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**English Section**



**The Analysis of Polite Speech In Intergroup Communication.**  
**Case Study: 3<sup>rd</sup> Year Students of English and Administrative Staff**  
**At Tiaret Ibn Khaldoun University**

**A Dissertation Submitted to the Department of Foreign Languages in**  
**Partial Fulfilment of the Requirements for the Degree of Master**  
**in Linguistics**

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## ***Dedication***

*To the memory of my Brother Choib whom I will never forget, I dedicate this dissertation, asking the Almighty Allah to bless his soul and dwell him in his vast paradise.*

*This work is dedicated to my wonderful parents; my loving father, who is my source of inspiration; and my fantastic mother, who has always been there for me. I'll never be able to express my gratitude enough for what you've done for me.*

*To my wonderful sisters, Bisma and Hind*

*To my wonderful hero brothers; Amine, Mohamed and Rabia*

*To my little sweet nephews; Adem, Farouk, Khalil, Sidahmed, Choib, Inasse, Monira, Djamela and my beautiful niece Meriem*

*To my dear sisters in-law, Fatima and Assia*

*To all my friends and relatives without exception*

***Hamza Taha KHELIFA***



## ***Dedication***

*This work is dedicated to all my family  
To all my friends and relatives without exception*

***HEDDANE Mohamed***



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## Abstract

Politeness in requests is a communication strategy the speaker uses to achieve goals, choosing the level of politeness based on the relative imposition involved in the request. It is important to use the right level of politeness. If the speaker is not polite enough, the hearer feels imposed on, but if the speaker is too polite, the utterance may sound sarcastic. This research aims to analyse politeness between third year students and the administration staff at Ibn Khaldoun University English section. In this study, fifty students were asked to answer a questionnaire and twelve workers from the administration to do an interview in order to collect the needed data for this research. Our research shows that politeness is important for the administrative staff since it boosts their self-esteem and confidence, allows them to understand their needs and concerns, enables them to establish a healthy relationship with students. Furthermore, it is important for students because it allows them to exchange information and seek guidance, deal with difficult situations, avoid conflicts and confrontations, and face threats, and the most important factor is that it facilitates the communication between students and administration.

**Keywords:** Communication, Politeness, Pragmatics.

## **List of Abbreviations & Acronyms**

**CP:** Cooperative Principal

**FTA:** Face Threatening Acts

**LET:** Language Expectancy Theory

**PP:** Politeness Principle

**SCT:** Social Cognitive theory

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# **General Introduction**

# General introduction

## General introduction

One of the fundamental aspects of Sapir's theory of language, according to many linguists, is that the real world is formed by people's linguistic habits since language is the most important medium through which individuals communicate.

Structuralism, transformational generative grammar, and early language studies focused on the formal and semantic components of language, ignoring the socio-cultural aspects that include language use in everyday life. However, philosophers like Searle (1969) and Leech (1983) were able to repair this leak in earlier paradigms and contributed to the pragmatic approach to language study. They demonstrate that when a person speaks a sentence, he is engaging in a communicative act that involves the performance of social functions. People are trained to be courteous from an early age, and one of the most popular phrases moms repeat to their children at home or outdoors is "Be polite!" This emphasizes the necessity of politeness in life.

People in all speech communities use "politeness formulas" such as "good morning", "thank you", and "bye-bye". Individuals engage politely in a variety of ways, using formulas. Various tactics are employed, which differ from one culture to the next.

People communicate with others on a regular basis, producing a variety of speech acts, the most common of which appears to be requests. According to Brown and Levinson (1987), requests are face-threatening activities that place the entire duty on the speaker. As a result, speakers should communicate with others in a respectful and suitable manner, employing successful linguistic tactics that take into account various social elements.

For the past thirty years, researchers have studied the phenomenon of linguistic politeness from many angles. It has been a source of discussion. Brown and Levinson's politeness theory (1987) is widely regarded as having weight in this discipline and having a significant influence on politeness studies.

This dissertation is based on the importance of politeness in communication between 3rd year students of English and the administration staff at the University of IBN KHALDOUN Tiaret. It also sheds light on the theory presented by Brown and Levinson, which sees politeness as a linguistic skill for dealing with face-threatening situations. According to them, politeness tactics are divided into two categories: positive and negative redress strategies. It's

# General introduction

vital to remember that while politeness is universal across all countries and cultures, politeness strategies varies.

Given that speakers of different languages have varied ways of expressing politeness, it's critical to look at the specific politeness techniques used by speakers of different languages in order to better comprehend the social purposes of language. Politeness has virtually become an international code that allows individuals of various social and religious backgrounds to converse more easily. This research analyses politeness strategies used between 3<sup>rd</sup> year students and the administration staff in IBN KHALDOUN Universty Tiaret.

Our research involves two samples: third-year students and their administrative staff at IBN KHALDOUN University the English Department of Tiaret, who have been chosen due to their reliability for the research topic. 50 students have been chosen and 12 personals from the administration.

## Questions and Hypothesis:

### Research Questions

The main objective of this study is to analyse and examine the effect of politeness in the interactions between 3rd year students and the administration staff at IBN KHALDOUN University English section. The following questions are addressed in order to meet the study's objective.

**Does politeness exist in students' administration staff's interactions?**

**Is there a correlation between politeness and the effectiveness of communication between the administrative staff and students?**

### Research Hypothesis:

The following hypotheses are offered in an attempt to predict answers to the study questions:

**Yes, politeness does exist in their interactions.**

**Yes there is a correlation between politeness and the effectiveness of communication between the administrative staff and students interactions.**

### Research Methodology and Design:

# General introduction

Our study uses the descriptive method because it is more relevant to our research. This method not only provides a general overview of the concept of politeness but also aids in the investigation of both students' and administrative staffs' lack of communication. Finally, it examines politeness in students' administrative staffs' interactions and answers the research questions.

## **The Structure of the Dissertation:**

### **The present work consists of three chapters:**

**The first chapter:** is devoted to the concept of communication, its definition, types, process, theories and models of communication.

**The second chapter:** deals with some aspects of politeness, its importance also its performance and structure.

**The Third chapter:** is the practical part as it includes the analysis of the results and reaching the conclusion.

## **Research Techniques and Methodology:**

Interviews and questionnaires are used to collect data because they are the most effective instruments for gathering the information needed to achieve the research purpose.

**Chapter one:  
Communication, Definitions  
and Theories**



**Chapter one: Communication, Definitions and Theories****Introduction:**

Communication may be learned. While most people are born with the physical ability to talk, not everyone can communicate effectively unless they put forth extra work to acquire and enhance this skill. We sometimes take for granted how simple it is to speak with one another, to the point where we forget how complicated the communication process is.

This chapter provides an overview of communication (definition, types of communication, and communication models) and introduces you to the key elements in the communication process. It also emphasizes the most important communication theories.

**1-1 Definition of Communication**

Communication, according to Keyton (2011), is the process of transmitting information and common understanding from one person to another. The term "communication" comes from the Latin word "communis", which means "common". The definition emphasizes that there is no communication unless there is a common understanding as a result of the exchange of information.

**1-2 Types of Communication**

The following are the types of communication, according to Burnett and Dollar (1989):

**1-2-1 Verbal Communication:** Verbal communication includes all forms of communication that use spoken words or unspoken words, such as sign language.

**1-2-2 Nonverbal Communication:** It includes everything from the tone to the facial expressions, body language, hand movements, and eye contact.

**1-2-3 Written Communication:** All what is written such as letters, emails, notes, texts, billboards

**1-2-4 Visual Communication:** The delivery of information, messages, and points through graphical representations or visual aids such as slide presentations, diagrams, physical models, drawings, and illustrations is known as visual communication.

**1-2-5 Listening Communication:** All what is communicated through ears like podcasts, music

**1-3 Process of Communication:**

The communication process is a series of actions or steps taken in order to communicate successfully. It consists of several components, including the sender of the communication, the actual message being sent, message encoding, the receiver, and message decoding.

**1-3-1 Components of Communication**

The communication process contains the following elements (Bovee and Thill (1992):

- 1. Sender:** the individual who delivers a message to a recipient
- 2. Message:** the information or the data that the sender is relaying to the receiver
- 3. Channel of Communication:** this is the transmission or method of delivering the message
- 4. Decoding:** this is the interpretation of the message. Decoding is performed by the receiver
- 5. Receiver:** the receiver is the person who is getting ore receiving the message
- 6. Feedback:** is the reaction of the receiver

**1-3-2 The Process of Communication**

The process of communication involves going through the following steps (Schramm, 1954):

- 1. The sender creates or develops an idea to be sent:** decides the information to transmit.
- 2. The sender encodes the message:** the ability to send your idea in format that is understandable by the receiver, the format could be written, oral, nonverbal or symbolic.
- 3. The sender selects the channel of communication:** the sender has to select the appropriate channel of communication whether its face to face, phone calls, text messages or emails.....etc
- 4. The message reaches the receiver through the channel message.**
- 5. The message is received by the receiver:** the message is received using the 5 human senses.

**6. The receiver decodes the message:** the receiver decodes and interprets the message received.

**7. The receiver provides feedback:** the receiver reacts to the message sent by the sender depending on the way he interpreted the message.

### **1-4 Communication Models**

The models of communication are regarded as important concepts that help in understanding the processes of communication. The models of communication are also regarded as crucial.

**1-4-1 Definition of Models:** A model can be defined as the visual representation that identifies, classifies and describes various parts of the process.

#### **1-4-2 Objective of Models of Communication:**

1. Providing information regarding elements of communication.
2. Conducting research.
3. Introducing features of communication processes.
4. Understanding the complexities of communication processes.

#### **1-4-3 Functions of Models of Communication:**

1. To enhance the skills and abilities of the individuals to communicate in an effective manner.
2. Helps in conducting research in the field of communication
3. Contribute in identifying the barriers and obstacles of communication

### **1-4-4 Communication Models**

These are the most important communication models:

#### **1- Jakobson's Model (1960):**

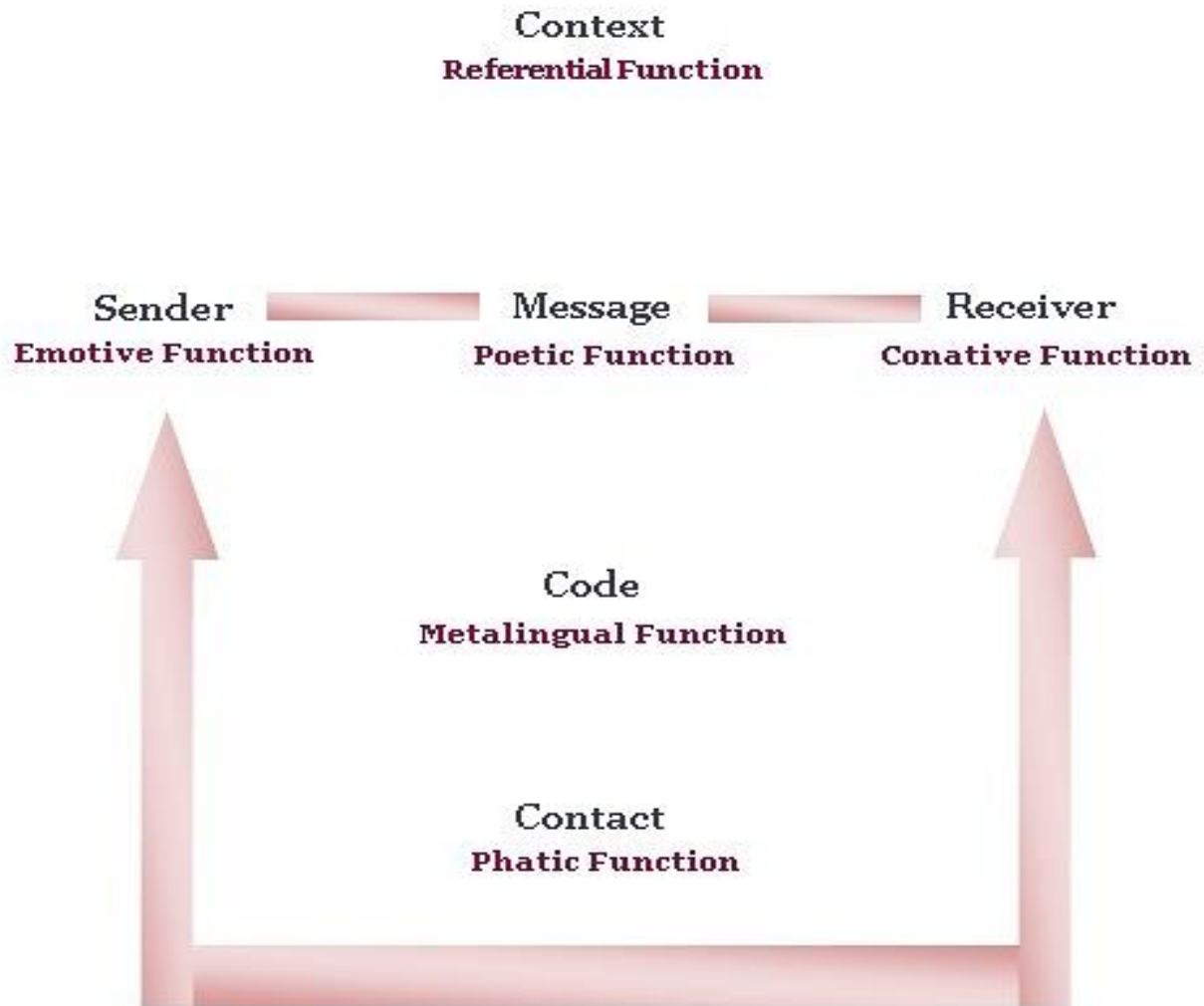
Jakobson proposed a model of verbal communication that went beyond basic transmission models, emphasizing the importance of codes and social contexts. He believes that any act of verbal communication is made up of six elements or factors:

1. **Context:** the circumstances that form the setting for an event, statement, or idea.
2. **An addresser:** a sender, or enunciator
3. **An addressee:** a receiver, or target
4. **A contact** between an addresser and addressee
5. **A common code** so the sender and receiver could understand each other
6. **A message**

He also proposed that each of these six factors (addresser, message, context, contact, code, and addressee) determines a different linguistic function:

1. **Referential:** This is the language you use to convey information in an objective way. For example: Water boils at 100° C
2. **Emotive:** this function helps to interpret emotions, feelings, desires, and moods of the subject. For example: I'm excited about the new car I bought!
3. **Conative:** This function focuses on the receiver of the message. The language used with this function is meant to get the attention or a reaction from the addressee. For instance: can you give me your pen please?
4. **Phatic:** This type of language is used to start or stop a conversation or to check the connection between the sender and receiver. For example: "How are you?" "I'm fine." "See you later."
5. **Metalingual:** metalingual refers to talking about the language itself—its features, word definitions, clarifying ambiguity. For example: "What are you saying? Are you speaking in English or what?"
6. **Poetic:** This function focuses on the message as well as the way the message is communicated. For instance: Tonight the moon shines high as if it were a diamond.

