



Salahaddin University-Erbil

The Effects of Politeness Strategies for Maintaining English Foreign Language Students' Conversations

Research Project Submitted to the department of (English
Language) in partial fulfillment of the requirements for
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داتاكان. وه (Survey monkey) بهكارهاتوه بۆ كيشانى چارت و پيدانى ريزه وه شيكردنهوهى ۷ پرسيار له بارودوخى جياوازدا. ئهنجامهكان ئهوه نيشان دهن كه فيرخوازان ريگاي جياوازي رهوشتي قسهكردن بهكار دهينن له گفتوگوكردى روژانهدا. وشهى (please) زورترين جار بهكارهاتوه كاتيت داواكاريهك له هاوريكانياندهكهن ، وه بهشيوهيكى تر فيرخوازان پينان باشتره كه بهشيوهيكى ناراستهوخو و بهكارهينانى (modal verbs)گفتوگو لهگهل ماموستاكانيان بكهن.

Contents

Abstract	ii
Contents	Error! Bookmark not defined.
Profile of the tables	v
Section one	1
Introduction	1
1.1. Statement of the problem	2
1.2. Aims of the study	2
1.3. Hypotheses:	2
1.4. Research Method:	3
Definition of the terms:	4
Section two	5
2.1. Literature review.....	5
2.2. Politeness.....	6
2.3. Particular rules for a conversation.....	7
2.4. Horst Arndt and Richard Janney’s Theory of Politeness.....	8
2.5. Spoken language	10
2.6 Politeness principles.....	12
2.7. Politeness strategies.....	13
2.7. Hedging Devices.....	17
Section five.....	18
Conclusion.....	18
<i>Bibliography</i>	34
Apendix.....	35

Profile of the tables

Profile of the tables	Page
Table 1 (the results of asking students to give you water for drinking).	17
Table 2 (the results of ordering menu while being at restaurant).	18
Table 3 (the results of inviting your colleagues at college cafeteria).	19
Table 4 (the results of asking teacher to repeat something).	20
Table 5 (the results of asking someone about time).	21
Table 6 (the results of asking a friend to give you an extra pen).	22
Table 7 (the results of lending your teacher's cellphone to make a call)	23

Profile of the charts	Page
Chart 1 (the frequencies of asking students to give you water for drinking).	17
Chart 2 (the frequencies of ordering menu while being at restaurant).	18
Chart 3 (the results of inviting your colleagues at college cafeteria).	19
Chart 4 (the frequencies of asking teacher to repeat something).	20
Chart 5 (the frequencies of asking someone about time).	21
Chart 6 (the results of asking a friend to give you an extra pen).	22
chart 7 (the frequencies of lending your teacher's cellphone to make a call)	23

Section one

Introduction

Language refers to words that people select in their speech, and with a better use of Language, there would be a better chance of understanding and being understood, and of getting what the speaker wants, and needs from the listener. Speaking politely and avoiding face threatening act require using politeness strategies proposed by brown and Levinson (1987:65) to reduce the given threat .

Communication is a method by which people exchange ideas with one another, and language is regarded as the primary means of communication among humans, because language plays an important role in understanding and comprehending the world around and beyond us. As a result, the most important key to make a successful communication is using language in an appropriate way that should make others pleasant when something is said. It means that every sentence or utterance has to be said politely (Canale and Swain, 1980: 4).

Politeness in language is regarded as such an important aspect of communication that it has become a catch-all term in language usage. Politeness implies a better use of language in conversation to demonstrate consideration and care for the feelings and desires of both the speaker and the listener; thus, developing an interpersonal relationship necessitates acting in a socially correct manner and adhering to the rules for what the society or one's culture considers appropriate or polite (Yule, 1996).

Politeness is the relationship between how something is said and the addressee's judgment of how it should be said. As a result, the speaker must be extremely cautious about what he or she says, because any act that endangers the speaker's face is referred to as a face threatening act (FTA). When FTA occurs, the threat can be mitigated by implementing four politeness strategies proposed by Brown and Levinson (1978). The strategies include on-record, positive, negative, and off-record strategies (Brown and Levinson, 1987:69).

Despite the fact that Brown and Levinson's (1987) model of politeness have been widely criticized, it remains one of the most widely used models of politeness. The term of politeness is culturally defined, but most of the scholars and linguists highlight on showing consideration or taking care of other's feeling, for that reason to save others face the speaker must be very careful. There are different factors that influence politeness; gender and social status are two of the most influential factors (Brown and Levinson, 1987:65).

1.1. Statement of the problem

This study tries to find out answers and get an accurate solution for the following problems and questions; it basically sheds light on;

1. What should students do in order to use English in conversation politely?
2. What are the politeness strategies students should take care about?
3. What are the difficulties to students to be politeness in English Conversation?

-This research study hopes to be useful and makes students motivated and better in using Politeness in English Conversation.

1.2. Aims of the study

The aims of this study are to find out about the use of politeness in English foreign language students' conversation in the class. We give detailed information and ideas about " the effects of politeness strategies for maintaining English foreign language students, conversation " through introduction and definition for important keywords...

We also tried to get a result for some questions and problems such as a...

1. What are the effects of politeness for English language in students' conversation?
2. How to motivate students to use politeness ways in English conversation?

3. What are the thoughts of the theorist about using politeness in students' English conversation?

1.3. Hypotheses:

Researcher expects that most of the students are with “positive politeness strategy “because in this strategy listener desire to be respected, students also want to be respected by the teachers.

Also, Researcher indicates that age differences will affect the formality of the speakers and hence the level of politeness. It is a rule in Japan that older people speak in a familiar way to younger people, and younger people speak politely to older people. Conversely, people of the same age generally use familiar speech styles in conversation.

1.4. Research Method:

This paper adopted a quantitative method for the purpose of analyzing data which are collected through a survey paper of seven multiple choices related to politeness and was distributed over 30 learners at Salahaddin University, faculty of education, English department.

Definition of the terms:

Politeness: Is “a term which characterizes linguistic features mediating norms of social behavior, in relation to such notions as courtesy, rapport, deference and distance. According to Crystal's definition, politeness is realized through linguistic resources for a variety of social purposes (Crystal, 2008).

Foreign language: There are two basic approaches to acquisition and learning. Language acquisition appears to be an authentic and natural process, similar to how people learn their native language as children through genuine exposure and natural communication. At the same time, learning refers to the process by which individuals attempt to learn a second language in a conscious manner by mastering the syntax and lexis (Krashen, 1998).

Conversation: communication is the continuous exchange of thoughts, ideas, opinions, initial impressions, knowledge, and facts between individuals through speech, writing, or nonverbal cues (Fasell, 2000).

Strategies: are techniques or ways for someone to present their words in a polite manner. One can see politeness techniques in talk programs and in daily life. (Brown, 1987).

