

A Pragmatic Analysis of Politeness Strategies of Online Chatting Employed by Iraqi EFL Students in Al-Anbar Distinguished Schools

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ABSTRACT:

The aim of this paper is to identify the politeness strategies employed by Iraqi EFL students in Al-Anbar Distinguished Schools which is regarded an area that is infrequently investigated by scholars. To attain this aim, the participants of the study were selected from Al-Anbar Distinguished Schools, represented by 53 female students and 50 male students during the academic year (2021-2022) to be in direct and frequent online interaction (via text messages) with each other as students, and with their teachers of English language. Consequently, WhatsApp and Telegram groups were created for this online chatting. A qualitative research design was conducted whereby online text chatting was collected to ensure the data of this study. The collected data were analyzed qualitatively by using content analysis procedure based on Brown and Levinson's (1987) model of politeness strategies. The findings of the study revealed that the participants utilized various types of politeness strategies in their communication via online chatting. Based on the calculated frequencies and percentages, Positive Politeness Strategies were the most frequently used (dominant type), then Negative Politeness Strategies, Bald On-Record and Off-Record Politeness Strategies respectively. Additionally, the findings indicated that Off-Record Politeness Strategies were used rarely by the participants of the study.

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1. Introduction:

In linguistics, the process of human communication with each other is called conversation. Pridham (2001) defines communication as a process that can be represented in both written and spoken conversation. As a result, it is an interactive process that takes place between two or more people. However, communication can take two forms. The first is face-to-face interaction which can be intimate chats like family conversations at home or more formal and public interactions like classroom discussions. The second category includes communications that do not take place in person, including phone calls, and media that is broadcast, like a chat show or live radio call-in (Rahmat, 2020).

Thus, at least two people are required for communication: a speaker and a listener. The speaker conveys certain meanings to the listener, while the latter deciphers the speaker's intended message. The ability to express and comprehend one another's feelings, thoughts, and desires is necessary for effective communication. Since communication is characterized as being polite or impolite, which is the focus of the current investigation, this study is grounded within pragmatics in which politeness is one of its major topics. (Rahmat, 2020).

Politeness is one of the fundamental areas in pragmatics. It is a linguistic description to the way that individuals interact with others when communicating. In other words, pragmatics is a branch of linguistics that deals with topics like politeness strategies (Rahmat,2020).

Therefore, recently, politeness has emerged as one of the biggest difficulties facing the educational system. Most students use rude language and slang or informal language when speaking in class. Therefore, it is a teacher's responsibility to teach their students how to speak respectfully and to correct them if they do so at school, especially during classroom interactions. In addition, teachers must model polite behavior for their students in order to instill the virtue of politeness in them (Rahmat, 2020).

Politeness has been studied intensively during the last four decades, in a variety of domains including pragmatics, sociolinguistics, and psycholinguistics, as well as language and discourse analysis (Kádar & Bargiela-Chiappini, 2011). This type of politeness, however, is not the same as the politeness used to be, which is associated with socially acceptable behavior. Politeness is viewed as a practical issue by those who study it (Dimitrova-Galaczi, 2002). According to pragmatics, politeness refers to speakers' verbal choices that "give persons space and reflect a positive attitude toward them" (Cutting, 2002, p. 45).

Based on the aforementioned facts, the idea of qualitatively investigating the EFL students' use of politeness strategies in Whatsapp and Telegram text chatting with their teachers is still neglected in Iraqi educational context represented by Iraqi secondary distinguished schools in Al-Anbar Province. Consequently, the current study attempted to investigate the politeness strategies of online chatting employed by Iraqi EFL students in Al-Anbar Distinguished Schools.

The study might be significant to those academics interested in pragmatics in general, and politeness in particular as it sheds light on the students' commonly used politeness strategies when chatting online with their teachers of English language in Iraqi schools. It might also be valuable as it alerts students' awareness of the proper politeness strategies that should be considered by EFL students in their online chatting with their teachers of English language paying their attention to factors such as; power, respect, and social status.

