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**Gender and Linguistic Politeness: The Case of Request and
Apology in EFL Students' Mixed Gender speech**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree
in
Linguistics

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Dedication

First of all, thanks to « ALLAH » who gave me the capacity to complete this work and reach this level.

All my love to my sisters Nouna and Aden, and brothers Amir and Amine.

To my husband Kerrouzi Amine.

To all my intimate friends Djamila, Fatima and zohra, and all my classmates.

Mrs. Naima Soumaya

Dedication

This modest research paper is dedicated to my beloved parents who have deeply encouraged me to fulfill this work.

Special dedication also goes to my lovely sisters and friends and to everyone who helped me in this path

Miss. Rebah Zohra

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Abstract

The present work deals with one of the current topics of gender and linguistic politeness, it is an attempt to explore the linguistic strategies of request and apology in relation to gender and the differences that can exist. To this end, the present study opts for a variety of well known methodological instruments. In addition to participant observation, this study uses a structured questionnaire directed to a random sample of first year students of English language at Ibn Khaldoun University followed by conversational analysis of nine excerpts of mixed gender short conversations. The findings confirm that females and males use different conversational politeness styles (including repair, turn taking, abbreviations...) in their mixed gender conversations. The obtained data also reveal that females are more likely to express positive politeness and use more apologies than men. Many reasons including the social and cultural construction of gender in particular seem to correlate with the respondents' linguistic behaviours and attitudes.

Key words: Politeness, Impoliteness, Conversational analysis, Request, Apology.

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General Introduction

A vast body of literature in the area of language and gender has been devoted to identifying and trying to explain differences in the speech styles of men and women (Holmes 1995, Talbot 1998). One of the main differences has been found in the area of linguistic politeness. Following these studies, women's speech has been characterized as more polite than men's. They tend to interrupt less in conversation and to be more attentive listeners. Not only this, women also use more apologies than men in mixed gender conversation.

While it is not necessarily disagreeing with these findings, it is interesting to challenge them. Because conversation is seen as a big part of our everyday lives, it is the way we socialize, develop and sustain relationships; this motivates us to study language use with the aim of saying something about society as a whole. This study therefore challenges these assumptions and develops a significant analysis of mixed sex conversations reflecting the complexity of both gender and linguistic politeness through raising these research questions:

1. Research Questions

1. Do men and women use different linguistic politeness strategies?
2. How do men and women ask for request? How do they apologize?
3. How can these differences in linguistic politeness strategies be explained?

2. Research Hypotheses

We assume that differences in linguistic politeness do exist between men and women, females seem to be more polite than males in conversations. Furthermore, we claim that the relation between gender and politeness in the case of request and apologies has to do with social and cultural norms.

Research Aims

The aim of this study is to discuss the possible differences in how men and women apologize and ask for request. It challenges stereotypical assumptions about women's

politeness by focusing on specific conversational strategies used. This study also aims to show how this is related to questions of gender.

3. Research Methodology

This research is based on both quantitative and qualitative analysis of the data gathered. Besides to the one hundred questionnaires distributed to the first year students of English language at Ibn Khaldoun university, it must be said that this study is primarily qualitative using both participant observation and online conversation analysis. Trying to integrate into our sample everyday life, it seems preferable to analyse their online mixed gender short conversations. We select nine online conversations, based on different criteria, so that to be analysed using conversational analysis.

4. Research Process

This work will be conducted throughout three chapters. ‘Literature review’ is the first chapter in which the reader come across a background which incorporates significant former studies about gender, and highlights several concepts such politeness and impoliteness. The second chapter is devoted to the main methods used to conduct such research. Finally, the third chapter puts a great emphasis on the analysis of the data as well as the discussion of the findings.

5. Research Limitations

While conducting this research, we faced many problems, the one that must be mentioned is that there were no face to face discussions with our supervisor. This urges us to change the research planning many times especially the practical part.

Chapter One

Literature Review

1.1.Introduction

Language is an essential tool of communication in human being life. People use language differently; they use it to express different emotions, feelings, desires...etc. The use of expressions and words differ not only from one individual to another, but also from one gender to the other. Men use language differently than women. It is said that women for example apologize and ask for request differently than men. This issue of politeness has been discussed by many scholars. This chapter then highlights the previous studies carried out regarding gender and politeness.

1.2.Pragmatics

Pragmatics as a field of linguistic inquiry was initiated in 1930s by the philosopher Charles Morris, Carnap, and Pierce. Mey (1994) has suggested that pragmatics is a science that has something to do with language and its users. For leech (1983), Sperber and Wilson (1986), pragmatics studies how people comprehend and produce a communicative act or speech situation which is usually conversation. According to value 1996, pragmatics is concerned with the study of meaning by speaker or writer and interpreted by a listener or reader, it is more concerned with analyzing utterances rather than words or phrases in a particular context as he refers to pragmatics is also the study of contextual meaning. Pragmatics is the investigation of invisible meaning in which the listener can make inferences to get the speaker intended meaning assumption, their purposes or goals and kinds of actions for example: (request and this cannot be done easily simply for the reason that human concepts are extremely difficult to analyze in a consistent way, for example two friends fiving a conversation may imply some things and infer some other things without providing clear linguistic evidence to group explicit source of the communication meaning :

A: Her: So - did you?

B: Him: hey - who wouldn't?

In this case pragmatics is appealing because it get people make sense of each other linguistically but it can be frustrating area because it requires people and what they have in mind.

1.3. Sociolinguistics

Sociolinguistics is the relation between language and society and it is the study of the effect of any and all aspects of society on the way language is used and society effect on language. There are different areas of study within the fields itself which range from small scale to very large ones. The field has its own terminology also it includes differences of regional, class, and occupational dialect, gender differences, and bilingualism.

Sociolinguistics includes two types such as micro-sociolinguistics and macro-sociolinguistics, microlinguistics is as a linguistics dimension of society .It refers to research with a linguistic slant, often focusing on dialect and stylistic/registers variation. While macro-linguistics looks at the behaviors of entire speech communication exploring issues such as why immigrants communities retain their native language in some contexts but not it other, according to Coulmas linguistic dimension of society" it's a part of L2 (second language acquisition).

When we highlight the concept of gender and sociolinguistics we focus on the relation between gender and society and language which means society plays a real role in affecting the male and female language.

1.4. Speech Act Theory

Most of people use language to accomplish certain kinds of kinds such as physical acts or speech acts for example physical act closing the window and speech act is asking someone for close the window ordering someone to close it ... etc. Speech act theory is a subfield of pragmatics; it is a performative utterance with its usage in the total situation. And it's a way to better understand human communication. According to(Kimberling 2002) « Part of the joy of doing speech act theory , from my strictly first-person point of view , is becoming more and more remindful of how many surprisingly different things we do when we talk to each other . » . Speech act theory was introduced by oxford philosopher J.L Austin in how to do things with words and further developed by American Philosopher J.R Searle. J. L. Austin stated that speech act theory deals with communication but communication in its wider sense. It does not refer to a simple information transmission but rather it furthermore includes; making promises, making apologizes, making decision, threatening...Etc.

The speech act theory includes:

- Locutionary act : the act of saying the literal meaning of the utterance
- Illocutionary act : the extra meaning of the utterance produced on the basis of its literal meaning
- Perlocutionary act: the effect of the utterance on the hearer, depending on specific circumstances.

1.5. Sex versus Gender

Gender and sex are two independent notions in sociolinguistics and have been used interchangeably, but their uses are becoming increasingly distinct, and it's very important to understand the differences between the two. According to Talbot Mary (2010: 07), "*sex is biologically founded also the matter of genes and the secretion of hormones and the physical developments that result from them by contrast gender is socially constructed; it is learned*". This means that sex refers to the biological differences between male and female including chromosomes, hormones level and function...etc. Gender refers to the role of male and female socially and culturally, behaviour, expressions and identity. According to the world health organization (WHO), gender refers to the socially constructed characteristics of women and men. The American psychological association (APA) shows that sex is assigned at birth, refers to one's biological status as either male and female and is associated primary with physical attributes such as chromosomes, hormone prevalence, and external and internal anatomy. Gender refers to the socially constructed roles, behaviors, activities and attributes that a given society considers appreciate for boys and men or girls and women. These influence the ways people act, interact and feel about themselves. While aspects of biological sex are similar across different cultures, aspects of gender may differ ((LGBTQ) : Pompeii .2012).

