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Raising Students' Awareness about Linguistic Politeness and its Impacts on Social Interactions.

**Case Study: Third Year Licence and Master Two Students of English at
Abdelhamid Ibn Badis University of Mostaganem.**

A Dissertation Presented in Partial Fulfillment for the Requirements of a Masters' Degree in
“Language and communication”

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Dedication

To my supportive parents.

To my precious brothers.

To my lovely sister.

To my joy, little Yahia.

To my amazing friends whom we shared together endless memories.

Acknowledgments

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Abstract

Communication is an art that needs to be mastered, people communicate to express their thoughts and exchange ideas. Politeness is a key factor that lead people to successful interactions and to form effective speakers. In essence, using politeness strategies helps interlocutors to be effective speakers and to mitigate all kinds of misunderstandings that occurs in a goal-oriented communication. This study promotes politeness and describes the importance of using politeness strategies as well as their positive impacts on social interactions. The linguistic model used in conducting this research is the one provided by Brown and Levinson (1987): the face-saving theory strategies. The purpose of this investigation is to investigate to what extent L3 students and MA2 students in the department of English Language, University Abdelhamid Ibn Badis are aware of being polite in a goal-oriented interaction, secondly, to explore which politeness strategies the students use to express politeness, thirdly, to discover the importance of politeness and its impacts on social interactions, lastly, to suggest teaching politeness theory to students in licence degree in order to make sure they learn about politeness sufficiently and use politeness strategies appropriately. The research method that were chosen to conduct this study is the qualitative research method; to collect reliable data, questionnaire and scenarios are adopted for this research. The results show that students are aware of using politeness and of its importance on a goal-oriented social interaction as well as on society by creating a safe environment for communicating, furthermore, the findings reveal that the participants use mostly the same politeness strategies in order to express politeness.

Key words: politeness strategies, effective speakers, goal-oriented communication, mitigating all kinds of misunderstandings, teaching politeness theory.

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General introduction

People use language to communicate, exchange their ideas and thoughts as well as convey messages. The main focus of people while communicating has been always the content of the messages and ideas themselves; “how” to communicate does not get as much attention as it deserves. Knowing that “how” we communicate brings out notable changes and impacts on our social interactions. Politeness is one of the key factors that help us to reach effective, successful communication. Using the politeness strategies while communicating helps in mitigating the misunderstandings, ambiguity and even violence. In the Algerian society, politeness is seen as weakness and a cause of discomfort whilst communicating, hence, there is a lack of politeness use in social interactions.

Moreover, our educational system does not shed light on teaching politeness and politeness strategies to prepare students for communicating effectively and use the language appropriately. The appropriate use of language is what learners need the most; learning how to communicate would improve and enhance students’ knowledge, awareness and communicative skills. In light of this, it is of paramount of importance to highlight the necessity to include politeness theory in the early years of studying in university in order to fulfill the learners needs, wants and weaknesses. This leads us to the rationale of this study that is, highlighting the lack of politeness that we witness in our social interactions among L3 students and MA2 students inside the university and outside it in the society. Using politeness strategies in an interaction helps in achieving a successful communication, therefore, we are promoting the necessity of applying politeness strategies and being polite. To this end, we have formulated three research questions to explore the L3 and MA2 students’ awareness about politeness and linguistic politeness, the research questions are as follow:

- 1.** To what extent Algerian students of Abdelhamid Ibn Badis university in department of English Language are aware of being polite in a social interaction?
- 2.** Why it is important to use linguistic politeness whilst interacting?
- 3.** What are the politeness strategies that Algerian students in our context use to express politeness in a goal-oriented communication?

To hypothesise, we presume that students are not aware of being polite in an interaction and do not take politeness into consideration. Second, we assume that students do not realize the

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importance of using politeness while communicating as well as its impacts on social interactions. Finally, we also speculate that students in both levels use the same politeness strategies.

In addition to that, this research study aims at raising students' awareness about the importance of politeness and its positive impacts on social interactions. The second purpose is improving the students' communicative skills, encouraging them to create a better environment for communication and to be better, successful communicators. Lastly, this investigation focuses on suggesting teaching politeness theory at Licence degree instead of Master's degree in order to give the students a chance to master the use of politeness strategies, hence, misunderstandings, misconceptions, ambiguity and violence that occurs in a goal-oriented communication will be mitigated, thus, a safe, respectful atmosphere will be created for better social communication.

This dissertation consists of three chapters. The first chapter encompasses a meticulous overview; definitions and theories are provided in this chapter in order to explain and simplify the politeness theory and the interrelated theories and concepts needed in improving the communication. The second chapter includes the methodological procedures that were taken in conducting this research work; it describes the systematic steps that we followed to complete this study. Lastly, the third chapter highlights the results of the data collected in this research as well as the interpretation, the discussion and the analysis of them, moreover, this chapter encompasses the inference concluded from analyzing the findings.

Chapter One

Introduction:

Achieving a successful communication in any social interaction requires a set of skills and competences. Linguistic politeness is one of those skills and competences. In order to attain an effective communication, interactants should master politeness to fulfill success and avoid breakdowns, misunderstanding while communicating. This chapter will shed light, first, on the concept of communication and the problems we tend to face while communication and the reasons behind them. Second, the author will highlight the notion of pragmatics, then, the conversational implicature since politeness theory is related to the two concepts. Also, this chapter encompasses the cooperative principles provided by Paul Grice (1975) besides the speech act theory as well as the politeness theory. Moreover, we will move to the most known politeness strategies provided by Brown and Levinson (1987) the face-saving theory strategies. Finally, we will tackle the sociology of education and see how it can contribute in enhancing the students' skills and in helping them to be effective speakers.

1. Communication :

1.1 Definition:

Communication is the means to get connected to other people and transmit messages. As human beings, we use language to communicate with each other daily in social interactions. Peter Trudgill (2000) suggested:" language is not simply a means of communication information... It is also a very important means of establishing and maintaining relationships with other people". In other words, we communicate using language not only to exchange meanings, but also to build and preserve relationships with people. Due to the undeniable relation between language and society, Trudgill (2000) believed that there are two crucial language behaviours. The first behaviour is the function of language in establishing social relationships, whereas the second one is the role played by language in conveying information about the speaker. Since we are part of the society,

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these language behaviours are constantly performed. We are in an enduring process of conveying codes and messages in order to create and protect the connection with others, and promote ourselves. Yet, if the performance of language behaviours is not adequate and appropriate, the communication will not be successful but rather be a failure.

1.2 Problems We Face while Communicating:

There are several factors that can affect reaching a successful communication. In order to perform language behaviours, speakers and receivers should be skilled enough and well formed to avoid these factors that are suggested by Richardson (2019):

- **Lack of sensitivity:** which is about adapting the language according to the receiver's mood, age, competence... where the sender should simplify the message and transmit it cautiously.
- **Lack of skill:** the speaker should know what he/ she is talking about and knows the language used, as well as use a correct and well-structured language so the hearer can understand the message sent. Also, the hearer should have some knowledge in order to be able to understand the language used and the message. In overall, both speaker and hearer must be competent and skilled enough in order to achieve an effective communication.
- **Lack of knowledge:** it can cause confusion if both speaker and hearer do not know enough about the topic discussed.
- **Overload:** giving a lot of information and overloading the hearer will make him/her lose interests and get distracted.

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- **Emotional interference:** we, as human beings, get influenced by our feelings and emotions a lot which affects our understanding process. Thus, the speaker should take into consideration the state of the hearer and try to cope with it.
- **Noise:** there are two types of noise; First, all the external distractions are considered as noise such as: bad network, a noisy environment, etc. Second, the communication channel used, for example: talking on the phone, the participants cannot see each other's facial expressions and body language, etc.

In social interactions, participants should be skilled enough so as to fulfill a successful interaction. These factors contribute in creating breakdowns, misinterpretations and ambiguity while communicating. However, pragmatics is the key of achieving an effective communication. It allows participants to understand the meaning of the message in an appropriate way without neglecting the context. "Language is not merely a set of unrelated sounds, clauses, rules, and meanings; it is a total coherent system of these integrating with each other, and with behavior, context, universe of discourse, and observer perspective," says American linguist and anthropologist Kenneth L. Pike (as cited by Richard Nordquist, 2020)

1.3 Goal-oriented communication:

A goal-oriented communication is a communication where the speaker wants to obtain something from the hearer. The speaker tends to pursue a goal from communicating with the hearer which means he/she tries to accomplish a purpose and is engaged in a social interaction for a reason. Benoit (1990) stated that goal-oriented interactions are end states that people want to accomplish, i.e. whilst communicating, people have goals when they want to attain those end states (as cited by Brayan B Whaley & Wendy Samter, 2007, p79).

2. Pragmatics:

2.1 Definition:

Pragmatics is the study of language beyond the sentence. It does not focus only on the meaning but also on the implied meaning and the context. In other words, pragmatics reveals the relation between the language, participants, knowledge and the context. It is worth mentioning that the context is divided into three aspects; first, the linguistics context which is the background knowledge, i.e. what people know about the language and about each other. Second, the situational context which refers to the cultural knowledge, the knowledge of the world. Third, the social context that is the environment in which an individual interacts with other people, and how the people from the same environment affect each other whilst communicating in order to understand the meaning. In overall, pragmatics sheds light on the conversational implicature and the context since language reflects the context and the context defines language. Paltridge (2006, p53) says that pragmatics is the study of the meaning, context: social, textual and situational in which an individual is interacting in a written or spoken form, and the relation between them.

3. Conversational Implicature:

3.1 Implicature:

3.1.1 Definition:

In pragmatics, implicature is the indirect, implicit meaning that a speaker wants the hearer to understand. The implicature meaning is not uttered and explicitly said, but rather deduced. in other words, the implicature is what is understood from the literal meaning of the explicit utterance. Thomas (1995, p58) argues that the speaker performs the implicature meaning intentionally and it can be either understood or not by the hearer (as cited by B

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Paltridge, 2006, p70); which means that while performing speech acts, the speaker expresses his/ her intended meaning implicitly and the addressee may or may not understand the intended meaning. For example, A asks B “we are going to a concert tonight, are you coming?”, and B replies “I have a lot of work to do tomorrow”. Here, A can understand that B will not go with them to the concert because he/she have to go to bed early in order to complete his/ her work, thus, instead of saying “ I will not go” he/ she decided to give an irrelevant answer to the question to explain why he/ she cannot go rather than explicitly and literally says it.

3.2 The Inference:

3.2.1 Definition:

The inference is the meaning deduced by the hearer. When the speaker says an utterance with an implied meaning, the hearer infers the meaning according to his/ her knowledge and it can be as what the speaker wanted to convey or not. To illustrate, A says “will you come to my party tonight?”, and B answers ‘I have an exam tomorrow’; B chooses to give an irrelevant answer while he/ she could explicitly say “yes” or “no”. The speaker A will understand what B wanted to say after trying to decode the intended meaning based on a previous knowledge. From B’s answer A will infer that B is not coming because he/ she will have to study and get prepared for the exam, since having an exam requires revision and studying which will take time and energy.

To sum up, the conversational implicature is the intended meaning that speakers want to convey but do not literally say. The implicature is understood by the hearer based on the relationship between the participants and their knowledge. "What a speaker intends to communicate is characteristically far richer than what she directly expresses; linguistic meaning radically underdetermines the message conveyed and understood," says L.R. Horn (as cited by Richard Nordquist, 2020).

4. Cooperative Principles:

4.1 Definition:

In an interaction, participants should follow some principles in order to interpret and understand each other according to Paul Grice (1975), an English language philosopher. He believed that whilst interacting we are cooperating with each other. In other words, both interactants show cooperation and mindfulness by applying the principles in order to avoid any kind of misinterpretation knowing that an utterance is a face-threatening act (i.e. interacting with people can be considered as interference, which means that people interfere and threaten your rights, freedom and wants).

4.2 The Four Maxims of Cooperative Principles:

Paul Grice introduced a set of principles that are four maxims which help people achieve a successful communication. These maxims help interactants to make the conversational contribution “such as is required, at the stage it occurs, by the accepted purpose or direction” (Grice 1975, p.45) which means that by applying the maxims the participants are interacting as it is necessitated and expected from them to be. The four maxims are as follow:

4.2.1 The maxim of quantity: says that participants should be as informative as they are required; not less or more than it is expected from them to be. For example: when A asks B about what time it is, A expects B to answer precisely about time and say “it is 10:30 am”. B cannot add “it is a beautiful day” or “you look beautiful today” or “I bought a new watch”, etc. otherwise, B would be informative more than it is required.