1.1 Research Questions of the Study

The following research question is targeted in the current study:

*** What politeness strategies of online chatting are employed by Iraqi EFL students in Al-Anbar Distinguished Schools?

1.2 Objectives of the Study

The present study addresses the following major objective:

*** To identify and investigate the politeness strategies of online chatting employed by Iraqi EFL students in Al-Anbar Distinguished Schools.

2. Literature Review:

Despite the fact that politeness strategies are a crucial component of L2 pragmatics (Niroomand, 2013), only a small number of studies have focused on them in educational contexts (Bacha & et al., 2012). The East Asian context has been the setting for most examinations on politeness (e.g. Jiang, 2010; Peng & et al. 2012).

In a latest study, Sabee and Wilson (2005) examined the major goals, attributions, and face-threatening behaviors of American university students while they evaluated their poor results with their teacher. The results of the test, which featured 234 graduate students who commented on interactions with their teachers regarding poor marks, identified four main objectives: learning, convincing, defending, and appealing. These objectives all strongly affected the politeness strategies the students used. For example, students with “appealing” objectives put the instructor’s and their own faces in threat. This study’s dependence on self-reported data, in which students themselves described instances in which they complained to their instructors about their poor test scores, may have been one of its limitations. This practice, in fact, may have provided some students with the opportunity to fabricate cases, leading to less accurate statistics (Abdul Ghafoor & Challob, 2021).

Another study conducted at a Lebanese university on the level of politeness that different genders display in distinct conditions revealed that politeness is closely related to context (Bacha & et al., 2012). In order to investigate students’ perspectives of what constitutes polite or unpleasant behavior, this study required them to complete questionnaires and DCTs under a variety of classroom situations. The study indicated that gender reacted differently to situations in ESL courses.

According to Bacha and et al. (2012), what is considered politeness in one culture may not be the same in another. This is analogous to Mursy’s and Wilson’s (2009) views on face and politeness, which claim that social norms, not individualistic presumptions, decide which politeness methods the speaker (S) should adopt to retain the interlocutor’s face. Nonetheless, it is important to note that the study focused mostly on how students saw situations that primarily mirrored the conventional sense of “politeness” and “being polite,” which is distinct from employing politeness tactics. It did not investigate how kids develop or employ politeness techniques.

In addition, Moheddin and Hamadamin (2022) examined how Kurdish students of English as a foreign language (EFL) use politeness strategies in their daily interactions at Soran University as an example. The purpose of Moheddin and Hamadamin’s study is to better understand the different ways in which female and middle-class Kurdish English language students at Soran University show politeness. There are five questions in the form of a structured questionnaire that are used to collect information. The study’s sample consists of 40 EFL students from the English Department in the Arts Faculty for the 2020–2021 academic year. In addition, this work employs a descriptive quantitative strategy for data collection and context provision. It used Brown and Levinson’s politeness theory (1987) as a paradigm and the SPSS program version 22.0 to analyze and visualize the proportion and frequency with which male and female students engaged various politeness approaches with their peers and professors in a variety of contexts (25). Despite facing discrimination on the basis of gender and social status, the results show that Kurdish English language students at Soran University adopted civility methods in a formal context.

Tajeddin and Safari (2019) explored the role of politeness strategies in their paper entitled, “Politeness Strategies Used in Text Messaging: With a Focus on Iranian EFL Teacher.” This study attempts to look into the politeness strategies used mostly by Iranian EFL teachers in online discussion groups, including positive, negative, Bald on-record, and Bald-off-record approaches. Thus, 11 EFL teachers from Iran who were chosen to participate in the study worked at an English language school in Dezful. All messages contained a total of 112

expressions of civility. To analyze instructors' text messages, this paper used a qualitative methodology. Brown and Levinson's Politeness Theory was used to assess the data that were collected (1987). The findings showed that teachers employed a range of politeness strategies, including positive, negative, Bald on-record, and bald off-record strategies; instructors tended to utilize positive strategies to sustain close relationships with their teammates.

Related to the findings above, all the researchers have a similarity in conducting the research toward politeness strategies and from previous studies, the importance of pragmatics can be known as one branch of linguistic study. It was clearly revealed that politeness strategies always appear in the interaction and can influence people in choosing the politeness strategies based on the factors. The factors that influence the different politeness strategies consist of social distance, relative power and rank of imposition. However, the uniqueness of this present thesis lies in its explanation of students' politeness strategies that appear in online chatting on two selected apps (Whatsapp and Telegram) in Al-Anbar Distinguished Schools. The present paper is based on the same interest of the earlier related studies of politeness, but it is different from those studies in view of data, methodology and results.

