

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Investigating Politeness Strategies in Requests in Student-Teacher
Interaction**

Case Study Third Year EFL Learners at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Yousra BENKACHER
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Supervisor:

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Supervisor: Dr. Maha LOUNIS
Examiner : Dr. Assia AZZIOUI

June 2021

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Dedication 1

First, I would like to give my undeniable and unforgettable thanks to ALLAH.

I dedicate this humble work to my parents who have helped me along the path, and have successfully guided me throughout the years, especially my mother who has been by my side through thick and thin:

“You are the reason why I am here... thank you for raising me to be the person I am today.”

I want to thank my family, whom I would not trade for the world; they supported me and gave me freedom to make my own choices.

Finally, I want to thank me for believing in me, for doing all the hard work, and for not quitting when I felt exhausted. I am proud of how I handled this journey.

Yousra

Dedication 2

In the Name of Allah,

Praise is to Allah for giving me the strength, the courage, the chance and the endurance to complete this research.

I dedicate this work to:

my dearest Parents who supported me throughout the course of my life,
to my sisters and my brothers :Hadjer, Amel, Baty, Salem, Youcef and Akram,
to my roommates and friends: Ranya, Yousra, Sara, Ferial, Narjess, Kanza and Amine,
and to everyone who encouraged me and prayed for me.

Keltoum

Acknowledgements

" We may not be able to alter the journey, but we make sure no one walks it alone ".

(Jeffrey R Holland).

All the praise is due to Allah, the Almighty who guided and gave us the capacity, the strength and the motivation to pursue and complete this work.

First and foremost, we would like to seize this opportunity to express our gratitude to our supervisor **Dr. Maha LOUNIS** for her valuable guidance, attention, patience, and kindness throughout the accomplishment of this dissertation.

We would also like to thank the board of examiners, **Dr. Assia AZZIOUI** and **Dr. Fouzia BENNACER**, for accepting to examine this work and giving constructive feedback.

Last but never to say least, we would like to thank all the teachers of English and third year students of English at the Department of Foreign Languages in Mila University Center who did not hesitate to help us carry out our research.

A special "thank you" goes to my partner with whom I conducted this study.

Abstract

This dissertation aims to investigate students' use of politeness strategies in requests in student-teacher interaction. To obtain the necessary data for this research, two instruments were used: first, a questionnaire administered to twelve teachers of English at the Department of Foreign Languages in Mila University Center and second, a discourse completion task given to eighty EFL students from the same department. To analyze, describe, explain and discuss the yielded data, the mixed method approach was adopted. The main findings showed that the majority of students employed different politeness strategies in making requests while interacting with their teachers. Furthermore, the results of students' DCT and teachers' questionnaire indicated that the most used politeness strategy is negative politeness. Besides, the results indicated that students' use of politeness strategies provide a lively, motivating atmosphere and shape good relationships between students and their teachers.

Key terms: politeness strategies, requests, student, teacher, interaction.

List of Abbreviations

DCT: Discourse Completion Task

EFL: English as a Foreign Language

FTA: Face Threatening Act

H: Hearer

NPS: Negative Politeness Strategies

PPS: Positive Politeness Strategies

Q: Question

S: Speaker

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General Introduction

1. Statement of the Problem

Communicating in a foreign language can be a very challenging task for EFL students because having a grammatical competence and a large storage of vocabulary is not sufficient. In fact, knowing how to use the appropriate language in its appropriate context is what makes communication successful. Such an appropriate use of the foreign language is an indicator of pragmatic competence, indeed.

Difficulties in using appropriate language tend to be more apparent in EFL classes where students often struggle in conveying their intentions to their teachers. One of the outstanding examples of appropriate language use is linguistic politeness, the form in which students shape their utterances in order to communicate their interaction goals on the one hand, and to maintain good relationships with teachers on the other hand. Politeness, in this sense, is a major aspect of student-teacher communication where students inevitably use some speech acts that, by their nature, necessitate the use of some politeness strategies, as is the case with requests. Thus, knowing what constitutes polite linguistic behavior in student-teacher interaction and which politeness strategies students use when addressing their requests to teachers is deemed necessary.

2. Aims and Significance of the Study

The present study aims to first, investigate EFL students' use of politeness strategies in requests. Second, it aims to find out which type of these strategies students use the most, and whether the use of these strategies contributes to building a good relationship between students and their teachers despite differences in power and social distance in student- teacher interaction. In addition, this research also sheds light on teachers' perceptions of students'

politeness and its effect on the learning atmosphere.

3. Research Questions and Assumption

This research attempts to answer the following questions:

Q.1 Do EFL students use polite requests when interacting with teachers?

Q.2. Do EFL students employ any particular politeness strategies to phrase their requests?

Q.3. Which type of politeness strategies do students use most?

Q.4. Does the use of politeness provide a motivating atmosphere in class?

Hence, the assumption upon which the present research is grounded runs as follows.

Students always use the same politeness strategy when requesting teachers due to considerations of differences in power status and social distance in their relationship.

4. Research Methodology

To meet the aforementioned research aims and to answer the research questions, two research tools are adopted: a questionnaire and discourse completion task. The questionnaire is for teachers of English, and the DCT is for third year EFL students. The teachers and the students both belong to the Department of Foreign Languages at Mila University Center.

5. Structure of the Study

This dissertation consists of two main chapters. The first one is a theoretical chapter divided into three main sections; they are all concerned with the review of related literature on the main theoretical notions tackled in the study, along with necessary definitions of basic concepts such as politeness, speech acts, requests, and student-teacher interaction. The second chapter is devoted to the practical part which is divided into two sections. The first one is about the

methodology used in data collection and analysis. The second part presents the analysis and discussion of the data yielded by the questionnaire and the discourse completion task. The dissertation ends up with a conclusion that summarizes the most important ideas and findings that sprang out from this study.

Chapter One: Review of The Literature

Introduction

This chapter covers the review of literature regarding politeness strategies in relation to making requests and interaction; it contains three main sections in which they explore the main theoretical framework and its concepts. The chapter's first section sheds light on pragmatics, and pragmatic competence; it also provides different definitions of politeness, and speaks briefly about Brown and Levinsons' politeness theory, as well as, its strategies. The second section introduces speech acts theory, requests, interaction, and ends up with student teacher interaction. It is worth noting at this point that this part will concentrate on the theoretical bases that will allow us to discuss the findings of the use of politeness strategies on student teacher interaction in the Department of Foreign Languages at Mila University.

Section One: Pragmatics and Politeness

Pragmatics is a significant subfield of linguistics which is concerned with studying the cryptic meanings behind the written and spoken language in its contextual use (Siddiqui,2018). Hence, this section starts with defining pragmatics giving a synthesis about competence and pragmatic competence. Moreover, it covers one of the controversial phenomena in pragmatics which is politeness. The scope of the section is, thus, narrowed down to include different definitions of politeness with a reference to Brown and Levinsons' famous politeness theory and its key factors, finishing with the main strategies through which linguistic politeness is manifested.

1.1.1 Pragmatics

Pragmatics is a linguistic field of research; it is concerned with studying the invisible meanings in relation to the context in which the utterance appeared, taking into account what the speaker is willing to say, to whom, how, when, where, why, and in what situation (Scovel,

1998, as cited in Mansoor, 2019). Moreover, pragmatics deals with the interpretations made by the listener to what has been said. These interpretations are made out of the linguistic content of utterances by considering some underlying assumptions and expectations shared by the interlocutors (Yule, 2014).

Linguists have various definitions for pragmatics. Yule (1996), for instance, provided four diverse ones. The first one is “the study of the speaker’s meaning” (p. 3). This one simply implies that pragmatics studies utterances as they are said by the speaker and interpreted by the hearer and does not only consider the linguistic meaning of the words. The second definition of pragmatics is “the study of the contextual meaning” (p. 3). It means taking into account the context and circumstances in which the utterances are used and how the speaker phrases what he or she wants to say accordingly. Yule’s third definition says that pragmatics is “the study of how more gets communicated than is said” (p. 3). This definition relates to how listeners grasp the underlying meaning in the speaker’s utterances. According to Yule pragmatics can also mean “the study of the expression of relative distance” (p. 3). In other words, it is related to how distant and close the interactants are, which is believed to have an effect on the interpretations made by the listener.

1.1.2 Pragmatic Competence

For an effective foreign language use, possessing a Pragmatic competence is a must. The father of linguistics Noam Chomsky (1965) advocated the term “competence”, then he made an essential distinction between grammatical competence and performance. The former is defined as the knowledge of the language and its linguistic components that someone possesses. The latter is about putting the language into use in real life situations.

Chomsky encountered criticism from many scholars due to missing out pragmatics’ major issue; mainly, why people make choices when it comes to what they say. One of those scholars

was Hymes (1972) who pointed out to the significance of the ability to communicate effectively by using and understanding different and even grammatically incorrect utterances. Therefore, he introduced the notion of “communicative competence”. Hymes (1972, p.16) claimed that it is “the most general term for the speaking and hearing capabilities of a person - competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use”. That is by definition what enables people to communicate efficiently.

Hymes’ (1972) notion of communicative competence witnessed a major liking by scholars in the field of linguistics. Canal and Swain (1980) were amid those who worked on that concept and elaborated various types of communicative competence which are: grammatical, sociolinguistic, strategic, and discourse competence. This concept was adjusted by Bachman (1990) who detached pragmatic competence and made it a type of its own.

For Chomsky (1981, p. 225), pragmatic competence is the ability to place “language in the institutional settings of its use, relating intentions and purposes to the linguistic means at hand”. This definition indicates that having pragmatic competence is being competent enough to use the language in its suitable context. That is to say, it is concerned with the appropriate choices made by speakers from a myriad of possible grammatical utterances according to particular assumptions, conventions of language use, and even norms of behavior shared by members of a given speech community.

One of the most appealing research areas which echo pragmatic competence, in the sense of knowing what to choose to say, is linguistic politeness. Thereby, this research sheds light on this significant pragmatic phenomenon; one which proves how much a person is competent in the language at hand (English in this case).

1.1.3 Defining Politeness

Politeness is a familiar term that relates to good manners. Khusnia (2017, p. 32) noted that

“Politeness is a common social phenomenon, and is regarded as a moral code in human communication and social activities”. On the other hand, according to Oxford English dictionary (2021), politeness means “having or showing good manners and respect for the feelings of others”. In other words, it is taking into consideration others' feelings by displaying attentive behavior(s). Aside from its basic meaning that has to do with showing good manners and from a linguistic perspective, diverse definitions to the term politeness have been suggested. Leech (1983, as cited in Terkourafi, 2015) defined linguistic politeness as “a strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance and establishment of comfort. The avoidance is represented as a conscious effort on part of the person to be polite” (p. 50). Accordingly, politeness is a policy employed by people during their interactions with others for the purpose of preventing dispute.

On the same line, Lakoff (1990, p. 34) stated that politeness is “a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange”. Thus, politeness is a method that assists in building up a conflict free exchange between people.

On the other hand, Milles (2003, as cited in Adel et al., 2016) saw politeness as “the expression of the speaker’s intention to mitigate face threats carried by certain face threatening acts towards another” (p. 6). That is to say, politeness is intentionally used by people for the sake of not putting others in discomfort, along with not exposing their face to embarrassment.

Yule (1996, p. 40) similarly reported that politeness is “an interaction that can be defined as the means employed to show awareness for another person’s face”. Therefore, politeness is primarily a face-saving strategy that people rely on in their interactions. By the same token, Brown and Levinson, (1987, p. 69) argued that “Politeness is an action serving to mitigate the threat to face involved on some communicative act. To put it in another way, politeness is a

device for showing attention to others' face in situations in which there is a potential danger of its damage due to some communicative need". In their definition, politeness expression encompasses also non-verbal gestures and facial expressions not just the linguistic keys of communication.

