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**Politeness and Gender : The Request Strategies of Male and  
Female Master Students at Ibn Khaldoun University, Tiaret**

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In the memory of: My grandparents to whom I owe the value I cherish today

*..May Allah have mercy on their souls.*

I want to dedicate this work to :

My parents who played great role in supporting me to deal with my work.

My brothers and sister , and my nephew Mokhtar.

My dearest friends and all those whom I love.

***Youcef Abdelmadjid Belarbi***

I dedicate dissertation to:

My beloved Father "demouche" whose love always strengthens my will, who educate me for childhood to be honest , polite and respectful ,my dear mam mother "khadidja" God bless her soul ,I may not remember her face for ever, but you are always living in my heart .I love you my mam

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My sisters: Hanane , Rekai , Khadidja, Hiba

My second mother Fatima

All my teachers

for all my colleague and friends without exception

***Ahlam Toumi***

## **List of Abbreviations**

**B&L** : Brown and Levinson

**CCSARP** : A Cross-Cultural Study of Speech Act Realization Patterns

**D** : Social distance between interlocutors

**DCT** : Discourse Completion Test

**EFL** : English as a Foreign Language

**FTAs** : Face Threatening Acts

**MP** : Model Person

**P** : Power relationship between interlocutors

**R** : Ranking of imposition

**TSC** : Tiaret Speech Community

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## **Abstract**

This present study aims at exploring the relationship between the speech act of request, politeness, and gender. It seeks to determine the various ways by the means of which the male and the female members of Tiaret Speech Community (TSC) realize the speech act of request with reference to politeness strategies, to establish the similarities and the differences between the males and the females' strategies, and to determine the factors that influence the use of these strategies. The data were collected from fifty male and fifty female EFL master students who were asked to answer a discourse completion test which contains twelve hypothetical situations, and from five EFL teachers who answered a set of interview questions. The results were analyzed in relation to Brown and Levinson' politeness theory (1978,1987), and Blum-Kulka' request indirectness level (1989). The results of the study revealed that both male and female master students use direct, conventional indirect, and nonconventional indirect request strategies. The use of these strategies reflects the student's degree of politeness and the extent to which they attempt to save the negative face of the addressees. Moreover, the findings showed that there are similarities and differences between male and female students' requesting strategies which are influenced by power relation, social distance and the rank of imposition. This research study concluded that the more power the requester (male or female) has over the requestee and the more social distance between the two, the more indirect request and negative politeness strategies are used, especially if the rank of imposition is high or medium. While, the less power the requester (male or female) has over the requestee and the less social distance between the two, the more direct request and bald on record strategies are used, specially if the rank of imposition is low.

**Key words:** Politeness theory, gender differences, speech act of request , face threatening acts, face saving acts, request directness level, power relation, social distance , rank of imposition.

## **General Introduction**

### **1. Introduction**

In recent years, much emphasis has been placed on studying speech act of request in both interlanguage and cross-cultural pragmatics , since they are more frequent in everyday interactions than other types of speech acts . Studies conducted on the speech act of request have provided an account of a variety of strategies and formulae that people use to ask for things they want. We can not talk about the speech act of request without referring to politeness , because of the explicit relationship between the two terms. According to Brown and Levinson (1987), requests are Face Threatening Acts (FTAs), so the interlocutors need to imply politeness strategies to mitigate the risk of losing both speaker and hearer's face .Brown and Levinson (1987) come into a conclusion that speakers usually use some specific strategies to save the face of others . That means people usually try to reduce the imposition on the hearer.

### **2. Research Motivations**

It has been noticed that most of the previous studies focus on comparing the different realizations of speech acts across cultures and languages, or between natives and non-natives of a certain language, our study's main concern is the different realizations of the same speech act among the same speech community , with reference to gender differences and similarities. As a matter of fact , doing research in this area is a challenging topic, since, to the researchers knowledge, no one attempt to approach it in Tiaret speech community . This increased our curiosity to know more about the way males and females in TSC perform the speech act of request and the factors that influence this performance.

### **3. Research Aims**

Our major objective behind this study is to determine the various ways by the means of which the male and the female members of Tiaret Speech Community (TSC) realize the speech act of request with reference to politeness strategies, to establish the similarities and the differences between the males and the females' strategies, and to determine the factors that influence the use of these strategies.

### **4. Research Questions**

On the basis of what is already stated, the present research attempts to answer the following questions:

1. What are the request strategies used by male and female master students at Ibn Khaldoun University ?
2. What are the politeness strategies that master students follow when requesting?
3. What are the differences and similarities between male and female students' request strategies?
4. What are the factors that influence the use of the request strategies?

### **5. Research Hypotheses**

The following hypotheses are initially assumed:

1. Male and female master students at Ibn Khaldoun University use different request strategies such as direct questions, orders, indirect requests...etc.
2. Male and female master students at Ibn Khaldoun University use different politeness strategies such as negative politeness, off record, and bald on record strategies.
3. Females use more polite and indirect requests than males

4. The use of the request strategies is influenced by three important factors which are power relation, social distance, and the rank of imposition.

## **6. Significance of the Study**

To the researchers knowledge, investigating the request and the politeness strategies that males and females in TSC produce to perform the speech act of request has not been examined yet. Therefore, the significance of this research lies in its being the first attempt at investigate the relationship between the speech act of request, politeness, and gender in TSC.

Moreover, Taking into account the importance of understanding how requests are made , and detecting the factors that influence this speech act realization, the results of this research can be significant for this area of investigation. Finally, the novelty of this research may add to the literature of Algerian Arabic.

## **7. Research Methodology**

In order to test the research hypotheses, this study opts for a mixed method: Quantitative and qualitative. In this research, two tools of data collection were used; a discourse completion test distributed to EFL master students and an interview designed for EFL teachers. The students' sample group for this study is chosen randomly and consists of one hundred master degree students at English Language Department of Ibn Khaldoun University. The teachers' sample group is also chosen randomly and it consists of five teachers of English language and literature at Ibn Khaldoun University. All of the selected teachers have direct contact with the master students.

## **8. Research Process**

The present dissertation is divided into three chapters. The first one is devoted to literature review, which in turn , is divided into four main titles. We have first, dealt with Brown and Levinson's Politeness theory , which is considered as one of the most

comprehensive and widely tested theories in the field of pragmatics. The following title is that of gender and politeness, to finally digging deeper into the requesting speech act, the factors influencing its realization, and some of the previous studies on the request strategies used by males and females.

The second chapter, instead, aimed at presenting the sample population of the study, and data collection tools used in the investigation, whereby, two different methods of data collection were embraced: A discourse completion test and an interview.

The third, and last chapter, is devoted to results and data analysis where a detailed analytical presentation of the collected data are presented and interpreted.

# **Chapter One**

## **Literature Review**

## **1.1. Overview**

This chapter is theoretical, it gives an overview about Brown and Levinson's politeness theory, and discusses the relationship between politeness, gender and the speech act of request. The chapter starts with Brown and Levinson's Politeness Theory, which is considered as the most influential theory in the field of pragmatics, moving to the relationship between gender and politeness. The chapter also describes how politeness influences the use of the speech act of request, and details the request directness level that was proposed by Blum-Kulka and Olshtain (1984). Some relevant studies on males and females's request strategies are presented as well.

## **1.2. Politeness Theory**

In the field of pragmatics, Brown and Levinson's politeness theory (1987 [1978]) is considered as one of the most comprehensive and influential works. The theory was first published as a research paper in 1978. Ten years later, the theory was released in a book published by "the Press Syndicate of the University of Cambridge" under the title "Politeness: Some universals in language usage".

The politeness theory is based on Ervin Goffman's face concept (1967), which refers to the public self image that a particular person effectively claims for himself/ herself in relation to the rules and values of his/her society. Brown and Levinson (1987) suggested a model person (MP) who is "a wilful fluent speaker of a natural language, further endowed with two special properties - rationality and face" (p.58). According to Brown and Levinson, all MPs have positive face (the want to be approved and liked by others) and negative face (the want not to be imposed on). In their interaction, these MPs are expected to save their faces (both positive and negative) and other MP's faces. Brown and Levinson's theory of politeness consists of three notable elements: Face, face threatening acts (FTAs), and strategies to perform FTAs.



### **1.2.1. Face**

Unlike Goffman who considered a person's face as the impression that someone likes others to have of him/her; Brown and Levinson (1987) treated the term face as basic want, i.e as something that each person wants or desires. They define face as "the want to be unimpeded and the want to be approved of in certain respects" (p. 63). This suggests that there are two types of face: Positive face and negative face.

#### **1.2.1.1. Positive Face**

Brown and Levinson (1987) defined positive face as "the want of every member that his [her] wants be desirable to at least some others" (p. 62). Positive face refers to someone's individual desire to be liked, admired and appreciated by others. It is about how a particular person wants to be perceived by his/her members of the society. For instance, each individual likes to be appreciated for his/her achievements.

#### **1.2.1.2. Negative Face**

Negative face is "the want of every 'competent adult member' that his actions be unimpeded by others" (Brown and Levinson, 1987, p. 62). This means that every one wants to do what he/she wants to do without being interrupted or imposed on by other people. Negative face refers to the freedom of someone to perform his/her acts.

### **1.2.2. Face Threatening Acts**

It is quite impossible, sometimes, to satisfy both the positive and the negative face of the addressee and/or the addresser. Sometimes, speakers produce speech acts which run contrary to hearers' wants and desires. Interestingly, speakers may even produce speech acts which damage their face. Brown and Levinson (1987) referred to these speech acts as face-threatening acts (FTAs). It is worth mentioning that a face

threatening act can threaten either the speaker's or the hearer's face. Besides, it may threaten either positive face or negative face.

### ***1.2.2.1. Threatening Hearer's Face***

When a speaker performs acts that put the hearer's face in danger, he/she can threaten either the addressee's positive or negative face. Those acts that threaten the positive face of the hearer show that the speaker does not take into consideration the hearer's feelings and desires. This may include refusals, expressions of disapproval, accusing, insulting, criticism...ect. For instance, when a teacher says to his/her student 'a very bad handwriting, I know that is yours', the teacher, here, threatens the student's positive face because he indicates that the student is not appreciated.

FTAs that threaten the hearer's negative face are those acts by which a speaker forces or obliges the hearer to perform an act, as in requesting something or giving orders. For instance, when A says to B 'close the door', A, here, threatens B's negative face. Table (1) below summarizes the ways speakers may threaten the hearer's face.

Table 1: Acts that threaten the H's face

H's face	Face Threatening Acts	Examples
Positive	Refusing	I cannot come to your graduation
	Insulting	This is the worst essay I have ever read
	Accusing	You are the responsible for the accident and no one else
Negative	Requesting	would you help me with these bags?
	Ordering	Brush your teeth before you go to bed
	Warning	I warn you to stop saying taboo words

### 1.2.2.2. Threatening Speaker's Face

From Brown and Levinson's point of view, when a speaker performs an act that threatens the hearer's face, he menaces his own face as well, positive or negative. Expressing apologies, confessions, acceptance of a compliment, and self-humiliation are acts which damage the speaker's positive face. For example, when A says 'I am sorry', he/she means that he/she regrets doing something which is not appreciated. This threatens his/her positive face to some degree.

Speakers may also threaten their negative face. Expressing thanks, making excuses or acceptance of offers, and unwilling promises are acts that damage the speaker's negative face. For example, when A performs unwilling promises, he/she commits himself/herself to a particular action; though he does not want to do it. That is, A feels obliged to perform this act. This threatens his/her negative face to some degree. Table (2) below summarizes the acts that threaten the speaker's face.

Table 2: Acts that threaten S's face

S'face	Face Threatening Acts	Examples
Positive	Apologies Congratulating Acceptance of a compliment	Sorry, I am late  Congratulation for your graduation  I am happy to hear that from you
Negative	Thanking Making excuses Acceptance of offers	Thank you for your time, I appreciate it.  I am late, I have problem of transportation.  It is a good project, I am happy to work with you.

### **1.2.3. Strategies for Doing FTAs**

Brown and Levinson (1987) argued that "in the context of the mutual vulnerability of face, any rational agent will seek to avoid these face threatening acts or will employ certain strategies to minimize the threat" (p.68). This means that speakers are expected to avoid FTAs or use some strategies to minimize the threat. Brown and Levinson suggested eight strategies to minimize FTAs.

#### **Do not do the FTA**

This strategy refers to the non verbal hints that a speaker may send to a hearer to recognize his/her needs. For instance, a student 'A' arrives at an important lecture and discovers that he/she forgets his/her book of pragmatics. A teacher refers to a particular quotation in the book, and asks the students to read it and discuss it. A thinks that the student B who sits next to him may allow him to read the quotation from his book. Instead of saying anything, A prefers to search in his/her bag for the book. A searches for the book once, twice, and thrice, without uttering a single word. Though A prefers to say nothing, he/she sends nonverbal hints to B to recognize his/her problem. This means that A does not do the FTA. In this case, B may recognize A's problem and allows A to use the book, or he may simply ignore A's hints. This strategy is used when the speaker feels that his/her face is in danger. Brown and Levinson (1987) considered silence as the ultimate expression of politeness; although they offered no discussion of it.

#### **Do the FTA**

Instead of sending non-verbal hints, some speakers prefer to perform speech acts. To do this, speaker may go off record or on record.

## **Off record**

This strategy is considered as the most polite one, here the speaker does not express directly the thing he/she wants; instead he/she produces an indirect speech act to give the hearer the opportunity to interpret what he/she wants. Brown and Levinson (1987) stated that: “if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off record and leave it up to the addressee to decide how to interpret it” (p. 211). For instance, instead of sending verbal hints to the students, the student A may go off record and say ‘Oh no, I forgot my book’.

## **On record**

Instead of going off record and producing indirect speech acts, speakers may produce direct and clear speech acts. This strategy is known as ‘on record’. To go on record, a speaker may perform baldly the speech act, or he/she may use redressive action.

## **Bald on Record**

To go on record means that the speaker avoids almost being polite. This strategy refers to performing a speech act in “the most direct, clear, unambiguous, and concise way possible” (Brown and Levinson, 1987, p. 316). For instance, the student A goes on record, if he/she uses imperative form, and directly says to B ‘lend me your book for five minutes’.

The student A may use mitigating devices such as ‘please’ and ‘would you’ to soften the order as in ‘lend me your book for five minutes, please’.

### **2.2.2. Redressive Action**

Instead of giving direct speech acts that threaten a hearer’s face, a speaker may use a redressive action to minimize the FTAs and give, therefore, “face to the addressee” (

Brown and Levinson, 1987, p.317). To avoid FTAs, the speaker uses two types of face saving acts (positive politeness strategies or negative politeness strategies), depending on the hearer’s face that he/she wants to maintain.