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4.2.2 The maxim of quality: this maxim says that participants should say the truth and make their contribution honest and true, and talk about what they can prove with evidence, such as : one of your friends called you but you did not see your phone to answer the call; when you meet, he/she asks you why you did not answer and you say that you gave your phone to your brother so he/she do not think you ignored the call, suddenly your phone rings! Which will make your friend realizes that you were lying and you did not want to talk to him/her. This will lead to a breakdown of the interaction and the consequences can be unpredictable because at that moment you cannot prove that you did not see the call and you lied because you were scared to lose your friend (you might fight, stop talking to each other, etc.).

4.2.3 The maxim of relevance (relation): indicates to the fact that people should say what is relevant to the topic discussed and not something out of it. For example: you ask your friend what day it is, you expect him/her to tell “it is Friday/ Saturday/ Sunday...” he is not supposed to answer “I am hangry” or “it is 12:00 am” or “thank you”!

4.2.4 The maxim of manner: interactants should be clear, direct, and avoid ambiguity and obscurity, such as saying “I am sorry, but this might be a little bit blur/ it may sound confusing, but..., etc.” when you want to talk about something that might be confusing for others.

Thus, the conversational contribution would be more undoubtedly successful and participants will be able to understand and cope with each other without interfering and impose on each other anything. Moreover, it is noteworthy that the context and the participants affect the use of the maxims. In other words, the participants’ intentions of conveying the meaning has an impact on the cooperative principles, for example A does not want to tell the truth, or does not want to talk so he/ she is less informative, etc. in the other hand, the context where the interaction takes place affect the use of the maxims, such as : A met B at the bus station and A’s bus comes 5 minutes earlier which makes him/ her

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in a rush, as a result he/ she will be either less informative or say something irrelevant to the topic discussed, such as saying “I will call you” as a reply to “are you going to work?”

5. Speech Act Theory:

5.1 Definition:

The concept of speech acts was proposed by J.L Austin in 1962 (How to do things with words) and developed by J.R Searle in 1969 (Speech acts). The two philosophers of language believed that language is not used only to describe a fact or a state of affair referring to its falsity or truth, but also to perform actions, such as: request something, give orders/ warnings/ advice, etc. Putting it differently, we use language to perform an action that goes beyond the literal meaning, and the verbs that are used to perform an action are called speech acts. For example, when someone says “you should stop smoking” s/he is not describing a fact, but rather asking someone else to do something (Paltridge, 2006, p. 55). Moreover, Austin suggested three acts in a performed speech act; the locutionary act, illocutionary act and the perlocutionary act.

- **The locutionary act:** it is the literal meaning of the words, such as saying “it is cold in here”, we are referring to the temperature.
- **The illocutionary act:** it refers to the intentions of the speaker behind saying the words. For example, requesting someone to close the window because it is cold.
- **The perlocutionary act:** which is the effect of the utterance on the hearer’s thoughts and actions, such as someone gets up and close the window.

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Searle developed illocutionary act later and distinguished five types: directive, commissive, representative/ assertive, declarative, expressive (Soomro, Tonio & Bhatti, 2015):

- **Directive:** by using the directives the speaker tries to make the hearer do something: request, command, advise, order, beg, invite, ask, etc. For example: open the window.
- **Commissive:** the speaker commits him/ herself to a future action, such as: guarantee, swear, refuse, promise, threatening, etc. For example: I swear I will work hard next time. I promise to be more careful.
- **Representative:** here the speaker asserts a proposition to be true by using verbs like: to think, to believe, to conclude, to state, to affirm, to report, etc. For example: I believe that the accused is telling the truth.
- **Declarative:** the speaker has an authority and is able to make a change in a situation in a certain context merely by saying something. For example: a judge declaring the defendant guilty saying “we find the defendant guilty” which will lead him/ her to go to jail and be a prisoner; the situation changed from being free to be a prisoner.
- **Expressive:** the speaker here expresses his/ her feelings, attitudes to or about a situation using such verbs: to thank, to praise, to apologize, to congratulate, etc. For example, saying “I am happy, thank you for helping me” and express your feelings to someone who gave you a hand.

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“A theory of language is a theory of action”- Greig E. Henderson and Christopher Brown (as cited in Speech Act Theory, n.d.). The speech act theory emphasizes on how a speaker can do an action with words. Through language we can not only describe and state facts, but also do things or be part of doing things in a specific context with specific circumstances and it should fulfill the speaker’s intentions.

6. Politeness theory:

6.1 Definition:

Politeness is an act of courtesy, tact and having good manners. It differs from one culture to another; what is polite in a culture may be impolite in another one. People tend to see the ones who have good behaviours “politically correct” or “socially correct” (Richard J. Watts, 2003, p. 1). Moreover, being polite is not only having good manners but also being able to communicate appropriately, in other words, “polite language” or “linguistic politeness”. By extension, polite language is those expressions used to be indirect and terms that expresses formality like: sir, madame, after you, please, thank you, pardon, sorry, etc. Thus, to be “polite” means to know the “how” of doing a performative act rather than knowing only the “what” by showing more respect and tolerance to the other’s wants and freedom.

6.2 Face:

The term “Face” is a momentous concept in Politeness. It was first pointed at and introduced into academic discourse by Ervin Goffman (1955,1967). He defined Face as “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (Goffman, 1955, p213, as cited by Michael Haugh, 2009, p1). Brown and Levinson (1978, 1987) were influenced by Goffman’s concept of “face” and it became an essential concept of their politeness theory. They defined “face” as “the public self-image that every member wants to claim for himself” (Brown and Levinson,

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1987, p. 61), namely, face is the self-image that one's have and seeks to preserve, protect and promote it in any kind of social interaction. The concept of "face" is divided into two aspects according to Brown and Levinson (1987):

6.2.1 Positive Face:

"The positive consistent self-image or "personality" (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants" (p. 61). In other words, the positive face is the desire to be appreciated and accepted in an interaction in a given context. For example, A says to B "you look beautiful today" he/ she expect B to reply by "thank you/ I appreciate it, so do you." Here the speaker A, after complimenting the speaker B, expects to be thanked for his/ her nice words, moreover, A wants appreciation and support from the speaker B. A's wants and his/ her desire to be appreciated, accepted and approved of are A's positive face.

6.2.2 Negative Face:

It is "the basic claim to territories, personal preserves, rights to non-distraction" (p. 61). More specifically, negative face is the desire to be unimpeded and free from any imposition. For instance, A is sitting in the library reading a book, B is a classmate who comes and asks A for help saying "can you help me with the homework?"; A's freedom has been disturbed and B is did not respect A's wants of being free and respected. A seeks to be free, respected, autonomous and unimpeded, but B's request is destruct A's privacy, thus, A's negative face has been threatened.

To conclude, the concept of face is the self-image that everyone seeks to preserve in a social interaction. It has two aspects according to Brown and Levinson (1987), the positive face, which is the desire to be liked, appreciated and accepted. The second aspect is the

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negative face; it is the desire to be unimpeded by others, not wanting them to impose anything on you, and to respect your privacy. In an interaction, all participants seek to maintain their faces since everyone's face is always in a vulnerable position, i.e.: participants cooperate with each other in order to preserve their own faces (wants and desires), if anyone threaten the other's face, they will try to defend themselves which will lead to a breakdown in the conversation. Hence, everyone is in a vulnerable position, so, maintaining each other's face and being mindful and heedful about the others will guarantee the success of the conversation (p. 61).

6.3 Face Threatening Act (Losing Face):

6.3.1 Definition:

In an interaction people perform speech acts to transmit meanings and do actions with words; these acts might create a sort of irritation if they do not meet the wants and desires of the addresser and/ or the addressee. Moreover, “by “act” we have in mind what is intended to be done by a verbal or non-verbal communication, just as one or more “speech acts” can be assigned to an utterance” (Brown and Levinson, 1987, p. 65), meaning, people use speech acts while communicating to perform intentional actions. However, some of the intentional actions can unintentionally threaten the participants’ faces. These are some acts that threaten the negative and positive face of an interactant, according to Brown and Levinson (1987):

6.3.2 Negative Face:

- **Order and request:** asking someone to do/ stop doing something. For example, A asks B “can you stop singing?”/ “close the window”, etc.

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- **Suggestions and advice:** proposing, suggesting someone to start/ stop doing some action, such as: A says to B “you should stop smoking”.
- **Remindings:** indicating to someone that they should recall doing something. For example: A says to B “don’t forget to come tonight”.
- **Threats, warnings, dares:** compelling the hearer to do/ stop doing something or they will be punished by the speaker or someone else. For example, A says to B “do my homework or I will tell your father about last night”.

6.3.3 Positive Face:

- **Offers:** committing one’s self to do something which will make the others feel that they have to do something in return. For instance, B says to A (who is carrying several heavy bags) “let me help you”.
- **Promises:** committing one’s self to do a future act for the others good, such as: A talking to him/herself and says “I will go next week to XX (another city) and buy that book for B because I cannot find it here”.
- **Expressions of disapprovals:** indicate that S does not want or like H’s actions, behaviours, wants, etc. For example, A says to B “I don not like the way you act in front of strangers, it is disrespectful”.
- **Compliments, expressions of envy or admiration:** indicate that S likes and appreciate the H, like: A says to B “I like you”/ “you look beautiful”.
- **Expressions of violent emotions:** when the S gives the H reasons to be afraid, scared, embarrassed and humiliated; for instance, A says to B “meet me next Monday and bring with you what I told you or I will kill you”.
- **Irreverence (lack of respect), mention of taboo topics:** which means that the S does not value, respect or care about the H’s values and fears. For example, A talks to a group of friends in B’s presence about “social phobias” knowing that B suffers from it and has anxiety; this will make B feels even more uncomfortable, scared and anxious.

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- Bringing bad news about the hearer (H) or good news about the speaker (S): this shows that S does not care about H's feelings and is up to make him/ her sad. To illustrate, A says to B "I passed my driving licence exam" knowing that B set for the exam several times but could not pass it.

6.4 Face Saving Act (facework):

6.4.1 Definition:

Face saving act is, according to Lim and Bowers, "the way in which people mitigate or address these face threats" (p. 421, as cited by Mark V Redmond, 2015, p12). Also, Kathy Domenici and Stephen Littlejohn (2006, p10-11) defined the facework as "a set of coordinated practices in which communicators build, maintain, protect, or threaten personal dignity, honor, and respect" (p13). In another words, facework is what the interactants do as strategies in order to reduce and mitigate the face threatening acts emerged while communicating.

