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**A STUDY OF THE SPEECH ACT OF REFUSING IN AN EFL
SETTING**

THE CASE EFL TEACHER IN THE EAST OF ALGERIAN UNIVERSITY

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

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Dedication 1

This work is dedicated to:

*my sympathetic father and thoughtful mother whose love always strengthens my will,
my beloved brothers, and especially ABDARRAHMAN for his love and encouragement,*

my lovely sisters SALSABIL and ALAE,

all my friends and beloved people whom I consider as my second family

BOCHRA, AHLAM, HALA SALSABIL, ASSALA, AND IBTISSAM,

my grandmother HADRIA,

and to all those who love me.

Dedication 2

This study is wholeheartedly dedicated to:

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my sisters and my dear brother,

my beloved fiancé”AHMED” for his love and encouragement,

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Abstract

The current study deals with the performance of the speech act of refusing in an EFL setting. This dissertation aims to investigate teachers' use of politeness strategies in refusals in teacher-to-student interaction(s). The questions addressed are: whether teachers use politeness strategies in teacher-student refusals, to what extent do they use these strategies and which type do they implement mostly in different situations: when refusing offers, invitations, requests and suggestions. The data of this research are elicited via a questionnaire that contains a Discourse Completion Task (DCT) distributed to EFL teachers from different Algerian universities. To analyze, describe, explain and discuss the yielded data, the mixed method was adopted. The results reveal that the majority of teachers employed different politeness strategies in making refusals while interacting with their students. Furthermore, the findings of teachers' DCT display that the most used politeness strategy is the negative politeness strategy. In addition, the findings highlight that the social power and the rank of imposition resulting from the type of the refusal triggering speech act, in addition to the socio-cultural norms and the religious values have an effect on the strategy choice of the refusal.

Key words: politeness strategies, refusals, teacher, student, interaction.

List of Abbreviations

DCT: Discourse Completion Task

EFL: English as a Foreign Language

FTA: Face Threatening Act

H: Hearer

S: Speaker

NPS: Negative Politeness Strategies

PPS: Positive Politeness Strategies

Q: Question

List of Figures

Figure (01): Interaction Between Teacher and Students.....	43
Figure (02): Teachers' Academic Qualification	51
Figure (03): Teachers' Duration of Teaching English.....	52
Figure (04): The Relationship Between Teacher and Students.....	53
Figure (05): The Use of Politeness During Communication.....	54
Figure (06): Teachers' Most Used Politeness Strategies.....	55
Figure (07): Frequency of Teachers' Usage of Polite Forms When Interacting.....	56
Figure (08): The Role of Politeness in Reducing Friction in Interaction.....	57
Figure (09): Students Feeling Comfortable While Using Politeness Strategies.....	58
Figure (10): The Importance of Using Politeness Strategies in Student-teacher Interaction.....	59
Figure (11): The Absence of Politeness' Role in Hindering Classroom Interaction...	60
Figure (12): The Chosen Strategy by Teachers in Refusing Request 1.....	61
Figure (13): The Chosen Strategy by Teachers in Refusing Request 2.....	62
Figure (14): The Chosen Strategy by Teachers in Refusing Invitation 1.....	63
Figure (15): The Chosen Strategy by Teachers in Refusing Invitation 2.....	64
Figure (16): The Chosen Strategy by Teachers in Refusing a Suggestion 1.....	65
Figure (17): The Chosen Strategy by Teachers in Refusing a Suggestion 2.....	66

Figure (18): The Chosen Strategy by Teachers in Refusing Offer 1.....67

Figure (19): The Chosen Strategy by Teachers in Refusing Offer 2.....68

List of Tables

Table 01: Classification of Refusals (from Beebe et al., 1990, pp. 60–70).....	27
--	----

Table of Contents

Title Page.....	1
Dedication 1.....	2
Dedication 1.....	3
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Figures.....	7
List of Tables	9
Table of Contents	10
General Introduction.....	14
1. Statement of the Problem	15
2. Aim of the Study.....	15
3. Research Questions.....	16
4. Methodology	16
5. Research Tools.	16
6. Structure of the study.....	16
 CHAPTER ONE: Review of the Literature	
Introduction.....	18

Section One: Speech Act Theory and Refusals

1.1.1. A Historical Background of Speech Acts	18
1.1.2. Austin’s Speech Acts.....	21
1.1.2.1. Performatives vs. Constatives.....	22
1.1.2.2. Locutionary, Illocutionary and Perlocutionary Speech Acts	23
1.1.3. Searle’s Speech Acts.....	23
1.1.4. Refusals.....	25
1.1.5. Beebe et al. (1990) Modal of Refusals.....	26

Section Two: Linguistic Politeness in Speech Acts

1.2.1. Politeness.....	30
1.2.2. Linguistic Politeness Theory (Brown & Levinson’s Theory).....	33
1.2.3. Politeness Strategies.....	36
1.2.3.1. Bald on Record Politeness Strategy.....	37
1.2.3.2. Positive Politeness Strategy.....	38
1.2.3.3. Negative Politeness Strategy.....	38
1.2.3.4. Off-Record Politeness Strategy.....	39
1.2.3.5. Do not Do the FTA.....	40

Section Three: Refusals in Teacher-to- Student Interaction

1.3.1. Classroom Interaction.....	41
-----------------------------------	----

1.3.2. Teacher-to- Student Interaction.....	43
1.3.3. Refusal Strategies in Teacher-Student Interactions.....	44
1.3.4. Politeness in Refusals.....	45
Conclusion.....	47

CHAPTER TWO: FIELD WORK

Introduction.....	48
--------------------------	-----------

Section One: Methodology

2.1.1. Aim of the Research.....	48
2.1.2. Sample and Population.....	48
2.1.3. Tools of Research.....	48
2.1.4. Description of Teachers' Questionnaire.....	49
2.1.5. Analysis Procedure.....	50
2.1.6. Limitations of the Study.....	50

Section Two: Data Analysis and Discussion

2.2.1 Data Analysis	50
2.2.1.1. Background Information.....	51
2.2.1.2. Politeness and Refusals.....	53
2.2.1.3. Discourse Completion Task.....	60
2.2.2 Discussion of the Findings.....	68
Conclusion	71

General Conclusion.....	73
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Recommendations for Further Research.....75

References.....76

Appendices

ملخص

Résumé

General Introduction

Communication in its broad concept is the exchange of information either through verbal or non-verbal interactions between two or more interlocutors. The aim behind this phenomenon has always been laid on conveying a message appropriately in order to reach a goal. Accordingly, in abundant situations, language stands as an effective tool for communication mainly because of its richness of speech patterns. However, in order to achieve a fully successful exchange of information that is free from misunderstandings, particularly in verbal transmissions, linguists see that many interpersonal, social and/ or cultural considerations take place like moral behaviors of respect and politeness.

Because life is full of many encounters, one should know how to communicate flexibly according to the situation they are in. For that reason, pragmatic competence is said to serve well. This competence mainly puts emphasis on speech acts of people and how they are using them in their daily lives. We often perform speech acts when we want to offer an invitation, an apology, a request, a greeting, a compliment or a refusal, etc. This latter is one of the most common speech acts of everyday life and it includes many options in order for it to be transmitted. For example, One option can be only one word 'No' and another option can be a group of English speech utterances put together to form a more courteous expression such as 'Sorry, I cannot accept your offer'... According to this illustration it seems that it is better for the message sender of a refusal to make his position clear without neglecting to avoid harshness that may lead to misinterpretations built by the receiver.

1. Statement of the Problem

Speaking of language, in general, and of English, in specific, we cannot deny that the English language in Algeria is conquering the ground of languages recently. Besides, it has been present in the educational system for many years. Thus, there should be more investigation on the use of this universal language in the Algerian context. Moreover, EFL Algerian university teachers are likely to often use no language but English in classrooms. So, they tend to be careful about their appropriateness of English transmissions in particular situations, such as refusal speech acts, to their students since they are considered the ambassadors of this language in their own country. If these teachers, for instance, were asked to act a certain action by their learners, and they were willing to refuse, many interpersonal and/ or socio-cultural relations might be taken into consideration, especially when thinking of the Algerian Arab Muslim context. Requests, suggestions, offers and even invitations made by students to teachers are very common and so are negative responses and refusals by teachers to such speech acts. Therefore, a close look and a thorough investigation of the speech act of refusal in teacher-to-student interaction in this context is deemed necessary and is the kernel of this study.

2. Aims of the Study

The aim of this research is threefold. First, it aims to shed light on some EFL university teachers' practices namely, their patterns of refusals addressed to students mainly in classroom interactions. Second, it aims to find out the possible factors leading to the choice of one refusal pattern rather than another, if any. Because refusals are among the most difficult speech acts to perform, their performance often entails a certain degree of politeness. Therefore, the third aim is to spot light on how politeness strategies relate to teacher-student refusals.

3. Research Questions

- 1- Do teachers tend to use the same type of refusals in teacher-student interaction?
- 2- Do they tend to use particular politeness strategies in teacher-students refusals?
- 3- If yes, to what extent do they use these strategies?
- 4- Which type of strategies do they implement most?
- 5- Does the type of the refusal triggering speech act affect the type of the politeness strategy?
- 6- If yes, which triggering speech acts is likely to result in more polite refusals?

4. Methodology

The present research attempts to investigate the speech act of refusal made by teachers to students as a response to different speech acts, in addition to exploring the relationship between refusals and politeness. This research incorporates a quantitative and qualitative method “the mixed method” to collect and analyze research data.

5. Research Tools

To meet the affordably mentioned aims of the present study, a questionnaire directed to university teachers, was selected as the suitable data collection tool. It includes different types of questions directed to teachers in addition to a completion task with different situations of refusals.

6. Structure of the Study

This dissertation is divided into two major chapters:
The first main chapter includes a literature review which is, in turn, divided into three main sections. The first section is entitled: “Speech acts and refusals”. It includes a historical background of speech acts, their definition and fundamental theories namely Austin’s and

Searle's, the speech act of refusal; its strategies and Beebe Et al (1990) model of refusal. The second section is devoted to "Politeness and refusals". It consists of a definition for politeness, its importance, the theory of Brown and Levinson, and its strategies as related to refusals. The last section denotes "Refusals in Teacher- Student Interaction". It tackles Classroom Interaction, Teacher-Student Interaction, Refusal Strategies in Teacher-Student Interactions, and Politeness in Refusals.

The second major chapter represents the fieldwork. It includes the analysis and the interpretation of the gathered data from Algerian university teachers of English. It deals with the analysis of the findings obtained from teachers' questionnaire. Moreover, it presents an overview of the methods used to gather the required data. Furthermore, it identifies a sample chosen to test the validity of the research questions, and the analysis of the data gathered through the research tools namely the teachers' questionnaire and discourse completion task. The research population is made up of forty one participants who are all Algerian university teachers of English and who will provide valuable data through their responses.

Chapter One: Review of the Literature

Introduction

This chapter covers the review of literature regarding speech act of refusal; it contains three main sections. The chapter's first section sheds light on the history of speech acts, Austin's theory of speech acts, their different types and it also tackles the speech act of refusal, as well as its strategies. The section ends up with Beebe et al(1990). model of refusals. The second section introduces politeness theory and its strategies; the last section includes politeness in refusals and teacher to student 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 study of speech acts of refusing in an English foreign Language (EFL) setting.

Section One: Speech Act Theory and Refusals

Shaping and forming relationships between people requires from interlocutors to communicate with each other using different acts; inviting, requesting, apologizing and offering in order to accomplish their communicative needs and communicate well. Hence, these acts help to transmit the exact meaning that goes beyond the mere vocalizations.

1.1.1. A Historical Background of Speech Acts

Many of the problems that now regard as peculiar to speech act theory have already been formulated or at least discussed on other occasions in the history of Western philosophy and linguistics. Philosophers have been interested in the relationship between the meaning of words, the expression of a proposition and the act of affirmation. Aristotle distinguishes between the meaning of words and the assertiveness of declarative propositions (Peri Hermencias 16b 2630). Philosophers of language, rhetoricians and linguists have become aware of the variety of uses or functions of language. The Greek sophist Protagoras was

probably the first to classify the modes of speech which corresponded approximately to the types of speech acts; the Stoics' theory of language, which had become very influential in the development of grammatical studies, distinguished judgments, the only true or false ones, from questions, polar issues, imperatives and expressions of desire, correlating their function with their grammatical form. (Sbisà, 2009).

In the 20th century, the interest in the functions of language developed in a wide range of semiotic, linguistic and sociolinguistic writings. The active role of speakers has also been taken into account by certain partially convergent proposals with convergence with those of the theory of the language act, Speech act theory developed within analytical philosophy, not from the aforementioned analogous conceptions, and its roots can be found in the work of philosophers such as Frege, Wittgenstein, J.L. Austin, and H.P. Grice(1962).

In the 1940s, Jhon.L Austin, an Oxford philosopher engaged in the analysis of ordinary language, observed that language is a form of action; he was especially interested in certain utterances that do not seem to convey much information, but instead, serve as an action. When we use phrases such as “I promise...”, “I congratulate...”, and “I apologize...” the very act of uttering the sentence is a kind of action.

In the study of language, as in any other systematic study, there is no neutral terminology, each technical term is an expression of the theoretical assumptions and the assumptions of its users; the notion of a speech act is fairly well understood. Speech act theory assumes that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc.

Speech acts are one of the key areas of pragmatics. Philosophers such as Grice (1975), Austin (1962) and Searle (1965, 1969 and 1975) offered the basic conceptions of this new theory of language and communication developed based on the assumption that:

The minimal units of human communication are not linguistic expressions, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking, and so on (Blum-Kulka, House, & Kasper, 1989, p. 2)

The term “speech act” has been defined as “a minimal unit of speech, a basic unit of communication” (Searle, 1969, p. 16). It refers to the action that speakers sometimes perform when using language. It is a concept first introduced by Austin (1962) and later developed by Searle (1969). Austin (1962) stated that saying something can mean performing an action at the same time. He disagreed with philosophers who believed that the purpose of an assertion affirmation is always to describe or affirm and he stated that the function of expressions is sometimes to perform actions and not to merely state facts.

