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Investigating Gender Role in Using Politeness Strategies Case of Third Year secondary School pupils in Tiaret

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Dedication

To my dear parents and to my supportive grandmother,

To my precious brothers, Khaled and Abdelnour, and my sister Kati,

To my loving husband, Riadh,

To my lovely cousin, Rahil,

To my amazing friends with whom I have shared countless memories together.

Ferhat Hadil

Dedication

To my parents

To my supporter

To my family

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

Aida Djaballah

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Abstract

This study examines the usage of politeness strategies in the classroom by male and female third-year students and explores its impact on their self-confidence. The research aims to identify gender differences in the application of politeness strategies, drawing on Brown and Levinson's politeness theory (1987). A Mixed Method Approach was employed, utilizing questionnaires and a task. Participants, consisting of twenty girls and twenty boys from various regions of Tiaret's city were contacted through Facebook and provided with a Google form for data collection. The data obtained from the task, which focused on learners' behaviors during a course, were analyzed using qualitative content analysis, critical discourse analysis, and Brown and Levinson's politeness strategies (1987). The results reveal a significant divergence and gender disparity between male and female third-year high school students, with female students exhibiting greater utilization of positive and negative politeness strategies compared to their male counterparts.

Keywords**:**Politeness, gender, self-confidence, positive and negative politeness strategies, gender disparity

LIST of Content

List of Acronyms ana Abbreviations

CP: Cooperative Principle.

FTA: Face Threatening Act

FTM: Female to Male

MTF: Male to Female

EFL : English foreign language

IRF :Initiation-Response-feedback

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General Introduction

This dissertation embarks on a captivating journey of exploration into the realm of politeness and its nuanced manifestations across genders. Politeness holds a fundamental role in shaping human interaction, influencing the dynamics of our relationships and the norms of our society. By delving into the intricate fabric of politeness, the aim is to uncover the diverse ways in which both females and males employ politeness and examine the variations in its degree between the genders.

Through reflections on personal experiences, this study sheds light on the multifaceted nature of politeness. By closely examining the strategies, cues, and linguistic choices individuals utilize, the aim is to unravel the subtle intricacies that define polite behavior.

At the heart of this dissertation lies the exploration of gendered expressions of courtesy. Through a thorough analysis of interactions and societal expectations, it delves into the ways in which politeness is shaped by gender norms, cultural influences, and social conditioning. Moreover, it addresses the question of whether a distinct discrepancy exists in the degree of politeness exhibited by females and males in diverse contexts, and how these variations may manifest within various social settings.

Statement of the Problem

This study focuses on addressing a significant issue, namely the observable decline in the level of politeness in language usage, particularly within the classroom environment. Teachers have expressed growing concerns regarding students' inadequate employment of polite language, prompting inquiries into the underlying factors influencing this trend. The primary objective of this research is to examine the relationship between gender and the

strategies employed for politeness, aiming to ascertain whether gender plays a contributory role in the diminishing use of polite language.

Significance of the Study

The significance of this study lies in its contribution to our comprehension of the impact of gender on communication patterns and the utilization of polite language. By exploring and highlighting the variations in polite strategies employed by men and women, this research enhances our awareness of the role that politeness plays in effective communication. Moreover, it emphasizes the importance of employing appropriate politeness strategies in various contexts, particularly within educational settings, and encourages both students and teachers to take proactive measures in promoting the use of polite language. Ultimately, this study aims to foster a more respectful and harmonious communication environment, not only within the classroom but also in broader social interactions.

Research Questions

This research seeks to answer the following research questions:

- **RQ1:** Are high school pupils aware of politeness strategies to use in class?

- **RQ2:** Is there a gender that is more polite in class?

- **RQ3**: How can we spread politeness strategies' use among secondary pupils?

Research Hypotheses

Based on the above research questions, we proposed the following research hypotheses:

- **RH1**: The level of awareness of politeness strategies among secondary school pupils is positively correlated with the level of their language proficiency and communicationskills

- **RH2**: gender has a significant impact on the use of politeness strategies among secondary school pupils, with female students using more politeness strategies than male students

- **RH3**: Providing pupils with direct and formative feedback on their use of polite language will lead to a significant improvement in the frequency of their use of politeness strategies.

The Aim of the Study

The main aim of this study is to recognize the grammatical distinction between the speech of men and women in terms of politeness strategies. Additionally, the study seeks to determine which gender tends to use more formal and polite language and to raise issues regarding how we communicate and how various social factors influence the use of polite language. By examining the differences and similarities in politeness strategies between men and women, this study aims to contribute to our understanding of language and gender in society

Research Methodology

The methodology of this dissertation includes a mix of both a qualitative and quantitative analysis of naturally occurring conversations between third-year secondary school pupils and a survey to gather information about students' backgrounds and perceptions ofpoliteness according to their gender and to distinguish between male and female linguistic features, also to determine whether both genders employ the same strategies.

Structure of the Study

This dissertation is structured into three chapters, each building upon the previous one to provide a comprehensive exploration of the relationship between politeness strategies and gender. The first chapter serves as an introduction, providing an overview of existing

research on politeness. It discusses the influential contributions of Penelope Brown and Stephen Levinson, as well as alternative perspectives on politeness.

Moving to the second chapter, a focused investigation on the relationship between gender and politeness strategies is conducted. This chapter conducts an in-depth examination of how gender influences the use of politeness strategies, highlighting the distinct approaches employed by men and women. It also explores the significance of gender in shaping communication styles and examines how these styles impact others' perceptions.

The third chapter applies the hypotheses formulated in the preceding chapters to a selected sample of third-year secondary school pupils to assess their validity. Through meticulousdata analysis, this chapter draws meaningful conclusions about the connection between politeness strategies and gender.

By organizing the dissertation in this manner, a comprehensive understanding of the interplay between politeness, gender, and communication is achieved. The insights gained offer valuable perspectives on the nuanced use of polite language across different social contexts.

Chapter One: POLITENESS THEORIES AND STRATEGIES

1.1   **Introduction**

The concept of politeness is a fundamental aspect of human communication, as it enables individuals to interact with one another in a socially appropriate and respectful manner. In this chapter, we will explore the concept of politeness in relation to pragmatics, the branch of linguistics that deals with the study of language in use. We will begin by defining the concept of politeness according to various experts and discussing the different theories of politeness that have been proposed. We will also explore the relationship between political and cooperative principles and how they work together to facilitate effective communication.

Furthermore, we will discuss the importance of linguistic politeness in the classroom and how it can affect self-confidence and professional reputation. To sum up, this chapter will provide an overview of the concept of politeness and its relation to pragmatics, including the definition of politeness, theories of politeness, politeness strategies, and the importance of politeness in the classroom and professional setting. By understanding these concepts, we can gain a better understanding of how politeness affects communication in different contexts.

1.2 Politeness

1.2.1. The Concept of Pragmatics and Politeness

The field of linguistics known as pragmatics explores how language is utilized in context, particularly how individuals use language to achieve various social purposes. Pragmatics, which is concerned with how speakers use language to be polite or unpleasant in various settings, is relevant to politeness. When addressing someone of higher standing, a speaker might, for instance, use more formal or deferential language, but when addressing a friend, they might use more informal or direct language. Similar to this, a speaker may choose to employ indirect or polite language as opposed to direct or unpleasant language to avoid offending someone or to make a request.

I.2.2. Definition of Politeness According to Some Experts

Politeness is a social behavior that is characterized by being respectful and considerate of others. It is not a new concept, and has likely been present in human societies for centuries. However, the study of politeness as a specific field of linguistic and sociolinguistic research began to gain traction in the 1980s and 1990s. The seminal work in this area is often considered to be Penelope Brown and Stephen Levinson's book "Politeness: Some Universals in Language Usage" which was first published in 1987. This work laid the foundation for much of the research that has been done on politeness in the years since,the following are some of the definitions of the term politeness provide by various experts:

- Penelope Brown and Stephen Levinson in Politeness: Some Universals in Language Usage" (1987) define politeness as the management of impressions and the mitigation of face-threatening acts.They argue that politeness is a strategy usedby speakers to minimize the potential for offense in their interactions with others.

- Erving Goffman in The Presentation of Self in Everyday Life (1959) defines politeness as the face-to-face interactions that people use to manage the impressions

they make on others. He argues that politeness is a way for individuals to maintain a positive social image in their interactions with others.

- Deborah Tannen in You Just Don't Understand: Women andMen in Conversation" (1991) defines politeness as the way that people use language to manage their relationships. She argues that men and women use different strategies of politeness in their interactions, and that this can lead to misunderstandings between the sexes.

- Deborah Schiffrin in Approaches to Discourse (1994) defines politeness as "the useof language to minimize conflict and maximize cooperation. She argues that politeness is a way for speakers to achieve their goals while maintaining positive social relationships.

Overall, these scholars are most interested in language as a system and how it is used. Although they have gotten a lot of criticism due to the fact that all theories have gaps, these theories were crucial in the creation and growth of this concept. Although the concepts are almost same, researchers have regarded this issue differently based on their perspective on the phenomenon and the intended goals, whether linguistically, pragmatically, or socioculturally.

I.2.3. Politeness Theories

Politeness theories are a set of linguistic and sociolinguistic frameworks that aim to explain how speakers use language to manage social relationships, mitigate face-threatening acts, and convey politeness or impoliteness in communication. There are two main groups of politeness theories presented by Terkourafi (2005,p, 2) : the traditional and the new theories. The face-saving view, put out by Brown and Levinson, and the conversational view, put forth by Grice, Lakoff, and Leech, are the two categories under which the classic theories fall. WhereasEelen (2001), Mills (2003), and Watts (2003) put forth the new theories.

I.2.3.1 Traditional Theories

The section delves into the traditional theories of politeness, which have played a significant role in shaping our understanding of this concept within the field of linguistics. These theories are instrumental in tracing the evolution of politeness and its extensive study over the years. One prominent perspective is the conversational view, which examines how politeness operates in everyday interactions and its impact on communication dynamics. By analyzing the practical application of politeness in conversations, researchers can establish a solid foundation for these traditional theories and gain insights into the fundamental principles underlying politeness strategies.

Paul Grice' maxims and cooperative principles

They are a set of principles that describe how speakers and listeners use language to effectively communicate with each other. Grice's maxims and principles are based on the idea that speakers and listeners are cooperative and that they use language in a rational and efficient manner. The maxims are a set of four principles that describe how speakers use language to convey meaning. The Maxim of Quality when speakers should only make statements that are true or can be supported by evidence, While the Maxim of Quantity speakers should provide enough information to be informative, but not more than is and The maxim of relation states that speakers must be pertinent to the subject at hand. The maxim of manners states that communication should be direct and free of ambiguity.

Robin Lakoff's Theory of Politeness (1973)

Robin Lakoff's theory of politeness is a sociolinguistic theory that describes how speakers use language to manage social relationships, mitigate face-threatening acts, and convey politeness or impoliteness in communication. Lakoff's theory was first proposed in her 1973 book "Language and Woman's Place".Lakoff's theory proposes that

there are two types of politeness: positive politeness and negative politeness. Positive politeness is used to create a sense of intimacy and solidarity with the listener, while negative politeness is used to respect the listener's autonomy and distance. According to Lakoff, there are several rules that speakers follow in order to use language in a polite way. These include:

The use of indirectness: speakers use indirect language to avoid direct confrontation and to mitigate face-threatening acts. The use of hedges and fillers: speakers use hedges (such as "sort of" or "kind of") and fillers (such as "um" or "ah") to reduce the force of their statements and to show deference to the listener. The use of politeness markers: speakers use politeness markers (such as "please" or "thank you") to indicate politeness and respect for the listener.The use of mitigation: speakers use mitigation (such as "I was wondering if" instead of "Can you") to reduce the force of their requests and to show deference to the listener.The use of modal verbs: speakers use modal verbs (such as "can" or "could") to indicate tentativeness and deference to the listener.

Geoffrey Leech's Theory of Politeness "model" (1983)

Through his reflections on illocutionary acts, which are "speech acts or, more precisely, acts that predict something," he established politeness (1983,p,104-5). Illocutionary behaviors include things like spoken acts of rejection. He then divided illocutionary acts into four categories, taking into account "how they relate to the social objective of establishing and maintaining politeness." he divided illocutionary acts into four categories. These four illocutionary patterns can be further explained as follows:

Competitive: illocutionary and social goals compete examples include ordering, requesting, demanding, and begging.

Convivial: the illocutionary goal and the social goal are the same; examples include offering, inviting, wishing, thanking, and celebrating.

Collaborative: the illocutionary goal does not care about the social goal; examples include

asserting, reporting, declaring, and instructing.

Conflictive: The illocutionary goal clashes with the social goal, as in the case of making

threats, leveling accusations, swearing, or reprimanding

In addition, in contrast to Lakoff, Leech took a different view, which he called the

General Pragmatics model, placing more emphasis on linguistic elements and language use of

language than on pragmatic abilities. In order to fully understand language as a system, he

presented two pragmatic theories: the sociopragmatic, which focuses on the more specific

"local" conditions of language use, and the pragmalinguistic, which considers the linguistic

qualities associated with the pragmatic elements. In other words, sociopragmatics considers

the sociocultural component of the research field when discussing language use in the present.

Brown and Levinson's theory of politeness (1978-1987)

The cooperative principle, developed by the philosopher Paul Grice in 1975, served as

the foundation for the idea of civility. The four maxims given forth by the CP—Quality,

Quantity, Relevance, and Manner—are in some way encouraging the interactants to work

together. Following that, various academics discussed civility. For example, Brown and

Levinson are regarded as some of the inventors of politeness because of the major

contribution they made to the creation of this philosophy. The emphasis of Brown &

Levinson's (1978, 1987) Politeness Theory is on the connections between linguistic traits and

sociocultural settings. They developed politeness theory based on fieldwork with speakers of

three languages: English, which is spoken in Great Britain; Tamil, a dialect spoken in the

Tamilnadu region of India; and Tzetlal, which is spoken in Chiapas, Mexico. Their goal was

to identify the universal principles of politeness. They observed that across the three

languages, people occasionally express themselves clearly and immediately, but other times

they talk more subtly to avoid confrontation or to avert action from other members of the speech community

I.2.3.2 NewTheories

The "New Theories of Politeness" are a set of more recent theories that have emerged in the field of pragmatics, which have expanded upon and challenged the traditional theories of politeness.

Eelen Gino (2001)

Gino Eelen's politeness theory, published in 2001, is a critical revision of Brown and Levinson's politeness theory. Eelen criticizes the notion of face as a unitary and universal concept, arguing that face is culturally specific and that different cultures have different conceptions of face and politeness.

According to Eelen, politeness strategies are not universal and cannot be reduced to a simple binary distinction between positive and negative politeness. He argues that politeness is a dynamic and contextual concept that is shaped by a variety of factors such as power relations, social norms, and cultural values.
Eelen's theory states that politeness is not only a matter of language use, but is also shaped by nonverbal behaviors such as body language, gestures, and facial expressions. He also argues that politeness not only plays a role in face-to-face communication, but is also important in other forms of communication such as written and electronic communication.
inEelen's view, politeness is a culturally specific and dynamic concept that is shaped by a variety of factors and cannot be reduced to a simple binary distinction between positive and negative politeness.

Richard J.Watts (2003)

Watts has constructed his theory of politeness, or more specifically, the distinction of some terms, based on Eelen's critique of Brown and Levinson's politeness theory, which was published as a book titled "Politeness" in 2003.He has since introduced the concepts of "polite" and "politic" behavior. As opposed to the latter, which is described as behavior that is "considered to be beyond what is expected," the former is behavior that is "perceived to be appropriate within the social limitations of the continuing encounter" (ibid, 2003,p,19). He looked at the formulaic and semi-formulaic language that was being used. While some of it was intended to be courteous, some interpretations and studies needed to be done to get rid of this ambiguity. The suggests that any researcher should focus on the people they are interacting with in their immediate environment to observe their social behaviors and attitudes first, as well as how they choose and use their expressions to convey good or unpleasant behavior**.**

Sara Mills (2003)

Scholars did not focus much on impoliteness in comparison to politeness, as they considered it a deviation. However, in her book "Impoliteness and Gender" published in 2003, Sara Mills delved deeper into this issue by criticizing other politeness models, especially Brown and Levinson's model. She explored impoliteness as a sociolinguistic term and how certain contributing factors lead to an act being considered impolite and how society judges this impolite behavior. Mills (2003, p,265) states that "I believe that impoliteness has to be seenas an assessment of someone's behavior rather than a quality intrinsic to an utterance." In other words, Mills argues that impoliteness has nothing to do with the structure of the utterance or the language used but rather with the performance of inappropriate behavior.