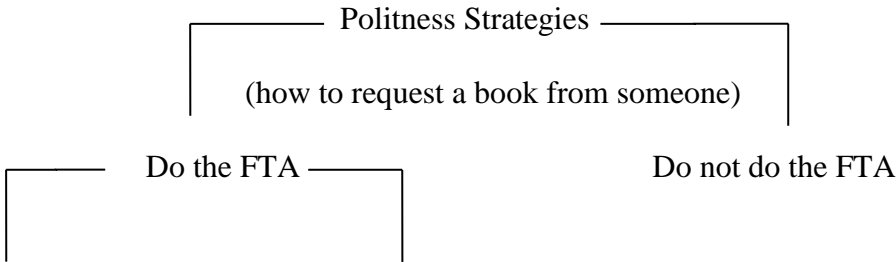
**2.2.2.1. Positive Politeness**

This strategy stresses the H’s positive face. A speaker may choose the positive politness strategy to minimize the social distance between him/her and the hearer. This on record strategy is used by speakers to treat hearers as friends or close members. For insatnce, to save B’s positive face, the student A may say ‘Hey, buddy. This lecture is very important, is in it? I’d appreciate it if you’d let me use your book for five minutes’.

*2.2.2.2. Negative Politeness*

Negative politeness strategy is oriented towards the H’s negative face. A speaker uses this strategy when he/she want to minimze the imposition on a hearer. In fact, this strategy increases the social distance between the interlocutors. When a speaker choose to use negtave politness strategy he/she indicates that the speaker is aware and resepects the hearer’s freedom of action, and therefore, he/she does not force or oblige the hearer to do what he does not like to do. To save the H’s face, the speaker tends to use questions, hedges or apologies. For instance, to stress B’s negative face, the student A may say: ‘ I am soory for bother you, but can I ask you to lend me your book for five minutes?’.

The politness stratigis proposed by Brown and Leviosnon are summarized in figure (1) below.



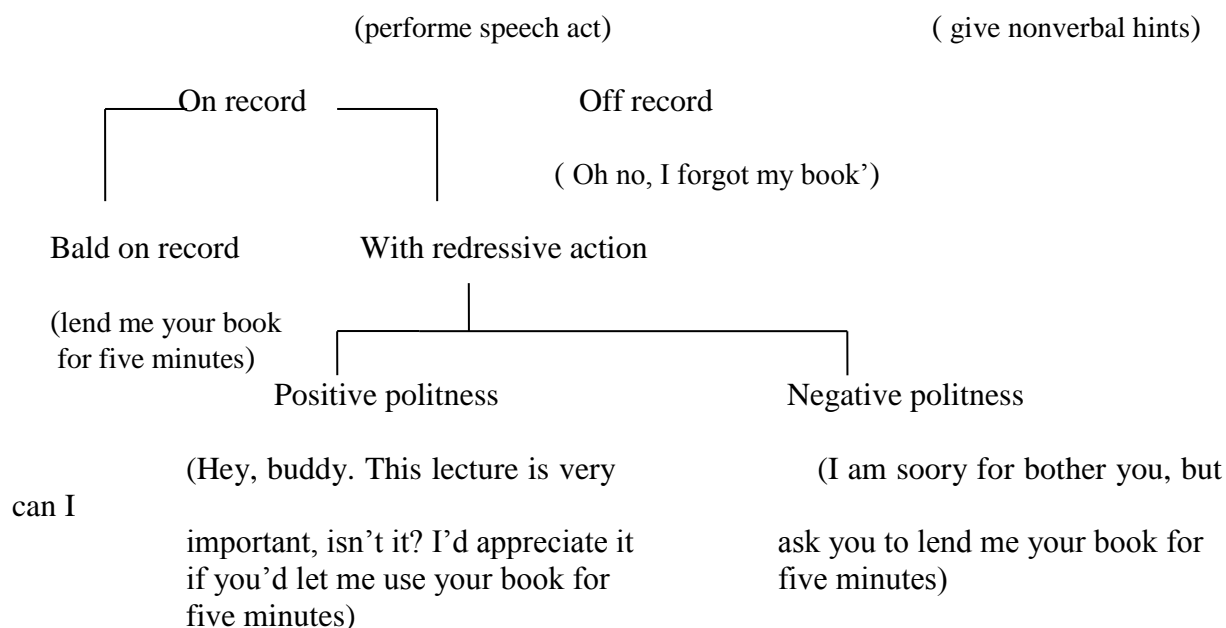


Figure 1: Possible strategies for performing a FTA ( based on Brown and Levinson, 1987)

According to Brown and Levinson (1987), the use of the politness strategies differ from one situation to another. They argued that when speakers perform their speech acts they take into consideration three important factors: Power relation (P), social distance (D), and the ranking of imposition.

First, power relation (P) between interlocutors refers to social-formative power that a particular person has over another (Yule, 1999). Brown and Levinson (1987) maintained that a speaker usually tends to use polite strategies when he/she talks with a hearer who has more social-formative power than him/her. For instance, when an employee talks to his boss, he uses polite strategies to save the boss's face. However, he may use different strategies when he addresses a person that has an inferior status.

Second, the social distance (D) between the interlocutors refers to the degree of intimacy between a speaker and a hearer. From Brown and Levinson's viewpoint, the way a person performs a speech act with his/her friend is different from the way he/she addresses his/her teacher or stranger.

Third, the ranking of imposition (R) refers to the degree of imposition. For instance, a speaker may show a high level of politeness when he performs an act that causes an imposition on others (Brown and Levinson, 1987).

### **1.3. Gender and Politeness**

#### **1.3.1. Definition of Gender**

Most of people still use the term gender and sex interchangeably, as they are not familiar or aware of the distinction in sense or meaning that exist between the two. Gender is a concept used to refer to male and female's social differences. Ronald Wardhaugh (2006) discussed the difference between sex and gender, he clearly said:

sex is to very large extent biologically whereas gender is social construct (but still one heavily grounded in sex, as we can see in recent publications that use the term 'sexuality', e.g., Kulick, 2003, and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social, and cultural differences between males and females (p. 315).

Some scholars argue that sex refers to biological categories that are fixed before birth, while gender refers to social categories associated with certain behaviour. According to Shazu, sex is biologically determined based on physical organs while gender is a social construct involving the whole display of psychological, social and cultural differences between male and female. That sex is the natural differences between man and woman biologically that can not be changed for example male and female organs while gender refers to the situation in which a person is born biologically; and then get characterized as a result of social construction that are not permanent and can be exchanged according to time, place, and culture.



### **1.3.2. Theories of Gender**

Three important theories have been proposed to examine the role of gender in developing linguistic and social behavior.

#### **1.3.2.1. Deficit Theory**

This theory is considered as the first approach in examining the relationship between language and gender. According to this theory, women's language is inferior than men's language. Women are said to replicate the majority of men's language, while men play an important role in creating the language. From the viewpoint of Jespersen (1922) and Beauvoir (1949) women use language by imitating men's language and by expressing the language that is not as perfect as men's language. Lakoff (1975) explained the difference between men and women's language by referring to the way men and women have been socialized. She claimed that women have been socially marginalized. Women, based on their lower social status, are expected to speak in specific ways. That is why, their language is not as effective as men's.

#### ***1.3.2.2. Dominance Theory***

This theory was introduced by many scholars such as Zimmerman and West (1975), Swacker (1975), O'Barr and Atkins (1980), Spender (1980), and Hultz (1980). Because of disparity in power relations between men and women, the dominance theory claimed that men and women may express language differently. According to this theory, since men have more authority in politics and society, they are expected to dominate any linguistic behaviour such as conversations. Nonetheless, other research countered this notion by pointing out that the term of power is oversimplified in this idea. They said that in the course of a communication session, experience and social standing are more important than the

communicant's gender. It means that if women have higher social position than men, they can express themselves more effectively.

### ***1.3.2.3. Difference Theory***

The difference theory maintained that boys and girls are not socialized in the same way that is why they develop different sociolinguistic subcultures known as male subcultures and female subcultures. This theory assumed that males' ways of speaking and behaving is different from females' ways because the two are differently socialized.

### **1.3.3. The relationship between Gender and Politeness**

Gender and politeness aims to shift research on women and men's usage of politeness techniques away from the so-called "dominance" and "difference" models and toward the performative framework now favored by most academics (see, for example, Bergvall, Bing & Freed, 1996; Johnson & Meinhof, 1997; Bucholtz, Liang & Sutton, 1999; Baron & Kotthoff, 2002). In fact, the strong relationship between gender and politeness has been addressed almost exclusively by studies that take a rather essentialist approach to gender, drawing on the epitome of stereotypical language behavior for males and females in Western countries as white, working-class men (direct, assertive).

To make broad generalizations about all women's and men's language behavior, researchers used men (direct, aggressive, impolite, competitive, powerful, and so on) and white, middle-class women (polite, deferent, cooperative, emotional, powerless, and so on) (as a notable exception Gardner-Chloros & Finnis, 2003). Mills' book (date) is so welcome because of her approach to women's and men's politeness from the standpoint of what is becoming known as Third Wave feminist linguistics (see Bucholtz, 1999; Kendall & Tannen, 2001). (It needs to be rewritten because it isn't clear). In opposition to the perpetuation of

gender stereotypes and the extreme polarization of male and female characteristics. The emergence of 'punctual' assessments of the ways we are constantly 'doing gender' (West & Zimmerman, 1987) in our everyday interactions within diverse 'communities of practice' is currently marked by language and gender research (Eckert & McConnell-Ginet, 1992; see also Holmes & Meyerhoff, 1999; Pujolar, 2003). Sometimes we conform to prevalent gender norms, and other times we challenge them, setting what Bucholtz (1999) refers to as "poor examples." According to what several recent studies in this area have previously claimed, Mills advocates for avoiding the creation of stable oppositions between the sexes in terms of the usage of politeness or impoliteness, in accordance with these new perspectives (cf. Gardner-Chloros & Finnis, 2003). At the same time, the book may be of interest to academics interested in politeness in general, as it provides a detailed critical re-examination of Brown and Levinson's model as well as a new analytical framework. Mills' book should unquestionably be taken into account by future studies in the field, given the development of a dynamic conception of the relationship between gender and politeness on the one hand, and the establishment of a new, more discourse-based analytical perspective on politeness on the other.

#### **1.4. Politeness and Speech Act of Request**

Politeness theory is especially relevant for interlanguage pragmatics. It is widely considered to be one of the cornerstones of pragmatic research, alongside speech act theory, the cooperative principle, and the concept of conversational implicature (Kinginger, 2011). The relationship between politeness and the speech act of request is explicitly clear. When politeness is used in high-imposition requests, the speaker may be able to decrease the imposition and save the listener's face. Butler (1988) found a link between politeness and the indirectness of requests, implying that requests necessitate some face labor.

According to Brown and Levinson (1989), it was in the mutual interest of interlocutors to keep their respective faces and avoid employing words that would cause either the hearer or the speaker's face to be lost. Politeness in requests can change the level of directness of the request and to lessen imposition, as the purpose of politeness is to avoid or alleviate the previously described FTAs. The request would be judged poorly performed if the speaker ignored the hearer's position. As a result, it is advantageous to communicate with some courtesy. One way to do this is to reduce the distance between interlocutors. This is referred to as positive politeness (Brown & Levinson, 1987; Al-Gahtani&Alkahtani, 2012). Furthermore, to avoid conflict, a speaker, while deploying requests, may modify politeness indicators, such as please, which may be more necessary when the request is of significant imposition on the recipient (Terkourafi, 2011; Sifianou, 2012).According to Brown and Levinson (1978),request are face-threatening behaviors in which both the speaker's and hearer's faces are at risk because, by making a request, “the speaker impinges on the hearer's claim to freedom of action and freedom from imposition” (Blum-Kulka and Olshtain, 1984, p. 201). For them, speakers tend to employ more indirect request strategies, which seem more polite and preserve the hearer's face, in order to decrease the imposition.

#### **1.4.1. Request Indirectness Level**

BlumKulka and Olshtain(1984) introduced a model to classify the request strategies that speakers may use. They identified three major levels of indirectness

- **The most direct level:** It refers to clear level which is implemented via clear and direct requests such ‘imperatives’, ‘performatives’, 'hedged performatives', ‘obligation statement’ and ‘want statement’
- **The conventional indirect level:**it refers to indirect level which is realized by the conventional preconditions that are required for the accomplishment of the request

in a specific language, such as the use of ‘suggestive formulae’ and ‘query preparatory’.

- **The nonconventional indirect level:** The open ended collection of indirect strategies (hints) that actualize the request by either partial reference to object or element required for the act's implementation (why is the windows open) by relying on contextual hints is referred on (it's cold in here).

These three levels which include several request strategies are explained in table (3) below. The first five strategies belong to direct level ,the next two strategies belong to the conventional indirect level, and the last two strategies belong to the nonconventional indirect level .

**Table 3:** Request Indirectness Level by Blum-Kulka (1987)

<b>Directness Level</b>	<b>Descriptive category</b>	<b>Examples</b>
The most direct	Mood derivable	Clean up kitchen /move your car
	performative	I ‘m asking you to move your car
	hedges performative	I would like to ask you to move your car
	obligation statement	You’ ll have to move your car
	want statement	I would like you to clean the kitchen I want you to move your car
The conventional indirect level	suggestive formulae	How about clean up ? Why don’ t you come and clean up the mess you Made last night
	query preparatory	Could you clean up the mess in the kitchen ?  Would you mind moving your car ?

The nonconventional indirect level	strong Hints(A)	We' ve left the the kitchen in a right mess
	Mild Hints(B)	We don 't want any crowding (as a request to move the car)

## 1.5. Review of Related Literature

Many researchers found that there is a large difference between males and females in using request strategies. However, other studies proved the contrary, which means women and men have the same manner in their requests. Some of these researches investigated the request strategies performed in non Arabic communities, while others examined the request strategies used in Arabic societies.

### 1.5.1. Request Strategies in Arabic Societies

Yahya Al-Marrani and Azimah Sazalie (2010) investigated polite request strategies used by male and female Yemeni people when communicating with the same and cross-gender. The participants were 168 males and 168 females university students and native speakers of the Yemeni Arabic dialect. The data were collected using a Discourse Completion Test (DCT), that consists of six (06) written situations vary according to a number of social variables: social distance (D), the relative social power of the respondents(P) and the ranking of the request (R). The results showed that male Yemenis tend to use direct request strategies in the same gender (male-male interaction), while they use indirect strategies in cross-gender (male-female interactions). Also in female-female interactions, the results showed that female Yemenis use direct request strategies, while they use indirect strategies when addressing a male requestee (cross gender interactions). This study reveals that gender appeared to be an important variable that affect the choice of request strategies. The researchers argue that The use of

indirect strategy by male and female speakers of Yemeni Arabic cross gender could be attributed to culture and religious values.

Hessah Al-Ageel (2016) examined requesting behaviour used by females Saudi native speakers of Arabic language. The role play method was used to collect data from fifty participants from two generations were interviewed: twenty-five (25) women in the age range of 20-39 and twenty-five (25) women in the age range of 40-60. The findings revealed that the two female age groups preferred to use direct strategies. The power status, social distance, and the degree of imposition on requesting have significant impact in choosing the request strategy. The results showed that the gender of the requestee was, also influential in selecting the appropriate strategy especially in distant relationships.

### **1.5.2. Request Strategies in Non-Arabic Societies**

Wie Hong (1997) analysed the request speech act realization by males and females in the Chinese speech community. He gathered the data via questionnaire survey, that was submitted to 68 Chinese native speakers (all graduate students) 36 males and 32 females. The results showed that females are more polite than males in performing requests when the requestee has power upon the requester, and when they are in the same status. While males are more polite when they request something from a person who has a lower status.