For example, in the utterance "I call this ship Queen Elizabeth" (Austin, 1962, p. 5), the speaker, under appropriate conditions, according to Austin, does not describe or inform what he made; instead he performs the action of naming the ship.

Language is a means of communication that is used to influence other people in different ways. It has many functions such as informing, requesting, ordering, etc. (Palmer, 1976). These functions are called speech acts (McCarthy, 2002). McCarthy (2002) stated that:

When we say that a particular bit of speech or writing is a request or an instruction or an exemplification, we are concentrating on what that piece of language is doing, or how the listener/reader is

supposed to react; for this reason, such entities are often called speech acts (p. 09).

Jaszczolt (2002, p. 295) demonstrated some samples of the functions of speech acts are to perform such as follows: to convey information, to incite information, to allow orders, to make requests, to create threats, to give warnings, to make bets, to give advice, to make a promise, to complain, or to thank. The following are examples of greeting, refusal, and apology speech acts:

-Greeting: Hi, James. How are you?

-Refusal: Oh, I would be very happy to join you to this meeting next Sunday, but I'll not be here next week. I'll be in Paris for the sake of work!

-Apology: I'm sorry I forgot to bring you the book I've told you about!

1.1.2. Austin's Speech Acts

The Speech Act theory is a subfield of pragmatics that is largely attributed to the British Philosopher Austin (1962) who first proposed making a distinction, which he saw as central to the philosophy of language, between utterances that could be verified, in a sense that they were cognitively meaningful, and those utterances that may be perceived as performing some kind of linguistic 'act'. Austin (1965) developed his speech act theory in a series of lectures published as a book entitled "How to Do Things with Words". Speech act theory is one of the key areas of linguistic pragmatics which asserts that many utterances, so-called performatives, not only convey information but are equivalent to actions. That is, by using these utterances, people do things or get others to do things for them like apologizing, making requests and congratulating, etc. Lyons (1982) noted that "Austin's primary purpose was to challenge the

view that the only philosophically (and also linguistically) interesting function of language was that of making true or false statements” (1981, p. 173).

In other words, Austin assumed, first and foremost, that there is a crucial distinction between constative ‘statements’ that can either be true or false and are necessarily descriptive, and non-constative ‘statements’ outside of the true/false dichotomy, namely those used to perform an action. Austin called such meaningful non-constative utterances ‘performatives’ since they are Utterances, the production of which, given certain conditions (to be investigated), serves as the performance of some conventional social act.

1.1.2.1. Performatives vs. Constatives

The first key concept Austin examined within the speech act theory is the existence of two types of acts that can be done by uttering words; performatives and constatives. According to Austin, the term ‘performative’ is:

... derived, of course, from ‘perform’, the usual verb with the
 noun ‘action’; it indicates that the issuing of the utterance is the
 performing of an action – it is not normally thought of as just
 saying something. (1962, p. 6-7)

For him, performatives are “a special class of sentences with peculiar syntactic and pragmatic properties” (1965, p. 231). He argued that performatives are active statements that are used to perform something rather than just describing something.

Austin (1965) distinguished between performatives and constatives. Constatives, according to him, are propositions that can be true or false, i.e. statements of facts that can be correct or incorrect, such as ‘He is my Father’; the truth or falsity of the statement in this

example can be determined by using information from the outside world. Performatives differ from constatives in that they are statements (utterances) that are performed under specific conditions; they are not performed to describe something but to accomplish something. For example, when the speaker says, 'I promise to do my best,' he is not stating a fact about the world; rather, he is performing the act of promising.

1.1.2.2. Locutionary, Illocutionary and Perlocutionary Speech Acts

Austin (1962b) clarified that there are three main types of speech acts, i.e. three ways of doing things with words. First, the locutionary act, which deals with the literal primary meaning of a sentence. Second, the illocutionary act, which has specific effects on the individual. Third, the perlocutionary act, an act that indicates the result of the interlocutor's words on the listener to achieve a specific goal. It is the second category, the Illocutionary act, which is the most important in Austin's investigation and which is used in linguistics to "refer to a theory which analyses the role of utterances in relation to the behaviour of speaker and hearer in interpersonal communication." (Crystal 1997, p. 427)

Leech(1983) defined Austin's types of speech acts as follows:

- Locutionary act: performing an act of saying something
- Illocutionary act: performing an act in saying something
- Perlocutionary act: performing an act by saying something (1983, p. 199).

1.1.3. Searle's Speech Acts

Based at the above cited taxonomy of speech acts, Searle (1979) focused on the second type of speech act that is the (Illocutionary act). He set 4 significant situations that manipulate the overall performance of all speech acts, namely "felicity situations", which might be indexed as follows: propositional content, preparatory, sincerity, and essential condition.

According to Yule (1996), the performance of speech acts involves certain appropriate conditions that must be met in order for the speech act to be interpreted as intended; these are known as Felicity Conditions. For example, "It is a preparatory condition for assertive speech acts that the speaker has reasons, arguments, or evidence for the truth of what he or she said, writes" Searle (1969a, p. 33). In other words, assertive speech acts require the speaker to provide explanations, justifications, or proofs for the validity of what he or she has said. In some cases, performing certain speech acts will be inappropriate or infelicitous. Thus, for a specific speech act to be performed successfully, the speaker's intention, the utterance content, and the context must be specified. While in performative utterances, some kind of action is being done at the moment of uttering by the person who utters. Furthermore, Searle (1979) divided illocutionary acts into five categories. The proposed classification of illocutionary acts includes "assertives" which require the speaker to be faithful to an articulated proposal. "Directives," on the other hand, are concerned with the speaker's efforts to persuade the listener to do something. Others include "commissives," which are illocutionary acts whose purpose is to engage the speaker in a particular plan. In addition to "expressives," which are used to describe an individual's psychological state, and "declarations," which indicate that good in some improvement.

In addition to his speech act taxonomy, Searle also distinguished between two types of speech acts based on the correlation between the act and its locutionary force or communicative goal; these are known as direct and indirect speech acts. Blum-kulka et al. (1989) define direct speech acts as "where the speaker says what he or she means," whereas indirect speech acts are defined as "where he or she means more than, or something other than, what he or she says" (p. 2). In other words, direct speech acts occur when the speaker directly informs what is intended to be said, whereas indirect speech acts occur when the speaker intends to say more than he/she informs. According to Blum-kulka (1982, p. 30),

"though languages provide their speakers with explicit direct ways for achieving communicative ends, in day to day communication speakers appear to prefer indirect ways." That is to say, while languages provide clear direct means for users to achieve communicative goals, speakers appear to prioritize indirect means in their daily interactions.

1.1.4. Refusals

A refusal is a speech act which conveys the unwillingness to accept an action. People tend to refuse actions in distinct ways, yet what matters is that there should be a satisfaction between both the sender and the receiver of the refusal act.

English as foreign language speakers, especially those who are coming from different cultures, find it difficult to say the word "no" in an appropriate speech act; therefore, they fail to communicate. Azizi (2012) claimed that sending and receiving the answer of 'no' requires a special communicative skill. He saw that it is vital to avoid rudeness, arrogance, and intolerance when producing a refusal speech that is often ignored by native speakers. A simple example to illustrate can be the sentence "could you open the door please?" It is a polite request which appears to contain all the necessary speech utterances for kindly asking to open the door; consequently there is a high possibility for the receiver to accept this request. Yet, if the receiver intends to reject this latter, then he is already put in a context where he should use kindness as well. Otherwise there will be a hazardous misinterpretation between the two interlocutors that results in tension.

One of the most key element of pragmatic competence is to recognize how to perform A speech act effectively (Alemi and Zia, 2013). Precisely, in a speech act of refusal, one Should be aware of at least one strategy of how to achieve a correct speech act suitable to his social status, culture, and communicative situation. As a broad example, it is noticeable that native and non-native speakers of English differ in refusal speech production Accordingly, in EFL

classroom settings, where teacher-student speech performance occurs, each side tend to Use distinct ways to refuse an act.

1.1.5. Beebe et al (1990) Modal of Refusals

Refusals have been described as "a major cross-cultural bone of contention for many non-native speakers" (Beebe et al., 1990, p. 56). Due to their threatening character, refusals are often a long negotiation sequence and vary in form and content depending on the speech act that triggered them. In the case of inquiries, invitations, offers and suggestions, acceptance is generally preferred and rejection is not preferred. Secondary actions, which are not preferred, are typically complex, mitigated, and indirect, and since an incorrect refusal can negatively affect the interpersonal relationships of the speakers, refusals usually involve several strategies to avoid offending the interlocutor. Takahashi and Beebe (1990) noted that "the inability to say 'no' clearly and politely has led many non-native speakers to offend their interlocutors."

Refusals are considered to be face-threatening acts (Brown and Levinson 1987) because they contradict the listener's expectations. They are often realized through indirect strategies and thus, require a high level of pragmatic competence (Chen, 1995). They function as a response to an initiating act and are considered to be a speech act by which "a speaker fails to engage in an action proposed by the interlocutor" (Chen et al., 1995, p. 121). The negotiation of a refusal may entail frequent attempts at directness or indirectness and various degrees of politeness that are appropriate to the situation. Furthermore, what is considered appropriate refusal behavior may vary across cultures and pragmatic transfer is likely to occur as learners rely on their "deeply held native values" in carrying out complicated and face threatening speech acts like refusals (Beebe et al., 1990, p.68). Therefore, appropriate

understanding and production of refusals require a certain amount of culture-specific knowledge.

Beebe (1990) category of refusal strategies is one of the maximum broadly used taxonomies for refusals. This categorization of refusals is based totally on the techniques utilized in refusals to invitations, requests, suggestions, and offers. Beebe et al.'s (1990) Refusals may be viewed as a chain of three steps: (1) pre-refusal techniques (i.e. techniques that put together the addressee for an upcoming refusal), (2) main refusal (i.e. head act that expresses the refusal), and (3) post-refusal techniques (i.e. techniques that follow the top act to justify, mitigate, or finish the refusal response). Depending at the eliciting speech act, the order of those techniques, their content, and shape might also change; however, the suggested categories may be used for making refusals in general.

Table 1. Classification of Refusals (from Beebe et al., 1990, pp. 60–70)

Strategies	Examples
1. DIRECT <ul style="list-style-type: none"> a. Performative b. Non performative statement <ul style="list-style-type: none"> i. "No" ii. Negative willingness 	I refuse I can't; I won't; I don't think so.
2. INDIRECT <ul style="list-style-type: none"> a. Statement of a regret b. Wish c. Excuse, reason, explanation d. Statement of alternative <ul style="list-style-type: none"> i. I can do X instead of Y ii. Why don't you do X instead of Y e. Set condition for future or past acceptance f. Promise of future acceptance g. Statement of principle 	I'm sorry...; I feel terrible... I wish I could help you. My children will be home that night; I have a headache. I'd rather...; I'd prefer... Why don't you ask someone else? If you had asked me earlier, I would have. I'll do it next time; I promise I'll... or Next time I'll... I never do business with friends. One can't be too careful.

<p>h. Statement of philosophy</p> <p>i. Attempt to dissuade interlocutor</p> <p> i. Threat/statement of negative consequences to the request</p> <p> ii. Guilt trip</p> <p> iii. Criticise request/requester, etc.</p> <p> iv. Request for help, empathy, and assistance by dropping or holding the request.</p> <p> v. Let interlocutor of the hook</p> <p> vi. Self defence</p> <p>j. Acceptance that functions as a refusal</p> <p> i. Unspecific or indefinite reply</p> <p> ii. Lack of enthusiasm</p> <p>k. Avoidance</p> <p> i. Nonverbal</p> <p> –Silence</p> <p> –Hesitation</p> <p> –Do nothing</p> <p> –Physical departure</p> <p> ii. Verbal</p> <p> –Topic switch</p> <p> –Joke</p> <p> –Repetition of part of request</p> <p> –Postponement</p> <p> –Hedgin</p> <p>3. ADJUNCTS TO REFUSALS</p> <p>a. Statement of positive opinion/feeling or agreement</p> <p>b. Statement of empathy</p> <p>c. Pause fillers</p> <p>d. Gratitude/appreciation</p>	<p>I won't be any fun tonight (to refuse an invitation)</p> <p>I can't make a living off people who just offer coffee (Waitress to costumers who want to sit a while) (Statement of negative felling or opinion)</p> <p>Don't worry about it; That's okay; You don't have to.</p> <p>I'm trying my best; I'm doing all I can d</p> <p>Monday?</p> <p>I'll think about it</p> <p>Gee, I don't know: I'm not sure</p> <p>That's a good idea; I'd love to</p> <p>I realise you are in a difficult situation</p> <p>Uhh; well; oh; uh</p>
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Beebe et al. (1990) categorized refusing responses into semantic formulas (expressions which can be used to perform refusals) and adjuncts that cannot be used by themselves but go together with refusal strategies. Their refusal taxonomy includes two main categories of direct and indirect strategies. Under the direct category, they include two semantic formulas: performative (e.g. I refuse you), and non- performative statement (e.g. I can't). Indirect strategies include eleven semantic formulas. Additionally, four types of adjuncts of refusals

include statement of positive opinion (e.g. I'd love to; that's a good idea), pause filler (e.g. well, uhh), gratitude/appreciation (e.g. thank you) or alerters (e.g. address terms), among others.

Beebe et al. (1990) classification system included the main semantic formulas that can be used in refusal to different speech acts, such as requests, invitations, offers or suggestions. However, it should be pointed out that not all of these strategies may necessarily be used in response to each of the eliciting speech acts. As mentioned by Beebe et al. (1990, p. 56), "the form, sequence, and content of these suggested strategies may vary depending on the type of speech act that elicits them" They also vary depending on the contextual factors leading to intra-lingual variation (Barron, 2005). Additionally, due to macro-social variation (Barron, 2005), an appropriate or preferred range of strategies manifests differently depending on the interlocutor's individual personalities and social background. Another layer of complexity is related to the multi-cultural subjectivity of the learners (Ishihara, 2008), because second language speakers may intentionally resist what they perceive as native-speaker norms despite an awareness and linguistic command of such norms. More importantly, regardless of which form a refusal might take, their successful performance often entails the use of some politeness devices. Such devices are inserted into the refusals themselves; they modify the linguistic expression of refusals as to be appropriate when received by the hearer. Therefore, because refusals' form is affected by the insertion of linguistic politeness devices, a close look at what constitutes politeness is taken in the next section.