According to Mills, being impolite is a true reflection of the speaker's intention rather than the use of strategies to imply the intended meaning and save face. However, Brown and Levinson see impoliteness as an inherent attack on the hearer's face to insult or threaten them. In fact, de Klerk and Coates (1997; 2003 as cited in Mills, 2003, 265) argued that "such extreme insults are characteristic of certain types of masculine talk which are concerned with establishing a sense of in-group solidarity." Mills also argues that gender and impoliteness are interrelated elements in which femininity is associated with all nice, cooperative, and supportive behaviors.

In summary, women's speech in the past was often softened, and they used hedges and tag questions to avoid threats, as Lakoff stated in her politeness model of 1975. However, not all females use these strategies, and some are direct and indicate their intentions through linguistic behaviors.

Politeness theories have long emphasized the importance of face-saving and face-threatening acts in communication. However, the concept of "face" takes on a more nuanced meaning . In this context, the term "nation of the face" refers to an individual's social identity and the way in which they are perceived by others

I.2.4. Politeness and the Notion of the Face

The concept of face and its relationship to politeness was first introduced by Erving Goffman in the late 1950s. According to Goffman, face is a concept that describes a person's social value and personal dignity. In interaction with others, an individual strives to maintain or improve his or her face. It reflects the self-image and dignity that interactants consciously seek to assure themselves of others in order to establish a good relationship. Face is divided into two categories: positive face, which refers to the desire to be liked or appreciated by others, while negative face represents the desire not to impose oneself on or hurt others. This

is achieved by avoiding face-threatening acts (FTAs), i.e., actions that could potentially damage one's face or dignity. Politeness can be seen as a means of avoiding FTAs and saving face, and is therefore an essential component of social interaction.

I.2.4.1. Face Saving

Face-saving refers to the effort of an individual to maintain their self-image, reputation, or dignity in a social interaction. It is an important concept in politeness theory and plays a crucial role in managing interpersonal relationships. When people engage in a conversation, they are often concerned with the face of the other person, not just their own. For example, if someone makes a request, the responder may want to save the face of the requester by not turning down their request in a direct or blunt manner. Instead, they may use polite strategies such as mitigation, indirectness, and hedging to mitigate the impact of the rejection. In this way, the responder is able to save the requester's face by not causing them to feel embarrassed or rejected. By saving the face of others, individuals are able to maintain positive relationships and avoid conflicts in social interactions

I.2.4.2. Face Threatening Acts

Face Threatening Acts (FTAs) are behaviors or actions that challenge or negatively impact the face or social identity of the addressee. Brown and Levinson (1987) in their book "Politeness: Some Universals in Language Usage" define FTAs as "face-threatening acts which are speech acts or illocutionary acts that can directly harm or threaten to harm the face wants of the hearer." In other words, FTAs are those utterances or acts that can potentially damage the positive face of the addressee or cause them to lose face.FTAs can come in various forms, including requests, criticism, praise, compliments, or even simple statements. FTAs can be seen as threatening to someone's face if they are seen as imposing, rude, or impolite.

It was found in the dissertation that was submitted by Chatir.H(2020.p15.16) that there are these following acts for threatening the negative and the positive face:

I.2.4.2.1. Negative Face

The acts mentioned above could potentially threaten the negative face of the recipient, which refers to their desire to be free from imposition or constraint

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

● **Suggestions and advice:** proposing, suggesting someone to start/ stop doing some action, such as: A says to B "you should stop smoking".

● **Remindings:** indicating to someone that they should recall doing something. For example: A says to B "don't forget to come tonight".

● **Threats, warnings, dares:** compelling the hearer to do/ stop doing something or they will be punished by the speaker or someone else. For example, A says to B "do my homework or I will tell your father about last night".

I.2.4.2.2. Positive Face

The above behaviors may threaten the victim's desire to be accepted, revered, and admired by others, which is referred to as their "positive face."

● **Offers:** committing one's self to do something which will make the others feel that they have to do something in return. For instance, B says to A (who is carrying several heavy bags) "let me help you".

 ● **Promises:** committing one's self to do a future act for the others good, such as: A talking to him/herself and says "I will go next week to XX (another city) and buy that book for B because I cannot find it here".

● **Expressions of disapprovals:** indicate that S does not want or like H's actions, behaviors, wants, etc. For example, A says to B "I do not like the way you act in front of strangers, it is disrespectful".

● **Compliments, expressions of envy or admiration:** indicate that S likes and appreciate theH, like: A says to B "I like you"/ "you look beautiful".

● **Expressions of violent emotions:** when the S gives the H reasons to be afraid, scared, embarrassed and humiliated; for instance, A says to B "meet me next Monday and bring with you what I told you or I will kill you".

● **Irreverence (lack of respect), mention of taboo topics:** which means that the S does not value, respect or care about the H's values and fears. For example, A talks to a group of friends in B's presence about "social phobias" knowing that B suffers from it and has anxiety; this will make B feels even more uncomfortable, scared and anxious.

After addressing the notion of the face in relation to politeness and face saving and face threatening acts, it is important to examine Brown and Levinson's politeness strategies model. This model outlines the ways in which individuals can use politeness strategies in order to maintain face while engaging in social interaction.

I.2.5. Brown and Levinson's Politeness Strategies(model)

Brown and Levinson's Politeness Theory is a seminal work in the field of pragmatics and sociolinguistics that is first introduced in 1978. The theory is developed by Penelope Brown and Stephen Levinson and it provides a comprehensive framework for analyzing politeness in human communication. The theory suggests that speakers use politeness strategies in their discourse to mitigate the face-threatening acts that might occur during social interactions. Brown and Levinson's typology of five main strategies involves the bald on record, the positive politeness, the negative politeness, off-record (indirect), and do not do the FTA strategy

Bald-on-record (direct strategy)

Bald-on-record refers to a direct, straightforward way of speaking, which doesn't include any face-saving or face-threatening elements. In this strategy, the speaker makes their request or intention clear without any indirectness or softening. This approach is often used in situations where time is of the essence or where a direct request is necessary. According to Brown and Levinson (1987,p,95) the main reason for using such strategy "is whenever speaker wants to do the FTA with maximum efficiency more than he wants to satisfy hearer's face, even to any degree, he will choose the bald-on-record strategy".It means that when a speaker wants to get his point across with maximum efficiency, he will choose a direct and straightforward approach, rather than trying to satisfy the hearer's face (social status, dignity, and reputation).

Positive Politeness Strategies

These strategies are tactics used to make the addressee feel valued and respected. They aim to create rapport and a sense of inclusiveness between the speaker and the addressee. Examples of positive politeness strategies include using inclusive language (e.g. "we" instead of "I"), paying compliments, and showing interest in the addressee's opinions and experiences. According to Brown and Levinson, these strategies are used to build solidarity and to show the addressee that the speaker is considering their feelings. As Brown and Levinson (1987, p.101) state, "Positive politeness strategies show that the speaker recognizes the addressee's face wants, and makes efforts to ensure that the addressee's face remains untarnished". By using positive politeness strategies, the speaker is able to build a friendly and cooperative relationship with the addressee.

Negative Politeness

Brown and Levinson's negative politeness strategy is a way of expressing respect and preserving face through indirectness and avoiding imposition on the addressee. This strategy is used to show deference and to minimize the risk of face-threatening acts. As per Brown and Levinson (1987,p,129), negative politeness strategies "involve redressive action designed to repair any threat to the hearer's face." they state that the concept "Negative politeness is defined as redressive action designed to prevent the addressee from losing face as a result of a potentially face-threatening act." These negative politeness strategies can include minimizing the imposition of the request, avoiding directness, and using hedges, modesty, indirectness, and indirect negative politeness markers such as "please" and "excuse me".

Off Record

Off-record politeness strategies are indirect, implying rather than stating, and are used to minimize face-threatening acts. These strategies are used when the speaker wants to be polite, but at the same time, wants to avoid being direct or imposing. Off-record politeness strategies rely on hints, suggestions, and indirect language, rather than direct requests. According to Brown and Levinson (1987, p,211), "off-record politeness strategies are those which are used to soften or mitigate the force of a face-threatening act."

Figure 1.1

possible strategies for doing FTAs.(Adapted from: Brown & Levinson, 1987, p. 69)
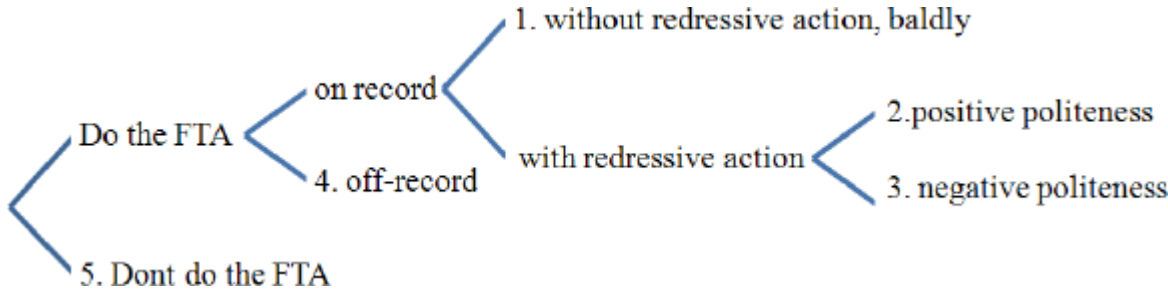
Do not do the FTA

According to Brown and Levinson, this strategy is used to avoid Face Threatening Acts (FTAs) in communication. FTAs are any actions or speech acts that could potentially damage the face or image of the speaker or the hearer. To avoid FTAs, the speaker uses the "Do not do the FTA" strategy by refraining from making any speech acts or actions that could potentially threaten the face or image of either party. This strategy is often used in situations where the speaker needs to convey a negative or critical message without offending the hearer. By avoiding FTAs, the speaker can maintain positive face and social relationships while still being able to express their thoughts and opinions effectively.

Brown and Levinson (1987,p,103) state that "The strategy of Do Not Do the FTA works by avoiding the threatened face and leaving the addressee's face intact, by not performing the FTA at all." Means if a speaker wants to criticize someone but wants to avoid threatening their face, they might choose to avoid the criticism altogether, rather than expressing it directly. For examplea manager wants to give feedback to an employee on a work project but wants to avoid hurting the employee's confidence or causing them to feel embarrassed. Instead of directly criticizing the work, the manager might choose to use indirect language, such as asking for clarification or offering suggestions for improvement. This approach can help to maintain the employee's face, while still allowing the manager to convey their concerns in a polite manner

When discussing the topic of politeness, it is essential to consider the relationship between politeness principles and cooperative principles. they are two important aspects of social interaction that play a significant role in shaping our interactions with others. By examining the relationship between these two concepts, we can better understand how This can help us to develop more effective communication strategies and foster positive relationships with others.

I.2.6. Politeness Principles Vs Cooperative Principles

They both aim to establish and maintain social harmony and relationships in communication. Politeness principles, as proposed by Penelope Brown 1978 and Stephen Levinson in their politeness theory, are a set of strategies that individuals use to mitigate the face-threatening acts (FTAs) they may perform in a given interaction. These strategies help to save the face of both the speaker and the hearer and preserve their positive social value in the interaction. On the other hand, the cooperative principle, as formulated by Paul Grice 1975 , states that speakers should aim to be cooperative and informative in their contributions to a conversation, with the ultimate goal of ensuring mutual understanding and success of the interaction.

Thus, the politeness principles and the cooperative principle both aim to regulate and coordinate communication in a way that ensures the success of the interaction and the preservation of positive social value for all participants. By combining politeness strategies with cooperative contributions, individuals are able to navigate complex social interactions and effectively negotiate meaning, power, and politeness in communication by exploring the connection between politeness and cooperative principles, the study aims to shed light on the importance of linguistic politeness in the classroom and how it can impact students' self-confidence.

I.3. The Importance of Linguistic Politeness in Classroom

It is claimed that being polite in class discussions is crucial for two reasons in particular (AlFattah,2010:13) the first is that by applying politeness strategies, the teacher can create an environment in the classroom that is conducive to learning. As a result, it establishes a suitable relationship between the teacher and the student. The student might have a sense of acceptance in the classroom, where he is not embarrassed to make mistakes. The use of

politeness by the teachers is demonstrated to be responsible for the learner's progress in all tasks, and this encourages the student to employ politeness techniques themselves.

The second reason is that when pupils communicate in the classroom with the teacher or their classmates, they should speak in a polite manner. Linguistic politeness helpslearners communicate effectively, as well as show respect for others, which can lead to a more positive and productive learning experience. The use of polite language also supports learners' ability to form and maintain positive relationships with their peers and teachers, which is essential for a positive classroom environment.

Students and teachers engage in a variety of interactions in the classroom, including delivering and receiving directions, asking and receiving questions, and participating in discussions. explaining the class interaction and learning strategies can provide light on how students and teachers engage in the classroom and which communication strategies are frequently employed,

I.4. Class Interaction and Communication Strategies in Learning

Effective classroom interaction requires a relaxing environment with friendly \ relationships among learners. Additionally, by implementing various roles under various class structures, varying activities, and supporting students in using communication skills, it promotes the learners to become successful communicators.

The Latin origins "agere," which means to do, and "inter," which means among, are referenced in the word "interaction." In a social context, the interaction involves more than just acts and reactions; it is acting upon one another. It illustrates how language behavior is influenced by the social aspect. Brown (2001) connected conversation and interaction. In actuality, interaction is at the core of communication because that is what it is all about

(Dagarin, 2004, p.128). This clarifies the interaction between those involved in the learning process; both the teacher and the students have an impact.

People typically communicate with a purpose in mind, such as to establish social bonds or to negotiate social norms. This scenario is reminiscent of a classroom, where students are collected and converse with one another and teachers while maintaining personal relationships.

In general, interaction can be accomplished through verbal or nonverbal means, but what distinguishes classroom interaction from other types of interaction is the pedagogic goal that necessitates the use of language for a variety of tasks, including lecturing, asking questions, giving instructions, etc.
Observations show that IRF is the most typical kind of class interaction IRF stands for Initiation-Response-Feedback, which is a type of classroom interaction pattern that is commonly used in teaching and learning. In this pattern,the teacher frequently initiates the conversation by posing a question to which the students must provide an answer. Next, the teacher provides feedback in the form of a comment, a correction, or an Interaction between two or more individuals who share a variety of signs and semiotic principles constitutes the communication process. Wagner (1994) defined interaction as "reciprocal events requiring at least two objects and two acts. When these things and occurrences naturally affect one another, there is interaction. essment (p20). From this point forward, interactions involve at least two parties, which necessitates a mutually beneficial influence through message transmission for communication.

Since the teacher is the one in charge of the class, the idea of interaction is crucial to the teaching and learning process. In addition to focusing on the students' collaboration, classroom interaction also considers who speaks to whom and in what language.

Although communication and classroom engagement are closely tied to language learning, a good environment for both is required. This gives rise to theories of reception and production that are founded on correctly acquiring, using, and comprehending a language.

Classroom interaction has two major aspects related to the negotiation of meaning and feedback. If these two components occur in classrooms, one speaks of successful learning through interaction. "Interaction contributes to acquisition through the availability of negative evidence and possibilities for modified output," said Ellis &Foto (1999,p,10). Following that, the conversation is rich in a negotiation where the students can get input from their counterpart.

it is also essential to understand the relationship between politeness and self-confidence and how the use of politeness strategies can impact an individual's level of self-confidence and their ability to interact with others.

I.5. Self- confidence and Politeness

Self-confidence is regarded as a necessary component of modern-day human existence, and it has a central position in theories of human behavior. According to Lland (2013:11), the Latin term confidencia, which means ""to trust and to have faith," is the root of the English word confidence. Neill (2005,p,52) provided another explanation in the same context, stating that ""confidence is partly about skill, about knowing what to do and how to do it."For the last decades self-confidence has been a broad research area. The idea was to have an impact on students' academic performance. Different terms like: 'self- confidence' 'self-efficacy' 'perceived ability', and 'perceived competence' were proposed to describe a person's ability to maintain a higher level of performance. According to Neill (2005) both self- esteem and self-efficacy constitute self- confidence.

Self-confidence is a critical component of a person's well-being and is defined as a positive belief in one's abilities, qualities, and judgment. It affects many aspects of life, such

as personal, professional, and academic success. When a person has self-confidence, they are more likely to take risks, communicate effectively, and have better relationships with others. On the other hand, low self-confidence can lead to shyness, lack of assertiveness, and difficulty in interpersonal relationships. The use of politeness strategies plays a significant role in shaping a person's self-confidence. When individuals use politeness strategies in their interactions with others, they create a positive and respectful atmosphere, which enhances their self-confidence. Moreover, the ability to use politeness strategies effectively shows the individual's social intelligence, which further boosts their self-esteem. In contrast, when individuals lack politeness in their interactions, they may come across as impolite, rude, or aggressive, which can lead to negative feelings and low self-confidence.