1.6. Language and Gender

Sociolinguistics is a field that studies language in its social context such as gender, age, social class for early ages many sociolinguistics tackled researchers in the field of language and gender and how these variables affect the use of language they started dealing with gender as dynamic element and the relationship between language and gender during childhood has been widely addressed Crawford stated gender is not a noun is a verb. That is to say that gender as variable that's not fixed and can be influenced by both cultural and social

components. Gender try to spot the light on the main differential characteristics of both genders within society. Men seemed to be the most dominant and take over control while women are subordinating element of men and lacks power for example women in work setting are related to the status of men and the use of honorific titles for women (Miss, Mrs) to reflect society and to create inequality in this view language embody different world-view and our consciousness is created by the language we have.

Men and women are socialized to express themselves in different ways in accordance with cultural norms that teach and reinforce differentiated gender roles. According to Foley (2001), the ideology of gender categories is typically enacted in linguistic practices; indeed, it is through language that the individual cultural understandings of gender categories are learned and the coordination of gender roles achieved.

1.7.Approaches to Gender and Language Differences

Throughout the second half of the last century, several approaches have reviewed how gender and language are interrelated.

1.7.1. Language and Women's place

Deficit theory is founded by pre-feminist linguist Otto Jespersen who studied gender differences he defined it as females language is considering as deficient for that quantity of speaking doesn't concerned with quality.

The American sociolinguistics Robin Lakoff in her book language and women's place in (1975) shows that language use can tell us a lot about ourselves and the society we live in. Language and Woman's Place sets out to discuss what language can tell us about the nature of any inequality. How are women taught language differently from men, and how does language use reflect the gender stereotypes of modern life? This study has been strongly criticized for its lack of empirical evidence. Lakoff bases her study on observation of her own and her friends' speech and used her own intuition to analyse it. This does of course affect the validity of the study negatively, but Lakoff writes in the introduction to her study that her work is in no way final or perfect, but suggests one possible approach (Lakoff, 1975).

Robin Lakoff (1973) stated that from a sociolinguistic point of view women's language is considered as weak and hapless, this entails that man dominance is behind male and female differences in using language (style , phonology , vocabulary , grammar , attitude towards language).. Robin lakoff analysed ten major characteristics of female's language:

1. Hedges or filler (you know
2. Rising intonation on declaratives (it's really nice).
3. Tag question (she is very cool isn't she).
4. Empty adjectives (lovely, adorable).
5. Precicse colour tems (turquoise).
6. Emphatic stress (it was a historical night)
7. Standard grammar (i would appreciate it)
8. Super polite forms indirect request.
9. Intensifiers so and just.
10. Avoidance of strange swears words.

Lakoff was criticized by many sociolinguistics for her personal intuition and not taking into consideration the contextual features of the interaction because she deals with gender.

1.7.2. Man made language

This theory proposed that men are more dominant than women and argue that women are powerless as Lakoff stated they women are socialized into behaving in disempowered way , while men are socialized into thinking they should be dominant and claimed that the different use of language needed to be explained in large part on the basis of women's subordinate social status and the resulting social insecurity. According to Dale Spender (1980), it is true that men, not women, who control knowledge. Spender believes that this is an understanding we should never lose sight of.

Also Zimmerman and West (1983) argue that 99% of interruptions are made my males. They concluded that men's dominance in conversation via interruption mirrors their

dominance in contemporary western culture. Interruption is “*a device for exercising power and control in conversation*” (West and Zimmerman, 1983 P. 103). Men typically enjoy greater status and are entitled to take over the conversation more than women in most societies, and they are more likely than women to assume they are entitled to take over the conversation.

1.7.3. Men and women’s Language Differences

Difference theory, according to Deborah Tannen, is to see men and women as two separate cultures. It was further studied by Deborah Tannen (1990). She assumes the idea of male and female individual’s lifestyle are often represented as being different cultures. This theory supports the claim that the genders are different (biologically and socially) but equal in status and the socialization process play a role in the differences between male and female in conversational style. There are six main sections to the Deborah theory:

- Status v. Support: women use speech to support others and men to gain status within society.
- Advice v. Understanding: men seek a solution to the problem and women seek comfort for their problems.
- Information v. Feelings: Tannen states that men’s conversation is message-oriented based upon communicating information. While women give importance to the conversation in order to build relationship.
- Order v. Proposal: men direct imperative sentences like open the window when speaking while women use polite form.
- Conflict v. Compromise: Tannen suggests that most women try and avoid conflict and try to compromise situations while men don’t avoid conflict to show their power.
- Independence v. Intimacy men favors independence while women are more likely to seek intimacy.

1.8. Gender and Conversational style

Conversational style is the language of social interaction, which its object is the everyday's conversation is neither random nor structured. However order doesn't automatically apply to all conversations.

Previous studies have been seen to differ in the speech of men and women and there are many aspects such as; verbosity, hedging, minimal response, politeness, impoliteness, apology and request.

a. Verbosity :

It has been suggested that because men normally dominate the conversation in situations it both sexes present we have different expectations on male and female speakers (Spender 1980). According to many linguists women talk more than men for example: women are known most of time be on phone or gossip with their friends, whereas the stereotypical man says what he wants to say and then keep quiet. This theory has been neglected by almost of researchers (Eakins and Eakins 1978).

b. Minimal response

Minimal response are paralinguistic feature such as 'mm' and 'yeah' is as a answer to show support or continue talking to the speaker , they are brief can be verbal in one syllable like 'uh-huh' or short clause such as 'that's right' (Knappl Hall 1997). Studies show that women use minimal response more than men (Strodtbeck & Mann 1956).

c. Hedging

It is a clause, form or word used to show the speaker certainty or uncertainty about any subject. Lakoff claimed that women tend to use more hedges because women «*are socialized to believe that asserting themselves strongly isn't very ladylike or even feminine* » (Lakoff, 1975:54). Coates (1987 , 1989) found that women are hedges more frequently when speaking to each other , and he argued that hedges in most cases should be seen as strength rather than a weakness.

d. Politeness

Requests, apologizing, using proper and appropriate names with asking indirect questions all these are related to polite behavior. It is a linguistic phenomenon has been used researched

from various perspectives; it has been a topic of inquiry for the last thirty years. Politeness is used in the pragmatic and sociolinguistics study.

Politeness is a difficult concept to define because it differs from one culture to another. Sifianou (1992:281) said that:

« polite is divided from the Latin politus , past principle of polite meaning to smooth , thus polite originally meant smoothed , polished and subquently, refined , cultivated , wellbred and so on , when referring to people , and courteous , urban ..Etc when referring to manners ».

Sifianou in this definition described politeness as a form of social behavior. Also Lakoff (1975:53) stated that *« to be polite is saying the socially correct thing »*. In this definition, she argued that politeness is a behaviour developed and affected by society in order to avoid conflict.

Hill (1986 :349) clarified that *« politeness is one of the most constaints on human interaction whose purpose is to consider others feelings , establish levels of natural confort , and promotes rapport »*, which means politeness is a constrained behaviour and a way to reduce fiction also many scholars define it as a respective behaviour and to show other that are respected. Furthermore, according to thomas Holtrgaves, there are an infinite number of ways in which people can be polite by performing an act in a less than optimal manner , and Brown and Levinson's stereotype of five suerstrategies is an attempt to capture some of these essential differences.

e. Impoliteness

Impoliteness is the opposite of politeness behaviour which is abnormal and anethical behaviour in the interaction. It is a negative attitude towards specific behaviours. Locher and Bousfield (2002) stated that is important to focus on the speaker and hearer interpretation, beside the effect of context. Culpper (2008) stated that impoliteness is a communicative behaviour intending to cause the face loss of a target or preceived by the target to be so. He (2013) also pointed out that impoliteness plays a very important role in many discourse.

Culpper (1996) proposed five different strategies of impoliteness:

- Bald on record impoliteness: the basic message is impolite, but the speaker does not use any extra strategies to make it more impolite, e.g.; 'your t-shirt is ugly'.

- Positive impoliteness : it attacks the positive face , by treating the other as if they are unwanted or talking about things that are seen as bad about that person e.g : ‘ your t-shirt is embarrassing’ because it shows that the speaker is embarrassed and does not want to be seen with someone who wears this shirt.
- Negative impoliteness : attacks the negative face , by trying to invade the other’s space or by not accepting their boundaries and privacy e.g ‘ stop wearing that stupid t-shirt’ because the speaker tells you what you should do , even though it is none of their business what t-shirt you are wearing
- Sarcasm or mock politeness: the speaker says polite things but it is (more or less) obvious that he does not mean them e.g. ‘ oh , your t-shirt is absolutely gorgeous ‘ (when in the reality it is ugly).
- Withhold politeness : politeness is left out where others would expect it e.g not greeting someone back , or not saying ‘ thank you ‘ .

f. Request and apology

Request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events (Searle 1969). There are three types of requests:

1. Direct requests
2. Conventionally-indirect strategies
3. Non-conventionally indirect.

Also there are different factors when we make request for example (the age, social distance, gender and level of imposition). Speakers often employ different strategies (linguistic and non-linguistic) to minimize the effects of our request on the other person.