Section two: Linguistic Politeness in Speech Acts

1.2.1. Politeness

What is politeness? It is not easy to provide an answer for this question. Hence, and for a reason that will be made explicit subsequently, it might be useful to start with a dictionary definition of ‘politeness’, or more conveniently, ‘polite’:

polite: adjective

[1] having or showing behaviour that is respectful and considerate of other

people: they thought she was wrong but were too polite to say so.

[2] [attrib.] relating to people who regard themselves as more cultured and refined than others: the picture outraged polite society. (The Concise Oxford English Dictionary (2004, p.335)

In other words, politeness is essentially a matter of taking into account the feelings of others as to how they should be interactionally treated, including behaving in a way that demonstrates appropriate concern for the interactant’s social status and their social relationships .Yet, it is very difficult to describe what politeness is because polite behaviour differs from one culture to another.

In this vein, Watts, Ide and Ehlich (1992, p. 3) claimed that:

... one of the oddest things about politeness research is that the term “politeness” itself is either not explicitly defined at all or else taken to be a consequence of rational social goals such as maximizing the benefit to self and other, minimizing the face-threatening nature of a social act, displaying adequate

proficiency in the accepted standards of social etiquette, avoiding conflict, making sure that the social interaction runs smoothly, etc.

Furthermore, Dimitrova-Galazci (2002, p. 1) explained the difficulty of defining politeness, she pointed-out that:

... part of the problem in defining politeness comes from the lack of a universal formal and functional equivalence across cultures, from the different perceptions and motivations behind it across cultures and the close and often difficult to untangle link between the folk understanding of politeness and the theoretical concept . (p. 1)

Moreover, Kasper (1994) also defined the notion in an ordinary conversation as referring to proper social conduct and tactful consideration for others. He also described it in pragmatics as follows:

... ‘politeness’ as a technical term in linguistic pragmatics refers to a broader, substantially more democratic concept. Since the object of pragmatic inquiry is linguistic action, ‘politeness’ as a pragmatic notion refers to ways in which linguistic action is carried out – more specifically, ways in which the relational function in linguistic action is expressed.

Another suggestion provided by Lakoff (1990, p. 34) where she 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 technique that aids in the development of a conflict-free exchange between people. Hill et al.

(1986, p. 349) also shared the same opinion, he saw politeness as a tool which restrains the individual's feelings, reduces friction and avoids conflicts, he stated that "politeness is one of the constraints on human interaction, whose purpose is to consider others' feelings, establish levels of mutual comfort, and promotes rapport". In this definition, Hills (1986) linked between politeness and enhancing harmony.

On the same line, Yule (1996, p. 40) viewed politeness in interaction as "the means employed to show awareness for another person's face." For that reason, politeness is primarily a face-saving strategy used by people in their interactions. Similarly, Brown and Levinson (1987, p. 69) contended that "politeness is an action that serves to mitigate the threat to face involved in some communicative act." In other words, Politeness is a device for drawing attention to others' faces in situations where there is a risk of damage due to some communicative need. According to their definition, politeness expression involves nonverbal gestures and facial expressions as well as linguistic communication keys.

The notion of "politeness" is broad and very complicated so that a large part of studies in Pragmatics gave it a great deal of attention. These studies showed that, if rules of politeness are not observed in a given society, people cannot live and communicate with each other. Thus, Politeness is the aspect that makes human communication more human like (Bax, 2010, as cited in Macmillan, 2011). For Al-Duleimi (2016, p. 262) the purpose behind using politeness 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." Therefore, politeness exists in human behavior as a means to bypass or decrease the likelihood of conflict with others.

1.2.2. Linguistic Politeness Theory (Brown & Levinson's Theory)

Brown Levinson's theory of politeness first appeared in 1978. Their theory of politeness is undoubtedly the most influential, having received countless reactions, applications, criticisms, modifications, and revisions. The names Brown and Levinson have become almost synonymous with the word politeness itself, since it is impossible to speak of politeness without referring to them. Holtgraves (1990, p. 719) said 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." Therefore, the notion of face is used in their model to draw a link between language use and the application of politeness during the process of managing one's image of others.

Brown and Levinson's definition of linguistic politeness centers around the speaker's attempt to save the hearer's self image or face which they (1978, p. 66) defined as:

The public self-image that every member wants to claim for himself, [...] so something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, people cooperate (and assume each other's cooperation) in maintaining face in interaction, such cooperation is based on the mutual vulnerability of face.

However, the notion of "face" has been first suggested by the sociologist Erving Goffman in his paper "On Face-work: An Analysis of Ritual Elements of Social Interaction" and introduced in his 1967's book: *Interaction Ritual: Essays on Face-to-Face Behavior*. Goffman argues that individuals have self-esteem, so-called 'face', and people's lives are constantly engaged in protection and defense of faces (Goffman 1967: 6). Goffman defined face as "the public self-image that every member wants to claim for himself" (Brown and Levinson 1987,

p. 61). Based on that, Brown and Levinson developed a rich understanding of Goffman's concept of face, and characterized it into two types, they asserted that:

Central to our model is a highly abstract notion of face which consists of two specific kinds of desires (facewants) attributed by interactants to one another: the desire to be un-impeded in one's actions (negative face), and the desire (in some respects) to be approved of (positive face). This is the bare bones of a notion of face which (we argue) is universal, but which in any particular society we would expect to be the subject of much cultural elaboration. (p. 13)

This is to say, Brown and Levinson (1987) have advocated the concept of face into two categories: positive face and negative face. They describe positive face as “the want of every member that his [her] wants be desirable to at least some others.” (Brown and Levinson 1987, p. 62). The term “wants” here encompasses the appreciation of others, in order to keep the action that we want to do. Then, they defined negative face as “the want of every ‘competent adult member’ that his actions be unimpeded by others.” (1987, p. 62) However that is to say, “wants” refers to our desire of doing what we want without obstructs from others.

Based on the notion of face Brown and Levinson (1987) added a closely related concept which has to do with a particular set of speech acts which they believed do not adhere the two types of face wants people have; a sort of speech acts they dubbed Face Threatening Acts (FTA).

According to Brown and Levinson (1987), there are some speech acts or, more specifically, illocutionary acts performed by S (speaker) which threaten the H's (hearer) face.

However, the face threatening actions vary according to the type of threat: there are some actions that threaten positive face, other actions that threaten negative face, and there are those that threaten recipient or speaker's face. Thus, intimidation against positive desires includes, for instance, discord, taboo subjects, and criticism; threats against the positive face of the speaker include apologies and self-abasement. The acts that threaten the addressee's negative face enclose requests, recommendations and expressing envy; the acts which can be involved in the speaker's negative face threatening are accepting apologies, thanking, and making promises.

In addition, Brown and Levinson (1987) 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.)
- (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.). (1987, p.121).

So, face threatening acts are a sort of regular speech acts that require interlocutors to assume cautiously that they need to hold both their addressee's and their personal self-image. In order for human beings to lessen the hazard of inflicting any face threatening actions, like in refusals for instance, they commonly use a few linguistic gadgets to avoid face loss situations. These gadgets are known as politeness strategies.

1.2.3. Politeness Strategies

The term politeness strategies describe the verbal message strategies that please the face of the hearers. Hence, the use of politeness strategies aims at maintaining social order and human cooperation and solidarity by redressing the threat inherent in different speech acts, including refusals. For that matter, Brown and Levinson (1987) introduced their taxonomy of politeness strategies. Brown and Levinson (1987, p. 69) stated that "Politeness strategies are therefore employed to recompense the conflicting goals and then to save face." Yet, they have stated three basic factors that can influence the production of an act while interacting with each other. These factors are: social distance, power and the rank of imposition. In this regard, Wolfson (1989, p. 67) asserted:

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

These factors are explained as follows:

- **Degree of Social Distance:** It refers to the distance between the interlocutors; it means how close the participants are, because the relationship between the two has a role in defining which politeness strategy works best during interaction.
- **Power:** It is defined as the power relationship between the participants; for example, the position or status, which means, the amount of authority between the speaker and the hearer defines which strategy should be applied.
- **Rank of Imposition:** It refers to the kind of the act itself, its degree of imposition. It is “the rank that an addresser enjoys and his ability to impose his ideas and desires on others.” (Al-Duleimi, p. 264)

While interacting with people, some statements can be seen and perceived as threats. Threats can prevail against positive and negative faces leading to conflicts between interactants. So, in order to reduce the risk of these threats against both types of faces, a set of five strategies are used. These strategies are ordered as follows from the least polite to the most polite: bald on record, positive politeness, negative politeness, off record politeness, and do not do the FTA.

1.2.3.1. Bald on Record Politeness Strategy

According to Brown and Levinson (1978), this strategy is considered to be the least polite and the most direct and clear one among the other strategies. Hence, this strategy does not require from the speaker any effort to reduce the impact of the FTA's, since He/she says things with radical transparency. Further, this strategy often entails the use of the imperative form without any mitigation. It is generally used between close peers, between individuals who know each other very well such as family members and close friends where the environment is comfortable.

1.2.3.2. Positive Politeness Strategy

Positive politeness (PPS) has to do with the positive face of the hearer, by making him/her feel appreciated. It is regularly noticed in groups of friends or in situations where individuals or members of society know each other quite well. According to Brown and Levinson, PP includes many sub strategies such as: notice attends to H, exaggerate, joke, promise, include both S and H in the activity, seeking agreement, avoid disagreement, use of in-group identity markers (1987, pp. 103-129)

1.2.3.3. Negative Politeness Strategy

Negative politeness (NPS) is unlike the positive one. It has to do with the negative face of the hearer. The speaker uses this strategy to save, protect and respect the negative face wants of the hearer, and not to interfere in his or her choice or freedom of action. In this respect, Brown and Levinson (1978) presented 10 possible forms of negative politeness strategies:

- (1) Be conventionally indirect
- (2) Question, hedge
- (3) Be pessimistic
- (4) Minimize the imposition, Rx
- (5) Give deference
- (6) Apologize
- (7) Impersonalize S and H
- (8) State the FTA as a general rule
- (9) Nominalize
- (10) Go on record as incurring a debt, or as not indebting

1.2.3.4. Off-Record Politeness Strategy

The fourth strategy suggested by Brown and Levinson (1987), the Off-Record strategy, occurs when a certain act can be performed in an unclear and indirect way. This strategy

allows for more than one interpretation of the plot, and in this case it is up to the listener to interpret the implied meaning. 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. In other words, the actor leaves himself an 'out' by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. (p. 211)

Off record strategies are: (1987, p. 213)

- Give hints.
- Give association clues.
- Presuppose.
- Understate
- . • Overstate.
- Use tautologies.
- Use contradictions.
- Be ironic.
- Use metaphors
- . • Use rhetorical questions.
- Be ambiguous.

- Be vague.
- Over-generalize.
- Displace hearer.
- Be incomplete, use ellipsis

1.2.3.5. Do not Do the FTA

‘Do not do the face threatening act, (the FTA)’ is the fifth strategy in Brown and Levinson’s taxonomy. They pointed that “the payoff for the fifth strategic choice, ‘do not do the FTA’, is simply that S avoids offending H et all with this particular FTA” (B&L, 1987, p. 72). It is to remain silent without any speech act performed. Brown and Levinson (1987) silence as the ultimate realization of politeness, despite the fact that they provide no discussion about it.

Section Three: Refusals in Teacher-to- Student Interaction

1.3.1. Classroom Interaction

The term 'interaction' is made up of two morphemes, namely *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain the conversation, to teach, or to interact with participants involved in the teaching and learning processes in the classroom. It 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) This is to say; in order to achieve communication there must be a mutual influence between the interactants through giving and receiving messages, that is why interactions do not occur only from one side. Hence, many researchers said that interaction is necessary in classroom, it helps the teaching and learning process run smoothly, and it can improve learners' communication abilities. Further, interaction in the classroom refers to the dialogue between teachers and students in which active involvement and learning become crucial, yet, effective classroom requires successful pedagogy. While interaction has been regarded as a fundamental pedagogy, since it demonstrates how students and their teachers communicate,. it is implied that everything that takes place in the classroom is done through face-to-face interaction. Face work and face management tend to be critical, consequently (Allwright, R. L. 1984, p. 156) .

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. In the same vein, 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. This means that interaction while working in groups or pairs inside the classroom helps them to use 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 parties or more who can communicate constructively and share certain signals and semiotic principles. In other words, interaction as a process requires participants in order to achieve and develop language abilities.

However, Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Ellis and Foto (1999, p. 09) said, “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” Interaction then is rich of meaning negotiation and output modifications.

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 other words, it is the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. This is often done when interactants try to maintain each other’s face especially by employing politeness strategies in FTAs. Ellis (1999, as cited in Kouicem, 2010) claimed that, classroom interaction helps language acquisition by supplying negative evidence and allowing the modification of output. That is to say, when interacting, the teacher gives feedback which makes opportunities for the negotiation of meaning possible. According to Mackey (2007, p. 30) “through interaction that involves feedback, the attention of the learners is paid to the form of errors and they are pushed to create modification.” feedback role in interaction is of crucial importance; it is, itself, an indicator of inappropriate output and a trigger for appropriate one.

1.3.2. Teacher-to-Student Interaction

This type of interaction happens between the teacher and one learner or many other learners. The teacher plays an essential role, he is the one who asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses, negotiates with his students the content of the course, etc. which means that, skills improved through interactions between learners. Hence, students learn from their teachers experiences on how well to interact in the manner that is most effective.

Scrivener (2005, p.85) made the following diagram to show clearly how the interaction happens between the teacher and the students.