Fibri Muji Precisely (2017) investigated politeness and the request strategies in Indonesia. The data was elicited from the participants by a Discourse Completion Test (DCT) consisted of nine requestsituations, given to forty (40) eleventh graders of MAN 1 Sragen. The results showed that the gender of the requester does not give much impact on influencing the chosen politeness and requeststrategy in a given situation. The choice of request strategies depended on the social distance between the interlocutors. Both

males and females tended to be polite and indirect when addressing a person with higher status or someone who they have distant relationship, and vice versa, they seemed to be less polite and direct when addressing someone with lower status, also with someone close and familiar.

Muzaffar Hussain, Firdos Atta & Dolat Khan (2020) investigated differences in the use of request strategies by Pakistani male and female native speakers of the Urdu/Punjabi language. The data were collected from 68 graduate students (46 male and 22 female) via the DCT (Discourse completion Test). This study revealed that females are more direct in the use of request strategies than males, the researchers assumed that women, in Pakistan, live in a male dominant society. Consequently, they have developed a tendency to react against this male dominance by using direct request strategies.

Akbar Afghari and Rabe'a Shams (2011) examined indirectness in requests among Iranian native speakers of Farsi language. The sample includes 60 randomly-selected ordinary people (thirty (30) males and thirty (30) females) from two different cities (Gachsaran and Farokhshahr). A questionnaire consisting of twenty situations is used to elicit data. The results reveal that gender does not affect the comprehension of indirect request of speech act.

Febri Dwi Putra (2009) investigates the patterns of request strategies used by Sundanese (Indonesia) males and females when communicating with the same and cross-gender. A discourse completion test (DCT) was used to gather data from ten (10) students (five (05) males and five (05) females), all of them are native speakers of the Sundanese language, which is used by approximately 40 million speakers. The results indicated that Sundanese males and females used direct strategy when requesting to friends both to same and cross-gender, while conventionally indirect strategy used to request to strangers. The results suggest that gender is not a consideration for choosing the



request strategie, but the age and the social distance between the interlocutors may determine the strategy to be used.

Yuka Ishikawa (2013) explore the gender differences in requests used by japanese students of American English. The researcher used role-play as a tools to collect data from the participants, and compare it to previous data elicited from native speakers . The number of participants is forty-two (42) , twenty one (21) males and twenty one (21) females . The results of the study did not show any significant indicator that gender differences effect the choice of request strategy, and that the performing of speech act of request is influenced by the three social variables : social distance , the ranking of imposition, and the relative power between the interlocutors.

## **1.6. Conclusion**

This chapter provides an overview of Brawn and Livenson theory, as well as a discussion of the relationship between gender ,politeness and speech of request. This part begins with the most important theory of the field of pragmatics "Braun and Livenson's politeness theory"and moves to the relationship between gender and politeness which contain a general introduction of the concept gender and the three theory of gender. The proposed request directness level is described in detail by blum\_kulka and olshtain(1984) and at the end some intrested studies on males and females's request strategies are included.

# **Chapter Two**

## **Methodolgy**

## **2.1. Overview**

This chapter provides a detailed description of the research methodology followed in this thesis to investigate the different politeness and request strategies used by members of Tiaret's speech community. First, it restates the research aims. Then, it describes the sample population of the study. Moreover, it details the procedure of data collection and the research instruments or the tools used to collect the data.

## **2.2. Research Aims**

As mentioned in the general introduction section, the present study seeks to:

1. Determine the strategies that male and female master students at Ibn Khaldoun University of Tiaret use to request.
2. Determine the politeness strategies used by male and female master students at Ibn Khaldoun University of Tiaret.
3. Find out the differences and the similarities between males and females' request strategies.
4. Detect the factors that influence the use of the speech act of requesting.

## **2.3. Research Design**

To undertake a research, two main approaches can be used: quantitative and/or qualitative. The choice of the appropriate approach is related to the research area or the topic to be investigated. Quantitative research is concerned with quantities and numbers. It is used by social scientists to observe and understand a social phenomenon (Allen, 2017).

Qualitative approach, on the other hand, is the process of collecting, analyzing, and interpreting non-numerical data, such as language. It involves close observation of a linguistic community (Johnstone, 2000). The aim of qualitative research is to understand the

social reality of individuals, groups and cultures as nearly as possible. Therefore, people and groups, are spontaneously studied. Denzin and Lincoln (1994, p.02) stated that

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Differences between the two approaches are summarized in table (4) below

**Table 4:** Qualitative and Quantitative Approaches Adapted from Merriam, 1989; Yin, 1995

Point of comparison	Qualitative research	Quantitative research
Focus of research	Quality (nature, essence)	Quantity (how many, how much)
Philosophical roots	Phenomenology, symbolic, interaction	Empiricism, logical positivism
Associated phrases	Fieldwork, ethnography, naturalistic, grounded, subjective	Experimental, empirical, statistical
Goal of investigation	Understanding, description, discovery, hypothesis generating	Prediction, control, confirmation, hypothesis testing
Design characteristics	Flexible, evolving, emergent	Pre-determined structure
Setting	Natural, familiar	Unfamiliar, artificial
Sample	Small, non-random, theoretical	Large, random representative
Data collection	Researcher as primary instrument, interviews, observations	Inanimate instruments (scales, tests, surveys, questionnaires)
Mode of analysis	Inductive (by researcher)	Deductive (by statistical methods)
Findings	Comprehensive, holistic, expansive	Precise, narrow, reductionistic

To collect our data, both quantitative and qualitative approaches were used. The quantitative approach was used to quantify precisely the request strategies used by male and female master students, and the factors that determine the use of these strategies. To this end, a discourse completion test (DCT) was distributed to a sample consisting of one hundred master students (50 male students and 50 female students). The qualitative approach was applied to construct a clear picture about these strategies and, support, therefore, our results.

## **2.4. Participants**

In social science and educational research, it is often difficult or impossible to collect data from every individual in a speech community. It is necessary, then, to select a sample that represents the speech community under investigation. Profetto-McGrath, Negron, and Smith (2010, p. 208) clearly stated:

Researchers work with samples rather than with populations because it is more practical to do so. Researchers have neither the time nor the resource to study all members of a population. Furthermore, it is unnecessary to study everyone because it is usually possible to obtain responsibly good information from a sample.

Sampling is an efficient procedure that helps us to collect relevant data which in turn allows us to generalize the results of this study. To this end, one hundred EFL master students at Ibn Khaldoun University were randomly chosen to be the representative sample of this study. The participants were equally divided, on the basis of their gender into two groups: 50 males and 50 females. Gender was chosen as a factor because the aim of the study is to determine the politeness and request strategies used by male and female students. As far as the interview is concerned, the sample consisted of five EFL teachers who were in direct

contact with the EFL master students. Table (5) below describes the participants involved in this study.

Table 5: The Number of the Participants Involved in the Study

Research Instrument	Number of Participants
Discourse completion test (DCT)	100 EFL master students At Ibn Khaldoun University of Tiaret ( 50 males and 50 females
Interview	05 Efl teachers At Ibn Khaldoun University of Tiaret

## 2.5. Methods of Data Collection

Investigating speech acts that speakers may perform in their daily interaction is not an easy task. Researchers usually face some difficulties to collect appropriate data that represent, in a reliable and fairly accurate way, the authentic performance of real-life speech acts. There are various methods in the process of data collection used in pragmatic research such as : Discourse completion tasks (DCTs) , role plays interviews and participant observations ...etc.

As mentioned earlier, two investigation methods were used to collect data: The discourse completion test ( DCT) and the interview.

### 2.5.1. Discourse Completion Test

Discourse completion test is one of the data collection instruments in pragmatic research, it was originally developed by Blum-Kulka in 1982. Since then, this method has been widely employed in research projects on speech act realisation .

Kasper and Dahl (1991) defined DCT as a written questionnaire containing short descriptions of a particular situation intended to reveal the pattern of a speech act being studied. According to Brown (2001, p. 301), DCT refers to ‘‘any pragmatic instrument that requires the students to read a written description of a situation (including such factors as

setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation". This research tool, as many other types of tools, has some advantages and disadvantages:

- **Advantages of DCT**

- ✓ The DCT is very practicable: it is relatively easy to design and simple in administration. Wojtaszek (2016)
- ✓ DCT allows researcher to collect a large amount of data in a relatively short time, without considerable effort on the part of the researcher. Beebe and Cummings (1985)
- ✓ DCT can be translated into any language, which enables the researcher to use the same situations for two or even more speech communities, and compare the strategies of performing speech act by the respondents of different cultures and backgrounds (Aston, 1995; Barron 2003).
- ✓ DCTs provide demographic information about the participants of the experiment. As Houck – Gass (1996) observe, consistency of the context allows for a comparison of responses along a number of variables, such as age, gender or ethnicity.
- ✓ Offers a very high control of situational variables that are specified in the scenarios and may influence the subjects' responses (Wojtaszek, 2016)
- ✓ It will help the researcher to distinguish which strategy is used when the participants encounter a situation where another interlocutor has lower, equal, or higher status or power, and if there is a social distance between them. (Beebe and Cummings (1996); Johnston, Kasper and Ross (1998); Kasper (2000); Barron (2003)).

- **Weaknesses of DCT**

According to Brown and Levinson (1987), Bardovi-Harlig and Hartford (1993), Beebe and Cummings (1996), the DCT has some weaknesses which are summarized as follows:

- DCT does not reflect one hundred percent what people say in real situation.

- DCT is not able to bring out the extended negotiation which commonly occurs in authentic discourses due to the absence of interaction between interlocutors.
- DCT does not elicit natural speech from the subjects concerning the length of responses which do not represent the depth of emotion because respondents were addressing an anonymous fictional character
- DCT may suffer from unclear formulation of background information or the imposition of situational contexts and social roles with which the participants are not familiar or in which they feel uncomfortable.

Despite its weaknesses, the DCT is widely used in the field of pragmatics. Many scholars argued that this method provides reliable results. To this end, a discourse completion test was designed to collect data from 50 male and 50 female EFL master students at Ibn Khaldoun University of Tiaret.

As an attempt to collect reliable and valid results, the researchers designed the DCT in a highly specific way. To this end, three important factors were taken into consideration, namely: (1) Power relationship (P) (i.e., whether speaker has power over hearer), (2) social distance between interlocutors (D) (i.e., the degree of intimacy between speaker and hearer), and (3) the ranking of imposition (R) (i.e. the degree of imposition: High, mid, or low).

To make sure that the DCT meets the aim of our research, the researchers, first, structured the DCT, on the basis of power relationship and social distance between the interlocutors, into four main categories.

- Category one is (+P, +D)
- Category two is (+P, -D)
- Category three is (-P, +D)
- Category four is (-P, -D)



The researchers, then, structured each category, on the basis of the ranking of imposition, into three subcategories: High, Medium, and low. This means that twelve subcategories were developed. The next step was to provide a hypothetical situation for each subcategory. It is worth mentioning that each particular situation reflected the factors (power relation, social distance, and the ranking of imposition) of the subcategory that it represented.

The situations used in the DCT reflected real-life events that exist in the Algerian society. They were, therefore, written in Standard Arabic. However, The respondents, were asked to answer in Algerian Arabic in order to describe what they really say in real life situations. All the situations were clear and easy to understand. Table (6) below summarizes the design of our DCT

**Table 6:** The Design of the DCT

<b>Power relationship and Social Distance</b>	<b>The ranking of imposition</b>	<b>Situations</b>	<b>Requester</b>	<b>Requestee</b>	<b>Pragmatic Situations</b>
(+P,+D)	High	1	<b>Boss</b>	<b>Truck driver</b>	Asking for delivering the products of another driver
	Medium	2	<b>Employer</b>	<b>Employee</b>	Asking for extra working hours
	Low	3	<b>Teacher</b>	<b>Student</b>	Asking to close the door
(+P, -D)	High	4	<b>Store owner</b>	<b>Friend</b>	Asking for delaying the salary
	Medium	5	<b>Father</b>	<b>Son</b>	Asking for money
	Low	6	<b>Older brother</b>	<b>Younger brother</b>	Asking for turning the light off
(-P, +D)	High	7	<b>Neighbour</b>	<b>New neighbour</b>	Asking for help to carry a new refrigerator to the third floor
	Medium	8	<b>Buyer</b>	<b>Seller</b>	Asking for installment payment
	Low	9	<b>Student</b>	<b>colleague</b>	Asking him/her to connect the projector device
(-P, -D)	High	10	<b>Friend</b>	<b>Best friend</b>	Asking for a ride to the doctor
	Medium	11	<b>Husband/wife</b>	<b>Wife/husband</b>	Asking for money he/she saved
	Low	12	<b>Friend</b>	<b>Best friend</b>	Asking for the WI-FI password

### 2.5.2. The Interview

Schostak, (2006, p. 54) defined the interview as "an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject". Interview has been widely used as a method of data collection in recent linguistic research ( Bell, 1987; Kvale, 1996; Berg, 2007), especially in the field of social science as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction. It is similar some how to a questionnaire. But unlike questionnaires, interviews involve social interaction ( face to face interveiw or telephone interveiw).

Interviews have been criticised (Robson, 2002, p. 94) "as being time-consuming with regard to both data collection and analysis because they need to be transcribed, coded and possibly translated" . Table (7) summarizes the advantages and the disadvantages of the interview that were proposed by Brown (2001).

Table 7: Advantages and disadvantages of interviewing adapted from Brown(2001).

<b>Advantages</b>	<b>Disadvantages</b>
High return rate	time-consuming
Ewer incomplete answers	Small scale study
Can involve reality	Never 100% anonymous
controlled answering order	Potential for subconscious bias
Relatively flexible	Potential inconsistencies

To support and mantain the results obtained from the DCT, the researchers conduct an interview with five EFL teachers at Ibn Khaldoun University of Tiaret. All the teachers were in direct contact with the EFL master students. Teachers' gender was not taken into consideration, because the aim of the interview is to determine the request strategies that the male and female master students perform in the class.

The interview used in this sudy is the structured one . The researchers asked the teachers the same questions in standardized order. The interview was sturcured into two sections.

Section one was devoted to collect data about the request strategies that male and female master students perform in the class. Section two is dedicated to elicit data about the teachers's viewpoint regarding the social variables that determine the students' choice. The interview consisted of different type of questions, such as dichotomous, multiple choice , and open-ended questions.

## **2.6. Pilot study**

To make sure that the methods used in this study provided reliable and valid results, a pilot study was conducted. Concerning the first method, a DCT was given to five male and five female EFL master students. Regarding the second method, an interview with three EFL teachers was undertaken. It is worth mentioning that the participants' comments and remarks were taken into consideration to design the two methods.

# **Chapter Three**

## **Results and Discussion**

### **3.1. Overview**

This chapter focuses on describing and analyzing the results obtained from the discourse completion test and the interview. It presents the request strategies that male and female master students frequently use, and discusses them in relation to Brown and Levinson's (1987) politeness theory and Blum-Kulka and Olshtain's (1984) request indirectness level. To this end three sections are provided. Section one is devoted to describe and discuss the data that were extracted from EFL master students at Ibn Khaldoun university. Section two is used to present and analyze the data that were collected from EFL teachers. Section three is dedicated to interpret and discuss the findings.

