Exploring the Politeness Strategies Used by EFL: Case of LMD Students at University of Setif 2

Mokrane Rima [1][*], Haddaoui Soumia[2]

[1]University of Ferhat Abbas – Setif 1 (Algeria), blakeyes31@gmail.com
[2]University of Mohamed Lamine Debagine-Setif 2 (Algeria), haddaoui.soumia@gmail.com

Abstract :
This paper aims to explore the politeness strategies used by EFL learners at the University of Mohamed Lamine Debaghine Setif 2 through the implementation of the quantitative approach by applying the Multiple-Choice Questions to **429** of Master One Students of English Language specialized in language science as the study population. The sample consisted **86** participants, included **8** males and **78** females aged between **20-40** years, **82** from Setif and **4** out of state. It has revealed a variation degree in the use of politeness strategies by EFL in different contexts have proposed in the politeness theory of Brown and Levinson (1978,1987). At the same time, the paper has explored that the most used ones are Negative and Positive Politeness where the females tend to use the first kind to be more polite and avoid Face Threatening Acts in contrast to the males who perform the latter one that shows less politeness than female. From this one, there is a need for investigation for the gender role on politeness strategies.
Keywords: Bald-On record; Positive Politeness; Negative Politeness; Off-Record strategy.

[*]**Mokrane Rima**

INTRODUCTION

Globalization has changed the cultures, social dealings and languages in which the English Language has become the international language and a means of communication[1] .For that reason, people in Algerian country the one that has been affected by globalization and English Language with the implementation of EFL programs are studying it in educational institutions as schools and universities, and that what has been noticed in the EFL students' graduation number.

English Foreign Language learners are learning the English Language for the sake of effective communication using speech act, those learners face the life that requires the effective use of language and strategies for the communication goal. According to Getkham, people in their speech should be aware and give attention to the actions and speech that can embarrass or improve both hearer and speaker's face, as well as threatening, maintaining or damage it during conversation to preserve   politeness. [2] It is another field of linguistic in ESL/EFL, namely "Pragmatic" which has included as a module in the educational program of EFL learners at university.

Successful communication the conditions of effective pragmatic competence as well as communicative competence. This latter, stands on the perfection of two main aspects: the utterance form which refers to the pragmalinguistic competence and the real meaning of this utterance in such context namely the sociolinguistic competence that is fluency in speaking and playing with words to achieve a communicative goal without threatening interlocutors each other faces.

From the point of threatening or saving face during a conversation, an idea has been established by (Brown & Levinson, 1978,1987) from the politeness theory that they have conducted for the sake of avoiding embarrassing or damaging interlocutors faces through embarrassing actions what Brown & Levinson called it "Face Threatening Acts" (FTAs). For the purpose of avoiding threatening face, both scholars Brown & Levinson has suggested politeness strategies in four (04) categories: positive politeness, negative politeness, off-record and on-record one to reach the communicative objectives as request, compliment and others in an appropriate way and averting threatening face.

Statement of the Problem

A Multiple-Choice Questions tool was distributed at the preliminary stage to **35** students of English Foreign Language of Master One degree specialty of language science at the university of Mohamed Lamine Debaghine Setif -2-. It has been noticed after the analysis of pre-MCQ items that there is a variation issue of politeness strategies used by EFL students of Master One in their

speech. From this one, the current study working on the exploration of politeness strategies used by EFL Learners that have been included in the EFL educational program of the university.

Purpose of the study

From the existence of the politeness used and the problem raised, the current study aims to investigate the politeness strategies used by EFL Learners Master One specifically Male and Female in their speech.

Research Question (s)

Through the statement of the problem and the research aim, three questions have been formulated:

1. What are the politeness strategies used by Master One EFL learners?
2. What is the most politeness strategy used by both female and male EFL learners?
3. What is the least politeness strategy used by both female and male EFL learners?

Significance of the Study

The current study has a significance and importance that can be summarized in the following points:

- The present paper concentrates on Arab students communication strategies. It seeks to investigate and explore the politeness strategies may the EFL learners in their daily life and social dealing.

- The different techniques of politeness between man and woman.

- Showing the possibility role of students' social context on the variations of politeness strategies.

- Attract attention for more politeness strategies' studies in the Algerian context.

- Contributes on students awareness concerning the politeness strategies for more politeness utterances and communication

- The need for more focus on learning these strategies and be taught in details, the use and usage of it for learners' preparation to social dealings

-

LITERATURE REVIEW

Theoretical Framework:
### Brown and Levinson (1978-1987) Politeness Theory

Politeness demands classical, elegant thinking and speech for performance to seem as it is a speaker owns words that have been summarized in what we named polite conversation, which is enjoyable, good, and comfortable one for both speakers and hearer, it is very clear in Sell (1991) words:

"Politeness entailed mental cultivation and polished manners, elegant refinement and neo-classical good taste. Such qualities were said to be their own reward, and they were epitomized in a polite conversation that was well-informed and pleasurable-easy, free, natural, pliant, humorous."[3]

Also, it is the administration of the speaker's words and terms for keeping a good interlocutors' picture during the conversation. It is not only a matter between individuals but it is also affected by social distance that appears between S and H, which terminologies should be used in such context with such people. It exists in any cultural area, what is polite for some can be impolite or less polite to the other one in avoiding the threatening face[4].