1.1.4 The Importance of Politeness

Politeness is the aspect that makes human communication more human like (Bax , 2010, as cited in Macmillan, 2011). The aim behind using politeness for Al-Duleimi (2016, p. 262) is that "People perform functions of politeness to various degrees to successfully communicate with each other. They use it to minimize the force of their speech acts". Thereby, politeness is the key for a fruitful communication. Furthermore, Zhu (2010, p. 5) stated that in language teaching contexts, politeness "is believed to enhance learning by providing a lively and friendly atmosphere in the classroom". This means that politeness has a big contribution in setting a comfortable atmosphere for students inside classrooms for it leads to positive results in the learning process.

1.1.5 Brown and Levinsons' Politeness Theory

Due to the paramount importance of linguistic politeness in social life in general and in teaching settings in particular, many theorists tried to conceptualize it in distinct theories and models. Among the most cited frameworks of politeness, the one by Brown and Levinson (1987) stands out as a cornerstone for politeness studies. It is the model dealt with throughout the present study.

Penelope Brown and Stephen C Levinson established politeness theory in a paper that was originally published in (1978) and modified in (1987). According to watts (2003) their theory is perceived to be the "most productive model of politeness". Holtgraves (1990, p. 719) stated that "Brown and Levinson's (1987) politeness theory attempts to explain how face management

process and the variables that effect it motivate the manner in which speakers in any culture will phrase their remarks”. Thereby, the notion of face in their model is employed to draw a link between the language use and politeness application during the process of managing the other’s self-image.

Brown and Levinson’s theory of linguistic politeness has been elaborated on works such as; Grice’s cooperation principle (1975), and Austin and Searle’s theories of speech acts (1975) along with Erving Goffman’s (1955) concept of face (as cited in Nodoushan, 2012) which grow to be their theory’s essential component.

1.1.6 Face and Politeness

The notion of face which Brown and Levinson (1987) based their politeness theory on demonstrates the relation between the use of language and politeness. As reported by Goffman (1955, p. 213) face is “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self-delineated in terms of approved social attributes”. Accordingly, face is how someone lays the picture of himself in society and how others perceive that picture as well as the value a person can uphold from the others. Brown and Levinson (1978, p. 61) supported that by saying face is “something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction” and added (1987, p. 61) that it is “the public self-image that every member wants to claim for himself”.

In line with Yule (1996, p. 60) face is “the public self-image of a person. It refers to the emotional and social sense of self that one has and expects everyone else to recognize”. Domenici and Little John (2006, as cited in Redmond, 2015) defined face as a “desire to present oneself with dignity and honor”.

Goffman (1955) claimed that in every social involvement there are two face demands that

need to be conveyed. The first one is called positive face which is the need to be valued and approved on by others. The second one is negative face which is the need to be independent and to have a personal freedom of action and personal space.

Accordingly, Brown and Levinson (1987) broadened the concept of face and advocated it into two categories; positive face, and negative face. However, the terms positive and negative are not used in their literal meaning. In other words, the negative face is not necessarily worse than the positive one. Brown and Levinson (1987, p. 62) defined positive face as “the want of every member that his [her] wants be desirable to at least some others”. The term “wants” in this definition encompasses the appreciation of others; that is the desire to keep the actions we want to do. Meanwhile, they (1987, p. 62) defined negative face as “the want of every ‘competent adult member’ that his actions be unimpeded by others”. In other words, it is the ability to do what we want to do without being bothered by others.

1.1.7 Face Threatening Acts

During any social interaction, people attribute a specific value for themselves; they have rights as well as obligations. However, everything that is done in social interactions has a chance to be a threat either to the speakers’ own face or to the listeners’. Commonly, people always want to be liked and to act freely without impediment of action. These are two basic face wants that can’t always be saved, however. For instance, requests, apologies, orders and many other speech acts often inhere a threat to these face wants, and they often result in embarrassment or humiliation that leads to losing face. As Yule (1996, p.67) stated “face is typically at risk when the self needs to accomplish something involving other”. Accordingly, Brown and Levinson (1987, p. 65) named this sort of speech acts as Face Threatening Acts (FTAs) and defined them as “acts that by their nature run contrary to the face wants of the addressee and/or of the speaker”.

In addition to what has been said, FTAs may threaten the positive face, the negative face, or both at the same time. For Brown and Levinson (1987, as cited in Nodoushan, 2012):

Through negative FTAs, speakers interfere with the freedom of their hearers by (a) affirming or denying their hearers' future actions (e.g., making requests, giving orders, etc.), (b) expressing sentiments towards their hearers or their property (e.g., flattering, complimenting, etc.), or (c) promising some future action (e.g., making offers, promises, etc.). At the same time, negative FTAs also cause damage to speakers in that they force speakers to surrender to the power of their hearers (e.g., expressing thanks, accepting apologies, etc.). Positive FTAs, too, cause damage to both speakers and hearers. They cause damage to hearers by (a) showing speakers' disapproval of them (e.g., insults, accusations, etc.), or (b) showing their indifference towards hearers (e.g., interrupting, belittling, etc.). They can also cause damage to speakers by showing that the speakers themselves are not right (e.g., apologizing, confessions, self-humiliation, etc.). (p. 121)

So, face threatening acts are a type of everyday speech acts that require interlocutors to think carefully while performing them if they want to maintain either their addressee's or their own self-image. In order for people to reduce the chance of causing any face threatening actions, they usually use some linguistic devices to soften face loss situations. These devices are referred to as politeness strategies.

1.1.8 Politeness Strategies

During interactions, people use politeness strategies in order to avoid exposing the others' face to threats. For that matter, Brown and Levinson (1987) introduced their strategies of politeness. According to Nordquist (2020) they are defined as "Speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts". Brown and

Levinson (1987, p. 69) stated that “Politeness strategies are therefore employed to recompense the conflicting goals and then to save face”. There are four types of politeness strategies; each expresses the amount of politeness differently. They are ordered as follows from the least polite to the most polite: bald on record, positive politeness, negative politeness, and off record.

The choice among the strategies postulated by Brown and Levinson (1987) is determined by considering three social factors that should be contemplated by speakers while interacting with each other. The first factor is the relative 'power' of the speaker over the hearer (P); it has to do with the social status of both the speaker and the hearer as it is mentioned in (Al-Duleimi, p. 264). In other words, the amount of authority between the speaker and the hearer defines which strategy should be applied. The second factor is the social distance (D); it relates to how close the participants are because the relationship between two has a role in defining which politeness strategy works best during interaction. Last but not least, the rank of imposition or degree of imposition (R), which is “the rank that an addresser enjoys and his ability to impose his ideas and desires on others” (Al-Duleimi, p. 264).

1.1.8.1 *Bald on Record Politeness Strategy.* According to Brown and Levinson (1978), this strategy is said to be the least polite and the most direct and clear one among the other strategies. Going baldly on record, the speaker doesn't make any attempt to avoid face loss, or to save the hearer's face by lowering the imposition. He/she says things with radical transparency. It is generally used by close peers, for instance between friends, and is also used in giving instructions as well as safety percussions, or used by powerful people.

1.1.8.2 *Positive Politeness Strategies.* Brown and Levinson also proposed a number of politeness strategies which are used for the sake of saving the positive face of the hearer by making him/ her feel appreciated. These positive politeness strategies (PPS) are usually used by people who are socially close. However, Brown and Levinson (1987) claimed that “in

general this output suggests that the speaker (S) should take notice of the hearer's (H) condition". That is to say, the hearers' condition should always be taken into account in spite of the possible intimacy between the interactants which makes the hearer wants the same thing, action or service the speaker wants. Some of these positive strategies are described as follows.

•Noticing and Attending to Hearer

Example: David, you are really good in communicating nonverbally.

- In this strategy the speaker gives compliments when noticing the hearers' appearance, possessions or talents.

•Exaggerating

Example: What a gorgeous hand writing you have!

- In this strategy the speaker employs exaggerations such as stress, reduplication of a given word, or rising intonation which are used to express sympathy, interest, or approval.

• Jokes

Example : Is this your new piece of metal? (Referring to the addressee's is new watch).

- In this strategy, jokes are a technique to smoothen the FTA; they also indicate that the speaker and the hearer share a common ground.

• Being Optimistic

Example: You will lend me your copy book, I hope.

- In this strategy there is an assumption made by the S that the H wants the same thing and is willing to cooperate.

- **Intensifying Interest to Hearer**

Example: You will never guess what happened... I got the job

- In this strategy, the S attracts the attention of the H which leads to making H interested in the matter. This satisfies the H positive face by making him/her involved in the conversation.

1.1.8.2 Negative Politeness Strategies. Negative politeness (NPS) is also a type of the strategies advocated by Brown and Levinson. By using them, the speaker opts for saving the negative face wants of the hearer which means not imposing the hearer to do something that strips them from their own free will. For that matter, Brown and Levinson (1978) presented 10 possible forms of negative politeness strategies, they are illustrated as follows.

- **Being Conventionally Indirect**

Example: Can you pass the book?

- An indirect speech act that has a clear contextual meaning that is different from its literal meaning. Obviously, it was not a question about the addressee's ability; on the contrary, it was an indirect request to pass the book.

- **Questioning and Hedging**

Example: Can I ask you a little question?

- The use of the hedge 'little' lowers the tension of the utterance which reduces the force of imposing on the hearer.

- **Being Pessimistic**

Example: If you could possibly spare some time, I would like you to explain the lesson

for me again.

- The speaker gives an option for the hearer whether to accept or refuse, expressing doubt in an explicit way.

- **Minimizing the Imposition**

Example: I need to speak with you for a second.

- The speaker uses 'for a second' to avoid making the hearer feel imposed on; meanwhile, the real intention behind this act is to talk for minutes and maybe more.

- **Giving Deference**

Example: Excuse me sir, I didn't want to interfere in your decision.

- The speaker implies the difference between him and the hearer by using address terms like 'sir' which draws invisible boundaries and stresses difference in power or distance between them.

- **Apologizing**

Example: I hope this isn't going to bother you but I am sitting next to you today.

- The speaker uses this strategy to apologize for the FTA he/she has already done. Actually, there are four ways that can be used to make an apology: it can be by admitting the impingement, indicating reluctance, giving overwhelming reason, or begging for forgiveness.

- **Impersonalizing Speaker and Hearer**

Example: It would be appreciated if you make a room for my bag.

- The speaker avoids using the pronouns 'I' and 'you' in order to keep distance between

S and H to fulfill the negative face wants.

• **Stating the Face Threatening Act as a General Rule**

Example: Customers will please refrain from entering the gallery without masks.

- In this strategy the circumstances rather than the speaker- are claimed to oblige the hearer to do what he/she is asked to, which makes the face threatening act a result of an obligation.

• **Nominalizing**

Example: Your loyalty to the job impressed us.

- In this strategy the speaker nominalizes the subject for the reason of making the utterance more formal which satisfies the hearers' negative-face wants.

• **Going on Record as Incurring a Debt, or as not Indebting the Hearer**

Example: I would be very grateful if you would help me lift the books.

- In this strategy the speaker makes the hearer feel like he/she made a favor for him.

1.1.8.3 Off-Record Politeness Strategies. The first politeness strategy is known as off-record politeness. Off-record politeness strategies are considered to be indirect communicative acts. For Brown and Levinson (1987), “a communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act” (p. 211). In other words, the performed act is vague, which leaves a freedom for the addressee to interpret the intention behind the utterances, and it leaves the speaker out of any upcoming threats at the same time. For instance, the use of irony, hints, and metaphors are considered to be off record strategies that lower the imposition of the request and give the opportunity to the other to decipher the message.