3. Research Methodology:

3.1 Research Design and Method

The current study used a qualitative research design in which data were gathered and qualitatively examined. According to Torihin's (2012) definition, qualitative research examines phenomena such as behaviour, perception, motivation, and action that research subjects encounter. Merriam (2009) elaborates on this idea by stating that qualitative research is the process of comprehending people's relationships, their worldviews, and the experiences they have within it (As cited in Muhasibi, 2020).

Additionally, it is claimed by Richards and Schmidt (2002) and Creswell (2007) that qualitative research is a type of study in which the methods used rely on non- numerical data such case studies, interviews, discussions, or written data. As a result, this type of research relies on employing words rather than statistics to analyze its findings.

The current study is qualitative since it aims to thoroughly investigate the phenomenon of "politeness strategies" in its natural environment, namely "Iraqi distinguished schools." Thus, Creswell (2007), deals with things in their natural environments and seek to understand or interpret particular phenomena in light of the meanings provided by humans. Additionally, the qualitative research approach is ideal for the current study since it enables the researcher to thoroughly analyze the various politeness strategies as they are naturally employed by the study's participants. As a result, it allows for a thorough analysis of the data in light of the study's goals and research questions.

In line with the aforementioned facts and to collect data relevant to the phenomenon under study, the researchers engaged with the participants of the study in online chatting with their teachers as a research instrument. Consequently, more than 50 samples of their online messages are collected by the researchers. These messages are sent by the participants of the study via Whatsapp and Telegram groups established by the teachers of English language in these selected distinguished schools. To deeply explore the politeness strategies used by EFL students in Al-Anbar Distinguished Schools with their teacher, these messages are analyzed

based on qualitative content analysis technique informed by Brown and Levinson's theory (1987) of politeness strategies.

3.2 Contexts and Participants of the Study

The population of the current study consists of students of English as a foreign language at the intermediate and secondary distinguished schools in Anbar Province in the first and second semester of the academic year 2021-2022. In fact, there are two secondary and intermediate distinguished schools in Anbar; one for boys and one for girls.

Based on this population, a total of 103 students volunteered to participate in the study. More specifically, 53 female students participated in the study; 27 female students in their 2nd intermediate stage, and 26 female students in their 4th preparatory stage. As for male students, 50 students participated; 30 students in their 2nd intermediate stage, and 20 students in their 4th preparatory stage.

3.3 Data Collection Instrument

As the present study is qualitative in its research methodology design, a qualitative data collection instrument is used to collect data that helps attain the objectives of the study. Thus, the data of the current study are represented by the documented online discussion chats written by the participants of the study while they were discussing certain English language issues with each other and with their teachers of English language.

Hence, in collecting data, the researchers used two app; Whatsapp and Telegram as tools to observe and identify politeness strategies employed by student in communicating with teachers in online chatting. In this case, in order to define the research topic, select the participants as the data sources, collect the data, analyze the data, interpret the data, and draw conclusions based on findings, the researchers themselves acted as a human instrument.

3.4 Model Adopted and Data Analysis

In fact, the theory of politeness developed by Brown and Levinson in 1987 serves as the foundation for this study's aim of analysis of politeness techniques. According to Brown and Levinson (1987), politeness is "formal diplomatic protocol ... presupposes that potential for aggression as it seeks to disarm it, and makes possible communication between potentially aggressive parties."(p.1)

Accordingly, Brown and Levinson identified the approaches that people might employ in communication. They grouped the proposed strategies into the following four groups: (a) Bald on record: indicates a circumstance in which the sender of the communication tries to minimize the threat that the recipient may infer but makes no attempt to do so. (e.g., *Send me a photo of your paper*), (b) positive politeness: is used to describe a circumstance where the message's sender seeks to decrease the threat to the recipient's face. (e.g., *I would like you to answer the following question in the group, please*), (c) negative politeness: relates to a circumstance in which the sender of the message tries to explain the problem or demonstrate the urgency despite being conscious of the amount of imposition that his or her request may have (e.g., *Send me your homework quickly*), and (d) off-record: alludes to a circumstance in which the sender implicitly requests something and lowers the level of imposition such that the recipient

has the choice of accepting it or not. (e.g., *can we not focus on questions because they are difficult and time-consuming?*) (Brown & Levinson, 1987).