In other words, as researchers Sapitri et, al. (2019) have revealed that the actions of politeness are restricted by socio-culture where the setting plays a role, in terms of the cultural variations that contribute and affect the expressions' styles and ways[5]. So it is essential for the interlocutor to take into consideration the various setting of culture for successful communication and saving face.

Figure 1

Possible Strategies for Doing FTAs
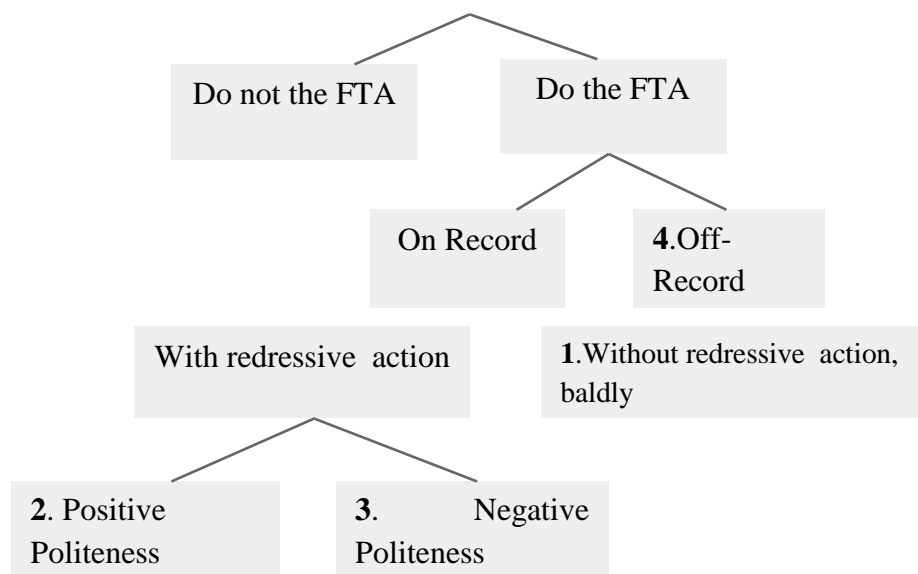
Source: Brown& Levinson.(1987). *Politeness: Some universals in language usage.* Cambridge: Cambridge University Press, p. 69.

Previous studies:

There are various studies of scholars from different backgrounds as Peng et. al. (2014) Mekboul and Mostari (2017) that have worked, discussed, and tackled the politeness strategies subject from different aspects relying on politeness theory. These studies differ between the Arabic and Foreign one, as

well as the periodic time that has been indicated between 2011-2019 including various geographical regions. In this chapter, the researcher will discuss similarities, differences between these studies.

An experimental study has been implemented by Benham and Niroomand (2011) on EFL students of Islamic Azad, Tabriz university in Iran about the kind of politeness strategies is used, the type of relationship that exists between disagreement politeness strategies, and the power that can affect these strategies to function disagreement in Iranian English Foreign Language Learners context across various levels proficiencies. Knowing strategies that can be used by these levels of proficiencies, how levels differ in terms of disagreement strategies. The researchers have applied a qualitative method approach in designing the study relying on two kinds of data collecting tools which are : the first one was "English proficiency test" to be aware of the English proficiency of the participants, the second one was "Demographic survey" and "Discourse Completion Test" where the latter one has been borrowed from studies Takahashi and Beebe (1993), Gudong and Jing (2005) to know the background information concerning the gender, age, educational level information about participants and DCT for the sake of producing appropriate disagreement utterances to the scenarios of the natural situations within it which encompasses social distance, setting, a relative status that has been referred to what is called the power relationship.

The researchers have found that both levels of proficiency (intermediate, upper- intermediate) use Off- and On- record politeness strategies in express disagreement, differ in that high levels use best expressions, Off –Record strategy the softener device one for saving interlocutors' faces due to the linguistic competence they have to minimize the disagreement between speaker and hearer, which has revealed that on-record is used by intermediate or low level specifically mitigating device and positive markers du the lack of linguistic competence even they have pragmatic competence. Also, the existing power relationship between interlocutors in conversation indicates the kind of strategies use between them and that what is has been noticed in the findings of the study after the analysis of scenarios included in the DCTs tool.

In 2015, researchers Aliakbari and Moalemi, as well have conducted a research concerning politeness strategies that exist among Iranian Students. It has been conducted for the aim of discovering the performance of politeness strategies that Persian students may use towards university employees, the variation between native speakers of Arabic, Turkish, Kurdish, Laki, and non-native ones (63 monolingual Persian speakers). The sample was mixed of sex (70 males and 97 females), as a blend of major study between Humanity,

Science and Engineering departments at Ilam University where Persian considers as a second language. A questionnaire of multiple-choice items that refers to a quantitative method has been adopted for gathering data. After the analysis of the data obtained, it has been revealed that the most politeness expressions performed by Iranian students are positive and negative one rather than indirect ones, even that the off-record is the appropriate one in achieving speech goal within conversation as Brown and Livenson (1987) theory has shown.