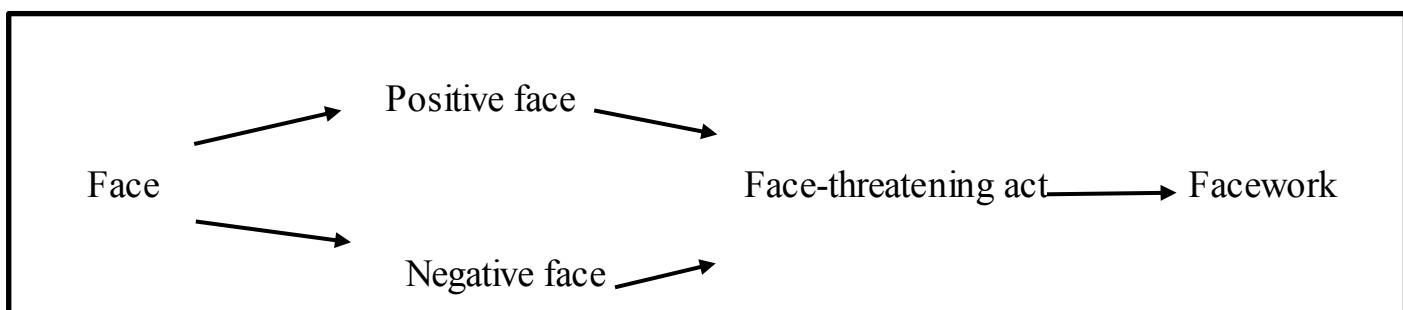
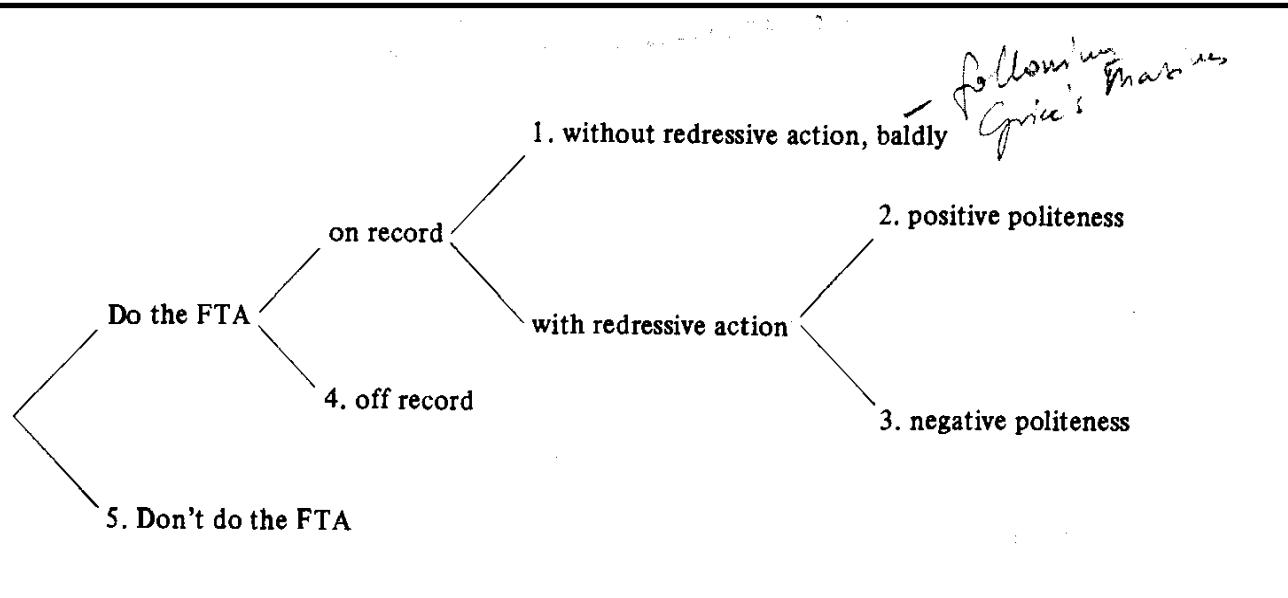


Figure 1.1 Face Theory (Mark V. Redmond, 2015, Face and Politeness Theories, p2)

6.5 Brown and Levinson's Face-Saving Theory Strategies (1987):

Every day, people are in a constant exchange of messages, transmitting meanings verbally or non-verbally in order to achieve a certain want or goal. However, the process of the exchange and transmission, that is communication, is likely to be unsuccessful because of the mutual vulnerability of the communicators; since everyone has a face to sustain, if they do not seek to preserve or restore their own's faces and the face of the others, this will lead to a breakdown in a communication because of the natural defensive self of human beings, as cited in Brown and Levinson (1987) "people can be expected to defend their faces if threatened" (p61). Brown and Levinson (1987) suggested a set of strategies in order to mitigate the loss of the face. These strategies are used to avoid losing the face and to sustain or restore people's face in any social interaction.



*Figure 1.2 possible strategies for doing FTAs
(Adapted from Brown and Levinson, 1987, p69)*

6.5.1 On Record:

When a speaker chooses to go “on record”, he/ she will do the face-threatening acts directly with no implicature meaning, i.e.: the speaker will express his/ her intentions clearly with no ambiguity (Brown and Levinson, 1987, p. 69). There are three strategies to go “on record”, which are as follow:

6.5.1.1 Bald on Record, Without Redressive Action:

Doing the FTA baldly means doing as clear, direct and concise as possible, which means following the four maxims of cooperation of Grice (1975). For instance, A says to B “sit down”/ “go out”/ “do your homework”. There are three cases when the S can use this strategy: a) when the S is in hurry, had an urgency or efficiency. (b) when the FTA is for the H’s benefits and the amount of the threat is so small. (c) when the S has power and authority over the H (Brown and Levinson, 1987, p. 69).

6.5.1.2 Positive Politeness, With redressive Action:

It focuses on making the H feels wanted, liked and respected. It is considered as “approach based” where the S give the impression that he/ she has the same wants as the H. These are some ways to use the positive politeness: (a) notice and value the H’s wants. (b) S can excessively agree, get interested and sympathize with the H. (c) use the expression that make the H feels that he/ she belongs to the same group as the S (The Politeness Theory: A Guide for Everyone, nd, para. 5) . For example, A (who is cooking and B is her friend and she is helping her) says to B ‘I really like what you are doing and appreciate your help, you are doing a great job, but it would be better to use this method instead of that one in making this particular type of pastry’.

6.5.1.3 Negative Politeness, With Redressive Action:

It addresses the negative face of the H; the speaker aims at respecting the H's wants, privacy and freedom of action. Unlike the positive politeness, the negative politeness is "avoidance based"; the S give the H the freedom of making decisions. There five techniques to use negative politeness, first, **hedges**: they are used to soften the FTA, such as: "would you", "would you mind", "could you", "might", "can you", etc. Second, **pessimism**: expressing uncertainty and pessimism by using expressions like: "I'm not sure if you would like to ...", "I am afraid you would not accept to...", "there is no way you can do ... for me", "I do not think you would like to...", etc. Third, **minimizing the imposition** by using such expressions: "I know you know better than me, but I think ... So probably you can do... appropriately", "I want to ask for a little thing ...", etc. Also, **apologizing** is a technique for mitigating the FTA of the H's negative face, for example saying "sorry to bother, I just want to ...", "I hate to say this but could you..."; this technique includes as well : (a) "admitting impingement" like saying "I know what I am going to ask you is a big thing...", (b) "reluctance" for example using "I do not like what I am going to ask ...", "I hate to say / ask for this ...", etc. Next, **impersonalizing** which can be used by not using "I" or "You" but rather by pluralizing or saying "people", for instance, "people are not allowed to ...", "people usually ...", "we do not ...", etc. (The Politeness Theory: A Guide for Everyone, nd, para. 7).

6.5.2 Off Record:

In this strategy the speaker relies on the conversational implicature. In another words, the S uses indirectness in order to do the FTA by expressing it with an implied meaning. For example, A says "it is cold in here", and here B would say "I will close the window" and by doing so, B is offering help and being cooperative (Brown and Levinson, 1987, p. 71). Off record politeness can be achieved through several strategies that are:

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...to give hints, give clues of association, presuppose, understate, overstate, use tautologies, use contradictions, be ironic, use metaphors, and use rhetorical questions. Secondly, the speaker can be intentionally vague or ambiguous, also over-generalizing, displacing the hearer, and being incomplete by using ellipsis (The Politeness Theory: A Guide for Everyone, nd, para. 8).

To illustrate, A forgot his/ her copybook and says out loud ‘I forgot my copybook, I do not know what I am going to do, this lecture is really important and I have to take notes’, B who is sitting next to A will say “take this sheet of paper and write down your notes”; the hearer B in this situation could infer the implied meaning of A’s utterance which is “can you give me a paper?/ I forgot my copybook and I need a paper, can you give me one?”, and chooses to be cooperative and help A. Furthermore, B has also the choice to not help A because A did not interfere in B’s negative face wants. To conclude, off record politeness give the H the opportunity to make decisions and choose to be cooperative or not.

6.5.3 Not Doing The Face-Threatening Act:

It is considered as the most polite strategy since it is ranked as number five. This strategy focuses on the face more than the act itself where the S chooses not to communicate and perform an act. Unlike the other strategies, Brown and Levinson did not tackled this strategy and explain it; little literature is reviewed about it. However, this strategy is adopted when the S cannot or is not sure about the possibility of reaching his/ her communicative goals. In another words, the S opt for not doing the FTA and save his/ her and the H’s faces.

To conclude, politeness strategies are used to mitigate the FTA and to save the S and H’ faces. By being polite, the S will take into account the H’s positive and negative wants, hence, the communication will be successful and both faces will be preserved and/ or

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restored. According to R. Lakoff (1989, p102): “Politeness can be defined as a means of minimizing confrontation in discourse – both the possibility of confrontation occurring at all, and the possibility that a confrontation will be perceived as threatening (as cited by Jonathan Culpeper, 2011, p2).

7. Sociology of education:

7.1 Sociology:

Sociology is the study of the society. It encompasses all what is related to society, like: culture, social interaction, social relationships, etc. According to Subrata S Satapathy (1986) sociology is: “the study of the formation and transformation of groups and the relationship of groups and group members with one another, noting that where there are groups there are tendencies for participation, cohesion and conflict” (p.5). Also, he claimed that sociology is concerned with how people utilize the institutions and institutionalized patterns of behaviours that are related to the some societal functions of each institution, namely, sociology is a study that focuses on the human behaviour in a specific group and how people adapt those behaviours to social behaviours and to the existing institutions, as well as to the function of institutions.

7.2 Education:

It is a process of gaining knowledge and developing the self in order to be an effective member in society. W. T. Harris suggested that education prepares the individuals to be united with the society, and allows them to help and appreciate each other (as cited by Melissa Kelly, 2017). Another definition by Jules Simon: “Education is the process by which one mind forms another mind, and one heart, another heart” (as cited by Melissa Kelly, 2017). In other words, education is a process of learning and transmitting the learnt knowledge over generations, and forming effective elements in the society.

7.3 Sociology of Education:

It is concerned with the human social development through socializing the education. Moreover, the sociology of education covers the social aspects and social norms that are involved in educational institutions. Hence, “The sociology of education is the study of how public institutions and individual experiences influence education and its outcomes” (S. S Satapathy, 1986, p. 8).

Since interactions are part of sociology, education and the sociology of education, politeness theory is undeniably an important concept that learners should be introduced to in order to achieve a successful interaction and avoid misunderstandings, breakdowns and ambiguity in any social interaction.

7.4 Politeness Theory and Sociology of Education:

Studying politeness theory will be an endeavor to socialize the education and improve it by teaching the learners what they need in their real life. Students need to learn authentic inputs of English language in order to be able to communicate successfully and to perform effectively in an interaction in any social context regardless the cultural differences, social distance and the power of the participants involved in the communication.

“the language learners’ pragmatic knowledge can positively be affected and hence developed irrespective of the learners’ background in language or culture ... they can develop their pragmatic knowledge much better. So, it is the job of the instructors to augment the L2 pragmatic awareness of students in general and speech acts in particular” (Schmidt, 1993, 191, as cited by Kim Hua Tan & A. Farashaiyan, 2012, p191).

Socializing the education and teaching the students what they use in their social daily lives such as studying pragmatics, more specifically politeness theory will have a positive impact on the students inside and outside the classrooms, thus, on the society by improving and enhancing the communicative skills as well as encouraging the students to be better, successful, aware communicators who can achieve a comprehensible , effective interaction

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and mitigate all kinds of misunderstandings, ambiguity and violence that can appear while communicating.

Conclusion:

This chapter covered some concepts that are related to “Communication” aiming at how to achieve a successful communication. First, by introducing what communication, moving to pragmatics and then to the conversational implicature that is key concept in pragmatics. Next, the author shed light on some theories that are: speech act theory, cooperative maxims of Paul Grice (1975) and the politeness theory. The focus was on politeness theory and its strategies provided by Brown and Levinson (1987), that mainly are depending on being direct or indirect. As well as, how participants avoid conflicts in a communicative contribution. Finally, the sociology of education that the aim behind it was to show the importance of linguistic politeness in social interactions, which means, socializing the education and introduce learners to linguistic politeness since interactions are part of sociology and education, and everything individuals do is via communication, i.e.: learning politeness will help people to avoid conflicts and communicate effectively and successfully.

Chapter Two

Chapter Two : Research Methodology.

Introduction:

This chapter includes the methodology used to conduct this research and the procedures of the investigation in order to obtain substantial and solid findings. More specifically, it discusses the research method. It sheds light, as well, on the procedures that the researcher went through. Moreover, it highlights the context, participants (population), data collection instruments that involve: questionnaire and scenarios, description of the instruments, and finally, the data analysis' method.