As a conclusion, people are expected to be pragmatically competent in order to communicate effectively and interact easily with others. One of the factors that proves students' pragmatic competence is linguistic politeness and the appropriate use of its strategies, because it is considered to be of great significance.

Section Two: Politeness and the Speech Act of Requesting

People in this world cannot live without communication, they use different communicative acts in their everyday speech such as justifying, apologizing, inviting, ordering, asking or requesting in order to accomplish their communicative needs and communicate well. These acts are considered as an important and an essential factor to shape and form relationships and interactions between people. Moreover, they help them to transmit the exact meaning that goes beyond the mere vocalizations. Therefore, this section provides a discussion of one of the most important theories of pragmatics namely, the speech act theory. Then an emphasis is added on a particular type of speech acts, requests, whose use in daily life is almost inevitable. In addition to different definitions and theories about speech acts in general and requests in particular, the section ends up with an account for the relationship between requests and politeness theory.

1. 2. 1. Speech Act Theory

Speech act theory reveals a lot of details about the speaker and the listener's relationship in communication. Yet the successful use of speech acts can be attained through experiences based on the speaker's and listener's behavior during any given conversation. Austin (1962, as cited in Mahdi and Chabeb, 2018) declared that speech act theory was postulated to consider that words and phrases are activities made by people; in other words, the concept of speech acts was created to assume that the vocalizations are the deeds themselves. Austin (1962, as cited in Mahdi and Chabeb, 2018) affirmed that language is more than just a means of communicating facts and/ or describing a given state, but it is rather a medium in which social acts may be carried out. For example, if the teacher uses the word "out" in a classroom environment, it is more than just a single word; it could mean that the student has been dismissed (Mahdi and Chebab, 2018). Speech acts theory is a branch of pragmatics that considers language to be a kind of performance rather than as a means of disseminating and transmitting information. That is to say, words are not used only to describe objects, but also to carry out specific actions.

Austin (1962) claimed that people's utterances demonstrate actions in the sense that saying anything means doing it. The term speech acts is therefore employed to refer to the actions we successfully do via uttering particular words with particular settings in particular circumstances. In his book "How to do things with words", Austin (1962, as cited in Mahdi and Chabeb, 2018) presents a modern way of interpreting meanings in terms of the linguistic laws connected with words or phrases in addition to the speaker's relevant intentions and the context in which the utterances are uttered. His work triggered a broad arena of studies pursued by many researchers in different fields.

1. 2. 2. Performatives and Constatives

One of the most significant ideas which the speech act theory elaborates on is the existence of two types of acts that can be done by uttering words: performatives and constatives. First, according to Austin (1962, as cited in Mahdi and Chebab, 2018), performatives are generally utterances that are in and by their nature meant to be actions whether the intended communicative goal is achieved or not. Bach and Harnish (1979, as cited in Cheddar and Laouar, 2016) declared that " there are certain things one can do just by saying that one is doing them. One can apologize by saying " I apologize", promise by saying " I promise" and thank someone by saying I thank you" (p. 22). This implies that our words or sentences carry out our deeds and when saying " I apologize, I thank you or I promise" you are indicating that the operation or the action has been completed. They further argued that the term performatives refers to utterances that help people communicate what they are doing by means of employing a performative verb that literally states the action they want to perform. Contrary to performatives, Austin defined constatives as utterances that just can be classified as true or false, with no performative verb included. This performative/ constative dichotomy paved the way for finding out more interesting things people can do with the words they produce.

1. 2. 3. Locutionary, Illocutionary and Per-locutionary Acts

Austin (1962) explained that when people produce a single utterance, they make three different simultaneous types of actions namely a locutionary, illocutionary, and perlocutionary acts. First of all, people perform a locutionary act which is the act of conveying the literal meaning of a well-crafted sentence or a correct sentence; it is a person's development of a word mixture (Yule, 1996) In short, locutionary acts are the speakers' meaningful utterance with their core meanings. The second performed act is the illocutionary act which is described by Austin (1962, as cited in Mahdi and Chebab, 2018) as a forceful act such as ordering, threatening or telling. That is to say, it refers to the speaker's intention when making an utterance. Finally, the third and the last action that is performed while making a particular utterance is referred to as the perlocutionary act which is the effect that a speaker asserts on his listener by the uttered words. In other words, it refers to the consequences of a speaker's illocution on his hearer which, in turn, indicates how the interlocutor's actions achieve a certain communicative goal. For example, when saying " I'm tired", the speaker produces a locutionary act by uttering words that express a given feeling; the illocutionary act might be a complaint or a request to have some rest, the perlocutionary act is the influence the utterance has on the listener who might respond to the complaint/ request or not. Searle (1979, as cited in Mahdi and Chebab, 2018) focused on the illocutionary act that regulates the delivery of all speech acts. According to him, the illocutionary act is the most significant of the three previously mentioned acts since it is what the speaker is tried to do by uttering the words.

1. 2. 4. Taxonomy of Speech Acts

Searle (1975, as cited in Mahdi and Chebab, 2018), based on Austin's prior work, underlined that the speech act theory focuses on the many roles that the speech act may have rather than its linguistic nature. Searle's elaborations on Austin's work contributed a lot to speech act theory. The starting point in Searle's theory was the idea that every speech act inheres a

particular communicative goal that cannot be achieved in the absence of some conditions; the production of some speech acts cannot be felicitous unless these conditions are present.

Yule (1996) explained that the success of speech acts entails a set of requirements that must be met in order for the message to be understood correctly; these are referred to as felicity conditions. According to Austin (1962, as cited in Mahdi and Chabeb, 2018), felicity conditions are the necessary emotions, perceptions and intentions that usually influence people as they produce and receive utterances. According to Björgvinsson (2011), not only did Searle (1969) developed Austin's ideas of the felicity conditions but he also explained and rearranged, and modified Austin's categories of illocutionary points.

Searle (1969) stated explicitly what each act's illocutionary force can be interpreted differently in different conditions; he added further that the same locutionary act (the utterance) might have different illocutionary meanings (goals) according to the context. For instance, the same utterance can be understood as a complaint or a request depending on the context in which it is produced. Moreover, Searle (1969) stated that the illocutionary acts that can be possibly asserted to locutions can be grouped in five groups. The first group, the "assertive", refer to the validity or truthfulness of a statement made such as in statements of facts and assertions or descriptions of some states of affairs. The second type is referred to as " directives" which are concerned with the speaker's attempts to persuade the audience to take action; herein, the speaker has the ability to order, inquire and challenge. "Commissive" stand out as the third type in which the speaker engages in some behavior in order to describe upcoming future actions. The fourth category known as "expressive" encompasses psychological expression such as threatening, promising, warning and apologizing. The last one is dubbed "declaratives" whose goal is to show that excellent output assures that the propositional content, as it pertains to the environment, will enhance things.

1. 2. 5. Direct and Indirect Speech Acts

That the same utterance can become a different speech act in different situations lead Searle to make another step forward in the theory of speech acts. He (1969) found out that the same illocutionary force can be asserted by means of different linguistic structures since it is always possible to add an implied meaning that is conveyed but not directly said. He accordingly made his famous distinction between two types of speech acts: direct vs. indirect. According to Atawneh (1991) different linguistic structures may be used to execute the same speech act such as in making an order which can be direct or indirect in order to show that we are respectful, conscious and mindful of what our interlocutor is going through. According to Yule (1996), the distinction between direct and indirect speech acts is based on two main factors: the type of the utterance or the utterance's locutionary nature (statement, question, etc.) and its communicative role (request or command). Based on Blum-Kulka et al (1989, as cited in Laamara and Merrad, 2020), direct speech acts are prone to the speaker's intentions, which means that they occur when the speaker demonstrates clearly what he or she wants to say. On the one hand, according to Yule (1996) "whenever there is a direct relationship between a structure and a function, we have direct speech act" (p.p 54, 55). That is to say, direct speech acts are the result of a one-to-one correspondence between the linguistic structure and the purpose of the utterance. On the other hand, indirect speech acts occur when the speaker says something but means something else (Yule, 1996). Blum-Kulka et al (1989, as cited in Lammara and Merrad, 2020) defined the indirect speech act as "where he or she means more than, or something other than, what he or she says" (pp. 7-8).

Thus, any indirect speech act is used as a product of a skewed relationship between the form of the utterance and the message it conveys that are mainly accounted for by considering the interlocutors' attempts to sound polite (Yule, 1996). That is to say, when it comes to politeness, people often use this technique in order to keep the listener's face from being ruined because

the use of direct expressions may seem disrespectful and impolite in certain situations especially when making FTAs like orders, warnings, requests and the like. Despite the fact that languages provide speakers with explicit concrete forms to achieve communicative goals, speakers seem to use indirect methods in every day conversation Blum-Kulka (1982). To sum up, the speech act theory is a language theory which claims that the meaning of linguistic expressions can be conveyed both in terms of the laws that regulate their use and the production of various communicative goals that are not necessarily phrased linguistically. In short, the premise behind speech act theory is that speaking words entails making and/ or taking action.

1. 2. 6. Requests

One of the most used FTAs in everyday life, which can be made either directly or indirectly, is requesting. The study of requests has gotten much attention due to their highly appearance in daily communication. In both theoretical and academic works on politeness, requesting is considered as an inherent social gesture in human conversation and has become one of the most researched speech acts (Prodanovic, 2014, as cited in Bosuwon, 2015). A request is a proposition made by a requester to get a favor from someone else (Nelson et al, 2002, as cited in Bosuwon, 2015). Beker (1982, as cited in Mahdi and Chebab, 2018) noted that a "... request refers inclusively to an utterance that is intended to indicate the speaker's desire to regulate the behavior of the listener - that is, to get the listener to do something" (p. 24). This means that the appeal is made anytime a speaker requests a listener to do something which requires him or her to pay for the expense of doing so, with the speaker normally profiting from it. Brown and Levinson (1987, as cited in Daskalovska et al, 2016) defined requests as actions that endanger the speaker's and the hearer's faces. Since by making submission, the speaker infringes on the hearer's right to freedom of action and imposition (Blum-Kulka, 1984, as cited in Daskalovska et al, 2016). Having a demand is inherently face threatening since it requires the speaker to get help from the listener (Brown and Levinson, 1987). In addition, Blum-Kulka (1990, as cited in

Mahdi and Chebab, 2018) described the speech act of requesting as a " Pre- event acts, intended to effect the hearer's behaviors" (p. 24); this implies that a successful request is one in which the listener knows the speaker's meaning and responds in the manner in which he or she intended. According to House and Kasper (1989, as cited in Mahdi and Chebab, 2018), when the speaker asks the listener for something, he is looking for goods, action, information or permission. Searle (1976, as cited in Mahdi and Chebab, 2018) asserted that requests can be carried out at various stages either directly or indirectly. Holtgraves (1986) claimed that request direct strategies are expressions in which the speaker's purpose is communicated through the literal sense of the utterance. While, the indirect request strategies are those in which the speaker's words and their meaning are at odds. The indirect strategies can themselves be divided into two types: conventional and non-conventional ones. The former relates to the use of modals such as can, could, would, etc..., which have a non-imperative sense when used. The latter, the non-conventional indirect strategies, are the hints which a speaker uses to avoid making direct requests; this approach is considered as the most respectful and diplomatic strategy. Furthermore, Echizeneya et al. (1989, as cited in Takezawa, 1995) asserted that when speakers make a request, particularly to any one of higher status, they break it down into tiny chunks to see how the listener reacts. According to Takezawa (1995), in making a request, the manner in which the act is conveyed and the techniques used to modify the implied face threat seem to play a significant role in the ongoing of communication. In short, requesting is a verbal gesture in which the listener is expected to recognize the speaker's desires and fulfill them.

