

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF TLEMCEN
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



**Gender Use of Politeness Strategies in Classroom Interactions:
The Case of CEIL Multilingual Learners**

Thesis submitted to the department of English in candidacy for the requirement of the
degree of doctorate in Language Studies

Presented by

Mrs. Amel ZEMRI

Supervised by

Prof. Ilhem SERIR-MORTAD

Board of Examiners

Prof . Nouredine MOUHADJER	President	(Prof)	University of TLEMCEN
Prof. Ilhem SERIR	Supervisor	(Prof)	University of TLEMCEN
Dr. Ilhem ELOUCHDI	Examiner	(MCA)	University of TLEMCEN
Dr. Zohra LABED	Examiner	(MCA)	E. N. S. ORAN
Dr. Mohammed DIB	Examiner	(MCA)	University of MASCARA
Dr. Said BENAMER	Examiner	(MCA)	C.U. MAGHNIA

Academic Year: 2019/2020

Statement of Originality

I, Amel ZEMRI, declare that my doctorate thesis entitled, “Gender Use of Politeness Strategies in Classroom Interactions: The Case of CEIL Multilingual Learners”, is my personal work; as it includes no material that has been already submitted in whole or in part for the award of any academic achievement, degree or diploma.

July 16th, 2019

Mrs. Amel ZEMRI

Dedications

To my beloved parents,

Husband and children,

Brother and sister,

Family in law,

Big Family and Friends

Without them, this piece of work would have never been completed.

ACKNOWLEDGEMENTS

I owe a debt of gratitude to my supervisor Prof SERIR for accepting to investigate an original interdisciplinary issue. Her guidance, vision and foresight inspired me to conceive this work.

I also have to thank Prof MOUHADJER for being a chairman. It is a great pleasure to acknowledge the examiners who accepted to read my work and to discuss it in public providing valuable comments and critics.

My father, Prof Zemri , is the one who should be acknowledged and praised in the very first pages of my work. Thanks to him my work is accomplished and I could not describe his care, motivation and love in words.

My dear friend, Dr GHOUNANE deserves a great thank for the proofreading.

Abstract

It is impressive to revisit some of the early motivations for politeness research and connect them to the present facts and reflections in the field of sociolinguistics. **The present research explores three interrelated topics; politeness, gender and classroom interactions, which are often studied separately. The problematic raised try to figure out the impact of gender use of politeness strategies in classroom interactions. The overall aim is to examine the linguistic use of politeness among students of different age and cultural background gathered to learn foreign languages. The participants are influenced by many social and cultural aspects that construct a varied sample. This issue is explored** through note-taking, observation, questionnaires and a discourse completion test to check the degree of gender politeness. The formal data collection instruments, methods and techniques aim at making a coherent connection between the topics that are often studied separately explaining gender use of codes in classroom interactions. The results show that the social variables affect gender use of politeness strategies in interactions depending on the situation. Besides, males are polite more than females in some contexts. Recommendations are made for future researchers and teachers to deal with such issues in EFL classrooms.

Keywords: Classroom interactions, codes, gender, politeness, social variables

General Introduction

In the field of linguistics, issues like politeness are based on pragmatic principles. Politeness has to do with the interpersonal part of language rather than the informational one. It is a fundamental line of enquiry for language and gender subject matters. There is a need to identify politeness in order to understand its nature and its functions. Frequently, speakers of a particular language can differentiate the polite and the rude linguistic behaviour on the basis of their linguistic repertoire and cultural background. Politeness affects a wide range of linguistic choices depending on various attitudes, social, cultural, linguistics and even psychological variables.

This ethnographic study of classroom interactions examines the polite behaviour conducted by teachers and students showing respect to each other while connecting communicative repertoires of linguistic variables. Language learning is a spot of interest for various purposes. For this reason, centers of teaching languages are opened; some are private and others tag along with state control like the Intensif Language Learning Centre(CEIL), which is an institution at some Algerian universities, Tlemcen, Oran, Algiers, Constantine and others. Tlemcen's CEIL is a setting where many languages are taught; Arabic (particularly for Chinese), French, English, Italian, German, Spanish and Turkish, in addition to ESP. This study treats the connection between Foreign Language Learning and class interaction. However, it is hard to manage the situations when the students lack motivation when they just start learning the target language.