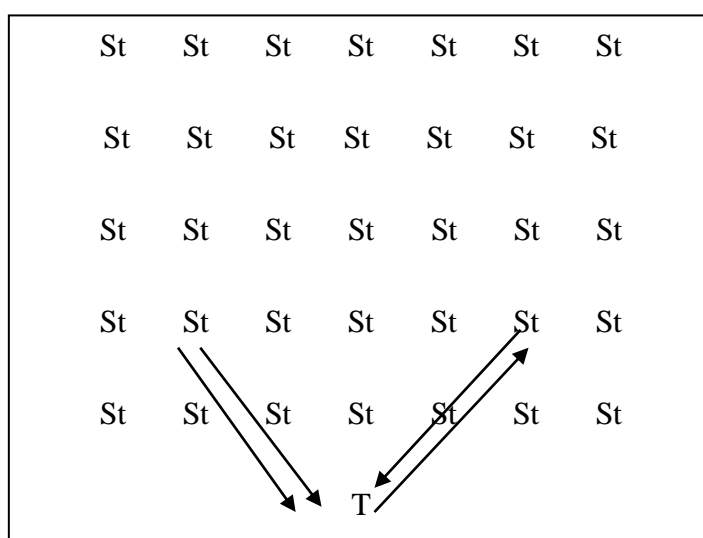


Figure (1.1): Interaction Between Teacher and Students (Scrivener, 2005, p.85)

Key:

- ↗ Teacher interacts with student
- ↘ Student interacts with teacher
- St Student
- T Teacher

During teacher-student interaction, students try to demonstrate their speaking and listening skills in front of their teachers, so the latter have to take into account their way of interaction, which is very important in learning and teaching. According to Harmer (2009), teachers should focus on three things when speaking to their students. First, they must pay attention to what kind of language the students can understand, that is, the teachers must provide a result that is understandable for the level of the students. Second, teachers need to think about what they are going to say to their students, so teacher's speech is a source for students. Finally, teachers need to identify the way they will speak, such as voice, tone and intonation.

In sum, interaction is taken into account because it is the key component required in classrooms. It refers to the continuing purposeful communication between students and also their academics so as to boost the teaching-learning process. Smart social relationships between students and teachers are main characteristics of such interaction and they are deemed stipulations for the ongoing of communication, making a healthy classroom atmosphere and achieving the set goals of the classroom interaction.

1.3.3. Refusal Strategies in Teacher-Student Interactions

Because an EFL teacher stands as a good example in proper pragmatic performance in the classroom, the following strategies are suggested (Chang, Y., & Chang, Y. 2009, p. 477)

- **Politeness:**

Politeness is very important in human behavior. It is a sign of high levels of respect and kindness. In language study, politeness refers to the approaches instructors follow while they communicate with their students (Chang et al. 2009). Teachers who tend to be communicatively polite with their learners build mutual respect. In polite refusal situations, like refusing a request for example, the teacher may include the word sorry and many others to soften the situation.

- **Apology:**

Apologies can be part of politeness. It is another strategy used by instructors when they intend to refuse an offer or request from their learner. A two well-known word to utter an apology are “sorry” and “I apologize”.

- **Suggestion:**

Instead of directly refusing a student’s request, the teacher may suggest an alternate option. For instance, if the learner asks for revision of the previous lesson while his instructor is running out of time with the new lesson, he or she suggests that they would recapitulate the difficult aspects of the whole unit in a separate session.

- **Statement of refusal:**

This strategy denotes direct rejection. To illustrate, teachers have all the authority in the classroom to reject students’ actions which they perceive as irrelevant, inappropriate or disrespectful. For example, the teacher may declare “No, I totally refuse.”

3.4. Politeness in Refusals

Politeness strategies are also used when refusing. Both the speaker and the hearer use politeness in refusal in communication. As has been explained in the first section, a refusal is a speech act occurs as a negative response or rejection for something or doing something. Refusals of all types (to requests, invitations, offers or suggestions) are very common and frequently used in everyday conversation in all languages; however, their performance needs to be most appropriate if communication is to go on without conflict. This has made this speech act a popular topic of discussion and an appealing area of investigation, especially in pragmatics. Face can be imperiled by a speech act of refusal when speakers do not care about

the listener's desires and when they impede their H's freedom of action. Still, the speaker can express his or her displeasure politely in an attempt to maintain interpersonal relationships. (Brown and Levinson 1987)

The following are some examples that show polite and impolite refusals; the first is addressed to a student whereas the second is a response to a teacher's act:

Context I:

It is Friday afternoon. You meet your friend in the parking area. She says that she wants to go to the beach next Saturday and invites you to join her, but you cannot go. You say:

(1) I would not go to the beach with you.

or

(2) No, I have already promised my mother.

In these examples, the speaker does not care about the listener's face and makes direct refusal impolitely by using a simple sentence "I would not go" or by using the word "No". That utterance is influenced by the social distance and status levels between the speaker and listener.

Context II:

You are leaving your campus, but your lecturer stops you and invites you to go to the seminar at auditorium. As you cannot go, you decline her invitation. You say:

(1) I am really sorry, Madame. I would like to attend the next seminar.

In this example, the speaker makes an indirect refusal politely. He uses apologizing or regret refusal strategy, marked by the word "sorry". The speaker shows the respect to the listener who has a higher social level, a teacher. So, like any other type of FTAs, refusals take

different forms depending on the context in which they appear, and are often modified as to be polite according to some determining factors that guide the interaction. These factors are the social distance between the interlocutors, the social power and the rank of imposition. (Brown and Levinson 1987)

Conclusion

This chapter has provided a review of literature in which we have defined speech act theory, politeness, refusals and interaction. The review has also clarified the notion of face threatening acts and the different politeness strategies that are employed to redress the threat including positive politeness, negative politeness, bald on record, and off record politeness strategies, introduced by Brown and Levinson (1987). Ultimately, EFL students are expected to be acquainted with various speech acts. Refusals are one of the most used illocutionary acts of every day, even in class interaction. In order to see how teachers make refusals addressed to students and to know to what extent they try to adopt politeness strategies, the next chapter is devoted to an investigation of refusal strategies in teacher-student interaction with an emphasis on the politeness strategy use. It, hence, includes a thorough description of the research design and methodology, the procedures of data collection and analyses, discussion of the main findings.

CHAPTER TWO: FIELDWORK

Introduction

This chapter is devoted to cover the practical part of the dissertation. Moreover, it presents an overview of the methods used to gather the required data. Furthermore, it identifies the sample chosen to take part in the study, and the analysis of the data gathered through the research tools namely the teachers 'questionnaire with the discourse completion task (DCT). The analysis is followed by a thorough discussion of the main findings.

Section One: Methodology

2.1.1. Aim of the Research

The main aim behind the practical part of this research is to investigate refusal strategies and patterns in teacher-student interaction, with an emphasis on the politeness strategies that they use frequently for the sake of successful interaction. The data is gathered via a questionnaire that was administered to teachers at the Department of English in Mila University Center and other universities during the academic year of 2021/2022.

2.1.2. Sample and Population

In our study, we randomly opted for forty-one (N=41) teachers of English who are Master, Magister, or Doctorate holders and who are currently working in the Department of Foreign Languages at Mila University Center, and other Algerian universities during the academic year 2021/2022. The selection of this sample was based on the consideration that teachers are well-experienced and have decent years of teaching different modules and levels, and also have experienced interaction with different students in different situations. Therefore, teachers are to answer a set of questions written in a form of a questionnaire and DCT.

2.1.3. Tools of Research

In order to fulfill the aims of the study, a research instrument which is a questionnaire was used to collect the needed data. It is made up of three sections. The first and second sections

are in the form of questions whereas the third section is a discourse completion task (DCT) which embodies different situations for each case of refusal (to offer, to invitation, to request, and to suggestion). The DCT is a qualified instrument which is frequently used in investigating pragmatic phenomena. Hence, it was adopted to investigate teachers' refusing responses to different speech acts in an EFL setting.

The questionnaire was distributed as a GOOGLE FORM questionnaire via the following link:

https://docs.google.com/forms/d/e/1FAIpQLSfQ02PwnIKVkcXMcuaAqrqQ4dDTtoMBtOJ8E9B1-iHzlZwrdqFw/viewform?usp=pp_url

and it was responded to by a total of 41 teachers.

2.1.4. Description of Teachers' Questionnaire

This questionnaire is divided into three sections. The First section, from question (1) to (3) is devoted to teachers' background information; they are asked to specify their academic qualification, affiliation, and experience of teaching. Section two, entitled 'politeness and refusals' from question 4 until 11, seeks to find out teachers' perception about politeness, the use of politeness strategies in teacher-student interaction in general and in refusals in particular. The third section is a Discourse Completion Task which is built upon two theoretical models: Beebe's et al. (1990) was adopted for designing the triggering situations while Brown and Levinson's (1987) model was adopted in strategy choice. The DCT contains eight situations to elicit four types of refusal (refusal to request, refusal to invitation, refusal to offer, and refusal to suggestion). Two situations for each type of refusal were designed, so our DCT comprises a total of eight (N=8) hypothetical situations to be answered by the participants. Every situation has four (N=4) suggestions among which teachers would choose. The suggested answers are labeled (a), (b), (c), (d) and they correspond to Brown and

Levinson's (1987) four main politeness strategies: an off-record strategy, a negative politeness strategy, a positive politeness strategy, and a bald on record strategy respectively. A space was provided for any other suggestion related to the use of politeness strategies in speech act of refusals. The teachers' DCT seeks to find out whether the teachers use the politeness strategies mentioned in the literature review when refusing requests, invitations, suggestions, and offers for making refusals while interacting with their students or not. In addition, it also attempts to know which strategy they tend to use mostly in different situations.

The language used in this questionnaire was simple to make the questions and situations clear and easily understood by the participants. Therefore, no other variables could influence the participants' responses to the hypothetical scenarios.

2.1.5. Analysis Procedure

This chapter also describes the procedures of analyzing the data collected from the Questionnaire which is distributed to teachers of English at language departments in different universities. The teachers' responses are analyzed using the mixed method. This method involves the combination of both quantitative and qualitative analysis of data. The former method is used to analyze the answers gathered from the teachers' questions as well as their answers to the DCT in terms of numbers, percentages and statistics. As for the second method, it is used to describe, interpret and understand the reason behind the chosen answers, often, in the light of previously reviewed theories.

2.1.6. Limitations of the Study

Needless to say, any conducted research might be exposed to a number of limitations. In our attempt to reach effective results for the study in hand, some limitations have emerged. Firstly, the eleven questions and the situations were simple and clear, the totality of respondents answers them. Furthermore, some teachers did not collaborate to answer it giving

reasons such as having busy schedules and insufficient time to answer it even via e-mail, or saying that the topic of the questionnaire is beyond their field of interest and knowledge.

Section Two: Data Analysis and Discussion

2.2.1. Data Analysis

2.2.1.1. Background Information

Q.1-What is your academic qualification?

What is your academic qualification?

41 responses

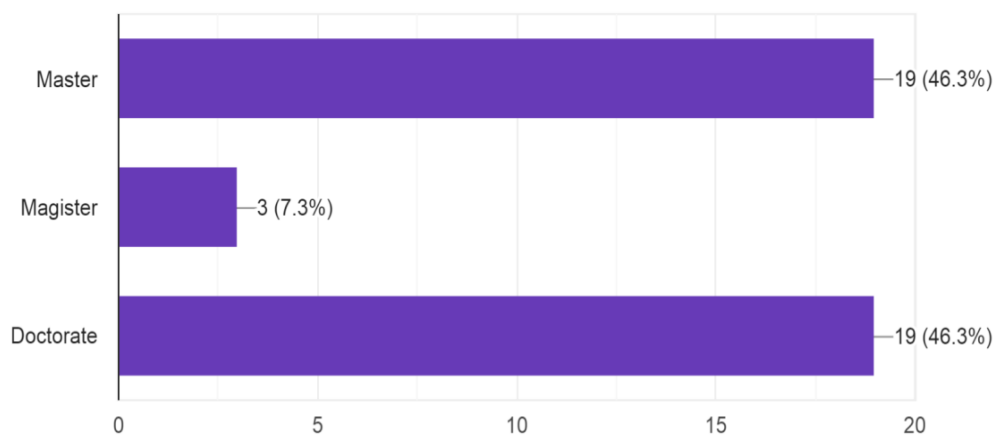


Figure (2.2): Teachers' Academic Qualification

As shown in figure (2), only 7.3% of the participants held a magister degree; 46.3% of them held a master degree and 46.3% were doctorate holders. The teachers' level affects the quality of teaching and interaction. Hence highly qualified teachers are able to deal with several situations when interacting with their students specially when refusing.

Q.2 What is your affiliation?

In response to this question, diverse affiliations to several universities with various fields were remarked. Forty (N=40) responses are noted, twenty five (N=25) of them are teachers expressed their affiliation by citing the name of the university they work in without informing us about their specialty field. The universities in which they work are arranged as follows: Mila University, Skikda University, Constantine University and Algies University. The last fifteen (N=15) teachers' responses presented with specialty in their field ten of them are teachers in Applied Linguistics and Didactics of Foreign Languages, and the rest are specialized in Course Design and Evaluation. This diversity is helpful in terms of exhibiting different approaches of the teaching process including habits and norms of behavior, especially how a teacher refuses their student politely.

Q.3 For how long have you been a university teacher?