Section two

2.1. Literature review

The subject of politeness has been the subject of numerous researches. Their emphasis is on communication techniques that foster societal peace (Culpeper, 1996). The main concern of Grice's cooperative theories is Cooperation is required for interactions to be considered conversation (Grice, 1975).

Brown and Levinson (1978) assert that politeness is a distinctive behavior that distinguishes individuals in their social and cultural activities. The use of these methods is influenced by a number of variables, including power dynamics and social distance. Due to social, cultural, and linguistic restrictions, Arabic speakers, for example, express politeness differently than English speakers. In order to employ politeness elements in speech, linguistic proficiency is crucial, especially in conversations between native and non-native English speakers.

Tawalbeh and Al-Oqaily (2012) conducted a comparison study of requests made by American and Saudi students. According to the study, American students preferred indirectness the majority of the time, whereas Saudi students used both directness and indirectness depending on the context.

Whereas Saeed (2009) investigated both on-record and off-record politeness strategies across cultures. The findings show that off-record (indirectness) and bald on-record (request) differ from language to language. Requests have been studied and compared in some languages such as English and German (House and Kasper 1981), English and Russian (House and Kasper 1981). (Thomas 1983). Such research reveals consistent differences, as well as a greater use of indirectness in English than in the other two languages.

Furthermore, politeness in language study, according to Richard and Schmidt (2010), shows how languages express social distance between speakers and their different roles in relationships. It is an attempt in a speech community to establish, maintain, and save face during conversation.

2.2. Politeness

Regarding concepts like civility, rapport, deference, and distance, Crystal (2008) defines politeness as "a phrase which characterizes linguistic qualities mediating standards of social behavior." According to Crystal's concept, politeness is achieved through verbal resources for a variety of social goals.

Another formal definition of politeness is what (Foley, 1997) defines as a collection of techniques used by interlocutors to easily enter into regular social contacts. In a similar vein, (Holmes, 2001) defines politeness as appropriateness in utterances used in the situation and ties the degree of politeness to the interaction between the interactants, postulating that "being linguistically polite involves speaking to people appropriately in the light of the relationship."

Yule (1996:60) associates' politeness with face, which will be discussed later, and sees politeness as a way for people to demonstrate awareness of one another's faces while adjusting their social distance from one another. When these notions of politeness are considered, they can be conceptualized as appropriateness, gentleness, and tenderness in who says what and to whom. Therefore, it can be claimed that politeness is a component of Sociopragmatics, which is the study of how social circumstances affect verbal communication, or more particularly, it is important to note that the degree of politeness in any speech event is greatly influenced by the social character of the relationships between the interlocutors. Asserting that politeness is "the interactional equilibrium established between two needs: the need for pragmatic clarity and the need to avoid coerciveness," (Blum-Kulka, 1987) sees it in a nearly same light. It goes without saying that using too much or too little coercion or clarification might lead to rudeness and, as a result, pragmatic failure.

The difficulty in determining the appropriate level of politeness in a given situation stems from three factors: (1) defining the social relationship between the interaction's participants, (2) understanding the socio-cultural norms that govern such a relationship in that particular community, and (3) having a thorough understanding of the linguistic strategies available to express the appropriate level of politeness in the language used in the interaction. These factors assist interlocutors in determining the appropriate level of politeness for a specific social engagement; obviously, getting any of them wrong may result in a Sociopragmatics failure. When the expected level of civility is not met, a student asks his teacher, "Will you be silent for a minute?" This is an example of a failure.

2.3. Particular rules for a conversation

According to (Lakoff, 1975), there should be guidelines for what constitutes polite or impolite behavior. She came to this conclusion by considering how many cultures differ in their views of what constitutes politeness or rudeness. According to Lakoff, there are three basic laws of manners:

1. **Formality:** remain distant
2. **Deference:** Offer alternatives
3. **Companionship:** Express empathy

According to (Lakoff, 1975: 88), the first rule is about formal courtesy, which is frequently mentioned in etiquette literature. This rule is meant to put some distance between the speaker and the addressee. She cites academics who always use the passive voice instead of using people as examples, as well as doctors who use medical jargon to avoid words with negative emotional implications (e.g., carcinoma versus cancer) and to maintain a professional distance from their patients. Furthermore, Lakoff observes that in some languages, such as Finnish, this kind of politeness is demonstrated, for example, by the use of different terms for formal and informal you.

The second rule is applied, according to (Lakoff, 1975: 89), it appears as though the addressee has the authority to choose how to act or what to do. The speaker may employ this guideline despite knowing that they will be the ones making the choice. This can obviously be sincere or a farce. It is possible to apply both the first rule and the second rule simultaneously. Lakoff uses the usage of hedges as an illustration; these are words that are meant to soften a request or suggest reluctance. Hedge plants, it must be said, can be more than this.

According to Holmes, hedge words "reduce the power of an utterance" (1995: 26). According to Coates, hedges are also used to respect the addressee's face and to protect the speaker's face (1989: 114). According to Coates (1989:114), hedge words are used "not because the speaker doubts the truth, but because she does not want to hurt her addressees by assuming their agreement."

Showing sympathy, Lakoff's third guideline (1975: 89-90), cannot be used in conjunction with the first rule. Simply put, sympathy and separation are incompatible. According to the third guideline, a speaker should make the addressee

feel loved or as if they are on the same team. This rule is broken by jokes, the use of colloquial language, and the use of nicknames.

Lakoff (1989: 102) classifies various forms of discourse into two groups: those that serve primarily as a means of interaction and those that serve as a means of information transmission. Examples of the former include lectures and other instructional situations. This kind of talk is commonplace. In everyday conversation, the speaker typically prefers to stay within the bounds of civility in order to maintain conversational interest.

2.4. Horst Arndt and Richard Janney's Theory of Politeness

Since the early 1980s, Arndt and Janney have developed a strategy towards civility. They have previously distinguished between interpersonal politeness and social politeness. According to (watts, 2003) and (Ellen, 2001), social politeness refers to "standardized procedures for getting graciously into, and back out of, repeated social situations." These strategies could include techniques for starting, continuing, and ending conversations. It is connected to the rules of the road—socially acceptable communicative forms, norms, routines, rituals, etc.—that govern proper and improper speech. They therefore have the purpose of facilitating easy communication and engagement. Not the language itself, but the society is where these regulations originate.

In later works, they develop the theory of social graces, which is often referred to as "touch." In that it is connected to both positive and negative face, tact is a slightly enlarged concept of supportiveness. They contend that touch is a distinct phenomenon with distinct social roles. Here, tact is viewed from a normative angle. It is compared to the shared concern for keeping a straight face while interacting. Since typical behavior demands that we support one another in social situations. Due to its emphasis on individuals rather than society as the primary determinant of politeness, this approach is referred to be interpersonal.