I.6. Conclusion

As we have so far seen, politeness is the act of showing good behavior towards people. It is an essential theme in the study of people's social relations and the use of politeness strategies in the performance of different speech acts. According to what has been reviewed as studies, it is noticeable that most learners use language not only to convey information, but also to establish and maintain social relationships. Politeness strategies are used to manage the social implications of speech acts and to minimize the potential for face-threatening acts.they are learned and used to varying degrees depending on the individual's cultural and linguistic background, social context, and communication goals. While politeness strategies are common in many cultures and languages, some individuals may not use them, or may use them in different ways or to different extents, depending on their communication style, personality, and the specific context in which they are communicating

Chapter Two: Gender

II.1. Introduction

In this chapter, we will explore the concept of Gender in relation to politeness. We will begin by defining the concept of gender according to various experts and discussing the different theories of gender the three main theories to examine the role of gender in developing linguistics and social behavior that have been proposed. We will also explore the relationship between gender and language and how they work together when use polite language.

Furthermore, we will discuss the Gender identity and see what the other different gender that exist is and how to classify each Gender according to its condition and how they behave. Also, the own experience and personal sense of his or her gender. Furthermore, it is also commonly describe as a private and personal sense of being for a woman or a man.We will also talk about Gender role and stereotype and the last one Gender, politeness and self-confident, It contained psychologists and their study how confident men and women are. Additionally, remarkable studies about self-confidence among boys and girls in the sphere of education.

To sum up, this chapter reviews the theoretical background in relation between Gender and politeness. Including the definition of Gender, theories of Gender, Gender identity, Gender role and stereotypes, Gender language, In addition to that Gender, Politeness and Self-Confidence. By understanding all these concepts, we can gain a better understanding of how Gender effect on language and use of politeness.

II.2. Definition of Gender

Gender is simply defined as "being either male or female" (Macmillan dictionary).However, this definition is excessively narrow and insufficient. Gender and sex are two terms that must be define here. Despite the fact that both terms relate to a male-female differentiation, it is largely understood that sex is determine by biological factors, or physical features. Gender, however, is a social construct that is frequently studies in the subject of sociolinguistics.

Wardlaugh (2006, p,316) asserts that biological disparities between sexes are unmistakable. The core is genetic; females have two X chromosomes, whereas males have one X chromosome plus one Y chromosome. Males have less fat and more muscle than females, and they are stronger and heavier. Each sex has distinct vocal qualities. It also demonstrates that females live longer lives, which may be due to the fact that females have distinct socialization techniques, status, and duties in society, and hence a different work. In industrialize countries, women earn only 77 percent of what males earn, whereas in third-world countries, this number is only 73. That strongly suggests gender inequality. 76-77) (Wareing 2004)

Gender defines "a culturally based set of norms, values, and behaviors that a particular society gives to one biological sex or another," according to Segal (2004,p,3). He also coins theterm sexuality, which, unlike sex and gender, refers to a more individualize concept rather than one based on culture, principles, and traditions. Valdrová (2006,p,6) expands on Segal's concept of gender by saying that it is a social issue that influence by external circumstances.

The feminist movement, which began in the last century and held in numerous waves, had a significant impact on gender studies. Feminist philosophy gave rise to novel gender formulations and feminist linguistics. (Mills 2003).

II.3. Theories of Gender

Gender theory is a broad field of study that explores the ways in which society constructs and perceives gender. There are many different gender theories that have emerged over time, each with its own perspective on how gender functions in society. Here are some major gender theories:

II.3.1. Deficit Theory

When it comes to analyzing the relationship between language and gender, this theory regard as the first method. This theory contends that women's language is inferior to that of males. The majority of men's English say to be mimic by women, while men tend to play an crucial part in the development of the language. According to Jesperson (1922) and Beauvior (1949), women use language by mimicking men's speech patterns and by conveying speech that is less refine than men's speech. Lakoff (1975) use the socialization of men and women to describe the differences in language between the sexes. She asserts that societal marginalization of women has occur. Women are expecting to talk in particular ways because of their lower social status with regard to analysis. Because of this, their language is less potent than men's.

II.3.2 Dominance Theory

Many academics, including Zimmerman and West (1975), Swacker (1975), O'Barr and Atkins (1980), Spender (1980), and Hultz, present this theory (1980). According to the dominance theory, men and women may communicate language differently as a result of differences in power dynamics. According to this theory, since men have more authority in politics and society, they are expected to dominate any linguistic behavior such as conversations. Nonetheless, other research counter this notion by pointing out that the term of power over simplify in this idea. They claim that during a communication session, the communicant's expertise and social standing are more significant than their gender. It implies

that women are better able to express themselves when they are in a higher social position than males.

II.3.3 Difference Theory

According to the difference theory, male and female sociolinguistic subcultures develop differently as a result of boys and girls not being socialize in the same manner. According to this theory, because men and women are socialized differently, their speaking and acting styles are distinct from those of women

II.4. Gender Identity

Gender identity reflects an individual's self-awareness of being either female or male (perhaps neither or both); it does not have to be identical to sex identity. Gender identity in society link to a certain cultural and linguistic context and shape by degrees according to one's experiences (Valdrová 2006, p,6-7; Shuvo). Shuvo sums up that "gender identity, in nearly all instances, self-identify, and as a result of combine \sinherent and extrinsic or contextual variables".

Although most people think in a bipolar manner, as if there are only male and female gender identities with no exceptions, and in a negative manner, which means attributing the other gender (being a female because of not being a male and vice versa), this is not the case (Valdrová 2006, p,7). These "other" genders are frequently mixes of several gender and sex identities, as well as sexuality. In Euro-American countries, there are nine or more sexualities discussed: heterosexual male, heterosexual female, homosexual male, homosexual female, bisexual male, bisexual female, transgender FTM (Female to Male, heterosexual or homosexual), transgender MTF (Male to Female, heterosexual or homosexual), and intersexual.

Transgender people include cross-dressers, drag queens, drag kings, male femininity, female masculinity, and transsexuals. Furthermore, the term Queer refers to the concept of gender and sexual diversity in persons who behave sexually differently. Currently, Euro-American culture regard to be fairly accommodating of "nonstandard" genders. (Valdrová 2006, p,49-56)

II.5. Gender Role and Stereotypes

Gender role, as oppose to identity, define as "the external expressions of personality that mirror the gender identity... and reflect within society by observable elements such as sexual orientation." appearance and behavior" (Shuvo). According to Jordan (2004,p, 520), it isan unwritten set of proper guidelines for female and male behavior in regard to a specific group or Culture. People are taught how to behave from childhood onwards with the help of their environment such as family, school, media, and so on.

These tell children when they are acting appropriately and when they are not. It is then deemed terrible if they do not follow or embrace their gender role. Language is one of the strategies, for example, telling children what ladies and boys do and do not do (Valdrová 2006,p,10-11). Another obvious approach is through clothes; in most cultures, guys wear hatsand slacks to define their gender, whilst girls wear skirts and scarves. It frequently associateswith females wearing jewelry. In certain cultures, daughters are taught to perform female- oriented tasks such as chores, cleaning, and caring for younger siblings. Sons, on the other hand, are tasks with caring for animals and securing the household (Jordan 2004,p,520-521). Furthermore, colors are frequently use as gender indicators - girls wear pink, guys wear blue,and vice versa (Yule 2006,p, 222).

This brings us to gender stereotypes, which are "beliefs about how men and women vary psychologically" (Best 2004,p,11). Brannon (1996) states that "gender roles are established by

behaviors, but gender stereotypes are beliefs and attitudes about masculinity and femininity"

(Brannon 1996,p,160). Brannon (1996,p,169-175) also discusses various research, the

conclusion of which reveals that males are associate with more stereotypes than females, who

are associated with negative stereotyping.

Furthermore, both men and women apply stereotypes to others, but they are not afraid

to establish exceptions for themselves. Below is a list of stereotypical male and female

characteristics matched to descriptions from Rosenkrantz et al. (1968) as presented in

Brannon (1996, 1974).

Table 2.1.

Stereotypical male and female characteristics list (Brannon, L. (2016). *Gender:*

psychological perspectives. Taylor & Francis.)

Male	Female
Aggressive	Religious
Not annoying to be aggressive	Aware of feelings of others
Adventurous	Gentle
Competitive	Tactful
Unemotional	Quiet
Hide emotions	Neat in habits
Not excitable in a minor crisis	Strong need for security
Able to separate feelings from ideas	Do not use harsh language
Dominant	
Skilled in business	
Know the ways of the world	
Act as leaders	
Self-confident	
Worldly	
Ambitious	
Never cry	
Not dependent	
Direct	
Think men are superior to women	
Not conceited about appearance	

In general, other sources agree that females are stereotypes as emotional, gentle, and nurturing, whereas males are stereotypes as aggressive, strong, and rational. One of the positive characteristics relate to language, which is the subject of the following chapter.

II.6. Gender Language

Many sociolinguists find this type of phenomenon gender and language to be an intriguing area of study.

Evidently, since the second part of the 20th century, many sociolinguists interest in the relationship between gender and language. Strategies and analysis. The connection, if any, between the structures, vocabularies, and methods of use of specific languages and the social roles of the men and women who speak these languages, according to Wardlaugh (2006, p,315),is the primary subject.

There is consensus, however, that there are additional variables that need to be consider in these studies, including age, social class, culture, and ethic, religion, sexual orientation, education, and employment.

The work of Robin Lakoff, particularly Language and Woman's Place (1975), which is frequently discuss and at the same time criticize without lessening its importance, has made a significant contribution to this area. Her attitude to language and gender find on social injustice, i.e., sexist language. This method is what Coates (2012,p,91) refers to as "social constructionist," and it is presumably used by the majority of researchers. The "dominance method" is the second, and the "difference approach" is the third.

The stereotype that females speak more than males and that they frequently "gossip, chatter, nag, rabbit, yak and natter" is untrue (Wareing 2004, p,86).Napoli (2003,p,138) expandson the six assertions she looked into in the literature. "1. Men interrupting women more often

than males, 3. Men fail to acknowledge verbally the contributions that women make to conversation by ignoring the topics that women bring up in conversation. 4. Men use more expletives and coarse language than women do. 5. Men use more nonstandard forms than women do. 6. Men are more innovative and more open to linguistic change than women are. However, these claims frequently aren't back up by trustworthy studies, which are frequently misinform by other

The idea that women talk more than guys does not hold water, though males speak more than females do most of the time. Holmes (1998,p,42-49) cites research conducted first inNew Zealand by Franken and then in the United States by James and Drakich. The initial Males were clearly more talkative than females when I watched male and female discourse in various contexts. Franken's analysis of survey data supports that assertion as well. This may be related to gender identity and subsequently social status; for example, because men are view as having higher social status, they typically get more time to speak, particularly in formal or professional settings. Females, on the other hand, speak more casually and relaxedly, concentration their relationships, and use more supportive language. This truth likely relates to the stereotype that men engage in gossip. Clearly, gossip is different from female behavior, and vice versa, with men's target subjects being different than women's for the purposes of gender identity and role.

According to Deborah Tannen, communication between men and women is different because men speak a language of prestige and independence, while women emphasize connection and intimacy. Cross-culturally comparable, so it is difficult. She makes the assumption that the best way to get along with people of the opposite gender is to comprehend their behaviors, attitudes, and language. (Wardlaugh 2006,p,328).

Focusing on the lexical level, English has a clear imbalance. Man, for instance, can refer to both men and people in general, including women. Particular types of asymmetries include mark and unmark terminology. For example, waiter alludes to the masculine gender but is also use for females, despite the existence of the feminine term waitress. This might cause women to have their statuses disparage in some circumstances. Another example is titling; whereas there is just Mr. for men, there are Miss/Mrs./Ms. for women base on the state of their marriage. The choice of one may be challenging, for example, for divorce women, and highlights the gender gap once more (Wareing 2004,p,77-80).

Moreover, Lakoff (1973) notes that ladies, as opposed to males, utilize a more colorful vocabulary, including adjectives like sweet, cute, charming, divine, etc., as well as color names like mauve, aquamarine, magenta, and lavender (Wardlaugh 2006, p,318-319). According to Yule (2006,p, 223-224), each socioeconomic class chooses words and sentence structures differently when referring to gender. The more prestigious form, such as chatting instead of talking or I saw it instead of I saw it, is typically prefer by females (grammatically incorrect form).

The distinctions between same-gender and cross gender conversation were also studied by sociolinguists.Women focus on self, relationships, feelings, family, and home in samegender conversations, whereas men are more inclin to talk about sports and practical interests, frequently in an aggressive and competitive way. Both genders limited the topics that might otherwise be discuss in a conversation between people of the same gender (Wardlaugh 2006,p, 324-325).In a study on overlapping ("transition mistakes") and interrupting ("violations"), Zimmerman and West (1975) discover that, in cross-gender encounters, males interrupt females frequently (96%) but females interrupt males infrequently. The results in a chat between people of the same gender balance (Zimmerman and West 1975, p,115–116).

Coates (2012, p,91–92) cites this study as an illustration of the dominant method. Another characteristic is the use of indirect speech, which is prevalent in female same-gender conversation but less frequent in male same-gender communication. In addition, females use question tags more frequently with the goal of expressing their own thoughts. The third cross-gender characteristic has to do with "backchannels," which are when listeners use words like "yes, really?" or "huh, oh" while someone else is speaking (Yule 2006, p,224-225). Females usethem more frequently and in the sense of listening, whereas males use them less frequently and in the sense of agreeing (Wardlaugh 2006, p,327). Frequently, "nodding, smiling, frowning and other body language, including gestures and body posture," go along with this back- channel support (Wareing 2004, p,88)

II.7. The relationship between Gender and Politeness

One of the most important topics in linguistics is the investigation of the relationship between politeness and gender; it has been the focus of research for numerous scholars, including Lakoff (1973), Holmes (1990), Montgonery (1998), and Mills (2000). (2003). both Segal (2004)

In her book Language and Women's Place (1973), Lakoff (1973) makes the case that women's speech is characterize by expressing uncertainty, trepidation, and lack of confidence. Women converse more in private to create a sense of connection, support, and to maintain intimacy. Men converse in public with more confidence because they are more concern with their social standing and independence (Suciu Giulia 2012:2).

Segal (2004:3) states that "gender is assume to refer to a culturally base complex of norms, values, and behavior that a specific society gives to one biological sex or another." Segal (2004) seeks to make it clear that gender is tie to the culture in which men and women are require to behave in particular ways.

In addition, Montgonery (1998) asserts that while speaking to women, both male and female speakers utilize polite language. The study demonstrates that women tend to speak more politely than men, which is typically a defining trait of them. Nevertheless, other academics, including Sarah Mills, dispute these claims (2003).

According to Mills (2003), these assertions are merely subjective opinions. It is obvious that as civilizations change, so has the dynamic between men and women. Contrary to popular belief, some women do speak angrily to males. According to Mills (2003), certain behaviors that are generally consider to be polite are "stereotypically gendered" in such a way that society has a propensity to believe that women are make to be polite and have good manners in contrast to men, who speak rudely by default. However, some women can also misbehave or pronounce offensive words (p.202).

Additionally, Brown (1994) find that women are more courteous (positive politeness) with friends than men are, and that they exhibit negative politeness in public. This research involve a group of Mayan Indians in Tenejapa, South Mexico Brown (1994) adds that because women have less influence in society, they focus on both their own face and the face of the person they are speaking to. Therefore, women employ more courteous techniques than males do.

According to Holmes (1990), women are generally more prone than men to use language to convey positive politeness. Men and women both have different ideas about what is suitable or courteous in a certain circumstance. Women on the other hand, place a high value on their interlocutors' feelings. She emphasizes that women are more considerate than men. She claims that "women are significantly more likely than males to demonstrate positive politeness or friendliness in the way they use language" in this scenario (1995:6).

In addition, Holmes (1995) asserts that women are more polite than men because they interrupt less often in conversation and use polite language like "Thank you" and "I'm sorry" more frequently.

The idea that women are always more polite than men, as much of the language and gender literature asserts, contesting Gender and Politeness. In her discussion of the complicate relationships between gender and politeness, Sara Mills (2003) makes the case that, despite some instances in which female speakers may appear to be acting more politely than male listeners by using stereotypes of femininity as a guide, there are many other instances in which female speakers will behave just as impolitely as male listeners.