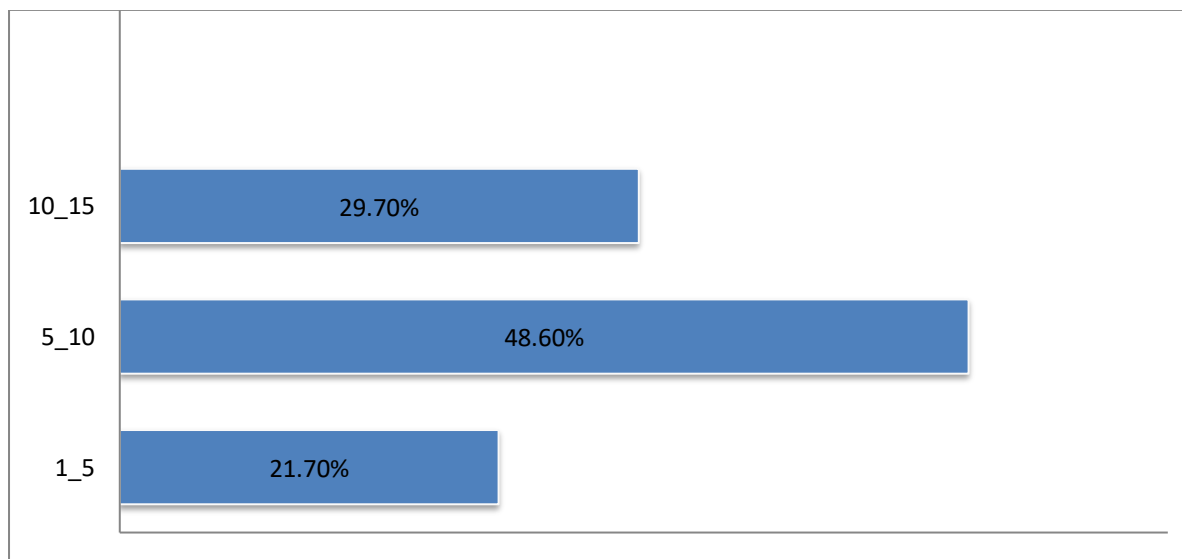


Figure (2.3): Teachers' Experience of Teaching English.

On the basis of teachers' answers shown in figure (3), the highest response rate was 48.6% that represents the teachers of English as a foreign language with an experience of five 5 to ten 10 years of teaching. The medium is 29.7% that symbolizes respondents who have been

teachers for more than ten years (10 till 15years). The least percentage is 21.7% which represents the less experienced teachers who have taught English from one to five years. Teaching for a considerable period has certainly allowed the teachers to take part in various situations where they had to or chose to refuse their students. It also allowed them to observe particular patterns of polite behavior, leading them to develop awareness and knowledge on how to deal with students in such acts of refusals using polite ways.

2.2.1.2. Politeness and Refusals

Q.4 How would you describe your relationship with your students?

How would you describe your relationship with your students?

40 responses

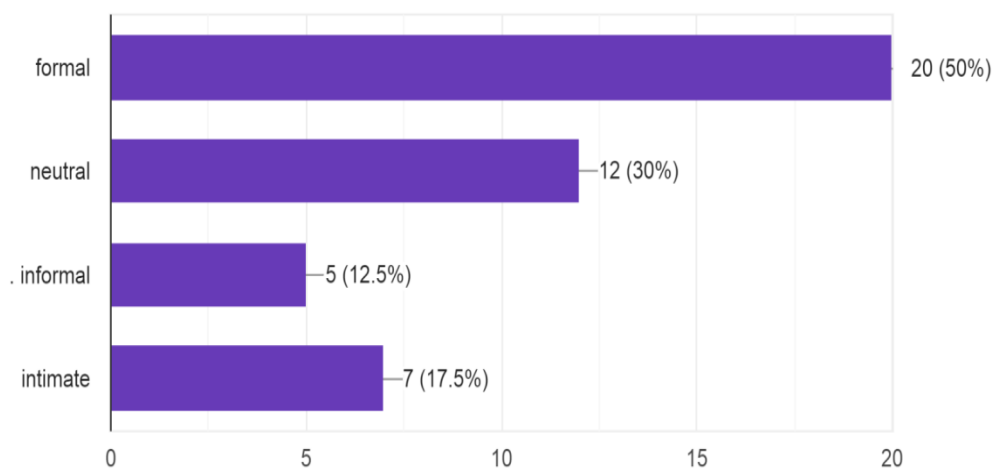


Figure (2.4): The Relationship Between Teacher and Students

Figure (4) represents the relationship between teachers and students. Half of the teachers (50%) emphasized that their relation is formal while 30% of them described their connection as neutral one. However, 17.5% claimed to be intimate to students, and 12.5% opted for the informal type in their relation. Teacher- student relationship plays an enormous role in

refusing speech acts especially in classroom interaction; besides, this relationship determines the teacher's choice of the politeness strategy through which a refusal is performed as claimed by Brown and Levinson (1987).

Q.5 When communicating with your students, do you interact politely?

When communicating with your students, do you interact politely?

41 responses

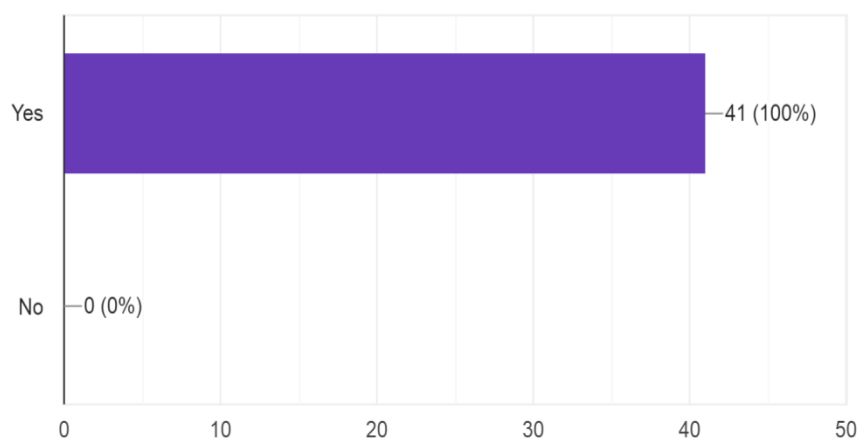


Figure (2.5): The Use of Politeness During Communication

As shown in the figure above, all teachers (100%) said yes when they were asked if they interact politely with students, which means that teachers tend to use politeness in classrooms (speak and behave politely) when interacting with students.

Q.6 When addressing your students, which of the following strategies do you use most?

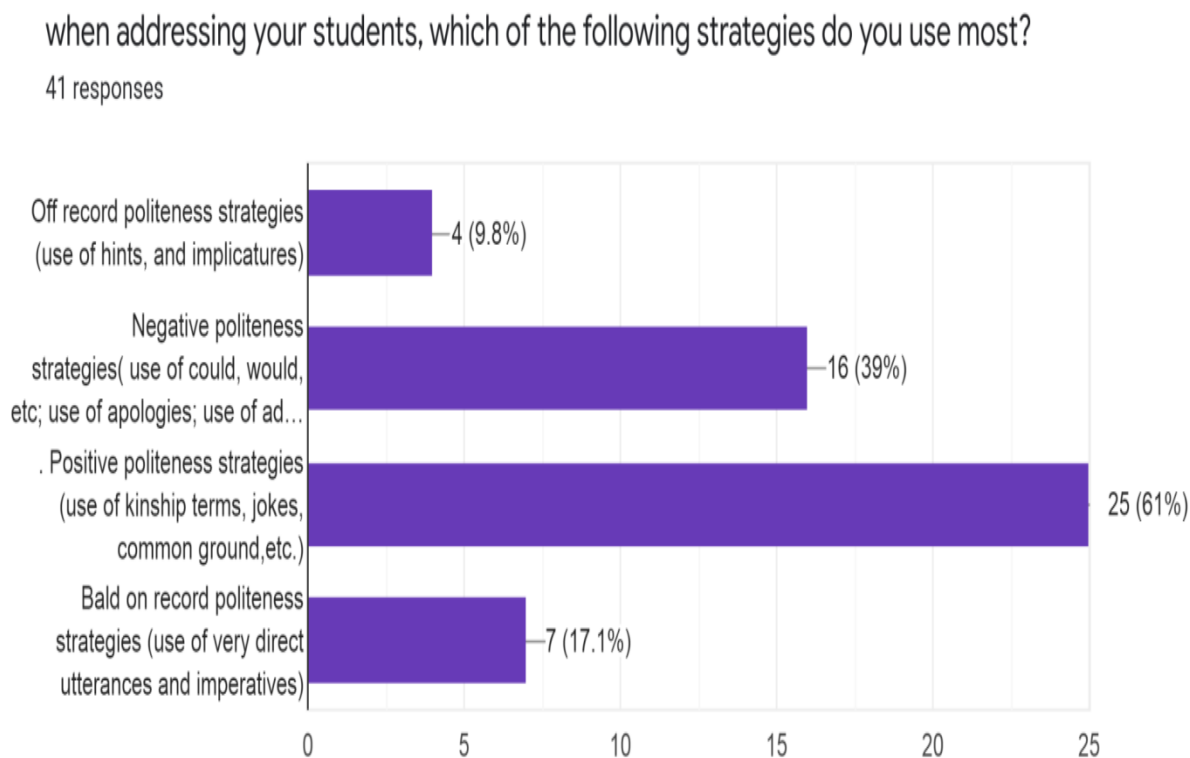


Figure (2.6): Teachers' Most Used Politeness Strategies

We can notice that the highest percentage of teachers (61%) claimed that the most used strategy is the positive politeness strategy (use of kinship terms, jokes, common ground, etc.). This was followed by 39% who chose the negative politeness strategies (use of could, would, etc; use of apologies; use of address terms...) 17.1% went for the most direct strategy which is the bald on record strategy, while only 9.8% of them opted for the off record politeness strategy (use of hints and implicatures). As Brown and Levinson (1987) stated that politeness strategies are appointed to reimburse the conflicting goals and then to save face; that is why the majority of teachers went with the positive politeness strategy and the negative one since both of them please the face of the hearers.

Q.7 How often do you, as a teacher, use polite forms when refusing in interacting with your students?

How often do you, as a teacher, use polite forms when refusing in interacting with your students?

41 responses

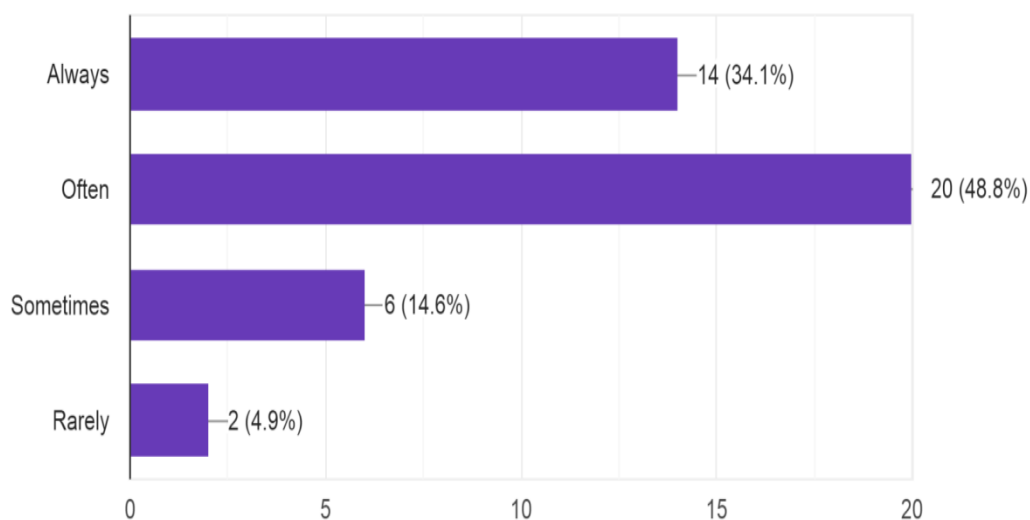


Figure (2.7): Frequency of Teachers' Usage of Polite Forms When Interacting

Figure (7) demonstrates the frequency of using polite forms when refusing students during interaction. The figure shows that the majority of teachers (48.8%) often used politeness when refusing students, while others (34.1%) said that they always use polite forms. However, 14.6% declared that they sometimes tend to use polite forms only when it is necessary, and only 4.9% stated that they rarely use polite forms when refusing. Classroom interaction requires all participants to cooperate in order maintain everyone's face.

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

Does politeness aim to reduce friction in interactions?

40 responses

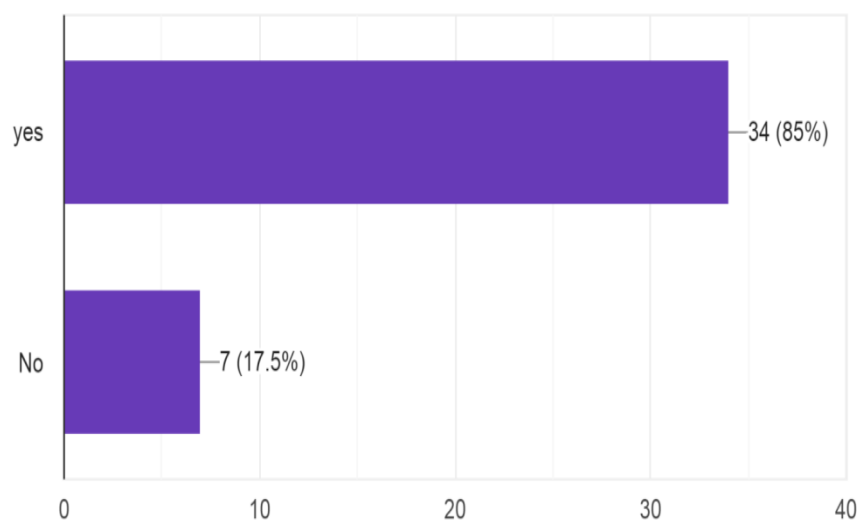


Figure (2.8): The Role of Politeness in Reducing Friction in Interaction

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 85% of teachers saw that friction could be lessened by means of polite behavior whereas 17.5% of them took the opposite stance.

Q.9 Do you think that your students are comfortable enough if you refuse their requests, suggestions, offers, or invitations politely?

Do you think that your students are comfortable enough if you refuse their requests, suggestions, offers, or invitations politely?