The concept of interactional grammar is developed by Janney and Arndt. Emotional conduct has been crucial in the development of an "interactional grammar" of spoken English that unifies the verbal, prosodic, and kinetic aspects of speech. In their analysis of such language, they claim that in order to capture the interpretation of emotional cues, it is necessary to propose a "sincerity condition" and make the underlying assumption that speakers are not willfully misleading listeners by giving out false signals. In other words, it is presumed that the speaker really does intend

something when certain emotional clues are viewed as "supportive." Being nice also entails being truthful because in their context, politeness and support are equivalent.

Additionally, Arndt and Janney talk on civility in regard to face. They assert that interpersonal supportiveness is the preservation of the interpersonal face, using Brown and Levinson's definition of face as "wants for autonomy and social acceptability." Their description of interpersonal face in this instance roughly corresponds to Brown and Levinson's positive face. By consistently expressing appreciation for his partner's inherent worth as a person, a supportive speaker diffuses difficult situations or prevents situations from degenerating into interpersonally uncomfortable ones. This is accomplished through speaking, vocally, and physically shaping his partner's assertion to fit a favorable self-image. He/she makes an effort to reduce personal territorial incursions and increase indications of social acceptance. (Watts, 2003: 75; Ellen, 2001: 16).

In terms of affective cues, interpersonal supportiveness mandates that positive communications be accompanied by indications of confidence and involvement in order to avoid giving the sense that they are not positive enough (e.g., covert threat to face). Additionally, in order to avoid the perception that negative messages are overly negative, they must be accompanied by demonstrations of lack of assurance and disinterest (e.g., overt threat to face).

The four possible face-work techniques that result from the junction of the categories of supportiveness and positive and negative messages with the idea of face are shown in the image below. This demonstrates that only interpersonally supportive strategies—the only ones that take into account the hearer's interpersonal needs—can be considered courteous.

Arndt and Janney's Strategies of Face Work

Emotive strategies	Hearer's Face Needs	
	Personal need for autonomy	Interpersonal need for social acceptance
Supportive positive	Acknowledges	Acknowledges
Non-supportive Positive	Acknowledges	Threatens
Supportive Negative	Threatens	Acknowledges
Non-Supportive negative	Threatens	Threatens

(Ellen, 2001: 16; Watts, 2003: 75)

2.5. Spoken language

People converse because they are a part of society. The first reason is because they absolutely must since interact with others requires social contact; the second is that having relationships is both a basic requirement and a source of enjoyment for people. Speech is the primary form of communication because it has the ability to convey complex ideas using significant nuance in a variety of contexts. Speech has a variety of purposes, including communication between individuals as well as the transmission of information with specific meanings. The absolute majority of countries' etiquette dictates that this encounter is respectful in order for the parties involved to feel at ease, enjoy conversations, and general social interaction. People can communicate efficiently thanks to etiquette guidelines. Mode is one of the language use characteristics that influences linguistic variety (Leech, 1983). It distinguishes between spoken language and written language. Each of the forms is an essential component of language, and since the two components mutually complement one another, they cannot possibly exist separately in the present world. To put it another way, "[e]ach perform[s] distinct functions in society, uses [different] forms, and exhibit[s] different linguistic traits" (ibid.). It would be wrong to assert that one type is superior to the other, more significant, or more ideal despite the fact that each of the aforementioned sorts are differentiated by particular and distinctive characteristics (Urbanová, 2002). The next paragraphs discuss politeness indicators in spoken language because the thesis is devoted to the idea of speech, its characteristics, applications, and details.

Claims that spoken language "predates written language" and that "many languages spoken today have no written form" (Leech G. , 1982). Because "children learn to speak before they learn to write," speaking is the first language that people learn (ibid: 133). By doing so, Leech (1982:133) demonstrates that for both mankind and individuals, the spoken form of the language triumphs over the written version.

The purpose of spoken language is to "socialize individuals, i.e., to integrate people into social networks by enabling them to interact in a quick and direct manner with instant feedback from the addressee," according to this definition (Dontcheva-Navratilova, 2005). Speaking is a daily activity, according to Leech (1982), who also notes that spoken language serves several purposes.

Consequently, more commonly used than writing (ibid.: 135). The words "readiness and immediateness" can be used to sum up spoken language (Urbanová & Oakland 2002: 10), stressing the participatory nature of spoken language and supporting Dontcheva-definition Navratilova's of function. Referential, phatic, emotional, and conative are the typical functions of speech in terms of the six basic

functions of language proposed by Jakobson (as quoted in Dontcheva-Navratilova 2005: 14).

When it comes to linguistic traits, the phrase "inexplicitness" corresponds to the idea of spoken language. Speech is employed in face-to-face communication, which indicates that "both visual and auditory media are available," for the following reason (Leech 1982: 136). Because spoken language is accompanied by body language, can refer to the local physical world, and is shared by all parties, spoken language can afford to be less explicit than any other form of communication, according to Leech (1982). Finally, a quick response is given with knowledge. The message may therefore be explained or repeated if there is any indication of misunderstanding or incomprehension (ibid.: 136). According to Urbanová and Oakland's (2002) approach, speech uses suprasegmental qualities such stress, rhythm, intonation (features with a narrower notion), voice timbre, voice intensity, pauses, the existence of unarticulated sounds, speech pace, and pan of voice pitch.

It is challenging to define sentences in spoken language because they "may be unfinished or may not be detectable as units at all," particularly in spontaneous speech (Leech 1982: 136). There are additional methods, such as falling intonation, pauses, etc., that serve as delimiters .

Simple structures are another characteristic of spoken language, as noted by Leech (1982:137), in other words, speech uses simpler linguistic structure. Contrary to written language, everyday speech is accompanied with repetition and incoherence. Concrete instances of hesitation, unintentional repetition, false beginnings, fillers, grammatical blending, etc. illustrate the phenomena of non-fluency (ibid: 139). Since the primary goal of spoken language is to facilitate direct communication, monitoring and interactive features are integral components of speech. Inviting the addressee to participate actively, they "show the speaker's awareness of the addressee's presence and reactions" (Leech 1982: 139). Another characteristic of spoken language mentioned by Dontcheva-Navratilova (2005) is lexical sparsity, or "a very high fraction of grammatical words" (Ibid: 71).

2.6 Politeness principles

In an attempt to describe how politeness functions in interpersonal communication, Leech (1983:104) offered a set of maxims he calls the "politeness principles." The six maxims of tact, generosity, approval, modesty, agreement, and empathy were used by Leech to study politeness in terms of its underlying principles.

1: Tact Maxim As stated in the tact maxim: Reduce the expression of views that suggest a cost to others and increase the expression of beliefs that suggest a benefit. The tact maxim refers to the idea that we should aim to communicate with tact by abiding by two sub maxims: 1) we should try to reduce the cost to others, and 2) we should try to maximize the benefits to others.

For instance:

Could I briefly disturb you?

Then if I could just simply explain.

2: Maxim of Generosity:

Reduce your display of self-benefit as much as possible while increasing your statement of self-cost. The generosity maxim refers to the idea that we should all strive to be generous in our communicating by

- 1) Minimizing our own profit and
- 2) Maximizing our own expense.