II.8. Gender, Politeness and Self- Confidence

Numerous psychologists study how confident men and women are. Additionally, remarkable studies about self-confidence among boys and girls in the sphere of education, according to Lips and Sieler (1998) (1997). Since self-confidence is about feeling self-worth to success at any task, Lips (1997,p,313) reports that "female tend to attribute failure to lack ofability or to other stable causes, while men are more likely to attribute failure to external or unstable causes."

Sieler (1998) describes self-confidence as a quality that enables an individual to have a positive image of himself. The female "habit of accepting little personal credit for achievement and blaming themselves for failure leads to discouragement and lower self-esteem") also causes women to feel low in confidence. Therefore, Lips (1997) asserts that women often doubt themselves when they perform poorly, which results in a loss of confidence when the first challenge presents itself, they lack confidence or give up.

In addition, research in the field of education conduct in most nations with higher performing pupils to compare boys and girls in terms of self-confidence and

mathematics. It shows that girls perform worse in school compare to guys because they lack confidence in their ability to solve difficulties (Alseed Ahmed et al ,2015)

The relationship between self-confidence and politeness has not studying before, but Alseed Ahmed et al. (2015) do a study on the effects of self-confidence on EFL Sudanese tertiary level students. It discovers that learners who are self-assure perform well in oral communication. Additionally, they concur with the findings showing that students use courteous communication techniques in the classroom, particularly when dealing with their teachers. Sincere expressions of civility encourage children to participate and speak with high self-confidence.

II.9. Conclusion

In conclusion, it can be say that both sexes are generally linguistically polite and that men and women use language politely on an equal basis. According to evidence, interpersonal relationships rather than gender may affect how people communicate with one another. Despite degrees, despite differences in formality, males and females generally adopt the same positive manners while speaking to friends. The only tiny variation is that men are occasionally more likely to start a greeting or any other speech pattern in a more casual and amusing manner.

This chapter provides an overview of Brawn and Livenson theory, as well as a discussion of the relationship between gender and politeness. This part begins with the most important theory of the field of pragmatics "Braun and Livenson's politeness theory 'andmoves to Gender identity ، Gender role and stereotypes, Gender language then the relationship between gender and politeness which contain a general introduction of the concept gender and the three theories of gender. It finishes with Gender, politeness and self-confidence.

Chapter three: Field Work

III.1. Introduction

Politeness varies across cultures, challenging the notion of universality proposed by Brown and Levinson. Scholars like Watts and Mills argue for cultural variations in politeness tactics. This study explores the relationship between politeness strategies and gender, examining how men and women employ language differently and how this impacts perception. Through a questionnaire and online situational task, third-year pupils respond to scenarios, providing insights into classroom interactions. By analyzing teaching styles, communication approaches, and student-teacher and peer interactions, this study aims to gather reliable data and address gaps in understanding politeness in educational settings.

III.2 Research Methodology

The methodology of this dissertation includes mix of both a qualitative and quantitative analysis of naturally occurring conversations between third year secondary school pupils and a survey to gather information about pupils' background and perceptions ofpoliteness according to their gender and to distinguish between male and female linguisticfeatures , a questionnaire will be administered to a sample of participants, asking them toprovide examples of how they use politeness strategies in different situations.

This chapter presents the empirical findings obtained from a questionnaire administered to forty (40) baccalaureate students that contains Twelve (12) questions including both open-ended and closed-ended and multiple-choice questions, providing a wide range of responses and a task of Twelve (12) questions was also given to the pupils about good manners towards their peers and teachers. The task aimed to assess the student's understanding of the importance of politeness in communication and their attitudes toward using these strategies.

Along with the results reveal a noteworthy gender-based difference in the implementation of politeness strategies in the classroom, which has a noticeable impact on the pupils' self-confidence. The research results are displayed in bar charts, and pie charts, presented in percentages for reliability and visibility. The findings are divided into two sections. The first section presents the results from the questionnaires and the second section presents the result from task that was given to the students when giving the questionnaire and are analyzed using Google form., We chose to use a Google Form as it provides an efficient and convenient way to collect data, allowing students more time to respond and enabling us to select a larger sample.

Additionally, the use of an online form reduces potential logistical barriers, such as scheduling conflicts or transportation issues that may arise with in-person data collection methods. This approach ensures a wider representation of the pupil population and enablesus to gather more diverse data. The purpose was to gain insight into the pupils' understanding and use of politeness strategies in their communication. The selection of third-year high school students was based on their advanced language proficiency and communication skills, which are expected to provide a more nuanced and sophisticated understanding of politeness strategies.

III.3. Sample and Population

The sample for this dissertation consisted of forty (40) third-year secondary school pupils (20) girls and the other 20 students are boys these participants are students from different cities of Tiaret state, who were administered a questionnaire and a online situational task to gather their opinions and views on the issue of politeness strategies of each gender. for the questionnaire and the task, we contacted baccalaureate students through Facebook and shared a Google Form with them, the use of a Google Form provides a practical and effective method for collecting data in a timely and efficient manner.

The population for this study is secondary school pupils in general, as the findings and recommendations can be applied to a broader population of secondary school students. However, the focus on third-year pupils was intentional, as they are expected to have a more advanced understanding and use of politeness strategies compared to younger pupils. The sample of 40 students was selected based on convenience sampling and may not be representative of theentire population of secondary school pupils. Therefore, caution should be exercised in generalizing the findings to the broader population of pupils school students

III.4. The Questionnaire Data Analysis

.This section encompasses both the analysis and description of the questionnaire data collected from 40 third-year secondary school pupils, consisting of 20 girls and 20 boys. The questionnaire, comprising 12 questions, aims to explore the students' perspectives on politeness and behavior within the classroom setting. To facilitate a comprehensive analysis, the questionnaire is divided into two sections. The first section is tailored for the 20 female participants and focuses on their utilization of politeness expressions, comprehension of politeness concepts, and classroom behavior, among other relevant topics. Similarly, the second section, designed for the 20 male participants, follows a similar structure. The distinct sections allow for a comparison and analysis of potential disparities in responses pertaining to politeness between genders. The questionnaire employs a mix of open-ended, closed-ended, and multiple-choice questions, enabling researchers to examine variations in perceptions and behaviors related to politeness and classroom conduct specifically among male and female students in baccalaureate programs. Ultimately, the analysis of the questionnaire responses will provide valuable insights into the influence of gender on pupils' perceptions and behaviors concerning politeness in the classroom.

III.4.1. The Girls' Section of The Questionnaire

The purpose of this section is to analyze the responses of twenty female third-year secondary school pupils to a questionnaire on politeness in the classroom. The questions in this section aim to gain insight into the girls' attitudes toward politeness, their understanding of what it means to be polite, and their behavior toward their teachers and peers

Q1. What does it mean to you to be polite?

The first question. "What does it mean to you to be polite?" was given to 20 female students, and the data collected suggests that there is a difference in how some pupils perceive politeness., 8 provided detailed answers to the question while the remaining 12 gave brief answers using only one or two words. The detailed responses show a deeper level of awareness and understanding of what it means to be polite, with a focus on treating others with respect, kindness, and consideration, using appropriate language, tone of voice, and body language to show care for others' feelings and well-being, and being mindful of others' needs.

In contrast as in the following examples "Being polite means treating others with respect, kindness, and consideration. It involves using appropriate language, tone of voice, and body language to show that you care about others' feelings and well-being."Politenessmeans being mindful of others' needs and considering their feelings. It involves using manners, being courteous, and showing appreciation for others."

Being polite means being respectful and considerate towards others, even in challenging situations. It involves using appropriate language, and tone", the brief responses focused on being formal, showing respect, and having good manners. This suggests that some students may have a more developed understanding of politeness, while others have a more superficial understanding of the concept

Q2. To which extent do you use these politeness expressions?

Figure 3.1

Frequency of Using Politeness Expressions from the girls' perception
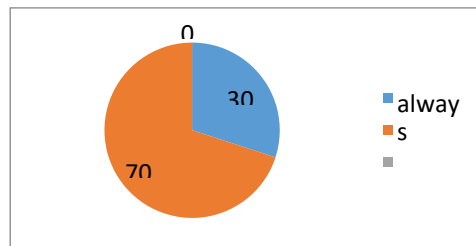
The second question inquired about the frequency of using politeness expressions among 20 girls in the third year of secondary school. From the data gathered it is observed that 6 out of the 20girls always use politeness expressions, while the remaining 14 use it sometimes. This indicates that the majority of the respondents only use politeness expressions occasionally, the fact that 6 out of the 20 girls always use politeness expressions shows that they have a good awareness of the importance of being polite in their interactions. However, the 14 of the girls use politeness expressions only sometimes suggests that there is still room for improvement in terms of their consistency in using these expressions

Q3. You have a course at 14:00 AM, but you enter 15mn late, what will you say?

Figure 3-2

The Reaction of the Girls to Late entry to Class
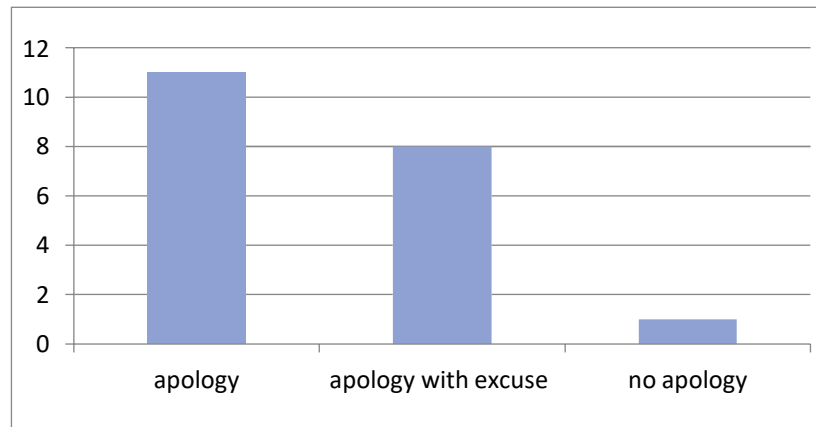
The Third question about how 20 female students in their third year of secondary school would respond if they were 15 minutes late for a course that starts at 14:00 AM. Out of the 20girls, 11 responded with a direct apology for being late without giving any excuses, while theremaining 8 also apologized but gave reasons for their lateness. These reasons varied from being held up in traffic to facing unexpected situations as in the following examples "I'm sorry for being late, I got held up in traffic on the way here" Excuse me for being late, I had an unexpected situation " I'm sorry for being late, I had troubles to get here on time". Only one girl did not apologize or give any explanation for her tardiness.

This data suggests that the majority of the girls are aware of the importance of acknowledging their lateness and showing respect to their teacher and classmates by apologizing for it. It also suggests that most of the girls recognize the significance of providing a valid reason for their lateness to their teacher. However, the fact that one girl did not apologize or give any reason for her lateness may indicate a lack of understanding of the importance of punctuality and politeness in a classroom setting.

The following answers received for the following questions were categorized into three categories based on the level of politeness in their responses: too polite, polite, and impolite.

Q4. Your phone rings in the middle of a lesson, what will you say?

Figure 3-3

The Reaction of the girls to Phone Ringing in Class
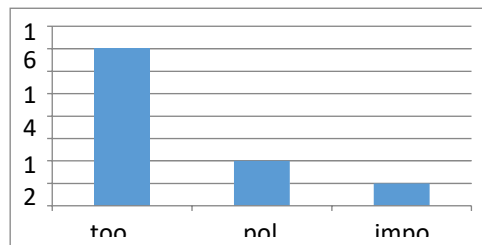
The Fourth question is about how girls would respond when their phone rings during a lesson. Out of the 20 girls, 14 of them are categorized as "too polite" as they did not answer the phone and apologized for the disturbance caused as in the following examples "I apologize and hung up the call" I will turn my phone off, and tell the teacher that I am sorry «I'm sorry for the interruption." I'll put my phone on silent mode". Four of them are categorized as "polite" as they apologized for the disturbance caused and took the call as in the following examples "I'm sorry, I'll take this call outside of the classroom" "I am sorry but I need to take this call, I'll be back shortly" "I'm sorry for the interruption, let me quickly check if it's an important call".

The remaining two girls are categorized as "impolite" as they did not apologize and took the call as in the following examples "it's an urgent call ""I go outside and use my phone". From these results, it can be observed that a majority of the girls (70%) were hesitant to answer their phones during a lesson and opted to apologize for any disturbance caused. This indicates that the girls prioritize their education and respect for their peers and teachers over attending to their personal phone calls during class time.

The 4 girls categorized as "polite" may have found it necessary to take the call, but still showed respect for their surroundings by apologizing for the disturbance. On the other

hand, the 2 girls categorized as "impolite" may have placed their personal needs above the importance of the lesson and their peers.

Q5. Your teacher blames you for something you did not do, what will you say

Figure 3.4

The Reaction of the girls to Unjust Blaming by Teacher
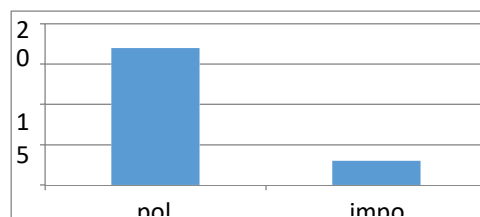
The Fifth question is about how girls would respond if their teacher accused them of something they did not do. Out of the 20 girls, 17 are categorized as "polite" in their response. They remain calm, try to defend themselves in a polite way, and their word choice is appropriate and considerate as in the following examples "I will try to explain myself by grabbing the teacher's intention in such a way he/ she listens to me (politely)", "I ask the teacher for more details about the situation and try to find a solution to clear up any misunderstandings", "I will talk to the teacher and try to understand the teacher's perspective and ask for an opportunity to provide my side of the story" This suggests that the majority of the girls prioritize maintaining a respectful and harmonious relationship with their teacher, even in a challenging situation where they are falsely accused.

On the other hand, 3 girls are categorized as "impolite" in their response. They chose to speak in a bad manner to the teacher as in the following examples "It's not my fault! Okay", "I do not care what they think of me it was not me", "I will report him/her so the next time they think of the consequences before accusing someone". This behavior may

indicate a lack of respect for authority or a tendency to respond aggressively when faced with difficult situations.

The responses to the Fifth question highlight the importance of effective communication and conflict resolution skills. The majority of the girls demonstrated the ability to remain calm, use appropriate language, and defend themselves in a polite manner. However, the small number of girls who responded impolitely suggests that there may be some students who struggle with managing their emotions and responding appropriately in challenging situations.

Q6. what is your opinion about using politeness formulas in the classroom?

Figure 3.5

Opinion on Using Politeness Formulas in Classroom from the girls' perception
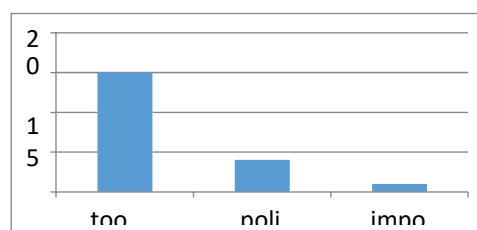
The Sixth question is about the students' opinions on using politeness formulas in the classroom. Out of the 20 girls, 15 are categorized as "too polite" in their response. They believe that being polite is important and necessary, especially in a classroom setting where respect for authority and peers is crucial as in the following answers "I believe that using politeness formulas in the classroom is necessary to create a professional and courteous environment where everyone feels respected and valued" "Using politeness formulas in the classroom is important because it creates a respectful and positive atmosphere that

encourages students to engage and participate" "It is necessary and it is important to use them appropriately and in a way that feels natural ". This suggests that the majority of the girls value the use of polite language and manners as an important aspect of their behavior in the classroom.

Four girls are categorized as "polite" in their response. They also believe that using politeness formulas in the classroom is good, but did not emphasize its importance as much as those categorized as "too polite." as it is noticed in the following answers "It is a great way to show respect " It helps to create a positive learning environment" Is a good way to show respect for the teacher and other students" This suggests that these girls understand the importance of politeness in the classroom, but may not place as much emphasis on it as others.

One girl is categorized as "impolite" in her response. She does not believe that being polite is important in the classroom her answer is «It is not necessary". This may suggest that this particular student has a different view on the importance of politeness in social situations, or may have a more individualistic approach to communication.

The responses to the Sixth question indicate that the majority of the girls place a high value on the use of politeness formulas in the classroom. The responses suggest that this may be due to a cultural emphasis on respect for authority and peers, as well as a desire to maintain a harmonious and productive learning environment

Q7. To whom you consider being polite?

The seventh question is about the pupils' perceptions of to whom they consider being polite. Out of the 20 girls, 10 of them believe that being polite is important not only towards people they know, such as family, teachers, and friends, but also towards strangers and older people as in the following responses "My parents, my teacher, my classmate, and

people older than me" "I consider being polite to everyone, including my family, friends,

classmates, teachers, and strangers" " to anyone I interact, including my parents, siblings,

friends, teachers, and even animals" "I try to be polite to my family, friends, teachers, and

even people I disagree with". This suggests that these girls have a strong sense of respect

for others and value the importance of showing kindness and consideration towards all

people, regardless of their relationship.