Additionally, Brown and Levinson (1987) put out a “universal” definition of politeness, describing face as “the public self-image that every member seeks to claim for himself,” together with “the desire that this self-image be appreciated and approved” (p.78). Brown and Levinson (1987) assert that self-image has both a positive and a negative aspect. There is a positive side to wanting to be liked by others (approval). On the other hand, wanting to be unbothered by people has a negative side (autonomy). According to Brown and Levinson (1987), several forms of communication may put the hearer’s positive face, negative face, or both at risk in interpersonal interactions. Face threatening acts (FTAs) are the word given to various sorts of communication.

The main focus of this paper is to investigate politeness strategies employed by Iraqi EFL students in Al-Anbar distinguished schools in their online chatting with their teachers of English language. Consequently, the researchers examined the frequency of the EFL students’ use of politeness strategies in online chatting. Accordingly, the data were collected by the means of online chatting among participants of the study. Thus, the data is analyzed qualitatively using content analysis procedure.

4. Results:

The study investigates the politeness strategies that are employed by Iraqi EFL students in Al-Anbar Distinguished Schools in their online chatting (interaction) with each other. Consequently, the researchers examine the frequencies of the EFL students’ use of politeness strategies in online chatting. To attain this, the data are collected by means of online chatting among participants of the study. Thus, the data are analyzed qualitatively using content analysis procedure. Based on this way of analysis, the findings reveal that the frequency of all politeness strategies in students’ online chatting is (200). Besides, the findings indicate that the most recurrent strategy employed by EFL students is **Positive Politeness Strategy** which is used much more frequently than the other types of politeness strategies, (See Figure 1).

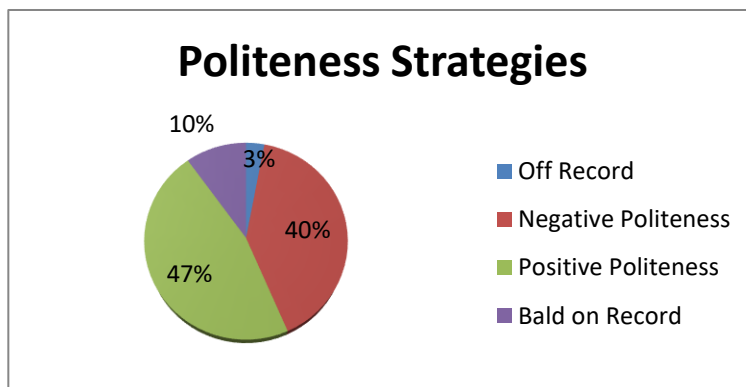


Figure (1): Percentages of politeness strategies in EFL students’ online chatting.

As shown in Figure (1) **Positive Politeness Strategies** which count (93) frequencies with percentage (47%) are ranked the first among the other. In addition, **Negative politeness Strategies** get the second rank among the other which count (81) frequencies representing (40%) as illustrated in Figure (4.1) above. The third rank is **Bald on Record Strategies** which get (20) frequencies with percentage (10%). Finally, the **Off Record strategies** get the fourth rank among the other and it count (6) frequencies only with percentage (3%) only.

Table (1): Frequencies and examples of politeness strategies employed by the participants of the study.