### **3.2. Data Analysis**

#### **3.2.1. Analysis of the DCT**

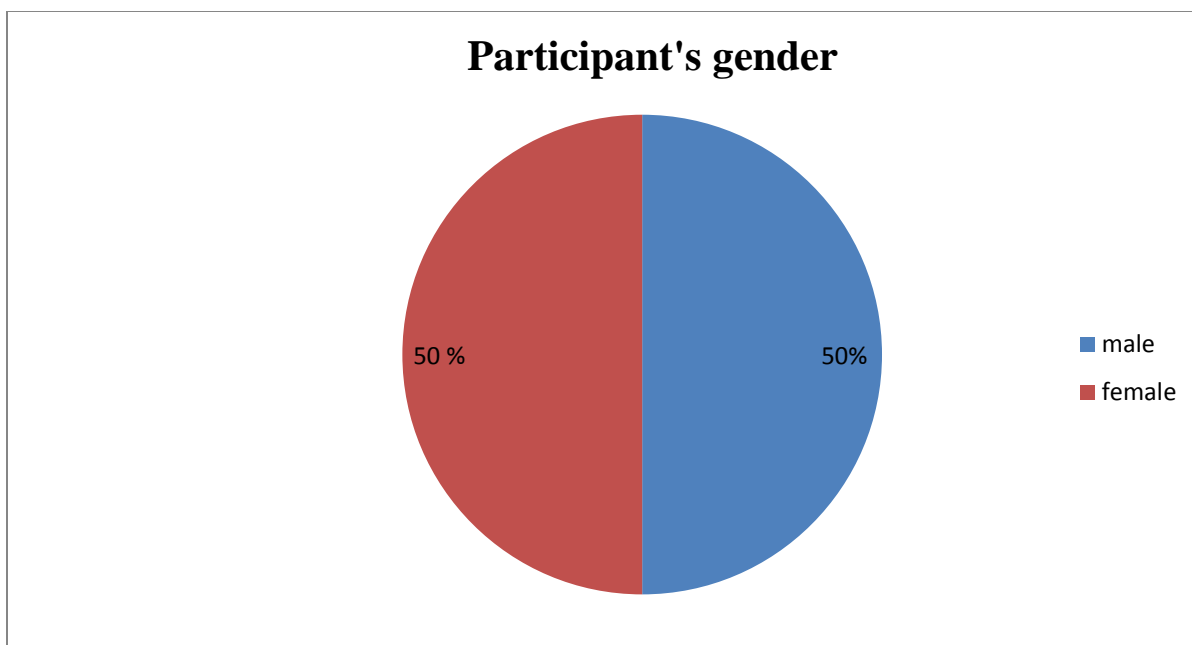
The results obtained from the discourse completion test are analyzed, according to the design of the DCT ( see the methodology chapter), in four sections. Each section presents one category:

- Category one is (+P, +D)
- Category two is (+P, -D)
- Category three is (-P, +D)
- Category four is (-P, -D)

It is worth mentioning that the results obtained from the discourse completion test are presented through tables and graphs. Each table and/or graph is described in detail to show the request strategies that male and female master students use.

#### **1. Personal Information**

In this study, only one variable is taken into consideration, which is gender. This variable is examined because the aim of the study is to determine the strategies that male and female EFL master students use to perform the speech act of request.



**Figure 2: Participants' gender**

Figure 2 shows that the EFL master students used in this study are equally selected. The participants are divided equally into two groups 50% males and 50% females.

## 2. Request Strategies

- **Category one: (+P, +D)**

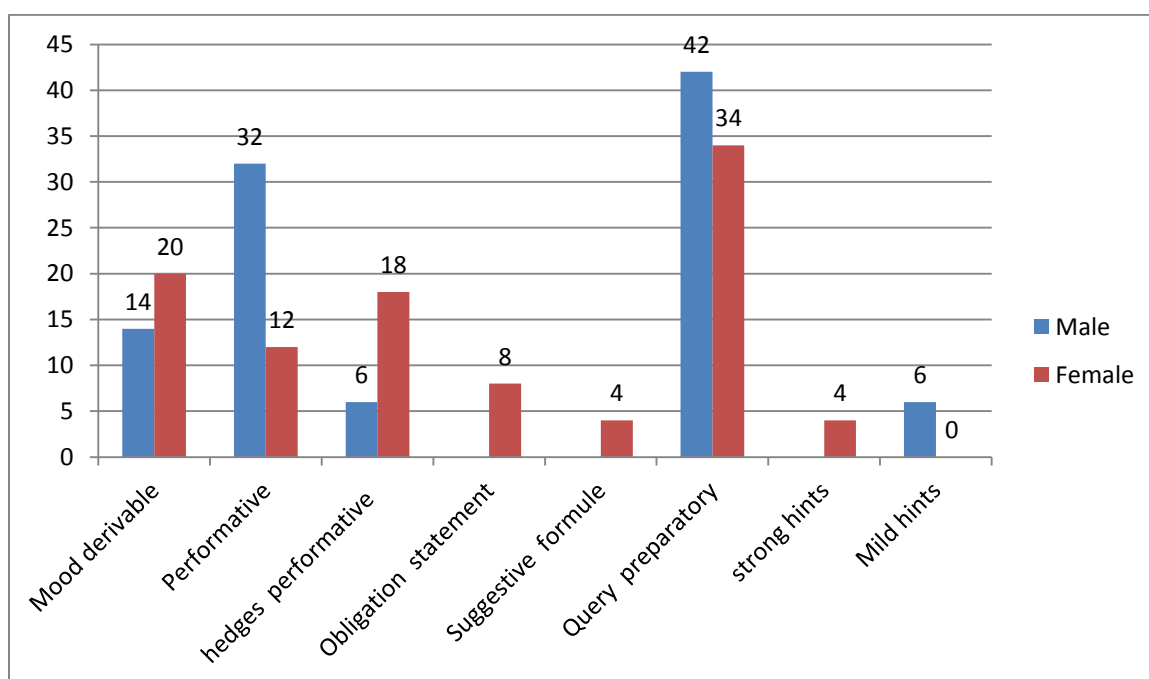
**Table 8:** Frequency of request strategies used in category one

Request strategies		Frequency of Request strategies					
		Male Students			Female Students		
		High (S1)	Medium (S2)	Low (S3)	High (S1)	Medium (S2)	Low (S3)
Direct strategies	Mood derivable	14 %	20 %	90 %	20 %	10 %	66 %
	Performative	32 %	6%	4 %	12 %	14 %	8 %
	Hedges performative	6 %	0 %	2 %	18 %	2 %	4 %
	Obligation statement	0 %	22 %	0 %	8 %	26 %	0 %
	Want statement	0 %	0 %	0 %	0 %	14 %	12 %
Conventional indirect	Suggestive formulae	0 %	20 %	2 %	4 %	14 %	0 %

strategies	Querypreparatory	42 %	32 %	2 %	34 %	12 %	10 %
Non-conventional indirect strategies	Strong hints	0 %	0 %	0 %	4 %	0 %	0 %
	Mild hints	6 %	0 %	0 %	0 %	8 %	0 %

A comprehensive look at table (8) above indicates that when EFL master students are socially distant from the requestee and ,have power over him/her, the majority of them tend to use direct and conventional indirect strategies. Only a minority prefer to use non conventional indirect strategies. However, as table (8) shows, the frequency of these strategies used by male students is different from the one used by female students. This difference is related to the rank of imposition.

➤ **Situation 1 : Boss to Employee**



**Figure 3: Males and females' requesting strategies in situation 1**

In situation one (S1) , the participants were asked what they would say if they wanted to ask a truck driver who works in the company to do an extra job and deliver other driver's parcels. The rank of imposition in this situation is high.

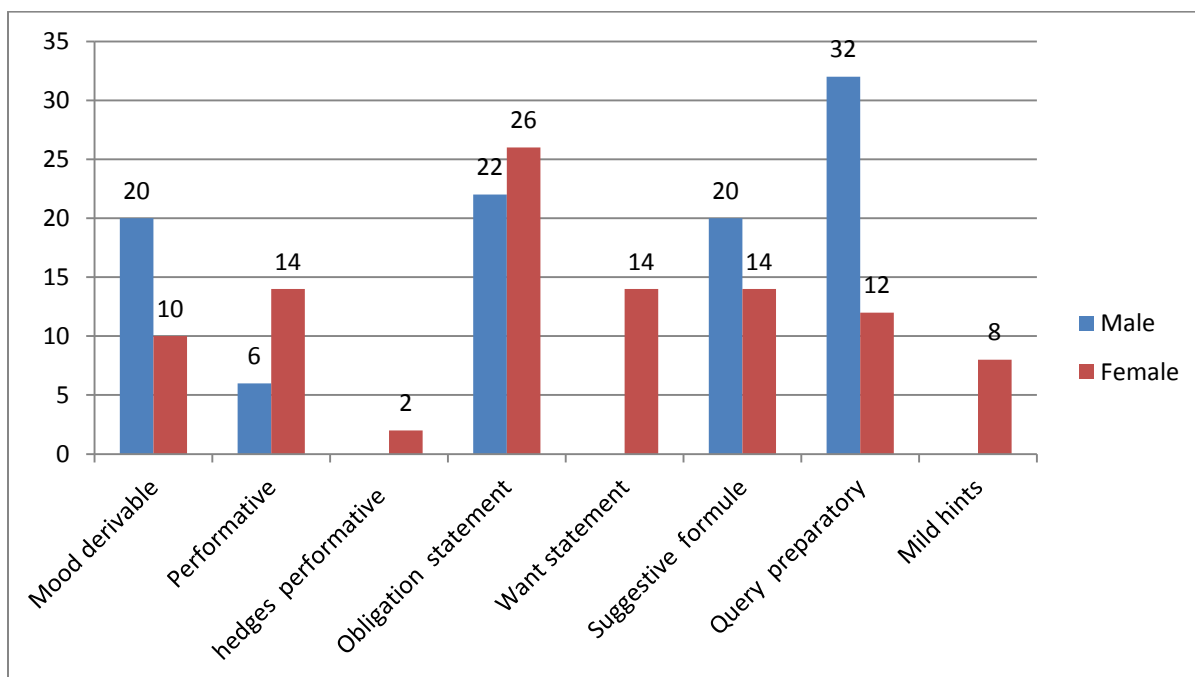
The male participants , as figure (3) shows , use basically three strategies. 42% of the participants use query preparatory, as in (ما تقدرش توصل السلعة تاع السيد راه مجاش اليوم), 32% of

them use performatives, as in (نطلب منك حاجة وصل سلعة تاع الشوفار لآخر), and 14% use mood derivable, as in (وصل السلعة تاع صاحبك راه مريض اليوم). Only 6% of the male students prefer to use hedges and mild hints.

Concerning the request strategies used by female students, the figure (3) shows that the majority of the female students (34%), just like male students, use query preparatory, as in (معلش توصل هدي السلعة مع تاعك). However, unlike male students, female students prefer to use mood derivable (20%) more than performatives (12%). They (18%) also tend to use hedges performative more than the males do

Figure (3) also indicates that the female students use other strategies which are not used by male students. 8% of these female students use obligation statements and 4% of them use suggestive formulae and strong hints.

➤ **Situation 2: Library Owner to worker**



**Figure 4: Males and females’ requesting strategies in situation 2**

In situation two (S2), the participants were asked what they would say if they wanted to ask the employee who works in their library to work for extra hours. The rank of imposition in this situation is medium.

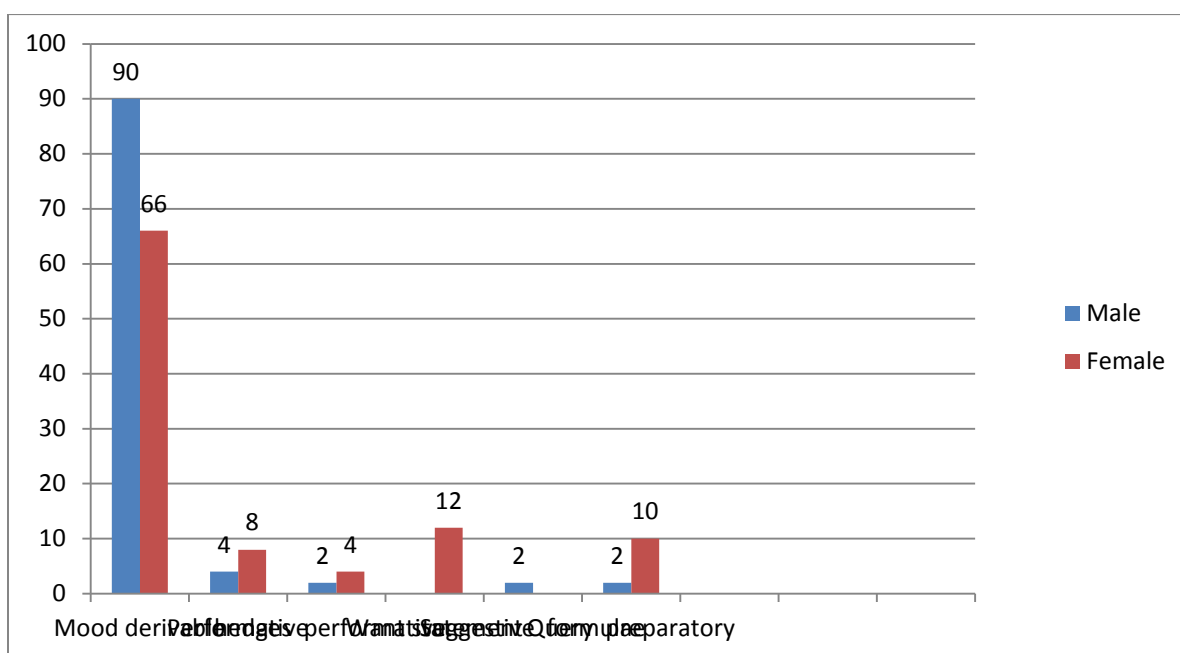


As figure (4) shows, male respondents choose to perform their request using mainly four strategies: 32% use query preparatory, as in ( ما تقدرش تزيد حتى زاعة ولا زوج راهي لاشارج ) (بزاف), 22% prefer obligation statement, as in (لازم نزيدوا سوايع الخدمة راهي لاشارج علينا), 20% use mood derivable, as in (اقعد معايا نكملوا دي الخدمة ساعة ولا زوج نكملوها), and suggestive formulae, as in (علاه ما نزيدوش شوية فالوقت و نتهلا فيك). Only 6% of the males use performative.

Concerning the request strategies used by the female students, the figure (4) shows that just like male students, 26% of the female students use obligation statement , as in (لازم نفعدوا حتى ساعة ولا زوج باش نكملوا). 14% of them use suggestive formulae. However, unlike the male students, only 12% of female students prefer to use query preparatory and 10% use mood derivable, while 14% use performative.

Figure (4) also indicates that female students use other strategies which are not used by the male students. 14% of these female students use want statement as in (راني باغياتك تزيدي ) (تخدمي حتى ساعة ولا زوج نكملو دي الخدمة راهي الخدمة بزاف وما شكيتش ) (نكملو فالوقت), and 2% use hedges performative.

➤ **Situation 3: Teacher to Student**



### Figure 5: Males and females' requesting strategies in situation 3

In situation three (S3), the participants were asked what they would say if they wanted to ask a student to close the class room door. the rank of imposition in this situation is low.