1. 2. 7. Politeness in Requests

Request is frequently the starting point for communication (Alzeebaree and Yavuz, 2017). Stranovska et al (2012) mentioned that, the way we construct speech acts is influenced by a number of interpersonal and human factors, including trust, age gaps, cognition and social

contact styles, and so on. Due to the speaker's imposition on the listener, requests are classified as FTAs (Mahdi and Chebab, 2018). Brown and Levinson (1987, as cited in El Hadj Said, 2018) stated that, the addressee must decide whether to carry out the FTAs explicitly or in a manner that preserves the addressee's dignity (directly and indirectly); they believed that the importance of the FTAs determines the technique to be used since the FTAs can be used to warn or harass the listener's or speaker's ears, and they can be constructive or derogatory.

As a result, this damage necessitates some linguistic fixing, mitigation or softening. Mahdi and Chabab (2018) reported that by uttering the speech act of request, the speaker is intimidating the hearer's face and is also limiting the hearer's right to act or react; the hearer is usually supposed or asked to do something useful to the speaker. Mahdi and Chebab (2018) indicated that, the illocutionary act of requests has received the most attention in second language studies. As a consequence, it is better that the speaker employs certain tactics that contribute to the preservation of the hearer's face which in turn, encourages them to participate in the conversation and respond to the illocutionary act of requesting.

As mentioned in the previous section, according to Brown and Levinson (1987), in order to make an informed decision on the best mitigating technique or politeness strategy, the speaker should consider the three factors: power status, social distance and imposition rank. These three elements also interfere as essential factors in the way requests are phrased. Alzebaree and Yavuz (2017) asserted that, the expressions of politeness by means of indirectness have a significant impact on the face while performing speech act such as requests. In short, according to Brown and Levinson (1987), it has been observed that indirectness can contribute to politeness. This tends to be most obvious in situations where requests are addressed to people of higher status. In reality, when dealing with people of higher ranks, one would prefer indirectness over directness.

From all that has been said throughout this section, it can be concluded that to be effective

in any social interaction, people perform a variety of speech acts. Language should be seen not only as a means of communicating, but also as a tool for achieving goals and making actions, according to the speech act theory. Requests are the most common illustrative actions that people normally struggle to make successfully. This struggle derives from both their face-threatening nature and the lack of acquaintance with the various methods that can be used to redress the face threat and sound polite. This turns to be harder in case of learning a foreign language where many circumstances seem to interfere in the way requests are made. In short, knowing the rules of the language is not the only pre-requisite in communication as other rules of politeness and conduct are deemed necessary especially when addressing people who are socially distant or/and have higher power status, such is the case in student-teacher interaction. The next section is, therefore, devoted to a review of the literature about politeness and requests in student-teacher interaction.

Section Three: Student-Teacher Interaction

Many studies have been conducted on classroom communication that incorporates interactions. They have demonstrated the relevance of interactions in the development of knowledge and skills. Many researchers stated that interaction is needed in classroom, it facilitates the teaching and the learning process and it can improve learners' communication abilities. When students and their teachers engage, the lesson will reach the objective or the target. Therefore, students manage to take part in the teaching and learning process together with the teacher. This section thus, deals with the concept of interaction in general, then some definitions of classroom interaction are given with an emphasis on student-teacher interaction and its main characteristics including politeness.

1. 3. 1. Classroom Interaction

The term interaction is defined as the " reciprocal events that require at least two objects and two actions, interaction occurs when these objects and events naturally influence one another" (Wagner, 1994, as cited in Kouicem, 2010). That is to say, in order to accomplish communication, interactions must occur from both sides, with mutual impact through the sending and receiving of signals or messages. According to Allwright and Baily (1991, as cited in Kouicem, 2010), interaction is anything that can be done collectively by a group of individuals. Interaction is more than just putting up a message; it also entails reacting to other individuals in order to foster dialogue (Hadfield, 2008, as cited in Fadhila, 2018). In this regard, interaction entails responding to what people say, among other things.

Furthermore, interaction has been regarded as the fundamental pedagogy. In addition, it is stated that successful pedagogy necessitates effective classroom since it demonstrates how students and their teachers communicate, and it is implied that everything that takes place in the classroom is done through face-to-face interaction. According to Bicha (2016), since discussions are part of socio-cultural activities through which students develop knowledge

jointly, interaction in the classroom refers to the dialogue between teachers and students in which active involvement and learning become crucial. For Allwright (1984, as cited in Kouicem, 2010), it is critical to keep students engaged in the classroom, which necessitates lowering teacher speaking time and boosting learner speaking time; they will, therefore, converse with each other in pairs or groups, where each student has their own time to speak.

Lyster (2007, as cited in Fadhila, 2018) stated that, through interaction learners can test their conversational abilities by discussing information with their teachers or among themselves. Meaning that, when students work in pairs or groups, interaction encourages them to use or generate proper language. According to Kumpulainen and Wray (2002, as cited in Bicha, 2016), in the process of learning a second language, classroom interaction necessitates the presence of two students or more who can communicate constructively and share certain signals and semiotic principles. In other words, interaction is a learning process in general, and a process for developing language abilities in particular. Johnson (2008, as cited in Bicha, 2016) defined interaction as " a concept which involves both input and output". As a result, a person gets an input and attempts to transmit it as an output message.

The classroom interaction has two primary components which are meaning negotiation and feedback, without which speaking about the learning process is almost impossible. Negotiation of meaning is defined by Ellis and Barkhuizen (2005, as cited in Bicha, 2016) as verbal or linguistic interactions that take place when the speaker tries to keep communication from breaking down. In short, students focus on the form when they try to transmit back their misunderstanding, which entails revision of input and output mainly through receiving and implementing feedback. Ellis (1999, as cited in Kouicem, 2010) said that, classroom interaction helps language acquisition by supplying negative evidence and allowing the modification of output. That is to say, learners can receive feedback from their teachers during interaction which makes it a rich meaning negotiation. In a similar vein, Mackey (2007, as cited in Kouicem,

2010) noted that learners' attention is drawn to the form of mistakes and they are driven to make changes via feedback. Hence, meaning negotiation takes place and possible interaction breakdowns are avoided.

However, not only can classroom interaction break down because of language misunderstandings, but also because of lack of awareness of what constitutes appropriate classroom behavior. Because positive human connections are built upon the foundation of successful interaction, politeness stands as a well-known method for achieving efficient communication. Additionally, politeness can help the speaker in negotiating his/her place in society, resolving problems, and facilitating collaboration. For three basic reasons, politeness is vital in classroom. The first one is, following Brown and Levinson (1987), that students can form respectful connections with their teacher(s) by creating a positive classroom environment. The second one is that, according to Alfattah (2010, as cited in Yanina and Mederres, 2017), the learner might have a sense of being appreciated, respected and trusted; hence, she/he is unafraid of making errors which allows them to participate in variety of classroom activities. Third, as far as classroom interaction is concerned polite behavior plays an important role in creating a motivating learning atmosphere.

1. 3. 2. Student-Teacher Interaction

The student-teacher interaction is critical to the development of both students and teachers. Many researchers have observed that the interactions between students and their teachers are important for their academic, social and emotional developments, and as a result, they can alter the social and learning environment of classrooms and institutions. According to Hershkovitz (2018), supportive student-teacher interaction may increase students' perceptions or the feeling of safety, security, and belonging, leading to improved academic performance. Conflictual relationships, on the other hand, might put students in circumstances where they cannot feel comfortable and connected to their studies which may lead to failure (Hamre and Pianta, et al,

2006, as cited in Hershkovitz, 2018). That is to say, to achieve the set goals for the teaching process, interactions between students and teachers are required to be conflict free; one of the utmost roles of politeness.

So, the student-teacher interaction, like any other interpersonal relationship, is influenced by a variety of elements, including both personal and environmental conditions of both the student and the teacher (Hershkovitz, 2018). In addition to the individual characteristics, Hamre and Pianta (2006, as cited in Hershkovitz, 2018) brought out three factors that have influence over student-teacher interaction which are: perceptions and beliefs, information exchange processes, and external influence. These elements play an important role in enhancing classroom interaction.

According to Bielefeld (2019), better outcomes derive from greater interactions between students and their teachers. He (2019) added further there are several remarkable signs that help observing student-teacher interaction and their relationship; these signs are main characteristics of student-teacher interaction. First, “the ability to joke” in order to set a lively atmosphere since humor can be a favorable option to do. However, not all kinds of jokes are appropriate nor tolerated by teachers. For instance, making jokes release the tension built up between students and their teachers. Second, “sharing common interests” where students and teachers cannot be friends, yet they might have mutual interests which make common ground between them. Third, “knowing that every student counts”. This may seem to be an easy task, but some teachers fail to notice students in their classroom because some students are easy to relate to while others are more difficult to deal with, and these are often the students who need attention. Fourth, “body language and good listening”: many students rely on eye contact and are more skilled in communicating non-verbally, yet have troubles in creating a fruitful interaction in the classroom. Last but never to say the least, “the sense of being in it”; despite the different rank between students and teachers, they share the common interest in learning.

To benefit from the teacher, the student should believe and trust the capacities of his teacher. In short, students require the flexibility to engage with their teachers in ways that are significant to them.

In sum, interaction is considered as the key element needed in classrooms. It refers to the ongoing purposeful communication between students and their teachers in order to improve the teaching and the learning process. Good interpersonal relationship between students and teachers are main characteristics of such an interaction and they are also deemed prerequisites for the ongoing of communication, creating healthy classroom atmosphere and achieving the set goals of the classroom interaction.

Conclusion

This chapter has provided a review of literature in which we have defined pragmatics, politeness, speech acts, requests and interaction. The review has also clarified the notion of face threatening acts and the different politeness strategies that are employed including positive politeness, negative politeness, bald on record, and off record politeness strategies that are introduced by Brown and Levinson (1987). To conclude, EFL students are expected to be acquainted with various speech acts. Requests are one of the most used illocutionary acts students fail to perform politely due to their lack of knowledge about the different politeness strategies that can be used. Therefore, in the next chapter we are going to deal with research design and methodology including the procedures of data collection and analyses, finishing up with the findings to investigate whether students use politeness strategies in requests during interaction with their teachers or not.

Chapter Two: Research Design

Introduction

While chapter one of this dissertation was concerned with the literature review of the topic in question this chapter is dedicated to cover the practical part of the study. It is divided into two main sections: The first one is devoted to describe in details the research methodology, the instruments we relied on to collect the needed data, and the procedures followed in order to answer the research questions of the study. Furthermore, it identifies the sample of participants under investigation. The second section is for the analysis of the data gathered through the research tools namely the teachers' questionnaire and the students' discourse completion task. The analysis is followed by a thorough discussion of the main findings.

SECTION ONE: Methodology

2.1.1 The Participants and the Setting

The present research is carried out at Mila University Center in the Department of Foreign Languages, Institute of Literature and Languages during the academic year 2020-2021. This study targets third year EFL students together with teachers of English at the same department.

2.1.1.1 Teachers. In our study, we opted for twelve (N=12) teachers of English who are Master, Magister, or Doctorate holders at the Department of Foreign Language at Mila University Center. This sample has been selected due to the decent experience of teaching various modules and levels. Therefore, teachers are to answer a set of questions written in a form of questionnaire.