1. Research method:

Any attempt of doing a research is for gaining knowledge and finding an answer that can bring changes in a specific area of research. In order to accomplish that, researchers rely on a certain research method to collect data that will lead to substantial, reliable results and findings. Qualitative paradigm is one of the research methods; it focuses on the micro-level of the society. Moreover, qualitative research is an investigation to the meanings people refer to their attitudes, actions and interactions with each other (Ashley Crossman, 2020).

This research study adopted the qualitative research method in order to investigate the participants attitudes and their awareness about politeness. Furthermore, the qualitative instruments used in the study are convenient and suitable for finding out if students are aware of being polite and which politeness strategies the participants use in a goal-oriented conversation.

2. Procedures:

2.1 The Pre-Study:

In order to pilot the study, we have distributed few samples of one of the research instruments that is scenarios on licence three students and master two students who have dealt with “politeness theory” in their discourse analysis lectures at the departments of English language,

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Abdelhamid Ibn Badis University. The aim of this step is to see the students' awareness of politeness in goal-oriented social interactions and which strategies they opt to while communicating.

2.2 The Study:

We distributed new samples of scenarios and questionnaires on the target population, and we decided to give the students who answered the scenarios in the pre-study phase questionnaires in order to have a complete perception and understanding of their notion of politeness whilst interacting.

3. Context:

This investigation took place at the University of Abdelhamid Ibn Badis, in the department of English Language. The reasons behind choosing the context are: to evaluate the students' awareness about politeness in goal-oriented interactions since they are learners of a foreign language. Second, to raise their awareness about politeness because as learners of a lingua franca they might use it in a multicultural context in the future, besides the fact that they use it in the chosen context -English language department.

4. Participants:

As previously stated, the participants are from third year licence: 15 students, and from Master two: 15 students who have dealt with politeness theory in their Discourse Analysis lectures. The purpose is to compare L3 students' awareness of politeness in interactions who do not have a previous knowledge about it to MA2 students who already dealt with it in MA1. Thus, we wanted to see if the L3 students are able to interact successfully in a goal-oriented interaction and if MA2 students can achieve effective communication after being introduced to the "politeness theory" in MA1 only.

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5. Data Collection Instruments:

5.1 Scenarios:

One of the tools that were adopted for this study is Scenarios. “A scenario is a narrative description of the future that focuses attention on causal processes and decision points” (Kahn & Wiener, 1967, p6, as cited by Kosow & Gabner, 2008, p11). More specifically, they are based on creating situations that could possibly happen for the participants or they have already experienced those situations. In other words, scenarios are a set of imaginary, narrative description of different situations where the participants imagined themselves in the situations and answered accordingly. Also, scenarios are a methodological tool that contributes in improving communication by highlighting the existing common problems of communication, as well as, promoting and integrating the various perspectives of the topic discussed, hence, the communication outcomes will be enhanced and improved creating better environment for interacting (cf. Gaßner / Steinmüller 2006, 134, as cited by Kosow & Gabner, 2008, p19-20). The aim of this research method is to know how the participants communicate in a goal-oriented conversation and which politeness strategies they use. The samples of the scenarios were distributed to the target population without mentioning the topic of the research nor the aims in order to collect authentic, substantial data, otherwise, they would be unintentionally polite in their answers which means the data collected would be unreliable. Hence, half of the target population in each levels L3 and MA2 answered the scenarios without having an idea about the topic until they have finished. The scenarios created in this study were usual and familiar to the students; they were a set of situations that the participants face in university with teachers, friends and strangers -who are also students but there is no social relationship between them which means they are classmates but do not talk to each other. The purpose behind choosing those three situations is to investigate how students communicate with people according to the social distance and power/ authority. The situations in the scenarios are as follow:

- Teacher:**

What would you say to your teacher when:

1. You are in an exam and he/ she is talking on the mobile phone which is disturbing. You hesitate to ask him/ her to either stop talking on the phone, talking outside (which cannot be possible since it is an exam) or consider talking

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more quietly; you end up by deciding to go for it and tell him/ her that what they are doing is disturbing and to choose one of the options.

2. You want him/ her to give you another chance to redo an exam because they had to change the room in which they are supposed to sit for the exam and no one told you. You came late and you had to look for them for too long but you could not find them and you could not reach to one of your friend, since it is an exam everyone is not allowed to use the phone which compel them to put it on silent mode or turn it off.
3. You want him/ her to give you another chance to make it up for a misbehavior you did. You were not only excessively talkative and disturbing the teacher and your classmates, but also started a fight with one of your classmates ! knowing that the reason behind your misbehavior is that you were not in a good mood and going through some hard times in your social life which made you lose control over yourself lately.
4. You forgot to send an important e-mail to your teacher because you had some responsibilities (preparing the house and buying things for an important family event and you are the only one who had to do the whole thing). Knowing that the email was a homework and you missed the deadline of sending it.
5. You want to clarify and explain a misunderstanding. You said something and he/ she took it personally. You were discussing a topic that one of your classmates presented it, it was about “effective teaching methods”. You said that a teacher should always create a friendly environment in the classroom so the learners can do their best, knowing that your teacher do not believe in that. He/ she thought you are targeting him/ her but you actually were not, you were just expressing your point of view.

The aim behind the situations above is to investigate how students would interact with their teachers when they want to ask for something, apologize and justify.

● **Friend:**

What would you say to your friend when:

6. You want him/ her to help you doing a homework because it is so difficult for you to do alone since you were not paying attention during the lecture and you regret not doing so because it is an important homework that can be considered as a test and you have no idea how to even start. You are lost and you really need help from your friend (*this will show you how much your friend loves you ;)).
7. He/ she is talking and you want him/ her to be quiet because you cannot focus. You never get interested in that module, but that day you decided to do a step forward and realize that you need to be serious about your studies. However, your

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friend is an obstacle between you and the change for a better life because he/ she keeps distracting you.

8. You want him/ her to save a place for you in an amphi. You are always late and you always cannot manage to sit at the front; sitting at the back does not help you to focus and listen to your lecturer (teacher) and you want to follow with him/ her and sit at the front next to your friends.
9. You want him/ her to share his/ her notes with you. You forgot your copybook and your pen and you could not ask for a pen and a paper because everyone was too busy : taking notes and following with the teacher, knowing that you are not sitting next to each other during the class.
10. You want him/ her to close the door because it is too noisy outside and you can barely hear what the teacher is saying, knowing that what your teacher is explaining will be part of your exam which makes it crucial for you to listen, focus and understand. And, you cannot do it yourself because you are too far from the door. If you do it, you will disturb the class.

The purpose of this part of the scenarios is to explore how students interact with their friends when they need to ask for a favor on different scales of how big the favor is.

- **Stranger:**

What would you say to a stranger when:

11. You want him/ her to help you with a homework. Your friends did not come and you have no one else but that stranger to help you, knowing that the homework is really important and could be considered as a test. You cannot do it alone, because you have no clue how to do so. That stranger is your savior.
12. He/ she is talking and you want him/ her to be quiet because you cannot focus. The teacher is explaining an important lesson that you have to understand perfectly because you will be tested about it at the end of the session.
13. You want him/ her to share his/ her notes with you. Your hand was aching which made it hard for you to take notes. Your friends did not attend that day and asked you to take notes so you can revise later on together (which means you cannot ask your friends for notes). Also, you cannot take pictures as well, your phone run out of the battery and you have no plug to charge it which makes the stranger the only option.
14. You want him/ her to close the door because it is too noisy outside. You cannot do it yourself because you are stuck, four of your classmates have to move if you want to do it which will cause a huge distraction for the whole class. The stranger is sitting next to the door, and you have to follow with your teacher and understand the lesson because it will be part of your exam.

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15. You want to know if your teacher is coming today. No one of your friends could make it, you have to know if the teacher is coming, knowing that you cannot go to the department and ask them because you are tired and have no energy to go there. The stranger can know if the teacher is coming because he/she has the teacher's phone number and can go to the department and check.

This part of the scenarios aimed at inspecting how students communicate with a socially distant participant when they want make a request and ask for a favor on different scales of how big and important the favor is.

5.2 Questionnaire:

Questionnaire is another tool that was adopted for this study as well. In order to figure out to what extent the students are aware of being polite and the strategies they use. Moreover, the aim of using this tool is to know how the students, and as Algerians, communicate and use the politeness strategies as well as know about linguistic politeness. The questionnaire included three parts, the first part is a set of definitions that clarify and help the learners to understand the questions more. The second part encompasses the questions, it aims at investigating to what extent students are aware of linguistic politeness and being polite. The third part is a question that requires the students' reflection about politeness in general in order to discover what is politeness to them.

The questions in the second part are as follow:

- ❖ Question (1) the aim it is to see what the students tend to do in a conversation more and what being polite means to them.
- ❖ Question (2) this question investigates if the students are aware of being polite and what politeness can add to their social interactions.
- ❖ Question (3) by this question, the students' politeness strategies that they use usually were sorted out.
- ❖ Question (4) highlighted who are the people that the students tend to be polite with.
- ❖ Question (5) brought into light to what extent Algerians are polite in an interaction.

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- ❖ Question (6) this question sheds light on the importance of politeness in communication for Algerians.
- ❖ Question (7) the aim of this questing is to discover the effect of politeness on oral skills.
- ❖ Question (8) this question aims at investigating how students see politeness in communication in general.
- ❖ Question (9) is more specific and its purpose is to investigate if students put into account the other participant's face (self-image).
- ❖ Question (10) the purpose behind this question is to analyse to what extent studying "politeness theory" helps the students to improve their communication skills.
- ❖ Question (11) this question investigates about socializing the education and seek how to achieve a successful communication through being polite.
- ❖ Question (12) the aim behind this question is to explore if learning "politeness theory" helps students to improve their communication skills at an early stage.

The question in the third part is as follow:

- ❖ Question (13) this question targeted the students' mindset and investigates their vision toward politeness and what they know and think about it.

6. Data Analysis' Method:

The methods used for analysing the data collected are the content analysis and conversational analysis. The content analysis has been adopted to analyse the questionnaires, as for scenarios, the conversational analysis was used. The content analysis is a "technique for making inferences by objectively and systematically identifying characteristics of messages." (Holsti, 1969, as cited by Drisko & Maschi, 2016, p3). It was used to sort out the strategies of politeness used by the students while communicating and figure out to what extent they are aware of politeness. In the other hand,

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the conversational analysis was used to analyse scenarios in order to examine the students' performances in usual social interactions. The conversational analysis is a methodological approach of analysing and examining interactions of everyday life that takes place in daily activities and routines (George Psathas, 1995, p 1-2)

7. Limitations of The Study:

The participants during the data collection process did not take the term “politeness” seriously because they underrate politeness and its importance, thus, finding participants who had the willingness to answer the questionnaires was a hard task. Also, the notion of politeness theory was not as clear as it should be for students, although, the first part of the questionnaire was dedicated to some definitions that helps the students to understand politeness theory and answer accordingly. The participants neglected the real conceptions of the topic and focused on what they already know only which caused certain challenges and the necessity to explain verbally the questionnaire to the participants especially question (9). In addition, the students are not used to see and do not know what scenarios are, consequently, the learners somehow hesitated to answer the scenarios. Yet, students focused and concentrated more while answering the scenarios which helped in collecting transparent, reliable data. Finally, this study was a small-scale study and did not highlighted gender differences but rather focused on the social distance and power/ authority factors.

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Conclusion:

This chapter brought to light the substantial steps and elements that were part of the investigation of the present study. All details about the process of the study were given, from the pre-study, to the procedures of the study: context, participants involved and data collection instruments. Moreover, the author described and explained the data collection tools and the aim behind such choices, i.e. the use of questionnaires and scenarios and their contents. As well as, the data analysis' methods were described to unfold the process of finding the results. The discussion and findings will be discussed in the next chapter.

Chapter Three

Chapter Three: Data Analysis and Results.

Introduction:

This study has been accomplished by tools that complete each other to achieve reliable data. Questionnaires and scenarios built for us a platform to investigate, discover and unfold different findings and results. This chapter discusses and analyses the achieved data systematically according to the hypothesis mentioned previously in order to find answers to the research questions.