According to American University Student’s Apology Strategies, apology is a speech act through which the wrongdoer acknowledges guilt and seeks forgiveness for what he/she has done. A wrongdoer is the person who has committed the act that warrants apologize for what

he/she has done. And the victim / hearer / injured party is the person who was harmed, whatever psychologically, physically, or materially, by the act that warrants apology.

Apology strategies are the methods used by individuals to perform the speech act of apology such as statement of remorse and reparation.

According to Gray Chapman and Jennifer Thomas (2006), the five languages of apology are:

- Expressing regret (I appologize)
- Accepting responsibility (I was wrong)
- Making restitution (what can i do)
- Genuinely repenting (I will try not to do that again)
- Requesting forgiveness (will you please forgive me

1.9. Linguistic politeness

Men and women have a different role in the society therefore they use language differently for instance, females are more polite than males because both of them are restricted by socialization and cultural components. According to Cristal (1997) believes that politeness in sociolinguistics and pragmatics means linguistic characteristics associated with norms of social practices in relation to the notion like curtsy, rapport, deference and distance. Watts (2003) claims that theory of linguistic politeness made by Brown & Levinson appeared in 1978 which referred to as ‘face-saving’ theory of politeness, this model is an endeavor to formulate a theory in which reflect individuals ‘ ways of producing linguistic politeness’. As it is stated by Kerbrat-Orecchioni (1997:11) *‘it is impossible to talk about without referring to brown and levinson’s theory’*. Politeness is the lexeme of English language because its meaning is subject of negotiation whenever and whatever in any interaction and all the linguists agree that ‘face’ is the most important notion in the study of linguistic politeness.

1.9.1. Approaches to Politeness

Politeness has different approaches such as:

a. Grice Cooperative Principle

Grice most influential contribution to linguistics in history of implicature, Grice's work on the cooperative principle led to the development of pragmatics he first introduced

the cooperative principle and explain a conversational implicature in his article "logic and conversational" (1975). The cooperative principle try to make explicit certain rational principles that are observed by people when they converse so cooperation is embedded into people's conversation as something learned during childhood in this theory Grice argues that speakers can produce an implicit and the hearer can recognize the intended meaning in conversation, he also consider the coherence of conversation as rational level, Grice developed the following maxims:

- *Quality*: speakers tell the truth by providing evidence.
- *Quantity*: the speaker uses enough information (being informative).
- *Relation*: response is relevant to the topic of discussion
- *Manner*: the speaker is direct to the point (be perspicuous). These maxims explain the listener's assumptions regarding the way speakers do talk.

b. Lakoff's Conversational Maxim Approach

Robin Lakoff was a linguist at the University of California, his famous work is women's language, and she wrote different books such as 'the logic of politeness in (1973). Lakoff devised politeness principle into three maxims:

- Do not impose
- Give options
- Make your receiver feel good.

Lakoff argued that language is fundamental to gender inequality, he stated that there were different features of women's language. Lakoff stated that there were different features of women's language that make their language weaker and less certain than men are these features are :

1. Hedging – uncertainty,
2. Super polite form,
3. Hypercorrect grammar and pronunciation,
4. Tag questions.

5. Speaking in italics,
6. Empty adjectives approval.
7. Use of implication,
8. Special lexicon,
9. Question intonations in declarative statements,
10. Sense of humor lacking,
11. Speak less frequently,
12. Indirect speech,
13. Avoid coarse language of expletives.
14. Apologies.

c. Leech Politeness Principle

Leech (1983:11) believes that " *the politeness principle operates variably in different cultures or language communities in different social situations, among different social class* ". He claims that it is necessary to maintain good relations. His conception of politeness runs as follows; the ability to engage interaction in an atmosphere of relation harmony. Leech assumes that the politeness principle interactants behave politely to one another since they respect each other face, his principle requires interactants to adopt two strategies " don't offend others and be nice to others " leech 1983.122.

Leech identifies six (06) maxims associated with:

- Tact maxims: minimize cost to other; maximize benefit to other.
- Generosity maxim: minimize benefit to self; maximize cost to self.
- Approbation maxim: minimize dispraise of other; maximize praise of other.
- Modesty maxim: minimize disagreement between self and other.

- Sympathy maxim: minimize maximize antipathy between self and other; maximize sympathy between self and other.

Despite the criticism directed to Leech's framework of politeness, it is still a suitable approach to compare-cross cultural differences in the use of politeness. Strategy in certain context (Thomas 1995).

d. Brown and Levison's Approach

The concept of politeness has been developed by Brown and Levinson (1987), they thought that politeness is a way to avoid conflict. Politeness concept is defined as « the *public self-image that every member wants to claim for himself* » (Brown and Levinson 1987: 61). Also they defined it as the expression of the speaker's intention to mitigate face threats carried by certain face-threatening acts (FTA) toward another and it consists of efforts to save face for another. As Dr. El Khair Ataman mentioned in his study the main strategies that Brown and Levinson (1987) proposed:

- Bald-an- record: The requester takes no redressive action to minimize the threat to the requester's face and tends to perform the act in a clear unequivocal way, i.e., a straight way of saying things. The requester is relevant, brief, clear and precise.
- Positive politeness: The requester here mitigates the threat by minimizing distance, expression of friendliness and recognition n of the requester's desire to be respected, i.e., an expression of solidarity.
- Negative politeness: The requester avoids coercion and gives the requester freedom not to do what is requested.
- Off record indirect strategy: Here the requester uses utterances which lend themselves to various interpretations to give the requester the chance to interpret them as requests or otherwise. Violation of the one of the maxims of the cooperative principle is very apparent. The uses of hints, metaphors are examples of off record indirect strategy.

The choice of one of the above mentioned strategies in a given event depends on the potential weightiness of the face threat and the interlocutors' social distance, relative power, and size of the imposition. These social factors determine the level of politeness (Brown and Levinson, 1987).

1.9.2. Politeness Strategies: Negative politeness vs. Positive politeness

Each conversation differs from one to another specially in the way of getting what we want. According to Brown and Levinson there are two different strategies Positive and Negative politeness. Brown and Levinson (1987) distinguish between positive and negative politeness, both types of politeness involve maintaining or redressing threats to positive and negative face.

- a. Positive politeness: It is a way to minimize distance between speaker and hearer it is usually addressing close people such as friends, family...etc. This strategy shows solidarity between them. Brown and Levinson defined positive politeness as the want to be independent and not imposed on by others. According to Nick Nicholas (2016), positive politeness strategies are culturally approved ways of interacting with other people that involve doing good things for them.

Positive politeness strategies include :

1. Being smiley and friendly
2. Sharing things with people , without asking permission
3. Doing people favour

- a. Negative politeness: It is a strategy to increase the distance between the hearer and listener it is a awkward situation between them. The speaker uses questions, apologize, indirect conversation, nominalize...etc. According to Nick Nicholas (2016)

“Negative politeness strategies are culturally approved ways of interacting with other people that involve doing good things for them. They concentrate on eliminating distance between people.”

Brown and Levinson stated that positive face is less obvious and it denotes the want to be accepted and liked, to be treated as a member of the same group, and to know that one's wants are shared by others. Brown and Levinson (1987:131) list following ten strategies that make use of negative politeness:

1. Be conventionally indirect
2. Question, hedge
3. Be pessimistic
4. Minimize the imposition
5. Give defence
6. Apologize
7. Impersonalize S and H, avoid pronouns «(i and you)
8. State the FTA as a general rule
9. Nominilize
10. Go on record as incurring a debt, or not indebting

Also there are other strategies mentioned by Nick Nicholas (2016) such as :

1. Having a neutral expression in public
2. Using lots of (please and if you don't mind and thank you)
3. Not imposing on people
4. Speaking to people in a respectful tone
5. Keeping the hell out of random faces

Cultures have preferences for positive or negative politeness strategies.

1. 10. Conclusion

The first chapter is all about summing up the most significant scholarly investigations in the field of gender and language. In fact, the difference has been explained with a quite range of scholars, for instance, the four approaches have been adopted to explain these differences.

However, the first three theories have been firmly criticized for being deterministic and their findings need to be interpreted with some caution. In addition, the main focus of the scholars is men and women's language, in which they avoid any kind of similarities. Broadly speaking, gender differences depend on many socio-cultural factors.

II. Chapter Two

Research Methodology

2.2 Introduction

This chapter is concerned with the research methodology employed in the current study. It aims to present the research setting and to describe the sample and not forgetting to present the data collection instruments used. In other words, it describes clearly the methods used to conduct this research, including the distribution of questionnaires and the analysis of some mixed gender conversations using conversational analysis.