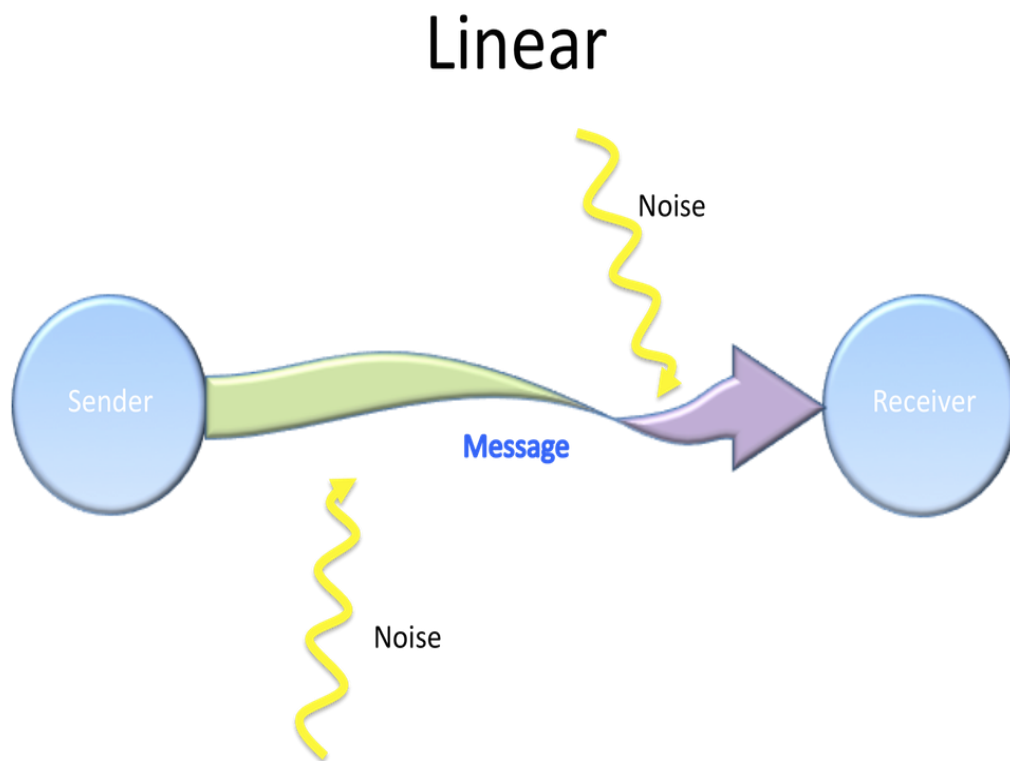
## 2. Jakobson Graph



**Figure 1-1 Jakobson's Model of Communication**

## 2. Linear Models

This model, developed by Shannon and Weaver in 1948, describes communication as a linear process. (See Figure. 1-2.) This model describes how a message is transmitted from a sender, or speaker, to a receiver, or listener. The sender, in particular, is the source of the message. A message can be made up of sounds, words, or behaviours that occur during a communication interaction. The message is sent through a channel, which is the pathway or route for communication, to a receiver, who is the message's target or recipient. There could be barriers or noise in the communication process. Noise is defined as any interference in the channel or message distortion. This is a straightforward model in which a message is simply sent from sender to receiver.

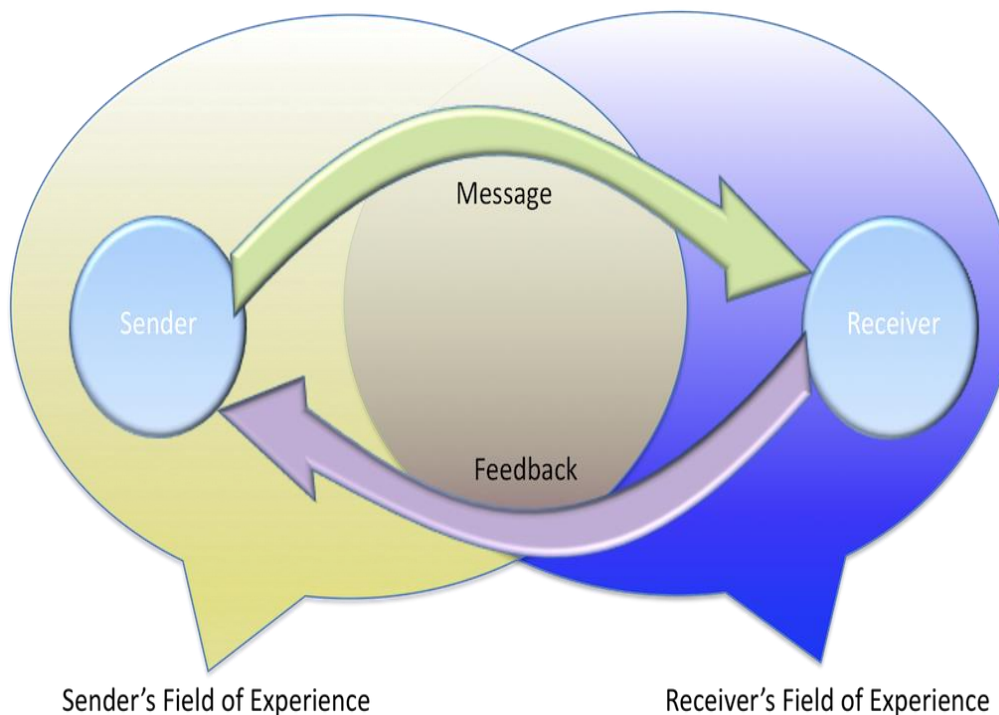


**Figure 1-2 Linear Model of Communication**

### **3. Interactional Models (Schramm, 1954):**

Interactional models follow two channels in which communication and feedback flow between sender and receiver. Feedback is simply a response that a receiver gives to a sender. (See Figure 1-3) Feedback can be verbal (i.e. “yes”) or nonverbal (i.e. a nod or smile). Most importantly, feedback indicates comprehension. It can help senders know if their message was received and understood. By focusing on flow and feedback, interactional models view communication as an ongoing process.

## Interactive

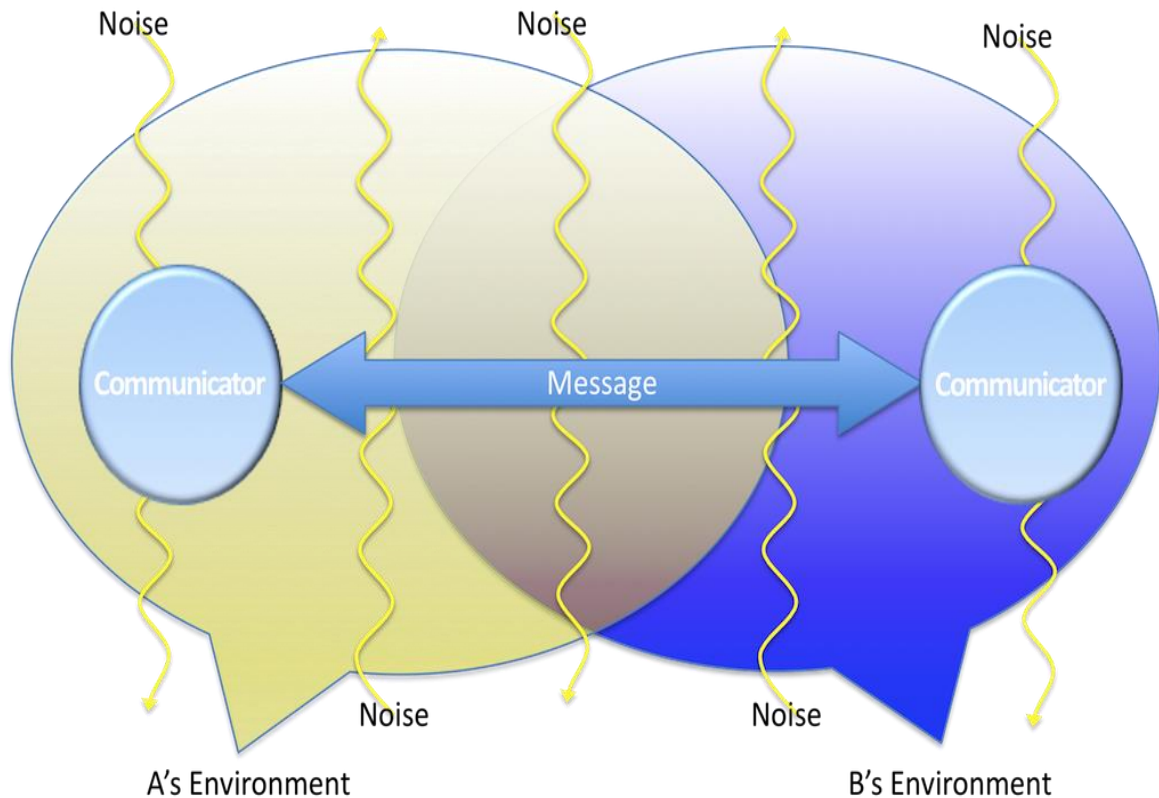


**Figure 1-3 Interactive Model of Communication**

#### **4. Transactional Models (Barnlund, 1970):**

The transactional communication model is the most dynamic. One distinguishing feature of this model is the shift from referring to people as senders and receivers to communicators. This implies that communication occurs when people send and receive messages (See Figure 1-4). This model fundamentally sees communication as a transaction. In other words, communication is a collaborative action in which communicators co-create the interaction's process, outcome, and effectiveness. Unlike in the linear model, where meaning is sent from one person to another, and unlike in the interactional model, where understanding is achieved through feedback, people in the transactional model create shared meaning in a more dynamic process.

# Transactional



**Figure 1-4 Transactional Model of Communication**

## 1-5 Communication Barriers and Obstacles:

According to VEDA'S JOURNAL OF ENGLISH LANGUAGE AND LITERATURE there are five barriers to effective communication, including:

1. Attitudinal barriers
2. Behavioural barriers
3. Cultural barriers
4. Language barriers and
5. Environment Barriers



**1-5-1 Attitudinal Barriers:**

A common cause of communication breakdown in a workplace situation is people holding different attitudes, values, and discrimination. Each person's uniqueness comes from personal characteristics such as race, gender, education, age, ability, lifestyle, and experience, which may create some difficulties when communicating.

**1-5-2 Behavioural Barriers:**

It refers to behaviours like

1. Bias.
2. Generalisations.
3. Stereotyping.

Those behaviours create a lot of problems in communication.

**1-5-3 Environmental Barriers:**

There are many environmental factors affecting the effective communication process. Messages can be blocked by environmental factors, such as the physical setting or the situation where communication takes place such as noise.

**1-5-4 Language Barriers:**

Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. However, barriers can also occur when people are speaking the same language. Sometimes barriers occur when we use inappropriate levels of language or we use jargon or slang which is not understood by one or more of the people communicating.

**1-5-5 Cultural Barriers:**

Cultural diversity can make communication difficult, especially in the workplace, where a misunderstanding can cause costly problems. When people from different cultures work together, several factors can become barriers.

**1-6 Intercultural Communication:**

According to Lustig and Koester (2007) intercultural communication is defined as a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings.

### **1-7 The Importance of Communication:**

1. Helps build (and sustain) personal relationships.
2. Key to social accomplishment.
3. Opens up career opportunities.
4. Boosts productivity.

### **2. Linguistics and Communication:**

The primary means of communication is language. We can communicate our ideas, opinions, points of view, and emotions to others through language, whether spoken or written.