1. Data Analysis:

1.1 Questionnaire:

1.1.1 Students' Awareness of Linguistic Politeness:

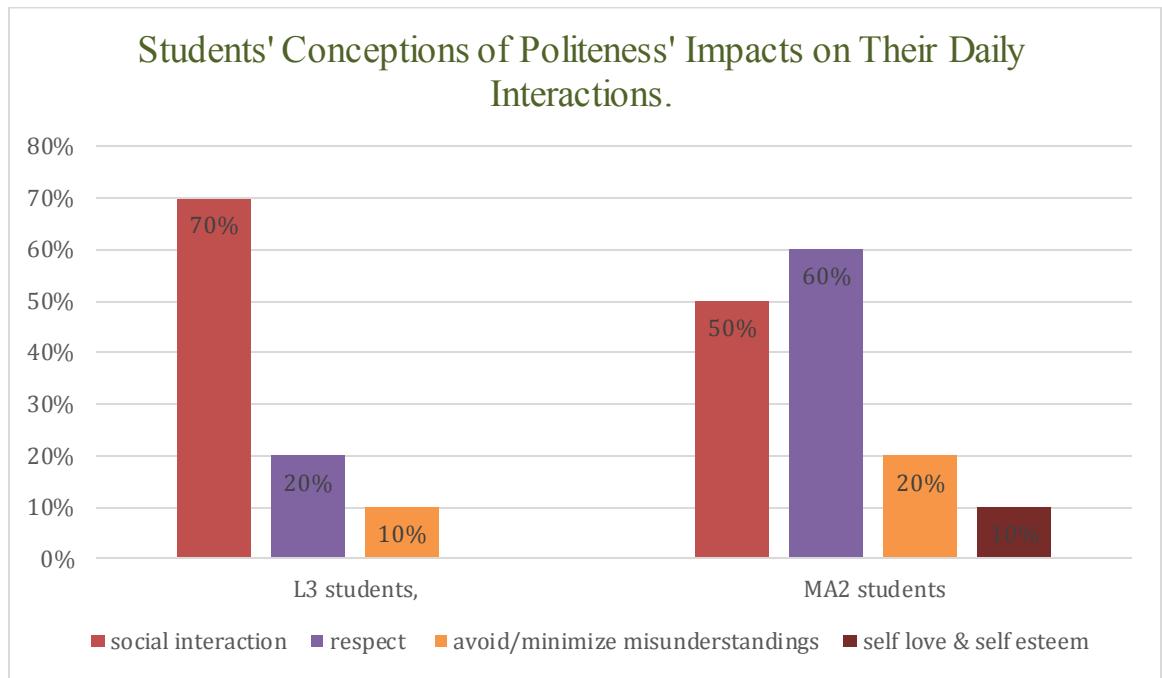
The second part of the questionnaires as elucidated previously aims at identifying to what extent students are aware of linguistic politeness, the tables below describe each question in both L3 and MA2 students' findings:

Question (1):

Level	Findings	Remarks
L3	90%: to give importance for both talking and listening. 10%: to listen more than to talk.	the majority of students in both levels take into consideration while communicating both listening and talking, thus, they are aware that being polite in an interaction means to give importance to listening and talking at the same time.
MA2	80%: to give importance for both talking and listening. 20%: to listen more than to talk.	

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Question (2):



Graph 1: Students' Conceptions of Politeness' Impacts on Their Daily Interactions.

This figure represents the students' answers of what can politeness add into their social interactions. All of the students had common answers where they suggested the elements of the graph above (social interaction, respect, avoid/ minimize misunderstandings and self-love & self-esteem) as the impacts of politeness on their social interactions. 70% of L3 students and 50% of MA2 students said that politeness adds into their daily interaction more social interactions, i.e. politeness brings more talking, more harmony to the conversation, more comprehensibility and clarity, more interest and a better quality of interaction and more formality. In the other hand, 20% of L3 students and 60% of MA2 students affirmed that politeness adds respect and makes the interaction respectful. Next, 10% of L3 and 20% of MA2 participants claimed that politeness helps to avoid and/or minimize understanding and misinterpretations, while only 10% of students of MA2 believed that politeness helps them to gain more self-love and self-esteem in a social interaction. As the students claim, politeness has an important role in creating respect between interactants and have a better conversation.

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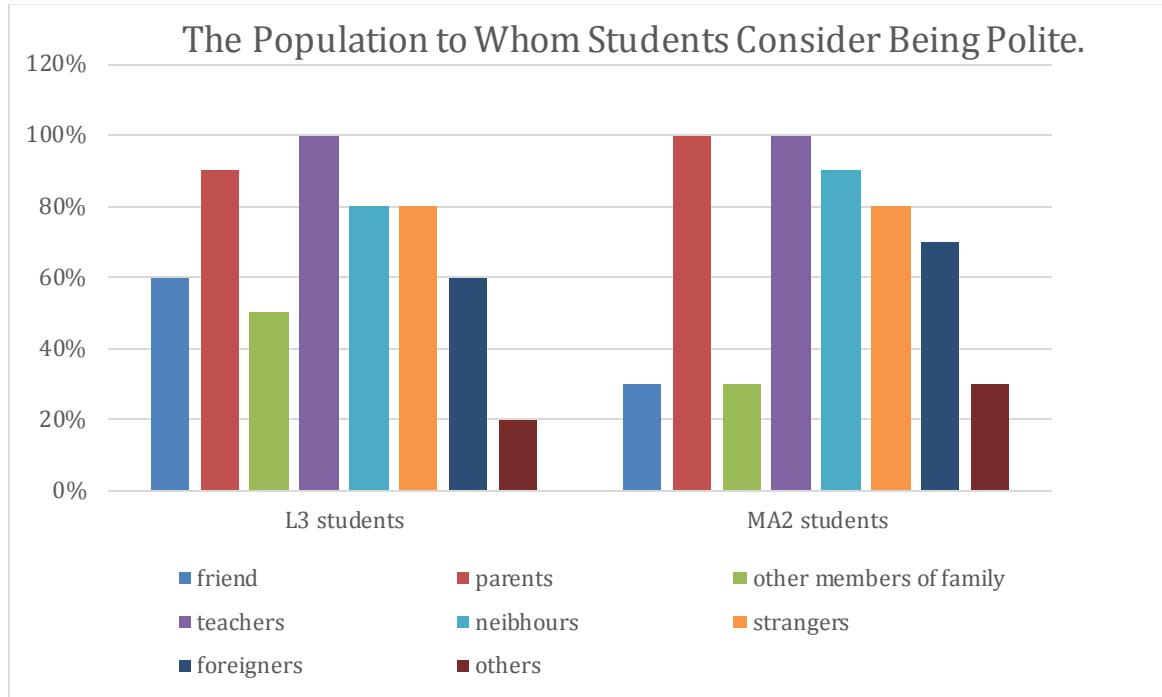
Question (3):

L3 students' politeness expressions	MA2 students' politeness expressions
<ul style="list-style-type: none">● Please.● Sorry.● If you want.● I appreciate it.● Thank you.● You are welcome.● Dear.● Pardon me.● Excuse me.● Would you.● Can you.● Compliments: you look appealing/shining/ beautiful today, I miss you, etc.	<ul style="list-style-type: none">● Pardon.● Sorry.● Might, can, may.● Excuse me.● Please.● Is that okay.● If you do not mind.● Thank you.

As the table shows, the expressions above are the ones used by students to express politeness. The expressions used are mostly the same in both levels (models, apologies, appreciations, thanks and permissions), yet, L3 students use one more expression that MA2 students do not use which is: compliments. L3 students seem to have a better ability of using polite expressions than MA2 students even though the expressions used are limited.

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Question (4):

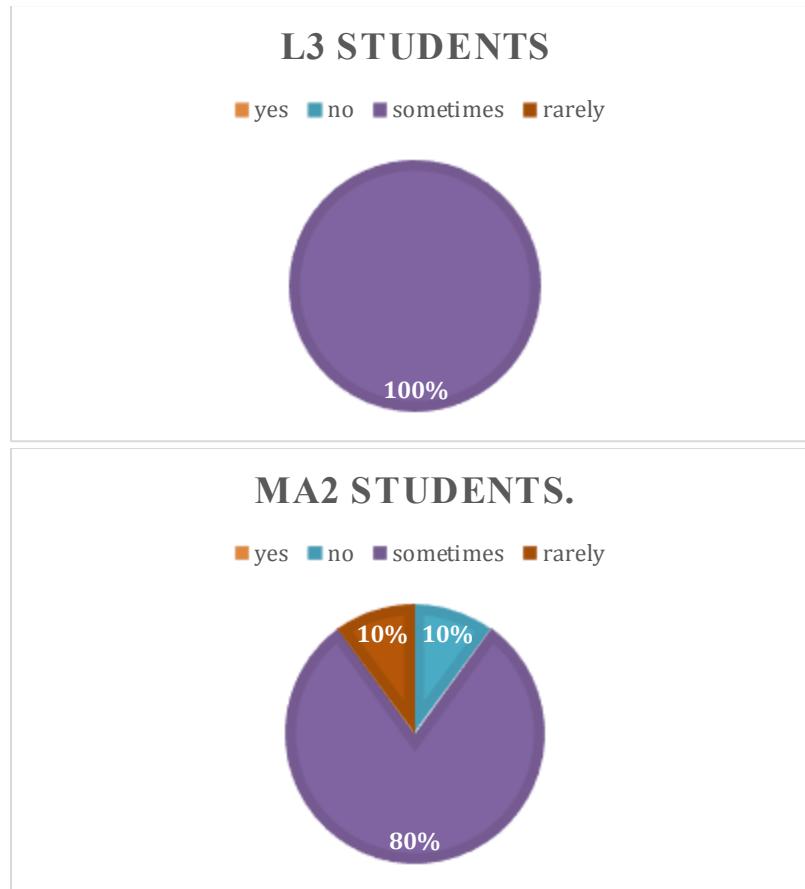


Graph 2: The Population to Whom Students Consider Being Polite.

According to this figure, *parents* and *teachers* have the highest percentages, i.e. they are the population that the students consider being polite to the most thanks to the authority factor. 90% of L3 students consider being polite to parents where 100% of MA2 students are polite to their parents. 100% of both of levels try to be polite to their teachers. 80% of L3 students consider politeness with neighbours and strangers while 90% of MA2 students are polite to their neighbours and 80% are polite to strangers. 60% of L3 participants take politeness into consideration with a friend and foreigners whilst 30% of MA2 students are polite with a friend and 70% are polite with foreigners. Next, 50% of L3 participants are polite to other members of family (grandparents and/ or siblings) while 20% of them are polite to others (everyone). Finally, 30% of MA2 students consider being polite to both other members of family (grandparents and/ or siblings) and others: everyone, everyone until someone offend you no matter who s/he is, a crush and a girl/boyfriend.

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Question (5):



Graph 3: The Students' Responsiveness to Algerians Being Polite While Communicating.

As reported in the graphs above, 100% of L3 students think that Algerians are sometimes polite while communicating. In the other hand, 80% of MA2 students claimed that Algerians consider being polite in an interaction while 10% believed that Algerians are rarely polite and another 10% said that Algerians are not polite while communicating. The idea that the students agreed on is that the Algerian society has a lack of politeness and Algerians consider linguistic politeness in their daily interactions mostly sometimes.

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Question (6):

L3 students' thoughts	MA2 students' thoughts
<ul style="list-style-type: none"> ● Politeness is needed, essential, helpful and good. ● Politeness give you more chances to win the conversation and get what you want. ● Politeness is a good way to communicate positively and interact better with others. ● Politeness makes the society very peaceful. ● Politeness is part of our religion; it is a good deed. ● Politeness is not necessary. ● Politeness is seen as a mechanism of using someone. ● Politeness makes people see you as weak. 	<ul style="list-style-type: none"> ● Being polite is showing respect and good manners. ● Politeness is important to avoid being mean and misunderstood. ● Politeness helps you to get what you want and avoid problems. ● Politeness facilitates communication. ● Politeness makes you open-minded, self-confident and respectful. ● We should have a reconsideration about politeness in Algeria. ● Politeness should be limited. ● Politeness is a good thing when necessary. ● In Algeria, politeness means you are weak.

