

*Gender Difference of Politeness Strategies Through Online
Chatting Experienced by EFL Students in Al-Anbar Distinguished
Schools*

Baydaa Subhi Hamood

**Department of English, College of Education for
Humanities, University Of Anbar, Ramadi, Anbar, Iraq**

bay20h1024@uoanbar.edu.iq

Prof. Ala'a Ismael Challob (Ph.D.)

**Department of English, College of Education for
Humanities, University Of Anbar, Ramadi, Anbar, Iraq**

dr.alaaismael@uoanbar.edu.iq

DOI: <https://doi.org/10.31973/aj.v2i144.4050>

ABSTRACT:

The aim of this paper is to identify the differences between male and female politeness strategies employed by Iraqi EFL students in Al-Anbar Distinguished Schools. To attain this aims, 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 a content analysis procedure based on Brown and Levisohn's (1987) model of politeness strategies. The findings showed that there were differences between males and females' use of politeness strategies as female students used these strategies slightly more than male students. It is worth noting that female students have used negative politeness strategies more than male students. Accordingly, teachers and students' parents must educate students about how to use these strategies properly in communication, especially via online chatting.

Keywords: Gender, Politeness strategies, Online chatting, EFL Students, Al-Anbar Distinguished Schools.

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 interactions, which can be intimate chats like family conversations at home or more formal and public interactions like classroom discussions. The second form includes communications that don't take place in person, including phone calls, as well as media that is broadcast, like a chat show or live radio call-in (Rahmat, 2020).

Nowadays with notable development of technology, people tend to use online platforms like Facebook, Twitter, Instagram, Telegram, Whatsapp and blogs to share their words, feelings, and ideas. Particularly, on social media platforms like: Telegram and Whatsapp. Although these two apps become necessary to maintaining people's connection with each other, people become more fearless in the words, feelings, and thoughts they use. Therefore, when one uses social media, communication will differ from face-to-face interactions (Ammaida, 2020).

For English language instruction during the COVID-19 pandemic, Iraqi schools and colleges turned to online learning, using systems supported by the Whatsapp, Telegram, and Viber mobile applications. Distinguished schools in the province of Anbar are among these institutions. In these schools, it was noticed that students used different politeness strategies when chatting with their teachers and other students. In order to address these politeness strategies used by the students at their online chats with their teachers, this study is conducted in Al-Anbar's secondary and intermediate distinguished schools.

Accordingly, a plethora of scholars note the impact of communication in online platforms and this pushes the linguistic scholars to study this phenomena in the context of politeness because most if not all agree that chatting on network influences the way of speaker's speech.

According to Spolsky (1998), there are four elements that influence people's politeness; language styles, registers, and domains exist, slang and solidarity, as well as language and gender. These four characteristics influence how politeness is expressed between speakers and listeners.

Firstly, language style which people might choose to talk formally or informally depending on who they are interacting with. Individuals can actively select how to utilize language by employing formal or informal phrases while addressing others (Spolsky, 1998). Moreover, he asserts that when a person speaks professionally, he participates in the society's respected and educated standards since he is able to utilize his language efficiently. Spolsky (1998) asserts this notion: "The significance of language style is to communicate the

speaker's sense of identity"(33). Consequently, the appropriate politeness strategies must be employed based on the occasion and hearer. In other words, the speaker must consider the socioeconomic position of the audience (listener).

Furthermore, According to Spolsky (1998), some professions allow for the naming of unique ideas. Those who work in a mining environment will have a different language than those who work in geology. Each group is capable of coining terms that may be foreign to members of the other group's culture. Consequently, a register is a sort of language that contains roles and statuses and is used in particular circumstances. In addition, a common domain governs how individuals communicate in social circumstances (Spolsky, 1998). Moreover, he asserts that domains are typically named for a locality or activity and home and work are two dominant realms.

Numerous research in the area of gender and linguistic politeness reveal that male and female do, in fact, differ slightly in this regard. Males can be understood as linguistically masculine as well as females. In addition, male and gender have different social rules (Syafrizal & Putri, 2020).

Since women are more involved with building rapport amongst group members and making sure that discussion flows naturally, their distinct conversational goals can cause breaks in communication or misunderstandings (rapport talk). Men are interested in maintaining their position in the hierarchy and use the production of information as a means of doing so (report talk) (Arif and et al., 2018).