On the other hand, 10 believe that they only need to be polite with people they

know and work with, such as their teacher or colleagues as in the following responses "My

parents, my teachers "Parents " family, and my friends". This suggests that these girls may

have a more limited view of the importance of politeness, and may not see it as necessary to

extend politeness to all individuals. Overall, the responses to the seventh question suggest

that there are a range of perceptions among the girls regarding who they consider being

polite towards. While some place a high value on politeness towards all individuals, others

may have a more selective approach based on their relationship or work context.

Q8. Do you think that you are polite with your teacher in class?

Figure 3.6

Self-Perception of Politeness with Teacher from the girls' perception
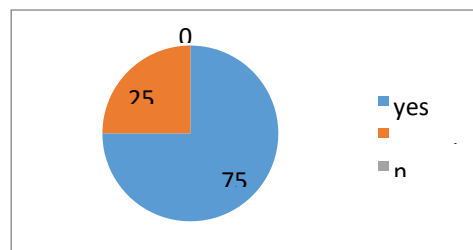
The eighth question inquired about if the female students think that they are polite with their teacher in class, 15 out of 20 girls answered "yes". Five respondents answered "somehow", while none of the participants answered, "not really ". as it is noticed a large The data suggests that the majority of the female students in the sample perceive themselves as polite with their teacher in class. This indicates that these students value politeness and see it as an important aspect of their behavior in the classroom. The fact that none of the participants answered "not really" suggests that they may be aware of the importance of being polite to their teacher and that they strive to exhibit this behavior.

The responses of "somehow" may indicate that some of the participants are unsure of whether or not they are always polite with their teacher, and may reflect a need for more guidance or feedback on how to improve their behavior in the classroom majority of the respondents perceive themselves as polite with their teacher in class.

Q9. Which one of these politeness expressions do you use in the classroom when learning ?

Figure 3.7

Politeness Expressions Used in Classroom from the girls' perception
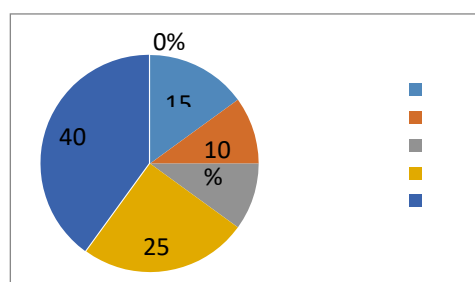
The ninth question inquired about the politeness expressions that the female pupils use in the classroom when learning. The results indicate that out of the five given expressions, "May I borrow a pencil, please?" was the most commonly used, with eight out of the 20 students choosing it. This was followed by "Could you please repeat that?" with five students

selecting it. The expression "I'm sorry, I didn't understand. Can you please explain it again?" and "Thank you for your help" were chosen by two students each. Finally, "Excuse me, can I ask a question, please?" was chosen by three students.

The data suggests that the pupils' preference for certain politeness expressions may reflect their familiarity and comfort level with the expressions or situations in which they are used. For instance, the high number of students who chose "May I borrow a pencil, please?" may indicate that this is a common situation in which students need to make a request and, therefore, feel more confident using this expression. Similarly, the expression "Could you please repeat that?" may be used frequently in the classroom, hence the relatively high number of students who chose it.

On the other hand, the low number of pupils who chose "I'm sorry, I didn't understand. Can you please explain it again?" and "Thank you for your help" may suggest that these expressions are less commonly used or less familiar to the students. However, it is also possible that the students may have other preferred expressions that were not included in the questionnaire.

Q10. Do you think that you need to be guided on how to be polite in class?

Figure 3.8

The need for Guidance on Politeness in Class from the girls' perception
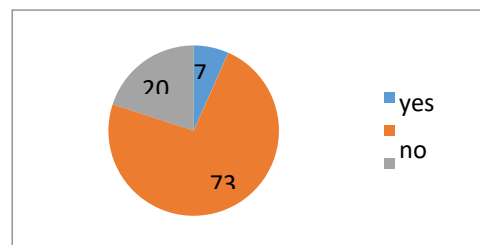
The tenth question inquired about the students' perception of whether they need guidance on how to be polite in class. From the data gathered it is observed that the majority of the respondents, 11 out of 20, answered "no" to this question. These respondents believe that they are already polite and do not require any guidance and it is noticed in the following answers "I am already polite" Because I know how to be polite and when" People know how to be polite they just chose either to be or to not".

Three respondents answered "somehow", suggesting that they may be open to receiving guidance as in the following responses "I do not think I need to be guided but there are so many people who need" "It will be great if all people are polite to each other" "Not all people know how to be polite some of them need to be guided", while only one respondent answered "yes", indicating a desire for guidance on how to be polite in class as in her answer "I would like if the teacher guide us if we behave in a wrong way some of us do not notice that what we are doing can be impolite".

It can be observed that the majority of the respondents do not feel the need for guidance on how to be polite in class. This indicates that they believe that they have sufficient knowledge and understanding of politeness and etiquette in a classroom setting. However, some respondents recognize that there may be other individuals who may need guidance on this topic

Q11. Is your teacher polite with you?

Figure 3.9

Teacher's Politeness towards Students from the girls' perception
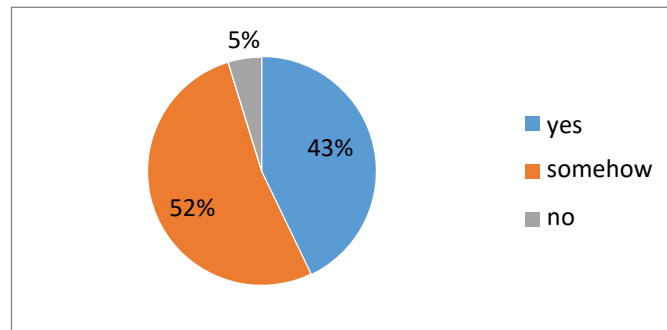
The eleventh question is about the pupils' perception of their teacher's politeness towards them. From the data gathered it is observed that 11 out of 20 girls answered "somehow" to this question, indicating that they do not perceive their teacher as consistently polite. Nine respondents answered "yes", suggesting that they perceive their teacher as polite, while only one respondent answered "no", indicating that they do not perceive their teacher as polite as it is noticed in her answer "some of my teacher are rude ».

These results suggest that the majority of the respondents perceive their teacher as somehow polite, with almost half of them not perceiving their teacher as consistently polite. It is important to note that the perception of politeness is subjective and can be influenced by various factors such as the teacher's behavior, tone of voice, and previous interactions with the teacher.

Q12. Do you think that girls are more polite in class?

Figure 3.10

Comparison of Politeness between Genders in Class from the girls' perception
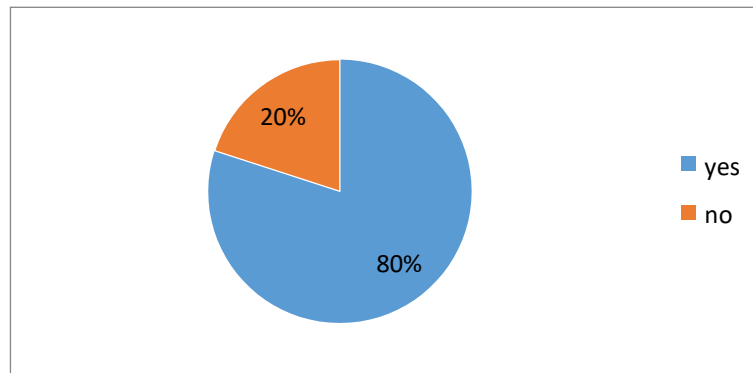
The twelfth question inquired about the respondents' perception of whether girls are more polite in class. From the data gathered it is observed that 11 out of 20 girls answered "yes" to this question as in the following examples "I think that girls are more polite because they are taught to be more mindful of others" "I think because of their gender most of them think being polite is what suit a woman and makes her look good to the opposite gender" because they are more likely to be judged" "They are more gentle and sensitive and care about the other's feelings". These respondents believe that girls are more gentle, sensitive, and caring towards others' feelings, and some of them even feel that girls are being judged more and are expected to be perfect.

On the other hand, four respondents answered "no" as in the following example "I know plenty of boys who are very polite and plenty of girls who are not, so I don't think so" "Some of them are polite and some of them are not polite", "I think that it depends on the individual, not their gender" "in our generation no", indicating that they think politeness depends on the individual and not their gender. They also believe that not all girls are polite and that there are even boys who are more polite than some girls.

III.4.2. The Boys' Section of The Questionnaire

This section aims to gain insight into the attitudes of twenty male third-year secondary school pupils towards politeness in the classroom. The questionnaire used is designed to analyze

the students' understanding of what it means to be polite, as well as their behavior towards their teachers and peers

Q1. What does it mean to you to be polite?

The first question. "What does it mean to you to be polite?" Based on the given data, we can see that out of a total of 20 male student,15 respondents defined politeness as speaking in a respectful manner. As the given examples ''using polite language'', ''respect the elders'', ''showing respect'', Meanwhile 03 respondents provided more specific examples such as speaking respectfully while using formal language or gestures. As in this examples ''apologizing'', ''thanking the others'', ''say pleas when you need something'' and ''shaking hands''

However, 02 respondents refuse to answer or expressing that they did not know what politeness means. The majority of respondents define politeness as expressing oneself in a respectful manner, which is a basic but important aspect of social etiquette. The three respondents who provided specific examples suggest that they may have a more nuanced understanding of politeness, such as taking extra care to show respect in certain situations.

However, the two respondents who refuse to answer suggest a lack of understanding or disregard for politeness. Their responses indicate that they may not value or prioritize respectful communication, which could have negative implications for their interactions with others. Taken together, these data underscore the importance of teaching and reinforcing the concept of politeness in order to foster positive communication and social interactions. It also suggests that some people may need more guidance or support to develop their understanding of polite behavior.

Q2. To which extent do you use these politeness expressions?

Figure 3.11

Frequency of using politeness expression from the boys' perceptions
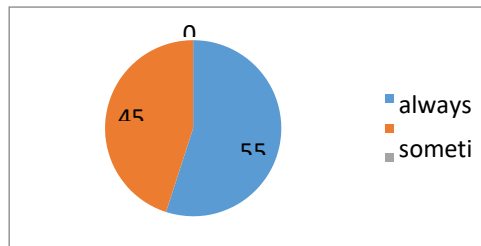
In analyzing The second question about the frequency of using politeness expressions among 20 boys in the third year of secondary school From the above chart, we can see that the total of the participants are 20 pupils, 55% (11 students) said they sometimes use polite expressions, while 45% (9 students) say they always use them. The result indicate that the majority of the participants are use polite expressions to an extent, with a slight preferencefor using them occasionally rather than always.

Q3. You have a course at 14:00 AM, but you enter 15mn late, what will you say?

Figure 3.12

The Reaction of the boys to Late entry to Class
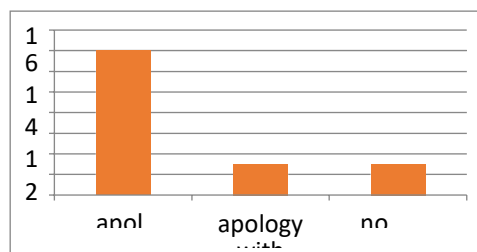
Based on The given data of the Third question about how 20 male students in their third year of secondary school would respond if they were 15 minutes late for a course that starts at14:00 AM. Out of the 20 male respondents, 14 apologized without giving any excuse, As given examples, ''I'm sorry for being late'', ''My sincere apologies for being late''.And3 apologized with an excuse, such as '' sorry I have some issues that make me late'', ''I apologize for being late I'm late because of the bus''.

And 3 did not apologize or give an excuse, as given examples "just enter'', ''Enter and remain silent ''. This data shows that the majority of the respondents (70%) were aware of their lateness and chose to apologize for it. Interestingly, out of the 14 respondents who apologized, none of them provided an excuse for their lateness, which indicates a high level of accountability and responsibility. On the other hand, the 3 respondents who provided an apology with an excuse may suggest a tendency to shift responsibility and blame external factors for their lateness. It is also noteworthy that 3 respondents chose not to apologize or provide an excuse for their lateness, which could suggest a lack of awareness or concern for punctuality and the impact of their lateness on others.

However, without further context, it is difficult to determine the reasons behind their behavior.At the end, the data indicates that the majority of the respondents in this group value punctuality and take responsibility for their actions when they are late, which could have positive implications for their academic and professional success in the future.

Q4. Your phone rings in the middle of a lesson, what will you say?

Figure 3.13

The Reaction of the boys to Phone Ringing in Class
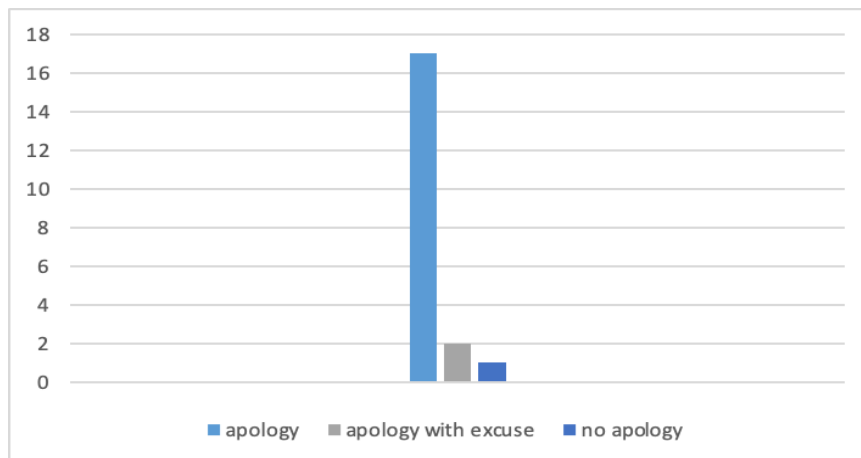
The Fourth question is about how boys would respond when their phone rings during a lesson. The data shows that out of the 20 boys surveyed, 17 responded politely by apologizing and taking the call outside the classroom as the given example ''sorry sir I have call may I go out?'' , ''sorry I have an urgent call may I go outside for while please?''. Meanwhile, 02 respondents were considered "too polite" for the situation, as they not only apologized but also turned off and hid their mobile phones. 01 respondent, however, was impolite, as he did not apologize and chose to take the call.

This data indicates that the majority of the students understand the importance of respecting the classroom environment and the teacher's authority by apologizing and taking the call outside the classroom. However, the two respondents who were deemed "too polite" may have overcompensated for the disruption caused by their phones, which could also be seen as a distraction for other students. Meanwhile, the one respondent who was impolite showed a lack of consideration for others and the rules of the classroom.

Overall, this data suggests that most students prioritize classroom etiquette and respect for the learning environment when it comes to phone use during class. However, there are still some who may need to be reminded of the importance of adhering to classroom rules and being mindful of the impact their actions can have on others.

Q5. Your teacher blames you for something you did not do, what will you say?

Figure 3.14

The Reaction of the boys to Unjust Blaming by Teacher
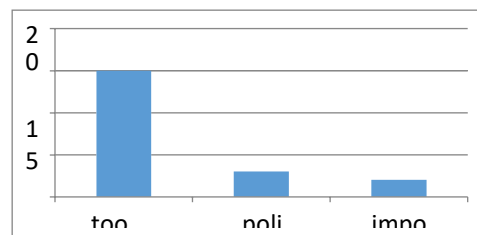
According to the result above of The Fifth question on how boys would respond if their teacher accused them of something they did not do**,** out of the 20 boys surveyed, 15 responded politely by remaining silent and trying to clarify the misunderstanding with their teacher as in the following examples ''I listen to the teacher and remain silent and try to clarify my point'', I keep quiet for moment until he finished than I clarify the misunderstanding''. 03 respondents chose to remain silent but still apologized and tried to clarify the problem outside the classroom. As in these examples ''I remain silent and I will tell him who do that outside of classroom'', '' I just keep silent without saying any word but I will clarify the problem later''.

However, 02 respondents responded impolitely by talking back in a disrespectful manner and even engaging in physical gestures or fighting the teacher. This data indicates that the majority of students choose to handle a situation where they are wrongly accused by trying to clarify the misunderstanding with their teacher in a respectful and polite manner. It shows that they are willing to communicate with their teacher and explain their perspective without engaging in an argument or confrontation. However, it is concerning that a minority

of pupils responded impolitely by talking back or even fighting their teacher. This behaviorsuggests a lack of respect for authority and a disregard for the consequences of their actions.