#### **2-1 Communications as basic Linguistics Function:**

Much modern linguistics theory is based on the assumption that the primary and fundamental function of language is communication. These are the assumptions that are apparent in the definitions of language given in linguistics books. For example, in the popular introductory linguistics textbook by Fromkin and Rodman (2007), human language is contrasted to animal communication. The assumption is that an adequate definition of language is one that distinguishes natural human language from other systems of communication. It is taken for granted that the primary nature of human language is communication, and there are good reasons for this assumption. Language is a social phenomenon. It is a shared system of codified values. Speakers are able to communicate by virtue of their participation in this system of values. For instance, people are able to recognize and interpret the values and meanings of words such as syntax. The latter is usually taken to be the defining feature of the linguistic code which distinguishes natural human language from forms of animal communication. This is the position advocated by Noam Chomsky (1957). The syntax of human language is taken to be the creative aspect of the linguistic code, which is not present in other forms of communication.

#### **2-2 Communication Theories:**

### 2-2-1 Language Expectancy Theory:

Burgoon (1995) states that LET is a formalized model about message strategies and attitude and behaviour change. Message strategies include verbal aggressions like fear appeal, explicit opinions and language intensity which are more combat. LET assumes that language is a rule-governed system and people develop expectations concerning the language or message strategies employed by others in persuasive attempts. The LET explains the effect of the use of different linguistics variations (language, language intensity) on people who use persuasive messages.

### 2-2-2 Social Cognitive Theory:

Bandura (1997), states “the social cognitive theory explains how people acquire and maintain certain behavioural patterns, while also providing the basis for intervention strategies”. Evaluating behavioural change depends on the factors environment, people and behaviour. SCT provides a framework for designing, implementing and evaluating programs. Environment refers to the factors that can affect a person’s behaviour. There are social and physical environments, social ones include family members, friends and colleagues while physical in the other hand refer to the place, the temperature the size of the room. (See figure 1-5)

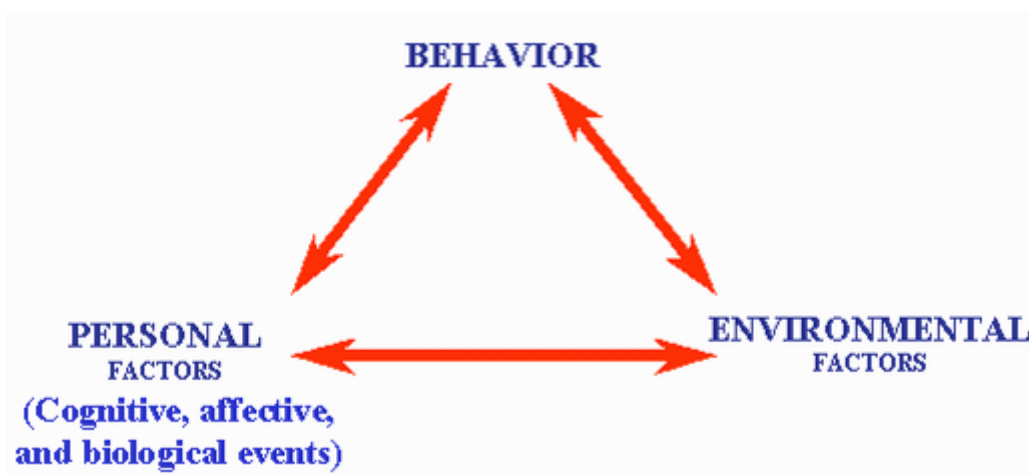


Figure 1-5 Social Cognitive Theory

**2-2-3 Theory of Planned Behaviour/ Reasoned Action: (Ajzen and Fishbein formulated in 1980)**

Theory of Reasoned Action suggests that a person's behaviour is determined by person intention to perform the behaviour. The predictor of behaviour is intention which is considered the cognitive representation of a person's readiness to perform a given behaviour. The intention is determined by three things: their attitude toward the specific behaviour, their subjective norms and their perceived behavioural control. (See figure 1-6)

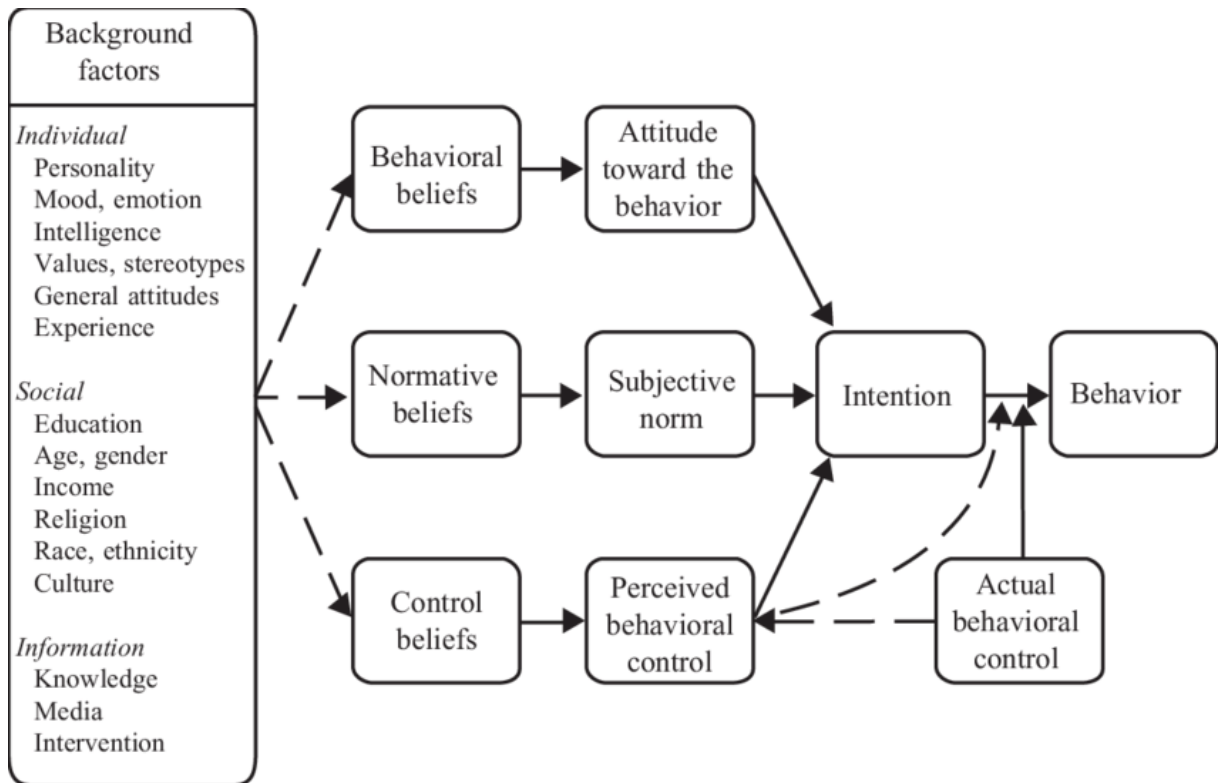


Figure 1-6 Theory of Planned Behaviour

2-3 linguistics Communication:

(Witten, Gori, and Numerico, Web Dragon, 2007)

Linguistic communication involves applying rules that allow people to understand one another even when they do not share the same world vision. Meaning is attributed to words through a convention that becomes established over time within a given community

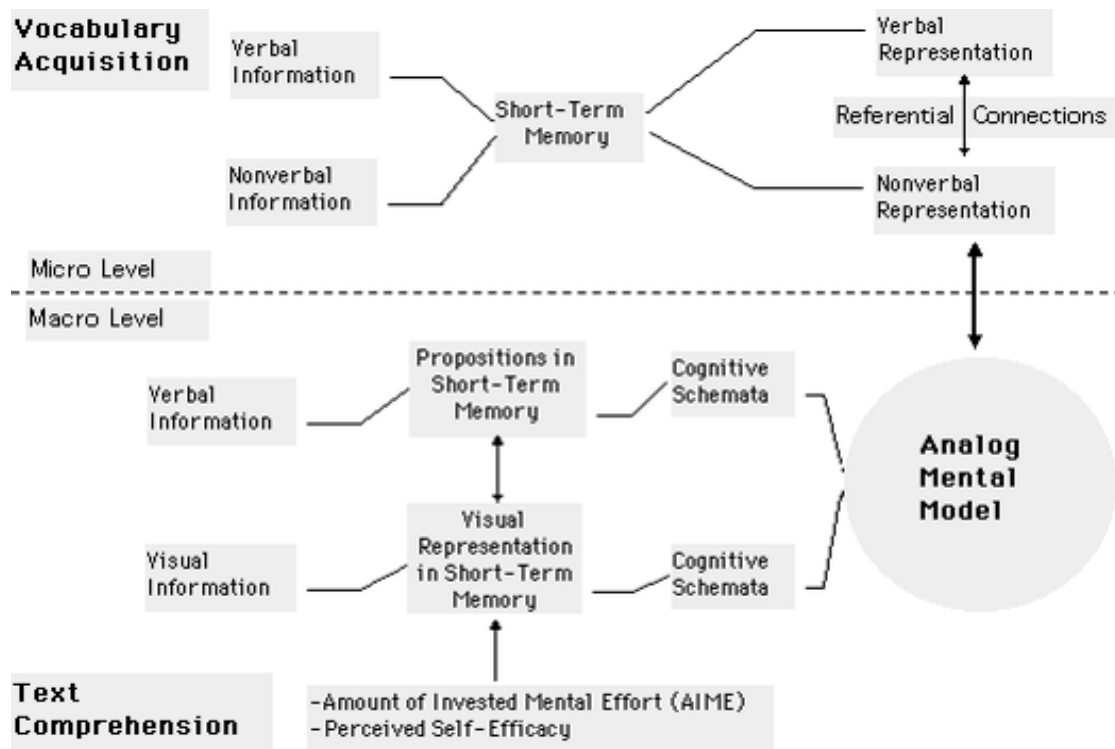
2-3-1 Language VS Communication:

1. Language is a system of communication that relies on verbal or non-verbal codes to transfer information. Communication is a way of interchanging messages or information between two or more people, focusing on the message.

2. Language is a tool of communication. Communication is a process of transferring messages.
3. Language changes dynamically, as new words can be created. Communication is considered static, as its basic steps remain unchanged.
4. The basics of communication do not change. However, new words are added to the dictionary of language almost daily.

**2-3-2 Model of Text Comprehension: (Van Dijk & Kintsch, 1983)**

When a reader reads a text, an "understanding" of the text is created in the reader's mind. The Process of constructing a situation model is called the "comprehension process". Kintsch and Van Dijk assume that readers of a text build three different mental representations of the text: a verbatim representation of the text, a semantic representation that describes the meaning of the text and a situational representation of the situation to which the text refers. The propositional representation consists initially of a list of propositions that are derived from the text. After having read a complete sentence, this list of propositions is transformed into a network of propositions. If the text is coherent, all nodes of the network are connected to each other. (See figure 1-7)



**Figure 1-7 Comprehension Process**

### **Conclusion:**

Communication is defined as the giving, receiving or exchanging of information, opinions or ideas so that the message is completely understood by everybody involved. In this chapter, we have shed light on communication, its types and process and the importance of communication in society.

**Chapter Two:  
Politeness and its  
Strategies**

### Chapter Two: Politeness and its Strategies

#### Introduction:

The definition of politeness varies by culture, as do the ways in which it is interpreted, and the conceptualization of linguistic politeness is a bit unclear, especially when the technical term is used in the pragmatic and sociolinguistic study of socio-communicative verbal interaction.

Although there is no universal vocabulary term for linguistic politeness across cultures, there are distinct ways of expressing such a context. Linguistic politeness can be seen as a universal human social interaction that exists across cultures. It would be one aspect of interpreting and describing forms of human contact. This chapter is devoted to showing the different notions related to the politeness phenomenon, namely some sociolinguistic concepts, politeness definitions, and the approaches towards this phenomenon.

#### 1-1 Definitions

The following definitions are relevant to the theme of this study, namely to politeness phenomenon.

##### 1-1-1 Pragmatics:

Developed in the late 1970s, pragmatics is a subfield of linguistics that studies communication and how people interact when using language. It explains language use in context, including the effect that context has on an utterance and the goals the speaker intends to achieve through the choice of means of expression.

C. Morris, an American philosopher, coined the word in his semiotic research (1937), in which he discovered that semiotics is divided into three branches: syntactics, semantics, and pragmatics. Syntactics is concerned with the rules that control the way words are put together to make phrases and sentences; semantics is the study of the relationship between signs and the objects they represent. Morris (1938) defines pragmatics as “the study of the relation of signs to interpreters”, It is regarded as a branch of semiotics (the study of signs and symbols) that studies the relationship between language expressions and the people who use them, and a branch of linguistics concerned with how people use language in different settings and how speakers and listeners behave.