The results have shown that most politeness strategies used by Iranian Students were negative and positive strategies, what is seems polite for both Persian and non-Persian students. But, the lack of polite expressions for non-Persian and the situation of indisputable for Persian both react directly or implement the less polite technique. As it has indicated On-Record, Positive and Off-Record kinds of strategies used by males, the negative politeness and sometimes positive one by the female which identifies similarities between both genders in terms of positive politeness strategy performance in some contexts.

Reza Adel et. al. (2016) in the other side has investigated the kind of politeness strategies can be used by Iranian EFL Learners in class blog with their peers and instructor. The study has adopted a qualitative approach, using criterion sampling technique that has resulted in 14 females between 19-25 years of Payam-e-Noor university for their general language proficiency. The researchers have gathered data through the implementation of Standardized 200A Test of Nelson English Test by Flower and Coe (1976) which has been analyzed with KR-21 tool (in MCQ form of 50 items related to close test, structure, vocabulary) to guarantee its reliability that has shown after the analysis that politeness strategies occur in Iranian EFL learners utterance with the degree and mostly one has been used is positive politeness between student and teacher interaction with 60.6% in the first stage and bald-on record or direct strategy in the second stage between students themselves with the rate of 22.6%.

After one year, another study has been conducted by Mekboul and Mostari (2017) at Yarmouk University in Jordan where the researchers have focused on the ways of communications as well as how social variables as sex and regional can affect the politeness utterance of Algerian people relying on quantitative approach basically questionnaire that consisted four (04) sections, each section has relation to specific aim for the sake of answering the research questions. The participants that have been chosen were mixed of sex (20 males and 20 females) and regional (10 males and 10 females from South and the other from North) with the same educational level from Algerian society who went to Jordan for

their graduation. The study has explored that the female sex is more polite than the man in their utterance by using negative kind of politeness and indirect requests on asking for something rather than males who are direct in their speech by using the imperative form which related to the force and dominion they have over female, in addition to the culture of their society that supposed to show power in both formal and informal context that reflects the use of direct strategy. It has been pointed out that in one society there is a capability in the variation of the strategies used related to people's socialization, in other words, what is polite and appropriate in one social context can be inappropriate and impolite in the other one.

During the same period, on the other side, Ghounane et. al.(2017) have conducted a study focusing on people of Algerian cultural background who belong to Tlemcen society for the sake of indicating the kind of strategies that may those people use in relation to some forbidden, shameful and sensitive topics as sex, death, and age. A mixed-method approach has been adopted in the research with a randomization sampling technique through the implementation of a semi-structured questionnaire as a quantitative tool to 200 people from Tlemcen society, and focus group interview as a qualitative instrument to 10 participants (five males and five females) varied mainly in ages, gender and educational background variables whom the only accepted to answer the interview questions. The collecting data instruments have revealed that Tlemcen people perform politeness in their speech because of their religion and linguistic forms, especially on what is belong to sex theme a forbidden for the aim of avoiding the threatening face. At the same time, they have the same view concerning age and death themes even they are not taboo but have a special place in their life because of tradition and culture they have.

The finding of this study has shown that the use of a polite expression in daily life interaction differs with the variation of people social background community, may the other small communities have different traditions and thinking styles, as well as forbidden themes that affect the variation of politeness strategies, may uses in other community, which make the non-generalization of the result. And even the study has tackled the term of politeness in relation to some sensitive topics, what is unclear is the kinds of these strategies absence that people may use during conversations of shameful topics.

Later on, Rejeki and Azizah (2019) have done research based on the kinds of politeness that may be used by non-native speakers who are referred to as EFL learners with the native one outside the educational context. The study has been conducted at the private university of Yogyakarta with the population of first-term medical Indonesian learners through the implementation of a

purposive sampling technique with a small number of participants that have involved nine members ,one man among eight women who have been chosen randomly from the population of medical students after the adoption of qualitative approach in form of conversation videos. What has been revealed after the transcription and the analysis of non-native conversation record with the native speakers that the non-native one use negative, positive, and off-record the three kinds of strategies among four and the positive the most performed one.

However, the reliance on authentic materials of Indonesian EFL students for getting reliable results and data, what may unbalance the results is the unbalance gender and the appearance of one male among eight female because sex has relation with the strategies can be used (Mekboul & Mostari, 2017). In the other words, the possibility of more than one male in the sample may show diversity in the politeness strategies performed.

To the best of my knowledge, after the discussion of previous studies, it has been concluded that former works have a common research point that is the exploration of politeness strategies may use even the appearance of variation findings. It has been reached also that the previous studies have differed concerning the goals of researches in which each one tackled the subject in a particular context as the study of Benham and Niroomand (2011) on language proficiency, power, and its relation with politeness strategies. Mekboul and Mostari (2017) who have studied the Jordan context, without forgetting Ghounane et.al. (2017) have related it with sensitive topics between normal people and non-EFL learners as Reza Adel et. al. (2016) who have focused on class blog context in a formal and informal situation. Whereas Rejeki and Azizah's (2019) study has concentrated on the use of strategies outside the classroom.