2.2. Description of the Sample

The community existing at university is considered as one of the main mixed-gender place where students may interact everyday.

In the present study, we deal with both quantitative and qualitative analysis, which means we are going to distribute a structured questionnaire to 100 first year students of English language then we are going to analyse nine online mixed gender messages sent by students of Master one degree.

2.3 Data Collection Method

Data collection method is a process to gather and analyse data and to test hypotheses, it includes two mains types of research methods. Quantitative and qualitative data are complementary methods.

On the one hand, quantitative data is the focus on numbers,numeric values,asking WH questions (who,what,where,when) and it is formal and objective process in which numerical data is used to obtain information and it's a method used to describe and examine the research.In addition is designed to collect data and informations it helps us to get views and opinions and it is structured and statistical and easily processed , its types are survey research,correlational research and exprimental research,we can classify a questionnaire a quantitative depends to the nature of questions.

On the other hand, qualitative data is designed to collect informations and to gain an understanding of underlying reasons, opinions and motivations, it gives more details.The results of qualitative methods are more descriptive. They help us to explore how decisions

are made and provide us with details. There are many types of qualitative research such as interview, ethnographic research, record keeping and observation.

Concerning our study, three different instruments are used: structured questionnaire, participant observation and an analysis of some students' online messages.

2.3.1 Participant Observation

The participant observation is one type of data collection method, typically done in the qualitative research, which means the observer participates in the daily life of the people under the study, and it aims to be detailed and comprehensive. It is a complex blend of methods and techniques.

We as researchers integrated in the daily activities of our sample taking objective notes about what is observed concerning the research problem being investigated.

2.3.2 Master Students' Questionnaire

A questionnaire is data collecting instrument, it could be structured or unstructured. It is a formalized set of questions for obtaining informations from respondents. The questionnaire aims to collect and accurate information, it uses natural and familiar language to the respondents that helps understand the questions; it must be clear and objective. We opt for this technique because it has many advantages such as:

- Inexpensive.
- Practical.
- Fast results.
- Comprability.
- Easy analysis.
- Validity and reliability.
- Standardized.
- No pressure.

However this instrument can have some advantages which can create some obstacles, these are:

- Dishonest answers.
- Skipped questions.
- Interpretation issues.
- Lack of naunce.
- Some students they may not give the questionnaire back.
- Some students don't complete the answers

For this reason we decided to use another tool to complete the research, it is the analysis of online conversations.

2.3.2.1 Pilot Study

We distributed the first draft of the designed questionnaire to some students in order to make our questionnaire more clear and efficient and also to examine its feasibility. This way helped us to get the final structure of the questionnaire.

2.3.3 Online Conversation Analysis

Conversational analysis is the study of how conversation is used in ordinary life, it is to analyse the utterances .In conversational analysis we study the variety of functions that conversation is used for. In addition, online research methods (ORMs) are ways to the researchers collect informations via internet. So, online conversation analysis is to analyse utterances and collect data via internet.

The internet becomes a research tool it has many advantages such as :

- Lower costs.
- Faster data collection.
- Digital trail.
- Greater flexibility in observation methods.

So, we choose to analyse internet chat because it is a kind of conversation. The main themes that we analyse in mixed gender conversation between ten students of Master degree are :

1. Turn Taking

One of the important features of CA is turn taking, which means the essential basic of structure is composed of 'Turns', the speaker and the hearer take turns and exchanging roles throughout the interaction. In turn taking, one speaks at time after which they may nominate another speaker or another speaker may take up the turn without being nominated. It varies according to :

- The situation : such as classroom.
- Relationship such as family.
- The topic : such as people take a turn when they have something to say about a topic or to change the topic.

2. Adjacency Pair

Adjacency pair or pairs of utterances, is the basic unit in a conversation, in adjacency pair they are utterances produced by two speakers. An adjacency pair is composed of two utterances by two speakers, one after the other; an initiation utterance followed by an appropriate response (first part and a second part) (Schegloff & Sacks: 1973).

The most often used in adjacency pair is question-answer such as :

(A- what is your name ? B- my name is Medjda)

And there are others such as:

- Offer-Acceptance : A: juice?

B: Yes, please!

- Apology-Acceptance : A: I am very sorry, I do not mean it.

B: It is okay, dear.

- Congratulations-Thanks : A: Congratulation for graduation.

B: Thanks, my dear.

- Blame-Denial : A: You broke my phone.

B: It is not me.

In these sequences we expect the first part to be followed by the second part.

3. Overlapping

Generally, in the conversation when speaker finish the turn, the next speaker starting to talk. However, in some cases there is an overlaps which means two speakers or more talk at the same time.

Example :

- A : Didn't you [know wh...
- B : [But he must've been there by two
- A : Yes but you knew where he was going (*Yule, G. 2006 : 145*).

There are two types of overlapping, the first one is continuers or assessments and the second one is questions and statements.

4. Interruption

It is asking to finish what the speaker saying, it is a rude thing to do. Someone who frequently interrupts is stating that they think they are more important, or what they have to say is very important.

To avoid interruption we have to :

- Keep right on talking.
- Ask for input from other.
- Ask to finish what you are saying.
- Speak to the person privately.

The person who use the strategy apporoparetly increase credibility and respect.

5. Greetings

It is one of the essential type of conversation Greetings can be formal and informal way such as :

Hello (formal) → Hi (informal)

How are you (formal) → How are you doing (informal)

Greetings can differ from different situations such as :

- Greetings in passing (Hello, Hi, Good morning)
- Greetings before a conversation (Nice to meet you, Long time no see, How are things)
- Greetings in business (Please have a set, He will be right with you)...etc.

These strategies is very usefull in the web chat context.

6. Fillers and Backchannels

Fillers are words or sounds used to give the speaker time to gather their thoughts and ideas, or indicate to montain uncertainty to maintain control of conversation to think about what to say next.

Backchannels is the utterance used by listner to encourage the speaker and to acknowledge him what is saying like (Oh, Humm, I see, Really...etc.).

7. Sequence expansion

It is to talk which made up of more than one adjacency pair. To be more understood.

- a. Pre-expansion : The preliminary action we take before initiating the first part of an adjacency pair.
- b. Insert expansion: a *sequence* of turns that intervenes between the first and second parts of an adjacency pairs.

c. Post-expansion: a turn or an adjacency pair that comes after, the. There are two types: minimal and non-minimal.

8. Repair

It is an important strategy speakers use in discourse. It is when the speaker says something to the listener that he knows the listener has not understood, so the speaker revises or repairs the message, it is to increase the success of the communication.

Repair is often done through self-repair and other-repair (Paltridge, 2006: 199). The repair process can be done at three stages: first, immediately by the speaker, second, initiated by other and finally, by his next turn.

9. Silence

Silence is a part of conversation even though humming to give more importance to the speaker and to prepare answers.

There are three different aspects that can be implied through silence:

- Pause: A period of silence within a speaker's turn.
- Gap: A period of silence between turns.
- Lapse: A period of silence when no sequence is in progress: the current speaker.

Conversational analysis is very helpful to analyse how the utterances are produced in all fields (grammatical, lexical...etc.). So, the right way is to analyse the all important features to get the right results.

2.4 Research Ethical Consideration

In the field of academic research, the ethical consideration should be taken into account by the investigators to collect variable and reliable data that fit the presented issue. So in the recent research the application of the ethical principles is very important to the research study. In the current study, we tried to protect the personal liberty and the identity of the collaborators whom help us by providing a written informed consent and they were given an explanation to the purpose of the investigation, so here they fill in of the research question with fully coordinations according to the participants perspectives to establish the public trust to promote clear and honest research.

2.5. Conclusion

This chapter is dedicated to the research methodology used in this research. It describes both the sample and the data collection methods. Additionally, in this chapter, the research methodology was discussed along with the rationale for the selection of research tool, target population and methods of data treatment. It mentions also how the online conversation have been selected and analyzed followed by the ethical consideration. The following chapter provides the analysis of data and discusses the findings.

III. Chapter Three

Data Analysis and Interpretation

3.1. Introduction

The investigation of speech differences among male and female is a crucial topic. The method used in this investigation mixes between quantitative and qualitative approaches. On this basis, the present chapter provides the analysis of questionnaire distributed to first year students, participant observation and the analysis of online conversations. The obtained data is clearly illustrated with tables and figures and followed by relevant interpretation.

3.2. Research Design

A research design is a detailed plan of how an investigation takes place. The selection of appropriate and relevant research methods is taken into consideration to identify the research problem. For that purpose, the methods used in this study are selected in accordance with the mentioned research hypotheses. To recap, besides to participant observation, we distributed one hundred questionnaire to first year English students at Ibn Khaldoun university followed by an analysis of nine short online chats. For the collection of online chats, students from the same sample (First year English Master Students) provide us with their mixed gender online chats that are selected on the basis of the criteria identified.