Most of the male participants (90%), as figure (5) shows, use mood derivable, as in (اغلق الباب حداك من فضلك). 4% use performative, and only 2% use hedges performative, suggesstive formulae, and query preparatory.

Regarding the strategies used by the female participants, the figure (5) shows that just like the males, the majority of the females (66%) use mood derivable. 10% choose query preparatory, as in (معليش تبلىع الباب حداك), 8% prefer performative, as in ( نطلب منك تبلىع ( الباب من فضلك). Only 4% choose hedges performative.

The figure (5) reveals that 12% of females use want statement, which is not used by the male participants.

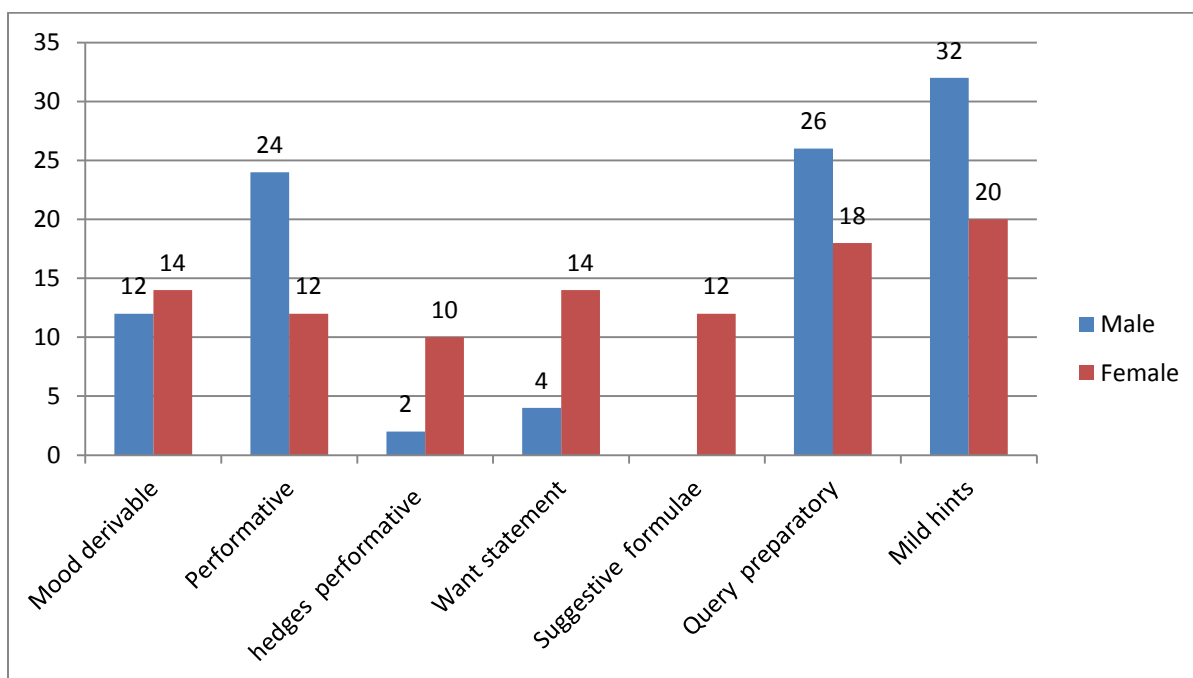
- **Category two: (+P, -D)**

**Table 9:** Frequency of request strategies used in category two (+P, -D)

	Request strategies	Frequency of Request strategies					
		Male Students			Female Students		
		High (S4)	Medium (S5)	Low (S6)	High (S4)	Medium (S5)	Low (S6)
Direct strategies	Mood derivable	12%	40%	88%	14%	50%	82%
	Performative	24%	14%	2%	12%	0%	8%
	Hedges performative	2%	0%	2%	10%	4%	2%
	Obligation statement	0%	0%	0%	0%	2%	0%
	Want statement	4%	0%	0%	14%	18%	2%
Conventional indirect strategies	Suggestive formulae	0%	0%	2%	12%	6%	0%
	Query preparatory	26%	2%	6%	18%	10%	6%
Non-conventional indirect strategies	Strong hints	0%	20%	0%	0%	8%	0%
	Mild hints	32%	24%	0%	20%	2%	0%

A comprehensive look at table (9) above indicates that when EFL master students are not socially distant from the requestee and ,have power over him/her, the majority of them tend to use conventional and non-conventional indirect strategies when the rank of imposition is high or medium. While they prefer to use direct strategies when the rank of the request is low . However, as table (9) shows, the frequency of these strategies used by male students is different from the one used by female students. This difference is related to the rank of imposition.

➤ **Situation 4: Store owner to a friend worker**



**Figure 6: Males and females' requesting strategies in situation 04**

In situation four (S4) , the participants were asked to write what they would say if they wanted to ask a friend who works for them to delay his salary for couple of weeks. The rank of imposition in this situation is high.

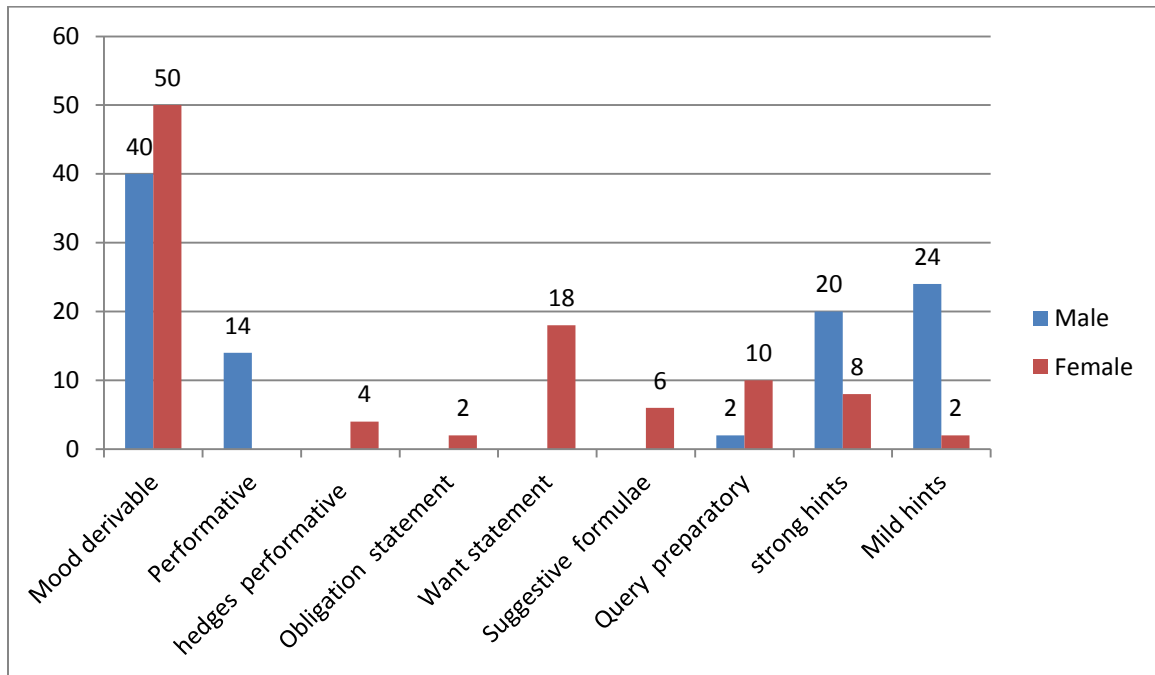
The male participants , as figure (6) shows , use mainly four strategies. 32% of the participants use mild hints, as in ( راهي مزيرة تاع الصح دراهم راهي قليلة و ما يدخلونيش حتى على سمانتين ) . 26% use query preparatory, as in ( ما تطيقش تصبر عليا حتى سماني ولا زوج ) . 24% use

performative , as in (راني نطلب منك تصبر عليا هاد الخطرة راهي مزيرة تاع الصح). 12% use mood derivable , as in (صبر عليا يامات و نخلص خوبا نخيك). Only 4% and 2% use want statement and hedges performative respectively.

Concerning the request strategies used by female students, the figure (6) shows, that just like male students , 20% of the females use mild hints . 18% use query preparatory , 14% use mood derivable , and 12% use performative. Unlike the male participants, 10% of the females use hedges performative , as in ( راني باغية ندومندي منك و راني حشمانة باش ) (راني باغياتك تصبري عليا حتى ) (صبري عليا يامات (سمانتين باش نخلصك و سمحيلي).

The figure (6) also, shows that 12% of the females use suggesstive formulae , which is not used by the male participants.

➤ **Situation 5: Father to son**



**Figure 7: Males and females’ requesting strategies insituation 5**

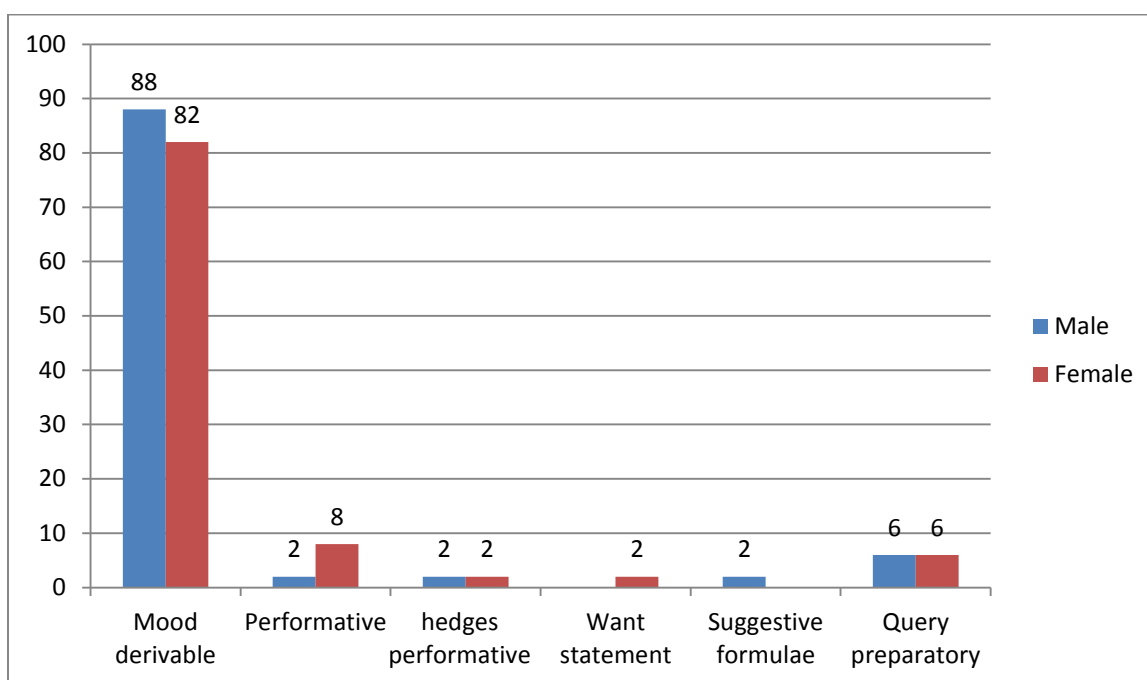
In situation five (S5) , the participants were asked to write what they would say if they wanted to ask their sons for money. The rank of imposition is medium

Figure (7) shows that male participants use mainly four strategies. 40% of them use mood derivable , as in (سلفي باش نخلص الماصو). 24% use mild hints as in (ماصو راه ) (يدوموندي في دراهمو و ماحهمش واجدين الماصو راه مقلقتي على دراهمو وما ) . 20% use strong hints, as in (راني جايك با نطلب منك دراهم باش ) (عنديش كون نصيب نتسلف و نتنها منو راني جايك با نطلب منك دراهم باش ) . 14% use performative , as in (نخلص الخدام). while 2% use query preparatory.

The Females , just like male participant, use mood derivable as the most frequent strategy (50%). However, unlike the males , 18% of the female students use want statement, as in (راني ياغياتك تسلفي شوية دراهم), 10% prefer query preparatory , as in (ما طيقش ) (تسلفي نخلصوا الخدام و نرجعك كي يكون عندي), and 8% choose strong hints. Only 2% used mild hints.

Figure (7) also indicates that female students use other strategies which are not used by male students. 6% of these female students use suggestive formulae, as in (علاه ما ) (تخلصش الماصو و نرجعك بالشوية). 4% use hedges performative , and only 2% use obligation statement.

➤ **Situation 6 : Old brother to young brother**



**Figure 8: Males and females' requesting strategies insituation 6**

In situation six (S6), the participants were asked to write what they would say if they wanted to ask their younger brothers to turn the lights off. The rank of imposition in this situation is low.

The figure (8) shows that 88% of the male students use mood derivable as the dominant strategy in this situation, as in (طفي الضوء). Only 6% use query preparatory as in (معليش تطفى الضوء حداه).

82% of the females, just like the males, use mood derivable. Only 8% of these females choose performative, as in (عيطتاك غي باش نقولك طفي الضوء).

Figure (8) also indicates that 2% of the male students use suggestive formulae which is not used by the female students. While 2% of the females use want statement, which is not used by the males.

- **Category three is (-P, +D)**

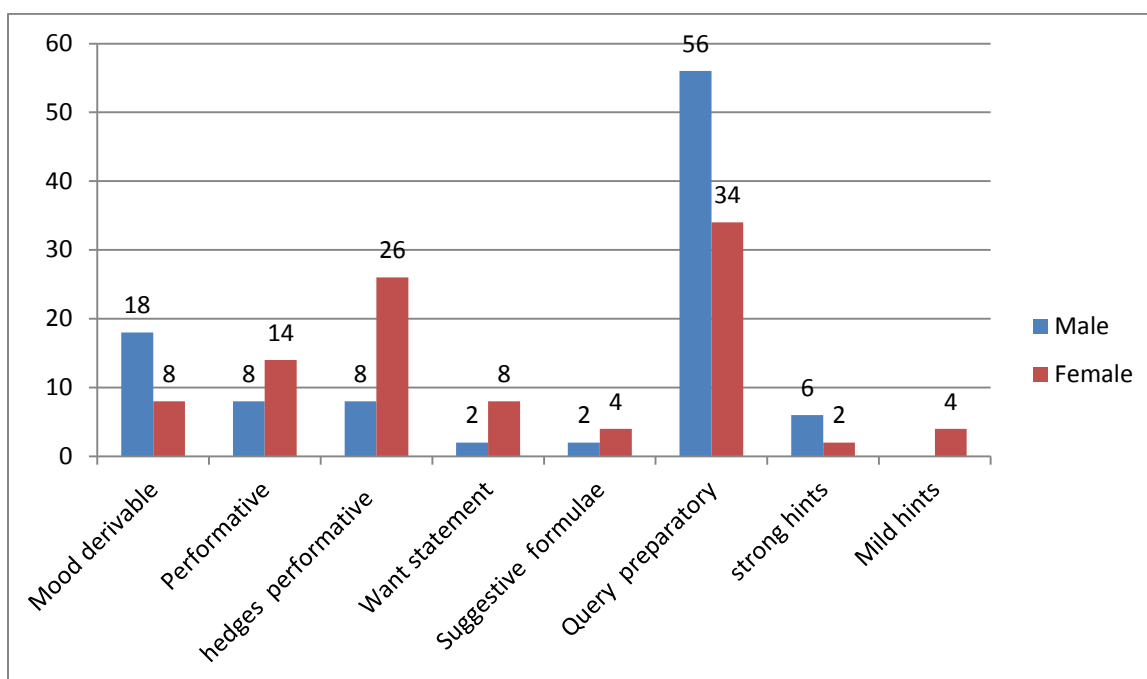
**Table 10:** Frequency of request strategies used in category three

	Request strategies	Frequency of Request strategies					
		Male Students			Female Students		
		High (S7)	Medium (S8)	Low (S9)	High (S7)	Medium (S8)	Low (S9)
Direct strategies	Mood derivable	18%	14%	50%	8%	0%	32%
	Performative	8%	4%	4%	14%	6%	22%
	Hedges performative	8%	0%	0%	26%	8%	12%
	Obligation statement	0%	0%	0%	0%	2%	0%
	Want statement	2%	2%	8%	8%	20%	8%
Conventional indirect strategies	Suggestive formule	2%	42%	2%	4%	40%	0%
	Querypreparatory	56%	28%	42%	34%	22%	20%
Non-conventional indirect strategies	Strong hints	6%	8%	0%	2%	0%	2%
	Mild hints	0%	2%	0%	4%	2%	4%

A comprehensive look at table (10) above indicates that when EFL master students are socially distant from the requestee and have no power over him/her, the majority of them

tend to use conventional indirect strategies when the rank of imposition is high or medium, and direct strategies when the rank is low. Only a minority prefer to use non-conventional indirect strategies. However, as table (10) shows, the frequency of these strategies used by male students is different from the one used by female students. This difference is related to the rank of imposition.