At the same time, these studies have agreed concerning the sample of the study which is the EFL learner even from a different background (Algerian, Indonesian and Iranian one) except   the research of Ghounane et. al.(2017) which has focused on Tlemcen people in general. And has varied in the collecting data instruments where Benham and Niroomand (2011) have applied Preliminary English Test, and Discourse Completion Test that represent a qualitative approach like Reza Adel et. al.(2016) study that has applied Standardized 100a test of Nelson English Test and the use transcription of conversation record by Rejeki and Azizah (2019) were both tools refer to qualitative approach implementation. As we have the study of Mekboul and Mostari (2017) that also differs in the adoption of quantitative approach with reliance on questionnaire gathering data tool, in contrast to mixed-method

approach research of Ghounane et. al.(2017) in applying the semi-structured questionnaire and focused group interview.

Even the similarities and differences among these studies, it has been indicated near and non-same results among them for various factors.

METHODOLOGY

Participants:

The present study was conducted with EFL learners of Master One Degree language science at the University of Mohamed Lamine Debaghine-Setif 2 , Algeria. This community was selected since this university is one of the Algerian universities that have a great graduation number of EFL where each year there is a growth in the graduation rate. As it has provided EFL educational programs including modules that consist of suitable strategies that can be used for effective communication.

For the present research, The EFL learners of Master One of English Language Science at Mohamed Lamine Debaghine University Setif 2 are the population of the study that encompasses **429** learners, **89** males and **340** females for the current investigation who need to require skills for good performance for their future careers,

As the size of the population is a huge number which is difficult for the researcher to cover the whole population, it is necessary for the researcher to rely on the sample that is selected to play the role of a representative group to the whole population[6]. Depending on Levy's formula (2008), which allows the researcher to rely on the fifth of the population that considers 86 learners out of 429 ones are selected conveniently to administer the research tool. It involves 8 males and 78 females aged between 20-40 years, 82 from Setif, and 4 out of state., where this sample is selected through the use of a convenience sampling procedure, one of a nonrandom type may contain little credibility in the result; otherwise, it characterized with availability and readiness of the sample, without moving around for much data gathering

Design:

To conduct this research, for the sake of gathering and collecting data related to, in addition to the analysis and interpretation of the latter to answer the **RQs** related to the kinds of strategies as well as gender, a quantitative approach was adopted for an exploratory purpose by applying a Multiple Choice Questionnaire (M-CQ) a kind of questionnaire for obtaining a quantitative data even it is It examines the phenomenon at a particular time and ignoring the participants' situation good or bad to get data; it Encompasses a large number of

participants, the results can be generalized to the whole population, and less time-consuming in collecting and analyzing the data[7].

Instrument:

To collect data of this study, Multiple –Choice Questionnaire instrument M-CQs tool that has implemented has been implemented by Aliakbari and Moalemi (2015) in their study, which makes researcher stand on it for gathering rapid and quantified data through the adoption of researchers Biook and Niroomand (2011) and Isik (2003) scenarios' that is already used by Aliakbari and Moalemi (2015), in addition, the adaptation and self-development of some multi-responses suggestions, was used to the present study were is divided into two sections consists of two kinds of questions. The first section entitled Demographic Information includes classification questions types related to the population age, gender, and location to collect the participant's background information for the sake of sample description and answering the two research sub-questions in terms of gender. The second section contains behavioural questions under the title of oral behaviour politeness. The questions type of this section is a group of eight scenarios represents formal and informal situations, where each scenario involves four suggested responses (**a, b, c, d),** each response represents one type of politeness strategy indirect way for collecting data indirectly, which mean that each scenario from the eight has several responses that symbolizes the four politeness strategies, gives participants a chance to select and choose the appropriate one to act in the situation according to their points of view.

Data collection procedure:

First, the Multiple-Choice Questions tool was reviewed by experts and piloted with 10 participants on the 24th and to ensure its effectiveness. Later on, and Taking into consideration the experts' points of view and advices concerning some items formulation in the first and second sections of the questionnaire, there is a small change on it through the reformulation of the second question in the first section (age)minimizing the scope between years. In addition to the reclassification of the alternative responses to keep the same order to all suggested responses of the scenarios in the second section that relates to behavioral actions and administer it to **86** students for data collection aim by applying the collective administration type which is called group administration, in which the researcher administers the research's questionnaire with participants attending in a class place to guarantee the questionnaire return and high responses as well as decreasing the rate of refusal[8].

Data analysis:

The M-CQs' data collected are analyzed by the IBM SPSS statistics 20 system prepared and invented to manipulate and analyze the social science data, the need to merge, fixe and install it in the computer device[9] .

Firstly, the researcher collects the administered questionnaire to classify the alternative responses that represent the politeness strategies in every scenario according to the four strategies prepared in politeness strategies of scholars Brown and Levinson (1978).