No.	Main Strategies	Sub-Categories	Examples	Frequency
1	Off-Record	Hints	I forgot to write my name.	6
		Be vague	Null	0
		Be sarcastic, or joking	Null	0
Total:		6		
2	Negative Politeness	Be-conventionally indirect	miss, sarah wants to enter this group, can you add her?	20
		Question, hedge	I think Wednesday is good	20
		Be pessimistic	Teacher: How is your day? S1. Yes sir In fact, it's not a good day because when I arrive to my house I feel very tiring and no enough time for reading	16
		Minimize the imposition	Teacher: Are you ready to do a quiz? NOW? S. Now we are studying chemistry Teacher: Sorry S. U don't need to be sorry miss it's okay	10
		Give deference	We miss you always	1
		Apologize	I'm sorry for the delay, I am 'Layth Jamal Abdulrazzaq	14
		Impersonalize S and h	Null	0
		Nominalize	Null	0
Total:		81		
3	Positive Politeness	Notice, attend to H	You don't have to reply to everyone	8
		Exaggerate	We feel that it is a beautiful activity and put us out of the boredom of study in a class because we practice the language that we learned in our school since 4 years	21
		Intensify interest to H	Thank you very much yunis hope you do one better than mine	11
		Use in-group identity makers	Dear students, what is your impression about the sample of transport around the world?	8
		Seek agreement	Null	0
		Avoid disagreement	Teacher: It seems that most of you are unsocial S.3 (F.): Yes, most seem social in class, but in reality they are not social	10
		Presuppose/ raise/ assert common ground	Null	0
		Joke	Null	0

		Assert of presuppose S's knowledge of and concern for H's wants	I am sure you r tired from all these questions	5
		offer, promise	Anymore questions, I'll gladly answer them	4
		Be optimistic	Hello Mr. Sufian The exams were good and my answer was excellent	7
		Include both S and H in the activity	We have had a wonderful activity outside the school	9
		Give (or ask for) reasons	Why did not you be in school?	10
		Assume or assert reciprocity	Null	0
		Give gifts to H	Null	0
Total:		93		
4	Bald on Record	Great urgency or desperation	Take your convenience	6
		Speaking as if great efficiency is necessary	be always fine.	8
		Task-oriented	Null	0
		Little or no desire to maintain someone's face	Not unsocial but our city isn't a good place for going outside and feeling relax	6
		Doing the FTA is in the interest of the addressee	Null	0
		Welcomes	Null	0
		Offers	Null	0
Total:		20		
Total Frequencies of the Four Main Politeness Strategies				200

The aforementioned table portrays the frequencies and percentages of each main politeness strategy and its sub-categories with illustrative examples for each one. It also reveals that though none of the Iraqi students had received any training in politeness strategies, they showed a higher frequency of politeness strategies in their communication with each other and with their teachers of English language via Whatsapp and Telegram (online interaction). However, politeness strategies have occurred differently with various levels of politeness. In the following sections, the researchers will elaborate the main categories of politeness strategies of EFL students and the frequencies of their sub-categories based on Brown and Levinson's (1987) model with examples.

4.1 Off Record

4.1.1 Hints

This sub-strategy is used frequently in the form of **Off Record**, which counted for (6) frequencies and percentage of 3%. The example below illustrates how this sub-strategy is used.

E.g.1:

Teacher: Are ready to do a quiz now?

S.3: now we are studying chemistry.

According to Brown and Levinson, whenever the speaker makes an implicitly relevant statement, he invites H to look for a potential interpretation of the statement's significance. As a result, in the aforementioned scenario, the female student tries to communicate her opinion about the exam's timing in an oblique manner. She expresses her perspective in this way in order to demonstrate that she is not trying to force her viewpoint.

4.2 Negative politeness strategies

As shown in Figure 4.1 and Table 4.1 above, negative politeness strategies get the second rank as they counted for (81) frequencies with (41%). In the following, the sub-categories of negative politeness strategy are elaborated with their frequencies and percentages.

4.2.1 Be conventionally indirect

This sub-strategy is used frequently in the form of negative strategy which gets the first rank among other with (20) frequencies representing 10%. The below example illustrates the way this sub-strategy is used by the student.

E.g. 2:

Teacher, can you tell me on which application we will attend the lecture?? Because I deleted all study applications except for Telegram and WhatsApp

This strategy is used to minimize the threatening of H's face. As Brown and Levinson state that in this strategy a speaker is faced with opposing tensions: the desire to give H an 'out' by being indirect, and the desire to go on record. Therefore; the example above shows that the speaker has two opposing tensions and he wants to get an answer from his teacher.

4.2.2 Question, hedge

This sub-strategy gets the second rank among other with (20) frequencies representing 10%. The example below illustrates the way this sub-strategy is used by the student.