However, 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 and 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, 45). The theory of politeness developed by Brown and Levisohn in 1987 serves as the foundation for this study's analysis of politeness techniques. According to Brown and Levisohn (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"(1).

Problem of the Study

The usage of technology during the past ten years, including the internet and cellphones, has changed how people connect and communicate with one another. As a result, people can engage in computer-mediated communication through the use of electronic gadgets (CMC). Since teachers used to build online groups and include their students in them to stay in touch with them beyond school hours, this change in communication strategies has an impact on education in general and English language instruction in particular. Whatsapp and Telegram are the most recent direct communication tools that have become increasingly popular in the area of education since they are used by most people, including parents, friends, instructors, and students.

Despite the benefits of using Telegram and WhatsApp for communication in classroom context, issues with etiquette among the participants have been identified in such a virtual communication environment. Studies by Oktaviani and Laturrahmi (2013) and Yulia (2016), for instance, demonstrate that students' lack of awareness of politeness when speaking with their teachers was caused by their unfamiliarity with politeness strategies.

Regarding earlier research on politeness strategies, numerous studies have been carried out with distinct objectives and in various settings. Warsito (2013), for instance, investigated strategies of politeness used by both instructor and student in AP (Advanced Placement) English classes. It showed that bold on record, positive, and negative politeness were the most common forms of communication between teachers and students of English as a foreign language. Students' use of these etiquette strategies was also shown to be affected by factors including social distance, age differences, power dynamics, intuitive contexts, and linguistic constraints. Kurniyatin (2017) also studied the instructor and students' politeness strategy in an English lesson at MTs (Madrasah Tsanawiyah) NU Assalam Kudus. The researcher found that the bold on record strategy was the most effective, while the negative politeness strategy was the least effective.

Objectives of the Study

The present paper addresses the following objective:

- To explore the differences between Iraqi EFL male and female students in Al-Anbar Distinguished Schools in using politeness strategies in online chatting.

Research Questions of the Study

The following research question is targeted in the current paper:

- How do Iraqi EFL male and female students in Al-Anbar Distinguished Schools differ in using politeness strategies in online chatting?

Research Design

Any study must have a research design since it lays the foundation and directs the researcher toward achieving the study's research objectives. Research design refers to the scientific techniques that link the study's central issue to its methods for collecting and analyzing data (Kumar, 2011). The significance of the research design thus rests on its ability to help the researcher arrive at accurate data collection, analysis, findings, and conclusion.

In the current paper, the researcher 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 behavior, 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).

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 researcher 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 researcher. These messages are sent by the participants of the study via Whatsapp and Telegram groups established by the teachers of English language in these distinguished selected schools. To deeply explore the gender difference of politeness strategies used by EFL students in Al-Anbar Distinguished Schools, these messages are analyzed based on qualitative content analysis technique informed by Brown's and Levisohn's theory (1987) of politeness strategies.

Contexts and Participants of the Study

It is challenging to choose a sample for any study since it depends on a variety of criteria, including the study's goal and the strategies used to gather and analyze the data (Creswell, 2012). In addition, according to Morse (2000) qualitative research does not require a huge number of respondents. Accordingly, if there are between 5 and 50 participants, he believes that the qualitative data is sufficient. Additionally, a limited number of essays, articles, book chapters, or other publications can be analyzed using qualitative research.

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

Based on this population, a total of 103 students are volunteered to participate in the study. More specifically, 52 female students; 27 female students in their 2nd intermediate stage, and 26 female students in their 4th preparatory stage. As for male students, 50 students are participated; 30 students in their 2nd intermediate stage, and 20 students in their 4th preparatory stage.

Data Collection Instrument

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

Hence, in collecting data, the researcher used the two app; Whatsapp's and Telegram's messages of the participants of this study as a tool to observe the politeness strategies employed in online chatting by students and teachers. 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 researcher herself acted as a human instrument.

Results:

Realization of Negative Politeness Strategy

According to the results, the negative politeness strategy is the most recurrent strategy among others which got the first rank with (73) frequencies in distribution between male and female students, See figure 1.