Overall, this data highlights the importance of communication and respect in the teacher-student relationship. It also underscores the need for students to learn how to handle conflicts and disagreements in a respectful and mature manner, without resorting to disrespectful or aggressive behavior.

Q6. What is your opinion about using politeness formulas in the classroom?

Figure 3.15

Opinion on Using Politeness Formulas in Classroom from the boys' perception
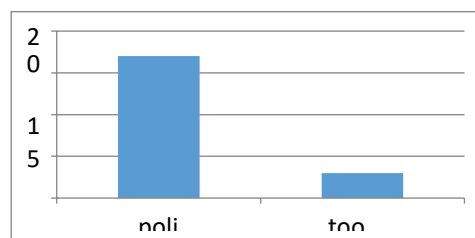
As seen in the above chart of The Sixth question in which the students' opinions on using politeness formulas in the classroom. Out of the 20 boys respondents, 17 provided a polite response to the question, expressing their opinion in a respectful manner as the given examples ''good'', ''great'', ''good thing'' .Meanwhile, 3 respondents were considered "too polite," as they went above and beyond by giving their opinions along by given the reason as the given examples '' It's something good to create positive environment'', ''it's great thing It can help reduce conflict and misunderstanding in the classroom'', ''It's important when dealing with sensitive or controversial topics in classroom''.

The fact that the majority of respondents (85%) responded politely to the question suggests that they value the use of politeness in classroom communication. It is possible that these students recognize the importance of maintaining a positive and respectful learning environment, where everyone feels comfortable expressing their opinions and asking questions without fear of judgment or disrespect.

In general, the data suggests that the respondents in this group are conscious of the importance of politeness in the classroom and recognize its positive impact on the learning experience. The fact that some of them went above and beyond by providing additional details and examples shows that they are willing to engage with the question and provide more thoughtful responses.

Q7. To whom you consider being polite?

The seventh question is about the students' perceptions of to whom they consider being polite. Out of the 20 boys surveyed, 14 respondents considered their teachers to be the primary recipients of politeness as the given examples ''Teachers'', ''supervisor'', ''administration'' . Meanwhile, 04 respondents provided more general examples of being "too polite," such as showing respect to elders in general as the given examples "parents'', "Elders'', ''My teachers''.

However, two respondents responded impolitely by either refusing to answer or expressing that there is no one who deserves to be treated with politeness as in this example ''No one consider to be polite''. This data provides insight into who the sample population considers to be deserving of polite behavior. The majority of the respondents prioritize showing respect to their teachers, which is a reflection of the importance of the teacher-student relationship in their lives.

The four respondents who provided more general examples suggest that they may have a broader understanding of who deserves polite behavior, such as elders in their community. However, the two respondents who responded impolitely suggest a lack of understanding or indifference towards the importance of polite behavior. Their responses indicate that they may not value or prioritize respectful communication with others, which could have negative implications for their relationships and interactions.

Finally, this data highlights the importance of teaching and reinforcing the concept of polite behavior towards authority figures and elders in society. It also suggests that some individuals may need more guidance or support in developing their understanding of the importance of treating others with respect and politeness.

Q8. Do you think that you are polite with your teacher in class?

Figure 3.16

Self-Perception of Politeness with Teacher from the boys' perception
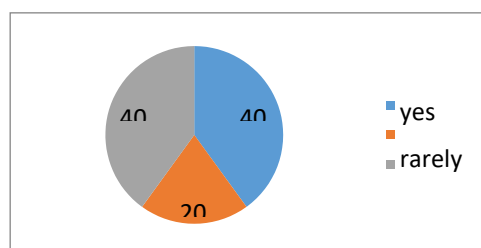
In analyzing the eighth question that if the boys students think that they are polite with their teacher in class, the data shows that out of the 20 boys surveyed, 40% responded "yes," 40% responded "sometimes," and 20% responded "rarely." This data provides insight

into how the sample participant perceives their own level of politeness towards their teachers in the classroom. The responses suggest that a significant portion of the sample population, 40%, believe that they are generally polite towards their teachers.

However, an equal percentage, 40%, indicated that their level of politeness towards their teachers varies, suggesting that there may be factors influencing their behavior, such as the teacher's behavior or their own mood or behavior in the moment. Meanwhile, the remaining 20% of respondents responded that they are rarely polite towards their teachers in class. This suggests a significant gap between their behavior and the expected norm of respectful behavior towards authority figures in the classroom. Overall, this data highlights the need for continued emphasis on the importance of polite behavior towards teachers in the classroom, and for teachers to provide guidance and support in helping students develop their social skills and behaviors.

Q9. Which one of these politeness expressions do you use in the classroom when learning?

Figure 3.17

Politeness Expressions Used in Classroom from the boys' perception
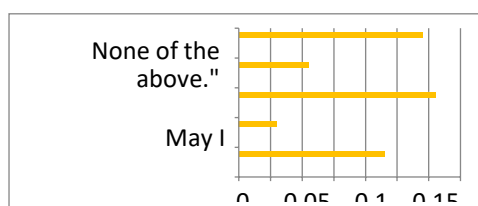
According to the chart above of theninth question about the politeness expressions that the boys' students use in the classroom when learning, the data shows that out of the 20 boys surveyed, 23% use the expression "Excuse me can I ask a question. Please?" when

they need to ask their teacher a question in class. Meanwhile, 6% use the expression "Thank you for your help" to express gratitude towards their teacher. 31% use the expression "Could you please repeat that?" when they need their teacher to repeat something. 11% use the expression "May I borrow a pencil, please?" to ask their classmates for assistance.

Finally, 29% responded with "None of the above." This data provides insight into how the sample participant communicates with their teachers and peers in the classroom setting. The expression "Excuse me. Can I ask a question? Please?" was the most commonly used expression, suggesting that students prioritize being polite when seeking clarification or help from their teacher. The use of "Thank you for your help" also indicates an understanding of the importance of showing gratitude towards teachers for their assistance. Meanwhile, the use of "Could you please repeat that?" highlights the importance of effective communication in the classroom; as students may need clarification or repetition to fully understand the lesson.

The use of "May I borrow a pencil, please?" suggests that some students also prioritize polite communication with their peers when seeking assistance. However, the significant percentage of respondents who selected "None of the above" suggests that there may be other politeness expressions or behaviors that they use in the classroom that were not included in the options given. This highlights the importance of recognizing and valuing individual differences in communication styles and behaviors.

Overall, this data suggests that students place importance on polite communication in the classroom setting, particularly when seeking help or clarification from their teachers or peers.

Q10. Do you think that you need to be guided on how to be polite in class?

Figure 3.18

The need for Guidance on Politeness in Class from the boys' perception
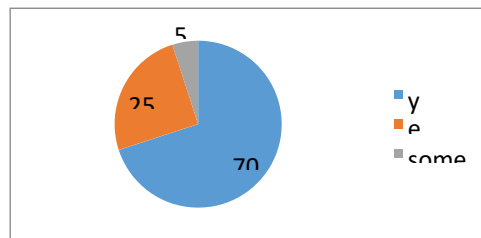
From the data above of the tenth question about the students' perception of whether they need guidance on how to be polite in class, the data shows that out of the 20 boys surveyed, 14 responded with "yes", indicating that they believe they could benefit from guidance on how to be polite in the classroom setting. Meanwhile, 5 responded with "no", suggesting that they feel confident in their ability to be polite in class without guidance. 1 respondent chose "somehow", which could suggest uncertainty or ambivalence about the need for guidance. The data suggests that a significant portion of the sample participant feels that they could benefit from guidance on how to be polite in class.

This could be due to a variety of factors, such as a lack of understanding about what behaviors are considered polite in the classroom, a desire to improve their communication skills, or a recognition of the importance of politeness in academic and professional settings. On the other hand, the respondents who answered "no" may feel that they already possess the necessary skills and knowledge to be polite in class, or they may not see the value in being explicitly guided on how to behave politely.

Altogether, this data suggests that there is a range of attitudes towards the need for guidance on polite behavior in the classroom, and that some students may benefit from targeted instruction or support in this area.

Q11. Is your teacher polite with you?

Figure 3.19

Teacher's Politeness towards Students from the boys' perception
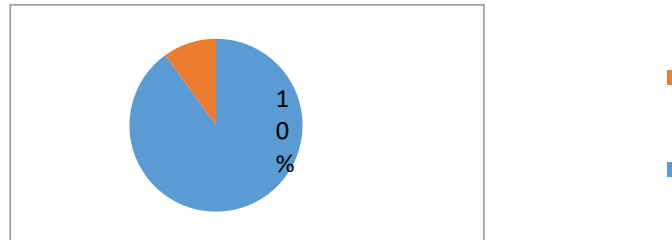
In analyzing the eleventh question that is about the students' perception of their teacher's politeness towards them. The data shows that out of the 20 boys surveyed, 18 responded with "yes", indicating that they feel their teacher is polite towards them. Meanwhile, 2 respondents answered "no", suggesting that they do not feel their teacher is polite. This data suggests that the majority of the sample population perceives their teacher to be polite towards them. This could reflect positively on the teacher's communication and classroom management skills, as politeness is an important component of building positive relationships with students.

The two respondents who answered "no" may have had negative experiences with their teacher that influenced their perception of their politeness. It is possible that these students may benefit from discussing their concerns with the teacher or seeking support from a counselor or administrator. Totally, the data suggests that the majority of the sample population perceives their teacher to be polite towards them, which could indicate positive communication and classroom dynamics.

Q12. Do you think that girls are more polite in class?

Figure 3.20

Comparison of Politeness between Genders in Class from the boys' perception
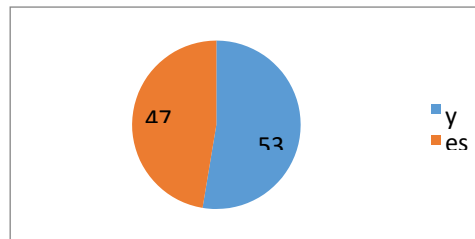
After examining the twelfth question about the respondents' perception of whether boys are more polite in class. Data shows that out of the 20 boys surveyed, 10 responded with "yes", indicating that they believe girls are more polite in class. Meanwhile, 9 respondents answered "no", suggesting that they do not believe that girls are more polite. One respondent did not give a clear answer. This data suggests that there is no clear consensus among the sample participant regarding whether girls are more polite in class. Some students may have had personal experiences with polite female classmates, while others may have experienced polite male classmates, leading to different perspectives.

It is important to note that gender stereotypes and biases can influence perceptions of politeness, and it is crucial to address these biases and promote equal treatment and respect for all students in the classroom. In total, the data suggests that opinions on gender and politeness in the classroom are mixed among the sample population, highlighting the need for ongoing discussions and education around diversity, equity, and inclusion in the classroom.

III.5. The Task Data Analysis

The online situational task is aimed at exploring and discussing good manners in the classroom. The task involves answering a series of questions related to polite behavior.

The questions cover various scenarios that may happen in the classroom, such as talking to classmates during class, dealing with disruptive behavior, interacting with teachers, and using polite expressions. The goal of this task is to encourage students to reflect on their own behavior and how it can impact their learning environment. By discussing and answering these questions, students will gain a deeper understanding of the importance of good manners in the classroom and how they can contribute to a positive and respectful learning environment.

III.5.1. The Girls' Section of the Task

The task was divided into two sections, one for the girls and the second for the boys, where they answered the same set of questions. In this section, we will analyze the responses of twenty female third-year high school students to an online situational task aimed at exploring and discussing good manners in the classroom the purpose of this section is to examine and evaluate the girls' responses of the following questions

Q1. Is it polite to talk to your classmate during the course?

Figure 3.21

Politeness of Talking to Classmates during Course for Girls
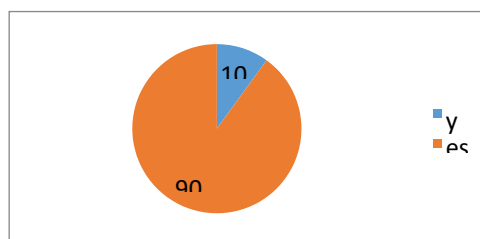
The First question inquired about the respondents' opinion on whether it is polite to talk to a classmate during the course. From the data gathered it was observed that the majority

of the respondents, 18 out of 20, answered "no" to this question. These respondents believed that talking to a classmate during the course shows disrespect to the teacher and the learning environment, and it can also be distracting to other students who are trying to concentrate as in the following examples "It is bad behavior toward my teacher" It's distracting to others and shows a lack of focus and respect for the teacher" I don't think it's polite to talk to your classmate during the course because it distracts not only you, but the person you're talking to, and other students in the class" it can create a disturbance and effect other students' learning experience".

On the other hand, only two respondents answered "yes" , indicating that they think it is fine to talk to a classmate during the course, as long as they are not talking while the teacher talks as in the following answers "I don't think it's necessarily impolite to talk to your classmate during the course, but it should be done in a respectful and quiet manner so as not to distract others" I think it's fine to talk to your classmate during the course as long as you're not talking while the teacher talks". It can be inferred that the majority of the respondents have a strong understanding of the importance of maintaining a respectful and focused learning environment in the classroom. They believe that talking to a classmate during the course is impolite and can be distracting to others, indicating a desire to prioritize their own learning and the learning of their peers.

Q2. What do you think of the learner who keeps talking in the class though the teacher looks at him/her?

The Second question is about the students' thoughts on a learner who keeps talking in the class through the teacher looks at him/her. Out of the 20 girls, 11 of them They expressed in more detail how disrespectful it is to the teacher and classmates when a learner keeps talking in the class despite the teacher's attempts to get them to stop as in the

following examples "I think it's rude and disrespectful to the teacher who is trying to teach us" it's disrespectful I feel like it's unfair to the other students who are trying to learn and pay attention" I find it distracting and it affects my ability to focus and learn" they are rude it's necessary to follow classroom rules and show respect to the teacher". They elaborated on the negative effects this behavior has on the learning environment and how it shows a lack of respect towards others.

On the other hand, 9 girls were expressed their thoughts using only one or two words, such as "rude" or "not okay." These responses did not elaborate on the negative impact of this behavior on the learning environment or the lack of respect it shows towards others. The responses to the Second question suggest that the majority of the girls view talking in the class despite the teacher's attempts to stop as disrespectful. However, some may not fully recognize the negative impact this behavior has on the learning environment and the lack of respect it shows towards others.

Q3. How to react against someone who is disturbing the class?

Moving on to the third question in the questionnaire, the Ninth question was about how the students would react to someone who is disturbing the class.

Out of the 20 girls, 4 in their responses they handle the situation with a great deal of tact and diplomacy, avoiding embarrassing the student who was talking by speaking to them privately after the lesson as in the following examples "I will ask the teacher to handle the situation and talk to the student privately" I talk to him after we finish studying and I'll tell him that he needs to be quiet and explain why" I will politely ask the student privately to stop disturbing the class" I talk to the teacher after the lesson and ask the teacher to deal with him without embarrassing the student". Their approach was respectful and focused on finding a solution to the problem without causing discomfort or embarrassment.

On the other hand, 13 girls would talk directly to the student who was disturbing the class and politely ask them to be quiet or just ignore the student as in the following examples "I will directly tell the student politely to stop disturbing the class" I will politely ask the student to stop disturbing the class" I do nothing because the teacher will handle the situation" Give him the silent treatment". Their approach is assertive but also respectful, and they focused on finding a solution to the problem without causing any unnecessary conflict.

Finally, 3 girls would get angry and talk to the pupils aggressively as in the following answers "I will give him/her a lesson in manners" I will tell him you are annoying" I will look at him in a way that makes him stop talking". Their approach was confrontational and focused on making the student stop talking without regard for their feelings or comfort. The responses to the Third question suggest that the majority of the girls in the survey would react to someone who is disturbing the class in a polite and assertive manner. However, there were a few who may not handle the situation in the most effective way, either by being overly passive or by being too confrontational.

Q4. How can you be polite with your teacher and classmates?

The Fourth question in the questionnaire, the focus was on how the students can be polite to their teacher and classmates. Out of the 20 girls, 8 of them gave a detailed answer that showed more consideration for the feelings of the teacher and other students. as in the following examples "I focus on the teacher and listen to my classmates when they speak" I avoid using inappropriate language or making offensive jokes or comments that could offend my teacher or classmates" by being calm and If I have a question or need clarification, I make sure to ask politely and not demand an answer" I always try to use polite language when addressing my teacher and classmates, such as saying 'please' and 'thank you when appropriate". They provided specific examples of how they can be polite,

such as listening attentively, not interrupting others, using respectful language, and showing empathy.