E.g. 3:

S.3: I think Wednesday is good.

According to Brown and Levinson, when the speaker makes an indirect statement, he asks H to look for an interpretation of the potential relevance. In order to have her opinion taken into consideration, the female student in the example above tries to convey her opinion regarding the exam's timing in an indirect manner. She expresses her perspective in this way in order to demonstrate that she is not trying to force her viewpoint.

4.2.3 Be pessimistic

This sub-strategy gets the third rank among other with (16) frequencies representing 8%. The example below illustrates the way this sub-strategy is used by the student.

E.g. 4:

Teacher: How is your day?

S1. Yes sir. In fact, it's not a good day because when I arrive to my house I feel very tiring and no enough time for reading

According to Brown and Levinson's definition, this strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness S's speech. The aforementioned example shows the response of the student to his teacher's question. Although the student uses "sir" as word for showing respect, his expression "I feel very tiring and no enough time for reading" shows that he is not able to do any more activity.

4.2.4 Apologize

This sub-strategy gets the fourth rank among other with (14) frequencies representing 7%. The example below illustrates the way this sub-strategy is used by the student.

E.g. 5:

Teacher: Do u have any question concerning English?

S1. No, but I'm sorry, I read the question incorrectly.

In the example above, the student talks with her teacher in a polite way. She tries to explain that she feels sorry about her mistakes in reading the question. This strategy is employed to save the face of hearer. As Brown and Levinson say that by apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative face and thereby partially redress That impingement.

4.2.5 Minimize the imposition

This sub-strategy gets the fifth rank among other with (10) frequencies representing 5 %. The example below illustrates the way this sub-strategy is used by the student.

E.g. 6:

S. 2: You don't have to reply to everyone. Get some rest.

The sixth example shows that the speaker minimizes the imposition of the condition in order to make the hearer feels that her/his face is not a threat. As in Brown and Levinson's view this strategy is used to indicate that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than S or at least possibly not S only.

4.2.6 Give deference

This sub-strategy gets the sixth rank among other with (1) frequencies representing 0.5 %. The example below illustrates the way this sub-strategy is used by the student.

E.g. 7:

S.11 (F): We miss you always.

In this example, the speaker talks in an inclusive to show that all his friends miss the presence of the hearer. This indicates that the speaker and hearer have a good relationship and both of them respect each other. Thus, this example is listed under the scope of negative politeness strategy because the speaker pretends to be kind and polite.

4.3 Positive Politeness Strategies

Positive politeness strategies get the first rank among the other main strategies as they counted for (93) frequencies with (47%). In the following, the sub-categories of positive politeness strategy are elaborated on their frequencies and percentages.

4.3.1 Notice, attend to H

This sub-strategy is used frequently in the form of **Positive Politeness strategy** with (8) frequencies representing 4%. The example below illustrates how this sub-strategy is used.

E.g. 8:

You don't have to reply to everyone.

In this example, the speaker notices that the hearer is tired because of the forwarded questions to him. Thus, he asks him to take rest and he should not answer everyone. As mentioned in Brown and Levinson's model that this output suggests that S should take notice of aspects of H's Condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it).

4.3.2 Exaggerate

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (21) frequencies representing 10.5%. The example below illustrates how this sub-strategy is used.

E.g. 9:

S.2: U did a great job.

In the above example, the student encourages his friend to continue because he is doing a great job. The use of the word "great" shows that the speaker wants to be more close and respectable to the hearer. As Brown and Levinson state that this strategy is used with exaggerated intonation, stress, and other aspects of prosodies, as well as with intensifying modifiers.

4.3.3 Intensify interest to H

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (11) frequencies representing 5.5%. The example below illustrates how this sub-strategy is used.

E.g. 10:

S.7: I agree with you physical Education should be treated as importantly as other lesson not as a game.

In this example the student approves his colleague's interest about the importance of Physical Education and this act is saving the face of the hearer. This strategy is another way for S to communicate to H that he shares some of his wants to intensify the interest of his own (S's) contributions to the conversation, by making a good story.

4.3.4 Use in-group identity makers

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (8) frequencies representing 4 %. The example below illustrates how this sub-strategy is used.