For instance: You unwind while I handle the dishes.

3: Maxim of Approbation According to the Approbation maxim:

Reduce the expression of views that criticize others and increase the expression of beliefs that affirm them. The approbation maxim refers to the idea that everyone tries to be approbation in communication by 1) trying to limit criticism of others and 2) trying to enhance praise of others.

As an illustration, you're singing at the karaoke last night sounded, hmm... unique.

4: Maxim of Modesty:

According to the modesty maxim, you should express your praise of yourself as little as possible while criticizing yourself the most. The modesty maxim refers to the idea that we should all strive to be modest by

- 1) Minimizing our self-praise and
- 2) Increasing our self-criticism. For instance: Oh, I'm so foolish. I didn't disrespect our speaker in any way. Did you?

5: Accordance Maxim:

Following are how the agreement maxim works: Reduce the amount that you communicate your disagreement with others, and increase the amount that you show your agreement with them. The agreement maxim refers to the idea that everyone should strive to be amenable to one another in a conversation by

- 1) Minimizing disagreement with others and
- 2) Maximizing concurrence with others.

For instance:

A: I don't want my daughter to act in such a way .

B: Yes, but ma'am. I would like her to carry out that. I thought we handled this at your previous visit.

6: Compassion Maxim

According to the adage, "minimize animosity between self and other; maximize sympathy between self and other," we should all make an effort to show sympathy for one another.

For instance: I was sorry to hear about your father.

2.7. Politeness strategies

Brown and Levinson proposed four approaches to face that are systematically related to the degree of face; these approaches are outlined below, with the first being the

least polite and the last being the politest. Politeness strategies are conversational behaviors that demonstrate suspicion for others. In specific social contexts, these strategies can reduce the risks to self-esteem "face" (Brown and Levinson, 1987:69).

1. Bald on Record:

The utterance is delivered in the clearest, most direct manner possible, and is used to address the other person directly to convey his necessities. Using the imperative shape, as in "give me the pen," is an instance of bald on record, but using a mitigating device like "please" can loosen the orders. In other utterances, the expression adheres to Grice's maxims (quantity, quality, manner, and relevant). When a house is on fire or when the speaker and listener have a strong relationship, this tactic is frequently employed. Another example would be shouting "get out" in that situation. It is also employed when the speaker has significant influence on the hearer, as in the phrase "stop whining" when a parent tells a youngster (Brown and Levinson, 1987:69).

2. Positive politeness strategy:

This tactic demonstrates the listener's desire to be respected; it aims to prevent offending by emphasizing friendliness. This tactic is employed to lessen FTA since it wants to be liked and approved, there are fifteen ways to demonstrate positive politeness, the following examples illustrate a few of them:

- A. Making an offer or a promise,
- B. Inquiring as to why,
- C. Expressing real concern for what the listener expects.
- D. Preventing conflict by uttering white lies or using false agreement within hedges.
- E. Piques the listener's curiosity more.
- F. Using common sense.

3. Negative strategy:

The goal of this one is to give the hearer or listener freedom (Goffman, 1995). Negative politeness, according to Koike, is "consideration of the listener's wish to be considered in doing action and having attention." It also refers to avoiding imposition on the listener when employing styles such as modal verbs and asking permission before responding (1921:21). There are ten ways to demonstrate uncourts, according to Brown and Levinson's (1987) theory of politeness; the following examples highlight some of them:

- A: Direct approach.
- B. Using qualifiers and hedging.
- C. Lessening the burden.
- D. Expressing regret.
- E. Using a generalized term as opposed to the addressee's name.

4. Off Record:

Brown and Levinson (1987) defined this tactic as the use of indirect language. Since the speaker's face-threatening intent can be carried out while disobeying a maxim, the FTA is carried out indirectly, or through implicate. For instance, saying "I'm thirsty" with the intention of procuring a glass of water violates the rule of relevance. Another illustration would be to tell somebody to open the window by saying, "It is quite hot here." According to Brown and Levinson (1987), there are fifteen tactics that demonstrate Off Record; the following examples highlight a few of them:

- A. By way of metaphor.
- B. Dropping clues.
- C. Having ambiguity.

D. Being evasive.

E. Posing rhetorical queries that don't have a clear conclusion.

F. Saying less than necessary.

2.7. Hedging Devices

Hedging techniques are one of the ways that linguistic politeness can be expressed, according to (Willamová, 2005). They are a subset of pragmatic markers that serve to "soften the propositional content of the communication" (ibid: 80). The pragmatic markers known as hedges, then, are those that "attenuate (weaken) the strength of an expression" (ibid: 81). Brown and Levinson (1987), who differ in their stance, define a hedge as "a particle, word, or phrase that alters the degree of membership of a predicate or noun phrase in a set" (ibid: 145). This membership is "partial, or true only in particular respects, or that is it is truer and fuller than possibly might be anticipated," according to the main point of this argument (ibid.: 145). In fact, hedges make a space or separation between the speaker and the addressee so that the target's face is not in danger. To communicate in a way that minimizes interactional risks, the genuine intentions are conveyed via hedges (ibid: 146).

Willamová (2005) employs Brown and Levinson's classification (1987) for the categorization of hedges; furthermore, she enriches the current classification by providing signals that indicate various pragmatic marker roles. This results in a brand-new, unique typology. The practical portion of this thesis, which is based on Willamová's taxonomy of hedging devices, The Oscar Wilde stage play *The Importance of Being Earnest* describes and examines these hedging strategies. The following paragraphs deal with a brief introduction and clarification of the seven distinct categories considered to be hedging devices as a result.

Willamová (2005) describes subjectivity indicators as "speaker-oriented markers, which underline the subjective attitude of the speaker toward the message" (ibid: 82). The important thing to note here is that as common pragmatic terms like "I think," "guess," "I imagine," etc. are employed, the degree of subjectivity grows.

Section Three

3.1 Methodology

3.2 Research Method:

This paper adopted a mixed method for the purpose of analyzing data which are collected through a survey paper of seven multiple choices related to politeness strategies. The survey papers were distributed over 30 learners at Salahaddin University, faculty of education, English department.

3.3 Participants:

The participants of the study are from faculty of education – Salaheddin University. They are from department of English, 30 learners participated, 15 males, and 15 females.

3.4 Instruments:

The current study's Instrument Consists of 7 questions related to politeness strategies, survey monkey was also used to provide charts, tables and a statistical result for the study.

3.5 The procedures of the study:

The researchers in this study are going to apply the following steps:

1. English department students from faculty of education at Salaheddin university will be the study's target population.
2. A survey paper is created and given to the students.
3. After completing all of the aforementioned stages and gathering all of the results, the researcher will analyze all of the data using statistical calculations to produce the most accurate results .
4. With regard to the research's problem, the researcher will come to a few conclusions.