Most of the students' thoughts in both levels are positive, as they claimed, politeness is important in social interactions in order to achieve a successful communication and avoid all kinds of misunderstandings, misinterpretations and violence. However, few students see politeness as unneeded and should be used only when they have to. Moreover, some students in both levels think that politeness in Algeria makes the speaker appear weak and this is because politeness is underrated and the Algerian society ignores its importance in achieving an affective communication.

Question (7):

Impacts of politeness on L3 students' communication skills.	Impacts of politeness on MA2 students' communication skills.
<ul style="list-style-type: none"> ● Politeness makes them receive positive feedbacks which pushes them to be more polite. ● Politeness makes them good listeners. 	<ul style="list-style-type: none"> ● Politeness makes them get validation and more attention. ● Politeness helps them to control the others easily, get what they want and stay away from troubles at the same time.

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<ul style="list-style-type: none"> ● Politeness makes them more open-minded and that's what we need in society. ● Politeness makes the others more responsive. ● Politeness makes them capable of communicating with important people. ● Politeness makes them communicate easier and get what they want faster. ● Politeness in an interaction makes them communicate accurately and fluently. ● Politeness improves their understanding, listening and makes them respect the others more. ● Politeness creates certain barriers and limits their use of language. 	<ul style="list-style-type: none"> ● Politeness improves their communication skills enormously because it makes it easier to communicate. ● Politeness makes them learn when they should/ should not be polite. ● Politeness frames their public self-image. ● Politeness helps in avoiding misunderstanding and misconceptions and being open to accept the differences between the others. ● Politeness has greater impacts in formal situations. ● Politeness is very necessary to show good manners.
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As the table shows, students stated that politeness has a great impact on their communication skills; it facilitates their social interactions and creates respects and a positive flow while communicating which help in avoiding all kinds of misunderstandings and violence. However, politeness to the minority of L3 students see politeness as a barrier that prevents them from using the language and limits it. As a result of the limited knowledge about politeness and the lack of its awareness the minority of L3 students picture politeness as an obstruction that restrict their use of language.

Question (8):

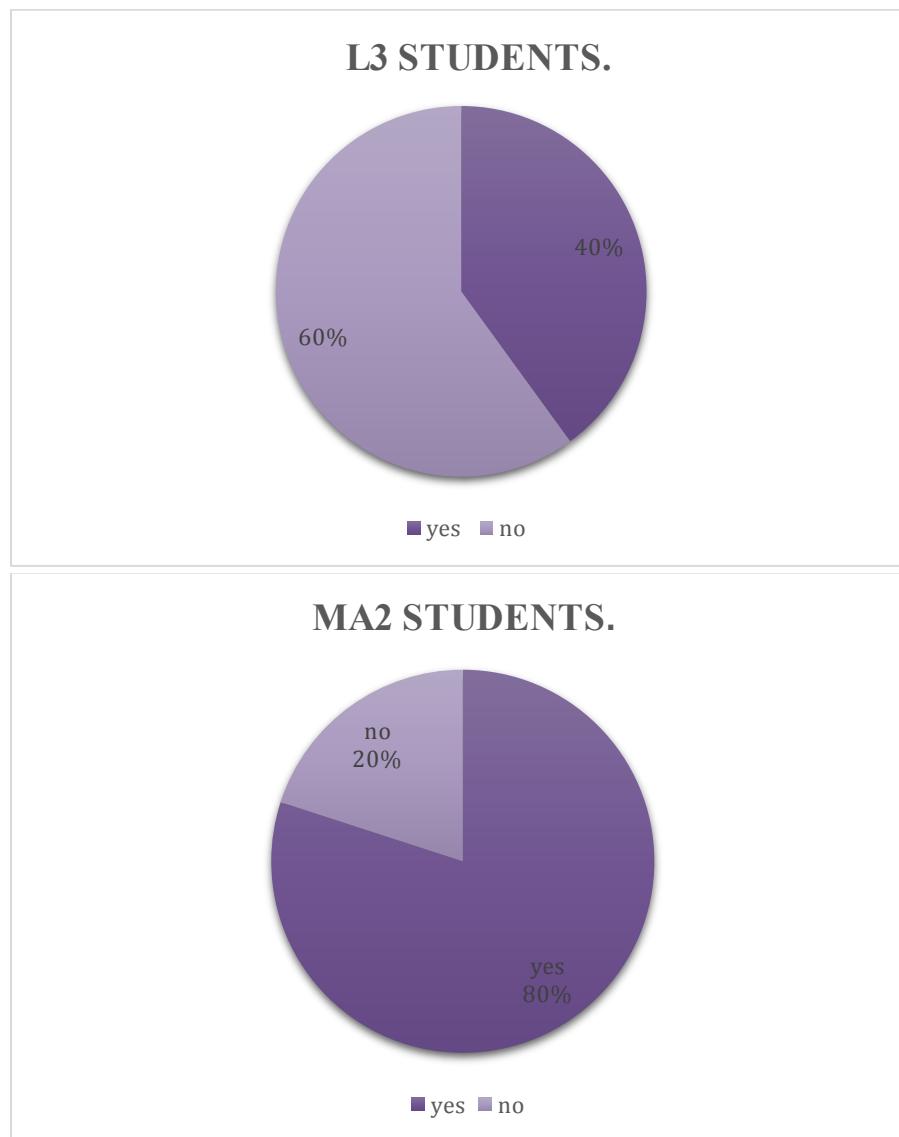
General thoughts of L3 students about politeness.	General thoughts of MA2 students about politeness.
<ul style="list-style-type: none"> ● Politeness simplifies our daily interactions. ● Politeness is a good characteristic. ● Politeness is essential regardless the context you are in. ● Politeness has a great impact. ● Politeness is an important element in any conversation. ● Politeness shows respect toward others. ● Politeness means that you have good manners and ethics. 	<ul style="list-style-type: none"> ● Politeness shows good attitudes and manners of the speaker. ● Politeness is a need to be more open-minded and have a better social existence. ● Politeness makes it easier to communicate. ● Politeness is good, yet, it should not be used in every situation though. ● Being polite define the public self-image. ● Politeness spread happiness. ● Politeness is essential to achieve a successful communication. ● Politeness is an art that needs to be mastered

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- | | |
|--|--|
| <ul style="list-style-type: none">• Politeness gives the speaker a fake image. | <ul style="list-style-type: none">• Politeness makes the conversations valuable, respectful and interesting. |
|--|--|

According to the table, most of the students' thoughts were positive. They think that politeness improves the social interactions, thus, improves the social relationships by showing interests, respectful manners which is what we need in our society. Despite that, some L3 students claimed that to be polite is to be fake, phony and superficial due to the fact that the notion of politeness is not clear to them.

Question (9):



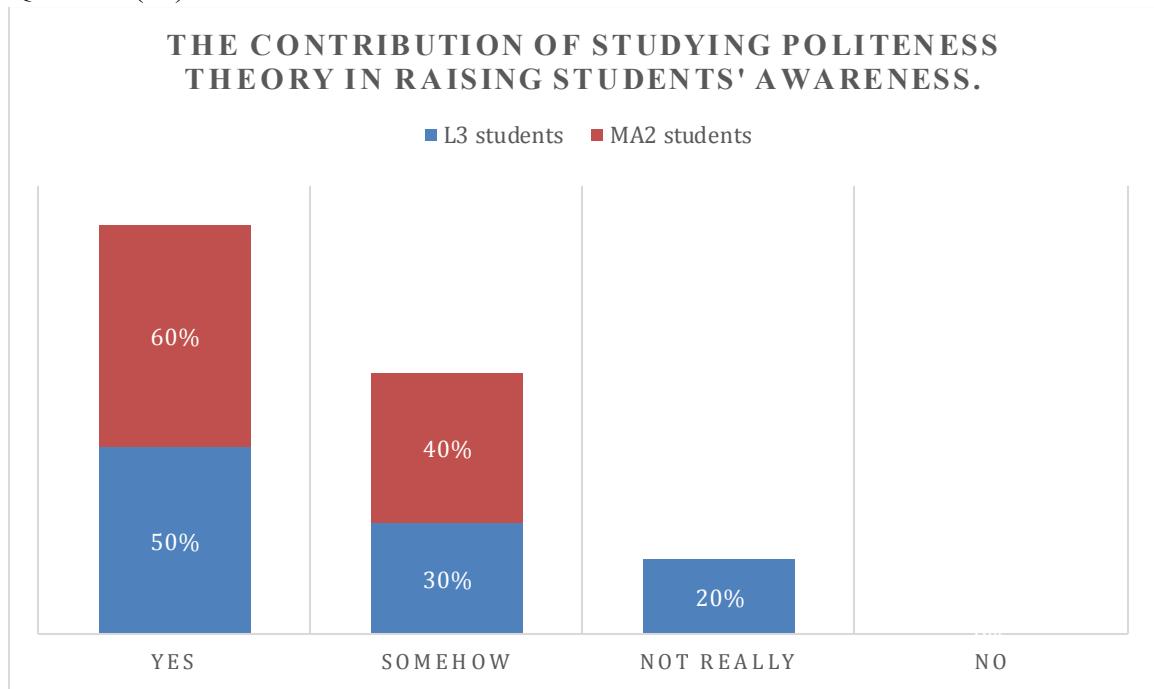
Graph 4: The Students' Answers to The Possibility of Taking into Consideration the Others' Face While Communicating.

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As it is noticed, only 40% of L3 participants that take into consideration the public self-image of the others whilst communicating, whereas 60% of them do not take into consideration the others' face while communicating. As for MA2 participants, 80% take into account the public self-image of the others in an interaction while 20% do not. MA2 students have studied politeness theory and know more about the importance of preserving the others' face and their own faces, however, not all the MA2 students take into account the others' face in an interaction in order to achieve a successful communication.

Students explained the raisons why they do not take into consideration the face of the hearer in an interaction. L3 students could not understand the real meaning of the "face" even though the concept was defined twice in the questionnaire (in the first part and in the second part above the ninth question), they claimed that they do not talk to people according to their appearances. On the other hand, MA2 students that have a previous knowledge about politeness theory, the 20% stated that they did not take into accounts the others' face because it is kind of segregation which means, they do not understand the concept of "face" as well.

Question (10):



Graph 5: The Contribution of Studying Politeness Theory in Raising Students' Awareness.

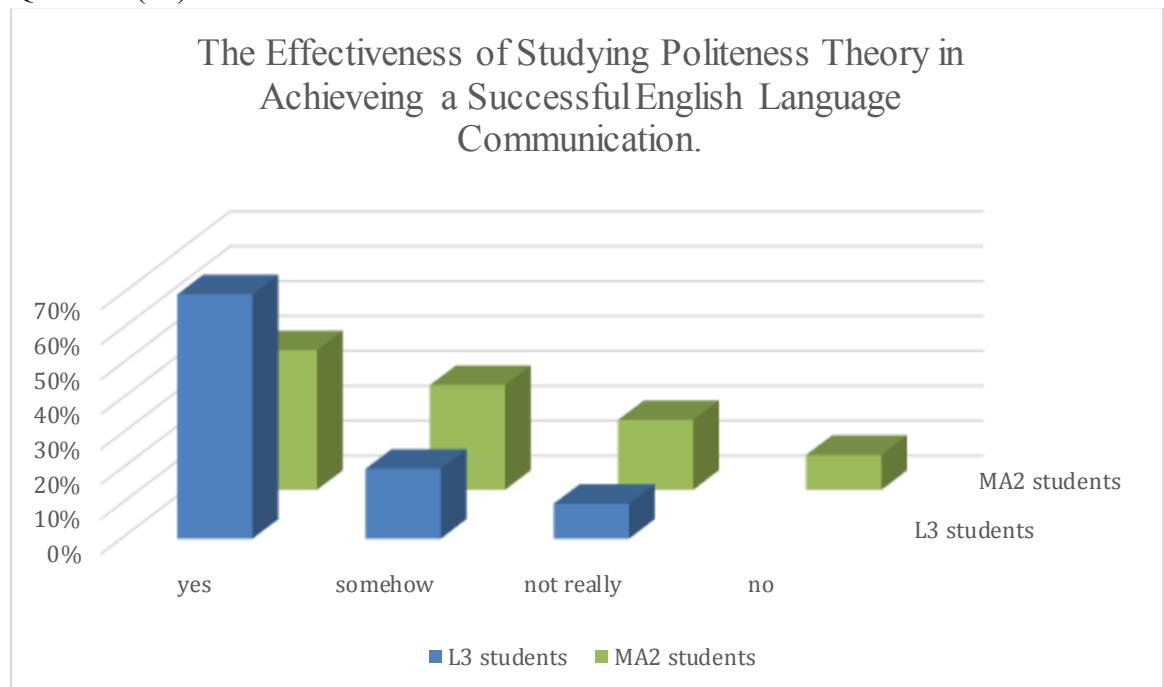
The figure above demonstrates the students' opinions about the effectiveness of studying politeness theory can be beneficial in raising students' awareness about social interactions. 50% of L3 students agreed on the idea of studying politeness theory can help in raising students' awareness while 60% of MA2 students said yes and agreed as well on the same idea. 30% of L3 students and 40% of MA2 students stated that studying politeness theory can be somehow beneficial. Lastly, 20% of L3 students only that claimed that studying

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politeness theory can “not really” be helpful to raise students’ awareness about achieving successful social interactions.