➤ **Situation 7 : A person to a new neighbour**



**Figure 9: Males and females' requesting strategies in situation 7**

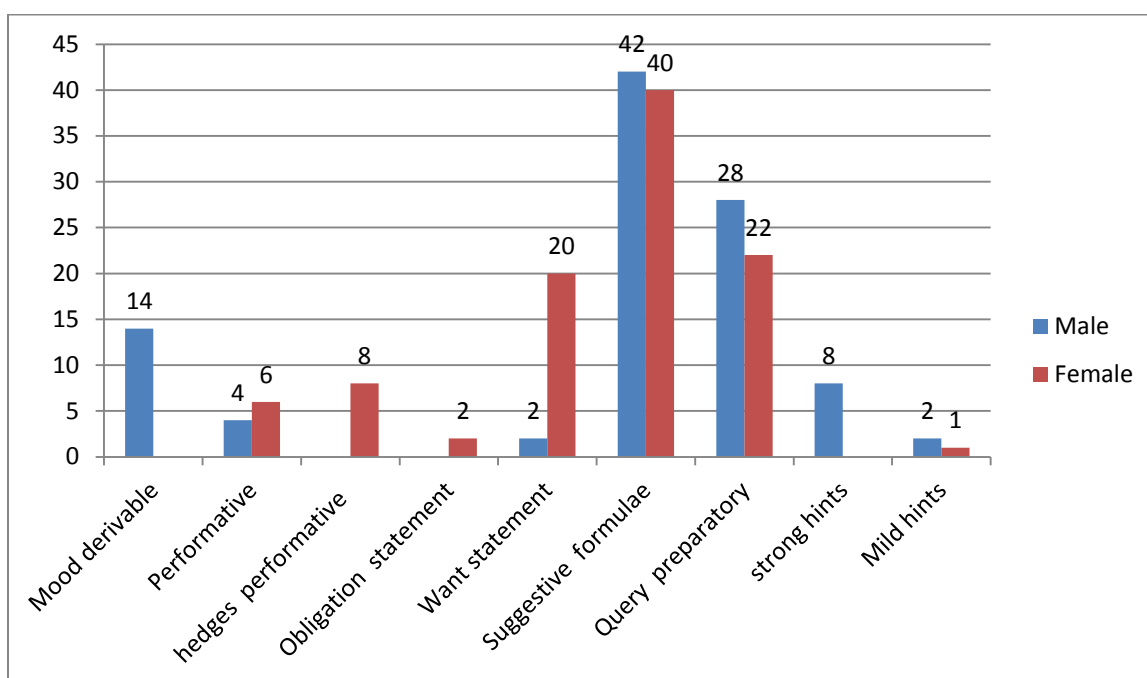
In situation seven (S7), the participants were asked to write what they would say if they wanted to ask a new neighbour to help them carrying a refrigerator to the apartment on the third floor.

The male participants, as figure (9) shows, use two main strategies. 56% of the male participants use query preparatory, as in (معليش تعاوني نطلع هذا الفريجيدار). 18% use mood derivable, as in (ارواح عاوني نطلعوه الله يسترك). Besides, 8% of the male participants use performative, as in (راني جايك باش تعاوني). 8% use hedges performative, as in (راني باغي نقولك). 6% use strong hints, as in (خاصني لي يطلع معايا راني غي وحدي). Only 2% use want statement and suggestive formulae.

Concerning the request strategies used by females, the figure (9) shows the query preparatory is the most strategy used by female students (34%). However, unlike the male students, the females prefer to use hedges performative (26%) more than performative (14%). They also use mood derivable (8%), and want statement (8%).

The figure (9) also indicates that 4% of the females use the mild hint strategy which is not used by the males.

➤ **Situation 8 : Buyer to seller**



**Figure 10: Males and females' requesting strategies insituation 08**

In situation eight (S8), the participants were asked to write what they would say if they wanted to ask a seller to sell them a phone with an installment payment.

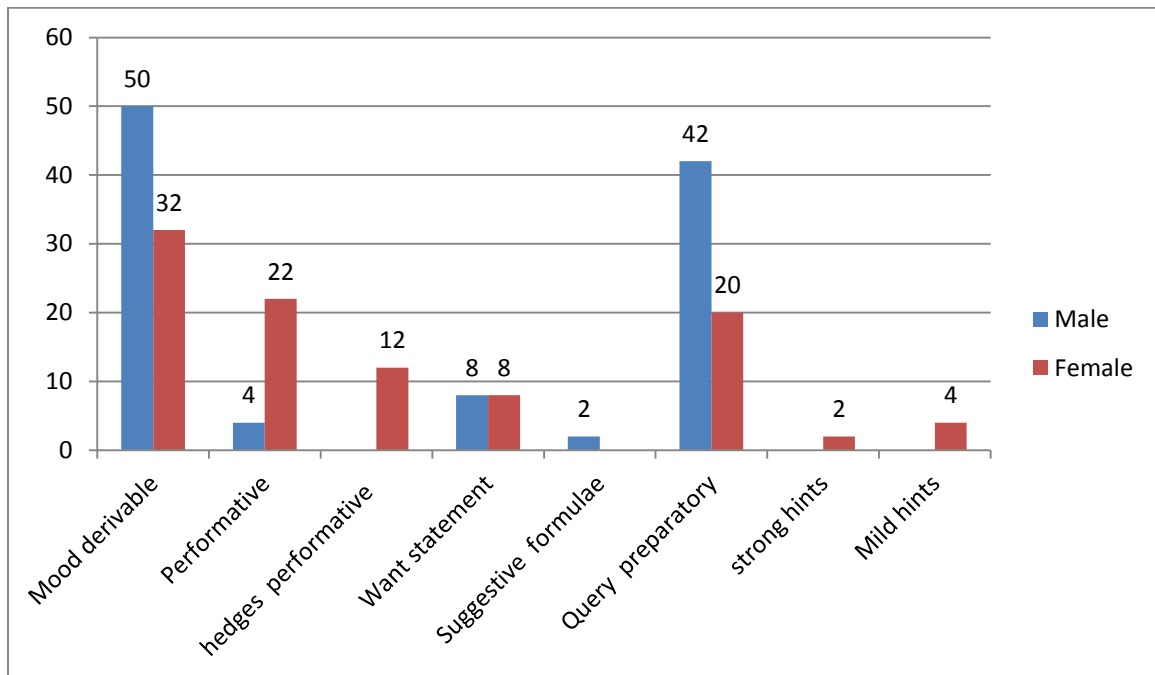
The figure (10) shows that the male students use basically three strategies. 42% of males use suggestive formulae, as in (علاه ما تخليهيش و نخلصك بافاسيليتي). 28% use query preparatory, as in (ما طيقش تبيعهلي بار فاسيليتي). And 14% use mood derivable, as in (خليهلي). Besides, 8% use strong hints. 4% choose performative. Only 2% prefer want statement and mild hints.



Concerning the request strategies used by the females, the figure (10) shows that just like the male students , 40% of the females use suggestibe formulae , and 22% use query preparatory. The figure also indicates that the female students prefer to use want statement more than the males do (20%). While only 2% of the females used mild hints.

The figure (10) also indicates that the females use two startegies which are not used by the male students. 8% of these female use hedges performative as in ( راني با نقصك خويا لا ) (تخليهلي بار فاسيليتي), and 2% of them use obligation statement.

➤ **Situation 9 : Student to colleague**



**Figure 11: Males and females’ requesting strategies insituation 9**

In situation nine (S9) , the participants were asked to write what they would say if they wanted to ask a colleague to help them connect the projector device to display their presentation.

The male students , as the figure (11) used mainly two strategies.50% of them use mood derivable , as in (ركبلي الداتاشو خويا ما عرفتش نركبوا).42% use query preparatory , as in

8% use want statement , as in (راني باغيك تركبلي الداتوشو نخيرك) (معليش تركبلي الداتاشو ) Only 4% use performative and 2% prefer suggestive formulae.

Concerning the request strategies used by the females, the figure (11) shows that, 32% of these females, like the males, use mood derivable. However they prefer to use performative (22% ) as in (راني قاصدك باش تركبلي الداتاشو) more than query preparatory (20%). While they use want statement just like the males do (8%).

The figure (11) also indicates that the females use three strategies which are not use by the male studnets. 12% use hedges performative , as in (سمحلي دقيقة بغيت ندوموندي منك تركبلي ) (الداتاشو). 4% prefer mild hint, and only 2% choose strong hint.

- **Category four is (-P, -D)**

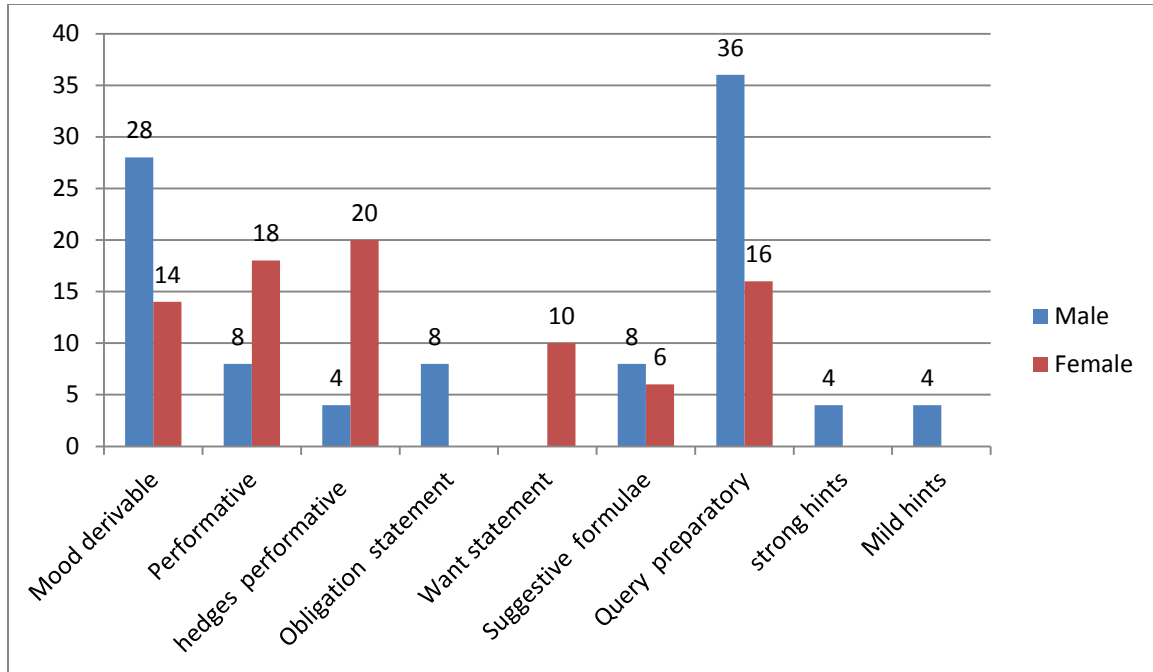
**Table 11:** Frequency of request strategies used in category four

	Request strategies	Frequency of Request strategies					
		Male Students			Female Students		
		High (S10)	Medium (S11)	Low (S12)	High (S10)	Medium (S11)	Low (S12)
Direct strategies	Mood derivable	28%	56%	68%	14%	14%	82%
	Performative	8%	4%	4%	18%	6%	6%
	Hedges performative	4%	0%	2%	20%	4%	0%
	Obligation statement	8%	2%	2%	0%	4%	0%
	Want statement	0%	28%	0%	10%	42%	2%
Conventional indirect strategies	Suggestive formule	8%	8%	0%	6%	20%	0%
	Querypreparatory	36%	2%	10%	32%	6%	10%
Non-conventional indirect strategies	Strong hints	4%	0%	4%	0%	4%	0%
	Mild hints	4%	0%	8%	0%	0%	0%

A comprehensive look at table (11) above indicates that when EFL master students are sociolly close from the requestee and ,have no power over him/her, the majority of them tend to use direct strategies when the rank of imposition is high, meduim or low. They also

use conventional indirect strategies when the rank of imposition is high. Only a minority prefer to use non-conventional indirect strategies.

➤ **Situation 10 : Friend to best friend**



**Figure 12: Males and females' requesting strategies insituation 10**

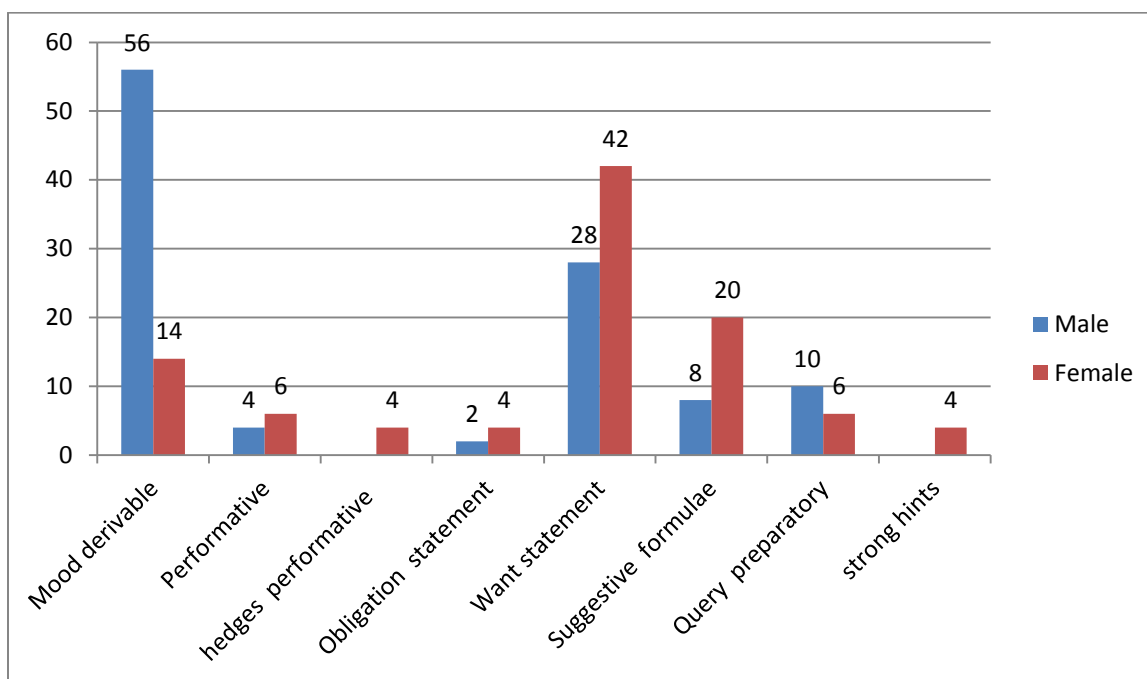
In situation ten (S10), the participants were asked to write what they would say if they wanted to ask their best friend to take them to the doctor in another city.