CEIL is the setting where this study has been done. Our classes aim at experiencing real communicative situations that permit students to express themselves and develop their speaking and writing skills. Classroom interactions provide opportunities to develop linguistic knowledge and learning skills.

Politeness promotes effective classroom interactions by providing a friendly atmosphere. Besides, the cultural and the contextual dissimilarities in communication affect the communication between participants. Politeness and impoliteness strategies can be defined according to students' reactions and behaviour in different situations. Yet, politeness is a dominant concept in human interaction. In CEIL classes, the social

behaviour is realized to facilitate the verbal and the non verbal contact maintained between the students The study explores the degree of gender politeness.

Every culture has its own insights about politeness; besides different linguistic devices to express oneself. The central focus of this study is to examine the polite behaviour of male and female students and how their performance affects language use.

Researchers, like Machey (2007), recommended that interaction is valuable to language development. However; different sociolinguistic variable interferes mainly with the way students behave when they communicate in their classes. Therefore, male and female students are dissimilar from each other which reflect their politeness especially when the setting is restricted at classroom walls. The problematic issue raised in this work tries to explain how males and females use politeness strategies in one classroom while interacting. The time of the study was carefully chosen to hand over questionnaires encouraging the possibility to compare the students' motivation during four years. Therefore, three research questions are asked to explore the issue:

1. What are the strategies used for classroom interaction and which gender is the most polite?
2. Are the students aware of their polite/less polite interactive linguistic behaviour?
3. What are the variables that affect the students' linguistic behaviour in classes ?

Three hypotheses are respectively set to prove or disapprove the research assumptions:

1. Females are more polite than males in CEIL classes and they adapt politeness for interaction.
2. Students are conscious and they choose their polite/ impolite behaviour.
3. Students' linguistic choices are influenced by social and educational factors .

It is assumed that females interact more than males in many ways, and their linguistic behaviour relies on the learning environment where, most often, the social variables do not interfere. The investigation started by observation, note taking and questionnaires which are designed beside discourse completion test which is set to compare different

speech patterns. The sampling is varied between males and females from different regions, cultures, age and backgrounds. The practical part focuses on the students' attendance in the classroom, besides, the types of interaction that take place to motivate the learners, so that gender differences can be spotted and their linguistic behaviour can be analyzed. In other words, lack of motivation in foreign languages' classes is more likely to occur when there is an interaction problem within the group.

The research paper is divided into four chapters; the first one is a literature review where theoretical aspects are introduced about language, gender and politeness. More details are offered in the second chapter dealing with the linguistic politeness in CEIL, its characteristics and the social variables that influence males and females behaviour. The third and the fourth chapters are designed to interpret the results collected via experiencing teaching in CEIL, questionnaires, note taking, fieldwork observation, and DCT. In addition, the study was limited for not to deal with the phonological and the morphological aspects at a large scale , besides, analyzing in details teachers' behaviour in classrooms.

Chapter One

Literature Review

01.1. Introduction

This chapter introduces some theoretical insights of politeness, gender and classroom interactions rather than presenting data inspection. It aims to study the way men and women speak and behave in a multilingual context and it shed light on the linguistic aspects of politeness which expose the connection between multiples issues that discusses aspects of politeness in classrooms where the speakers adopt some strategies to handle the listeners' face wants when communicating. Choosing the suitable strategies for interaction is determined by a number of features that have an effect students' communication regarding the social distance and closeness. This study also clarifies whether all cultures are similar or different in showing politeness.

1.2. Linguistic and Social Variables in CEIL

CEIL is a platform where encounters can take parts of discussions among people who are familiar to each other. That social grouping signifies different identities because of the variant students' cultural backgrounds.