3.3. Data Analysis

3.3.1. Participant Observation

Our main findings of this instrument is that males and females do use different linguistic conversational styles of politeness in their online chats, females appear to be more polite than males.

3.3.2. Questionnaire Analysis

The questionnaire designed for this research includes a set of questions that are divided into four sections. These questions include: closed-ended (or structured) questions which require answers with yes/no or provided options, and open-ended (or unstructured) questions that are to be answered without choices to be limited to but give the respondents free space to provide their own answers, and multiple-choice questions which involve the subjects with a set of alternatives provided to select one or more answer between them.

The student's questionnaire in this study depends on closed-ended questions as to provide a quantitative or numerical data, and open-ended questions to present qualitative or

text information. The questionnaire consists of mixed questions to benefit from all types of questions in gaining information. What is sought by the questionnaire is the reflection of what the respondents want to say. For that, it was better for the questionnaire to be designed in such way.

The questionnaire includes a part with questions about personal information (gender and age).A second part consists of five questions about the strategy used by men and women in asking for request and apology .A third part consists of two questions about the student's perception about requesting and apologizing.The fourth section consists of three questions about the explanation of the differences in linguistic politeness.

Part One:

Student's answer the questions about their gender and age as follows:

Question One : Gender

Gender	Male	Female
Number	50	50
Percentage	50%	50%

Table 1. Informant's Gender

As it is shown here, the numbers of male and female students are equal. This can help us reach more valid results.

Question Two : Age

Age	18-22	23-27	28-32	More than 33
Number	70 (70%)	20 (20%)	7 (7%)	3 (3%)

Table2. Informant's Age

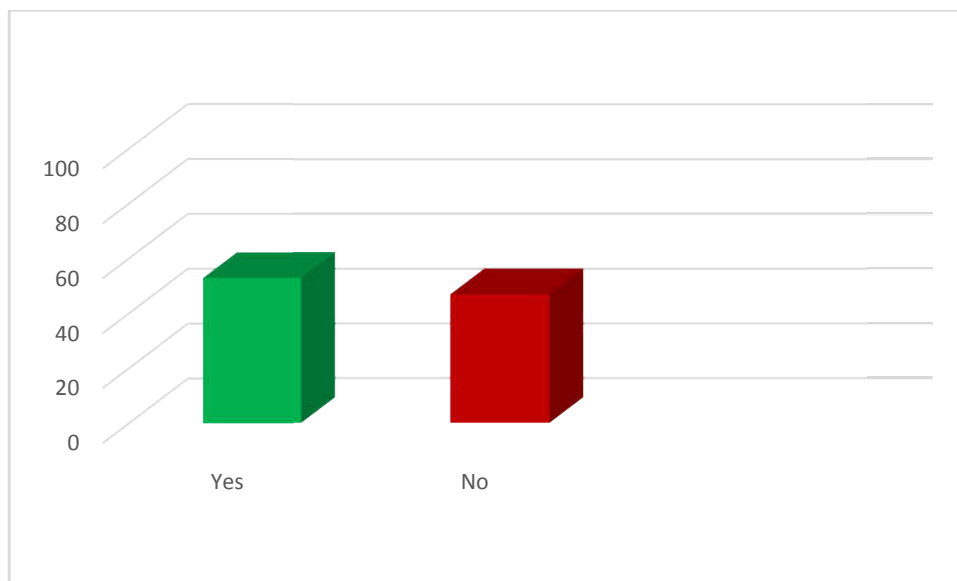
As shown in table two, 70 seventy participants are students whose their age is between 18 to23 years. 20 others, their ages are between 23 to 27 and 7 students are 28 to 32 years old. We notice also that only 3 students, their ages are 33 and more.

Part Two :

This part is about the differences in linguistic politeness strategies used by men and women.

Question Three: Do you apology?

yes	No
53	47

Table 3. Informant's opinion about apology**Figure 3. Student's choices of apology**

The figure above shows us that 53% participants from both genders opted for yes, while 47% opted no.

Question Four: In your opinion who apologize a lot ?

Men	Women	Both
22	63	15

Table 4. Students' opinion about who apologize a lot

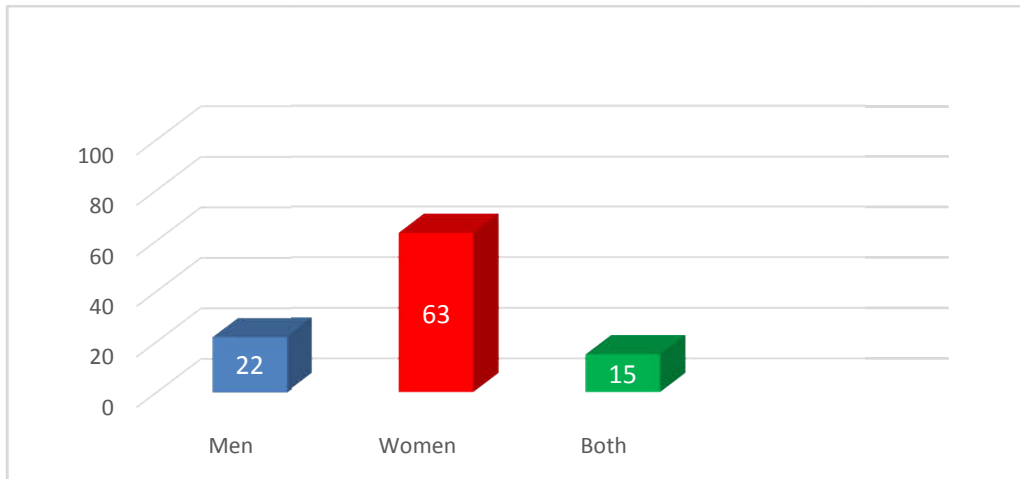


Figure 4. Student’s choices about who apology a lot

The informants show different answers about who apologize a lot. 22% students answered that men do while 33% students claimed that women apologize a lot and 15% informants selected both choices.

Question Five : Do both genders use different expressions when apologizing ?

Sometimes	Rarely	Always
51	8	41

Table 5. Informants’ opinion about the different expression used when apologizing

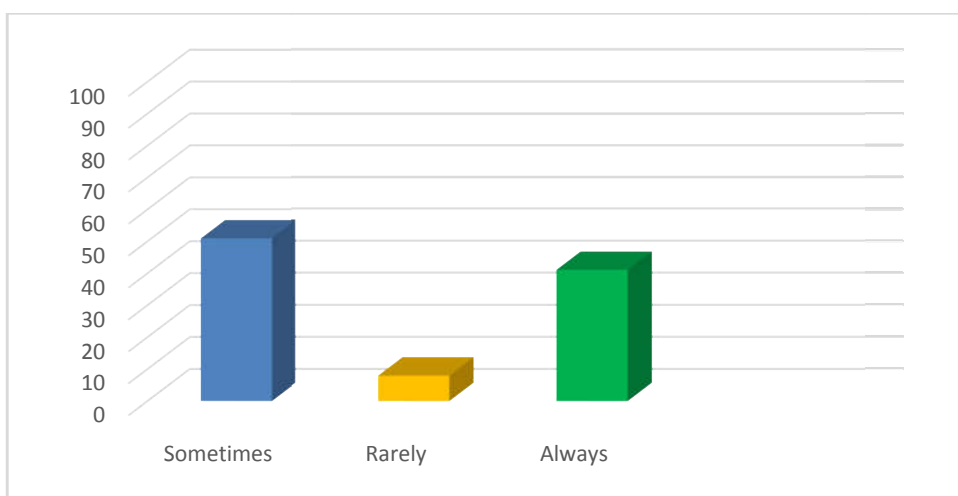


Figure 5. The different expressions used by Gender

Question Six : - What sort of expressions they use ?