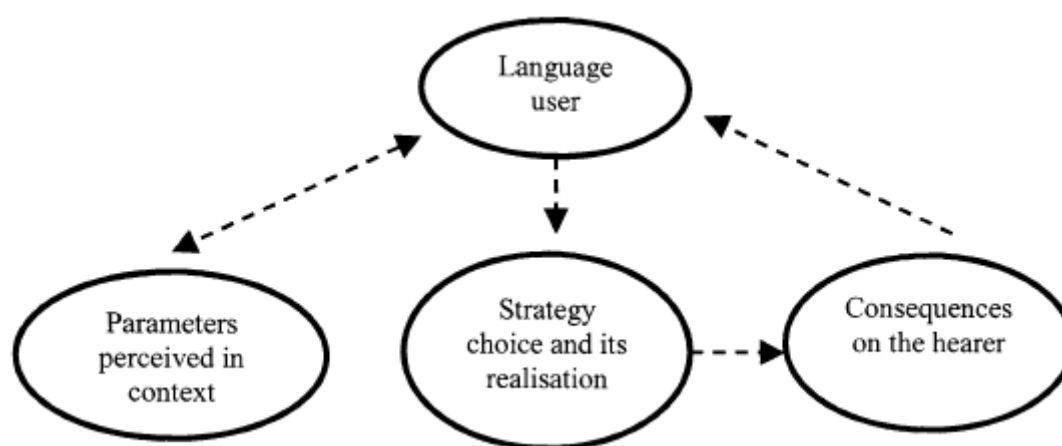


In short, pragmatics is the study of the meaning of words, phrases, and whole sentences in a social context as opposed to semantics, which is concerned with the definitions of words found in dictionaries. Pragmatics has been labelled as a "waste-basket of linguistics" (Mey, 1993), but after many years it has advanced from a wastebasket to a full-grown field.

In Crystal's words (1985), the term pragmatics is defined:

*Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effect their use of language has on other participants in the act of communication.*

Crystal tries to explain that in order to achieve successful communication between individuals, there should first be a repertoire from a certain code to be selected, then there should be a respect for social rules that constrain the way people speak, and finally, these choices should have consequences on the hearers, according to this definition. Crystal's notion of pragmatics is depicted in the figure below:



**Figure 2-1 Crystal's Definition of Pragmatics**

Leech (1983) identifies pragmatics as "the study of meaning in relation to speech Situations", on the other hand, Blum-Kulka (1997) states the following:

*In the broadest sense, pragmatics is the study of linguistic communication in context. Language is the chief means by which people communicate, yet simply knowing the words and grammar of a language does not ensure successful communication. Words can mean more than what they say. Their interpretation depends on a multiplicity of factors, including familiarity*

*with the context, into national cues and cultural assumptions. The same phrase may have different meanings on different occasions, and the same intention may be expressed by different linguistic means. Phenomena like these are the concern of pragmatics.*

Blum-kulka, Here, she explains what pragmatics is all about; she demonstrates that pragmatics is more concerned with the meanings that words really express when they are employed, rather than the meanings that the speaker wishes to transmit while making specific utterances.

### **1-1-2 The Speech Community:**

Since 1933, when Leonard Bloomfield (1933) wrote: “A group of people who use the same set of speech signals is a speech-community”, there have been doubts about the concept of speech community. A speech community, according to this definition, is a social group with a single nation and language.

The acceptance of the concept "speaking community" in linguistic analysis did not occur until the 1960s, and it has since become a crucial idea in Sociolinguistics. A speech community is any group of people who speak the same language in general linguistics. Sociolinguists, on the other hand, believe that focusing on the language practices of a group of people who do have the opportunity to interact and exchange a repertoire of languages or variations rather than a single language. As Spolsky (1998) explains it this way:

*There is no theoretical limitation on the location and size of a speech community, which is in practice defined by its sharing a set of language varieties (its repertoire) and a set of norms for using them.*

William Labov and Gumperz are among the sociolinguists who have worked on speech communities. The speech community is defined by Gumperz (1968) as follows:

*...any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage.*

Instead of emphasizing on a single shared language or the homogeneity of the speech community, John Gumperz emphasized the importance of constant, predictable exchanges and contact for a speech community to exist.

The following is Labov's idea of speech community (1972), which has unquestionably been the most significant:

*The speech community is defined by ... participation in a set of shared norms ...[which] may be observed in overt types of evaluative behaviour, and [in] the uniformity of abstract patterns of variation*

In reality, Labov's definition was the first to combine a focus on linguistic output with a focus on social evaluation and perception.

### 1-1-3 Face

Erving Goffman, a sociologist, introduced the concept of face in his article "On Face-work: An Analysis of Ritual Elements of Social Interaction" and in his 1967 book, *Interaction Ritual: Essays on Face-to-Face Interaction*. Goffman defines the face as a mask that changes depending on the audience and the range of social interactions. In social situations, people seek to retain the image they have built. People are emotionally tied to their faces, so maintaining them makes them feel good; losing a face causes emotional anguish; thus people collaborate in social interactions by adopting politeness methods to maintain each other's faces. Face is an important cultural term in social life; it is a person's social standing that relates to the identity or image that each individual wants to claim in interactions, and face-work refers to the acts that people perform to preserve their face.

According to Ho1 (1975), "the concept of face is, of course, Chinese in origin", and the phrase is widely employed metaphorically to signify prominence; honour; renown, and respect in many other languages.

The face eventually reflects a person's image and conveys the respect that a person can demand from others. Brown and Levinson (1978) also emphasized on incorporating the idea of "face" into politeness, defining it as follows:

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

Goffman (1955) believed that a person's face had become a requirement for social contact. Face maintenance is a requirement of interaction for him. Face is, in fact, a social

phenomenon that occurs when two or more speakers in a conversation are present, and it has been shown to be a useful technique to develop excellent relationships that benefit both parties. Faces can be hurt in a variety of ways. As a result, maintaining one's face is a crucial part of social contact in the performance of speech acts that are employed in daily encounters.

### 1-1-4 Face-Threatening Acts:

A threat to a person's face is known as a Face-Threatening Act (FTA). Face-threatening activities, according to Brown and Levinson (1987), can target either the speaker's or the hearer's face, and they can target either positive or negative face. They usually require a softening or mitigating statement, as well as some verbal mending.

Politeness is a general style of behaving that includes not just a collection of linguistic methods used by persons in specific situations, but also judging an individual's linguistic habits. As a result, politeness should be seen as a collection of methods or linguistic habits that someone sets as a norm for oneself or that others judge as a norm for them, as well as a socially constructed norm or guideline within a specific speech community. Holmes (1995) talks about polite people as those who:

*avoid obvious face-threatening acts...they generally attempt to reduce the threat of unavoidable face threatening acts such as requests or warnings by softening them, or expressing them indirectly; and they use polite utterances such as greetings and compliments where possible.*

Threatening Situation Acts can be classified based on whether they endanger the addressee's or speaker's face, as well as whether they threaten positive or negative face. Acts that damage an interlocutor's attempts to preserve a favourable self-image are known as FTAs that put the positive face in threat. As a result, acts such as criticism, disagreement, and the mention of taboo issues endanger positive face.

FTAs that threaten negative face are Acts that may impact on an interlocutor's freedom of action or freedom of imposition. Requests, guidance, and words of jealousy, for example, threaten an addressee's negative face; making pledges grudgingly, showing gratitude, and accepting an apology, on the other hand.

Brown and Levinson (1987) contend that these classifications of FTAs are rarely followed since some FTAs can damage both the positive and negative faces of individuals.

According to Brown and Levinson, three factors might influence an act's performance: social distance, power, and imposition. In this context, Wolfson (1989) states:

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

**Degree of Social Distance:** It refers to the proximity of the interlocutors (e.g., distant, semi-close, or close).

**Power:** It refers to the power balance between the person who performs the act and the person who receives it.

**Rank of Imposition:** It relates to the intensity of the action.

### 1-1-5 Politeness Definitions:

Asking indirect inquiries and requests, apologizing, using acceptable titles or names for others in conversation, and using appropriate language are all examples of polite behaviour. It's challenging to define politeness, and there's still no general definition because it differs from culture to culture, and there's a lot of confusion concerning its universality and linguistic uniqueness. Despite numerous attempts and frameworks to address the topic, there is still no unifying direction in the subject, as Meier (1995) points out, there is a "disconcerting amount of divergence and lack of clarity concerning the meaning of politeness". This is also described by Held (1992) as a "definitionally fuzzy and empirically difficult area."

On the other hand, given the complicated nature of politeness and the range of ways in which it can be expressed, there is a lack of agreement among academics.

Formality, courtesy, indirectness, appropriateness, decorum, tact, and so on have all been used to describe Politeness.

Brown and Levinson, on the other hand, argue that the global perspective of politeness as acceptable language usage, as well as other linguistic frameworks that support it, are linked to the concept of "face" (Brown and Levinson, 1987).

Sifianou (1992) described the etymology as follows:

*Polite is derived from the Latin politus, past participle of "polire" meaning "to*

*smooth". Thus , "polite" originally meant "smoothed" , "polished" , and subsequently "refined", "cultivated" , "well bred" , and so on , when referring to people , and "courteous", "urban", etc. when referring to manners.*

Politeness is associated with upper-class behaviour, urban living, and civilized manners in this description, and all of these adjectives connect to social behaviour.

As previously said, one of the most essential approaches on the phenomena is that of social appropriateness. In the Longman dictionary contemporary English, politeness is defined as "Having or demonstrating good manners, regard for others, and/or correct social behaviour".

The majority of researchers agree that politeness is employed to prevent conflicts. Politeness, according to Lakoff (1975), is defined as those behaviours that have been adopted to make interpersonal interactions less tense "developed in societies in order to reduce conflicts in personal interaction", in this way, politeness is claimed to be universal. He also discusses appropriateness, stating "to be polite is saying the socially correct thing" (1975). Similarly, Leech (1983) defines politeness as behavioural patterns aimed at establishing and maintaining comity, i.e., the ability of individuals to interact in a pleasant and harmonious environment.

### **1-2 Approaches to Politeness:**

Since the 1970s, many politeness theories have been suggested within pragmatics to explain both universal and culture-specific interactional conventions of language use. The social-norm perspective, the conversational-maxim view, and the face-saving view are the four contemporary theories given by Fraser (1990).

#### **1-2-1 The Social-Norm View:**

According to Fraser, the social-norm view is linked to historical understandings of politeness and is the original approach to politeness (1990). According to this viewpoint, each society belongs to or has a set of social norms and regulations that govern people's behavior and thoughts. If a person acts in accordance with these criteria, the act will be considered positive, i.e. respectful. However, if it violates a society's social norms, the conduct will be viewed negatively or as unfriendly. As a result, everyone should follow to proper etiquette and manners.

#### **1-2-2 The Conversational-Maxim View**

The second approach to politeness is the conversational-maxim viewpoint, which is based on Grice's (1975) framework and his Cooperative Principle (CP). Lakoff (1973) and Leech (1983) both embraced this principle.

### 1.2.2.1. Gricean Maxims:

Two of the most notable contributions to the study of pragmatics are Grice's Cooperative Principle (CP) and Maxims of Conversation (1975). Philosopher Paul Grice proposed four conversation Maxims to explain the link between statements and what is inferred from them. "Make your conversational contribution as required by the accepted purpose or direction of the talk exchange in which you are engaged" Grice (1975), he adds "It's called cooperative because listeners and speakers must speak cooperatively and mutually accept one another in order to be understood in a specific way". The principle illustrates how the four Maxims of Quality, Quantity, Relevance, and Manner are used to promote efficient communication in conversation in everyday social circumstances.

**\*Maxim of Quantity:** this maxim states the following

1. Make your contribution to the conversation as informative as necessary.
2. Do not make your contribution to the conversation more informative than necessary.

**\*Maxim of Quality:** it expresses the following:

1. Do not say what you believe to be false.
2. Do not say what you lack adequate evidence about.

**\*Maxim of Relevance:** it deals with one notion which is:

1. Be relevant (i.e., say things related to the current topic of the conversation).

**\*Maxim of Manner:** it states the following:

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary wordiness).
4. Be orderly.

### 1.2.2.2. Leech's (1983) Model of Politeness:

Grice's conversational maxims were also adopted by Leech (1983), who studied politeness in terms of maxims within a pragmatic framework. Leech tries to explain indirectness in interactions by claiming that politeness is the incentive for transmitting meaning in an indirect manner. He distinguishes between the speaker's desired speech act and the manner in which the speaker delivers it.

Leech suggested his Politeness Principle (PP) as a required complement to the Cooperative Principle (CP) based on its foundation and maxims. The PP comprises six maxims:

**\*The Tact Maxim:** The tact maxim states: 'Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other'. The first part of this maxim reflects Brown and Levinson's negative politeness approach of reducing imposition, while the second part reflects Brown and Levinson's positive politeness strategy of responding to the hearer's interests, wants, and needs.

**\*The Generosity Maxim:** Leech's Generosity maxim states: 'Minimize the expression of benefit to self; maximize the expression of cost to self'. Unlike the tact maxim, the generosity maxim concentrates on the speaker and states that others should come before oneself.

**\*The Approbation Maxim:** The Approbation maxim states: 'Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of others'. It is ideal to compliment people in this situation, and if this is not possible, one attempts to give a modest reaction (perhaps through the use of euphemisms) or to remain silent. The first part of the maxim aims to avoid conflict; the second portion aims to make others feel good by demonstrating solidarity.

**\*The Modesty Maxim:** The Modesty maxim states: 'Minimize the expression of praise of self; maximize the expression of dispraise of self'.

**\*The Agreement Maxim:** The Agreement maxim runs as follows: 'Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other'. It's in accordance with Brown and Levinson's positive politeness methods 'seek agreement' and 'avoid conflict', which they value highly. However, it is not stated that people



completely shun conflict. It's just that they're considerably more forthright in expressing agreement than in expressing disagreement.