Secondly, the number of the sample is entered from **1** to **86** to the system as well as the items of both sections. The gender alternative answers are symbolized with number **1** for male and number **2** for female, concerning the suggested options responses for each scenario that represent the politeness strategies indirectly, the number **1** is given to **Bald-On record** strategy which is the option **(a)**, number **2** for **Positive strategy** that is related to option **(b),** number **3** for the **Negative Strategy** and number **4** for the **Off-Record** one that are represented in the options **(c & d)** in each scenario.

After the coding process, the researcher starts the analysis process to figure out the quantitative data, the frequencies for each strategy in percentage and number form in tables format for each scenario which is entered later on to Excel program for the graphics template and calculating statistical indicators of the items as coming:

1. Calculating the Mode to show the most performed strategies in addition to the Median that shows the middle values.

2. Figuring out the statistical Mean and Std. deviation for explaining the acceptance of the strategies the sample of the study uses in each scenario, by following the Mean scopes that shows the acceptance agreement as follow:

If the coefficient Mean is between **[1-2.5],** indicates a low degree of agreement, between **[2.5-3.5]** it is an average agreement, **[3.5-5]** is a high coefficient agreement. The latter (Std. deviation) is for indicating the variance of the answers according to the Mean coefficient. If it is more than the Mean coefficient, it means there is a variance in the sample answers and the opposite.

RESULTS AND DISCUSSION
Results:

Table. 01 Students' Gender

	Frequency	Valid Percent
Male	8	9.3%
Female	78	90.7%
Total	86	100%

Source: IBM SPSS statistics 20

Scenario 01

You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time. He simply says, 'Sorry, this happens all the time. I can't do anything.' **In response, will you say:**

Table .02: Politeness Strategies Kinds' Frequencies Used by Learners in the First Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	1	12.5%	3	3.8%
Positive Politeness	0	0.0%	17	21.8%
Negative Politeness	6	75.0%	56	71.8%
Off-Record	1	12.5%	2	2.6%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

The table above shows the politeness strategies that the learners perform in terms of female and male in the first scenario in asking for computer preparation for a third time with the same technician. Most learners choose the third alternative response" *I'm sorry, but I must work now. Would you take another look, please?".*This first situation indicates that the negative kind of politeness is the most used by the female which considers of 56 female that matches a high rate of 71.8% from the whole number of them, as well as the case of male that presents also a high number of performance with 6 participants among 8 male with 75.0%.

Otherwise, both Bald-On record and Off-Record represent 1 male for each strategy with 12.5% degree of performance and 0% with positive one which is the lowest percentage comparing to the female that considers of 17 females with 21.8% rate concerning positive politeness, 2.6% for off-record with 2 participants and 3 for bald-on record with 3.8%. It seems that both genders perform negative politeness in such situation, so the negative strategies are the most used one by both genders.

Scenario 02

You are looking for a book that you really need for your work, and according to the computer catalogue, nobody has borrowed it. However, you cannot find it on the shelf, so you go to the information desk to ask for help. **In response, will you say:**

Table.03: Politeness Strategies Kinds' Frequencies Used by Learners in the Second Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	1	12.5%	4	5.1%
Positive Politeness	2	25.0%	39	50.0%
Negative Politeness	2	25.0%	32	41.1%
Off-Record	3	37.5%	3	3.8%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

In the second situation where the person needs to ask for help from the library staff to get a book that represents a formal situation, 50% of females learners prefer to use the positive kind through the selection of the second option "*Sorry, I couldn't find the book on the shelf. Could you help me to find it*" rather than the other types of politeness that the table above show the degree for each one according to female which is 5.1% for the bald-on record, 41.1% for negative and 3.8 the lowest one for off-record.

In contrast to the male, that indicates a high degree with the last type of off-record with 37.5%, by selecting the last alternative response "*Excuse me, this book isn't on the shelf.*" As there is an equal rate for positive and negative strategies with a percentage of 25.0%, 12.5% for the bald-on record. This reveals that the male gender tends to be more polite than the female in such a case. In other words, the positive and negative are the most used by males, whereas the positive one is the most applicable by females

Scenario 03

You and a friend go to a restaurant for dinner. It is extremely busy and when you eventually receive your food, it is not what you ordered. You are

disappointed, although this dish looks quite appetizing. A moment later, the waiter asks you, 'Is everything all right?' **In response, will you say:**

Table.04: Politeness Strategies Kinds' Frequencies Used by Learners in the Third Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	4	50.0%	17	21.8%
Positive Politeness	0	0.0%	29	37.2%
Negative Politeness	4	50.0%	32	41.0%
Off-Record	0	0.0%	0	0.0%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

Concerning the third scenario, where a mistake of the ordered dish has happened, how learners may react against the waiter. In such a situation, no one of both gender use off-record kind, tend to use negative politeness for both females with 41.0% and males with 50.0% for saving face which is clear in the third response *"It seems delicious, but would you change it with the food that I ordered before?"*. At the same time, some of them prefer to be direct by performing the off-record style with the degree of 50.0% to the male gender and 21.8% to the female gender, as well as the positive one that considers 37.2 % for females and 0.0% for males. It means that most politeness strategies in the third scenario are positive and negative. Accordingly, the negative and bald-on record are mostly used by males and the negative one is more implemented by the females which resulted that the females are more polite than males with unknowing people.