The figure (12) shows that the male participants use basically two strategies: 36% prefer query preparatory, as in (ما طيقش تديني لوهران عندي رونديفو عند الطبيب), and 28% choose mood derivable, as in (اسمع ديني لطبيب و نتهلا فيك). In addition to these two strategies, 8% of the male participants use performative, as in (راني جايك باش تديني لهوران), obligation statement, as in (اسمع مكاش فاش نروح لازم توصلني), and suggestive formulae as in (علاه ما توصلنيش ننا و). Only 4% used hedges performative, strong and mild hints.

Concerning the request strategies used by the females, the figure (12) shows that 32% of the females, just like the males, use query preparatory. 18% choose performative, 14% prefer mood derivable. Only 6% use suggestive formulae. But unlike the male students, 20% of the females prefer hedges performative.

The figure (12) also indicates that, unlike the males who do not use 'want statement' strategy; 10% of the females prefer to use it , as in (راني باغيك تديني لوهان عند الطبيب). While They avoid to use obligation statement, strong and mild hint which are used by the males.

➤ **Situation 11 : Wife/husband to wife /husband**



**Figure 13: Males and females' requesting strategies insituation 11**

In situation eleven (S11) , the participants were asked to write what they would say if they wanted to ask their wives/husbands to let them spend the money they collected to redecorate the house to buy a wedding gift for their best friends.

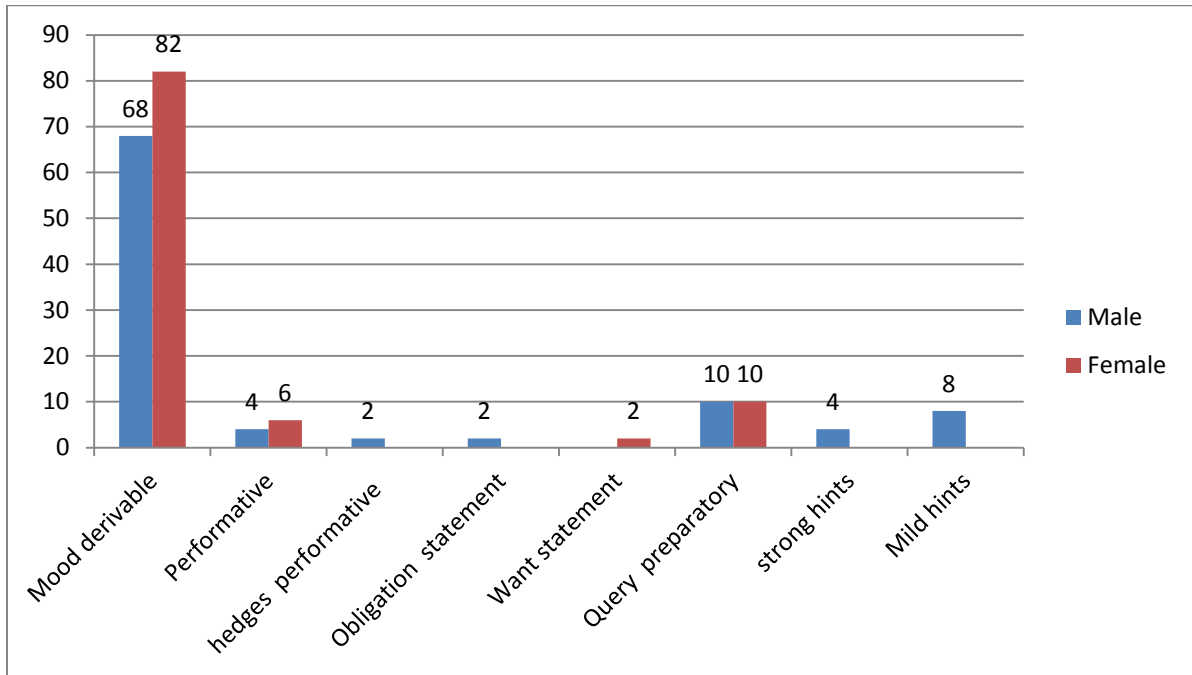
Figure (13) shows that male students use two main strategies. 56% of the males use mood derivable , as in (اعطيني من دوک دراهم نستحقهم). 28% use want statement , as in ( راني (باغي نديك من دوک الدراهم).8% use suggestive formulae, 4% use performative , and only 2% use obligation statement and query preparatory.

Concerning the request strategies used by females, the figure (12) shows that , unlike the males , 42% of these females prefer to use want statement more than mood derivable (14%). while 20% use suggestive formuale , as in ( علاه ما تخليش ندي من دوک دراهم )

(لي رانا ملميدينهم). 6% choose performative and query preparatory . Only 4% use obligation statement .

Figure (13) also shows that the female students use two strategies which are not used by the male students. 4% use hedges performative and strong hints.

➤ **Situation 12 : Friend to best friend**



**Figure 14: Males and females’ requesting strategies in situation 12**

As the figure (14) shows , the majority (68%) of the male students use mood derivable , as in (هات تشوف الموتباس تاع الويفي). 10% use query preparatory , as in ( ما طيقش ) .8% prefer mild hints, as in (مكاش كونيكيون هنا). Only 4% use performative.

Concerning the strategies used by the female students, the figure (14) shows that , just like the males , mood derivable is the most frequent strategy used by these females (82%). Besides, 10% use query preparatory and 6% prefer performative.

Figure (14) also shows that the male students used four strategies which are not used by the females. 8% of these males use mild hints, 4% use strong hints ,as in (مكاش الريزو ولازم نشوف هدا الميساج) and only 2% used hedges performative and obligation

statement. On the other hand , 2% of the females use want statement , which is not used by the males.

### 3.2.2. Analysis of the Interview

The results of the interview are descriptively presented to show what that five EFL teachers think about the request strategies that male and female students perform in the classroom, and the their viewpoint about the factors that determine the students' performance.

**Question one :** Do you think that male and female master students use different request strategies ?

All the teachers think that male and female master students use different requesting strategies.

**Question two :** What are the strategies that male and female master students use to request something from (1) you, (2) their classmates, and (3) their bestfriends ?

Table 12: The teachers' point of view about the requesting strategies used by the male and the female students

Strategies	Direct strategies	Indirect strategies
Male students requesting something from you	2	3
Female students requesting something from you	3	2
Male students requesting something from their classmates	3	2
Female students requesting something from their	3	2

classmates		
Male students requesting something from their bestfriends	4	1
Female students requesting something from their bestfriends	5	0

**Question three :** what are the factors that Influence the use of the request strategies?

Four teachers assume that power is the dominant factor that influences the choice of the request strategy, then it comes the social distance as the second variable effecting students choice of request strategy and one teacher chose not to answer.

**Question four:** Do these factors have the same influence on the male and female’s request strategies?

Two teachers assume that the factors mentioned above influence the use of the request strategies. However, two teachers believed that the way male and female students perform the request strategies is not influenced by power relation, social distance, or rank of imposition. One teacher decided not to answer this question.

**Question five :** How does power relation between the requester and requestee influence the males’ request strategies ?

All the teachers assume that , when male students perform request to people with higher status they choose to be polite and less direct , while they use direct request with people with the same status .

**Question six:** How does power relation between the requester and requestee influence the females' request strategies ?

Four teachers argue that power relation between the interlocutors effect the choice of the strategies used by the female students to request something. For them, Females, just like males, prefer to be polite and indirect when they ask for somethnig from some one who is in higher power position. While, they choose direct strategies whith someone who is in lower power position. Only one teacher claims that female do not take into considiration the power position of the the requestee while requesting.

**Question seven :** How does the social distance between the requester and requestee influence the male request strategies ?

For the five teachers , the social distance does not effect startegies used by the male speakers when requesting. According to them, the male speakers could be direct with people they do not know , and indirect with close ones.

**Question eight:** How does the social distance between the requester and requestee influence the female request strategies ?

All the teachers believe that the female students use indirect requests when they addresse people who are socially distant, while they use direct strategies when the requestee is close.

**Question nine :** How does the rank of imposition influence the males' request strategies ?

Teachers who answered this question state that the higher the rank of request is, the more polite the request startegies used by male students are, and vice versa.

**Question ten :** How does the rank of imposition influence the females' request strategies ?



Teachers' answers presume that the rank of imposition influence the female request strategies the same as it does with males without any difference.

### 3.3. Discussion of the Findings

The results of this study reveal that there are similarities and differences between male and female students' request strategies. The results also indicate that the use of these strategies is determined by three important factors which are power relation, social distance and the rank of imposition. It is worth mentioning that the request strategies used by the male and the female students reflect their degree of politeness and the extent to which they attempt to save the negative face of the addressees.

The findings of the study suggest that when EFL master students are socially distant from the requestee and have power over him/her the majority of them (both males and females) use direct and conventional indirect strategies. The request indirectness level of these students can be presented in table (13) below:

**Table 13:** The request indirectness level of the participants in category one (+P, +D)

Strategies	Male students			Female students		
	High R	Medium R	Low R	High R	Medium R	Low R
Direct strategies	52%	48%	96%	58%	66%	90%
Conventional indirect strategies	42%	52%	4%	38%	26%	10%
Nonconventional Indirect strategies	6%	0%	0%	4%	%	0%

It is clear that when the rank of imposition is high or medium, male students prefer to use both direct and conventional indirect strategies. By contrast, female students choose to use

direct strategies more than conventional indirect strategies. When the rank of imposition is low, both male and female students tend to use direct strategies.

The use of the conventional indirect strategies in this category suggests that, though they are in power position and they are socially distant from the requestees, the students (both males and females), whenever they feel they perform a demanding request, choose to save the negative face the requestee and free him/her from imposition by using negative politeness strategies.

It seems that, even, in situation where there is no social distant between the requester and the requestee and there is asymmetrical power relation between the two, male and female students choose to avoid threatening the negative face of the requestees when the rank of imposition is high or medium. Therefore, they use conventional indirect strategies which are considered as negative politeness strategies. Besides, they go off record and produce nonconventional indirect strategies. This can be seen in students' request indirectness level which is presented in table (14) below:

**Table 14:** The request indirectness level of the participants in category two (+P, -D)

Strategies	Male students			Female students		
	High R	Medium R	Low R	High R	Medium R	Low R
Direct strategies	42%	54%	92%	50%	74%	96%
Conventional indirect strategies	26%	22%	8%	30%	26%	6%
Nonconventional indirect strategies	32%	24%	0%	20%	10%	0%

It is clear that both male and female students use, in addition to direct strategies, conventional indirect strategies and nonconventional indirect strategies when the rank of imposition is high or medium. It is worth mentioning that the females prefer conventional

indirect strategies more than the males. By contrast, the males produce nonconventional indirect strategies more than the females. When the rank of imposition is low, the majority of the male and the female students choose direct strategies.

Based on the performance of the participants in category one and two, one can safely argue that when the male and the female students who perform the speech act of request are in power position, they take into consideration the social distance between them and the requestee more than power relationship. The only difference between category one and category two is the social distance relationship. In category one, the participants which are socially distant from the requestees do not use the nonconventional indirect strategies when the rank of imposition is high or medium. By contrast, in category two, the participants use the nonconventional indirect strategies when the rank of imposition is high or medium. This suggests that male and female students prefer to save the negative face of close persons such as ‘best friends, sons, brother...etc’ more than socially distant ones.

However, in situations where there is no power relation between the requester and the requestee, both male and female students prefer to save the negative face of socially distant requestees when they perform demanding requests. Both male and female students prefer to use conventional indirect strategies when the rank of imposition is high or medium. This can be seen in students’ request indirectness level which is presented in table (15) below:

Table 15: The request indirectness level of the participants in category three (-P, +D)

Strategies	Male students			Female students		
	High R	Medium R	Low R	High R	Medium R	Low R
Direct strategies	36%	20%	62%	56%	36%	74%
Conventional indirect strategies	58%	70%	44%	36%	62%	20%

Nonconventional Indirect strategies	6%	14%	0%	8%	2%	6%
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It seems that the reason behind using the negative politeness strategies to save the negative face of the socially distant requestees is to avoid being threatened by these requestees. To put it in other word, the male and the female students save the negative faces of the requestees who are socially distant in order to save their negative faces. The students believe that since they have no power over the requestees, they should not give them direct requests. Because they may refuse to perform the requests and, therefore, threaten the negative faces of the requesters themselves. The students know that it is up to the requestees to perform the requests. Thus, to persuade them to perform these requests, the students believe that they should show to these requestees that they respect their freedom of action, especially when the rank of imposition is high or medium.

Evidence to support this explanation comes from comparing the performances of the students in category one with their performances in category three. The only difference between the two categories is power relation. In the first category, the students have power over the requestees. While in the second category, they have no power. Though, in the two categories, the students use the conventional indirect strategies; The frequency use of these strategies in category three is higher than their frequency use in category one.

It is worth mentioning that when the rank of imposition is low, male students use both direct and conventional indirect strategies. By contrast, the majority of the female students choose to produce direct request.

In the last category (-P, -D), both male and female students tend to use direct request strategies regardless of the rank of imposition. This can be seen in the students' request indirectness level presented in table (16) below:

**Table 16:** The request indirectness level of the participants in category four (-P, -D)

Strategies	Male students			Female students		
	High R	Medium R	Low R	High R	Medium R	Low R
Direct strategies	48%	90%	78%	62%	70%	90%
Conventional indirect strategies	44%	10%	10%	38%	26%	10%
Nonconventional Indirect strategies	8%	0%	12%	0%	4%	0%

It seems that when there are no power relation and social distance between the requester and the requestee, both male and female students prefer to use bald on record strategies. The use of these strategies suggests that saving the negative face of the requestee is not taken into consideration when there is no power relation between close interlocutors.

The students prefer to give direct orders to close persons because they know that these persons do not consider these direct requests as face threatening acts. Besides, they believe that these persons do not threaten their faces by refusing to perform the actions.