3.6. Presentation of the results

Table 1 presents the results of asking students to give you a water bottle while you are extremely thirsty.

	Give me your water bottle please.	I want water please.	I am very thirsty.	I couldn't find a shop to buy a water bottle.
Question 1	13	5	3	9

Table 1(the results of asking students to give you water for drinking)

Chart (1) shows the frequencies of asking students to give you a water bottle while you are extremely thirsty.

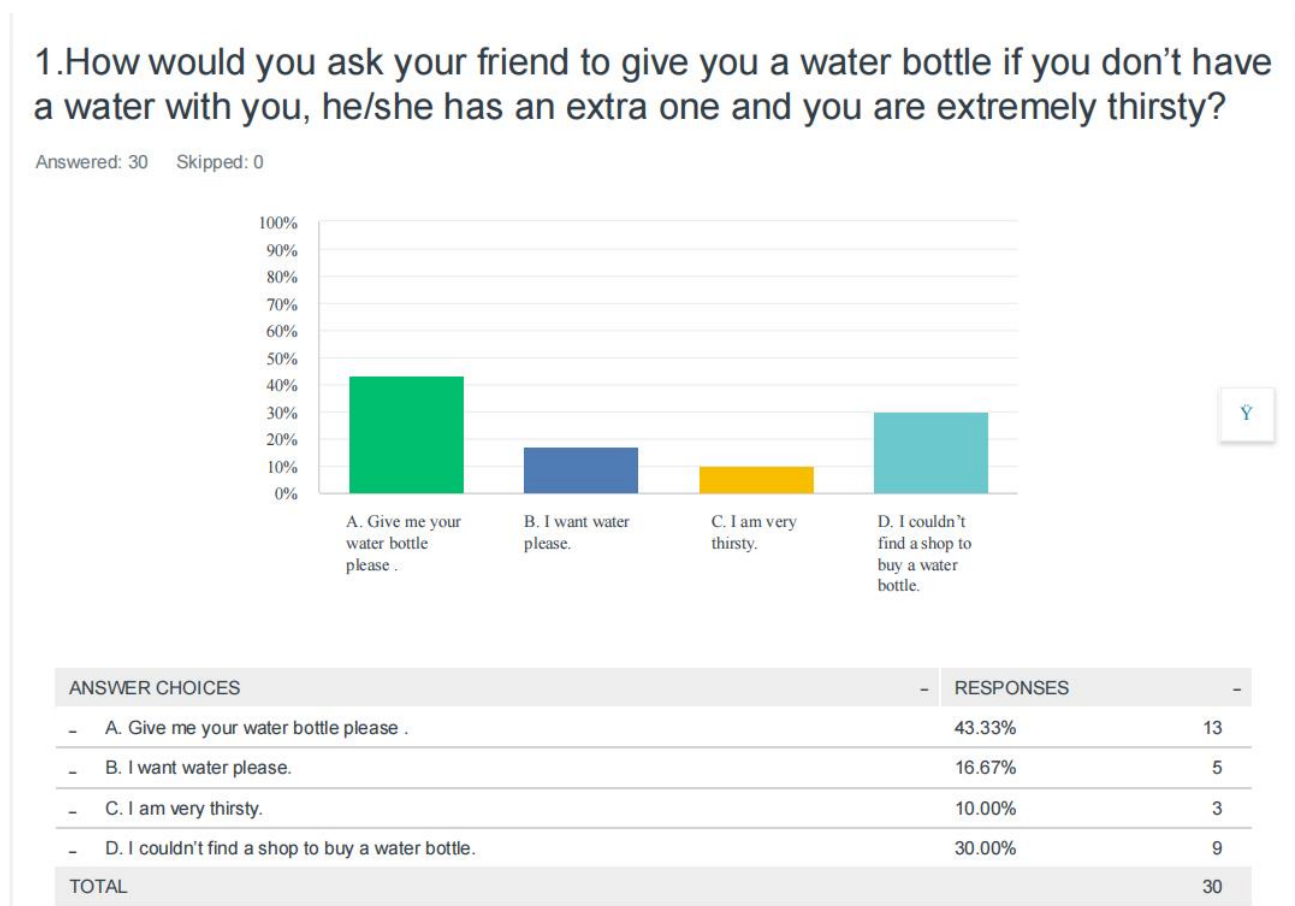


Chart 1 (the frequencies of asking students to give you water for drinking)

The frequencies of asking water by students when they are thirsty were shown in chart one, based on this chart, 13 students preferred asking it by saying it give me your water bottle please, whereas only 5 of them preferred to ask it by saying I want water please. It is worth noting that it has been observed that students used give me your water bottle please and I want water please for 18 times mostly because of the word please, while these two ways are very direct but just because of the word of please, they have been preferred by students up to this point. On the other hand, according to the above chart only 3 of them preferred asking water by telling I am very thirsty, and 9 of them I couldn't find a shop to buy a water bottle.

Table 2 presents the results of ordering menu while you are at restaurant.

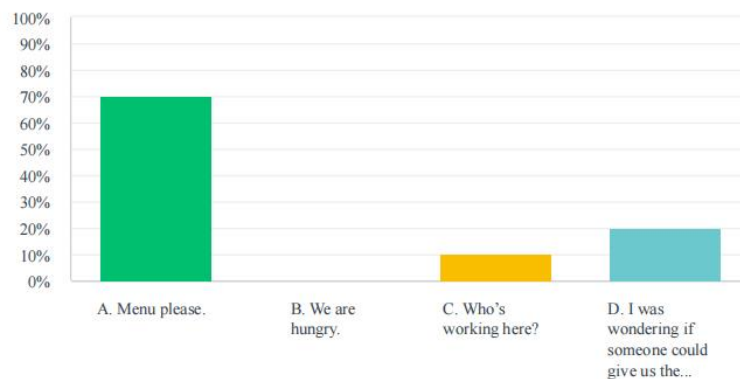
	Menu please.	We are hungry.	Who's working here?	I was wondering if someone could give us the menu.
Question 2	21	0	3	6

Table 2 (the results of ordering menu while being at restaurant).

Chart (2) shows the frequencies of ordering menu while you are at restaurant.

2.You are at the restaurant, how would you ask the D. I was wondering if someone could give us the menu. to bring the menu?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
- A. Menu please.	70.00%	21
- B. We are hungry.	0.00%	0
- C. Who's working here?	10.00%	3
- D. I was wondering if someone could give us the menu.	20.00%	6
TOTAL		30

Chart 2 (the frequencies of ordering menu while being at restaurant).

The results of asking the waiter to bring you the menu while you are at the restaurant were shown in chart 2, based on this chart, 21 students preferred asking the waiter to bring them the menu by saying menu please which is a very direct one but it seems that students used it to this point because it might sound more polite for them, 0 people preferred asking it by saying I am hungry, 6 of them preferred using I was wondering if someone could give us the menu, while only 3 students used who is working here to ask the waiter to bring them the menu.