2.1.1.2 Students. Eighty (N=80) third year EFL students have been randomly chosen from the Department of Foreign Languages at Mila University Center as a sample from the whole population of two hundred and forty (N=240). They have been chosen for their long exposure

to the English Language and therefore, the more awareness they may have in both knowing and using appropriate classroom behavior, politeness, in other words.

2.1.2 Data Collection Tools

In order to fulfill the aims of the study, two research instruments were used to collect the needed data. The first one is a questionnaire which was distributed to teachers whereas the second is a discourse completion task (DCT) that was given to students. They were distributed either as printed copies or as GOOGLE FORM questionnaires via the following links respectively:

https://docs.google.com/forms/d/e/1FAIpQLSf2SoGDvNIUcSXXzt_udDkvcUnrbke8xV_OE_vzDnaNzOWtnPQ/viewform?usp=pp_url

https://docs.google.com/forms/d/e/1FAIpQLSdHJvp9yIExAWfkjnJjAeKKIvzTOkO1MX1gmeITqWa0aCu2Hg/viewform?usp=pp_url

2.1.2.1 Description of Teachers' Questionnaire. The teachers' questionnaire serves to investigate the use of politeness strategies in requests during student-teacher interaction. The questionnaire consists of a whole of 15 questions (Q) which can be grouped into five parts. The first part is devoted to collect background information about the teachers. The remaining parts aim to get insights into teachers' perceptions about classroom interactions, in general, and manifestations of politeness by their students, in particular. Various types of questions were used: close-ended questions requiring from the teacher to choose "Yes" or "No" answers, multiple choice questions to pick the appropriate answer from, and open-ended questions where teachers are given a choice to add any suggestions that would help us in our study.

2.1.2.2 Description of Students' Discourse Completion Task. The students' DCT seeks to find out whether the students use the politeness strategies mentioned in the literature review

when making requests while interacting with their teachers or not. In addition, it also seeks to know which strategy they tend to use the most in different situations.

The DCT is made up of two main parts: the first one consists of three (N=3) questions related to background information about the students; the second one includes eight (N=8) situations that are lined up from requesting small favors to big ones addressed to teachers. Each of the situations has four (N=4) suggestions of the requests which students would choose from to address their teachers. The suggested answers are labeled (A), (B), (C), (D) and they correspond to an off-record strategy, a bald on record strategy, a positive politeness strategy, and a negative politeness strategy, respectively. A space was provided for further answers, in case they decided to treat and react to the situation differently.

2.2 Data Analysis and Discussion

2.2.1 Data Analysis Procedures

This section describes the procedures of analyzing the data collected from the Questionnaire distributed to teachers and the DCT given to students of the Department of English. The data are to be analyzed using the mixed method. It involves the combination of both quantitative and qualitative methods of analysis. The former method is used to analyze the answers gathered from the teachers' questionnaire as well as the answers to the students' DCT in terms of numbers, percentages and statistics. As for the latter method, it is used to describe, interpret and understand the reason behind the chosen answers, often, in the light of previously reviewed theories.

2.2.2 Analysis of The Teachers' Questionnaire

Part One: Background Information

Q. 1. What is your academic qualification?

- Master

- Magister

- Doctorate

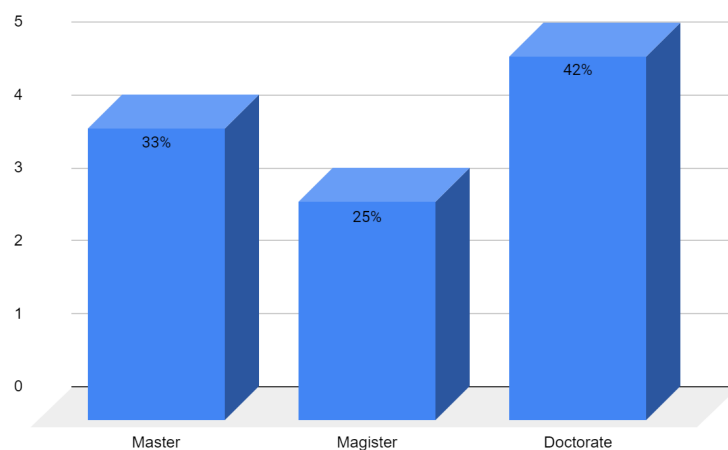


Figure (1): Teachers' Academic Qualification

As shown in figure (1), only 25% of the participants held a magister degree; 33% of them held master degree and 42% were doctorate holders. Being academically qualified assures that the teachers are able to identify and transmit not only the rules of a correct second language, but also its rules of appropriate use.

Q. 2. For how long have you been a university teacher?

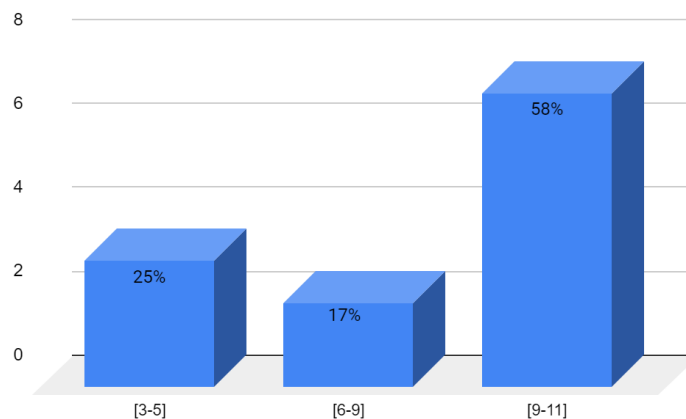


Figure (2): Teachers' Experience

Based on the answers displayed in figure (2), 58% of the participants have been university teachers for more than nine years. Teaching for a considerable period has certainly allowed the teachers to observe particular patterns of polite behavior in class.

Part Two: Politeness Strategies

Q. 3. When communicating with your students, do they interact politely?

- Yes
- No

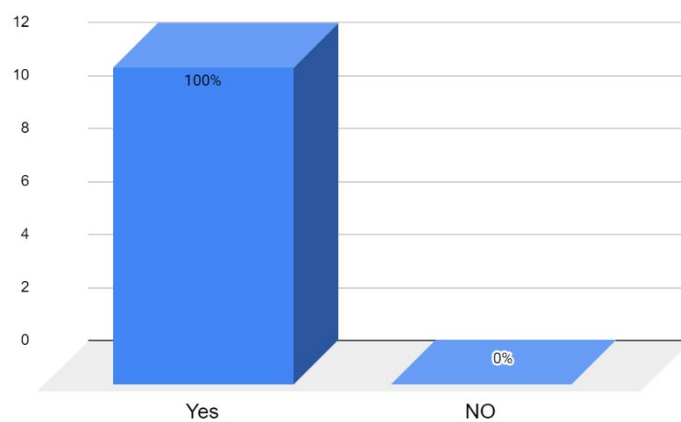


Figure (3): The Use of Politeness During Communication

As figure (3) shows, when asked about whether students interact politely in their communication or not, all the teachers (100%) said yes, which means students tend to behave and/or speak politely while interacting with their teachers.

Q. 4. Among the following politeness strategies, which one is the most used by students?

- A. Off record politeness strategies (using hints and clues instead of direct utterances)
- B. Negative politeness strategies (use of modals, apologies, excuses, indirect utterances...)
- C. Positive politeness strategies (kinship terms, jokes, incomplete sentences)
- D. Bald on record politeness strategy (direct, straight forward, brutally honest utterances)

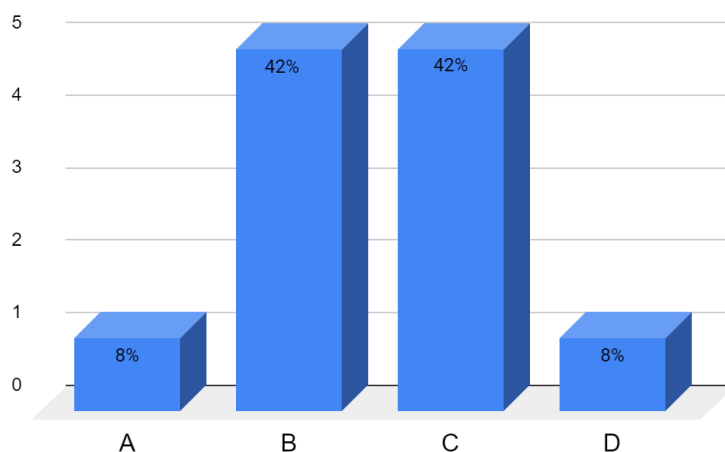


Figure (4): Students' Most Used Politeness Strategies

As figure (4) illustrates, only 8% of the teachers reported that their students use off record politeness strategies, another 8% also went for bald on record politeness strategies. While 42% of them said that the most used politeness strategies are the positive politeness strategies, the remaining 42% assumed that the negative politeness strategies are the most used ones.

Part Three: Polite Requests

Q. 5. Does the use of polite speech acts help your students shape a good relationship with you?

- Yes
- No

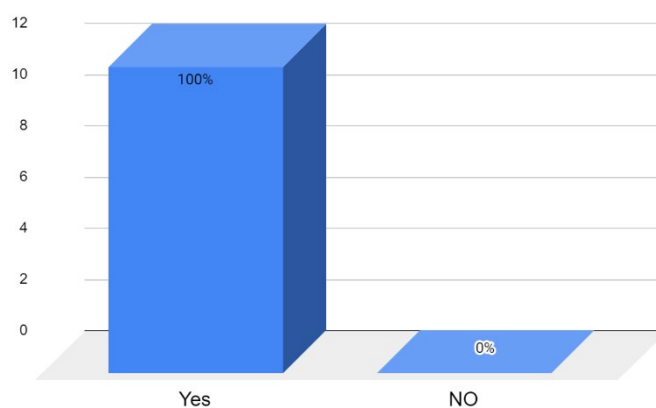


Figure (5): The Role of Polite Speech Acts in Shaping Student-Teacher Relationship

As figure (5) displays, only 8% of the teachers disagreed that the use of polite speech acts helped their students shape a good relationship with them. On the other hand, the majority, 92%, agreed that polite speech acts used by students help in forming a good relationship.

Q.6. How often do students use polite requests when interacting with you?

- A. Always
- B. Often
- C. Sometimes
- D. Rarely
- E. Never

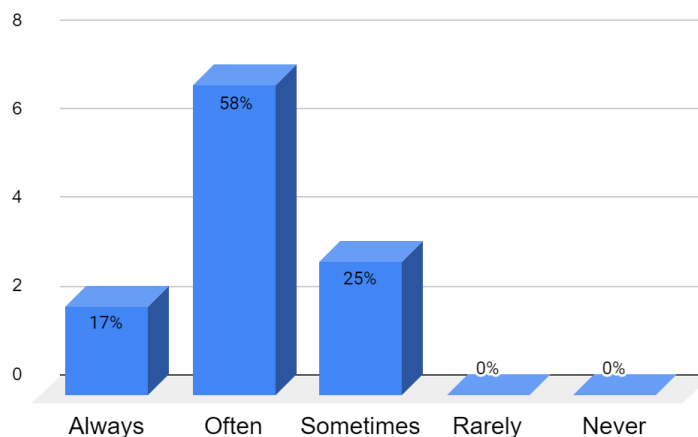


Figure (6): Frequency of Students' Usage of Polite Requests

Figure (6) demonstrates the frequency of using polite requests by students to their teachers. The figure shows clearly that students used polite requests because none of the teachers (0%) opted for never nor for rarely (0%). However, according to 17% of the teachers, students always use polite requests. On the other hand, while 25% of the teachers believed that students only sometimes used polite requests, the majority of the respondents (58%) claimed that students often used polite requests.

Q.7. Do you think that requests are actions that threaten the speakers' and the listeners face (self-image)?

