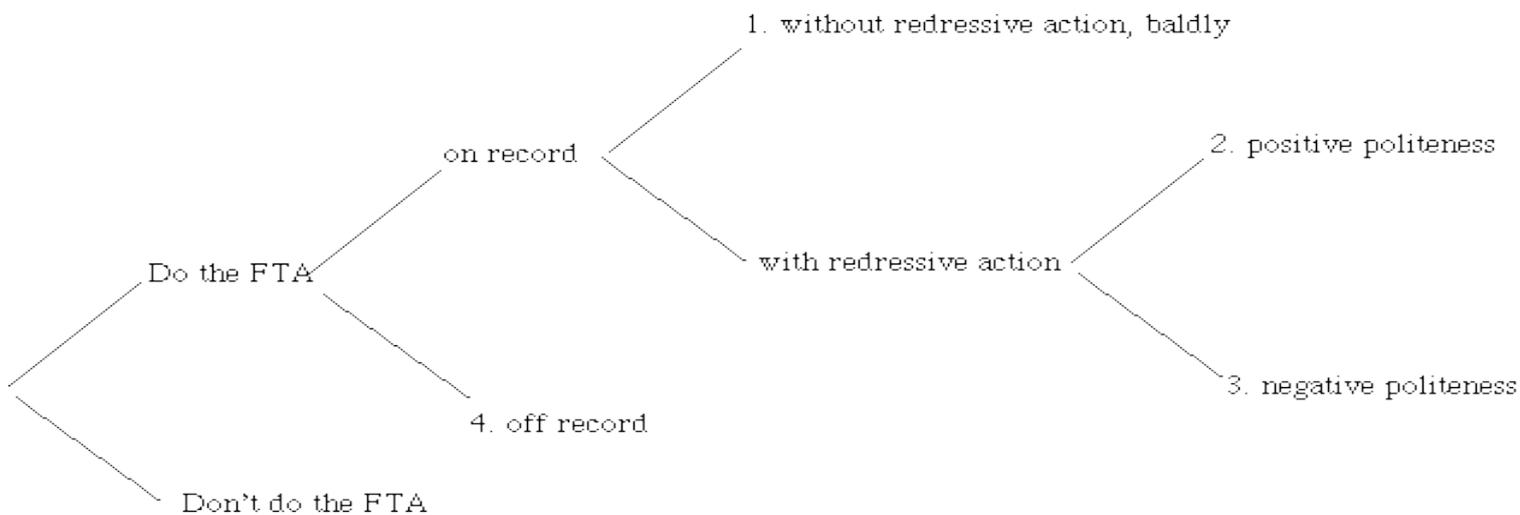
- **Minimize the imposition:** speaker satisfies hearer’s desires to be unimpeded. It is the want that is directly challenged by the face threatening act.

- **Be pessimistic:** i.e. you couldn’t find your way to lending me a hundred dinars, could you?

- **Indirect off-record:** B&L (1978,p.216) define off record strategy as a communicative act which is done in such a way that is not possible to attribute one clear communicative intention to the act. Off-record Uttrances are essential in indirect use of language.

- **Don't do the FTA:** there is nothing to said in this strategy, it is to remain silence and do not do any speech act.

### How does it work?



Reprinted from: Watts (2003,p87)

Figure 2: how does politeness theory works

### 2.6 FTA (FaceThreatening Act) &FSA (Face Saving Act):

**Face wants:** Within their every day social interaction, people generally behave as if their expectation concerning their public self-image, or their face wants, will be respected.

**Facework:** efforts made by participants in verbal interaction to preserve their own face and the face of others.

Meanwhile if some actions might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat, this is called **face saving act** (FSA).

If a speaker says something that represent a threat to another individual's expectations regarding self-image it is described as **face threatening act** (FTA). That is to say, face threatening acts is "any act, verbal or non-verbal, which threatens the way in which an individual sees her/himself or would like to be seen by others" (watts,2003,p.274).

- Overall the formula for the weightiness or seriousness of a face threatening act is:

$$W_x = D(S,H) + P(S,H) + R_x$$

Where x is the FTA

This will determined the appropriate type of strategy to be used.

## 2 CONCLUSION:

B&L theory is widely applicable, but it is criticized by many researcher. In this chapter we have dealt with an overview to politeness theory and politeness strategies. In the third chapter we will see the applications of politeness strategies by B&L by teenagers in Mostaganem.