On the other hand, 12 girls were believed that being polite can be achieved by being calm or showing respect in general, without going into too much detail about how a person can be polite in various ways as in the following examples "By respecting them" By being calm in class" To be a good listener" and "Acting with good attitude". Overall, the responses to the Fourth question suggest that the majority of the girls in the survey understand the importance of being polite to their teacher and classmates. They recognize that being polite involves showing respect, empathy, and consideration for others. However, there were some who were more specific and detailed in their responses, while others provided a more general understanding of what it means to be polite.

Q5. How do you behave with the teacher who does not give much information?

The Fifth question in the questionnaire focused on how the pupils behave with a teacher who does not give much information. Out of the 20 girls, 17 girls handled the situation by asking the teacher for more details or resources without being impolite. They talked in a good manner and still showed respect to the teacher as in the following examples "I will tell the teacher I did not understand and ask if it is possible to explain more and give more information" I might ask the teacher to recommend any resources or references" I ask my classmates if they know any information on the topic" I try to ask the teacher for more information politely". They recognized that the teacher may have limitations or constraints and tried to find ways to work around them while still being polite.

On the other hand, 3 girls were impolite in their response. They told the teacher directly and complained about his or her way of teaching as in the following examples "I will say to him that you are lacking information" I'll face her/him about his way" I will ask

him to change his method of teaching". This approach could be seen as disrespectful or confrontational and may not lead to a productive outcome. The responses to the Fifth question suggest that the majority of the girls in the survey handle situations where the teacher does not give much information in a polite and respectful manner. They recognize that the teacher may have limitations and try to work around them while still being polite. However, there were a few who responded in an impolite manner, which could lead to negative consequences.

Q6. Is it appropriate to show the teacher how to behave in class?

Figure 3.22

Appropriateness of Girls Showing Teachers How to Behave in Class
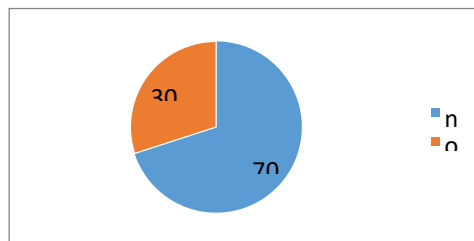
The Sixth question in the questionnaire majority of the respondents, 14 out of 20, answer "no" to this question. These respondents believed that it is not appropriate to show the teacher how to behave in class, as it could be seen as disrespectful and disruptive to the teacher. On the other hand, as in the following examples "It could be seen as disrespectful and disruptive" I think it's never appropriate to show the teacher how to behave in class. It's disrespectful" It's their job to set an example and guide us, not the other way around" they will take it as an insult or being rude".

On the other hand, six respondents answer "yes", indicating that they think it may be appropriate to show the teacher how to behave in class if they are being disrespectful or unfair, but it should be done in a polite manner as in the following examples "if there is a serious issue with their behavior, it's okay" I think it depends on the situation. If the teacher is being disrespectful or unfair, it may be appropriate to show it in a polite manner" I believe it's better to talk to the teacher privately if there is an issue with their behavior" If they are being impolite, I think we should talk to them".

The majority of respondents believe that it is not appropriate to show the teacher how to behave in class, as it can be seen as disrespectful and disruptive to the teacher. However, there are still some respondents who believe that it may be appropriate to do so if the teacher is being disrespectful or unfair, but it should be done in a polite manner. It is important to note that the responses that suggest it may be appropriate to show the teacher how to behave in class emphasize the importance of doing so in a respectful and polite manner, indicating that the respondents recognize the importance of being polite and respectful even in situations where they feel the teacher is not behaving appropriately.

Q7. How can the learners be impolite in the classroom?

The Seventh question indicates that all female students are aware of the various behaviors that can be classified as impolite in the classroom setting. Specifically, the students identified several behaviors as impolite, including making noise, interrupting the teacher, disturbing classmates, talking loudly or making unnecessary noise during the class, using inappropriate language, making derogatory comments about others, and ignoring the teacher's instructions or requests.

The responses suggest that the students have a good understanding of what is considered appropriate behavior in the classroom and the importance of maintaining a

respectful learning environment. Furthermore, the fact that all female students were able to identify these behaviors indicates that they have likely experienced or witnessed such behaviors in the past, and recognize their negative impact on the classroom dynamic.

Overall, the responses demonstrate a clear understanding of the importance of appropriate classroom behavior and the negative impact of impolite behavior on the learning environment

Q8. What expressions can you use if you want to leave for a while?

The Eighth question in the questionnaire focused on what expressions the girls can use if they want to leave for a while.Out of the 20 girls, 16 girls apologized and used more polite words like "sorry," "excuse me," or "I apologize" when they wanted to leave for a while. They also asked for permission before leaving, showing their consideration and respect for others as in the following examples "I apologize, but I need to step out of the classroom for a minute, can I?" May I be excused for a quick break?" Would it be okay to take a quick break and return?" I need to take a quick break. Can I leave for a moment? " .

The remaining 4 girls they also asked for permission in a polite way when they wanted to leave, but they did not use as many polite expressions as those in the "too polite" category as in the following examples "Excuse me, I need to go out" I need to leave for a minute" There is something I have to deal with it I will be back" I have an emergency, i need to leave».

Overall, the responses to the Eighth question suggest that the girls in the survey understand the importance of using polite expressions when they want to leave for a while. The majority of the girls were categorized polite indicating that they tend to use more polite

expressions and ask for permission before leaving. This behavior shows their consideration and respect for others, and it can contribute to a positive and polite classroom atmosphere.

Q9. What expressions can you use if you want to Apologize?

it can be observed on The Ninth question in the questionnaire that the majority of the respondents, specifically 18 out of 20, are when it comes to expressing apologies. They tend to use very polite language and fitting word choices to convey their remorse as in the following examples "I'm so sorry for what I did, I didn't mean to cause any trouble" Can you accept my apologies for my mistake, it won't happen again" I'm sorry if I offended you in any way, that wasn't my intention" I'm sorry for any trouble I caused, please let me know if there's anything I can do to make it right".

On the other hand, 2 respondents they only apologized without adding extra words by saying only "sorry" or "I apologize"

The use of polite expressions in apologizing may vary depending on the context and the severity of the situation. However, it is generally considered a good practice to express apologies in a sincere and respectful manner as we can see in the majority of these girls.

Q10. What expressions can you use if you want to give your opinion?

The Tenth question in the questionnaire focused on what expressions can you use if you want to give your opinion. Based on the given data, it can be observed that the majority of the respondents, specifically 17 out of 20, when it comes to expressing their opinion. They tend to directly give their opinion in a polite manner without adding any unnecessary or offensive language as in the following examples "In my opinion, I think that" Personally, I feel that and say my opinion" From my perspective, I believe that" . Meanwhile, 3 respondents ask for permission before giving their opinion. As in the

following examples "May I give my opinion on this?" I would like to express my thoughts, may I?" I would like to give my opinion on this if possible»

The data suggests that the respondents understand the importance of being polite when expressing their opinion. This is a positive aspect of communication that helps maintain a respectful and constructive conversation. It is worth noting that expressing one's opinion is an essential aspect of communication, and doing it politely is always a good practice as it helps maintain a positive and respectful interaction with others.

Q11. What expressions can you use if you want to refuse the teachers' order?

The Eleventh question in the questionnaire focused on what expressions can you use if you want to refuse the teachers' order

Based on the given data, it can be observed 19 out of 20 girls, when it comes to refusing the teacher's order. They tend to apologize before rejecting the order in a polite way, with a good choice of words. as in the following examples "I'm sorry, but I don't feel comfortable doing that" I'm sorry, but I don't think I can do that" I appreciate your suggestion, but I cannot accept your order" I don't think that I am able to do it I am sorry" This shows that the respondents understand the importance of showing respect and being considerate even when they disagree with an authority figure. Only one respondent was impolite as she refused the order directly without apologizing or using polite language by saying "I cannot".

The data suggests that the majority of the respondents have a good understanding of the importance of showing respect and being polite when refusing a teacher's order. They tend to apologize and use polite language, which shows their willingness to maintain a positive and respectful relationship with their teacher. The fact that only one respondent was impolite indicates that most of the respondents are aware of the appropriate ways to refuse a

teacher's order. Refusing a teacher's order should be done carefully and respectfully to avoid any negative consequences.

Q12. What expressions can you use if you want to suggest a topic discussion?

Based on the given data of Twelfth question, it can be observed that 17 of the participants asked for permission before suggesting a topic as in the following examples "Would it be okay if I propose a topic for our discussion today?" I have an idea for a discussion topic, would you like to hear it?" I was thinking we could discuss this topic, what do you think?" May I propose a topic for our class discussion". This indicates that the participants are aware of the importance of using polite language when making suggestions in a classroom setting on the other hand, a small group of participants (3) suggest the topic directly but using polite language as in the following examples "I have a good topic for discussion" I have an interesting topic to discuss" I think you will like the following topic"

This suggests that the majority of participants may feel hesitant or unsure about suggesting a topic in a classroom setting without first seeking permission. However, they still aim to maintain a respectful and considerate tone when making suggestions. The smaller group of participants who suggested topics directly in a polite manner may have felt more confident in their ability to suggest a topic without seeking permission first. Overall, the data suggests that participants recognize the importance of using polite language and showing respect when making suggestions in a classroom setting.

III.5.2 The Boys' Section of the Task

In this section, an analysis will be conducted on the responses provided by a group of twenty male third-year high school students. The task assigned to them focuses on the exploration and discussion of good manners in the classroom. The aim of this section is to

thoroughly examine and assess the boys' perspectives and insights by delving into their responses to the following set of questions.

Q1. Is it polite to talk to your classmate during the course?

Figure 3.23

Politeness of Talking to Classmates during Course for boys
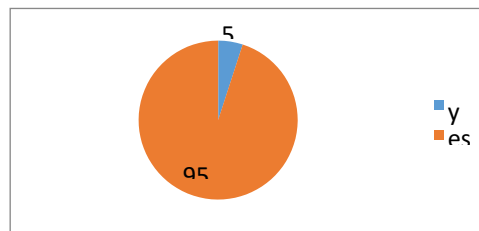
The First question examined about the respondents' opinion on whether it is polite to talk to a classmate during the course. Based on the responses, 19 boys believe that it is not polite to talk to their classmates during the course, while one boy believes that it is polite. It would be interesting to analyze the reasons behind these answers, such as the context of the Conversation, the type of interaction, and the impact on the learning environment. It may also be worth considering whether there are cultural or personal differences that could affect the perception of politeness in such situations.

Q2. What do you think of the learner who keeps talking in the class though the teacher looks at him/her?

The Second question Investigated About the students' thoughts on a learner who keeps talking in the class through the teacher looks at him/her. According to these responses the majority of the students, 11 indicating that they may see such behavior as normal or unimportant as in this example. ''It's normal sometimes because we need time to rest'', its

normal when the lesson is boring. Only 9 students were expressed their thoughts that such behavior is disrespectful to the teacher, as the given examples: undisciplined, keeping talking is disrespectful to the teacher, they are not interesting. These results suggest that the majority of the boys view talking in the class despite the teacher's attempts as normal things.There may be a lack of awareness among some students about the importance of paying attention and being respectful in class. Teachers may need to find ways to encourage their students to be more attentive and disciplined, and to foster a culture of respect and courtesy in the classroom.

Q3. How to react against someone who is disturbing the class?

The Third question in the questionnaire was about how the pupils should react to someone who is disturbing the class. Based on the responses to this question, it seems that there are different approaches that students take when dealing with someone who is disturbing the class. The majority of students, 13 out of 20, choose to react in polite and tact manner by remaining silent and giving the disruptive student a sharp look, as in this example ''I will remain silent and look at them with sharp look. This approach suggests that they do not want to escalate the situation or create more disruption, but instead, they want to show the other student that their behavior is not acceptable.04 students, they would ask for permission from the teacher to handle the situation. Such as ''I say to the teacher that he or she disturbing us, I tell the teacher. This approach shows that they value authority and rules, and they do not want to take any action without the teacher's consent. On the other hand, three students choose to talk directly to the student who was disturbing the class as the given examples say to him /her to keep silent, I say stop disturbing us, I say to him please keep silent.

The responses to the Third question suggest that the majority of the boys in the survey would react to someone who is disturbing the class in a polite and assertive manner

Overall, it is important to handle disruptive behavior in a manner that is respectful and does not escalate the situation. The approach taken by the majority of the students, which is to remain silent and give a sharp look, seems to be a good way to show disapproval without creating more disturbance.

Q4. How can you be polite with your teacher and classmates?

The Fourth question focus, on how the students can be polite to their teacher and classmates. Out of the 20 boys 13 of them understand the importance of being polite with their teacher and classmates. The most common answer was to be respectful, such as be respectful and avoid using inappropriate language which is a good general guideline for any interaction. However, a significant number of students which is 7 of them also emphasized the use of polite language and some words such as saying "sorry," "please," and "thank you," which can go a long way in showing respect and consideration.

All in all, it is important for students to recognize the importance of being polite and respectful in the classroom, both towards their teacher and their fellow classmates.

Q5. How do you behave with the teacher who does not give much information?

The Fifth question in the questionnaire is about how the students behave with a teacher who does not give much information. Upon analyzing the responses of the participants to the fifth question, it is apparent that the majority of the participants opted for a polite approach when dealing with a teacher who does not provide sufficient information. Out of the 20 participants, 12 of them chose to remain silent in such a scenario, indicating a courteous attitude towards the teacher despite the lack of information provided such as in this example "just remain silent and try to seek additional resources by my own" ''Remain silent and do my own research'' ,''I remain silent'. On the other hand, five participants attempted to

gather more information by asking further questions such as '' Could you please give me more information'', "Ask specific questions'', "ask them more information that I need to understand more'','' Ask him or her point that I do not understand it". This shows a proactive approach towards obtaining the required information while maintaining a respectful attitude towards the teacher. However, it is concerning to note that three participants chose an approach by suggesting to involve the administration in such a situation as the given example ''Get administration involved. This indicates a lack of patience and understanding towards the teacher's circumstances, which could potentially escalate the situation and create an unfavorable learning environment.

Overall, the data suggests that the majority of the participants have a positive attitude towards their teachers and choose to remain respectful even in the absence of sufficient information. It is important to note that proactive measures to obtain information should be taken, but in a courteous and respectful manner. The presence of impolite responses emphasizes the need for students to be educated on appropriate ways to handle situations of this nature, without creating a disruptive learning environment.

Q6. Is it appropriate to show the teacher how to behave in class?

Figure 3.24

Appropriateness of boys Showing Teachers How to Behave in Class
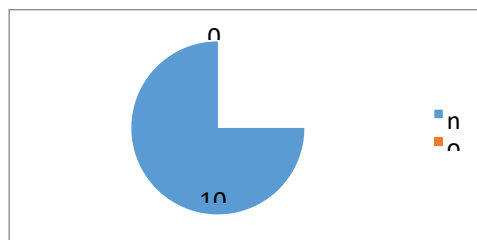
The Sixth question in the questionnaire, based on the analysis of the responses received, it is apparent that all 20 participants responded negatively, indicating that it is not appropriate to do so. The unanimous response can be attributed to the general understanding that teachers are responsible for maintaining order and discipline in the classroom. As such, it may be perceived as disrespectful or disruptive to challenge the teacher's behavior or authority in the classroom. This response suggests that the participants have a strong respect for the teacher's position and authority, which is a positive attitude towards learning. It is essential to establish a positive and respectful relationship between teachers and students to create an optimal learning environment.

In brief, the data indicates that the participants do not believe it is appropriate to show the teacher how to behave in class, highlighting the importance of maintaining a positive and respectful attitude towards teachers, which is essential for effective learning.

Q7. How can the learners be impolite in the classroom?

The Seventh question appear that the majority of the participants are aware of the various behaviors that can be classified as impolite in the classroom setting, they believe that learners can be impolite by disturbing the class or talking back. This highlights the importance of maintaining respectful communication between pupils and teachers andnot disrupting the learning environment indicating that impolite behavior can also involve the use of vulgar language and offensive gestures towards the teacher. Such behavior is not only disrespectful but also disruptive to the learning process and can create a negative atmosphere in the classroom.

Ultimately, the data suggests that impolite behavior in the classroom can range from seemingly harmless talking that is actually disturbing to overtly disrespectful behavior such as talking back to the teacher, using vulgar language, or making offensive

gestures. It is important for learners to understand the impact of their behavior on others in the classroom and to strive to maintain a positive and respectful attitude towards their teachers and peers.

Q8. What expressions can you use if you want to leave for a while?