Table 3 shows the results of inviting your friends at the cafeteria of the college.

	You're invited today.	I want you buy you lunch today.	Do you have time if we eat together today?	Let's eat at the cafeteria together today.
Question 3	8	2	14	6

Table 3 (the results of inviting your colleagues at college cafeteria).

Chart (3) shows the frequencies of inviting your friends at the cafeteria of the college.

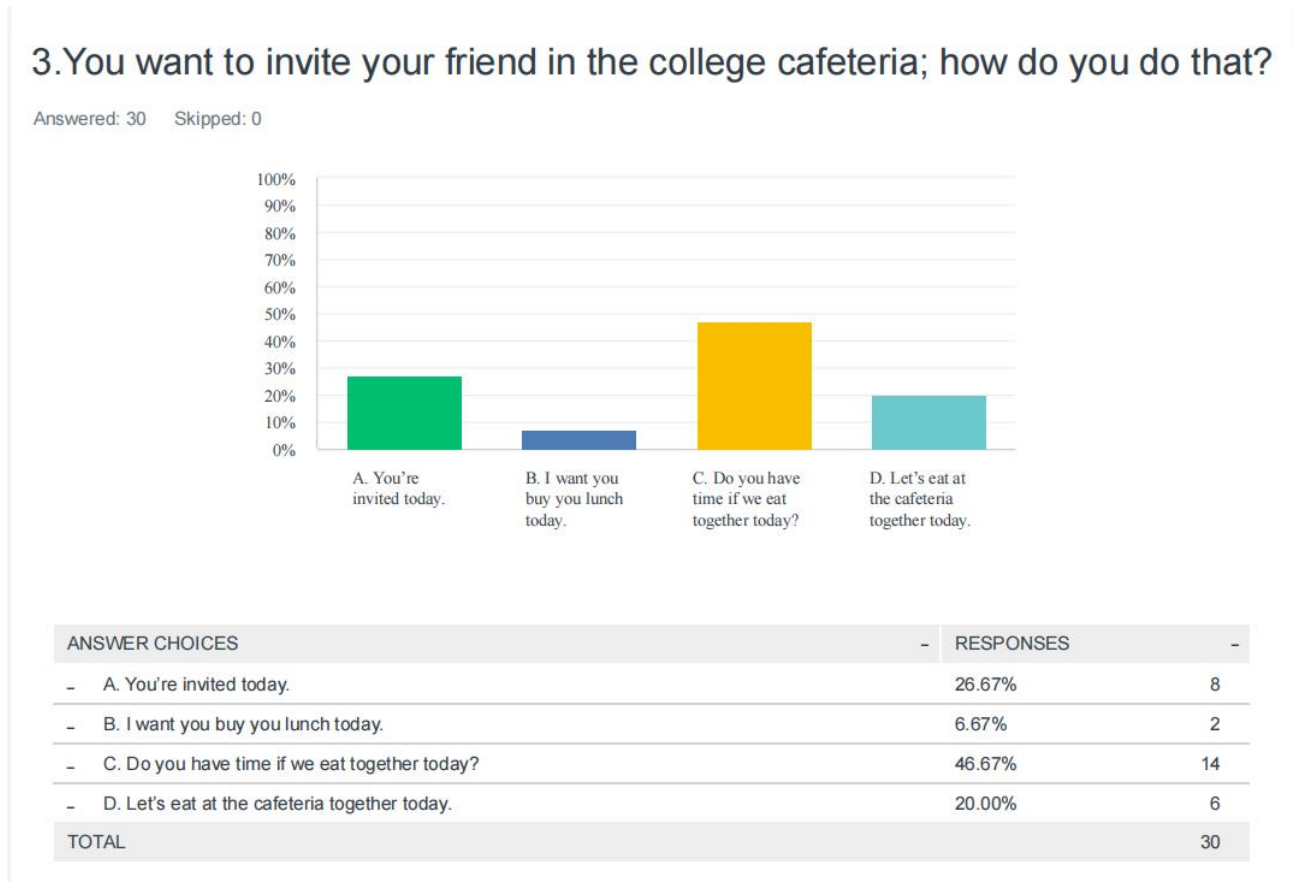


Chart 3 (the results of inviting your colleagues at college cafeteria).

The frequencies of inviting someone's colleagues at the cafeteria of the college were shown in chart 3, based on this chart, 8 people preferred inviting their colleagues by telling them you are invited today, and two of them used I want to buy you lunch today, whereas 14 people preferred inviting their friends at the cafeteria of the college by saying let's eat at the cafeteria together today.

Table 4 presents the results of asking your teacher to explain something again when you didn't comprehend what they said.

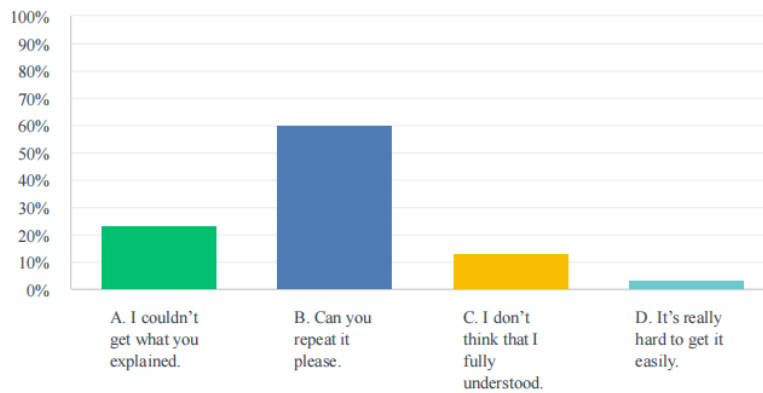
	I couldn't get what you explained.	Can you repeat it please?	I don't think that I fully understood.	It's really hard to get it easily.
Question 4	7	18	4	1

Table 4 (the results of asking teacher to repeat something).

Chart (4) shows the frequencies of asking teacher to repeat something.

4.How do you ask your teacher to explain something again if you didn't comprehend what they said?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
- A. I couldn't get what you explained.	23.33%	7
- B. Can you repeat it please.	60.00%	18
- C. I don't think that I fully understood.	13.33%	4
- D. It's really hard to get it easily.	3.33%	1
TOTAL		30

Chart 4 (the frequencies of asking teacher to repeat something).

The frequencies of telling your teacher to repeat something again when you don't fully understand something were shown on chart 4, according to this chart, 7 students said that they would tell their teachers to repeat something again by saying I could not get what you explained, while 4 of them said that they would ask it by saying I don't think that I fully understood, based on this chart 18 students said they would ask their teachers by saying can you repeat it please? On the other hand, only one of them preferred it asking it by saying it is really hard to get it easily.

Table 5 presents the results of asking a young school boy about time when you are on the way going to college, you think you are late and you neither your cellphone nor a watch with you.