**\*The Sympathy Maxim:** The sympathy maxim states: 'minimize antipathy between self and other; maximize sympathy between self and other'. This comprises a small number of speech acts including congratulation, commiseration, and condolences, all of which follow Brown and Levinson's positive politeness strategy of paying attention to the hearer's interests, wants, and needs.

### 1-2-3 The Conversational Contract View

Fraser (1975) and Fraser and Nolen (1981) proposed this technique, which was later improved by Fraser (1990). It follows Grice's Cooperative Principle; however it differs from Brown and Levinson's face-saving position. This viewpoint is explained by Fraser (1990) as follows:

*We can begin with the recognition that upon entering into a given conversation, each party brings an understanding of some initial set of rights and obligations that will determine, at least for the preliminary states, what the participants can expect from the other(s). During the course of time, or because of a change in the context, there is always the possibility for a renegotiation of the conversational contract: the two parties may readjust just what rights and what obligations they hold towards each other.*

As a conclusion, Fraser proposes that the politeness phenomenon is a contract between speakers and listeners. This contract should be followed in interactions, which means that everyone should be aware of their rights and obligations, and there must be a need to respect these rights and obligations when the context changes.

### 1-2-4 The Face-Saving View

Penelope Brown, an anthropologist, and Stephen C. Levinson, a linguist, propose one of the basic approaches to politeness (1978). Their theory was first published as a book chapter in 1978 and then republished in 1987 as a book. It's a framework for connecting the major characteristics of social interaction with how people communicate with one another.

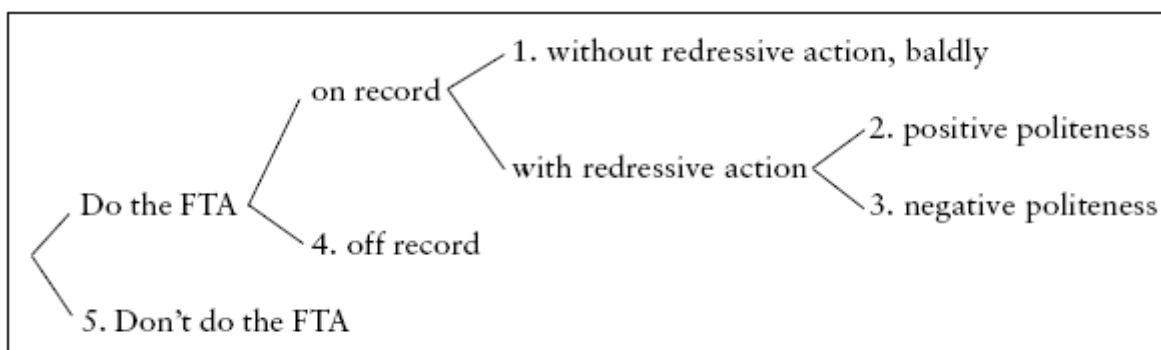
Their theory explains how and why people try to save face, especially when confronted with humiliating or disgraceful events it clarifies how we engage with others to control our own and others' identities, particularly through the employment of politeness strategies. This means the way people communicate in social situations can be explained by the fact that

everyone has face-wishes, and others have similar desires. Politeness theory attempts to explain why a speaker would prefer to utilise a positive politeness technique over a negative politeness method.

### 1-3 Brown and Levinson's Politeness Strategies:

Politeness strategies are verbal messaging strategies that satisfy the listener's face. To avoid a violation of the hearer's face, a politeness approach is employed. Speakers employ a variety of methods to avoid or at the very least mitigate the threat of FTAs.

Politeness strategies differ from one language to another from one community to the next. The wrong strategies might have disastrous consequences at times. This can happen when non-native speakers utilize a language. Many linguists believe that politeness techniques are important in sustaining social order, and (Brown & Levinson, 1987) see it as "a precondition of human collaboration". According to Lakoff, the purpose of politeness is to avoid conflicts (1889). Politeness tactics are learnt when a mother instructs her child to meet his uncle or thank someone who has given him chocolates, for example. It appears to be critical to follow these rules, which have evolved over the course of human history.



**Figure 2: Possible Strategies for Doing FTAs (Brown & Levinson, 1987)**

Speakers will choose from a set of five tactics to prevent or lessen FTAs in an interaction, as outlined by Brown and Levinson, which summarize human politeness behaviour which includes bald on record, negative politeness, positive politeness, and off-record-indirect method.

#### 1-3-1 Bald on Record:

It refers to the most direct manifestation of an action. The speaker does not have to make any attempt to lessen the impact of the FTAs. "Bald on record" refers to techniques that use

the imperative form without providing any redress and are used when the face threat is low. It is possible that using this method will surprise, embarrass, or make the people being addressed feel uneasy. This form of method, on the other hand, is most typical among people who know each other well and are at ease in their surroundings, such as close friends and family members. As Brown and Levinson (1987) state:

*... (a) S and H both tacitly agree that the relevance of face demands may be suspended in the interests of urgency or efficiency; (b) where the danger to H's face is very small, as in offers, requests, suggestions that are clearly in H's interest and do not require great sacrifices of S (e.g., 'Come in' or 'Do sit down'); and (c) where S is vastly superior in power to H, or can enlist audience support to destroy H's face without losing his own.*

According to the preceding excerpt, bald-on record methods are used in the following situations:

- 1- When the act performed demands or requires more efficiency for example in emergencies.
- 2- When the act is addressed to someone who is well-known or familiar to the speaker, this is referred to as "weightiness" which is small in this case.
- 3- When the FTA is for the benefit or the interest of the hearer.
- 4- When a difference in power that is to say the powerful speaker will employ the most direct way

#### **1.4.2. Positive Politeness:**

Positive politeness is characterized by a degree of familiarity with others. It can be thought of as an intimacy code or language.

Its goal is to restore good face by treating the addressee as a member of an in-group, a friend, and a person whose desires and personality features are well-known and liked. It's more common in groups of friends or in social situations where individuals know each other pretty well. It usually strives to bridge the gap between them by displaying friendliness and genuine concern for the hearer's desire to be respected (minimize the FTA). Positive politeness aims to create a sense of solidarity between the speaker and the listener by utilizing a variety of tactics.

Brown and Levinson propose three major tactics for conveying positive politeness. The first is claiming common ground with others, which implies that the speaker and the listener share numerous interests, attitudes, and group membership. Address phrases like "sister" and "honey" are used to determine group membership. Sharing comparable hobbies entails making comments about other people's appearance and possessions. The communicators' collaboration is linked to the second strategy of positive politeness. It entails being aware of and interested in the listener, as well as soliciting his viewpoint. The third technique is to fulfil the goals and desires of others, such as sympathy.

According to (Brown & Levinson, 1987), these strategies include the following:

- 1- Use in-group identity markers
- 2- Seek agreement
- 3- Avoid disagreement
- 4- Presuppose/raise/assert common ground

### **1.3.3. Negative Politeness:**

Brown and Levinson's negative politeness methods, in contrast to positive politeness strategies that try to achieve solidarity, enhance the social gap between interlocutors. It is primarily avoidance-based, and it states that the speaker will not interfere with the addressee's freedom of action because of his or her negative face. The fundamental goal of this method is to suppose that you are imposing on the listener and invading their personal space. As a result, these naturally assume that the situation involves some social distance or embarrassment.

Brown and Levinson (1987) identify these strategies as follows:

- 1- Be conventionally indirect
- 2- Question, hedge
- 3- Be pessimistic
- 4- Minimize the imposition
- 5- Give deference
- 6- Apologize

**1-3-4 Off-Record (indirect):**

Brown and Levinson's fourth method is the off record, which means that an act might be committed in an ambiguous and indirect manner. By avoiding the direct FTA, off-the-record indirect tactics reduce the strain on the speaker, allowing them to be free of any imposition. Trying to explain how off-the-record methods assist the speaker in avoiding a direct FTA, Brown and Levinson (1987) state:

*... the actor leaves himself an 'out' by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. Thus, 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.*

Here are some examples:

Give hints:

"It's cold in here."

Be vague:

"Perhaps someone should have been more responsible."

Be sarcastic, or joking:

"Yeah, he's a real rocket scientist!"

In fact, these methods aren't universal; they're applied in various civilizations on a more or less regular basis. In some eastern societies, for example, the off-the-record-indirect method will impose a social responsibility on your hearer to give you something you admire. As a result, when speakers visit homes, they learn not to express admiration for pricey and precious items.

**Conclusion:**

We conclude that Brown and Levinson's model makes a significant addition to politeness studies. Several research in pragmatics and sociolinguistics have highlighted the importance of politeness in social interaction, including Brown and Levinson's, from which we derived the theoretical distinction between "negative" and "positive" politeness. Because politeness is a social standard that can be empirically observed in language and evaluated

through language, it has been a popular topic of research in sociolinguistics when looking at the relationship between language and society.

We have dealt with the theoretical part of the present research including some relevant sociolinguistic concepts, politeness theories and politeness strategies

# **Chapter Three: Research Methodology and Data Analysis**

**Chapter Three : Research Methodology****Introduction**

This chapter shows the research aims, population, instruments and the method of study used in this research.

In fact, this chapter outlines the processes taken to conduct and design the research, as well as providing explanations for the data collected, analyses of the findings, and a general discussion and explanations of the findings gained from the questionnaire, interview, and observation. Finally, it examines politeness between third-year students and administrative staff at Tiaret University IBN KHALDON's English department and provides broad understanding about politeness. In addition, it provides answers to the research questions.

**3.2 Aim:**

This study highlights the importance of politeness in students' interactions with administrative personnel and the usage of politeness tactics in their speech. Furthermore, this study aims to emphasize the impact of politeness on the growth of their communication. It also seeks to understand the techniques used in their interactions. Finally, it responds to queries about the relationship between politeness and the efficiency with which students and administrative staff communicate.

**3.3 Research Design and Methodology**

The study was conducted at the English department of Tiaret University of IBN KHALDOUN. It addresses the third year students' and the administrative staff and makes use of both the quantitative and the qualitative method.

Our study uses the descriptive method because it is more relevant to our research. This method not only provides a general overview of the concept of politeness, but it also aids in the investigation of both students and administrative staff lack of communication. Finally, it examines politeness in student-administrative interactions, and answers the research questions.

**3.4 Sample of the Study**

Our research involves two samples: third-year students and their administrative staff at IBN KHALDOUN University the English Department of Tiaret, who have been chosen due



to their reliability for the research topic. 50 students have been chosen and 12 workers from the administration.

### 3.5 Research Instruments

The main objective of our research is gathering the needed information to answer the research questions. Therefore we adopted two types of information gathering tools, a questionnaire which is directed to students and an interview for their administrative staff.

### 3.6 The Population of the Study

50 members of the third year students have been chosen as the representatives of our population because they are likely to be familiar with dealing with the administration since they have been in the department for three years.

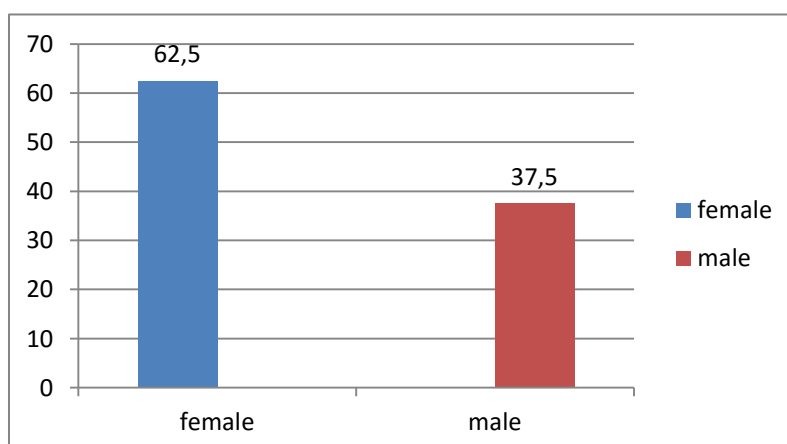
For the administrative staff, 12 personals have been involved due to their limited number in comparison to the students.

### 3.7 Students' Questionnaire Analysis

This section summarises the results of students' questionnaire and analyses them as follows:

#### Section One: Personal Data

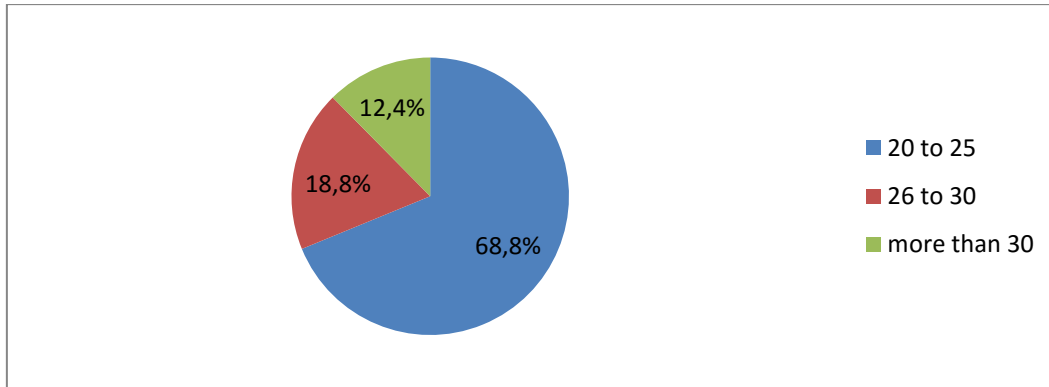
##### Q.1 What is your gender?