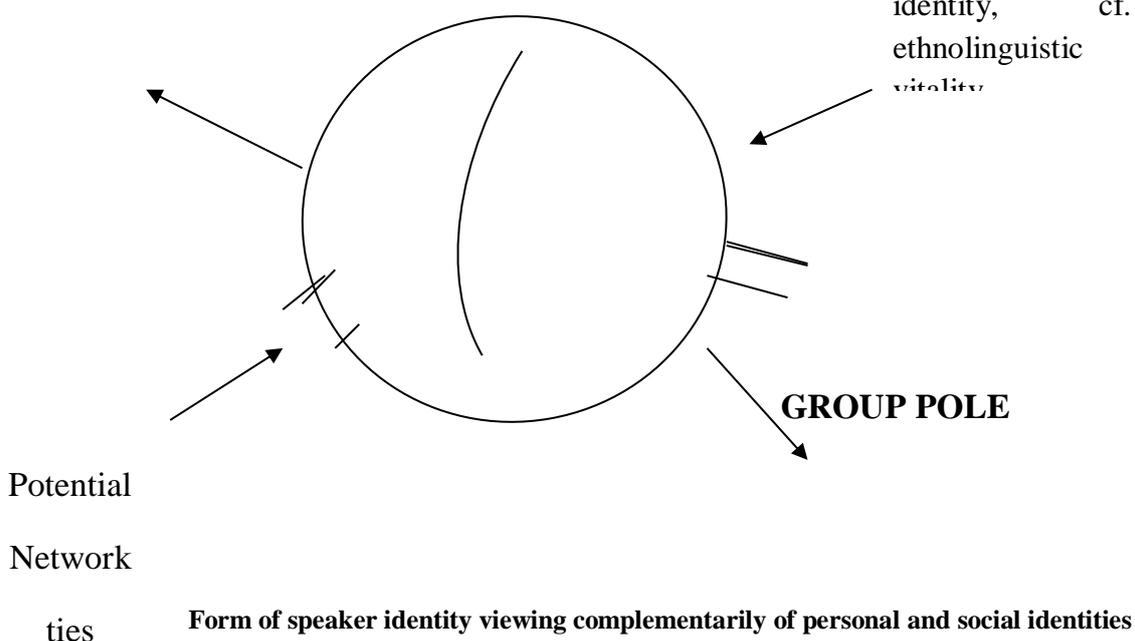
The students in CEIL are from different nationalities besides the languages used and the local dialects. The basic variable was at the phonological level in the use of *dialects* such as the use of the glottal stop by Tlemcenian women. It also marks the use of different accents and sounds in the Target Language(TL) affected by the local dialect accents or the native language of non-Algerian speakers. Beginner students of English had a trouble with the sounds /dʒ/ and /ʒ/ ; where males often use /ʒ/ and females use /dʒ/ even when using the target language as in Jar /dʒɑ:/ which was used by females and /ʒɑr/ which was the form used by males and the teacher interferes to correct the pronunciation training the students to pronounce /dʒɑ:/ showing the difference between the two accents explaining the interrelated features.

It is proved through the study that 75% of females and 90% of males use the American accent. Talking about French as a second language used in Algeria; people

are accustomed to speak and hear French in everyday conversations though it is not the casual variety spoken. As far as CEIL is concerned, French is present to facilitate understanding, to simplify the context and to chat with each other, informally, in the class. It takes the standard form in Code Switching (CS) when the teacher is the one being addressed to negotiate meanings. Students do not have norms to choose linguistic markers and codes; they are just spontaneous in their linguistic behaviour. Gender identity in interactions, itself, is a variable that affects the interlocutors. Females show a discrepancy relying on the group selection when the contact is between females, the interaction is different, the topic is dissimilar and sometimes even the lexis differs. For males the same thing, the masculine traits remain high, competitive and cooperative. “The situation in which speakers have many personal and group identities that I have started to outline may require us to sharpen the way in which we conceive of shared norms in a speech community.” (Meyerhoff, 1994, p. 8). CEIL groups assemble a social community no matter their nationality, age, gender and cultural background. Despite they are diverse, they constitute one network to interact and learn foreign languages. Meyerhoff (1994) sees the interconnected identification of individuals functioning in an impermanent sphere. She provided a figure dealing with the speaker identity adopted as follows from her paper (1994, p. 13):

**PERSONAL
POLE**

permeable shell
centered on group
identity, cf.
ethnolinguistic
vitality



Two extremes can describe individual relationships; group and personal identifications. It is not liable to be entirely self-governing and independent of the others; there is a complementary connection between individuals at any setting. The model handles issues of social networks and ethnolinguistic vitality. The former mirrors the setting and how communicative events receive forms of social feedback whereas the latter “is a measure of the perceived institutional, linguistic and social support that a language variety associated with one group possesses, and allows comparison between other groups' language varieties” (Meyerhoft: idem). Its insights are connected with the group's identity pole in the above model and it carries a psychological function providing secure linguistic opportunities of language shift in multilingual contexts.