The Eighth question in the questionnaire alert on what expressions the boys can use if they want to leave for a while. It is evident that the majority of the participants 19 out of 20 use a polite expression by asking for permission to leave or given the reason, such as "Sir, please may I go out, '' May I leave for while please Sir'', please may I leave for a while because I want to drink water." Providing a reason for leaving may help the teacher to understand and approve the request. However, it is concerning to note that one participant provided an impolite response by leaving without permission. This type of behavior is disrespectful and disruptive to the learning environment, and learners should understand that leaving the classroom without permission is not acceptable.

On the whole, the data suggests that the majority of participants would use a polite expression by asking for permission to leave, which is appropriate and respectful. Providing a reason for leaving, as shown in the too polite response, may help the teacher to understand and approve the request.

It is important for learners to understand the appropriate way to leave the classroom, as leaving without permission is impolite and disruptive to the learning environment. The classroom, as leaving without permission is impolite and disruptive to the learning environment.

Q9. What expressions can you use if you want to Apologize?

Through the assessment of the participant's responses, it is clear that the majority of the participants 18 out of 20 would use polite language, such as "sorry" or "I apologize." 1 participant use very polite language such ''I would apologize with a gift, which can be seen as an extra effort to show sincerity and regret for their actions. However, it is concerning to note that 1 participant provided an impolite response by stating that if they did not make a mistake, there would be no need for apologizing. This type of response is disrespectful and shows a lack of understanding of the importance of taking responsibility for one's actions and showing remorse.

The data suggests that the majority of participants would use polite language to apologize, which is appropriate and respectful. Offering a gift, as shown in the too polite response, can be seen as an extra effort to show sincerity and regret for one's actions.

It is essential for learners to understand the importance of taking responsibility for their actions and showing remorse by apologizing appropriately.

Q10. What expressions can you use if you want to opinion?

The Tenth question in the questionnaire focused on what expressions can you use if you want to give your opinion. From the data provided, it is evident that the majority of participants (19 out of 20) would use polite language, such as "in my opinion" or "I think. "One participant provided a very polite response, indicating that they would ask permission to talk and then give their opinion with a polite expression such as '' excuse me sir may I share my opinion; this response shows an extra level of politeness and respect for the teacher's authority.

To summarize, the results demonstrate that learners would typically use polite language when giving their opinion, which is appropriate and respectful. Asking permission to talk, as shown in the too polite response, can be seen as an extra effort to show respect for

the teacher's authority. However, it is essential to strike a balance between being too polite and assertive in expressing one's opinion, as learners should also feel comfortable expressing their thoughts and ideas in a constructive and respectful manner.

Q11. What expressions can you use if you want to refuse the teachers' order?

The Eleventh question in the questionnaire focused on what expressions can you use if you want to refuse the teachers' order. After examining the answers provided by the participants, it is clear that there are variations in the expressions used by the participants, when it comes to refusing the teacher's order.17 out of 20 participants provided polite responses, indicating that they apologize and refuse the order in polite way such as '' I'm sorry I don't think that I am able to do that'','' I'm sorry but I don't want to do that'', '' I apologize, but I cannot comply with that order. Three participants provided impolite responses, indicating that they would refuse the teacher's order in a direct and disrespectful manner such as '' I cannot' 'I don't want''

It is important to note that impolite responses can result in negative consequences and create a tense and unproductive classroom environment. Therefore, it is crucial for learners to understand the importance of expressing their inability to carry out an order or ask for clarification politely while maintaining a respectful and positive attitude towards their teacher.

Taken together, the responses suggest that, the majority of participants would use polite language when refusing their teacher's order, while a small number of participants would use impolite language. It is essential for learners to understand the importance of maintaining a respectful attitude towards their teacher while expressing their concerns or difficulties in carrying out an order.

Q12. What expressions can you use if you want to suggest a topic discussion?

In this data provided of Twelfth question, it is evident that participants use a variety of expressions to suggest a topic for discussion.18 out of 20 participants provided a polite response, indicating that they would suggest a topic in a good way. These responses included expressions such as "I have an idea" or "I have a good topic in my mind'' or ask for permission to talk and then suggest a topic. These responses included expressions such as "May I talk, sir, please? I have a good idea" or "Can I give you a suggestion for a topic? It's very interesting. "Finally, two participants don't give any response

It is important for learners to understand the significance of suggesting topics for discussion politely and respectfully. Suggesting a topic of discussion in a polite manner will help create a positive and productive classroom environment, while impolite responses can lead to tension and negativity.

The data suggests that the majority of participants would suggest a topic of discussion politely, while a small number of participants did not provide any response. It is essential for learners to understand the importance of expressing their ideas respectfully and in a positive manner to create a constructive classroom environment.

III.6. Suggestions and Recommendations

Based on the findings of the conducted study and the valuable feedback received from the students, several important things have emerged that warrant further discussion and emphasis. These points are crucial to consider and take into account, and they include the following:

The school should stress the code of ethics to be followed which would clarify acceptable behavior and what is consider polite and what consider impolite and override any influence from the culture, where teachers should be respected by the student even though they might be 'wrong'. Such as the recent incident in which the teacher was stabbed with a

white weapon it's considered disgraceful act, impolite and immoral committed against the professor.

Again, rules and regulations related to class management need to be stressed. Students who do not mind these should be talked to in private as well as take part in 'anger management' courses and the like. All in all, what is considered polite and impolite in the EFL context must not be taken for granted nor presumed that the students understand the 'proper' way to act and react in multilingual/multicultural classrooms such as those in Lebanon and in the institution in this study It must be dealt with which is a great challenge that both program administrators and teachers should undertake for better communicative classroom dynamics.

What is happening at present is that many students do not understand why they are being reprimanded for their behavior (personal communication with students and faculty) which often causes resentment, demotivation and poor work on the part of the student and anger, disappointment and negativism on the part of the teacher. The solution, that is, of raising awareness is a 'simple' matter, but do we understand the factors related to the problem? It is hoped that this research will raise this awareness, the possible causes and some solutions.

III.7. Conclusion

This chapter presents the analysis and interpretation of research methods used to investigate male and female reactions in a third-year classroom setting regarding typical polite situations. The results, obtained from online questionnaires and online situational tasks, reveal gender differences in politeness strategies. Females exhibit more polite behaviors such as turn-taking, collaboration, and supporting the teacher, possibly influenced by shyness and prestige. Males, on the other hand, display a more defiant stance, using impolite language in some cases,

reflecting societal attitudes. Content-based analysis is applied to the task. It is important to note that the results cannot be generalized due to age differences and variations in cultural norms of politeness.

General Conclusion

The primary objective of this dissertation is to investigate the gender differences in politeness strategies among third-year pupils. The research was conducted on a sample of N=40 male and female students from various cities in the Tiaret state secondary school. The data collection instruments employed included an online questionnaire and online situational tasksto facilitate a comparative analysis between genders.

The dissertation provides a concise overview of the research objectives, sample size, and data collection tools, emphasizing the importance of exploring gender differences in politeness strategies within the pupil population. The findings of this study reveal that female students tend to employ both positive and negative politeness strategies, often favoringindirect and less explicit communication. In contrast, male students exhibit a preference for negative and direct strategies, displaying a clearer and more straightforward approach. Additionally, female students demonstrate a higher level of proficiency in utilizing positive politeness strategies compared to their male counterparts. These results confirm the hypothesis guiding this research, indicating a statistically significant difference in politeness strategies between genders. Notably, teachers' perceptions and observations align with the notion that female students tend to employ politeness strategies more effectively. It is important to note, however, that males also exhibit competence in utilizing politeness strategies, albeit to a slightly lesser extent.

The findings of this study provide valuable insights that contribute to students' self-awareness and understanding of their own communication styles. Moreover, this research sheds light on the significance of politeness strategies within the field of language learning and teaching, particularly in relation to speech acts and other components of pragmatic competence. By comprehensively exploring politeness strategies, this study holds significant implications for fostering effective communication in educational settings.

The dissertation's data and findings have confirmed several hypotheses. Firstly, there is a positive correlation between the level of awareness of politeness strategies and secondary school pupils' language proficiency and communication skills. Students with better language skills tend to demonstrate a stronger understanding and utilization of politeness strategies. Secondly, gender plays a significant role in the use of politeness strategies among high school students, with females employing more strategies than males. The analysis reveals distinct differences in the frequency and effectiveness of politeness strategies based ongender. Lastly, providing students with direct and constructive feedback on their polite language usage leads to a significant increase in the frequency of implementing politeness strategies. These confirmed hypotheses contribute to our understanding of the relationship between language proficiency, gender, and the use of politeness strategies. They emphasize the importance of raising awareness and offering feedback to enhance students' communication skills and facilitate the effective use of politeness strategies in various social contexts.

In conclusion, this research study serves to enhance our understanding of politeness strategies, their application within the classroom context, and their significance for effective communication. It addresses the research questions in a comprehensive and professional manner, offering valuable insights that can inform language learning and teaching practices, particularly in the realm of speech acts and pragmatic competence.

Conducting research is a complex and challenging task that requires a great deal of effort and dedication. As researchers we faced a wide range of obstacles and difficulties throughout the research process, which hindered our progress and impacted the quality of the work. These obstacles can come in many forms, such as limited access to research materials and data, time constraints, ethical issues, technical challenges, lack of funding, and difficulty maintaining focus and motivation. Time constraints are another significant challenge that faced us,

particularly when we have multiple commitments such as work or family responsibilities. and the Research a time-consuming process, and it can be difficult to find the time to dedicate to it.

Ethical issues related to research design and data collection are also a common concern for us, must ensure that conducting our research in an ethical and responsible manner, which can require careful consideration of issues such as informed consent.

Recommendations for Further Studies

While writing this dissertation and collecting data we found other interesting facts and related topics that we unfortunately could not include due to the limited extent of this research. would however like to mention them as point of view for further potential

The present research on politeness opens up numerous promising avenues for future investigation, offering compelling reasons to delve deeper into this domain. One key direction is exploring the profound influence of culture on the shaping of politeness strategies. Since different cultures have distinct norms and expectations surrounding politeness, delving into how cultural factors influence the use of politeness strategies in diverse contexts holds immense value. This line of inquiry has the potential to enrich our understanding of cross-cultural communication dynamics and foster greater intercultural competence.

Moreover, there is a pressing need to explore the impact of politeness within specific communication settings, such as workplaces and online platforms. Gaining a deeper understanding of how politeness strategies vary in these distinct contexts and their effects on relationship-building and cooperation would provide invaluable insights for effective communication in diverse environments. By shedding light on the nuanced interplay between politeness and power dynamics, especially in hierarchical relationships such as those between

supervisors and subordinates or teachers and students, we can unravel the intricate ways in which politeness is employed to negotiate and maintain social hierarchies.

In addition, the emerging area of research on the influence of technology and digital communication platforms on politeness presents an intriguing avenue to explore. Investigating how politeness strategies are adapted or transformed in virtual interactions, social media exchanges, and online communities would offer crucial insights into the evolving dynamics of politeness in the digital age. Understanding these dynamics can guide individuals and organizations in navigating online communication spaces with empathy, respect, and effective communication strategies.

By embarking on these future research propositions, we can expand and refine our understanding of politeness, illuminating its implications across cultures, power dynamics, gender identities, and digital platforms. The potential contributions of these investigations lie not only in gaining valuable insights but also in providing practical guidance for fostering positive and respectful interactions in an ever-changing social landscape.

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Appendix

Appendix A: Questionnaire for students 'Year: Third year secondary

school

Date: March the 6th, 2023(online questionnaire using Google Forms).

Time allocated: unspecified

Dear respondent;

 we are kindly asking you to take part in our questionnaire about politeness, your responses

will provide valuable insights into how politeness is perceived and utilized in our daily

interactions. By participating in this study, you will be contributing to a growing body of

research on this important aspect of human communication. Thank you in advance for your

participation and contribution to this study.

The Questions:

Q1. What does it mean to you to be polite?

…………………………………………….…………………………………….…………….

Q2. To which extent do you use these politeness expressions?

☐ Always

☐ Sometimes

☐ never

Q3. You have a course at 14:00 AM, but you enter 15mn late, what will you say?

…………………………………………….…………………………………….…………….

…………………………………………….…………………………………….…………….

Q4. Your phone rings in the middle of a lesson, what will you say?

…………………………………………….…………………………………….…………….

…………………………………………….…………………………………….…………….

Q5. Your teacher blames you for something you did not do, what will you say?

…………………………………………….…………………………………….…………….

…………………………………………………………………………………..…………….

Q6. What is your opinion about using politeness formulas in the classroom?

…………………………………………………………………………………..…………….

…………………………………………………………………………………..……………

Q7. To whom you consider being polite?

…………………………………………………………………………………..…………….

…………………………………………………………………………………..…………….

Q8. Do you think that you are polite with your teacher in class?

☐ Yes

☐ Somehow

☐ Not really

If no explain why please …………………………………………………………………

Q9. Which one of these politeness expressions do you use in the classroom when learning?

☐ "Excuse me, can I ask a question, please?"

☐ "Thank you for your help."

☐ "I'm sorry, I didn't understand. Can you please explain it again?"

☐ "Could you please repeat that?"

☐ "May I borrow a pencil, please?"

☐ None of the above

If no explain why please ……………..……………………………………………..…………….

Q10. Do you think that you need to be guided on how to be polite in class?

☐ Yes

☐ Somehow

☐ No

If no explain why please ……………………………………………………………………

Q11. Is your teacher polite with you?

……………………………….…………………………………………….……………………

If no explain why please ……………………………………………………………………

Q12.Do you think that girls are more polite in class?

☐   yes

☐   No

If yes, Explain why please ……………………………………………………………….

…………..

Thank you

Appendix

Appendix B: Task about good manners

Date: march the 6th, 2023(online questionnaire using Google Forms).

Time allocated: unspecified

Dear students;

You are kindly asked to participate in our research task by providing your valuable responses. Your input is crucial for our Master's work, which examines the use of politeness strategies and good manners in relation to gender. We highly value your cooperation and greatly appreciate your participation in this study.

The Questions:

Q1. Is it polite to talk to your classmate during the course?

☐ yes

☐ No

Explain why please

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q2. What do you think of the learner who keeps talking in the class though the teacher looks at him/her?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q3. How to react against someone who is disturbing the class?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q4. How can you be polite with your teacher and classmates?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q5. How do you behave with the teacher who does not give much information?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q6. Is it appropriate to show the teacher how to behave in class?

☐　　yes

☐　　No

Explain why please

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q7. How can the learners be impolite in the classroom?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q8. What expressions can you use if you want to leave for a while?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q9. What expressions can you use if you want to apologize?

……………………………………………………………………………………..…………….

……………………………………………………………………………………..…………….

Q10. What expressions can you use if you want to give your opinion?

…………………………………………………………………………..…………….

…………………………………………………………………………..…………….

Q11. What expressions can you use if you want to refuse the teachers' order?

…………………………………………………………………………..…………….

…………………………………………………………………………..…………….

Q12. What expressions can you use if you want to suggest a topic discussion?

…………………………………………………………………………..…………….

…………………………………………………………………………..…………….

Thank you

Summary

ملخص

ان هذه الدراسة تكشف استراتيجيات الادب في الفصل الدراسي بين تلاميذ السنة الثالثة ، مع التركيز على الفروق بين الجنسين. تم استخدام نهج أسلوب مختلط باستخدام الاستبيانات ومهمة ظرفية عبر الإنترنت. أظهر تحليل البيانات المأخوذة من عشرين فتاة وعشرين فتى أن الإناث يستخدمن استراتيجيات مهذبة إيجابية وسلبية أكثر من الذكور، مما يشير إلى وجود تفاوت ملحوظ بين الجنسين في هذا السياق.

الكلمات المفتاحية: التهذيب، الفروق بين الجنسين، الإستراتيجيات الإيجابية للتهذيب، الإستراتيجيات السلبية للتهذيب التفاوت بين الجنسين.

Résumé

Cette étude explore les stratégies de politesse en classe chez les élèves de troisième, en mettant l'accent sur les différences entre les sexes. Une approche de méthode mixte utilisant des questionnaires et une tâche situationnelle en ligne a été utilisée. L'analyse des données de vingt filles et vingt garçons a révélé que les femmes utilisent plus de stratégies de politesse positives et négatives que les hommes, indiquant une disparité notable entre les sexes dans ce contexte.

Mots-clés : Politesse, Différences des Sexes, Stratégies Positive de Politesse, Stratégies Négative de Politesse, Disparité entre Sexes.

Summary

This study explores politeness strategies in the classroom among third-year pupils, emphasizing gender differences. A Mixed Method Approach using questionnaires and an online situational task was employed. Analysis of data from twenty girls and twenty boys revealed that females employ more positive and negative politeness strategies than males, indicating a notable gender disparity in this context.

Key Words: Politeness, Gender Differences, Positive Politeness Strategies, Negative Politeness Strategies, Gender disparity.