**Graph 3.1: students' gender.**

The distribution of students' gender shown in the chart reveals that the majority of the respondents are females (62.5%), (37.5%) are males.

**Q.2 How old are you?**

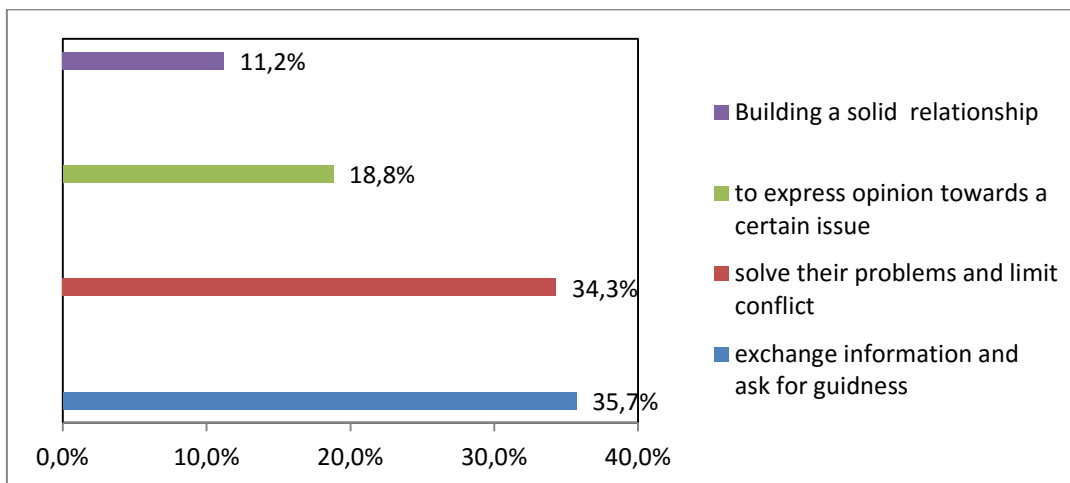


**Graph 3.2: students' age.**

The pie chart above illustrates that the majority of the respondents (68.8%) are between the ages of 20 and 25. and (18.8%) of them are between the ages of 26 and 30. Only (12.4%) of them are above 30 years old

**Section Two: Inquiring about the relation between students and the administration**

**Q.1 Why is it important to communicate with the administrative staff?**

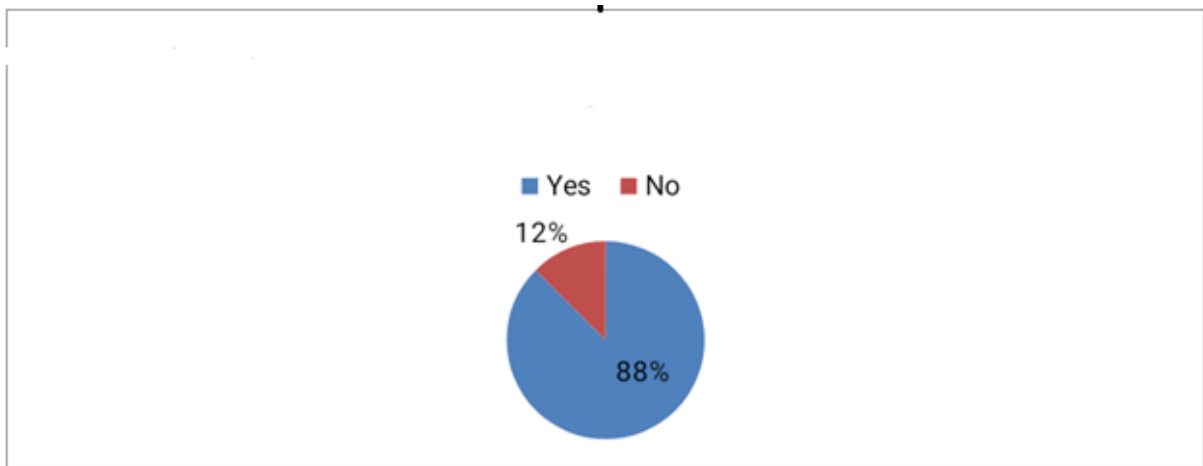


**Graph 3.3: The importance of Communication with the Administrative Staff**

The following figure demonstrates the importance of communicating with administrative staff. Communication with administrative personnel is vital for exchanging information and asking for guidance, according to (35.7%) of students, as it allows them to deal with difficult

situations and build self-awareness. (34.3%) of them said it helps them avoid disputes and gives them more positive attitudes toward the administrative staff's intentions. The remaining (18.8%) believe it is critical in expressing their views on certain issues. Only (11.2%) believe it is critical for developing a strong working connection with administrative employees.

**Q .2 Do you face any difficulties when communicating with the administrative staff?**



**Graph 3.4: Barriers to Communication**

The figure denotes the majority (88%) are facing barriers to communicating with the administrative staff whereas (12%) said they do not face any difficulties.

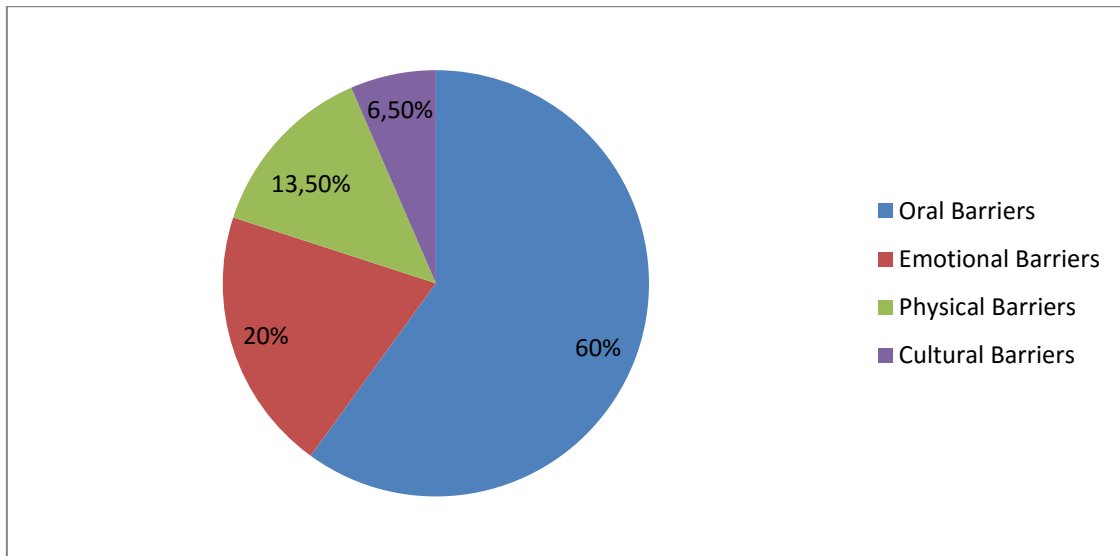
**Q.3 If no why do you think so?**

According to the students' responses, the majority of respondents do not face any barriers as a result of their communication skills; they also believe they are confident enough to communicate with administrative personnel and others, and they advise students who face barriers to improve their communicative skills.

**Q.4 If yes what are the difficulties you are facing?**

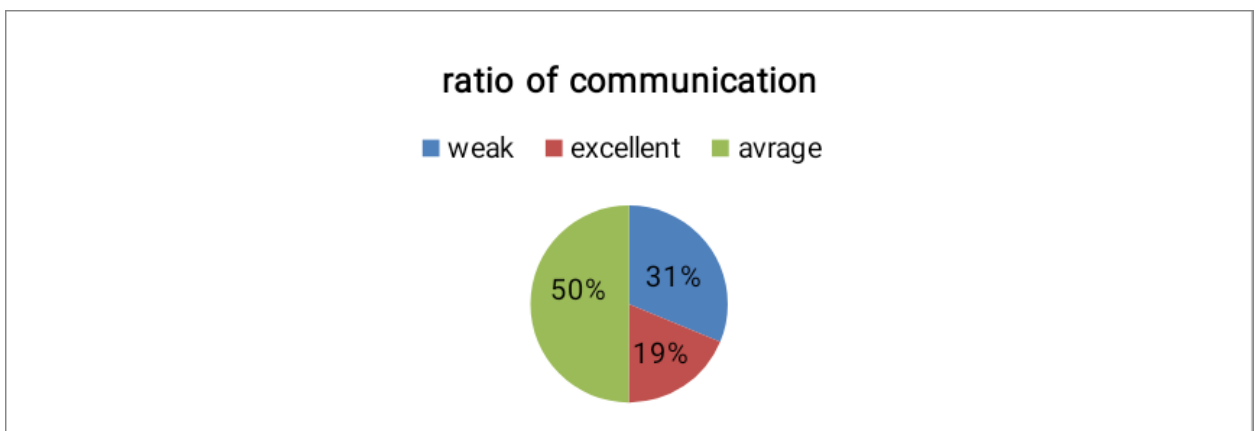
The majority of students (60%) face oral impediments, according to their responses. This type of barrier obstructs the message, resulting in wasted time and effort, as well as misinterpretation and misdirection. Emotional barriers affect (20%) of people, which can be caused by a lack of emotional awareness or contact, also known as emotional intelligence. Aside from the (13.5%) who identified physical hurdles, this issue is mainly caused by individual discomfort, health difficulties, bad eye sight, or disabilities. Cultural obstacles, which are challenges emerging from misunderstanding of meaning caused by cultural

variations between the sender and the receiver, were mentioned by a significant number of participants (6.5%).



**Graph 3.5: Communication Barriers**

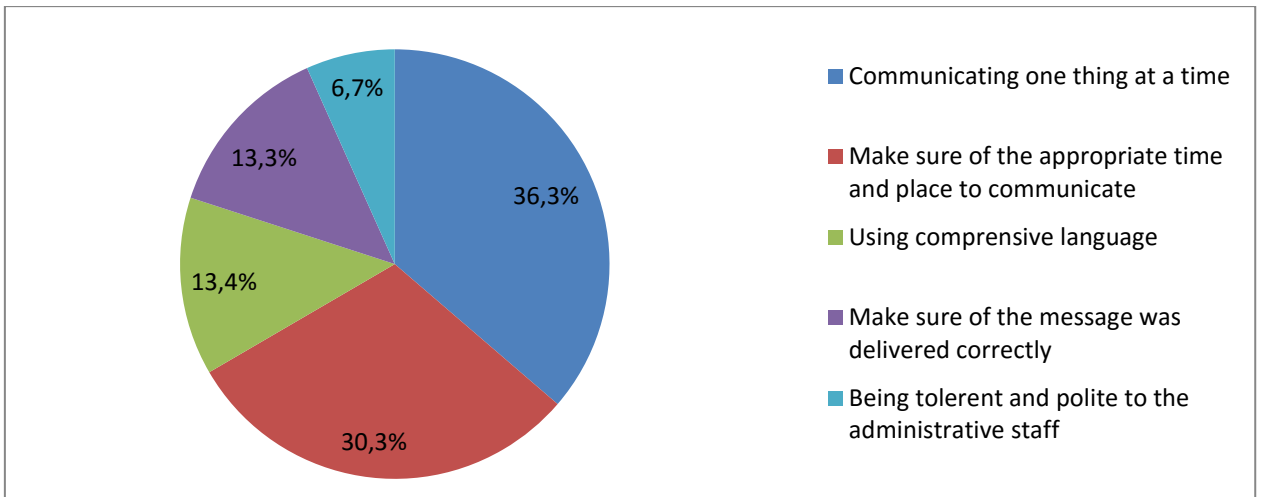
**Q.5 How do you rate your relationship with the administrative staff?**



**Graph 3.6: Ratio of Communication**

The majority of students (50%) described their relationship with the administrative staff as being average. While (31%) consider it to be weak. Still (19%) said their relationship with the administration is excellent.

**Q .6 How do you work on overcoming these barriers?**

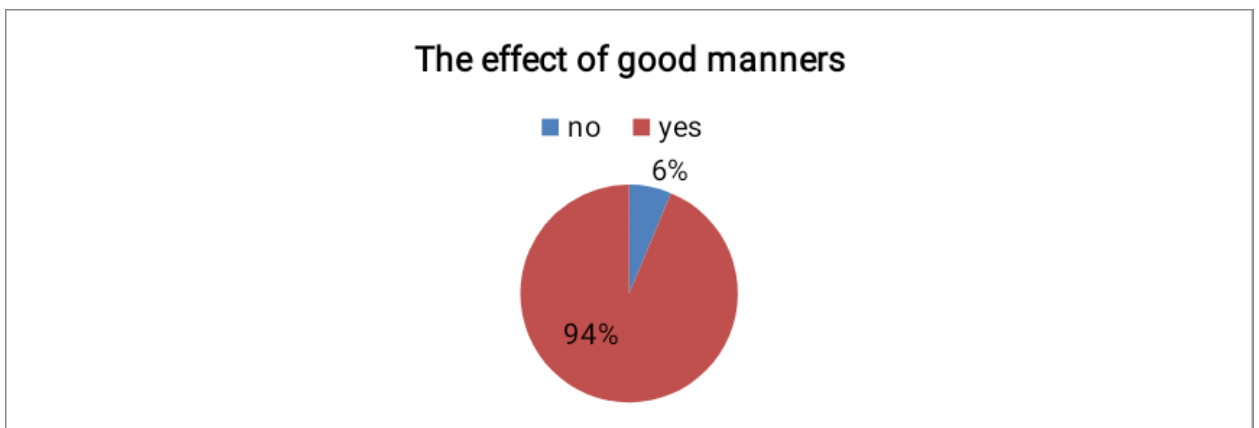


**Graph 3.7: Solutions for Barriers**

The majority of respondents (36.30%) said they overcame their difficulties by communicating one thing at a time to ensure that the message was delivered. (30.3%) said they make sure to communicate at the right time and place since it affects the personals’ (administrative staff) feedback. More than (13.4%) of respondents claimed that utilizing a comprehensive language helped them overcome their difficulties. Other (13.3%) mentioned ensuring the message was delivered correctly. The remaining (6.7%) respondents indicated that being nice and tolerant to the administrative staff give them a sense of worth and build their self-esteem, motivating them to serve the students.