E.g. 11:

S. 5: Thanks dear Basheer.

By using any of the innumerable ways to convey in-group membership, the speaker can implicitly claim the common ground with H that is carried by that definition of the group. Hence, this example shows that the student thanks his colleague in so positive manner by using the word (dear) to show his kindness and respect.

4.3.5 Avoid disagreement

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (10) frequencies representing 5%. The example below illustrates how this sub-strategy is used.

E.g. 12:

S.8: *Yes, most seem social in class, but in reality they are not social.*

In Brown and Levinson's concept, the desire to agree or appear to agree with H leads also to mechanisms for pretending to agree, instances of 'taken' agreement. Therefore, in the example above the speaker tries to be in same side of the hearer for the sake of pretending to be friendly and polite.

4.3.6 Assert of presuppose S's knowledge (of) and concern for H's wants

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (5) frequencies representing 2.5%. The example below illustrates how this sub-strategy is used.

E.g. 13:

S. 4: *I am sure you are tired from all these questions.*

The value of S's spending time and effort on being with hearer, as a mark of friendship or interest in him, gives rise to the strategy of redressing an FTA by talking for a while about unrelated topics. Thus, in the aforementioned example the speaker tries to pretend that he feels with the hearer's efforts and he appreciates them.

4.3.7 Offer, promise

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (4) frequencies representing 2%. The example below illustrates how this sub-strategy is used.

E.g. 14:

S.3: *Anymore questions, I'll gladly answer them.*

In this example, the speaker shows that he is ready to answer any question. His offer in making his colleagues ask and do not hesitate to participate is considered a polite manner. As a result, the researchers can conclude that this strategy is employed to redress the potential threat of some FTAs, S may choose to stress his cooperation with H in another way.

4.3.8 Be optimistic

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (7) frequencies representing 3.5%. The example below illustrates how this sub-strategy is used.

E.g. 15:

Teacher: *how are you. I hope you are doing well in your exam.*

S.1: *Hello Mr. Sufian The exams were good and my answer was excellent.*

In Brown and Levinson's strategies, the other side of the coin, the point-of-view flip that is associated with the cooperative strategy, is for S to assume that H wants S's wants for S (or for S and H) and will help him to obtain them. In this example, the speaker seems that he feels good and has a positive feeling. Thus, he answers his teacher's question with a kind and nice manner.

4.3.9 Include both S and H in the activity

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (9) frequencies representing 4.5%. The example below illustrates how this sub-strategy is used.

E.g. 16:

S.6: We have had a wonderful activity outside the school.

By using an inclusive 'we' form, and when S really means 'you' or 'me', he can call upon the cooperative assumptions and thereby redress FTAs. In the example above, the speaker talks in cooperative manner. He talks as if he is a part of a group and this is viewed as a positive strategy to the speaker to show his/her kindness and politeness.

4.3.10 Give (or ask for) reasons

This sub-strategy is used frequently in the form of **Positive politeness strategy** with (10) frequencies representing 5%. The example below illustrates how this sub-strategy is used.

E.g. 17:

S.9: Othman what was your motive and inspiration for creating this project.

Based on Brown and Levinson's approach, the researchers discover that giving reasons for S's desires is another component of integrating H in the action. Thus, in the aforementioned illustration, the speaker seeks to understand what drives his friend to take on such initiatives.

4.4 Bald on Record

The frequency of **Bald on Record politeness strategy** is (20) with (10%). Thus, it gets the third rank among other main politeness strategies. In the following, the sub-categories of **Bald on Record politeness strategy** are elaborated with their frequencies and percentages.

4.4.1 Great urgency or desperation

This sub-strategy is used in the form of **Bald on Record** and gets the first rank among other with (6) frequencies and percentages of 3%. The example below illustrates how this sub-strategy is used.

E.g. 18:

S.5: Take your convenience.

In this instance, the speaker uses direct language. He ignores the listener's face completely. The speaker's speech is viewed as disrespectful when they employ this type of politeness strategies. As demonstrated by Brown and Levinson, this tactic is employed to lessen the communicated urgency.

4.4.2 Speaking as if great efficiency is necessary

This sub-strategy is used in the form of **Bald on Record** and gets the second rank among other with (8) frequencies and percentages of 4%. The example below illustrates how this sub-strategy is used.