The students who agreed and said yes explained that it can be helpful by getting more knowledge about the different aspects of social interactions, politeness, being polite and how to minimize the existing impoliteness in the society which will make them aware. Those who did not agree, claimed that the lack of politeness that they are used to see in their daily social interactions cannot be easily changed.

Question (11):



Graph 6: The Effectiveness of Studying Politeness Theory in Achieving A Successful English Language Communication.

The graph 6 represents what students think about the fruitfulness of studying politeness theory on attaining a successful English language interaction. 70% of L3 students and 40% of MA2 students stated that studying politeness theory do help in achieving a successful communication. 20% of L3 participants and 30% of MA2 participants claimed that studying politeness theory can somehow help in reaching a successful English Language communication, whereas, 10% of L3 students and 20% of MA2 students affirmed that studying politeness theory is not really helpful to achieve a successful English language interaction. Only 10% of MA2 students that do not agree and claimed that studying politeness theory cannot be helpful in achieving an effective English language communication. The students who said that studying politeness cannot really be helpful or is not helpful think that politeness is not related to language but is more like a “lifestyle”.

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Question (12):

L3 students' opinions about studying politeness theory in Licence degree instead of Master's degree.	MA2 students' opinions about studying politeness theory in Licence degree instead of Master's degree.
<ul style="list-style-type: none">● The sooner the better.● It would help a lot in having better interactions, especially with teachers.● The chances for better communication get higher; in MA's degree students should practise their skills.● It could be from L1 to facilitate communication for students.● Politeness is the basis and the good starting for communicating, thus, it should be taught earlier.● It is great to be ready to communicate.● It is unnecessary, everyone knows "How" and the impacts of being polite	<ul style="list-style-type: none">● It should be taught to all levels.● It is better this way because grown up students focus on their academic studies more than their attitudes.● Politeness theory should be taught at the very beginning of oral communication sessions in order to have the academic communication skills.● It would be better to learn about politeness strategies in order to use them.● It would be better to improve their interactions and help them in Master's degree.● It okay, some students will learn something.● Not every specialty needs it but it is a good idea and it would be helpful.

This table presents what students think about introducing to Licence students politeness theory instead of studying it in Masters' degree. The majority of the students in both levels were in favour of the idea of studying politeness theory in Licence degree instead of Masters' degree. They claimed that this change prepares students to communicate and improve their communication skills. Moreover, they stated that learning politeness strategies helps them to interact better with others especially with teachers in licence degree and in Masters' degree they should apply what they learn since they need to communicate and interact more. Yet, some students did not find the idea of teaching politeness theory in Licence degree rather in Master's degree necessary because most of the students do not need it and already know what politeness is and how to be polite.

1.1.2 What is Politeness to Students:

The third part of the questionnaire was dedicated to students' reflections which means, they wrote down their thoughts, perspectives and what politeness means as well as its importance to them. The following table pictures the results:

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L3 students' reflections	MA2 students' reflections
<ul style="list-style-type: none"> ● being kind to others in an interaction is a necessary skill that we need to simplify our relationships in a friendly, respectful way. ● Politeness is part of religion; people should learn how to be polite. ● Politeness creates a good environment for communication and it should be taught in Licence degree as long as it has a positive impact on society as well, not only studies. ● Politeness facilitates social interaction. ● To be polite is to be considerate, respectful and interested, and that is crucial for a successful communication. ● Politeness is not something that we are used to see in our society. being polite gives good vibes. ● Politeness makes the conversation enjoyable. ● We as a society need it, not only as students. ● Being polite makes you uncomfortable and gives a fake image because you are pretending to be polite. 	<ul style="list-style-type: none"> ● Politeness should be in any interaction regardless the social distance between the participants because it shows awareness toward the other's face. ● It is important to know more about politeness and use it in our daily interactions to increase respect and improve communication. ● Politeness is crucial, it facilitates the communication and help to avoid harming the others and/ or being offensive. ● Politeness is used to show respect, but sometimes I choose to speak my mind and be misunderstood; it is my decision to put politeness aside. ● Lack of politeness understanding and lack of communication skills make people communicate without politeness. Being polite in an impolite environment makes you lose opportunities. ● Politeness in social interactions is good but it feels weird, thus, sarcasm or straight forward choice of words is preferable. ● Politeness is necessary because without it society would be a chaos, full of misunderstandings and violence. ● Politeness help in building a good, developed society where there is no place for hatred and misunderstandings.

Most of students' reflections were positive and showed the importance of politeness in social interactions claiming that politeness is a need even though a minority did not agree on the necessity of politeness. However, students in both levels said that being polite helps in improving the communication skills, facilitates communication as well as it makes the interactions more valuable and effective, thus, being polite helps in spreading respect and peace in the society.

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1.2 Scenarios:

1.2.1 The Strategies Used to Express Politeness:

As mentioned previously, scenarios were used in this study to investigate which politeness strategies students use in a goal-oriented interaction with different participants according to the social distance and authority factors. The table down below shows the strategies that L3 students and MA2 students use while communicating:

Politeness strategies	L3 students	MA2 students
without redressive action: baldly.	X	X
With redressive action: positive politeness.	X	X
With redressive action: negative politeness.	X	X
Off records.		X
Do not do the face act.		

As the table indicates, in both levels, the students opted for bald on record strategy, negative politeness strategies and positive politeness strategies; some of MA2 students used off records strategy as well. The most used strategy is bald on record, second, the negative politeness strategies that are hedges and apologies. Few students tended to use positive politeness strategies. Finally, only several students of MA2 used off records strategy. The strategies that the students used are quite limited and repetitive which is due to the lack of their knowledge about politeness strategies.

1.3 Discussion of The Results:

The findings of this investigation revealed that students are somehow aware of being polite in both levels. L3 students and MA2 students do know the importance as well as the impacts of politeness on a social interaction and the changes that politeness can make in the society. However, the students do not know how to express politeness, i.e. there is a lack of linguistic politeness which makes the students use the same expressions in all social interactions with different participants regardless the social distance and the authority factors and those strategies are not suitable for all different contexts and participants. More interestingly, some students in both levels do not use linguistic politeness thinking that being direct and honest without taking into consideration the others' face is the best option in an interaction because all what matters to them is transmitting the message neglecting

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the appropriateness of the language use and the consequences of such directness, one of MA2 students reflected on the idea of politeness in social interactions as follow:

"it all depends on where or when you have to be polite, personally, a lot of people misunderstood my behaviour because most of all the time I speak the truth. So, to clear that out, I have to interact to show my side of respect and "politeness", but it's totally normal to be misunderstood because it is my choice to put politeness aside when I feel like it is better to speak my mind."

What these students stated represents the misconception of politeness and the lack of knowledge that the students -who shared the same opinion- have. Politeness to this tranche of students is seen as an obstacle that prevent them from communicating, express their thoughts and ask for a something. Moreover, the lack of politeness in the society drove some students to underrate politeness in their daily social interactions and get used to being direct and impolite, thus, they see politeness as weakness, malaise, discomfort or as something that makes the others see them as weak and/ or fake, one of L3 students claimed in the following lines:

"I think it gives a fake image, people have to pretend in order to be polite because they are not really comfortable unless they are not being polite."

Furthermore, the results of this study showed the necessity of promoting politeness and teaching politeness theory in undergraduate levels in order to prepare students to achieve successful interactions because teaching in Master's degree is not enough as the findings showed. The students are not able to perform effectively with different participants according to the social distance and authority factors. The answers of students in scenarios were repetitive and mostly with no consideration to the other's face even in MA2 students' answers as mentioned previously, they have previous knowledge about politeness strategies, yet, did not manage to use them successfully because what the have been taught was not enough due to the limited number of sessions that they had. Some students' answers are:

"please sir, I need to focus." MA2 student, teacher:1.

"shut up and try to be silent, we need this info for the exam..." MA2 student, friend: 7.

"do you know if the teacher is coming." MA2 student, stranger:15.

"sorry but you are disturbing me, could you please finish quickly." L3 student, teacher:1.

"please, save a seat for me." L3 student, friend:8.

"can you lower your voice, you are disturbing us." L3 student, stranger:12.

Most of the student tended to use bald on record strategy which cannot be useful in all situations. The students tried to be more polite with teachers, yet, not all of them could succeed in expressing politeness because the strategies used were not enough and this is a

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result of the lack of knowledge that they have. Some students claimed that they want to be polite but do not know how, others thought that being direct is appropriate and useful in every situation and social interaction not knowing that directness sometimes is impoliteness.

In a nutshell, the minority of students have misconceptions about what politeness is and how it can affect the interaction and make it effortlessly successful. On the other hand, the majority of the students do know what is politeness and realize its impacts on social interactions as well as the society but do not know how to express it. Most importantly they agreed on the idea of being taught politeness theory in undergraduate levels in order to communicate effectively and be ready to interact successfully in early stages of their studies. As Bardovi-Harlig (1996, 2001) stated, teaching pragmatics is crucial for perceiving and understanding the use of language appropriately, learners can be provided with assortment of language choices that can be performed according to the situation and the hearer through instructions (as cited by Kim Huan Tan & A. Farashaiyan, 2012, p190). In other words, several scholars affirmed that learners should learn pragmatics and politeness strategies at early levels so they can be capable of communicating effectively thanks to the knowledge that they would gain about the “HOW” to communicate and the appropriate use of language. Also, Celce-Murcia & Olshtain (2000) claimed that “These politeness strategies and the way of employing them by learners for saving the face are of paramount importance in the success or failure of the communication” (p190). In other words, they highlighted the importance of politeness strategies in preserving one’s face in an interaction in order to achieve a successful communication, i.e. the presence of politeness strategies lead to the success of the communication while their absence might lead to the failure of the communication depending on the situation, context and the hearer. The following statements are the students’ points of view that showed their thoughts about politeness:

“being polite is not something that we see everyday in our society, yet, it is something that we all need to interact and communicate with people around regardless what they are.”

“Politeness theory should be taught to all levels of students in order to communicate and interact with others to avoid misinterpreting and stereotyping. Also, it raises the students’ awareness about others’ reaction and learn how to deal with it.”

“politeness theory helps the students to interact in a manner that is acceptable and respectful to all different people, even from different cultures to avoid misunderstandings.”

“...politeness helps in forming a good environment to communicate, it should be taught in less degrees for instance Licence degree as long as it will be positive in the social life not only studies.”

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“when you talk to someone and they are polite, you enjoy the conversation and their company....it is a need in our daily social life to be polite.”

“it is the better the sooner than later, when students are in Master’s degree it would be their time to manifest their skills.”

Most of the students in both levels welcomed the idea of learning politeness theory in Licence degree would be better than studying it in Master’s degree. Learning about politeness can be taught in details along Licence degree which allows the students to be successful communicators that can interact respectfully and that is what most of the students wanted to see in the society not only in university.

The findings of this study were interpreted and discussed in mold of objectivity and transparency. The aim of this research is to bring authentic changes in order to serve the quality of education in our context and contribute in the development of the teaching-learning process in a way that help the learners to be better users of language, thus, better elements in the society.

Conclusion:

This chapter has represented the findings of this study as well as revealed the results including objective discussion. Students’ ideas, opinions and reflections about politeness and studying politeness theory has been interpreted and discussed in order to embrace the change of a better learning process that serves the development of education and students’ wants. Participants in both of levels encouraged the idea of studying politeness theory and hoped for a better environment for communication.