Scenario 04

One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you. A member of the library staff comes over to you and says politely, 'Sorry, this is a silent area. If you want to chat, you will need to go out.' However, you don't think you're disturbing anyone. **In response, will you say:**

Table.05: Politeness Strategies Kinds' Frequencies Used by Learners in the Fourth Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	4	50.0%	17	21.7%
Positive Politeness	2	25.0%	41	52.6%
Negative Politeness	1	12.5%	8	10.3%
Off-Record	1	12.5%	12	15.4%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

For the fourth scenario where the library staff asks you to keep quiet with your friend in such a place, most females learners tend to react with him in a positive way by choosing the option "*We are sorry, you're right. We didn't mean to disturb anyone*" that represents the positive strategy with a high degree of 52.6% rather than the other whom tend to be direct with 21.7%, be more polite through the off-record strategy by 15.4% and negative strategies by 12.5%.

For the male gender, where most of them prefer to be direct by using the bald-on record one with 50.0% after choosing the first alternative response "*O.K. We will try to keep quiet*", 12.5% for both negative and off-record one, 12.0% with positive politeness, which is revealed that the females are more polite than male in such context, through the implementation of the second type of strategy by females and the first strategy by the males.

Scenario 05

You are watching the movie Titanic with your younger sister at home. When the ship is about to sink and the first mate calls out, "Women and children first" to get on the lifeboat, your sister suddenly blurts out, "It's really unfair and prejudiced to women: we're no weaker than men. Why should women instead of men go first with the children?" In your opinion, women are, physically speaking, not as strong as men. **In response, will you say:**

Table.06: Politeness Strategies Kinds' Frequencies Used by Learners in the Fifth Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	2	25.0%	14	17.9%
Positive Politeness	2	25.0%	18	23.1%
Negative Politeness	3	37.5%	34	43.6%
Off-Record	1	12.5%	12	15.4%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

In the fifth scenario, that represents the informal situation with a young sister, most of both females and males learner prefers to use the negative type with a sister which considers of 43.6% for females and 37.5% for males the highest degree by selecting the thirst option of response "*Sorry, my dear, Would we comment on that after the end of the film?",* comparing to the other types of strategies that seem 25.5% for both positive and direct, 12.5% for off- record according to males, and 17.9% for direct strategy, 23.1% for positive and 15.4% for off- record concerning females. In general, both of them females and males tend to use negative politeness strategy.

Scenario 06

Your friend makes the following comment on your thesis, "I think you should supply more data to support your arguments. You know, your conclusion is a little bit weak." However, you think that there has been enough evidence and the problem is how to give a better explanation of the data. **In response, you will say:**

Table .07: Politeness Strategies Kinds' Frequencies Used by Learners in the Sixth Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	0	0.0%	2	2.6%
Positive Politeness	7	87.5%	48	61.5%

Negative Politeness	**1**	**12.5%**	**25**	**32.1%**
Off-Record	**0**	**0.0%**	**3**	**3.8%**
Total	**8**	**100%**	**78**	**100%**

Source: IBM SPSS statistics 20

The sixth scenario in which both S and H are friends have a close relationship (informal setting), where one of them comments on a thesis paper as an adviser. In response, both genders choose the second alternative response *"Really!, can you suggest me with other ideas?",* that represents the positive strategy with a high degree of 61.5% for females and 87.5% for males, in contrast to the other kind of strategies that represent 2.6% bald on record, 3.8% for off -record and 32.1% for negative one according to the female gender. For the male gender, there is 12.5% for negative politeness and 0.0% for both bald-on record and off-record one. These percentages indicate that the most politeness strategies used in this scenario are positive in the first for females and males, and the negative one in the second level.

Scenario 07

Your supervisor questions the originality of the term paper you submit. S/he said to you, "I'm sorry, but I don't think these ideas are yours." However, they are yours. **In response, you will say:**

Table.08: Politeness Strategies Kinds' Frequencies Used by Learners in the Seventh Scenario

	Male	**Valid percent**	**Female**	**Valid percent**
Bald-On record	**2**	**25.0%**	**10**	**12.8%**
Positive Politeness	**5**	**62.5%**	**39**	**50.0%**
Negative Politeness	**1**	**12.5%**	**28**	**35.9%**
Off-Record	**0**	**0.0%**	**1**	**1.3%**
Total	**8**	**100%**	**78**	**100%**

Source: IBM SPSS statistics 20

Concerning the seventh scenario in the supervision context where the learner needs to defend his position against his supervisor, the table and the bar

chart above show that both of them apply and perform the positive politeness kind by choosing the second alternative response "*Excuse me, I can prove that they are mine if you do not mind."* with the degree of 50% for male and 62.5% for males. It is also revealed a variation of the other strategies with various degrees among males and females even it consists the lowest percentage comparing to the previous one. In details, there is 35.9% for negative strategy, 12.8% for bald-on record and 1.3% for off-record one in relation to females, whereas the lowest degree is indicated for negative one with 12.5%. 25.0% for direct strategy and 0.0% for the last kind of politeness strategies. So, both of them tend to use the second kind of strategies that is positive politeness.