The age variable is not a barrier in CEIL since the door is open for anyone who wants to learn foreign languages for different purposes. Variables such as social distance, power and seriousness of imposition are discussed in details in the coming chapters.

CEIL teachers focus over developing students' communicative abilities. The occasion to communicate in the target language helps to develop oral proficiency.

The specialists argued that women express positive politeness in their language use more than men. Thus, when it comes to politeness principles, men and women have distinctive norms in different contexts, especially that women are sensitive and emotional with their interlocutors. Besides, they pay attention to their face as they tend to use more politeness strategies.

1.3. Gender

Genderlect is a term used to describe the different communications between males and females who express themselves distinctively. The social role played by men and women should not be the same though, nowadays, they may play a double

role despite their different characteristics. For instance, women prefer to talk about their problems and they like suggesting solutions to each other whereas men do not, usually, share their problems, they rather sit thinking of the trouble by themselves and try to make their mind.

Rhetorics is the study of language use with persuasive effect. One's accent tells where he is from and the vocabulary used to show the social and educational background. Members of the Algerian society are used to judge people by their speech. Aristotle suggested the use of the rhetoric triangle for the most effective speech.

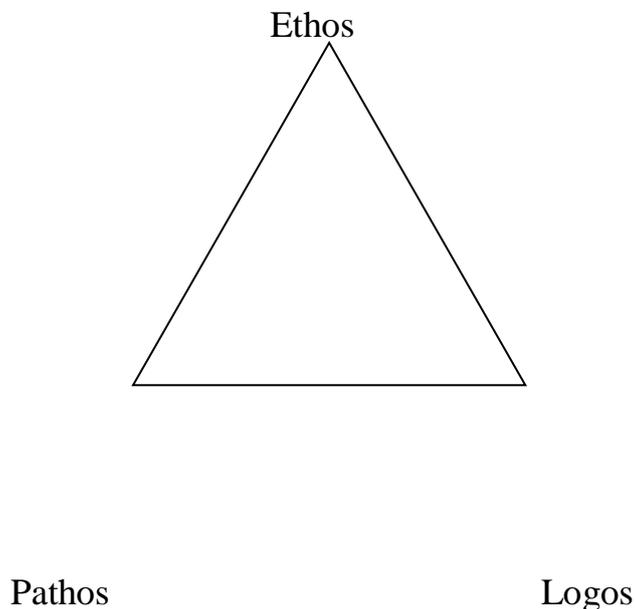


Figure 1.2. Rhetoric Triangle (Adopted from Gross & Dascal, 2001, p. 288)

- ❖ Ethos is an appeal to our ethical sides.
- ❖ Pathos is an appeal to the audience's emotions and feelings.
- ❖ Logos is the logic of a speech and using reason.

Tannen believes that “the best way to describe communication between the genders is in a cross-cultural format. Women use rapport talk to establish meaningful connection

with others, while men use report to talk to gain status in relation to others” (Tannen, 1990, p. 1). Men and women employ language distinctively, Tannen proposes that they speak different dialects (i.e) genderlect. The objective of this theory is to admire and acknowledge the code of the opposite sex and get mutual understanding and respect.

Genderlect theory interprets how men and women subconsciously communicate distinctively; it promotes respect by following an appropriate communication style. This theory was accepted by a small number of communication scholars and a large number of popular presses.

The term ‘gender’ started to be used by the beginning of the 1970s in literary and social sciences. It is a term that explains the different social aspects of everyday life. Trying to deal with men and women issues, one must distinguish between sex and gender. The former refers to the biological condition and the physical characteristics of a person whereas the latter is connected to social constructs. ‘Gender’ is used to describe men and women characteristics that are socially constructed when speaking about biological features regarding the term ‘sex’ is used.