I'm Sorry	I'm Very Sorry	It's Okay
20	40	40

Table 6. Students' opinion about expression used when apologizing

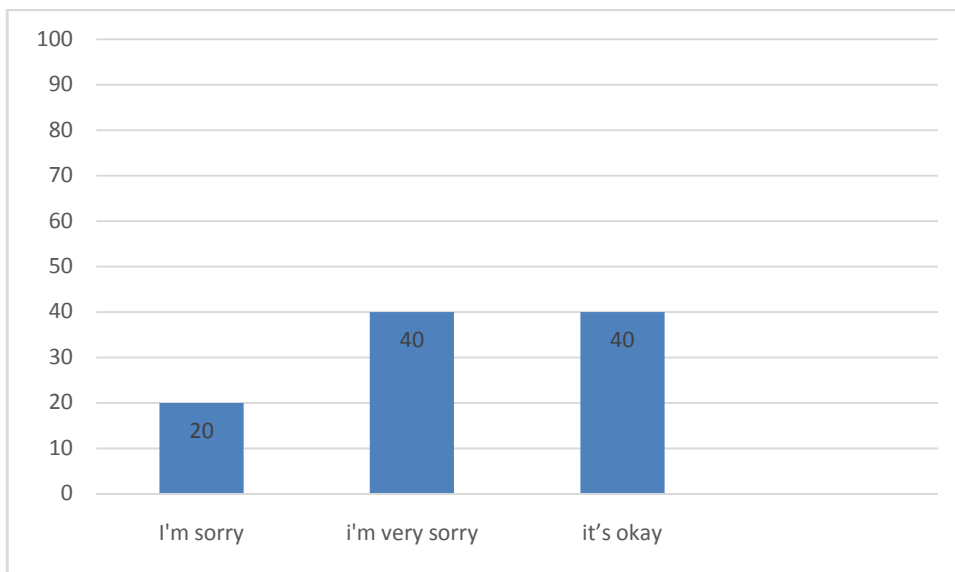


Figure 6. The different expressions used by gender

The figure above presents the different expressions used by students, the results are as follow: 20% picked ('I'm sorry) as their preferable expression to apologize whereas 40% and 40% prefer the use of (I'm very sorry and It's okay) expressions in apologizing.

Question Seven : Do you think men or women use more polite words when requesting ?

Men	Women	Both	Non Of Them
20	35	40	5

Table7. Students' opinion about who use more polite words when requesting

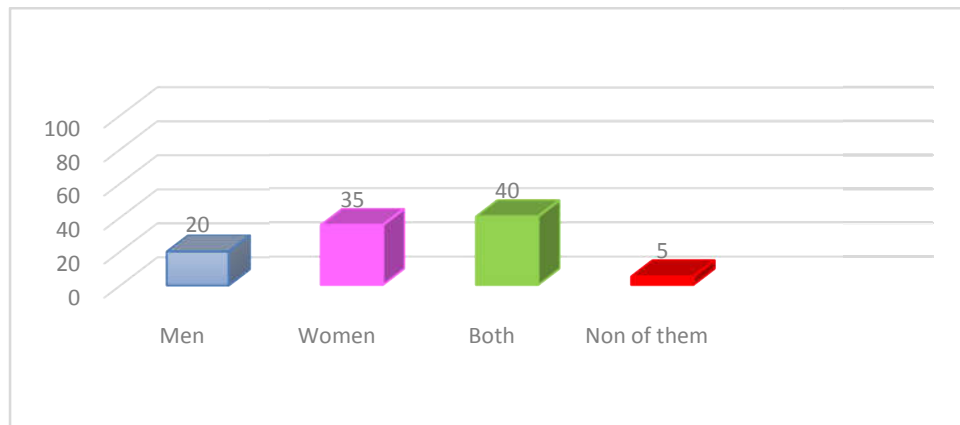


Figure 7. Gender differences in using more polite words when asking request

The figure above demonstrates for us that 20% informants pick up the men choice, while 35% selected women choice, whereas 40% see that the both genders use more polite words when asking for request and only 5% selected none of them choice.

Section Three : It is about student’s perception about requesting and apologizing.

Question Eight: what do you think about people who apologize?

Polite	Respectful	Weak
37	59	4

Table 8. Students thought about people who apologizing

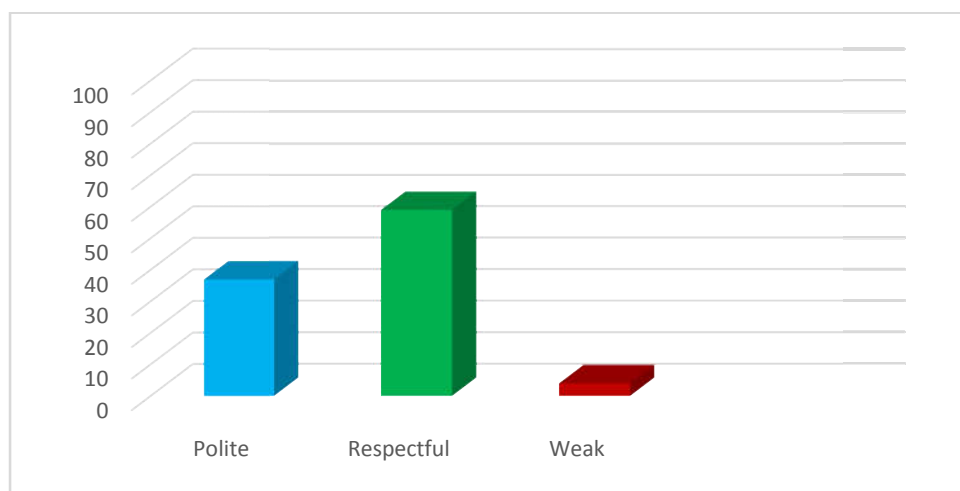


Figure 8. The thought of students about people who apologize

The bar-graph above shows us that 37% informants see people who apologize as polite ones while 59% selected respectful choice and only 4% students think that people who apologize are weak.

Question Nine: In what ways you see women asking for request ?

Direct	indirect
58	42

Table 9. Informants’ opinion about women's way when requesting

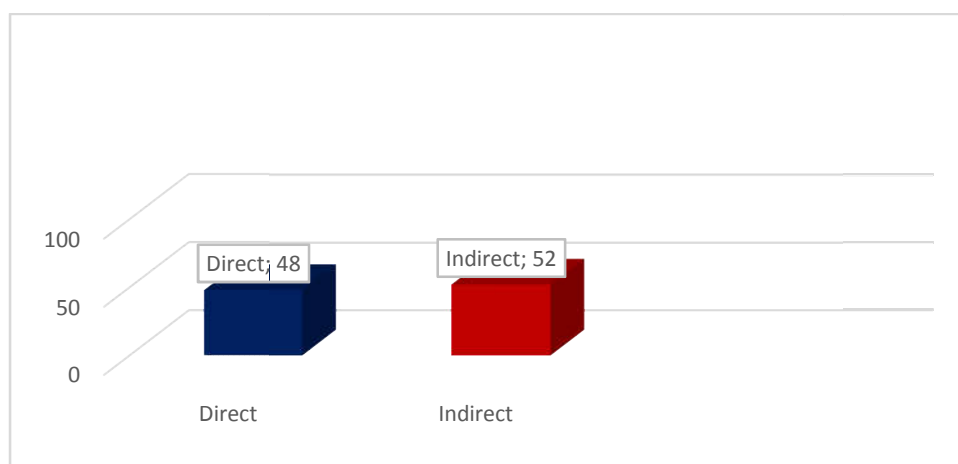


Figure9. Women’s ways in asking for request

We observe here that 52% from the informants see that women use indirect way while 48% think that women use indirect way when requesting..

Section Four : It’s about the explanation of the differences in linguistic politeness

Question Ten : - In what situation they apologise ?

Do Something Bad	Say Something Bad	Excuse
45	30	25

Table10. Students’ opinion about when they apologize

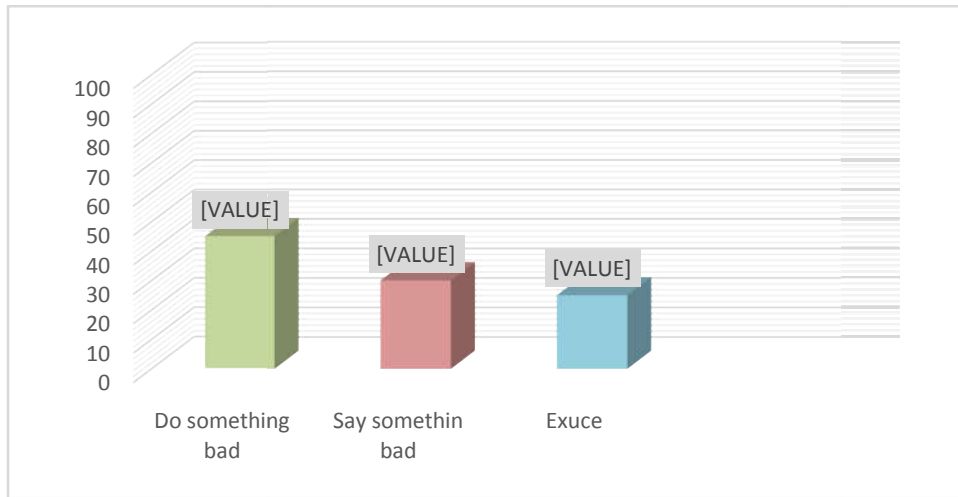


Figure 10. Student’s choices about in which situation they Apologize

It is worthy of notice that 45% informants think that the right situation to apologize is when doing something bad, while 30% informants claimed that when saying something bad and 25% students see that when excuse.