General Conclusion.

General Conclusion

Language is a tool that we use in order to transmit our thoughts and exchange ideas with people around us. What we mostly care about is the content of our interaction but never think about HOW we interact and convey messages. The how is the key to a successful communication, once we know how to communicate appropriately the flow of the interaction will be smooth full of mutual respect which will mitigate all kinds of misunderstandings, misinterpretations, ambiguity and violence. Politeness strategies and linguistic politeness are the key factor of a such successful, effective communication.

The Algerian society does not take into consideration politeness in an interaction. Algerians picture politeness as an unnecessary feature of the communicating while it is what is the most needed. Everyone wants to be respected and shows respect and consideration sometimes but they do not know how to do that, which is due to the misconceptions that they have about politeness and the lack of politeness' awareness. Under these circumstances this investigation laid the groundwork; this study investigated to what extent students -of the department of English Language in the university of Abdel Hamid Ibn Badis - are aware of being polite in an interaction, second, the strategies that the students use in order to express politeness and finally, this investigation explored the importance and the impacts of the linguistic politeness on an interaction. The aim of this study is to raise students' awareness about politeness and the impacts of using politeness strategies in a goal-oriented communication.

Chapter one highlighted an overview of politeness theory and the most important notions and theories that are related to politeness theory as well as the impacts of using politeness strategies on social interactions. In that regard, the author started with the definition of communication moving to defining pragmatics as it is the widest scope that encompasses the different interconnected notions such as the cooperative principles, speech act theory besides politeness theory, finally, the definition of sociology of education.

The second chapter embodied the methodological procedures that helped in conducting this research study. A qualitative research method was adopted in this study in order to investigate the “what” and the “how” of the students’ knowledge about politeness and being polite in a social interaction. A pre-study was done to pilot the study; in data collection, questionnaire and scenarios

General Conclusion.

are the two methodological instruments that complete each other and were chosen to find substantial, reliable answers to the research questions.

The third and last chapter included the findings and results of the research tools. In addition to that, an interpretation and remarks were added in order to present and clarify the results. Moreover, the results were discussed in the interest of giving a clear picture to them along with transmitting their significance.

In short, we have come to conclusion that the students are aware of being polite but do not know how to be polite which bring us to the necessity of learning the politeness theory in lesser degrees than Master's degree, i.e. in Licence degree. The students of L3 agreed and welcomed the idea of studying politeness theory in Licence degree as they find politeness a necessity to achieve a successful communication and more specifically a goal-oriented communication. More than that, they found studying politeness theory interesting as it serves their needs, improve their communicative skills and mitigate the lack of politeness that we see in our daily social interactions. On the other hand, Master 2 students shared the same opinions as the L3 students due to the fact that studying politeness in MA1 was not enough for them to benefit from and to master the politeness strategies on a larger scale. Additionally, students in both levels are aware of being polite and of the impacts of politeness on the interaction and on society as well. To sum up, politeness creates a respectful, friendly and safe environment in the classroom which will help both teachers and students to be more motivated and result better outcomes. Hence, it will be reflected on the society by forming better communicators that would transmit the respect and friendliness to the outside classroom interactions which help in creating a better social environment for communicating. As a result, all kinds of misunderstandings, misinterpretations, ambiguity and even violence would be almost existing in the society.

Therefore, one hypothesis was approved while two were not approved. We estimated that the students are not aware of being polite whilst the results proved that they are aware of politeness in the social interactions. Also, we expected that the students neglect the importance of using politeness and its impacts on the social interaction, but the findings showed that the students do realize the importance, the impacts of politeness and using politeness strategies in a social communication. As for the one supported hypothesis, we did expect that L3 students do not know how to express politeness and use mostly bald on record as a strategy of politeness as well as use

General Conclusion.

few repetitive hedges to be polite which could not be useful in all different interactions with different participants according to social distance and power factors, furthermore, MA2 students could not perform politeness strategies adequately and did not apply what they have learnt appropriately because what they have been taught was not sufficient to fulfil their needs due to the lack of the sessions' number.

This study was conducted to contribute in improving educational outputs and creating a better teaching-learning environment and a better social environment for communication. As the reason of learning a language is to be communicators, we had pure intentions to aim at encouraging, enhancing and improving the communicative skills so it results respectful, peaceful, comfortable and effective social interactions with no misunderstandings and ambiguity. This research aims at bringing positive changes in our context and our society by encouraging communication and improve the communicative skills so the learners would be able to master the art of communication.

General Conclusion.

Recommendations for Further Studies

This study shaded light on politeness theory and its positive impacts on improving the communicative skills and its importance in mitigating the misunderstandings that occurs in an interaction. The findings of this study draw a way for several further studies under the same scope with the same aims, the related further studies are listed down below:

- Raising oral communication teachers' awareness about politeness; oral expression teachers have a pivotal role in raising students' awareness about politeness since their sessions consist of teaching the learner how to communicate and improve their performances, it would be worthwhile conducting a research about raising teachers' awareness about politeness so they can promote and transmit it to their learners.
- Under the same framework, conversational turn-taking is worth investigating in order to help in enhancing social interactions. We suggest a model of turn-taking by Sacks et al (1974) which considers turn-taking as a major behaviour that maintain the social interactions.
- This research focused on social interactions inside and outside the classroom, further studies can shed lights specifically on "how to sustain the face in a classroom" and focus on the academic frame.
- The competences that intercultural speakers need is worth noting for future research work. The competences are salient for improving the learners' communicative skills and performances to form successful, effective speakers of English language.

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Appendices

Appendix one:

Scenarios:

These are a set of scenarios which you might have experienced before. There are three settings: a teacher, a friend and a stranger (someone who studies with you but you are not close to each other and you rarely talk); if not, please consider IMAGINING the situations and guess what you would say.

Teacher:

What would you say to your teacher when:

1. You are in an exam and he/ she is talking on the mobile phone which is disturbing. You hesitate to ask him/ her to either stop talking on the phone, talking outside (which cannot be possible since it is an exam) or consider talking more quietly; you end up by deciding to go for it and tell him/ her that what they are doing is disturbing and to choose one of the options.

.....
.....

2. You want him/ her to give you another chance to redo an exam because they had to change the room in which they are supposed to sit for the exam and no one told you. You came late and you had to look for them for too long but you could not find them and you could not reach to one of your friends, since it is an exam everyone is not allowed to use the phone which compel them to put it on silent mode or turn it off.

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3. You want him/ her to give you another chance to make it up for a misbehavior you did. You were not only excessively talkative and disturbing the teacher and your classmates, but also started a fight with one of your classmates ! knowing that the reason behind your misbehavior is that you were not in a good mood and going through some hard times in your social life which made you lose control over yourself lately.

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4. You forgot to send an important e-mail to your teacher because you had some responsibilities (preparing the house and buying things for an important family event and you are the only one who had

to do the whole thing). Knowing that the email was a homework and you missed the deadline of sending it.

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5. You want to clarify and explain a misunderstanding. You said something and he/ she took it personally. You were discussing a topic that one of your classmates presented it, it was about “effective teaching methods”. You said that a teacher should always create a friendly environment in the classroom so the learners can do their best, knowing that your teacher do not believe in that. He/ she thought you are targeting him/ her but you actually were not, you were just expressing your point of view.

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Friend:

What would you say to your friend when:

6. You want him/ her to help you doing a homework because it is so difficult for you to do it alone since you were not paying attention during the lecture and you regret not doing so because it is an important homework that can be considered as a test and you have no idea how to even start. You are lost and you really need help from your friend (*this will show you how much your friend loves you ;)).

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7. He/ she is talking and you want him/ her to be quiet because you cannot focus. You never get interested in that module, but that day you decided to do a step forward and realize that you need to be serious about your studies. However, your friend is an obstacle between you and the change for a better life because he/ she keeps distracting you.

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8. You want him/ her to save a place for you in an amphi. You are always late and you always cannot manage to sit at the front; sitting at the back does not help you to focus and listen to your lecturer (teacher) and you want to follow with him/ her and sit at the front next to your friends.

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9. You want him/ her to share his/ her notes with you. You forgot your copybook and your pen and you could not ask for a pen and a paper because everyone was too busy: taking notes and following with the teacher, knowing that you are not sitting next to each other during the class.

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10. You want him/ her to close the door because it is too noisy outside and you can barely hear what the teacher is saying, knowing that what your teacher is explaining will be part of your exam which makes it crucial for you to listen, focus and understand. And, you cannot do it yourself because you are too far from the door. If you do it, you will disturb the class.

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Stranger:

What would you say to a stranger when:

11. You want him/ her to help you with a homework. Your friends did not come and you have no one else but that stranger to help you, knowing that the homework is really important and could be considered as a test. You cannot do it alone, because you have no clue how to do so. That stranger is your savior.

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12. He/ she is talking and you want him/ her to be quiet because you cannot focus. The teacher is explaining an important lesson that you have to understand perfectly because you will be tested about it at the end of the session.

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13. You want him/ her to share his/ her notes with you. Your hand was aching which made it hard for you to take notes. Your friends did not attend that day and asked you to take notes so you can revise later on together (which means you cannot ask your friends for notes). Also, you cannot take pictures as well, your phone run out of the battery and you have no plug to charge it which makes the stranger the only option.

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14. You want him/ her to close the door because it is too noisy outside. You cannot do it yourself because you are stuck, four of your classmates have to move if you want to do it which will cause a huge distraction for the whole class. The stranger is sitting next to the door, and you have to follow with your teacher and understand the lesson because it will be part of your exam.

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15. You want to know if your teacher is coming today. No one of your friends could make it, you have to know if the teacher is coming, knowing that you cannot go to the department and ask them because you are tired and have no energy to go there. The stranger can know if the teacher is coming because he/ she has the teacher's phone number and can go to the department and check.

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Appendix two:

Questionnaire:

An investigation of the impact of politeness theory on students 'oral communication skills in their daily interactions.

This questionnaire investigates to what extent students are aware of the use of politeness strategies, provided by Brown and Levinson (1987), and what strategies they opt to use in their daily social interactions.

Please make sure to read carefully and mindfully the questions so you can justify and explain clearly.

Part one: Definitions.

This part sheds light on some definitions in order to help you and to have a clearer idea about the questions.

- ❖ Politeness (n): having or showing good manners (oxford dictionary, Fourth edition, p340).
- ❖ Face: « the public self-image that every member wants to claim for himself » (Brown and Levinson, 1987, some universals in language, p61).
- ❖ Positive face: « ...the desire that this self-image be appreciated and approved of... » (Brown and Levinson, 1987, p61)

- ❖ Negative face: « the basic claim to ... freedom of action and freedom from imposition » (Brown and Levinson, 1987, p61)
- ❖ Positive politeness: when the speaker addresses the hearer's positive face and their wants are similar.
- ❖ Negative politeness: it addresses the hearer's need for freedom of action and freedom from imposition.

Part Two: The Questions.

1. What does it mean to you to be polite?

- To listen more than to talk.
- To talk more than to listen.
- To give importance to both talking and listening.
- Other.....

2. What would being polite add to your daily social interactions?

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3. What are the expressions you usually use to show politeness?

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4. To whom you consider being polite?

- Friend.
- Parents.

- Other members of family:
- Teachers.
- Neighbors.
- Strangers.
- Foreigners.
- Others:

5. Do you think that Algerians use politeness while communicating?

- Yes.
- No.
- Sometimes
- Rarely

6. As Algerian, what do you think about being polite in a social interaction?

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7. To what extent being polite has an impact on your communication skills?

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Explain please

8. In general, what do you think about being polite in social interactions?

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❖ Face: “the public self-image that every member wants to claim for himself”. (Brown and Levinson ,1987, p. 61).

9. Do you take into consideration the face (self-image) of the others while communicating?

Yes

No

How? explain please

10. Do you think that studying « Politeness theory » will raise student's awareness about social interactions?

Yes

Somehow

Not really

No

Explain please

11. Do you think that studying « Politeness theory » will help students to achieve an effective successful English language communication?

Yes

Somehow

Not really

No

Explain please

12. What do you think about introducing students to « Politeness theory » during Licence degree rather than Master's degree?

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Explain please

Part three: Reflection.

13. What do you think about politeness in social interactions? Reflect your thoughts and ideas, please.

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