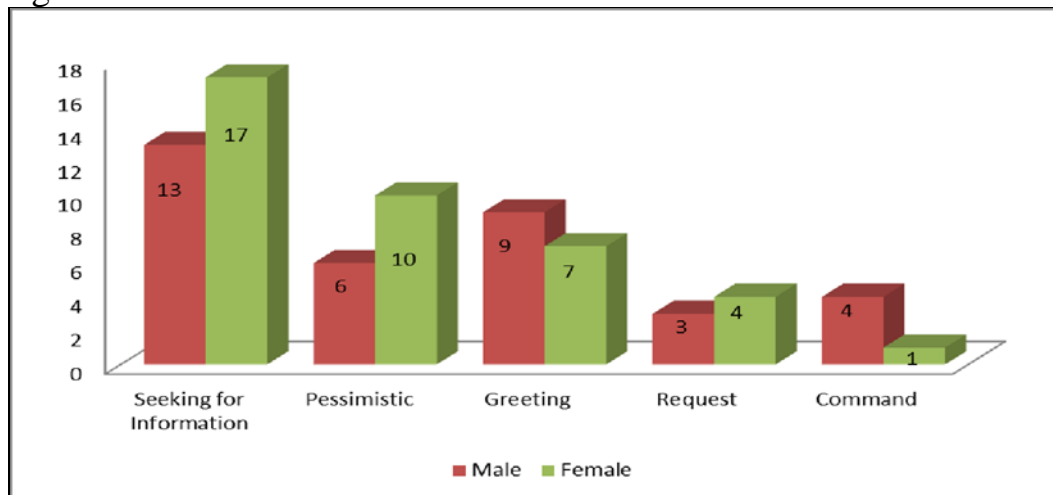


Figure 1: The differences between male and female students in the use of **negative politeness strategy**.

Hence, in the following sections, the differences in the frequencies between male and female students in their use of the various sub-categories of **Negative Politeness Strategy** is elaborated in details.

Seeking for Information

This sub-strategy is occurred frequently and got the first rank among others strategies that are all related to the main politeness strategy called, **negative politeness strategy**. Based on figure 1 above, female students used this strategy more than male students; with frequencies of (17) females, and (13) males. Below are two examples indicating the use of this strategy by male and female students.

E.g.1:

S.2 (F.): *how can we enter the lesson?*

In this example, the female student uses Wh. Question negatively. She asks her friends in a form of impolite strategy and this can be threatening the face of the hearer.

E.g.2:

Teacher: *Is the speech of the bridge of traffic officer fruitful or not?*

S.4 (M.): *It was yes, his explanation that teenager and adults need to be more careful when driving and to follow the law and traffic safety is very encouraging.*

Teacher: *one of the items that mentioned is not reliable... has anyone noticed?*

S.6 (M.): *I asked him if he had heard a funny excuse from the people that skip traffic he started talking about a completely different topic.*

In this example, the teacher asks and one of the male student answers him but the teacher tries to correct his student mistakes and by doing so another student realizes his colleague's mistake. After realizing the mistake, S6 threatens the face of his colleagues by saying "he started talking about a completely different topic" as if he wants to say that his friend is stupid.

Pessimistic

This sub-strategy is occurred frequently and got the second rank among the other strategies within the **negative politeness strategy**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (10) females, and (6) males. The following examples are illustrative examples for male and female students.

E.g.3:

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.*

S.6 (F.): *Not unsocial but our city is not a good place for going outside and feeling relax.*

In this example the female student response to her teacher's question about the personality of the students. Her expression "in reality they are not social" shows that the speaker talks about others in negative way although each student can answer the question in own view. After reading her friend answer, another student replies that "Not unsocial but our city is not a good place for going outside and feeling relax" as if she want to say that her friend's answer is not true. Then, this act can threaten the face of the hearer.

E.g.4:

Teacher: *Have you studied all your lessons?*

S.3 (M.): *Yes ser*

S.5 (M.): *Not yet teacher*

S.9 (M.): *Of course sir*

S.6 (M.): *No, I didn't finished it all*

In the above example, the students do not agree with each other about teacher's question "Have you studied all your lessons?" and this can cause a threatening act to the hearer because not all of students are in the same answer.

Greeting

This sub-strategy is occurred frequently and got the third rank among the other strategies within the negative politeness strategy. Based on figure 3 above, male students used this strategy more than female students; with frequencies of (7) females, and (9) males. The

following are examples for male and female students in their online interaction with each other.

E.g.5:

S. 12 (M.): *Hello*

S.1 (M.): *Hi*

In this example, the researcher found that not all of student in the same level of politeness. Although S12 uses the formal word “hello” to greet his colleagues, the S1 replies in an informal way.