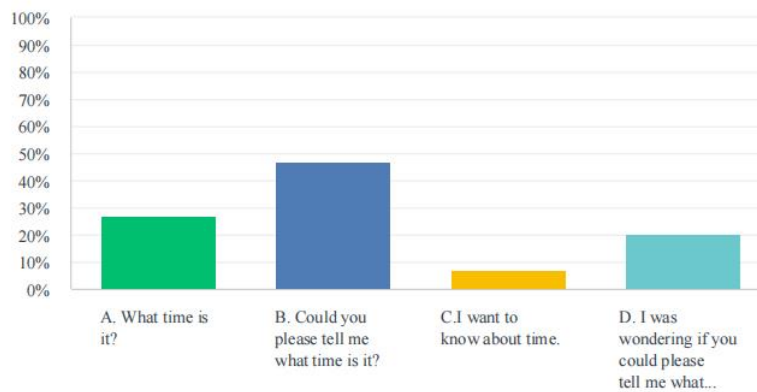
	What time is it?	Could you please tell me what time is it?	I want to know about time.	I was wondering if you could please tell me what time is it.
Question 5	8	14	2	6

Table 5(the results of asking someone about time

Chart (5) presents the frequencies of asking young school boys about time when you are on the way going to college, you think you are late and you neither your cellphone nor a watch with you.

You are on your way to university and you are late, you realize you have left your watch at home, a young school boy who is wearing a watch passes by, how do you ask the school boy about time?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
- A. What time is it?	26.67%	8
- B. Could you please tell me what time is it?	46.67%	14
- C. I want to know about time.	6.67%	2
- D. I was wondering if you could please tell me what time is it.	20.00%	6
TOTAL		30

Chart 5(the results of asking someone about time).

The frequencies of asking a young school boy about time while being on the way going to college when you don't have your cellphone and watch with you, and you think that you are late and want to know what time it is have shown in chart 5, based on this chart 8 people preferred asking the young school boy by saying what time is it? Whereas only of them preferred it asking him by telling him I want to know about time. Could you please tell me what time is it has been used 14 times by those who took part in the survey distributed over them, I was wondering if you could please tell me what time is it on the other hand has been used six times by participants.

Table 6 presents the results of asking a friend for a spare when you misplaced your pen.

	Please give me a pen.	Your pen, sir. I apologize.	Would you please hand me your pen?	I don't have my pen with me.
Question 6	13	3	12	2

Table 6 (the results of asking a friend to give you an extra pen).

Chart (6) presents the frequencies of asking a friend for a spare when you misplaced your pen.

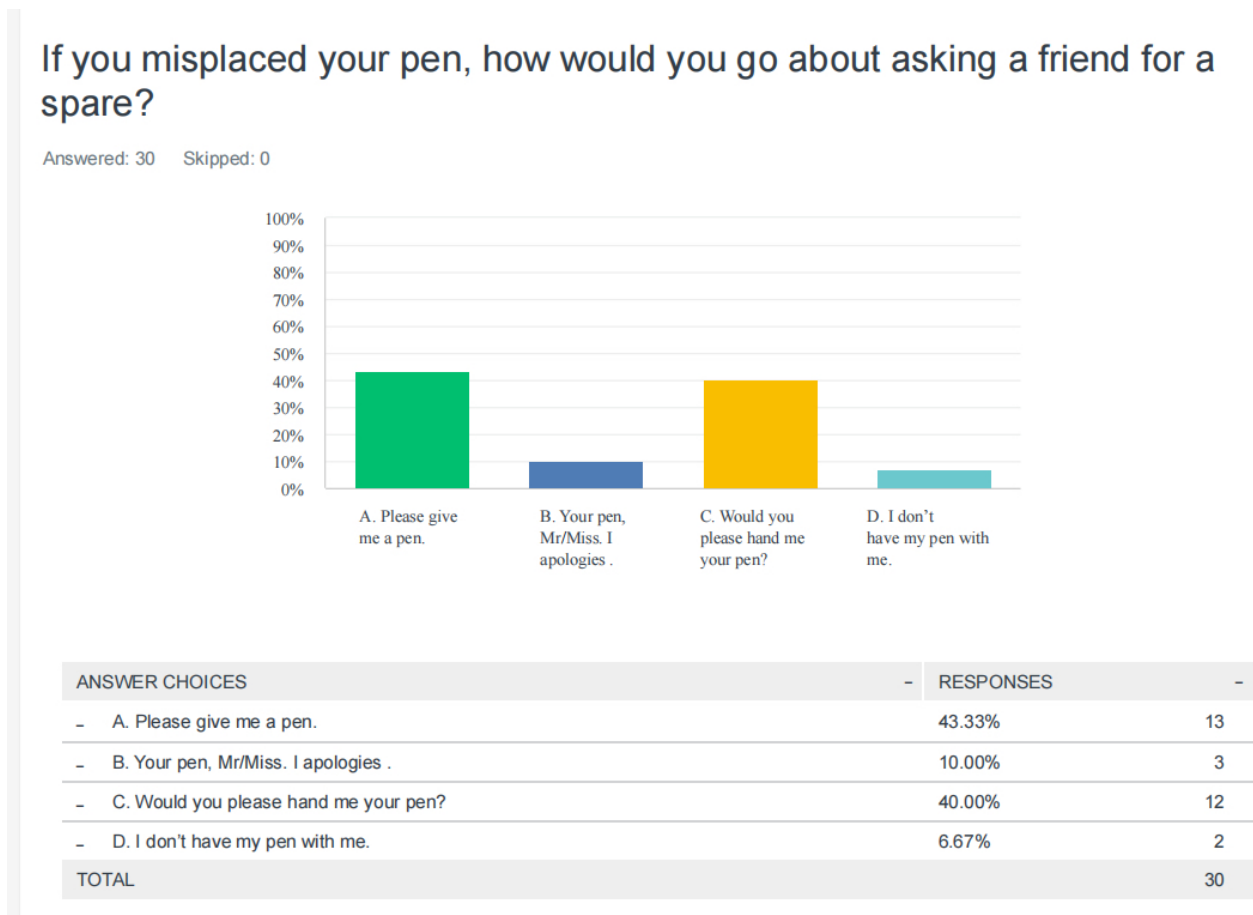


Chart 6 (the frequencies of asking a friend to give you an extra pen).

The frequencies of asking an extra pen when you misplaced yours from one of your friends have been shown in chart 6. According to this chart, 13 people asked their

friends to give them a spare by saying please give me a pen, whereas your pen, sir. I apologize used for only three times. Would you please hand me your pen have been preferred by the participants for 12 times, while I don't have my pen with me has been used for only two times.

Table 7 shows the results of asking your teacher to lend you their phone because you need to make a contact but forgot yours at home.