Scenario 08

In a seminar class on the effect of modern technology, one of your classmates says, "The so-called modern technology is endangering the environment. It causes too much pollution". However, you believe such problems are only temporary and can be solved gradually. **In response, you will say:**

Table .09: Politeness Strategies Kinds' Frequencies Used by Learners in the Eighth Scenario

	Male	Valid percent	Female	Valid percent
Bald-On record	2	25.0%	17	21%8
Positive Politeness	3	37.5%	21	26.9%
Negative Politeness	3	37.5%	36	46.2%
Off-Record	0	0.0%	4	5.1%
Total	8	100%	78	100%

Source: IBM SPSS statistics 20

As it is indicated in the table above, males learners in such situation prefer to perform the positive and negative strategies equally with 37.5% degree, where the females tend to use the negative one with 46.2% degree both of them choose the second alternative response "*Excuse me, sir, would I share my point of view"* that is females are more polite than the males who selects the second option "*Sorry to interrupt you, can you provide us with shreds of evidence"* that represents the positive one. For the other kinds of strategies, the bald-on record

takes 21.8% for males in contrast to the female that considers of 21.8%, concerning the positive and off-record it is 26.9% for first in relation to males and 5.1% for the latter in terms of females, whereas 0.0% to the last strategy is submitted by the males. In general, the negative and positive ones are the most used in a such situation where the negative one is the more used by females.

Table.10: The Statistical Indicators for All Scenarios

	Valid Number	Mean	Median	Mode	Std. deviation
Scenario 1	86	2.74	3.00	3	0.598
Scenario 2	86	2.48	2.00	2	0.715
Scenario 3	86	2.17	2.00	3	0.800
Scenario 4	86	2.16	2.00	2	0.968
Scenario 5	86	2.55	3.00	3	0.966
Scenario 6	86	2.35	2.00	2	0.589
Scenario 7	86	2.22	2.00	2	0.693
Scenario 8	86	2.33	3.00	3	0.874

Source: IBM SPSS statistics 20

The table above shows the analysis of the four statistical indicators, where the mean degree indicates a low coefficient of 2.16 with 0.968 std. deviation for the fourth scenario. 2.17 with 0.800 for the thirds one, 2.22 with 0.693 concerning the seventh scenario, 2.33 with 0.874 for the eighth one, 2.35 with 0.589 for the sixth, and 2.48 with 0.715 for the second scenario. Where in the same time, there is an average degree with the first and the fifth scenario, since both of them are between the scope of [2.5-3.5] in which the first one achieved 2.74 with 0.598 std. deviation and the latter is 2.55 with 0.966 std. deviation degrees that result no variance in the sample answers.

These statistics indicators show that there is little agreement concerning the kind of strategies used in the first and the fifth scenario since it is an average

degree. And a low agreement about the strategies used in the others scenarios because of their low degree.

At the same time, the statistical analysis shows the most strategies used by EFL learners in all the scenarios through the Mode indicators the results the second and the third alternative response that represents both positive and negative politeness strategies.

Discussion:

For the sake of research questions answering, the second section depicts interpretations of the collection data of the students' questionnaire.

After the quantified analysis of research instrument data, it is demonstrated with its included scenario that their various setting and context differ from each other between formal and informal situations, familiar and unfamiliar persons, the existence of power and social relationships between interlocutors. As it is shown the degree, percentage and rate diversities between learners in performing politeness through the use of its strategies, even the settings differed from each other, the EFL Learners of master one tend to use a lot the two kinds of strategies in terms of Negative and Positive as it is proofed with the SPSS Mode that matches the results of scholars Aliakbari and Moalemi (2015), with a high degree in each scenario**,** where the female implement more the Negative one for showing politeness and saving face more than male who performs the Positive Strategy which corresponds the study's findings of scholars Mekboul and Mostari (2017) concerning female gender and differs from it in terms of male gender that has shown different results even the adaptation of the same research approach (quantitative approach).

At the same time, it differs from the findings of scholars Benahm and Niroomand (2011) that is revealed the Off-and On- Record strategies used by EFL learners, as well as with the study's results of Rejeki and Azizah 2019 that shows negative, positive, and off-record strategies for non-native speaker, Reza Adel and Davoudi (2016) findings of strategies of students with their teachers which is a positive strategy.

Additionally, without neglecting the other strategies of Direct or Bald-On record and Off-record one also are used by them even with a low percentage that is indicated the least politeness may be used by both female and male, where the Off-Record is the least one used by both of them. Even, the politeness strategies variation degrees, resemblances and differences of the findings in each scenario, some English Foreign Language Learners perform inappropriate strategies in inappropriate situations even with low percentages which shows that those

learners are not aware enough about politeness strategies and its way of performance.