E.g.6:

S.14 (F.): *Hi*

S.16 (F.): *Hi*

In this example, the researcher found that female student is in the same level of politeness. S14 uses the informal word “hi” to greet her colleagues and the S16 replies in the same informal way.

Request

This sub-strategy is occurred frequently and got the fourth rank among the other strategies that are all related to the main politeness strategy called, **negative politeness**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (4) females, and (3) males. The following examples are extracted from male and female interaction with each other.

E.g.7:

S.7 (F.): *can you add the student?*

In this example, the researcher found that the female student asks her colleague to do her request in an impolite form. This act is regarded as a threaten hearer’s face.

E.g.8:

S.20 (M.): *can u make another one or not?*

In this example, the researcher found that the male student asks his friend to do his desire in an impolite form. this act is regarded as a threaten hearer’s face.

Command

This sub-strategy is occurred frequently and got the fifth rank among the other strategies that are all related to the main politeness strategy called, **negative politeness**. Based on figure 3 above, male students used this strategy more than female students; with frequencies of (1) females, and (4) males. The following are examples extracted from male and female interaction with each other.

E.g.9:

S.4 (F.): *Mis please, can check this answer.*

S.8 (F.): *In number 4 you should say with your answer.*

In the example above, the researcher found that female student talks with her friend as if she were a teacher and this act is threatening to the face of hearer.

E.g.10:

S. 9(M.): *take notes from teacher*

In the example above, the researcher found that male student talks with his friend in the form of command and this act is threatening to the face of hearer.

Realization of Positive Politeness

As explained earlier, the **positive politeness strategy** got the second rank as the most recurrent strategy among others with frequencies of (63) in distribution between male and female students, See Figure 2.

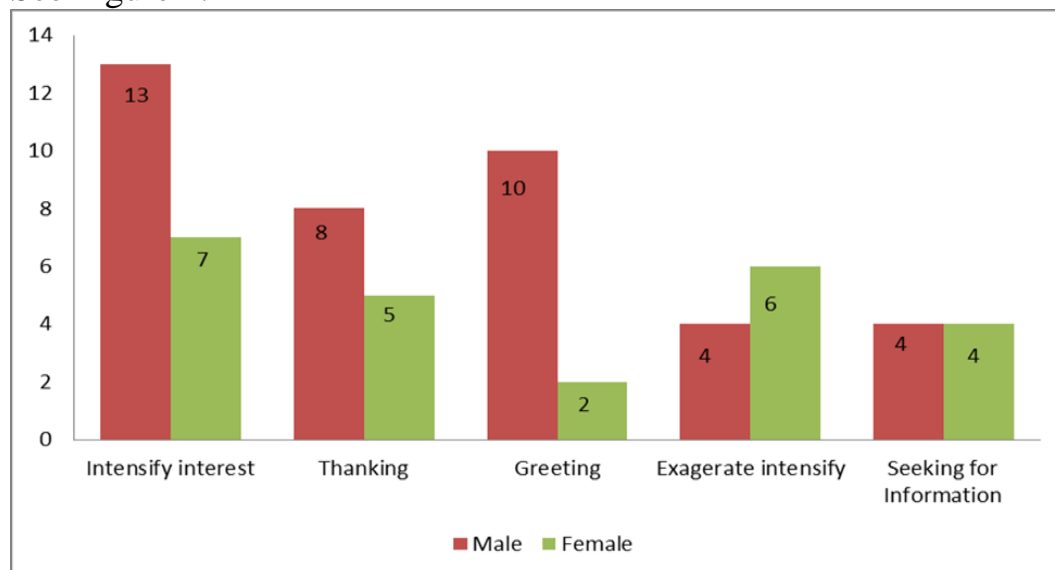


Figure 2: The differences between male and female students in the use of **positive politeness strategy**.

In the following sections, the differences in the frequencies between male and female students in their use of the various sub-categories of **Positive Politeness Strategy** is elaborated in details.

Intensify Interest

This sub-strategy is occurred frequently and got the first rank strategy among others sub-strategies that are all related to the main politeness strategy called, **positive politeness**. Based on figure 2 above, male students used this strategy more than female students; with frequencies of (7) females, and (13) males. The following examples are extracted from male and female students' interaction with each other in their online chatting.

E.g.11:

S. 22 (M.): *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 hearer.

E.g.12:

S. 17 (F.): *ok, we will go to review now. Thank you*

In this example the student approves her teacher's interest to go and read review her homework and this act is saving the face of hearer.