- Yes
- No

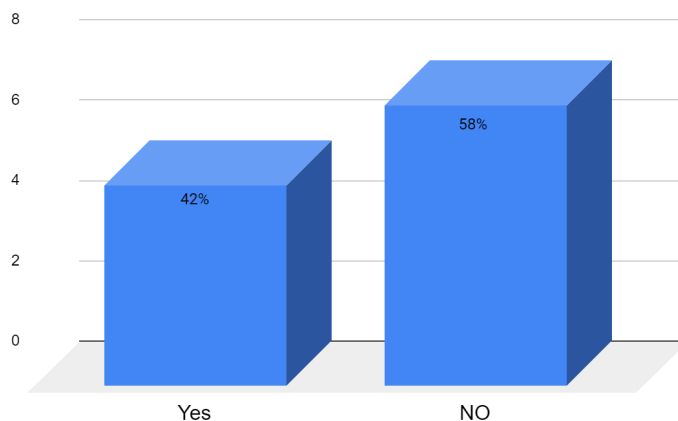


Figure (7): Requests as Face Threatening Actions

The data obtained from figure (7) reveal that 42% of the teachers saw that requests are actions that threaten the face of the speakers and hearers. However, according to 58% requests are not face threatening actions.

Part Four: Politeness in Student-teacher Interaction

Q.8. Does politeness aim to reduce friction in interaction?

- Yes
- No

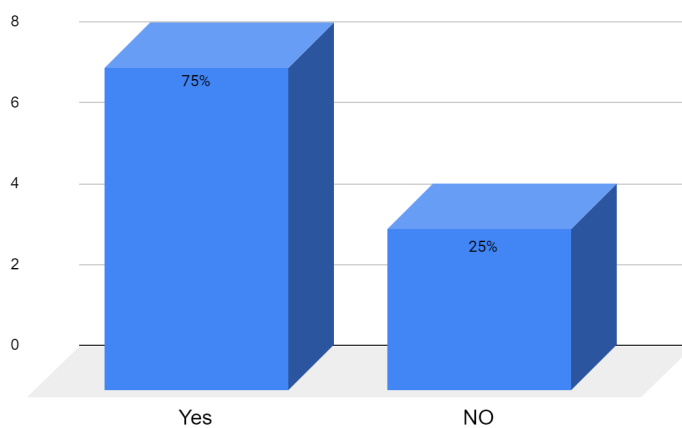


Figure (8): The Role of Politeness in Reducing Friction in Interaction

The results in figure (8) indicate the teachers' perceptions of the role which politeness plays in reducing possible frictions in social interactions. The data showed that only 25% of teachers saw that friction could not be diminished by means of polite behavior whereas 75% of them took the opposite stance.

Q.9. Do you think that your students are comfortable enough while using politeness strategies in student-teacher interaction?

- Yes

- No

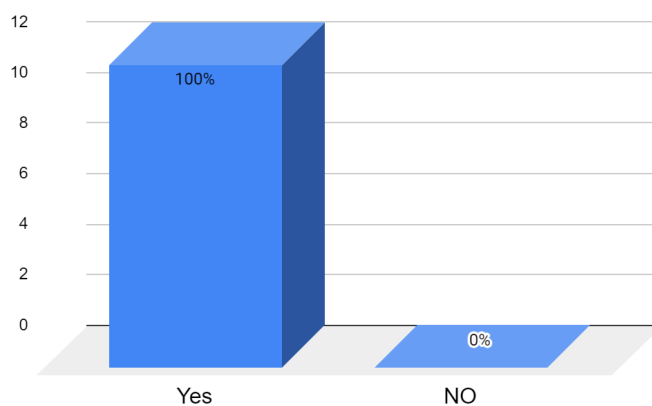


Figure (9): Students Feeling Comfortable While Using Politeness Strategies

Based on the data displayed in figure (9), none of the teachers (0%) thought that the use of politeness strategies during interaction makes students uncomfortable. All of them 100% agreed that students are more comfortable when employing the strategies while interacting with their teachers.

Q.10. How important is the use of politeness in student-teacher interaction?

- Not important
- Slightly important
- Important
- Very important (necessary)

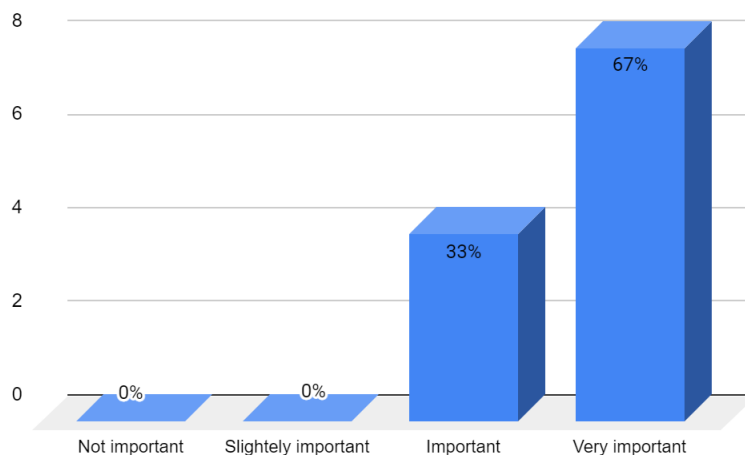


Figure (10): The Importance of Using Politeness Strategies in Student-teacher Interaction

From figure (10), it can be noticed that none of the teachers (0%) perceived the use of politeness strategies as not important nor as just slightly important (0%, as well). However, (33%) of them believed in the importance of their use, a considerable number (67%) assured that it is very important (necessary) to use politeness strategies in student-teacher interaction.

Q.11. In your opinion, does students' use of politeness strategies especially in requests provide a lively, motivating atmosphere in class?

- Yes

- No

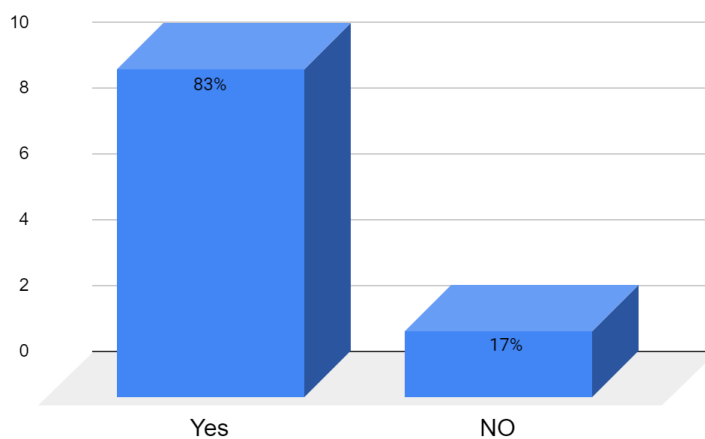


Figure (11): The Use of Politeness Strategies and Classroom Motivation

As it is noticeable from figure (11), only 17% of the teachers thought that the use of politeness strategies especially while making requests doesn't provide a lively motivating atmosphere. On the contrary, 83% of them confirmed that the use of politeness especially in requests helps in creating classroom motivation.

Q. 12. Does showing gratitude for the students' polite requests motivate them to contribute more in the class?

- Yes

- No

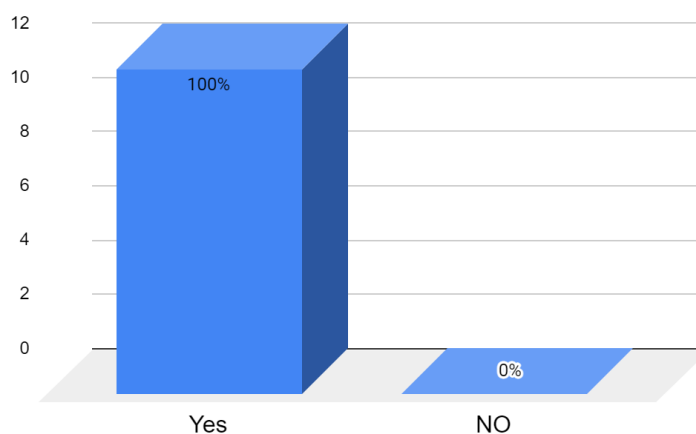


Figure (12): Gratitude for Polite Requests and Students' Motivation

As it appears in figure (12), all teachers (100%) approved that showing gratitude for the students' politeness motivates them to contribute better in class.

Q.13. Does the absence of politeness hinder classroom student-teacher interaction?

- Yes

-No

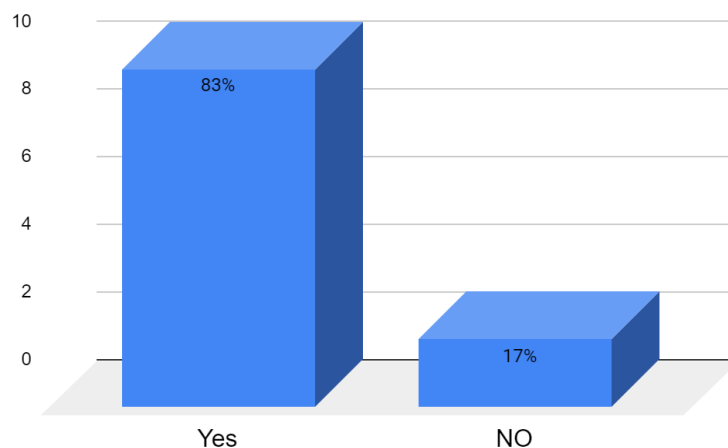


Figure (13): The Absence of Politeness' Role in Hindering Classroom Interaction

The data presented in figure (13) shows that 17% of teachers did not view the absence of politeness as an impediment to classroom interaction. However, 83% of them thought that the absence of politeness does hinder classroom interaction between students and teachers.

Part Five: Teachers' Suggestions

In this part, teachers were given a space to provide us with suggestions related to the use of politeness strategies in requests in student-teacher interaction. Out of twelve teachers, only two provided the following suggestions:

- Some norms of politeness related to student teacher interaction should be taught to our students.
- A course should be designed to teach politeness, in general, and politeness strategies, in particular, as used by native speakers of English.

2.2.3. Discussion of the Teachers' Questionnaire

Out from the data analysis, the answers provided by the participant teachers proved that the majority of them share the same opinion regarding the use of politeness strategies while making requests in student-teacher interaction. Most of them approved of the high frequency in which

politeness strategies are used in different speech acts by their students. This reflects, to a certain extent, students' awareness of the importance of politeness in interaction. This claim is supported by the obtained answers about the importance and the positive effect this usage has on creating a lively motivating atmosphere inside the classroom. Furthermore, based on teachers' responses, the data show that students employ the same range of politeness strategies when they make requests reflecting various preferences for one strategy over another. The most used ones are the negative politeness strategies such as the use of modals, excuses, apologies, showing difference, address terms, etc. As it was mentioned in the first chapter of this study, negative politeness strategies are used by the speaker to save his/her negative face as well as his hearer's by not imposing on them nor by impeding their freedom of action. Consequently, students choose not to impose on their teachers, which, in turn, contributes in keeping the power and status relationships between the two parties. In addition, positive politeness strategies are also used by students; however, their use is not as much noticeable nor considerable as the negative ones because they are generally used by those who have close relationships like friends and colleagues and are unlikely used by students to address their teachers, again because of the social distance between them. As for bald on record and off record strategies, they are barely used by students due to the low amount of politeness they express, and the possible misinterpretations they result in, respectively.

2.2.3. Analysis of The Discourse Completion Task

Part One: Background Information

Q.1. Specify your age.