## **CHAPTER THREE: Practical Issues**

### **3 INTRODUCTION:**

The third chapter of this research includes the analysis of the data obtained by the researcher, and the interpretation of the result. The case study is a variety of Algerian Arabic, namely Mostaganem in the region of Khadra. However, the data was analyzed according to the model of Brown and Levinson of linguistic politeness.

### **3.1 METHODOLOGY:**

In this investigation observation is used as a tool of collecting research data. However, the researcher observed the linguistic behavior of the teenagers of Khadra society and he recorded the result of those observations.

Observation method is very helpful since it helps the researcher to gather appropriate data about spoken languages.

The observation process takes twenty days, the researcher guided his observations by the research question that is why he organized and planned his observations in a good way.

Data for this study was analyzed by using qualitative data analysis methods since the major aim of this research is to describe politeness phenomenon in an Algerian society,

namely Khadra society.

### **3.2 THE SAMPLE:**

In Algeria there are different regions speak different varieties of the same language which is Algerian Arabic. The sample of this study consists of Teenagers who speak

Khadra dialect which is a variety of Algerian dialect. Khadra is an Mostaganimian township (Baladiya) which is located in the west of Algeria.

### 3.3 DATA COLLECTION:

In this chapter we collect examples and we attend to categorize the scope of politeness strategies (Bold on-record, Hedges, Apologetics, Impersonalize, Minimize the imposition, Be pessimistic, Indirect off-record ) used by the teenagers speakers of Khadra region in certain situations, depending on the model proposed by Brown and Levinson 1987 as a basis.

#### □ **Bold on-record:**

- بابا خاصني دراهم مستحقهم.

- [ Baba khasni draham masth'qham.]

- Father I need some money.

- عاوديلي الدرس والله مقضيت حاجة.

- [3a:wdi:li dars wallah magdabt haja.]

- Repeat the lesson I did not understand.

#### □ **Hedges:**

- معليش تبلي ديك تاقة ختي؟

- [ma3li:ch tbal3i dik taqa khti? ]

- Sister could you close the window?

- معليش تحل داك الباب؟

- [ma3li:ch th'al dak l bab?]

- Could you open the window?

#### □ **Apologetics:**

- اسمحلي قاطعتك أستاذ، بصح معليش تعاود تشرجلي لاخطرش مفهمتش.

- [Asmah'li gat'a3tak ostad, basah' ma3li:ch t3awad tachrah'li la:khat'arch mafhamtch.]

- I'm sorry for interrupting you teacher, but I didn't understand, would you repeat the lesson please?

□ **Impersonalize:**

-راح الحال خاصنا نسيقو .

- [rah' lh'a:l khasna nsayqo.]

- It is too late we have to mop the floor.

□ **Minimize the imposition:**

-دارنا مشي بعيدة على داركم.

- [da:rna machi b3i:da 3la darkom.]

- My house isn't far from yours.

□ **Be pessimistic :**

-مانصيبش عندك فاميل؟

- [ma:ns'ibch 3andak vami:l?]

- Do you have two hundred dinars?

□ **Indirect off-record :**

-راه كايين الحس بزاف برا.

- [rah kayan lh'as bazaf bara:.]

- It is too noisy outside.

-ياربي الريح راه يدخل بزاف من تاقة.

- [ya:rabi: arrih' rah yadkhol bazaf man taqa.]

- Oh my god the wind is coming so much from the window.

### 3.4 ANALYSIS OF THE DATA COLLECTION:

Teenagers of Khadra try to:

Adopt bold on-record in the following cases: First, when they address approaching people, the example of the teenager requests his/her father a sum of money, and the example of a teenager to his friend asking her to repeat the lesson.

Adopt another strategy which is hedges to avoid being too direct with people they didn't know, for example, sister could you close the window? And to avoid being too direct with their classmates, for instance, could you open that door?

Another strategy used to maintain face is apologizing. Apologize allows the speaker to have impression that he is treated in a polite way, for instance, a teenager (subordinate) to his teacher (superior) in classroom, he said: I'm sorry for interrupting you teacher, but I didn't understand, would you repeat the lesson please?

Another politeness strategy used by teenagers to his sister to tell her to clean the floor indirectly, it is impersonalize. For example, it is too late we should mop the floor.