Thanking

This sub-strategy is occurred frequently and got the second rank strategy among the other sub-strategies that are all related to the main politeness strategy called, **positive politeness**. Based on figure 4 above, male students used this strategy more than female students; with frequencies of (5) females, and (8) males. The following examples are extracted from male and female students' interaction with each other.

E.g.13:

S. 22 (M.): *thank you so much bro*

This example shows that the male student thanks his colleague in so positive manner by using the word (bro) to show his kindness and respect.

E.g.14:

S. 11 (F.): *thank you*

This example shows that the female student thanks her colleague in positive manner but her thanking is not so much polite.

Greeting

This sub-strategy is occurred frequently and got the third rank strategy among the other sub-strategies that are all related to the main politeness strategy called, **positive politeness**. Based on figure 2 above, male students used this strategy more than female students; with frequencies of (2) females, and (10) males. The following examples are extracted from male and female students' interaction with each other.

E.g.15:

S.4 (M.): *Hello*

In this example, female student greets her friends in a cultural expression and this way can be regarded so polite manner.

E.g.16:

S.18 (F.): *good evening*

In this example, female student greets her friends in a cultural expression and this way can be regarded so polite manner.

Exaggerate Intensify

This sub-strategy is occurred frequently and got the fourth rank among the other sub-strategies that are all related to the main politeness strategy called, **positive politeness**. Based on figure2 above, female students used this strategy more than male students; with frequencies of (6) females, and (4) males. The following

examples are extracted from male and female students' interaction with each other.

E.g.17:

S.17 (M.): *U did a great job*

In the above example, male student encourages his friend to continue because he is doing a great job. The usage of “great” shows that the speaker wants to be more closely and respectable to the hearer.

E.g.18:

S.5 (F.): *your face is white mess*

S.9 (F.): *agree*

In the above example, female student approves that the face of her teacher is always white and will be forever. And S9 agrees with her friend to be in the same view.

Seeking for Information

This sub-strategy is occurred frequently and got the fifth rank among the other sub-strategies that are all related to the main politeness strategy called, **positive politeness**. Based on figure 2 above, male students used this strategy in the same frequency of female students; with frequencies of (4) females, and (4) males. The following examples are extracted from male and female students' interaction with each other.

E.g.19:

S.12 (M.): *Othman can you tell me how many lines did it take to make all of this possible?*

The example above shows that the male student asks his friend in positive way. He uses the modal verb “can” to show that he does not command his friend to answer his question forcefully.

E.g.20:

S. 22 (F): *how if our answers are not unified.*

The example above shows that the student asks in a way that shows an informal way in asking. S.22 asks directly using the word “how” and this word is not good to use to show respect and polite manner. Accordingly, this might be threatening the face of the hearer.

Realization of Bald on Record Politeness Strategy

As explained before, the **Bald on Record Politeness strategy** got the third rank with (50) frequencies in distribution between male and female students, See Figure 3.

In the following sections, the differences in the frequencies between male and female students in their use of the various sub-categories of **Bald on Record politeness strategy** is elaborated in details.