Table (1): Students' Age

Age Range	Number	Percentage
[20 - 23]	48	60%
[24 - 26]	22	27%
[25 - 29]	6	8%
More than 30	4	5%
Total	80	100%

As shown in table (1), students' answers varied according to differences in their ages. Hence, 5% of them are more than 30 years old; 8% are aged between 25-29 years old; 27% of the students' age is between 24 and 26 whereas the majority (60%) are between 20-23 years old. Inquiring about the students' age was by no means a random choice, but it was rather a way to assure that students are adult enough to know and identify polite behavior especially, the verbal one.

Q.2. For how long have you been studying English?

Table (2): For How Long Students' studied English

Years	Number	Percentage
[3-5]	13	16%
[6-8]	27	34%
[9-11]	40	50%

From table (2), (16%) of the students have been studying English from 3 to 5 years. On the other hand, (34%) have been studying it from 6 to 8 years. On the contrary, (50%) have been studying English from 9 to 11 years which is logical for third year EFL students; however, those

who claimed that they haven't been studying it for a long time may have referred to majoring in English at the university level.

Part Two: The DCT Situations

- **Situation 1**

You forgot your pencil case and you are in need for a pen. How would you ask your teacher for one?

- A. Man, I cannot find my pencil case anywhere; how am I supposed to take notes?
- B. Give me a pen please.
- C. I think it is okay to use your pen, sir?
- D. Excuse me, miss... Could you give me a pen, please?

Table (3): Students' Requests for a Pen

Strategies	Number	Percentage
A. Off record Politeness Strategy	1	1%
B. Bald on Record Politeness Strategy	7	9%
C. Positive Politeness Strategy	2	3%
D. Negative Politeness Strategy	70	88%

The results in table (3) indicate that only (1%) of the participants opted for off record strategy, pretending to forget the pencil case. (3%) of them chose the positive strategy by being optimistic. On the other hand, (9%) preferred the bald on record strategy by asking for a pen directly. However, the majority of the students (88%) went for the negative politeness strategy by showing deference and using address terms (miss).

Although asking for a pen is considered to be a small favor, with a small rank of imposition, the students chose one of the politest strategies, the negative politeness strategy. It is the strategy used in order to avoid imposing on the teacher, which offers him/her a freedom of choice either to give the pen or not.

- **Situation 2**

Your teacher is writing the lesson on the board, and because you are sitting at the back of the class, it was hard for you to take notes. How would you ask her/ him to write in a clearer way?

- A. Oh God! I forgot to bring my glasses.
- B. Write bigger please.
- C. Hey, a clearer writing would do no harm I think hahaha?
- D. Sorry for interrupting you... Could you write bigger please?

Table (4): Students' Request to Write in Clearer Way

Strategies	Number	Percentage
A. Off record Politeness Strategy	5	6%
B. Bald on Record Politeness Strategy	6	8%
C. Positive Politeness Strategy	1	1%
D. Negative Politeness Strategy	68	85%

As it is displayed in table (4), 1% of the participants selected the positive politeness strategy by making a joke to ask for a pen. 6% of them picked the off-record politeness strategy, choosing to make hints by saying they forgot their glasses. 8% chose the bald on record politeness strategy, and asked the teacher to write bigger without any introductions. On the

other hand, most of them (85%) opted for the negative politeness strategy starting by an apology for the interruption and using a modal.

Since requesting the teacher to write bigger is considered a face-threatening act to both the speaker and the hearer, the students preferred to use the negative politeness strategy in order to not impose on the teacher and keep the distance between them.

- **Situation 3**

You were absent in the previous sessions, and today's lesson is related to the ones you missed. What would you say to your teacher in order to re-explain them for you?

- A. I was absent last time, it is going to be hard to catch up.
- B. Repeat the lesson for me please.
- C. Is it possible to repeat the lesson for me, please?
- D. I am extremely sorry but I just wanted to ask if you could repeat the lesson for me, please?

Table (5): Students' Request to Repeat the Lesson

Strategies	Number	Percentage
A. Off record Politeness Strategy	6	8%
B. Bald on Record Politeness Strategy	4	5%
C. Positive Politeness Strategy	29	36%
D. Negative Politeness Strategy	41	51%

As it appears in table (5), only 5% of the participants chose to perform the request using the bald on record strategy. 8% selected the off-record politeness strategy that is a hint for the teacher to explain the lesson. 36% of them opted for the positive politeness strategy by being

showing interest in the hearer. Then, it is noticed that 51% preferred the negative politeness strategy by apologizing before asking their teacher to repeat.

In this situation, there is a bigger favor asked from the teacher and, therefore, a higher chance of rejecting the request. Thus, the majority of the students selected the negative politeness strategy in which they included an expression of apology (extremely sorry).

- **Situation 4**

Today is the deadline for the assignment that the teacher gave you a week ago. However, your work is not finished yet. What would you say to your teacher in order to get more time?

- A. I had a very busy week and a lot of work on my plate, my mom got sick and my cat died.
- B. Give me more time to finish.
- C. Dear teacher, do you mind giving me some extra time to finish?
- D. Excuse me sir, I probably should not ask, but... could you do me a favor and give me some extra time?

Table (6): Students' Request for Extra Time

Strategies	Number	Percentage
A. Off record Politeness Strategy	5	6%
B. Bald on Record Politeness Strategy	3	4%
C. Positive Politeness strategy	19	24%
D. Negative Politeness Strategy	53	66%

As demonstrated in table (6), only 4% of the students selected the bald on record politeness strategy by requesting directly for extra time to do the assignment. 6% of them opted for the

off-record strategy by directing the speech to all class. Meanwhile, 24% chose to be friendly with their teacher using the positive politeness strategy of kinship terms. Finally, the rest (66%) showed a preference for the negative politeness strategy by showing difference, expressing excuse, and using modals.

In this situation, although the request is for a medium favor, there is still a distance between students and the teacher and a difference in the power status; the students went for the negative politeness strategy in order to ask for a delay politely.

- **Situation 5**

You failed in the exam and you terribly need extra marks in order to graduate with your colleagues. How are you going to ask your teacher to help you with extra marks?

- A. I am very embarrassed I failed in the exam and I am not going to graduate this year because I am only missing one point.
- B. Give me some extra marks please.
- C. It would be very generous of you if you give me some extra marks and save me from failing.
- D. You must forgive me for asking but, could you give me some extra marks please?

Table (7): Students' Request for Extra Marks

Strategies	Number	Percentage
A. Off record Politeness Strategy	27	33%
B. Bald on Record Politeness Strategy	3	4%
C. Positive Politeness Strategy	16	20%
D. Negative Politeness Strategy	34	43%

As it is represented in table (7), only 4% of the students chose to be straightforward and asked for extra marks using the bald on record strategy. Meanwhile, 20% of them opted for the positive strategy, making the teacher feel appreciated by saying “it would be very generous if ...”. 33% decided that being ambiguous using the off-record strategy is what works for them. On the other hand, the majority 43% saw that begging for forgiveness and being apologetic is the suitable way for them to ask for extra marks.

Asking for extra marks is not an easy request to make. Some of the students thought that being indirect is a way to save their positive face and keep a good self-image. As for the majority, they took into consideration the higher status of their teacher and asked them in a very polite manner by means of negative politeness strategies.

- **Situation 6**

It’s the end of the semester and holidays are starting tomorrow. Your teacher is a cool person so you want to stay in contact with him/her. Thus, you want to ask for his/her Facebook account. How would you do that?

- A. You are one of my favorite teachers; I would love to stay in touch with you.
- B. Give me your Facebook name.
- C. I am adding you on Facebook. Is it ok?
- D. I don’t mean to bother you but, can I add you on Facebook?

Table (8): Students’ Request for a Teacher’s Facebook

Strategies	Number	Percentage
A. Off record Politeness Strategy	41	51%
B. Bald on Record Politeness Strategy	3	4%

C. Positive Politeness strategy	2	3%
D. Negative Politeness Strategy	34	42%

From table (8), it is observed that 3% chose positive politeness strategy by being optimistic (I'm adding you) and by attempting to seek agreement by adding 'is it okay' at the end of the statement. 4% preferred asking directly for their teacher's Facebook name. Meanwhile, 42% opted for showing reluctance starting by 'I don't mean to bother you'. The majority 51% chose to express their request to the teacher in the most indirect and polite way possible namely by giving hints is the suitable way.

Asking for someone's Facebook account may sound like a simple request; however; when it comes to asking one of your teachers, the power status and the social distance make it less simple. Indeed, being friends on Facebook might alter the distance and lessen the power relationships. For that reason, the majority of students opted for the off-record politeness strategy because it saves their face and their teacher's face as well in case they did not reach their aim, and it also gives teachers the chance to interpret the utterance the way they want or even react by a simple 'thank you'!

- **Situation 7**

You are conducting a research and you need to interview a high ranked teacher in your Department. You have never spoken to him/her before. Above all that, the teacher has an intimidating poster. How would you ask him/her for an appointment?

- A. I am in the process of collecting data and I wonder if I can find any teachers to interview.
- B. I want to interview you for my research.
- C. Would it be alright for you to be one of my interviewees?

- D. Excuse me, sir, I am really sorry to interrupt you but I was wondering if you can answer my questions of the interview?

Table (9): Students' Request for an Appointment

Strategies	Number	Percentage
A. Off record Politeness Strategy	15	19%
B. Bald on Record Politeness Strategy	4	5%
C. Positive Politeness strategy	4	5%
D. Negative Politeness Strategy	57	71%

Table (9) reveals that 5% of the students asked directly for interviewing the teacher. Another 5% chose the positive politeness strategy via attending to the teacher's face and interests. (19%) chose to give hints while most of the students (71%) opted for the negative politeness strategy of apologizing and showing deference.

Asking to interview a high ranked teacher is itself a big favor, let alone if the teacher is newly met. Therefore, the majority of the students decided to make the request using the negative politeness strategy which reduces the force of imposing on the teacher and which signals the students' awareness of differences in status and distance between them and the requestee.

- **Situation 8**

You are on the bus heading to college; suddenly, you spot your teacher sitting on the chair next to you. The time for the payment has come and you realize that you left your wallet at home. You find yourself obliged to ask for some money from her, what would you say?

- A. I can't believe that I left my wallet at home.
- B. Lend me some money to pay for the bus ticket please.
- C. Hi there, here we meet again ,,,,you won't believe what happened. I have forgotten my wallet. So, will you help?
- D. Excuse me, sir, I was wondering if by any chance you can lend me some money to pay for the bus ticket.

Table (10): Students' Request for Money from the Teacher

Strategies	Number	Percentage
A. Off record Politeness Strategy	11	13%
B. Bald on Record Politeness Strategy	2	4%
C. Positive Politeness Strategy	12	15%
D. Negative Politeness Strategy	55	68%

The results presented in table (10) indicate that only 4% of the students decided to ask for money using the bald on record strategy. 13% of them chose to be ambiguous and gave hints about forgetting their wallet. While 15% selected the positive strategy that gives a sense of friendliness, 68% opted for the negative politeness strategy by asking for excuse and being unconventionally indirect.

Asking for money is a very embarrassing and face threatening act. Consequently, students went for the negative politeness to request money from their teacher. However, some of the respondent students suggested in the space left for suggestions to avoid the FTA and either run without paying or talk to the driver and explain their situation.

2.2.3.2. Discussion of the DCT's Main Findings

A number of interpretations can be drawn from the results obtained from the DCT analysis. Firstly, Students do employ some politeness strategies when making requests to teachers as blunt and very direct requests are always avoided. Secondly, the research assumption that students always use the same politeness strategy when requesting teachers due to considerations of differences in power status and social distance in their relationship is proved by the answers students opted for in each situation. The negative politeness strategy was the most used one throughout all the situations of the DCT. Opting for this strategy can be explained by its nature which saves both the speaker and the hearer's face by not imposing on H and allowing a space for freedom of action; that is to accept or refuse the request.