Question Eleven : In your opinion the relation between politeness and gender is due to:

Social class	Economic Status	Relogious	Behaviour
40	25	10	25

Table 11. Students’ opinion about the relation between politeness and gender

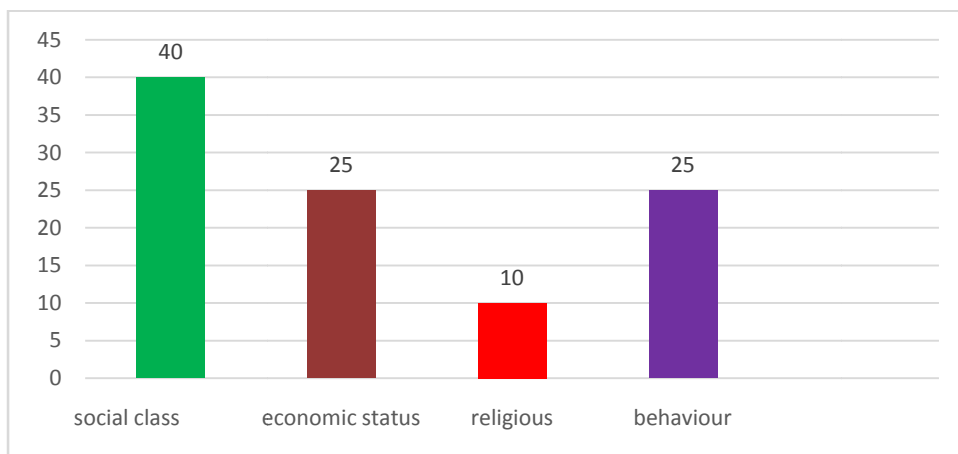


Figure 11. Relation between gender and politeness

The obtained data show that 40% informants see that the relation between gender and politeness is due to social class while 25% students think that it is due to economic status. However, 10% of them pick up religious choice whereas 25% selected behaviour choice.

Question Twelve : In what situation the differences in linguistic politeness occur ?

Academic Setting	Inside Family	In The Street
30	58	22

Table 12. students opinion about the different

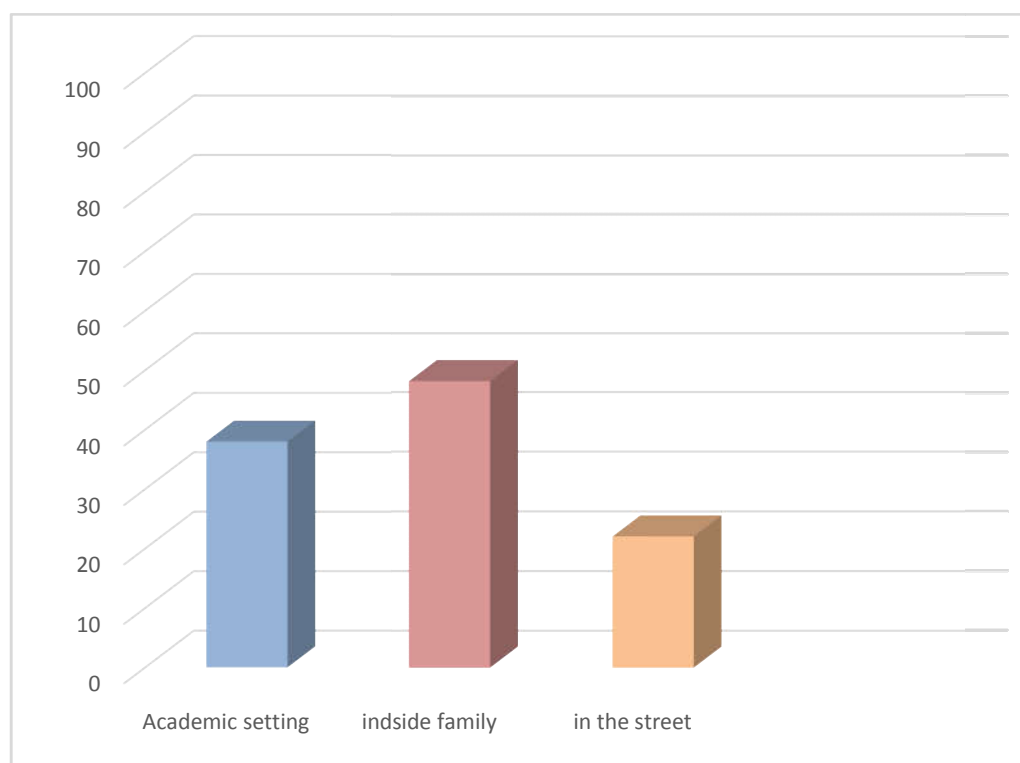


Figure 12. The students' choices about in what situation the different in linguistic politeness occur

It is remarkable that 30% students select academic setting as the place where different linguistic politeness strategies occur, while 58 % informants see that the right choice is inside family and 22% think that in the street is the right choice.

3.3.3. Online Conversations Analysis

In this part we analyse different features of conversation styles that we dealt with it in chapter two and other.

- Red color: female speaker
- Black color: male speaker

1. Politeness

- First Example :

A : Good morning, how are you ?

B : Good morning, I am fine thanks for asking.

What about you ?

A : Your welcome, I am fine.

- Second Example :

A : Hi dear, I hope you are fine.

Did you recieve the message in your phone ?

B : No, I did not.

Our research is mainly about gender and linguistic politeness, it seems to us the use of politeness strategy differs from one conversation to another. In many speech situations, males and females are polite for example (Thanks for asking, Your welcome, That is good).However, in other cases, females are more polite like in the second example she started the discussion with gretetings in passing (Hi, dear, i hope you are fine) than she asked him if

he received the message so, he directly answered her (No, I did not) without mentioning any salutation or asking her if she is fine.

As a conclusion, females are more polite than males during the online conversation.

2. Request

- First Example :

A : It is very difficult, can you give me an example to understand more ?

B : Yes, no problem.

- Second example :

A : I am very busy now, i have to go to buy somethings to my mother.

Could we talk later ?

B : Do not be back late, because i am going to sleep.

Males and females use different ways in asking for request, in the first example she asked indirectly (It is very difficult....) the transformation of this request to direct way is (Give me an example to understand more). While males ask directly like (Do not be back....) so in indirect way we say (Could you back early i have to sleep, because i am very tired).

So, males use direct way for asking request while females don not.

3. Apology

Example :

A : I am sorry, I meant have you answered my message in the email ?

B : Sorry, things got mixed to me.

A : Sorry about that.

The two genders use the apology strategy, in the example above women ask for apology a lot (sorry, i am very sorry).

The both genders use the apology feature but females do more.

4. Turn Taking

- Example :

A : I think It is very difficult to understand this module.

B : Yes, it is we h...

A : I got to my friend's party, yesterday.

B : have to revise.

A : Yes, we have

Did your father buy a car ?

As we see in the example above, females do not respect the turn taking, while males do. Females speak about more than one topic at the same time and ask questions aout of topic like (How did your brother ?, your mom still working yet ?...) but males don not, they are more clear in their utterances.

Males are the most who respect the turns taking.

5. Adjency pair

- Examples :

- Question-Answer

A : What is the module that you prefere to attend ?

B :I like oral module.

- Offer-Acceptance

A : Do you need the courses of linguistics module ?

B : Yes, please.

- Compliment-Acceptance

A : I really like your new look.

B : Oh, thanks.

The both of genders use different ways of adjacency pair, each one followed by an appropriate answer like (How do you do ? I am fine.) in this example the question have been answerd. In addition, in online chats the both genders used the other functions such as offer and acceptance and compliment acceptance as mentioned in the example above.

So, we notice that males and females used the adjacency pair.

6. Silence

- First Example :

A : Yes, I agree with you

B : I think that there are three types to acquire foriegn language

A :

B : It is very important to follow it

A : Umm...

According to the example above, females are the ones who use silence technique. Sometimes, he (male) keeps silent in order to think more to gather ideas and thought in other way he use sounds or words like (Huh, Hum...etc.) to encourage the speaker in this case the listner understand what the speaker is saying but without taking the floor.

Silence strategy are used more by females gender

7. Repair

- Example :

A : In my opinion, How the human mind constructs a thought and applies it into language is called psycholinguistics.

B : Yes it is, Psycholinguistics deals mainly with language understanding, production and acquisition.

I mean it is a part of cognitive science that comprises psychology, linguistics, anthropology, neuro-science and computer science.