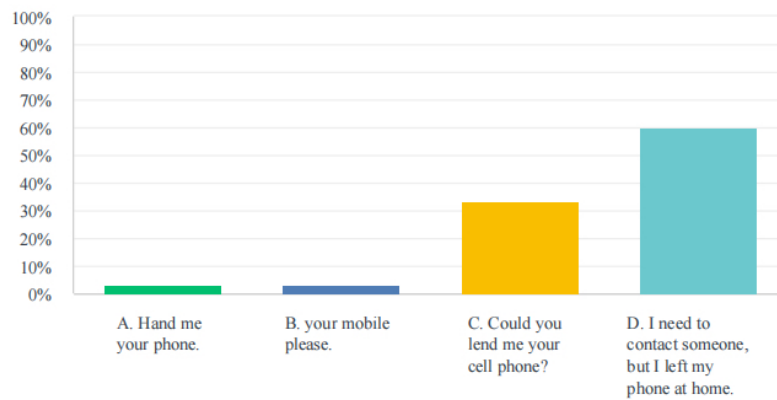
	Hand me your phone.	Your mobile please.	Could you lend me your cell phone?	I need to contact someone, but I left my phone at home.
Question 7	1	1	10	18

Table 7 (the results of lending your teacher's cellphone to make a call).

Chart (7) shows the frequencies of asking your teacher to lend you their phone because you need to make a contact but forgot yours at home.

How do you ask your teacher to lend you their phone because you need to make a contact but forgot yours at home?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
- A. Hand me your phone.	3.33%	1
- B. your mobile please.	3.33%	1
- C. Could you lend me your cell phone?	33.33%	10
- D. I need to contact someone, but I left my phone at home.	60.00%	18
TOTAL		30

Chart 7 (the frequencies of lending your teacher's cellphone to make a call).

The frequencies of asking your teachers to give you their cellphones when you want to make a call and you forgot yours at home have been shown in chart 7, based on the frequencies of this chart hand me your phone and your phone please have been used only for one time, on the other hand the majority of participants preferred asking their teachers by saying I need to contact someone, but I left my phone at home, 18 people used that way to get a phone from their teachers to make a call with it, and could you lend me your cellphone was the second most used one by the participants which has been used 10 times by those who took part in the survey.

Section four

4.1. Discussion of the results

Regarding to the results of the study, English department students from faculty of education apply various politeness strategies. The findings of calculations of 7 questions among 30 Kurdish English language learners at Salaheddin university show that 43% of learners in the first question used give me your water bottle please when they were required to ask water while being thirsty, and 30 % of participants used I didn't find a shop to buy a water bottle, whereas I want water please and I am very thirsty have been used (17% and 10% respectively). When it comes to second question 70% of participants applied menu, please when they were required to ask waiter to bring the menu while being at the restaurant, I was wondering if someone could give us the menu has been used by 20% of the participants, while only 10% of the participants used who's working here. It's worth mentioning that the word of "please" played a vitally significant role, because if we have a look at the calculations of first and second question, it's clearly observed that the choices which have the word of "please" with them have been used by majority of the participants, for example in the first question two choices have this word with them and only in the first question 70% of participants used give me your water bottle please and I want water please.

In the third question, the majority of the participants, 47% of the them used do you have time if we eat together today, when they were required to invite their friends at the cafeteria of the college, whereas the minority of them, 7% of them used I want to buy you lunch today. When it comes to the fourth one, 54% of the participants applied can you please repeat it again, but only 3% of the participants used it's really hard to get it. In the fifth question, could you please tell me what time is it has been applied by 47% of the participants when they were required to ask a young school boy about because they have neither their cellphones nor any watch to check time, meanwhile they are on the way going to college, it's the most applied one, whereas

the least applied one by participants is I want to know about time which has been applied by 7% of the participants .

When it comes to the sixth and seventh question where the participants were required to ask an extra pen and ask their teachers to repeat something again, please give me a pen and I need to contact someone but I left my phone at home have been marked as the most applied ones by the participants (43% and 60% respectively) whereas, I don't have my pen with me and hand me your phone have been marked as the least applied one (7% and 3%).

Section five

Conclusion

People should always be polite because it shows that they have good manners and it helps them earn others' respect, and Politeness is behaving in a socially acceptable way with proper manners and etiquette. Throughout this paper, the researchers concluded the following findings:

1. The participants of the study apply various politeness strategies in their daily use of language, the word of “please” had a vitally significant role in picking up the choices the participants had, because they think that whatever they express with the mentioned word can sound more polite.

2. Directness and indirectness could be observed in the applied strategies, when it came to their teachers, the students mostly preferred asking their teachers by using either modal verbs or being indirect to sound more polite, for example can you please repeat it again when they were required to ask their teachers to repeat something that they didn't understand and I need to contact someone but I left my cellphone at home when they were required to lend their teacher's cellphones have been applied by 54% of the participants in the fourth and seventh question.

3. Learners at Salaheddin university took friendships and formality of their teachers into a very deep consideration by being more direct with their friends and less direct and more polite with their teachers.

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Appendix

The survey paper

Salaheddin university
Faculty of Education
English Department.



Dear Participant,

This questionnaire is part of our paper entitled “effects of politeness strategies for maintaining English foreign language students' conversations.” under the supervision of Assist. Prof. Dr. Parwin Shawkat, I will be grateful if you take some time and complete the questionnaire as precisely as possible. The data and answers are confidential and are anonymously used for a for academic purposes.

 Male **Female**

1.How would you ask your friend to give you a water bottle if you don't have a water with you, he/she has an extra one and you are extremely thirsty?

- A. Give me your water bottle please.
- B. I want water please.
- C. I am very thirsty.
- D. I couldn't find a shop to buy a water bottle.

2.You are at the restaurant; how would you ask the waiter to bring the menu?

- A. Menu please.

- B. We are hungry.
- C. Who's working here?
- D. I was wondering if someone could give us the menu.

3. You want to invite your friend in the college cafeteria; how do you do that?

- A. You're invited today.
- B. I want you buy you lunch today.
- C. Do you have time if we eat together today?
- D. Let's eat at the cafeteria together today.

4. How do you ask your teacher to explain something again if you didn't comprehend what they said?

- A. I couldn't get what you explained.
- B. Can you repeat it please.
- C. I don't think that I fully understood.
- D. It's really hard to get it easily.

5. You are on your way to university and you are late, you realize you have left your watch at home, a young school boy who is wearing a watch passes by, how do you ask the school boy about time?

- A. What time is it?
- B. Could you please tell me what time is it?
- C. I want to know about time
- D. I was wondering if you could please tell me what time is it.

6. If you misplaced your pen, how would you go about asking a friend for a spare?

- A. Please give me a pen.
- B. Your pen, sir. I apologize.
- C. Would you please hand me your pen?
- D. I don't have my pen with me.

7. How do you ask your teacher to lend you their phone because you need to make a contact but forgot yours at home?

- A. Hand me your phone.
- B. your mobile please.
- C. Could you lend me your cell phone?
- D. I need to contact someone, but I left my phone at home.