41 responses

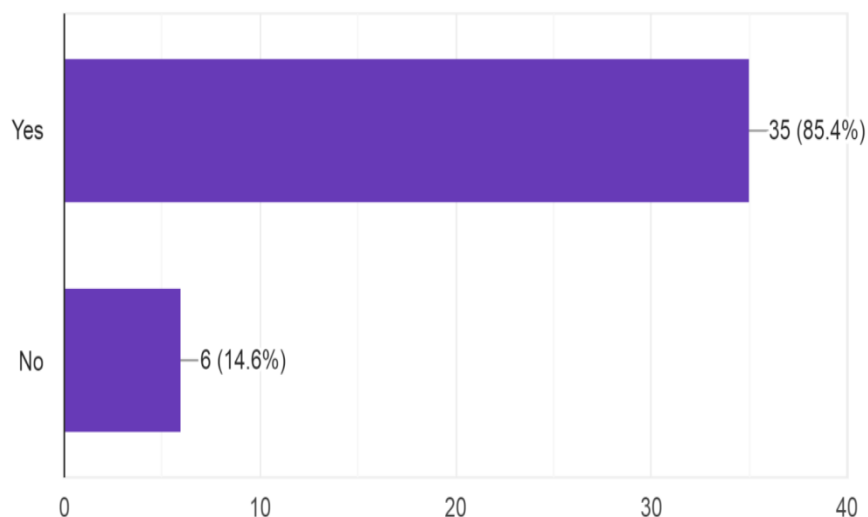


Figure (2.9): Students Feeling Comfortable While Using Politeness Strategies

As shown in the figure above, 85.4% of teachers believed that refusing students in a polite way certainly makes them feel comfortable probably thanks to saving face, earning respect, and minimizing the potential for misunderstand and confrontation. The rest of the respondents (14.6%) thought that students do not feel comfortable when they are rejected, since they thought that students don't like to be rejected at all.

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

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

41 responses

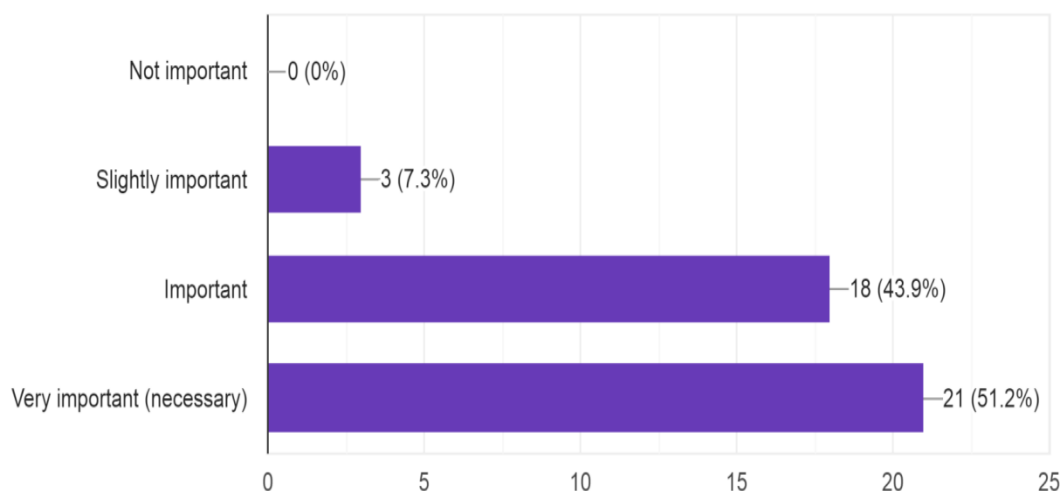


Figure (2.10): The Importance of Using Politeness Strategies in Refusals in Student-teacher Interaction

From figure (10) we can notice that none (0%) of the teachers considered the use of politeness strategies to make refusals unimportant. On the contrary, half of the participants (51.2%) saw that in interaction with students, it is necessary to use polite strategies for refusals. On the other hand, 43.9% considered politeness strategies as an important clue in refusing situations during teacher-student interaction, and only (7.3%) thought that it is slightly important.

Q.11 Does the absence of politeness in refusals hinder teacher-student interaction?

Does the absence of politeness in refusal hinder teacher-student interaction?

41 responses

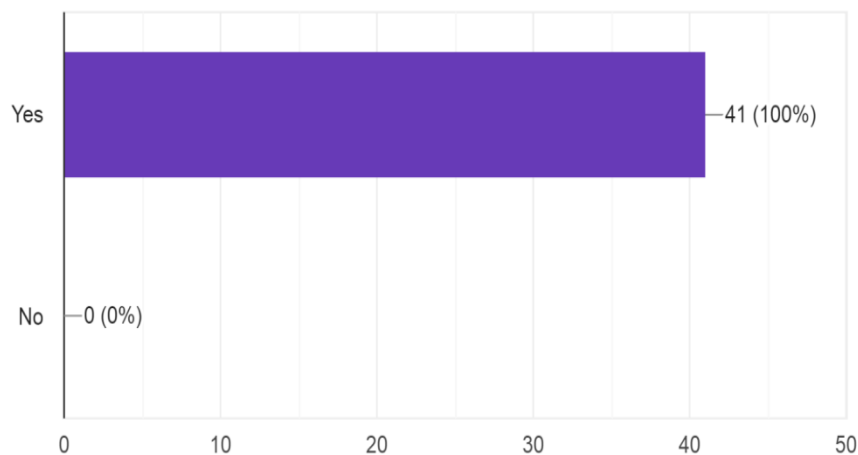


Figure (2.11): Role of Absence of Politeness in Hindering Classroom Interaction

From the data displayed by figure (11), it can be clearly observed that all the participants (100%) asserted that the absence of politeness in refusals obstructs the interaction between teachers and students.

2.2.1.3. Discourse Completion Task

Situation 1

You are a university teacher. While lecturing, one of your students asks for a leave, in order to make a phone call. You refuse his request. What would you say?

You are a university teacher. While lecturing, one of your students asks for a leave, in order to make a phone call. You refuse his request. What would you say?

41 responses

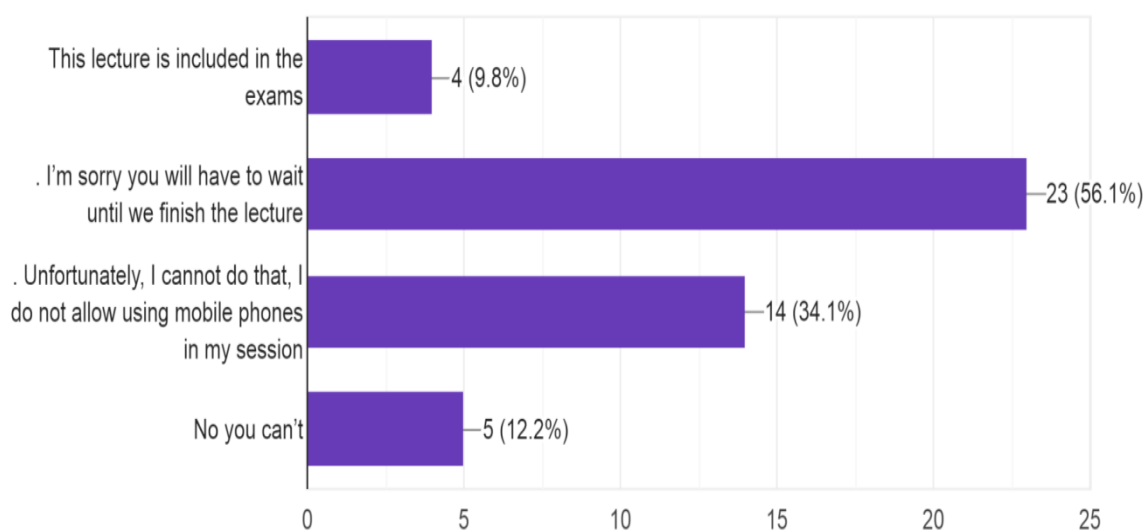


Figure (2.12): The Chosen Strategy by Teachers in Refusing Request 1

Figure (12) displays teachers' choice in the first DCTS' situation which is a refusal to a request for making a phone call. 56.1% of them showed a clear preference for the negative politeness strategy when refusing the students' request by using the apology expression 'I'm sorry'..., whereas 34.1% opted for the use of a positive politeness strategy to respond to the students' request using the adverb unfortunately which implies attendance and care to the student's face. Moreover, 12.2% of the respondents replied negatively to the request behind using bald on record politeness strategy based directly on the NO answer. Lastly, a minimal percentage 9.8% of teachers chose the off record strategy by giving a hint instead of refusing directly.

- **Situation 2**

You have a class at 8 AM. One of your students came late, and you did not allow him to join the lecture. Your student waited until you finished the lecture, and asked if he/she can compensate this session with the other group, but you refuse. How would you reply ?

You have a class on 8Am. One of your students came late, and you did not allow him to join the lecture. Your student waited you till you finis...e other group, but you refuse. How would you reply?
41 responses

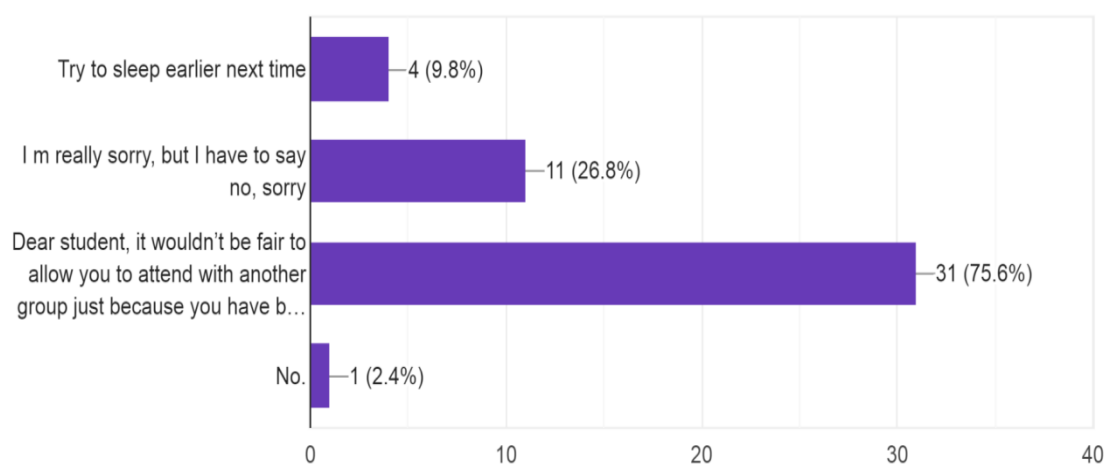


Figure (2.13): The Chosen Strategy by Teachers in Refusing Request 2

Figure (13) reveals the responses of the teachers when refusing a student's request for permission to attend a session with another group. The overwhelming majority of participants (75.6%) declared that they refused this situation employing positive politeness strategy using the kinship term dear, while 26.8% asserted the use of negative politeness strategy of apologizing in rejecting such a case. However, 9.8% went with the off record strategy giving advice as hint for refusing, and only 2.4% responded with the direct strategy which is the bald on record strategy.

- **Situation 3**

A reading club organized a book discussion event. A student invited you to join this event.

You did not accept his\her invitation. What would you say?

A reading club organized a book discussion event. A student invited you to join this event. You did not accept his\her invitation. What would you say?

41 responses

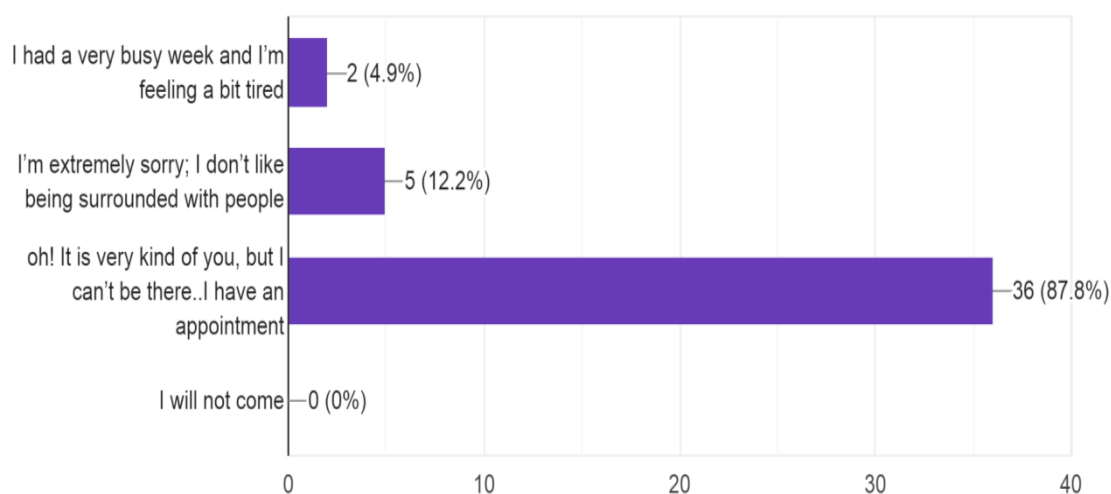


Figure (2.14): The Chosen Strategy by Teachers in Refusing Invitation 1

As shown in the above figure that 87.8% is the highest percentage of the participants who refused the invitation, by showing interest to the hearer and providing reasons and excuses. However, 12.2% of the participants preferred to be indirect by using the negative politeness strategy as a polite manner through apologizing; 4.9% used the off record strategy to avoid any kind of misunderstanding. Whereas (0%) none of teachers went with the bald on record in this kind of situations.

- **Situation 4**

A group of your students organized a graduation ceremony, and have invited you as an honorary member, but you could not accept for some reasons. How would you refuse?

A group of your students organized a graduation ceremony, and have invited you as an honorary member, but you could not come for some reasons. How would you reject?