**Section Three: Reflections of respondents on politeness**

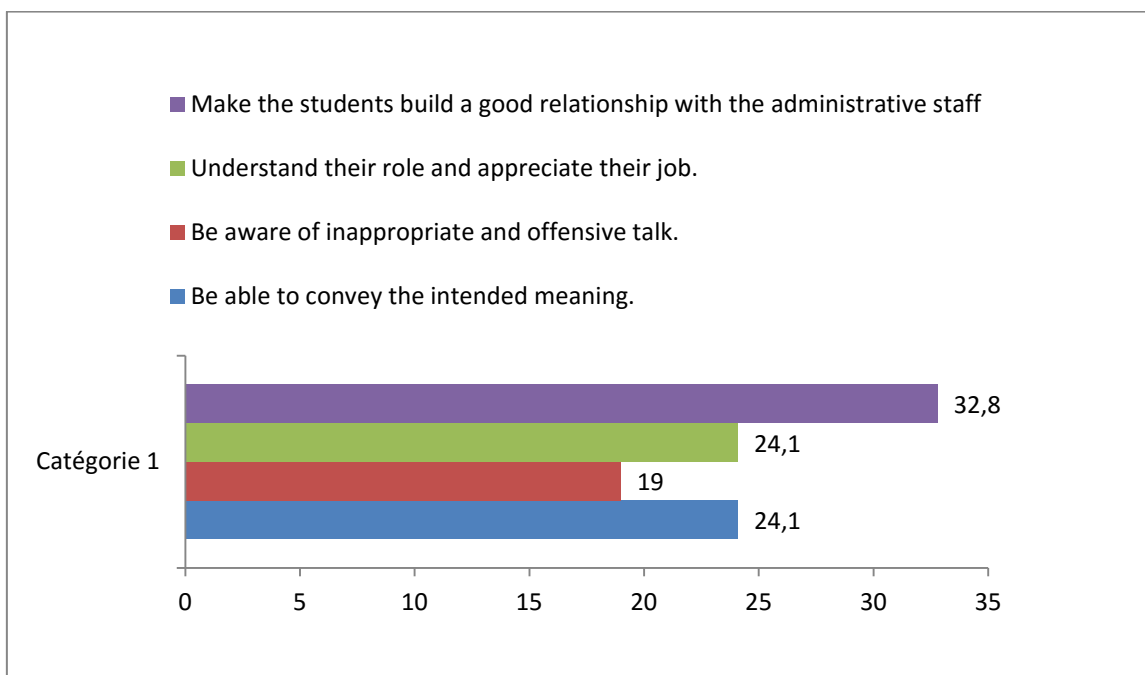
**Q.1 Do you believe if more people had good manners (politeness) it would help to make the administration-students interactions more effective?**



**Graph 3.8: the effect of good manners**

In response to the question of the effect of good manners on the effectiveness of the students administrations interactions, (94%) of respondents believe that if more people had good manners, it would help to make the administrative students interaction more effective, while only (6 %) believe that it is insufficient.

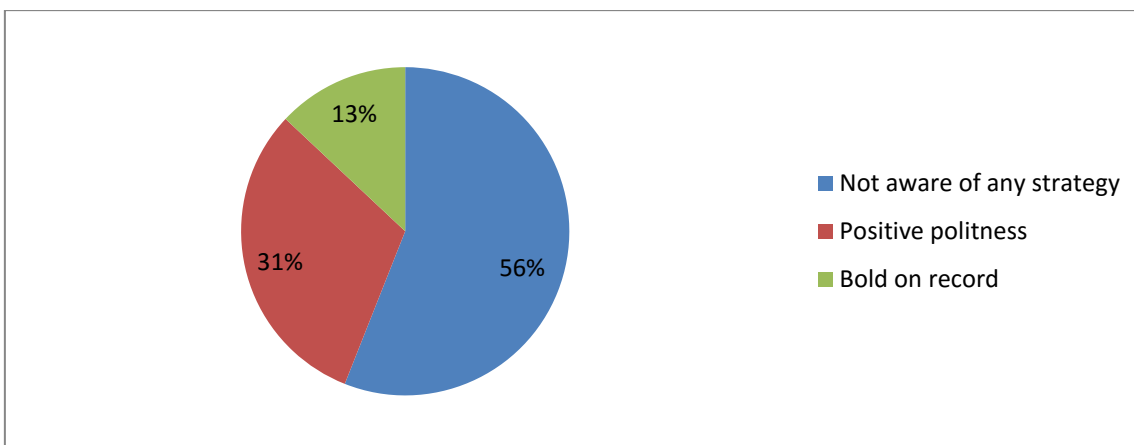
### Q.2 How does politeness affects the effectiveness of students' communication?



**Graph 3.9: The Effects of Politeness**

According to (32.8%) of respondents, politeness affects students' communication by changing their mindset and allows them to have a strong relationship with the administrative staff. (19%) of them stated that increasing their awareness of inappropriate and offensive actions improves the students' ability to interact effectively. Other (24.1%) said it improves students' communication efficiency by making them more respectful of administrative matters. Being respectful motivates the administrative staff to respect the students back and respond with the same level of respect, which gives the students attention and increases his sense of confidence and comfort ability. The remaining (24.1%) believes that being able to convey the intended meaning is necessary for the success of the communication.

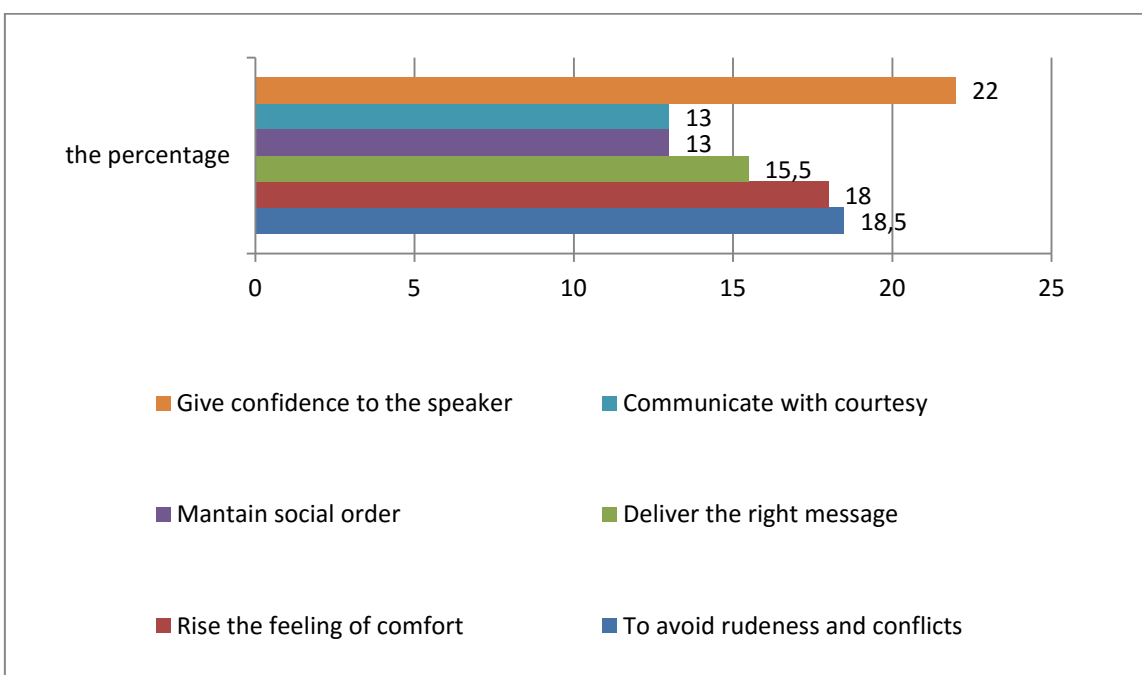
### Q.3 What are the politeness strategies you are familiar with?



**Graph 3.10: Politeness Strategies.**

The figure illustrates the awareness of the respondents of politeness strategies. The majority (56%) claimed that they are not aware of any of the strategies. However (31%) said that the strategy they are mostly aware of is positive awareness. Only (13%) said bold on record. No other strategies were selected by the respondents.

**Q.4 Why are the politeness strategies implied in the conversations?**



**Graph 3.11: Implication of Politeness**

The diagram below illustrates explanations for the use of politeness strategies. (18.5%) said it is implied to avoid rudeness and conflicts, while the other (18%) said it is implied to increase comfort and stability because being comfortable allows the speaker to speak clearly

and gives him the opportunity to arrange thoughts before being spoken. Furthermore, (15.5%) stated that delivering the right message keeps both the speaker and the listener connected to the conversation. Besides this, (13%) of those polled stated that politeness is required to maintain social order. The remaining (13%) stated that communication with courtesy reduces misunderstanding and helps in the communication. Finally, (22%) of the remaining respondents stated that it is used to give the speaker confidence to perform in different situations and setting.

**Q.5 Why do you think students lack communication with the administration?**

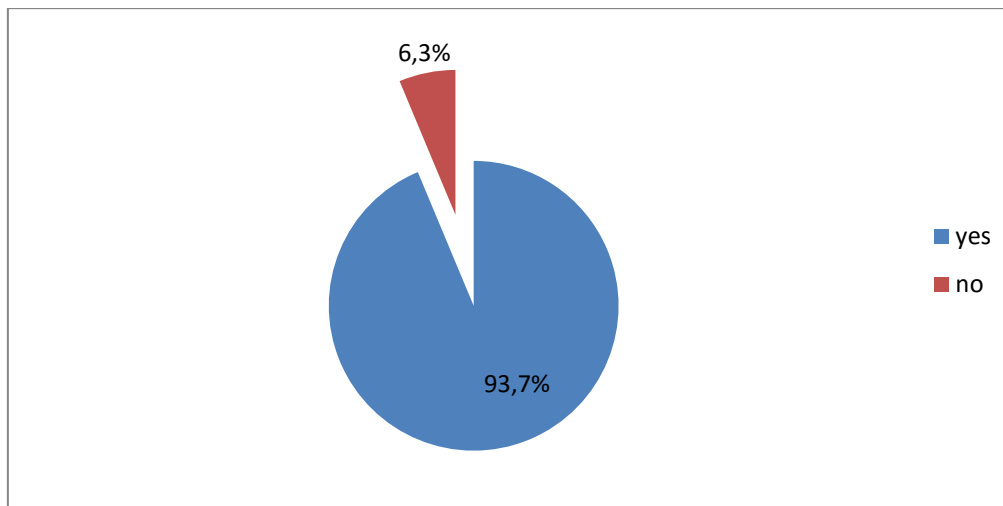
The respondents' answers are the following:

1. Not able to express his thoughts clearly.
2. Always assume that the administration will not assist him.
3. The administration does not treat them with respect.
4. Having various personalities which make the communication difficult.
5. Students never attempted to overcome those obstacles.

**Q.6 Is there a correlation between politeness and the effectiveness of communication?**

According to the responses of the respondents, the majority of them (93.7%) believe there is a correlation between politeness and the effectiveness of the student administrative interaction, because politeness is believed to facilitate communication in human interactions, as it minimizes all chances for conflicts, threat, and confrontation. The remainder (6.3%) believe there is no correlation.





**Graph 3.12: The Correlation**

### **3.8 The Analysis of the Administrative Staff Interview**

This section summarises the findings of the administrative staff (we did not have a chance to interview the whole population because they were busy with the consultation of students' averages) and analyses them as follows:

#### **1- Is it important to implement politeness in communication?**

According to the interviewees, it is critical to use politeness in communication because it helps to establish and improve relationships between students and administrative personnel, boosts self-esteem and confidence, and improves communication between staff members and students. If students are impolite to administrative staff, they will feel less valuable and under pressure when performing their duties. The same is true for students; if they are only lightly spoken to by administrative staff, they will believe that their rights have been violated.

The participant answers indeed shows that they are aware of the importance of politeness for communication.

#### **2- Do you think all students are aware of the importance of politeness and improving communication?**

Participants stated that students understand the value of politeness in developing students' and administrative staff's communicative skills. Some students enjoy being polite to administrative staff because they believe they should be treated respectfully in order to make

their job easier and obtain their needs. Other students report that they continue to speak impolitely to them despite their awareness of the effect of politeness on promoting communication skills.