Conclusion

This chapter has highlighted the research design. It is divided into two sections: the first one accounts for the methodology in which a detailed description of the sample used in this research is given. In addition, the tools used for data collection, and data analysis procedures are also explained. The second section is devoted for data analysis and the discussion of the main findings obtained from both the teachers' questionnaire and the students' discourse completion task. The analysis of the data yielded by the teachers' questionnaire give insights into the teachers' perceptions of students' use of politeness especially in requests, answering the research questions. The role of using politeness in providing a motivating class atmosphere, and how it affects the student-teacher interaction positively has also been indicated. The data

obtained from the DCT, answer the research question that students always choose one politeness strategy to make requests to their teachers, namely, negative politeness strategies.

General Conclusion

Language has always been a communication tool; it serves to transfer ideas, wants, and beliefs. However, for an effective meaning transfer the speaker as well as the hearer need to process a pragmatic competence that allows them to interpret the underlying meanings of what is being said. One of the main pragmatic phenomena that attracted many scholars' attention is linguistic politeness. Although it is often understood rather than said, linguistic politeness may be referred to as the careful way by which people phrase their utterances in order to achieve their communicative goals and avoid conflicts and misunderstandings between interlocutors. Therefore, the importance of linguistic politeness becomes more apparent in situations where the performance of certain speech acts entail a possibility of face loss, especially when addressing people of higher social status or people who are socially distant. Hence, the main aim of this study was to provide information about the politeness strategies used by students in request while interacting with their teachers.

To achieve the aims of the study and to answer the research questions, a teachers' questionnaire and a students' discourse completion task were used. The analysis of the data obtained by the teachers' questionnaire provided insights into teachers' perceptions and observations of in-class polite behavior. The data analysis also provided answers to the set research questions as most of the teachers approved that; students do use politeness strategies when interacting with them in the classroom. Moreover, the use of politeness strategies proved to have a positive effect in maintaining good relationships with teachers in addition to motivating and encouraging students to participate and interact easily.

The results of the students' DCT, like the ones of the questionnaire, confirmed that the majority of the students use politeness strategies in the classroom when interacting with teachers. As far as making requests is concerned, negative politeness strategies were dominant

in most situations of requests. The positive politeness strategies, bald on record strategies and off record politeness strategies were used in much lower rates since the negative strategies contribute in saving both the student and the teacher's faces. Furthermore, by using negative politeness, the students do not feel that they are imposing on teachers and reversely, the teachers do not feel that they are being imposed on by students; this keeps the social distance between the two. The use of positive politeness strategies proves that there is a close bond between students and their teachers which is very unlikely due to differences in social power and distance. Hence, the assumption that students tend to use the same politeness strategy when requesting teachers due to considerations of differences in power status and social distance in their relationship has been proved.

Finally, this study cannot be concluded without raising some implications that are pedagogical by nature. Thus, thanks to its paramount importance, linguistic politeness should be taught in class. Tasks that enhance the students' ability to be polite should be included; for instance, in oral expression sessions students should engage into role plays that aim to show how to praise others, say thank you and sorry, how to share opinion politely, how to ask for permission and many other polite behaviors. Linguistic politeness should receive much more attention by syllabus designers in order to clarify what constitutes appropriate polite behavior in different contexts. Syllabus designers should consider teaching students how to be polite, how to possibly apply different politeness strategies and how to decide which strategy suits which situation. As a result, students will be able to communicate in the target language successfully and appropriately. Attention also should be drawn to possible differences in cross-cultural politeness because what constitutes polite behavior in one culture can be perceived as impolite in another one.

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Appendices

Appendix One: Teachers' Questionnaire

Dear Teachers,

This survey is a part of a study examining " the use of politeness strategies in requests in student-teacher interaction". We would like to ask for your cooperation in answering the following questions intended to collect data for our research work for the Master Degree. We would like to express our gratitude in advance for your valuable help.

Background Information

1. What is your academic qualification?

- Master
- Magister
- Doctorate

2. For how long have you been a university teacher?

.....

Part one: Politeness Strategies

1. When communicating with your students, do they interact politely?

- Yes
- No

2. Among the following politeness strategies, which one is the most used by students?

- A. Off record politeness strategies (using hints and clues instead of direct utterances)
- B. Negative politeness strategies (use of modals, apologies, excuses, indirect requests...)
- C. Positive politeness strategies (kinship terms, jokes, incomplete sentences...)
- D. Bald on record politeness strategies (direct requests)

Part two: Polite Requests

1. Does the use of polite speech acts help your students shape and form a good relationship with you?

Yes

No

2. How often do students try to use polite requests when interacting with you?

Always

Often

Sometimes

rarely

never

3. Do you think that requests are actions that threaten the speaker's and the listener's face (self-image)?

Yes

No

Part Three: Interaction (students-teacher)

1. Does politeness aim to reduce friction in interactions?

Yes

No

2. Do you think that your students are comfortable enough while using politeness strategies in student-teacher interaction?

Yes

No

3. How important is the use of politeness in student-teacher interaction?

A. Not important

B. Slightly important

C. Important

D. Very important (necessary)

4. In your opinion, does students' use of politeness strategies especially in requests provide a lively, motivating atmosphere?

Yes

No

5. Does showing gratitude for the students' politeness motivate them to contribute more in the class?

Yes

No

6. Does the absence of politeness hinder classroom student-teacher interaction?

Yes

No

Teachers' suggestions

Please, if you have any suggestions related to the use of politeness strategies in requests in student-teacher interaction, you are welcomed to add them.

.....

Appendix Two: Students' DCT

Dear Students,

If you could please respond to the following questionnaire, it would be very appreciated. This Discourse Completion Task is related to the use of politeness strategies in requests in student-teacher interaction. The answers you offer will be extremely favorable in completing the present research for the Master Degree.

Part One: Profile of Respondents

1. Age

2. For how long have you been studying English?

.....

Part two: The DCT

Read the following situations and choose the request you would use addressing your teacher in each.

If you see that you would treat the situation differently you are welcomed to share that bellow.

Situation 1

You forgot your pencil case and you are in need for a pen, how would you ask your teacher for one?

- A. Man, I can't find my pencil case anywhere how am I supposed to take notes.
- B. Give me a pen please.
- C. Is it okay if I use your pen, sir?
- D. Excuse me, sir.....Could you give me a pen, please?

Situation 2

Your teacher is writing the lesson on the board, and because you are sitting at the back of the class, it was hard for you to take notes. How would you ask her/him to write in a clearer way?

- A. I forgot to bring my glasses.
 - B. Write bigger please.
 - C. Hey, a clearer writing would do no harm I think hahaha?
 - D. Sorry for interrupting you.... Could you write bigger please?
-

Situation 3

You were absent in the previous sessions, and today's lesson is related to the ones you missed. What would you say to the teacher in order to re-explain them for you?

- A. I was absent last time it is going to be hard to catch up.
 - B. I was absent; repeat the lesson for me please.
 - C. Is it possible to repeat the lesson for me?
 - D. I just wanted to ask if you could repeat the lesson for me please?
-

Situation 4

Today is the deadline for the assignment that the teacher handed you a week ago. However, your work is not finished yet. What would you say to your teacher in order to get more time?

- A. I had a very busy week and a lot of work on my plate, my mom got sick and my cat died.
- B. Give me more time to finish.
- C. Dear teacher, do you mind giving me some extra time to finish?
- D. Sorry but could you do me a favor and give me extra time?

.....

Situation 5

You failed in the exam and you terribly need extra marks in order to graduate with your colleagues. How are you going to ask your teacher to help you with extra marks?

- A. I am very embarrassed I failed in the exam and I am not going to graduate this year because I am only missing one point.
- B. Give me some extra marks please.
- C. It would be very generous of you if you give me some extra marks and save me from failing.
- D. You must forgive me for asking but, could you give me some extra marks please?

.....

Situation 6

It's the end of the semester and holidays are starting tomorrow. Your teacher is a cool person so you want to stay in contact with him/her. For that, you want to ask for his/her

Facebook account. How would you do that?

- A. You are one of my favored teachers, I would love to stay in touch with you.
 - B. What is your name on Facebook?
 - C. I am adding you on Facebook. Is it ok?
 - D. I don't mean to bother you but, can I add you on Facebook?
-

Situation 7

You are conducting a research and you need to interview a high ranked teacher in your Department. You have never spoken to him/her before. Above all that, the teacher has an intimidating poster. How would you ask him/her for an appointment?

- A. I am in the process of collecting data and I wonder if I can find any teachers to interview.
 - B. I want to interview you for my research.
 - C. Would it be alright for you to be one of my interviewees?
 - D. Excuse me, sir, I am really sorry to interrupt you but I was wondering if you can answer my questions of the interview?
-

Situation 8

You are on the bus heading to college, suddenly you spot your teacher sitting on the aisle next to you. The time for the payment has come and you realize that you left your wallet at home. You find yourself obliged to ask for some money from her, what would you say?

- A. I can't believe that I left my wallet at home.

B. Lend me some money to pay for the bus ticket please.

C. Hi there, here we meet again ,,,,,you won't believe what happened. I have forgotten my wallet. So, will you help?

D. Excuse me, sir, I was wondering if by any chance you can lend me some money to pay for the bus ticket.

.....

ملخص

تهدف هذه الدراسة إلى التحقيق في استخدام الطلاب لاستراتيجيات الأدب في الطلبات في التفاعل بين الطالب والمعلم. للحصول على البيانات اللازمة لهذا البحث ، تم استخدام أداتين: الأولى ، استبيان موجه إلى اثني عشر معلمًا للغة الإنجليزية في قسم اللغات الأجنبية في المركز الجامعي لولاية ميله ، والثاني ، مهمته إكمال الخطاب المعطاة لثمانين طالبًا من نفس المعهد. لتحليل البيانات الناتجة ووصفها وشرحها ومناقشتها ، تم اعتماد نهج الطريقة المختلطة. تظهر النتائج الرئيسية أن غالبية الطلاب يستخدمون استراتيجيات مهذبة مختلفة في تقديم الطلبات أثناء التفاعل مع معلمهم. علاوة على ذلك ، تشير النتائج إلى أن أكثر استراتيجيات الأدب استخدامًا هي التهذيب السلبي. إلى جانب ذلك ، استخدام الطلاب لاستراتيجيات الأدب يوفر جوًا حيويًا ومحفزًا ويشكل علاقات جيدة بين الطلاب ومعلمهم

Résumé

Cette thèse vise à étudier l'utilisation par les étudiants des stratégies de politesse dans les demandes d'interaction élève-enseignant. Pour obtenir les données nécessaires à cette recherche, deux instruments ont été utilisés : d'une part, un questionnaire administré à douze professeurs d'anglais au Département des langues étrangères du Centre universitaire de Mila et d'autre part, une tâche de complétion de discours confiée à quatre-vingts étudiants EFL du même département. . Pour analyser, décrire, expliquer et discuter les données produites, l'approche de la méthode mixte est adoptée. Les principaux résultats montrent que la majorité des élèves utilisent différentes stratégies de politesse pour faire des demandes tout en interagissant avec leurs enseignants. De plus, les résultats du DCT des élèves et du questionnaire des enseignants indiquent que la stratégie de politesse la plus utilisée est la politesse négative. En outre, les résultats indiquent que l'utilisation de stratégies de politesse par les élèves crée une atmosphère vivante et motivante et façonne de bonnes relations entre les élèves et leurs enseignants.