This online conversation is about the presence of repair technique. The male tries to explain more his idea to the female one because he knows that she can not understand what he is saying that is why he used the word (I mean) to repair the situation and make the conversation more clear.

Males use repair more than females because females try to understand more.

8. Abbreviation

- First example :

A : WHT ? Which one

B : The first one lol.

- Second example :

A : ITOH, it is very usefull

B : AAWY, in many ways.

Males and females abbreviation are used in order to to facilitate the communication and make it faster like :

LOL : Laughing out loud

WHT : What

ITOH : In the other hand

AAWY : Absolutely agree with you

OMG : Oh my god

YMW : You are most welcome

The both genders use the abbreviation strategy.

9. Emoticons

- **Example :**

A : Im So excited :D

B : I am not ☐

Emoticons are symbols used to express emotions, feelings...etc., and they used only in online chats like surprise, happy, sad.....etc.

The both genders use this strategy it is very usefull.

3.4.Discussion of the Findings

The current study indicate many results drawn from the data analysis.The different results obtained validate our hypotheses that males and females use different conversational styles concerning linguistic politeness topic (including politeness, silence, request..) in their online chats.

The data analysis show that females use different expressions to express politeness while male use politeness in same cases not only. In addition females use long sentences to explain more her opinions and ideas in order to show that they are right and which make her more talkative and less confident while males use short clear sentences which make him sur about what they are saying by expressing certainty. Besides, females talk about many topics at the same time that is why they mixed between things and make a conflict in the conversation and males talk in one topic in the same time.

Moreover, women appear to blame herself when saying something bad and try to apologize in many times while males apology briefly by saying sorry or it's okay without trying say it again they think a lot of apologizing make him weak .also males when want

something or ask for request they declare it directly without further adieu however, females show more respect and shyness when asking for something indirectly.

In our analysis, we see that women keep silence when trying to think about the appropriate answers and gathering ideas. Besides they usually go off topic when they talk but males keep talking about the same topic they already have. Also females use prestigious words in talking while males do not. Besides, Males are the most gender who try to control and repair the speech when they know that females can't understand their utterance because females try to understand more and ask for details. The both genders differ in the way of speaking to each other, their own style to communicate and express feelings and emotions are therefore different.

To be brief, both genders in online mixed gender conversations use different words ,expressions and sentences which means they speak interchangeably without any room assert that one of both genders control the conversation in any way, but it must be said that related to the subject of politeness, females do show more importance to polite strategies.

3.5.Conclusion

The present chapter represents the practical part of the study. It provides the analysis of data obtained using a variety of well known instruments. This chapter also includes the interpretation and the discussion of the findings.

General Conclusion

The current study aims at investigating the differences of linguistic politeness strategies that may exist in mixed gender conversations. The starting point of this study is the claim that women's speech is characterized as more polite than men's. Women are said that they use more apologies and requests than men. Thus, in order to answer the above –raised problematic, three research questions have been formulated, as sketched below:

1. Do men and women use different linguistic politeness strategies ?
2. How do men and women ask for request? How do they apologize ?
3. How can these differences in linguistic politeness strategies be explained ?

The present study then is organized in three chapters. The first chapter is a literature review. It tries to define some basic sociolinguistics concepts like gender and language differences, also it provides the definition of gender and conversational style. The chapter also gives a review about linguistic politeness, providing the reader with information about the approaches to politeness, and its strategies (The positive and negative politeness). The second chapter is a research methodology part. It deals with description of the sample and the methodology underlying both quantitative and qualitative methods. In addition, it provides a pilot study followed by different definitions about the tools that we used like participant observation, student's questionnaire, online conversational analysis and its different features. In the end, we dealt with the research ethical consideration. The third chapter is about how the study is conducted underlying both quantitative and qualitative methods for analysis of the data collected. It is devoted to the analysis of student's questionnaire followed by the interpretation of each answer, as well as, the analysis of online conversation, providing the reader with the discussion of the main results.

The results that we have gathered confirm that females and males use different conversational styles and these results show that both genders use different linguistic politeness strategies, that is to say females are significantly more polite than males in terms of using politeness strategies. Furthermore, the findings state that women use distinctive features including the use of the indirect request and the eagerness to express sensitivity and respect, unlike males who are indirect in their speech and seem to be dominant while

General Conclusion

interacting , in here the study assure that the social and cultural environment effect the way both genders use different politeness strategies in their interaction.

To sum up, the current research supports the suggested hypotheses that the linguistic politeness do exist between male and female and women are more polite than men in interaction. More importantly, it shows that the relation between gender and politeness has to do with social and cultural norms.

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Webography

<https://www.google.com/>
www.idpublications.org
www.typecraft.org

Appendices

Appendix one

Questionnaire

Dear students,

Your opinion is important to us.

We would like to invite you to participate in answering the following questions which is about (Gender and linguistic politeness: the case of Request and Apology in EFL students mixed gender conversation) this research is conducted by first year students of Ibn Khaldoun University, we will be greatfull for your contribution.

Section one :

Personal information : Tick the appropriate box (es).

1-Gender :

a. Female b. Male

2- Age :

a. 18-22 b. 23-27
c. 28-34 d. more than 35

Section two :

Knowing the difference in linguistic politeness strategies used by men and women

3- Do you apology ?

a. Yes b. No

4-In your opinion who apologize a lot ?

a. Men b. Female Both

5-Do both genders use diferent expressions when apologizing ?

a. Sometimes b. Rarely c. Always

6- What sort of expressions they use ?

a. Im sorry b. I'm very sorry c. it's okay

7-Do you think man or women use more polite words when requesting ?

a. man b. women c. both d. non of them

Appendices

Section three :

Student's perception about requesting and apologizing

8-what do you think about people who apologize ?

- a. Polite b. respectful c. weak

9- In what ways do you see women asking for request ?

- a. Direct b. indirect

Section four :

The explanation of the differences in linguistic politeness :

10- In what situation they apologise ? when they..

- a. Do something bad Say something bad c. Excuse

11- In your opinion the relation between politeness and gender is due to :

- a. social class b. economic status
c. religious c. behaviour

- Explain....

12 -In what situation the differences in linguistic politeness occur ?

- a. Academic setting b. inside family c. in the street

- Explain....

ملخص

العمل الحالي هو محاولة لاكتشاف الادب اللغوي فيما يتعلق بالجنسة فهو يحاول اكتشاف الدوافع و الاسباب التي تقف وراء هذا السلوك اللغوي و التحقيق في اي نوع من الجنس لطيف اكثر وكيف باخذ بعين الاعتبار عينة من المشاركين تتضمن مجموعة من طلبة كلية الاداب و اللغات فرع الانجليزية بجامعة تيارت. من اجل جمع المعلومات استعملنا مجموعة من الوسائل البحث تتمثل في استبيان مكتوب موجه الى سنة اولى ليسانس ومراقبه المشتركين و تحليل المحادثه سنة اولى ماستر عبر الانترنت من اجل اكتشاف الاسباب المستعملة في الحديث. تم تحليل البيانات التي تم الحصول عليها من حيث النوع و الكمية. الحصيله تؤكد ان الاناث و الذكور يستعملون اساليب مختلفه في الحديث يتضمن (الاصلاح التهذيب الاختصار..) في المحادثه المباشرة. ايضا تظهر النتج ان الاناث تستعمل الادب الايجابي وتعندر اكثر من الذكور. بالاضافه الى المستوى التعليمي يرتبط بالسلوك و المواقف اللغويه... الخ

الكلمات المفتاحيه

الادب, محادثه, تحليل المحادثه, طلب

Appendices

Resumé

Le present travail est une tentative d'explorer la politess linguistique en relation avec le genre. Il tente de decouvrir les motivations et les raisons qui se cachent derriere ce comportement linguistique et d'investiguer quels genre sont plus poli que les autres et comment. Il prend en consideration un group des etudiants d'Université Ibn khaldoun Tiaret, facultée des langues étrangères, departement anglais comme un cas d'etude. Pour collecter les données, plusieurs outils de recherche ont été utilisés, ces instruments comprennent un questionnaire écrit adressé aux etudiants de premiere année licence, et l'observation des paricipants suivie d'une analyse de conversation en ligne, pour observer les différents styles qu'ils utilisent dans la conversation. Les résultats confirment que les femmes et les hommes utilisent différents styles de conversations (réparation, politesse, abréviations..) dans leurs discussions en ligne. De plus, le role de la parole se passe de manières échangable, comme une resultat les femmes sont plus qui expriment une politesse positive et d'utiliser plus d'excuse que les hommes qui utilisent une mannièreimpolite lorsqu'ils parlent, de plus le niveau d'éducation semble etre en corrélation avec le comportement et les attitudes linquistique...etc.

Les mots clés : La politesse, demande, excuse, analyse conversationnelle