CONCLUSION

To sum up, the politeness theme with its strategies differs in its uses according to several factors related to the context, locations, cultural background…etc, what has noticed in the similarities and differences results of previous studies comparing with the results of the current one make the non-generalization of study results to all the people where each sample of each study in each location and area is unique with his characteristics and circumstances.

This results do not deny that the researcher faces difficulties and limitations during the investigation process study as the number of participants that play the role of the representative group was small compared to the sample and whole population; Taking EFL learners Master One degree as a case study may not help in results generalization for the whole EFL population, for that reason, this paper accomplishes to several recommendations as the ability of an experimental study as scholars Benham and Niroomand (2011), and investigate if the language proficiency, background and interlocutors'culture of learners contribute in performing politeness strategies.

---

[1] Patel M F, Praveen M Jain, English Language Teaching: Method, Tools & Techniques, Sunrise Publisher & distributors ,Jaipur, 2008, P.;6

[2] Getkham Kunyarut, Politeness Strategies in Thai Graduate Research Paper Discussions: Implications for Second/Foreign Language Academic Writing. English Language Teaching, 7(11), 2014, P.; 159.

[3] Sell Roger D. (1991). Literary pragmatics. London: Routledge & Kegan paul, P.; 208.

[4] Op cit, P. ; 209-215

[5] Sapitri Putri Adrian, et al, Exploring Brown and Levinson's Politeness Strategies: An Explanation on the Nature of the Politeness Phenomenon. REiLA : Journal of Research and Innovation in Language, 1(3), 2020, P.; 120.

[6] Richards Jak. C , Schmidt Richard, Longman dictionary of language teaching and applied linguistics (4th ed.), Longman, 2010, P. ; 506.

[7] Rahman Md Shidur, The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review. Journal of Education and Learning, 6(1), 2016, PP.; 106-107.

[8] Kumar Anjit, Research methodology: A step by step guide for beginners (3rd ed.), SAGE Publications Ltd, 2011, P.; 147.

[9] Tavakoli Hossein, A Dictionary of Research Methodology and statistic in Applied Linguistics. Rhnama Pres, 2012, P.; 613.

Bibliography List :

1. Aliakbari Mohammad, Moalemi Rezvan,Variation of Politeness Strategies among the Iranian Students. Theory and Practice in Language Studies, 5(5), 2015.

2. Behnam Biouk, Niroomand Masoumeh, An Investigation of Iranian EFL learners' Use of Politeness Strategies and Power Relations in Disagreement across Different Proficiency Levels. English Language Teaching, 4(4), 2011.

3. Brown Penelope, Levinson Syephen, Universals of Language: Politeness Phenomena, in E. Goody (Ed.), Questions and Politeness. Cambridge: Cambridge Univ Pr, 1978.

4. Brown Penelope, Levinson Stephen, Politeness: Some universals in language usage. Cambridge; Cambridge Univ Pr, 1987.

5. Getkham Kunyarut, Politeness Strategies in Thai Graduate Research Paper Discussions: Implications for Second/Foreign Language Academic Writing. English Language Teaching, 7(11), 2014.

6. Ghounane Nadia, et al, Politeness Strategies Employed Towards Linguistic Taboos In Tlemcen Society. Open Journal of Modern Linguistics**,**7,2017.

7. Isik Hale, An Investigation On Customer Interactional Principles And Face-Threatening Speech Act Performance In Service Encounters: The Case Of Turkish And English. School of Social Sciences of Middle East Technical University, 2003.

8. Kothari, C. R, Research methodology methods & techniques (2nd ed.), New age international Publ, 2004..

9. Kumar Anjit, Research methodology: A step by step guide for beginners (3rd ed.), SAGE Publications Ltd, 2011.

10. Mekboul Meriem, Mostari Hind Amel, Politeness, Conversational Gender and Regional Differences: the case of Algerian Student in Yarmouk University (Jordan). Dirassat Journal, 6 (2), 2017.

11. Patel M F, Praveen M Jain, English Language Teaching: Method, Tools & Techniques, Sunrise Publisher & distributors ,Jaipur, 2008.

12. Rahman Md Shidur, The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review. Journal of Education and Learning, 6(1), 2016.

13. Rejeki Sri, Azizah Alfi Nur, Politeness Strategies Performed by EFL Learners' with English Native Speakers in Medical Students. Humaniora, 10(1), 2019.

14. Reza Adel Seyyed Mohammad, et al, A Qualitative Study of Politeness Strategies used by Iranian EFL learners in a Class Blog. Iranian journal of Language Teaching Research. Urmia university, 4 (1), 2016.

15. Richards Jak. C , Schmidt Richard, Longman dictionary of language teaching and applied linguistics (4th ed.), Longman, 2010.

16. Sapitri Putri Adrian, et al, Exploring Brown and Levinson's Politeness Strategies: An Explanation on the Nature of the Politeness Phenomenon. REiLA : Journal of Research and Innovation in Language, 1(3), 2020.

17. Sell Roger D, Literary pragmatics. London: Routledge & Kegan paul, 1991.

18. Tavakoli Hossein, A Dictionary of Research Methodology and statistic in Applied Linguistics. Rhnama Pres, 2012.