### **3- Are students any polite to you when reaching out to you for any kind of services?**

All respondents agreed that not all students are polite to them when reaching out for a service, and that depends on several factors such as time, circumstances, personalities, and situations.

Each of the respondents provided explanations of the factors, saying students should speak politely to the administrative staff regardless of their circumstances. However, the majority of students are polite to them under any circumstances, and they appreciate them since they make their job easier, facilitate communication, minimize potential conflict and confrontation, get their message delivered, responded to appropriately, lead to positive outcomes, improve the quality of communication, and affect their feedback.

### **4- How does it affect your feedback to the speaker?**

All respondents stated that student politeness helps them improve the quality of their responses, control their temper, release pressure, face threats, change their negative mindset toward the job they occupy, understand the students' needs and provide them with the most appropriate way, and, most importantly, makes communication fruitful and builds a strong relationship with students.

Some of the respondents revealed that in some cases, when they are under pressure or dealing with personal issues, they struggle to deliver positive feedback despite the students' politeness and the efforts they are making to make the communication more effective and obtain their objectives in the most peaceful and friendly way. And they appreciate those who understand the pressure they are going through.

### **5-Are you aware of the politeness strategies? And how they are affecting the students' administrative staff interactions?**

All respondents stated that they are not aware of the strategies of politeness and that they are implemented spontaneously according to their situation as well as the students. Only one respondent claimed to be aware of all politeness strategies and could name them all because she has a bachelor's degree in communication and media. This respondent in

particular revealed that her understanding of politeness strategies had assisted her in dealing with barriers, students' tempers, and limiting lack of communication. On the other hand, there are other respondents who are not aware of the politeness strategies who claim that their unawareness of the politeness strategies might be the reason why they find difficulties communicating with the students.

### **6 -Is there a correlation between politeness and the effectiveness of communication?**

All respondents agreed that politeness has a significant effect on the effectiveness of the students' administrative interactions.

## **3.9 Discussions of the findings**

### **3.9.1 Discussion of the students' questionnaire findings**

We derived the following conclusions from the student questionnaire analyses:

Students value communication because it allows them to exchange information and seek guidance, deal with difficult situations, avoid conflict and confrontation, and face threats. It is also important for expressing opinions, communicating with administrations, and staying up to date on administration updates. Finally, it allows them to comprehend information more accurately and quickly, as well as provide feedback to the speaker. Furthermore, they are aware of the obstacles they face and are constantly working to overcome them, as well as the impact politeness has on the fulfilment of the administration-students relationship and interactions. Besides that, they provided explanations for why they and the administrative staff lack communication (administrative staff boundaries, unawareness of the importance of politesse and its strategies, inappreciation of one another's situations and circumstances, etc.) and the strategies they are mostly aware of. Lastly, they addressed the question of the relationship between politeness and effectiveness of students and administrative staff interactions.

### **3.9.2 Discussion of the administrative staff interview findings**

This interview was conducted to gain a better understanding of the administrative staff's awareness of politeness, its strategies, and its impact on their interactions with students.

Communication is important for administrative staff because it increases their self-esteem and confidence, allows them to understand their students' needs and concerns, and allows them to establish a healthy relationship with them.

Students are aware of the importance of politeness, which is why they are usually polite when requesting the services of administrative staff. However, they may misbehave because they are experiencing difficult circumstances.

Administrative personnel must be aware of politeness strategies in order to improve and facilitate their work. The majority of the administrative staff believe that politeness and effectiveness in interactions with students are linked.

### **3.10 Conclusion**

This chapter presents the analysis of the data provided and gathered by the research tools with regards to the theoretical and practical aspects and the literature review presented in the first and second chapters.

The data has been collected by means of a questionnaire and interview. A questionnaire directed to students, the interview for the administration. The results of both the questionnaire and the interview have been analysed statistically and descriptively in figures and charts, as well as the observation. From these results, we found that politeness indeed exists in the student-administrative staff interactions and has a huge impact on the students of Tiaret English department as well as the administrative staff.

To summarize, this chapter confirms the research hypotheses by stating that:

The administrative and student interactions do indeed make use of politeness and its strategies.

There is a significant relationship between politeness and the effectiveness of student administrative staff's interactions.

# **General Conclusion**

# General Conclusion

## General Conclusion

Our research focuses on the impact of politeness on students-administrative staff interactions at the IBN KHALDOUN Tiaret English section of the university. We aimed to analyse students interactions with their administrative staff in order to provide insights into the concept of politeness and its effects on their interactions. We hypothesized that students and administration have a professional relationship based on meeting each other's needs. We also hypothesized that there is a significant relationship between politeness and the effectiveness of their interactions.

In order to do this research, we based on three chapters. The first and second chapters deal with the theoretical part, and the third chapter is meant for the field of work. The first chapter is devoted to the concept of communication, including its definition, types, processes, theories, and models. The second chapter deals with some aspects of politeness: its importance, its performance, and its structure.

The third chapter is concerned with the analysis of the findings obtained from the data gathered using the questionnaire and the interview. We discovered from the findings that communication is critical because it allows students to seek guidance, stay up to date on administration decisions, express their concerns, build a strong relationship with administrative staff, and have their needs met. It enables the administrative staff to understand students' demands and meet their needs, as it increases their awareness of the importance of their job and makes it easier.

Politeness affects students' and administrative staffs' interactions by eliminating stress, conflicts, and confrontation; improves the quality of communication; helps them improve the quality of their responses; changes their negative mindset towards one another; enables them to understand the students' demands and provide their needs; and most importantly, makes the communication fruitful and builds a strong relationship. Positive awareness of politeness strategies (positive politeness, negative politeness, bold on record politeness, off record politeness) saves the speaker (students or administrative staff) from offense by highlighting friend lines, showing that the speaker recognizes the listener and has the desire to be respected, acknowledging the independence of the hearer, and overcoming communication barriers. Finally, the results also show that there is a significant relationship between politeness and the effectiveness of the students' administrative staffs' communication because

## General Conclusion

communicating with courtesy will likely get the message across without pushback or dismissal. Polite people have been shown to have a strong and more persuasive personality. They are able to build relationships with others, build respect and rapport, have high self-esteem and confidence, produce effective communication, and perform effectively in administration and other areas.

### 6. Recommendations

- Both the administrative staff and students should be aware of politeness strategies
- Students should be severely warned for any misbehaviour towards the administrative staff
- Administrative staff should be aware of the students' situations and circumstances
- Administrative staff should have the ability to deal with students' anxiety, and disabilities.
- Administrative staff should try their best to separate their personal life and issues from their professional life.
- Administrative staff should give opportunities to create relationship with students
- Students should be aware of the importance of being well mannered when talking to the administration
- Students should be opened to administrative staff about the barriers they are facing.
- Students should develop their politeness strategies
- Students should excuse the administration for the delays considering the pressure they are going through

### Limitation of the study

Due to the following reasons, it was really difficult to conduct the study:

- Issues with research samples and selection.
- Insufficient sample size for statistical measurements.



## General Conclusion

- Lack of previous research studies on the topic
- Limited access to data.

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# Appendices

## Appendix 1

### Questionnaire

University of IBN KHALDOUN the English department of Tiaret.

#### Students' Questionnaire

Dear students.

You are kindly requested to fill in this questionnaire, which seeks to gather the needed information for the accomplishment of a master's dissertation. We direct this questionnaire to investigate the effect of politeness on the development of students' and administrative staff's communicative skills. (Topic: **The Analysis of Polite Speech in Intergroup Communication: Case Study: 3<sup>rd</sup> Year English Students and the Administrative Staff at IBN KHALDOUN University Tiaret.**)

Whatever your qualifications and experience in the field, we would be grateful if you could sincerely answer the following questions. Pick your answers in the correspondent box and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will be only used for research purposes.

Thank you in advance for your time and collaboration.

#### Section One: Personal Data

##### Q.1 What is your gender?

Female  Male

##### Q.2 How old are you?

From 20 years old to 25

From 26 to 30 years old

More than 31 years old

# Appendices

## Section Two: Inquiring about the relation between students and the administration

### Q.1 Why is it important to communicate with the administrative staff

Exchange information and asking for guidance.

Solving problems.

Expressing opinions towards certain issues.

Build a solid relationship with the administrative staff.

### Q.2 Do you face any difficulties when communicating with the administrative staff?

Yes.  No.

### Q.3 If no why do you think so?

.....  
.....  
.....

### Q.4 If yes what are the difficulties you are facing?

Physical barriers.

Oral barriers.

Emotional.

Cultural barriers

Other: .....

### Q.5 How do you rate your relationship with the administrative staff?

Average.

Excellent.

Weak.

### Q.6 How do you work on overcoming these barriers?

Make sure of the appropriate place and time to communicate with them.



## Appendices

Using a comprehensive language.

Communicating one thing at a time.

Make sure of the message was delivered correctly.

Being tolerant and polite to the administrative staff.

Other: .....

Section Three:

**Q1. Do you believe if more people had good manners (politeness) it would help to make the administrative - student interaction more effective?**

Yes.  No.

**Q.2 how does politeness affect the effectiveness of students' communication**

Make the students build a good relationship with the administrative staff.

Be able to convey the intended meaning.

Be aware of inappropriate and offensive talk.

Show respect lead to positive feedback helps the administrative staff to understand their role and appreciate their job.

Others.....

**Q.3 what are the strategies of politeness you are familiar with?**

Not aware of any strategy

Bold on record politeness.

Negative Politeness.

Off-record Politeness.

Positive Politeness.

**Q.4 Why are the politeness strategies implied in the conversations?**

To avoid rudeness and conflicts.

## Appendices

Maintain a social order.

Deliver the right message.

Communicate with courtesy.

Raise the feeling of comfort which makes both the hearer and the speaker comfortable with communication.

Give confidence to speak in different situations and Settings.

### **Q.5 Why do you think students lack communication with the administration?**

.....

.....

.....

### **Q.6 is there a correlation between politeness and effectiveness of the administrative staff and students' communication?**

Yes.       No.

## Appendix 02

### Interview questions

1. Is it important to implement politeness in the communication?
2. Do you think all students are aware of the importance of politeness in promoting the students and administrative stopped communication?
3. Are students any polite to you when reaching out to you for any kind of services?
4. How does it affect your feedback to students?
5. Are you aware of the politeness strategies? And how they are affecting the students' administrative staff interactions?
6. Is there a correlation between politeness and the effectiveness of communication?

## - ملخص :

تسعى هذه الدراسة لتحليل أداب الكلام فيما بين الطلبة و الإدارة في جامعة ابن خلدون فرع اللغة الإنجليزية لطلبة السنة الثالثة ليسانس و معرفة مدى تأثير أداب الكلام على العلاقة بينهما ( الطلبة و الإدارة ) و كيفية المعاملة فيما بينهم . و من أجل إنجاز هذا العمل قمنا بتقسيم بحثنا إلى 3 فصول ، جاء في جانبين : جانب نظري الفصل الأول و الثاني منه ، أما الفصل الثالث فهو الجانب التطبيقي الذي يحلل الإجابات ، و قد تناولنا في الفصل الأول عن ماهية الإتصال ، تعريفه ، أنواعه ، أهدافه و نظرياته ، و تطرقنا في الفصل الثاني إلى نظرية التأدب ، تعريفها ، أنواعها ، أهميتها و أبرز نظرياتها ، أما في ما يخص الفصل الثالث قمنا من خلاله بتحليل المعلومات و التي قمنا بجمعها من خلال الإستعانة بثلاثة أدوات و هي المقابلة ، الإستبيان و الملاحظة .

و تبين في الأخير أن لأداب الكلام دور مهم في جعل الإتصال ناجح بين الطلبة و إدارة الجامعة .

الكلمات المفتاحية: الإتصال , التهذيب , البراغماتية.

## Abstract:

This research aims to analyse politeness between third year students and the administration staff at Ibn Khaldoun University English section. Our research shows that politeness is important for the administrative staff since it boosts their self-esteem and confidence, also it is important for students because it allows them to exchange information and seek guidance, deal with difficult situations, avoid conflicts.

**Keywords:** Communication, Politeness, Pragmatics.

## Résumé:

Cette recherche vise à analyser la politesse entre les étudiants de troisième année et le personnel administratif de la section d'anglais de l'Université IBN KHALDOUN de Tiaret. Nous avons émis deux hypothèses: la première est que pour les interactions entre le personnel administratif et les étudiants, les étudiants utilisent effectivement la politesse et ses stratégies, et la seconde est qu'il existe une relation significative entre la politesse et l'efficacité de l'interaction entre le personnel administratif et les étudiants. Notre recherche montre que la politesse est importante pour le personnel administratif car elle renforce leur estime de soi et leur confiance, leur permet de comprendre leurs besoins et leurs préoccupations, leur permet d'établir une relation saine avec les étudiants. En outre, elle est autant importante pour les étudiants, car ça leur permet d'échanger des informations et de demander des conseils, de faire face à des situations difficiles, d'éviter les conflits et les confrontations et de faire face aux menaces. Il est évident que le personnel administratif soit au service des étudiants afin qu'ils puissent communiquer efficacement et développer la capacité de faire face à tous les obstacles auxquels ils sont confrontés. Les étudiants, d'autre part, devraient développer des stratégies personnelles et interagir positivement avec l'administration, quelle que soit leur situation, afin d'atteindre les objectifs souhaités.

**Mots-clés :** Communication, Politesse, Pragmatique.