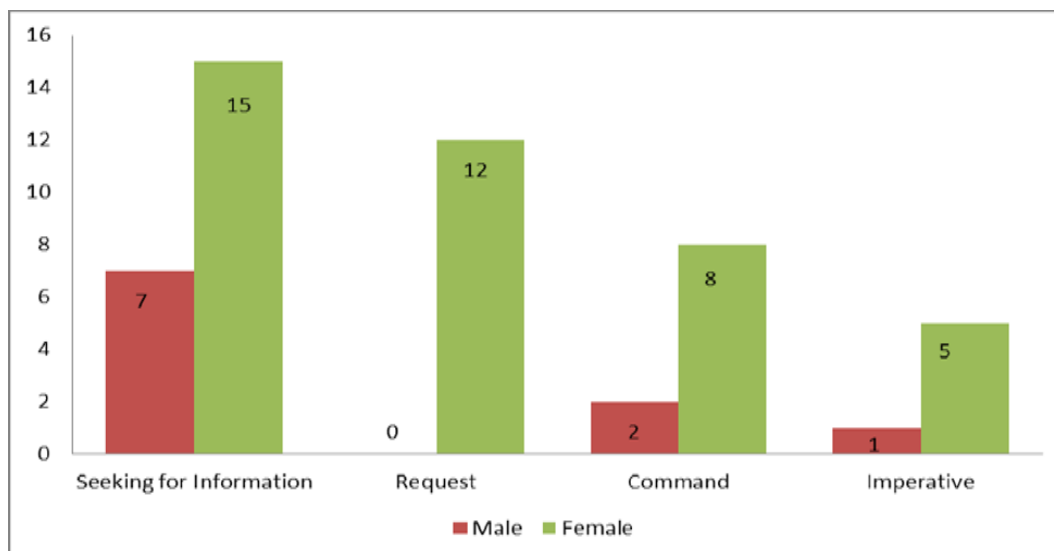


Figure 3: The differences between male and female students in the use of **Bold on Record** politeness strategy.

Seeking for Information

This sub-strategy is occurred frequently and got the first rank strategy among the other sub-strategies that are all related to the main politeness strategy called, **bald on record**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (15) females, and (7) males. The following examples are extracted from male and female interaction with each other.

E.g.21:

S.15 (M.): *Othman what was your motive and inspiration for creating this project.*

In this example, the researcher found that male student asks his friend in a direct way. He does not use any politeness strategy to show his respect and this can be impolite way.

E.g.22:

S.14 (F.): *Why did not include all the students in this group.*

In this example, the researcher found that female student asks her friend in directly. She does not use any politeness strategy to show her respect and this can be impolite way.

Request

This sub-strategy is occurred frequently and got the second rank among the other sub-strategies that are all related to the main politeness strategy called, **bald on record**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (12) females, and (0) males. The following examples are extracted from male and female interaction with each other.

E.g.23:

S. 5 (F.): *send me the homework.*

In the above example, the female student talks with her friend in a form of direct command. Although she tries to make her speech in a

request form, the usage of the main verb in the beginning of the sentence is a kind of command.

Command

This sub-strategy is occurred frequently and got the third rank among the other sub-strategies that are all related to the main politeness strategy called, **bald on record**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (8) females, and (2) males. The following examples are extracted from male and female interaction with each other.

E.g.24:

S.7: (M.): *he should use his day with acts of obediences and deeds.*

In the above example, the male student uses the modal verb “should” and this shows that the speaker talks in a form of command. This act is threatening to the face of hearer. Thus, it is an impolite way.

E.g.25:

S.9 (F.): *be always fine.*

In the above example, the female student uses the verb “be” and this shows that the speaker talks in a form of command. This act is threatening to the face of hearer. Thus, it is an impolite way.

Imperative

This sub-strategy is occurred frequently and got the fourth rank among the other sub-strategies that are all related to the main politeness strategy called, **bald on record**. Based on figure 3 above, female students used this strategy more than male students; with frequencies of (5) females, and (1) males. The following examples are extracted from male and female interaction with each other.

E.g.26:

S. 3 (F.): *send me a photo of your answer.*

In this example, the female student seems not so much polite. She asks her friend to send her answer directly in a form of imperative.

E.g.27:

S.6 (M.): *You don't have to reply to everyone. Get some rest.*

The above example shows that the male student talks with his colleagues in irrespective way. Although he shows his sympathy with his colleagues, he gives directly imposes his colleagues to go and does not reply.

Realization of Off Record Politeness Strategy

As explained earlier, **Off Record Politeness Strategy** is the fourth recurrent strategy among the other strategies with (2) frequencies which is used by female students only, See figure (4).