41 responses

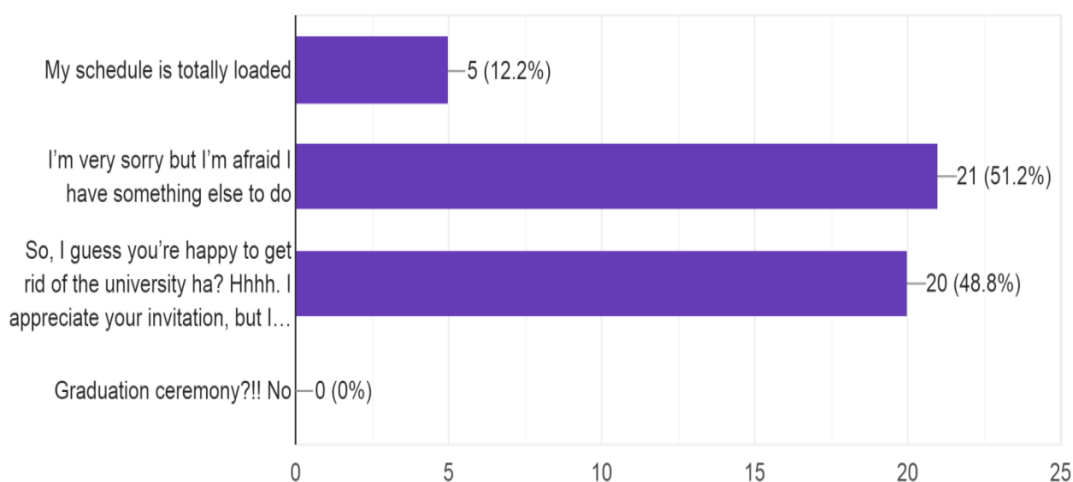


Figure (2.15): The Chosen Strategy by Teachers in Refusing Invitation 2

As it is represented in figure (15), there is a discrepancy between the positive and the negative strategies as 51.2% of the teachers saw that negative politeness in the form of seeking for forgiveness and being apologetic is the suitable way of rejecting the invitation while 48.8% preferred to use positive politeness strategies of jokes, thanking for the invitation before giving excuses. However, 12.2% decided that being ambiguous using the off-record strategy is what works for them. None of teachers (0%) went for the bald on record in this kind of situation.

- **Situation 5**

You decided to add a make-up session on Tuesday. Your students suggested to change the date and make it on Wednesday, but you refused. How would you refuse your students' suggestion?

You decided to add a make-up session on Tuesday. Your students' class suggested to change the date and make it on Wednesday, but you refused. How would you refuse your students' suggestion?
41 responses

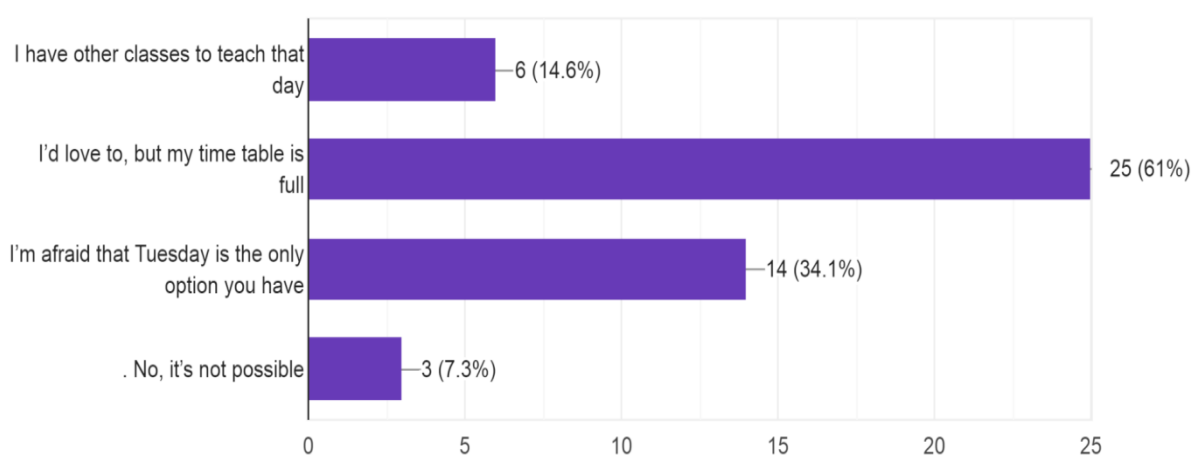


Figure (2.16): The Chosen Strategy by Teachers in Refusing Suggestion 1

Figure (16) exhibits the results of refusing a suggestion to a make-up session on another day. 61% of participants felt comfortable when rejecting the suggestion expressed by “ I’ d love to, but. ”, a negative politeness strategy, while 34.1% selected the positive strategy that gives a sense of friendliness. Lastly, 14.6% have chosen the off- record strategy and preferred to give hints rather than stating what they want. The bald on record strategy appeared the least (7.3%).

- **Situation 6**

You gave your students a research to do individually. They suggested making it a pair work or a group work, but you refused their suggestion. What would you say?

You gave your class students a research to do individually. They suggested if they can make it a pair work or a group work, but you refused their suggestion. What would you say?

41 responses

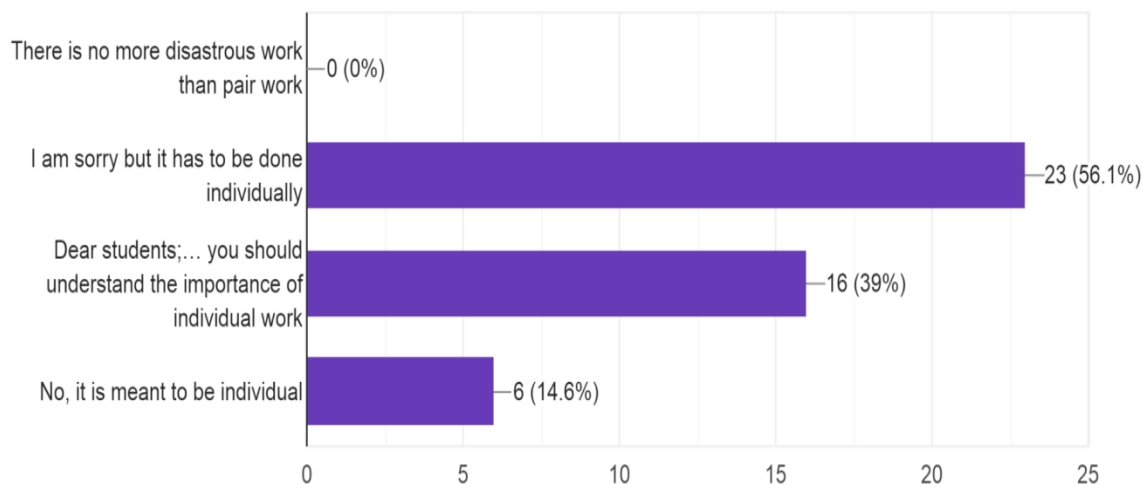


Figure (2.17): The Chosen Strategy by Teachers in Refusing Suggestion 2

Based on the data presented in figure (17), teachers used negative politeness and positive politeness the most. However, negative politeness strategies, in the form of apologizing, (56.1%) were more than positive politeness ones 39% which took the form of kinship terms. The off- record strategy was totally absent (0%) in the shown data; the rest of the participant teachers chose not to give hints, but rather preferred to use the most direct strategy which is the bald on record in refusing the suggestion above 14.6%

- **Situation 7**

While you were correcting the many accumulated exam papers, one of your students offers to help, but you refused. How would you say that to him?

While you were correcting the many accumulated exam papers, one of your students offers to help. But you refused. How would you say to him?

41 responses

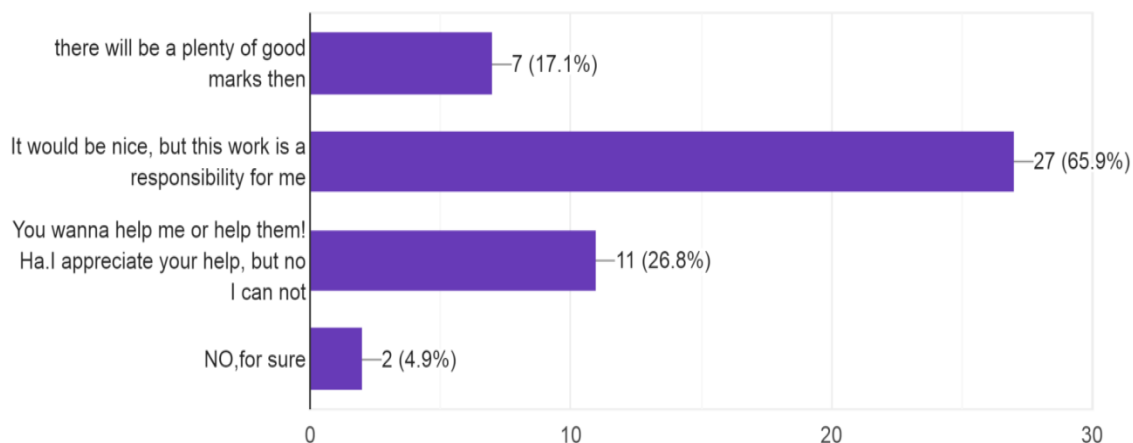


Figure (2.18): The Chosen Strategy by Teachers in Refusing Offer 1

As shown in the data, negative politeness (65.9%) was the most opted for to redress the inherent face threat emphasizing the speaker's desire not to coerce the hearer and not to impede his freedom of action. 17.1% of the chosen strategies were off record where S gave hints to H. Positive politeness strategies were opted for to redress the imposition in 26.8% of the offer mainly via using jokes, and the least used strategy is the bald on record with the percentage of 4.9%.

- **Situation 8**

While you were walking next to a restaurant, you met one of your students, he offers you a drink. You refused. What can you say in order to refuse his offer?

While you were walking next to a restaurant ,you met one of your students, he offers you a drink. You refused. What can you say in order to refuse his offer?

41 responses

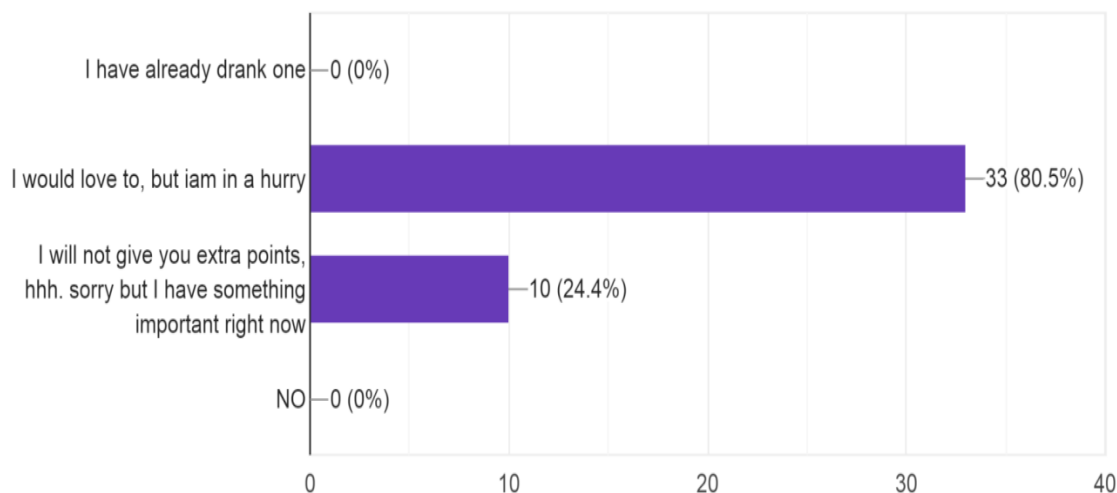


Figure (2.19): The Chosen Strategy by Teachers in Refusing Offer 2

According to the results above, we can clearly see the absence of the off record and the bald on record strategies (0%), most of the participants employed either the negative politeness strategy (80.5%) or the positive politeness strategy with (24.4%).

2.2.2. Discussion of the Findings

The findings of this study are analyzed according to Brown and Levinson's (1987) politeness model of performing face threatening acts because refusals are one of the most common speech acts of this sort. The first section of the questionnaire is devoted to background information of the teachers. In this section, the first questions are asked about the period teachers have spent in teaching English at university, qualifications, and affiliation. These questions reveal that most of the teachers have five to fifteen years of experience in teaching different modules. This implies that the teachers are experienced in teaching English as a foreign language; therefore, they are aware of what is going on in the classroom

regarding the teaching-learning process, in general, and teacher-student interaction in particular. Since classrooms are the best place where interaction between teacher and students appear, teachers are believed to have developed awareness and knowledge on how to deal with students in different situations, especially when making refusals.

As for the second section, half of the participant teachers affirm that they are formal when interacting with their students (Q4), maybe because they want to maintain that bright line of professional distance and respect unlike other teachers who choose neutral and intimate relationships. However, as revealed by the analysis of the data, all teachers assured that they interact politely with their students since they consider politeness an important clue in the teaching-learning process. The reason behind is that politeness improves communication skills and it can help in building respect and confidence between both teachers and students, as Robin Lakoff (1975) said. Furthermore, Teacher-Student interaction could be more successful if the students feel at ease with their teachers. According to Brown and Levinson's theory (1987) there are four main strategies of politeness through which a refusal is phrased: bald on record, negative politeness, positive politeness, and the off-record strategies. To start with, although Brown and Levinson argued that off-record politeness is the most polite strategy which the speaker may choose to realize face threatening speech acts, it was declared to be the least used by the teachers in classroom interactions. The 'bald on record' strategy, which is claimed by Brown and Levinson to be the most direct one, is used by the teachers in small rates, too. Compared to other strategies, negative politeness and positive politeness are the most used ones with a remarkable preference to the positive one, in order to maintain the H's face, avoid face threatening acts and gain respect. In the seventh and eight question, after a fair amount of yearly experience of teaching, the respondent teachers assert that they always use polite forms with students for the purpose of reducing conflict and friction with them because classrom or social interactions require all participants to cooperate in order to

mutually maintain face. Thus, polite forms are used to negotiate these interactions and achieve the most favorable outcomes. On the other hand, the absence of politeness will certainly increase the presence of friction and conflicts in teacher-student interaction, as teachers declared in Q11.