Minimize the imposition is a strategy which teenagers used to address strange old people to avoid being too direct and to avoid being rejected. For example, my house is not far from yours. So, the hearer here either they accept to walk with the teenager to his house and respond let's go, or they reject by remain silence.

Khadra teenagers used "be pessimistic" strategy with very close friends and with brothers or sisters who are close in age to each other. For example, do you have two hundred dinars?

Another strategy in Khadra speech community is indirect off-record. This strategy implicated by giving associated clues related to a particular act. For example, a teenager to a teacher, he said that it is too noisy outside, so the teacher understands that the student wants him to close the door. And a teenager to older man, for example, oh my god the wind is coming so much from the window.

### **3.5 INTERPRETATION OF RESULT:**

The findings of this study analyzed according to Brown and Levinson's politeness theory. The result showed that:

Age is considered as a crucial social variable in the realization of politeness strategies used by teenagers in Khadra speech community; A person age is an important factor which affects teenagers to choose the appropriate politeness strategies.

Teenagers used bold on-record strategy with close friends and family members. And used hedges with their classmates.

Social dimension took into consideration while choosing politeness strategy. They used Apologetics strategy with people who are in high status such as teacher (low solidarity) and being pessimistic with people who are in low status (high solidarity) such as friends.

In order to avoid any conflict or rejection, teenagers choose to minimize the impositions and impersonalize. Teenagers of Khadra region prefer to hint requests by using the indirect off-record strategy.

### **3.5 LIMITATION OF THE STUDY:**

This investigation provides useful findings about politeness strategies used by teenagers in the region of Khadra or Khadra speech community, but there is existence of some limitation. Many researchers noticed that there are some limitations related with the use of observation as a data collection tool. Age and social dimensions may push the researcher to observe.

### **3.6 RECOMONDATION AND SUGGESTION :**

The following is recommended for future research in linguistic politeness:

- Although linguistic politeness is widely studied, there are many other issues yet to be studied.

□ Tools in data gathering are very important in any study, especially when the topic is language use. The appropriate tool should always be chosen by the researchers in this field. I would like to recommend observation as a tool of collecting data.

### **3 CONCLUSION:**

In this chapter, the application of politeness strategies by teenagers in Khadra speech community was examined. This chapter is based on Brown & Levinson politeness strategies. It is found that the teenagers of Khadra region adopt the same politeness strategies as proposed by Brown and Levinson 1987.

### **GENERAL CONCLUSION:**

This study examines the notion of politeness strategies among Algerian speakers, in particular speakers of Khadra speech community. In this study two questions are raised but at the end the results answer them.

According to the findings of this investigation, as an answer to the first question, we find multiple similarities between Brown and Levinson politeness strategies and politeness strategies adopted in Khadra speech community.

Age and social dimensions play important roles in the performance of orders and requests. Indirectness is used to address old people, and impersonalize and Apologetics is used to address distant people such as a teacher. All of this is due to the respect.

To conclude, the lack of sources of data leaves this study incomplete and limited. But this study will encourage the reader to conduct another research to investigate the way teenagers speak in Khadra dialect use language to exhibit respect to others.

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video from YouTube: (2018, 12:24, Management address)

## Appendix

### Observation questions:

#### The Arabic version:

1. تحتاج مبلغ من المال، كيف ستطلبه من:
  - والديك
  - أخيك/أختك
  - صديقك/صديقتك
2. لم تفهم الدرس، كيف تطلب إعادة صياغة الدرس من:
  - الأستاذ
  - صديقك
3. كيف تطلب من شخص ما فتح باب القسم علما أن هذا الشخص
  - هو أستاذك
  - احد أصدقائك
4. كيف تطلب من شخص أكبر منك غلق نافذة الحافلة؟
5. كيف تطلب من شخص أصغر منك غلق نافذة الحافلة؟

**English version:**

1. You need a sum of money; how will you ask those people to lend it to you:
  - Your parent
  - Your brother/sister
  - Your friend
2. You didn't understand the course, how would you ask for the sake of repeating it from:
  - Your teacher
  - Your friend
3. How is your way to ask for closing the door:
  - From your friend
  - From your teacher
4. How will you ask someone older than you to close the window of the bus?
5. How would you ask someone younger than you to close the window?