The findings of the study also indicate that some request strategies are used only by male students. Whereas other strategies are restricted to female students only. Concerning the direct strategies, the male students use most direct strategies such as mood derivable and performative. By contrast, the female students prefer less direct strategies such as hedges, performatives, obligation statements, and want statements.

Regarding conventional indirect strategies, the male students choose query preparatory, whereas the female students use suggestive formulae.

As for non-conventional indirect strategies, the male students use mild hints, while the female students prefer strong hints.

### **3.4. Conclusion**

This chapter provides a detailed presentation, description, analysis, and interpretation of the data obtained from both quantitative and qualitative data collection tools (DCTs and teachers' interview ) as an attempt to provide answers to our research questions. The chapters shows clearly the request strategies and the politeness strategies used by male and female students as well as the factors that determine the use of these strategies. It provides also the similarities and the differences between the males and the females' requesting strategies.

## General Conclusion

The present investigation focuses on exploring the diverse realizations of the request speech act by Tiaret's speech community. The aim of the study is to identify the request and the politeness strategies used by male and female EFL master students, to establish the differences between the males and the females' strategies, and to determine the factors that influence the use of these strategies.

To achieve the aim of this dissertation, we have started our work by identifying the core notions of the subject such as, politeness theory, gender and politeness and the request strategies proposed by Blum-Kulka and Olshtain (1984), in addition to some previous Arabic and non-Arabic studies that have examined the speech act of request in relation to gender. The second phase of our study is dedicated to describe the research methodology and the sample population, and the data collection tools utilized in our investigation. The third chapter, instead, is purely practical. It provides a graphical demonstration of the data gathered from our research instruments, and an accurate interpretation of these data.

The overall results of the study reveal that both male and female students have the same request indirectness level in the four categories. The results show that in category one (+P,+D), two (+P, -D), and three (-P, +D), both male and female students use both direct and conventional indirect strategies when the rank of imposition is high or medium. While they use direct request strategies when the rank of imposition is low. Concerning category four (-P, -D), the results indicate that both male and female students use direct request strategies regardless of the rank of imposition.

In addition to the request strategies, the findings of the dissertation reveal that in category one (+P,+D), two (+P, -D), and three (-P, +D), the male and the female students take the negative faces of the requestees into consideration when the rank of imposition is high or medium. These students choose to save the requestees' negative faces by using negative

politeness and off record strategies. However, they neglect the negative faces of the requestees and produce bald on record strategies when the rank of imposition is low. These bald on record strategies are also used in category four (-P, -D), regardless of the rank of imposition.

Moreover, the results of the study show that there is a great similarity between the request strategies used by male students and those performed by the female students. The two groups have the same request indirectness level in the four categories. This debunks the stereotype which holds that females are more polite than males in performing the speech act of request. However, it seems that within the same request indirectness level, some request strategies are used only by male students. Whereas other strategies are restricted to female students only. Concerning the direct strategies, the male students use most direct strategies such as mood derivable and performative. By contrast, the female students prefer less direct strategies such as hedges performatives, obligation statements, and want statement. Regarding conventional indirect strategies, the male students choose query preparatory, whereas the female students use suggestive formulae.

From the results obtained, one can conclude that use of the request and the politeness strategies used by male and female students is influenced by three important factors: power relation, social distance and the rank of imposition. When male and female students feel that they perform a demanding request, they prefer to save the negative faces of the requestees with lower status, regardless of their social distance (close or distant), and therefore use conventional (negative politeness) and nonconventional indirect (off record) strategies. However, when these students have no power over the requestees, they take into consideration the social distance relationship: In situations where the requestees are close persons, the students do not pay attention to the addressees' negative face, and produce direct



(bald on record) strategies, even if the rank of imposition is high or medium. By contrast, they prefer to minimise the face threatening act and maintain the negative faces of the socially distant requestees by using conventional (negative politeness) and nonconventional indirect (off record), especially when the rank of imposition is high or medium.

## **Limitations of the Study**

This research clearly has a number of potential shortcomings that should be considered:

- The sample size is not big to generalize the findings to all Tiaret speech community speakers.
- For the data elicitation methods, the respondents' answers to the DCT questions might be careless due to lack of interest. For the interview, many teachers did not answer to the interview, and the one who did, few of them answered only to the multiple choice questions, Perhaps because the schedule approved by the administration is crowded due to the Corona virus.
- Because of the short of time, we did not deal with the request perspectives, which is a key aspect of the speech act of request.

## Recommendation for Future studies

Considering the results of this study, the following suggestions are made for future studies:

- Researchers who deal with the speech act of request, should focus on their future studies on investigating not only the request strategies, but also the request prespectives, *request mitigators/upgraders* and the supportive moves.
- Other variables could be investigated such as the age of the requestee, and his/her gender because in Arabic culture ,especially the Algerian , people pay much respect to the elders because of cultural and religious values.
- Cross-gender studies should be conducted on the speech act of request in the Algerian speech community because people may produce utterances when addressing someone from the same gender differently when addressing someone from the other gender due to religious and cultural value.

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## APPENDICES

### Appendix I

#### Students' Discourse Completion task(Arabic version)

##### Discourse Completion Task (DCT)

خلال اجاباتكم الصادقة على نحن، طلبة ماستر- 2- تخصص لسانيات، يسرنا أن تكونوا جزء من بحثنا وذلك من الأسئلة المرفقة. هذه الدراسة تتمركز حول الطرق المختلفة التي يتبناها المجتمع اللغوي لولاية تيارت للقيام بطلبات في بعض المواقف، كما أننا نطمح إلى تحديد مختلف العوامل المساهمة في تنوع تنفيذ هذا النوع من الأفعال اللفظية. قراءتكم الحذرة و اجاباتكم النزيهة، والتي سنحرص بدورنا على ابقائها مجهولة الاسم، ستساهم في زيادة المصداقية لبحثنا. شكرا لتعاونكم

الجزء الأول:بيانات المشاركين الشخصية

:السن

:الجنس

الجزء الثاني : استراتيجيات الطلب

فيما يلي قمنا بوصف مجموعة من المواقف التي من المحتمل أن تحدث معك. يرجى منك قراءتها بتمعن

ثم كتابة ما الذي ستقوله لتعبر عن طلباتك لكل موقف مستخدما اللهجة العربية الجزائرية و ليس العربية الفصحى

1- أنت مالك لشركة توصيل، احد سائقي الشاحنات اتصل ليبلغك انه مريض ولا يستطيع القيام بعمله و تريد ان تطلب من سائق آخر توزيع طرود السائق المريض اضافة الى عمله مع علمك أن هذا سيكون شاقا عليه. فكيف تطلب منه هذا؟

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2- لديك مكتبة و تقدم خدمة كتابة المذكرات للطلبة المقبلين على التخرج , و جاءك عمل كثيف نظرا للقرب موعد بداية مناقشة المذكرات , فتريد ان تطلب من العامل الجديد ان يزيد من ساعات العمل .ماذا ستقول له؟

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3- أنت استاذ و أثناء شرحك للدرس سمعت ضوضاء في الخارج , . فتريد ان تطلب من الطالب الجالس جنب الباب ان يغلقه . فماذا ستقول؟

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4- أنت صاحب متجر و واجهت صعوبات مالية بسبب جائحة الكورونا و الحجر الصحي .تريد ان تطلب من صديقك المقرب الذي يعمل لديك تأخير اجرتة عن موعدها لمدة اسبوعين ،فماذا تقول له؟

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5- تقوم بترميم منزلك ،و مالك لا يكفي لدفع اجرة عامل البناء و تريد ان تطلب من ابنك ان يقرضك بعض المال. فكيف تطلب منه ذلك

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6- نسيت أن تطفئ الضوء في غرفتك وأنت تعاني من التعب للاستيقاظ لاطفائه ، و تريد أن تطلب من أخيك الصغير أن يفعل ذلك من أجلك . فماذا ستقول؟

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7- اشتريت ثلاجة جديدة و احتجت الى من يحملها معك لتوصيلها الى شقتك المتواجدة في الطابق الثالث و لم تجد غير جارك الجديد الذي لا تربطك معه اي علاقة ان يساعدك في حملها فكيف تطلب منه ذلك؟

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8- تعطل هاتفك المحمول و اردت شراء هاتف جديد في اقرب وقت لانك تحتاجه في فترة الامتحان الاسبوع المقبل لتراجع دروسك منه , ذهبت الى محل بيع الهواتف ووجدت هاتفًا اعجبك لكنك لا تملك المبلغ كله لتسديد ثمن الهاتف , تريد ان تطلب من صاحب المحل ان يبيعك الهاتف و يصبر عليك بضع ايام حتى تكمل له المبلغ الباقي. ماذا تقول له؟

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9- أثناء مناقشة مذكرة تخرج أردت استعمال جهاز show data لكنك لا تعرف كيفية توصيله من الحاسوب ، فتريد ان تطلب من احد زملائك الذي لا تربطك به علاقة قريبة ان يقوم بذلك من اجلك. ماذا تقول له؟

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10- لديك موعد مع طبيب في مدينة أخرى تبعد 300 كم من مدينتك , ولم تجد طريقة للتنقل بسبب توقف وسائل النقل بسبب الحجر الصحي, وتريد أن تطلب من صديقك المقرب أن يأخذك بسيارته ، ماذا ستقول؟

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11- اقتررب موعد زفاف صديقك/صديقتك المقرب و تريد ان تشتري له هدية ثمينة نوعا ما , فتطلب من زوجتك/زوجك ان تعطيك من النقود التي كنتم تدخرونها لتغيير ديكور المنزل. ماذا ستقول؟

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12- أنت في منزل صديقك وتريد التحقق من وجود رسائل جديدة على تطبيق الفاييسبوك الخاص بك ولكن لا يوجد استقبال ، لذلك تريد أن تطلب منه إعطاء كلمة مرور الواي فاي الخاصة به .فكيف تقول ذلك؟

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## Appendix II

### Interview with Teacher of Master Students

Dear teachers , this interview is part of an academic research . It is about the request strategies used by male and female master students at Ibn Khaldon University. We would be very grateful if you answer the following questions, thank you in advance for your collaboration.

1. As a teacher of master students, do you think that male and female master students use different request strategies ?

Yes

No

2. What are the strategies that male and female master students use to request something from (1) you, (2) their classmates, and (3) their bestfriends ?

Strategies	Direct	Indirect
Male students requesting something from you		
Female students requesting something from you		
Male students requesting something from their classmates		
Female students requesting something from their classmates		
Male students requesting something from their bestfriends		

Female students requesting something from their bestfriends		
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3. What are the factors that influence the use of the request strategies ?

- Power relation between the requester and the requestee
- The social distance between the requester and the requestee
- The rank of imposition
- All of them

4. Do these factors have the same influence on the male request strategies and female request strategies ?

Yes  No

5. How does power relation between the requester and requestee influence the male request strategies ?

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 .....

6. How does power relation between the requester and requestee influence the female request strategies ?

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7. How does the social distance between the requester and requestee influence the male request strategies ?

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8. How does the social distance between the requester and requestee influence the female request strategies ?

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9. How does the rank of imposition influence the male request strategies ?

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10. How does the rank of imposition influence the female request strategies ?

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## Résumé

Le but de cette investigation est d'explorer la relation entre l'acte de parole de la demande, la politesse et le genre. Il cherche à déterminer les différentes manières par lesquelles les membres masculins et féminins de Communauté de la parole de tiaret (TSC) effectuer l'acte de parole de la demande en référence à des stratégies de politesse, d'établir les similitudes et les différences entre les stratégies des hommes et des femmes, et de déterminer les facteurs qui influencent l'utilisation de ces stratégies. Les données ont été collectées auprès de cinquante étudiants masculins et cinquante étudiants féminins en master EFL qui ont été invités à répondre à un test d'achèvement de discours qui contient douze situations hypothétiques, , et cinq enseignants EFL qui ont répondu à une série de questions d'entretien. Les résultats ont été analysés en relation avec la théorie de la politesse de Brown et Levinson (1978, 1987) et le niveau d'indirectité de la demande de Blum-Kulka (1989). Les résultats de l'étude ont révélé que les étudiants en master, hommes et femmes, utilisent des stratégies de demande directe, indirecte conventionnelle et indirecte non conventionnelle. L'utilisation de ces stratégies reflète le degré de politesse de l'étudiant et la mesure dans laquelle ils tentent de sauver la face négative des destinataires. De plus, les résultats ont montré qu'il existe des similitudes et des différences entre les stratégies de demande des étudiants masculins et féminins qui sont influencées par la relation de pouvoir, la distance sociale et le rang d'imposition. Cette étude de recherche a conclu que plus le demandeur (homme ou femme) a de pouvoir sur le demandeur et plus la distance sociale entre les deux est grande, plus les stratégies de demande indirecte et de politesse négative sont utilisées, surtout si le rang d'imposition est élevé ou moyen. Alors que, moins le demandeur (homme ou femme) a de pouvoir sur le demandeur et moins la distance sociale entre les deux, plus les stratégies de demande directe et bold on record sont utilisées, surtout si le rang d'imposition est faible.

## الملخص :

تهدف هذه الدراسة إلى استكشاف العلاقة بين فعل الطلب الكلامي ،الأدب والجنس. كما تسعى إلى تحديد الطرق المختلفة التي من خلالها يقوم الذكور والإناث في المجتمع اللغوي لولاية تيارت بطلباتهم بالإشارة إلى استراتيجيات الأدب ، لتحديد التشابه والاختلاف بين استراتيجيات الذكور والإناث ، وتحديد العوامل التي تؤثر في استخدام هذه الاستراتيجيات. تم جمع البيانات من خمسين ذكراً وخمسين أنثى من طلاب اللغة الإنجليزية كلغة أجنبية، طلب منهم الإجابة على اختبار إكمال الخطاب الذي يحتوي على اثني عشر مواقف افتراضية ، ومن خمسة مدرسين للغة الإنجليزية كلغة أجنبية أجابوا على مجموعة من أسئلة.

تم تحليل النتائج بالاعتماد على نظرية براون وليفينسون (1978 ، 1987) ، Blum-Kulka و بلوم كولكا (1989). نتائج الدراسة كشفت أن طلاب الماستر من الذكور والإناث يستخدمون الطلب المباشر ، والتقليدي غير المباشر ، و استراتيجيات الطلب غير المباشر غير التقليدية. يعكس استخدام هذه الاستراتيجيات مدى محاولة الطالب حفظ الوجه السلبي للمخاطبين.

علاوة على ذلك ، أظهرت النتائج أن هناك أوجه تشابه واختلاف بين استراتيجيات الطلاب والطالبات التي تتأثر بعلاقة القوة و المسافة الاجتماعية و رتبة الفرض. خلصت هذه الدراسة البحثية إلى أنه كلما زادت قوة الطالب (ذكر أو أنثى) من المخاطب وزادت المسافة الاجتماعية بين الاثنتين ، يتم استخدام استراتيجيات الطلب غير المباشر والاستراتيجيات السلبية ، خاصة إذا كانت رتبة الفرض مرتفعة أو متوسطة. في حين، كلما قلت قوة الطالب (ذكر أو أنثى) على المخاطب وكلما قلت المسافة الاجتماعية بين الاثنتين ، كلما كان الطلب مباشراً و يتم استخدام استراتيجيات أقل ادب ، خاصة إذا كانت مرتبة الفرض منخفضة.