The analysis of the last section, the DCT, spots light on the different politeness strategies employed by teachers when making refusals to requests, invitations, suggestion, and offers following Beebe et al. model (1990) which suggests that refusals are triggered by and occur as negative responses to these four speech acts. From the perspective of Brown and Levinson (1987), the social variables (P/D/R) which contribute to strategy choice, are herein manipulated in a way to stress the influence of power status (P) at the expense of social distance (D) and rank of imposition (R). However, ‘Positive politeness’ and ‘negative politeness’ were the most used strategies by teachers. All through the refusal situations, the participants invariably used negative politeness more than other strategies. Nevertheless, in some situations (2, 3), positive politeness exceeded the other strategies. Teachers show a great respect to the positive face of their interlocutor, so that they adopt a lot of PP strategies in their interactions.

The negative strategy scored the highest rate in the situations (1,5,6,4,7,8). Even when the addressor is socially more powerful than the addressee (+P), he employed more negative politeness than other strategies to soften the speech act of refusing. . The major sub-strategies used by the teachers is apologizing often accompanied with giving overwhelming reasons to justify the refusal. NP strategies are adopted in order to make H feel comfortable and not imposed on and also to maintain the relationship between teachers and their students, to gain their trust, mutual respect, and create a healthy environment in classrooms. The ‘bald on record’ strategy occurred in fewer percentages than other strategies. This strategy was used the most by teachers when refusing suggestions and requests in situation (1, 5, 6) where the

addressor was more socially powerful than the addressee (+ P [S, H]) and when the rank of imposition was low (-R). However, this strategy was totally absent in the data, in situation 7 and 8 which is a refusal to invitation and offer when the rank of imposition was inevitably high (+R). This indicates that even in cases when S is more socially powerful than H, the type of the triggering speech act determines the choice of the refusal strategy (Lounis, 2014). Nevertheless, religion is the central authority which controls people's actions and behavior in daily interactions. It is worth mentioning that the Islamic culture, mainly governed by the Quran and the Prophet Mohammed's traditions asks for accepting invitations, offers and gifts, since we are Muslims, regardless to the social power or the social distance between interactants. When someone invites you or offers you something you should better be polite and moral when refusing them, using indirect ways by thanking and showing respect and gratitude to the addressee.

The data findings answered the research questions that most of teachers tend to use the same type of refusals in teacher-student interaction which is the indirect way in order to save both speaker's and hearer's faces. The data obtained from the DCT, answer the rest of research question that teachers always choose to adopt a politeness strategy to refuse a request, an offer, invitation, and a suggestion to their students, especially the negative politeness strategy. However, it is worth mentioning that the triggering speech act has a crucial role in shifting from one politeness strategy to another. This is most obvious in cases of refusing an invitation or an offer where, out of decency, one need better refuse them indirectly and in a most polite way.

Conclusion

This chapter has highlighted the research design and the data analysis. 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 the teachers' questionnaire. The data obtained from the DCT end up with an answer of our research questions. So, teachers use politeness strategies in teacher-student refusals, with a preference to negative and positive strategies among others. It was proved that the triggering act whether a request, a suggestion, an offer, or invitation determines the refusal strategy used by interlocutors, besides the interplay between social power, social distance and especially with rank of imposition determines the way of refusing, in addition to the interference of religion and culture.

General conclusion

Speech acts of all sorts take part in the intersection between language and communication. People are required both to acquire the language and to use it appropriately in order to communicate, especially when using a foreign language. This communication is successful when the hearer decodes the same message that the speaker encodes. On the contrary, communication breaks down if the decoded message is different from the intended encoded message. Therefore, the appropriate use of the speech act which is basically acquired through experience is extremely important in the embodiment of human interactions to achieve particular aims. In some cases, to determine what kind of speech act is made in an EFL setting will generate some inconveniences. Examples of such speech acts include: requests, apologies, invitations, suggestions, refusals, offers and many others.

Refusals constitute a very common type of speech acts whose performance involves considerations of many aspects: the speaker, the hearer, their interpersonal relationship, in addition to the situation in which they appeared or which made them appear. Moreover, their performance is not an easy task as they may constitute a major face threat to both speaker and hearer. Hence, they are often performed by adopting some politeness strategies in order to mitigate the threat and maintain the continuity of interaction and save interpersonal relationships. However, performing refusals tends to be more difficult when using a foreign language, in an EFL setting, for example.

In an EFL setting, interaction may take either way of orientation: student-to-teacher or teacher-to-student. It is the aim of the present study, however, to shed light on what kind of politeness strategies are used by teachers while refusing different speech acts made by their students be them offer, invitation, request or suggestions in teacher-to- student interaction.

To achieve the aims of the study and to answer the research questions, a teachers' questionnaire that contains an eight situation DCT was distributed to 41 teachers of English in different Algeria universities. The analysis of the data obtained from the questionnaire provides insights into the use of politeness strategies in teacher to student interaction. The data analysis also provides answers to the set research questions as most of the teachers approved that; they use politeness strategies when interacting with students in different refusal situations. Moreover, the use of politeness strategies in refusing students' acts proved to have a positive effect in maintaining good relationships with students, in addition to motivating and encouraging them to participate and interact easily.

The results of the teachers' DCT confirmed that the majority of them use politeness strategies especially the positive and negative strategy, among others. The negative politeness strategy was dominant in most situations mostly because some types of refusals are very hard to make and necessitate higher levels of politeness such as apologizing. The positive politeness strategy was used in a close rate to the negative one; thus, its use proves that there is a close bond between students and their teachers which is lowly expected due to differences in social power and distance. The bald on record strategies and off record politeness strategies were used in much lower rates. Hence, it has been proved that the reason behind teachers' tendency to use the negative politeness strategy when refusing students is due to the differences in power status and social distance in their relationship. However, the influence of the socio-cultural norms and the religious values is clear on the strategy choice, especially when refusing invitations and offers as shown in the data as there was a total absence of the direct strategies in such scenarios; more indirect strategies are called into use in order to maintain the H's face when refusing offers and invitations.

To conclude, the use of politeness in refusals is of paramount importance in the process of teacher-student rapport building. Hence, teachers are called upon to maximize the use of politeness strategies in their interaction with learners.

Recommendations for Further Research

As was indicated by this research, politeness is an undeniably important aspect of human life, especially when making FTAs like refusals. Despite the large literature available about refusals and politeness in speech acts, still more research in the field is possible. The following are some possible research topics:

- Refusals in student-to- teacher interaction
- Investigating the form of refusals using Beebe et al.'s (1990) model
- Politeness strategies in different speech acts
- The effect of socio-cultural norms on politeness in speech acts
- Responses to refusals
- Politeness and impoliteness in refusals/ other speech acts

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Appendices

Teacher's Questionnaire

Dear teachers,

This questionnaire is a part of a study designed to gather data to a research work carried out for the partial fulfillment of a master degree. It aims to study the speech act of refusing in teacher to student interaction in an EFL setting.

We would be very grateful if you take part in this questionnaire. Your answers are to be kept confidential and anonymous. Please check the box (es) that best match (es) your opinion or give another answer wherever needed. We would like to express our gratitude in advance for your valuable help.

Part One: Background Information

1. What is your academic qualification?

a. Master

b. Magister

c. Doctorate

2. what is your affiliation?

.....

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

a) 1 to 5 years

b) 5 to 10 years

c) 10 to 15 years

Part two: Teacher-student interaction

3. How would you describe your relationship with your students?

a. formal

b. neutral

c. informal

d. intimate

4. When communicating with your students, do you interact politely?

Yes

No

5. when addressing your students, which of the following strategies do you use most?

a. Off record politeness strategies (use of hints, and implicatures)

b. Negative politeness strategies(use of could, would, etc; use of apologies; use of address terms...)

c. Positive politeness strategies (use of kinship terms, jokes, common ground,etc.)

d. Bald on record politeness strategies (use of very direct utterances and imperatives)

6. How often do you, as a teacher, use polite forms when refusing in interacting with your students?

a. Always

b. Often

c. Sometimes

d. Rarely

7. Does politeness aim to reduce friction in interactions?

Yes

No

8. Do you think that your students are comfortable enough if you refuse their requests, suggestions, offers, or invitations politely?

Yes

No

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

a. Not important

b. Slightly important

c. Important

d. Very important (necessary)

10. Does the absence of politeness in refusal hinder teacher-student interaction?

Yes

No

Part Three: Discourse Completion Task

Please tick the box which corresponds to your choice among the suggested options

- **Situation 1**

You are a university teacher. While lecturing, one of your students asks for a leave, in order to make a phone call. You refuse his request. What would you say?

- a. This lecture is included in the exams.
- b. I'm sorry you will have to wait until we finish the lecture.
- c. Unfortunately, I cannot do that, I do not allow using mobile phones in my session
- d. No you can't.

- **Situation 2**

You have a class on 8Am. One of your students came late, and you did not allow him to join the lecture. Your student waited until you finished the lecture, and asked if he/she can compensate this session with the other group, but you refuse.

How would you reply?

- a. Try to sleep earlier next time.
- b. I'm really sorry, but I have to say no, sorry
- c. Dear student, it wouldn't be fair to allow you to attend with another group just

because you have been late, try to come earlier next time

d. No.

- **Situation 3**

A reading club organized a book discussion event. A student invited you to join this event.

You did not accept his\her invitation.

What would you say?

- a. I had a very busy week and I'm feeling a bit tired.
- b. I'm extremely sorry; I don't like being surrounded with people
- c. oh! It is very kind of you, but I can't be there..I have an appointment.
- d. I will not come

- **Situation 4**

A group of your students organized a graduation ceremony, and have invited you as an honorary member, but you could not come for some reasons.

How would you reject?

- a. My schedule is totally loaded.
- b. I'm very sorry but I'm afraid I have something else to do.
- c. So, I guess you're happy to get rid of the university ha? Hhhh. I appreciate
your invitation, but I cannot come.
- d. Graduation ceremony?! No.

- **Situation 5**

You decided to add a make-up session on Tuesday. Your students' class suggested to change the date and make it on Wednesday, but you refused.

How would you refuse your students' suggestion?

- a. I have other classes to teach that day.

b. I'm very sorry; Tuesday is the only option you have.

c. I'd love to, but my time table is full.

d. No, it's not possible.

• **Situation 6**

You gave your class students a research to do individually. They suggested if they can make it a pair work or a group work, but you refused their suggestion.

What would you say?

a. There is no more disastrous work than pair work.

b. I am sorry but it has to be done individually

c. Dear students;... you should understand the importance of individual work.

d. No, it is meant to be individual.

• **Situation 7**

While you were correcting the many accumulated exam papers, one of your students offers to help .But you refused.

How would you say to him ?

a.You will see all the marks correct then

b. It would be nice, but this work is a responsibility for me

c.You wanna help me or help them! Ha.I appreciate your help, but no I can not.

d.NO,for sure

• **Situation 8**

While you were walking next to a restaurant ,you met one of your students, he offers you a drink. You refused.

What can you say in order to refuse his offer?

a. I have already drank one.

b. I would love to, but iam in a hurry

c. I will not give you extra points, hhh. sorry but I have something important right now.

d. NO.

Teachers' suggestions

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

.....
.....

ملخص

تتناول الدراسة الوصفية الحالية أداء أفعال الرفض الكلامية في بيئة اللغة الإنجليزية كلغة أجنبية. تهدف هذه الرسالة إلى التحقيق في استخدام المعلمين لاستراتيجيات الأدب في الرفض في التفاعل بين المعلم والطالب. الأسئلة المطروحة هي ؛ ما إذا كان المعلمون يستخدمون استراتيجيات الأدب في حالات رفضهم الطالب ، وإلى أي مدى يستخدمون هذه الاستراتيجيات وأي نوع ينفذونه في الغالب في مواقف مختلفة ؛ العرض والدعوة والطلب والاقتراح. يتم الحصول على بيانات هذا البحث من خلال استبيان يحتوي على مهمة إكمال الخطاب الموزعة على المعلمين. لتحليل ووصف وشرح ومناقشة البيانات الناتجة ، تم اعتماد نهج الطريقة المختلطة. تكشف النتائج أن غالبية المعلمين استخدموا استراتيجيات ادب مختلفة في الرفض أثناء التفاعل مع طلابهم. علاوة على ذلك ، تظهر نتائج الاستبيان للمعلمين ان استراتيجيات الادب الاكثر استخداما هي استراتيجيات الأدب السلبية. بالإضافة إلى ذلك ، أبرزت النتائج أن القوة الاجتماعية ورتبة الرفض ، إلى جانب المعايير الاجتماعية والثقافية والقيم الدينية لها تأثير على اختيار الاستراتيجية.

الكلمات المفتاحية: استراتيجيات الأدب ، الرفض ، المعلم ، الطالب ، التفاعل

Résumé

L'étude descriptive actuelle traite la performance des actes de parole de refus dans le cadre EFL ; cette thèse vise à étudier l'utilisation par les enseignants des stratégies de politesse dans les refus dans l'interaction enseignant-étudiant. Les questions posées sont; si les enseignants utilisent des stratégies de politesse dans les refus enseignant-étudiants, dans quelle mesure utilisent-ils ces stratégies et quel type mettent-ils en œuvre principalement dans différentes situations ; offre, invitation, demande et suggestion. Les données de cette recherche sont obtenues via un questionnaire qui contient une tâche d'achèvement du discours distribué aux enseignants. Pour analyser, décrire, expliquer et discuter les données obtenues, l'approche de la méthode mixte a été adoptée. Les résultats révèlent que la majorité des enseignants ont eu recours à des stratégies de politesse différentes lorsqu'ils ont refusé une des certaines situations de la part de leurs étudiants. De plus, les résultats du DCT des enseignants montrent que la stratégie de politesse la plus utilisée est la stratégie de politesse négative.

En outre, les résultats ont mis en évidence que le pouvoir social et le rang d'imposition, plus que les normes socioculturelles et les valeurs religieuses ont un effet sur le choix de la stratégie.

Mots clés : stratégies de politesse, refus, enseignant, élève, interaction.