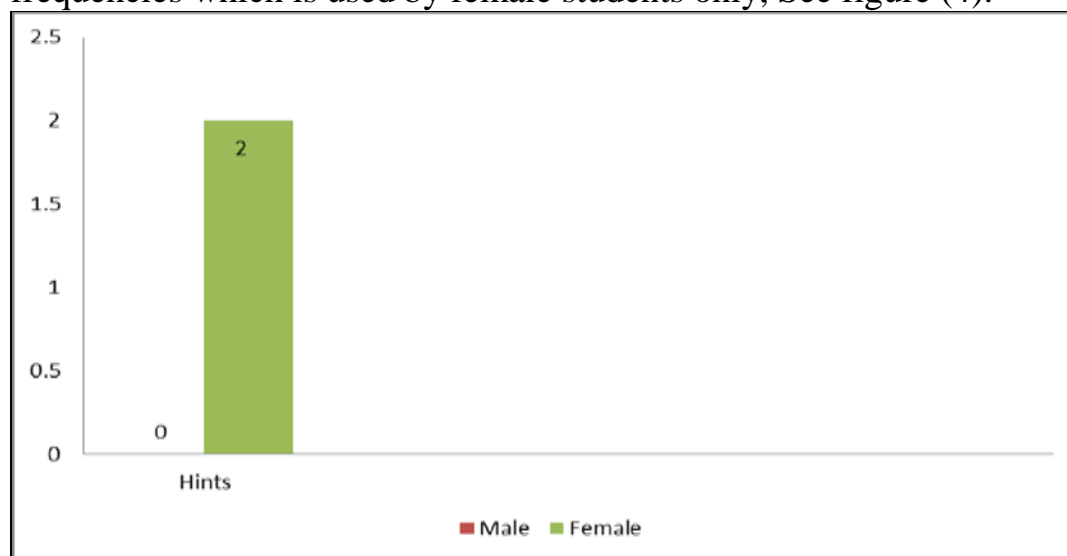


Figure 4: The differences between male and female students in the use of **Off Record Politeness strategy**.

In the following section, the differences in the frequencies between male and female students in their use of the various sub-categories of **Off Record Politeness strategy** is elaborated in details.

Hints

This sub-strategy is occurred frequently and got the first rank strategy among others sub-strategies that are all related to the main politeness strategy called, **off-record politeness strategy**. This politeness sub-strategy is used by two female students only. The following example is extracted from female students' interaction with each other.

E.g.28:

S.7 (F.): *I think Wednesday is good.*

In the above example, the female student tries to give her view about exam in an indirect way to make her view considered but not in a forceful way. She uses “I think” to show that she is with all and her answer is not the final one if others want the exam to be in another day.

Discussion of the Findings

The findings of this paper indicated that male and female students use politeness strategies differently. Generally speaking, the female participants were more using of politeness strategies but the employment of these strategies was not sufficient because their knowledge in these strategies was poor. Accordingly, the findings approved that there are gender differences in using politeness strategies. Therefore, the female participants were in the first rank in

using negative politeness strategies while in other strategies, such as positive politeness, the male participants used them more than female ones. Furthermore, the female participants in **bald on record** show that they are more direct than males. And this result extends to include **off-record politeness strategy** as an indirect strategy used by females only. All these strategies were used incorrectly due to the unfamiliarity of these strategies for EFL Iraqi students in Al- Anbar distinguished schools. Thus, female participants were less polite than males and this fact might be related to cultural, social distance and technological issues. As Butler (1990) stated that gender is the born of environment. That is, the gender differences stem from the cultural norms that individual/s related to. Then, the findings of this study can be approved based on these facts.

In nutshell, the findings of this study can be related to certain facts that are mainly influenced the usage of politeness strategies. In the current study, the findings indicates that the female were less aware in their interaction with each other and this fact is in agreement with what Spolsky(1998) calls it as a “language style.” Moreover, the communication on network can break the red lines and this can lead to a little awareness to the hearer’s face. Furthermore, it is significant to say that gender differences play a major role in shaping the speaker’s utterance. Besides, the nature of human relationships might be another fact that pushes the speaker’s to be less aware of his/her words and this leads to threatening acts even though these acts were not intended.

References

Ammaida, Yunisaa.(2020). Politeness Strategies of the Comments Toward Trump’s Instagram Post on International Women’s Day. Fakultas Adab dan Bahasa IAIN Surakarta.

Arif, Novianti and et al.(2018). Male and Female Lecturers’ Politeness Strategies in EFL Classroom. International Journal of Humanities and Innovation (IJHI) Vol. 1 No. 1, pp. 28-39.

Brown, P., & Levisohn, S. C. (1987). Politeness: Some Universal in Language Usage. New York, USA: Cambridge University Press.

Butler, J. (1990). Gender trouble: Feminism and the Subversion of identity. New York and London: Routledge.

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed). Boston, MA: Pearson.

Cutting, J. (2002). Pragmatics And Discourse: A Resource Book for Students. London, United Kingdom: Routledge.

Dimitrova-Galaczi, E. (2002). Issues in The Definition and Conceptualization of Politeness. Columbia University: TESOL & Applied Linguistics 2.1, 1-20.

Kadar, Daniel Z. & Bargiela-Chiappini, Francesca.(2011). Institutional Politeness in (South) East Asia. *Journal of Asian Pacific Communication*.

Kumar, Ritesh.(2011). A Politeness Recognition Tool for Hindi. India: Hyderabad.