E.g. 19:

S. 4: Be always fine.

The researchers observe that the speaker in this instance uses an imperative style of speech. Although the speaker is attempting to be kind, this type of discourse is inappropriate when using politeness strategies. According to Brown and Levinson, when S communicates as though maximal effectiveness were really crucial, he or she uses metaphorical urgency to emphasize points.

4.4.3 Little or no desire to maintain someone's face

This sub-strategy is used in the form of **Bald on Record** and gets the third rank among other with (6) frequencies and percentages of 3%. The example below illustrates how this sub-strategy is used.

E.g. 20:

S.2: *Not unsocial but our city isn't a good place for going outside and feeling relax.*

In the aforementioned instance, the speaker makes an effort to sound less in accord with the hearer. Even though she doesn't really agree with the speaker, she persists in order to save the speaker's face. This strategy so highlights S's high regard for H's friendship by making it appear as though S is pleading with H to take care of him.

5. Conclusion:

Although none of the Iraqi students have ever gotten any training in politeness methods, analysis of the data shows that they use the majority of them. As a result, in relation to the first research question, the results show that the study's participants are not fully aware of how to use the proper politeness strategies in their online chatting.

This is due to the fact that most students have utilized positive politeness strategies when interacting online. This might be the result of certain circumstances that affect how politeness techniques are chosen. According to Brown and Levinson, these factors are crucial components that affect how well people do. According to the study's findings, the majority of pupils have been affected in some manner by social distance and relative power. The two factors that have the biggest effects on the research participants are power and social distance. Additionally, the findings show that the study's participants frequently employ the negative politeness strategy in their interpersonal interactions. The researchers discover that Positive and Negative politeness strategies are the two most common ones employed by EFL Iraqi students. These two strategies are employed to show the listener a sense of respect and politeness. Bald on Record and Off-record strategies, which are infrequently utilized in the data of this study, are therefore in second place. This indicates that one or more linguistic elements that influenced the participants' decisions were present.

Additionally, the study aims to make Iraqi EFL students and teachers aware of the usefulness of politeness strategies in their online communication. Last but not least, this study aims to motivate students to learn the politeness strategies so they can be good influential members in the society.

تحليل تداولي لاستراتيجيات التأدب في الدردشة عبر الإنترنت التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية في مدارس المتميزين في الأنبار

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ملخص البحث:

الهدف من هذه الورقة هو التعرف على استراتيجيات التأدب التي يستخدمها طلبة اللغة الإنجليزية كلغة أجنبية ثانية في مدارس الأنبار المتميزة. ولتحقيق هذه الهدف، تم اختيار المشاركين في الدراسة من مدارس الأنبار للمتميزين، ممثلة بـ 53 طالبة و50 طالبا خلال العام الدراسي (2021-2022) ليكونوا في تفاعل مباشر ومتكرر عبر الإنترنت (عبر الرسائل النصية). مع بعضهم البعض كطلاب ومع مدرسيهم للغة الإنجليزية. وبالتالي، تم إنشاء مجموعات WhatsApp وTelegram لهذه الدردشة عبر الإنترنت. تم إجراء تصميم بحث نوعي حيث تم جمع الدردشة النصية عبر الإنترنت لضمان بيانات هذه الدراسة. تم تحليل البيانات التي تم جمعها نوعيا باستخدام إجراء تحليل المحتوى بناء على نموذج براون وليفينسون (1987) لاستراتيجيات الأدب. أظهرت نتائج الدراسة أن المشاركين استخدموا أنواعا مختلفة من استراتيجيات التأدب في تواصلهم عبر الدردشة عبر الإنترنت بنسب مختلفة. بناء على التكرارات والنسب المئوية المحسوبة، كانت استراتيجيات التأدب الإيجابية هي الأكثر استخداما (النوع السائد)، ثم استراتيجيات التأدب السلبية، استراتيجيات التأدب الجريئة المسجلة وغير المسجلة على التوالي. بالإضافة إلى ذلك، أشارت النتائج إلى أن استراتيجيات التأدب غير المسجلة نادرا ما استخدمها المشاركون في الدراسة.