Kurniyatin. (2017). An Analysis of Politeness Strategies used by Teacher and Students in English Class at MTs NU AssalamKudus. Thesis. Surakarta: State Islamic Institute of Surakarta.

Merriam, S. B. (2009). Qualitative Research: A Guide to Design and Implementation. San Francisco: Jossey-Bass.

Morse, J.M.(2000). Determining Sample Size. *Qualitative Health Research*. Vol.10, n. 1.

Muhasibi, Ann Nazila.(2020). Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021. The State Islamic Institute of Surakarta.

AbdulGhafoor, Najla Hais and Challob, Ala'a Ismael (2021). The Influence of Using Online Discussion on Developing EFL Students' Grammar Knowledge. *Korean Journal of English Language and Linguistics*, 21: 837-855.

Oktaviani, Fitri and Laturrahmi, Yun.(2013). Degradation of Politeness: Social Media's Fault. *The International Academic Forum*.

Pridham, F. (2001). *The Language of Conversation*. London: Routledge.

Rahmat, Nur Rahmi.(2020). An Analysis Of Students' Politeness Strategies in EFL Classroom Interaction.

Spolsky, B. (1998). *Sociolinguistics*. Oxford introductions to language study. Oxford: Oxford University Press.

Syafrizal, Syafrizal and Putri, Fianika Syabana.(2020). Linguistic Politeness: An Analysis of Gender Differences in Speaking Classroom. *Journal of English Teaching and Research*, volume: 5, number: 2.

Tohirin, M. (2012). *Metode Penelitian Kualitatif Dalam Pendidikan dan Bimbingan Konseling*. Jakarta: Rajagrafindo Persada.

Warsito, Seno. (2013). Politeness Strategies in Teacher's Student Interaction in the EFL Classroom Context. IKIP PGRI Semarang.

Yulia, M. F. (2016). Politeness Issues in Communication over Text Messages. In *Proceedings of The Fourth International Seminar on English Language and Teaching*.

الاختلاف بين الجنسين في استراتيجيات التأدب المستخدمة في الدردشة عبر الإنترنت من قبل الطلاب الدارسين للغة الإنجليزية كلغة أجنبية في مدارس الأنبار للمتميزين

بيداء صبحي حمود

جامعة الأنبار، كلية التربية للعلوم الانسانية، قسم اللغة الانكليزية، العراق، الأنبار، الرمادي

bay2oh1024@uoanbar.edu.iq

أ. د. علاء اسماعيل جلوب

جامعة الأنبار، كلية التربية للعلوم الانسانية، قسم اللغة الانكليزية، العراق، الأنبار، الرمادي

dr.alaaismael@uoanbar.edu.iq

ملخص البحث

الهدف من هذه الورقة هو التعرف على أوجه الاختلاف ما بين الذكور والاناث في استخدام استراتيجيات التأدب التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية في مدارس الأنبار المتميزة. ولتحقيق هذه الهدف، تم اختيار المشاركين في الدراسة من مدارس الأنبار المتميزة ، ممثلة بـ ٥٣ طالبة و ٥٠ طالباً خلال العام الدراسي (٢٠٢١-٢٠٢٢) ليكونوا في تفاعل مباشر ومتكرر عبر الإنترنت (عبر الرسائل النصية). مع بعضهم البعض كطلاب ومع مدرسيهم للغة الإنجليزية. وبالتالي ، تم إنشاء مجموعات *WhatsApp* و *Telegram* 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 نوعياً باستخدام إجراء تحليل المحتوى بناءً على نموذج براون وليفيسون (١٩٨٧) لاستراتيجيات التأدب. اشارت نتائج الدراسة على وجود فوارق واضحة بين الذكور والاناث في استخدام استراتيجيات التأدب حيث اظهرت الدراسة ان الاناث كانوا اكثر استخداما لاستراتيجيات التأدب وبشكل غير متقن. وفقاً لذلك ، يجب على المعلمين وأولياء أمور الطلاب تثقيف الطلاب حول كيفية استخدام هذه الاستراتيجيات بشكل صحيح في الاتصال خاصة عبر الدردشة عبر الإنترنت.

الكلمات المفتاحية: الجنس، استراتيجيات التأدب، الدردشة عبر الإنترنت، طلاب اللغة الإنجليزية كلغة أجنبية، مدارس الأنبار للمتميزين.