One of the major social aspects that one may deal with is *language*. For instance, in monolingual situations, the focus on gender variables is associated with standardization, prestige and social variables. It is found in more than a study as in the studies of Broadbridge (2003) and Pan (2011) , women tend to use the standard and the prestigious forms more than men do.

Gender differences do affect the way people communicate. As an example, some claims provided that:

- Men interrupt women more than the reverse.
- Women are more communicative and they gossip more than men.
- Men are more comfortable speakers than women.
- Men and women speech has different phonological and morphological features

Lakoff (1973), on the other hand, affirms that women's talk is characterised by the use of a large set of words, tag-questions and rising intonation, the use of 'so' and polite expressions and asking many questions.

Tannen (1990) concludes that women's talk is a cultural product since they speak a language of connection and intimacy while men speak a language of status and independence.

Shifting from one code to another is a frequent happening. As an example, in an Austrian village of Oberwart, people shift from Hungarian to German. In Algeria, people shift most often from Arabic with its different forms to French. Indeed, no significant differences are found in men' and women's code choice though women tend to use more prestigious and standard forms in some particular situations.

Code-switching, as a linguistic phenomenon, accomplishes a wide variety of conversational functions in bilingual settings. CS is a double voicing form that can carry different meanings. Shifting from Algerian dialect to French reflects a casual setting, simple conversation or anger while shifting from MSA to French shows a sort of authority, social status.

1.4. Sociolinguistic Aspects of Politeness

Lakoff (1973) examined politeness principles to extend the grammatical rules and consider the form of sentences (i.e) specific constructions for either to be polite or not. She proposed two rules of pragmatic competence; being clear and polite. In 1990, Lakoff defined politeness as "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange" (as cited in Abdul-Majeed, 2009, p. 510).

Leech (1983) introduced the politeness principle that functions to establish a social balance and friendly relations; which enable people to assume that the interlocutors are

cooperative. Then, he proposed six interpersonal maxims: Tact maxim, generosity maxim, approbation maxim, agreement maxim and sympathy maxim. Besides, Leech made a distinction between politeness in a specific situation, named “relative politeness”, and the degree of politeness associated with the speakers’ actions or “absolute politeness”.

Politeness according to Watts (1989) is viewed as “explicitly marked, conventionally interpretable subset of 'politic' responsible for the smooth functioning of socio-communicative interaction and the consequent production of well-formed discourse within open social groups characterized by elaborated speech codes” (p.21). It is, then, an expected linguistic behaviour.

Cruse (2000) defined politeness as "a matter of what is said, and not a matter of what is thought or believed." (as cited in Abdul-Majeed, 2009, p. 511) . Politeness, from this perspective, aims at maintaining social relations that are necessary for message transmission such as social, psychological and even physical nature of reality.

Scollon (2001) suggested a social interaction model which explains face relations in an intercultural communication frame through introducing the idea of *involvement* to focus over people’s rights and needs. The involvement action decreases the social distance between speakers and listeners through different ways such as using first names, paying attention to each other, encouraging group membership...etc.

Politeness is a dynamic concept and an interpersonal activity related to everyday life. It is defined by Watts et al (2005) as “a set of strategies to achieve social goals with a minimum of social friction” (Karsberg, 2012, p. 6). Lakoff (1975) added that politeness is developed by societies where the friction in personal interaction is decreased.

Politeness varies between different social groups which makes it a moral concept. It is said that politeness can be adapted at any time under various circumstances, moral values and human behaviour can be changed over time. In the 18th century, politeness had been used to distinguish social classes. Thus, it has been regarded as a central concept in the formation of social classes.

Malinowski came up with another aspect of politeness in 2014 related to the social functions by investigating the human tendencies to be in groups and share social values, feelings and ideas. Furthermore, Fairclough (2006) drew attention to the ideological dimension illustrating this with turn-taking in the classroom or the conventions between teachers and learners describing ideological assumptions of social relationships and identities.

The relational aspect of politeness is emphasized more than the informational side. Every discussion has a content that affect the interlocutors' choices and reactions. Studying the linguistic behaviour of politeness in CEIL maintains the social harmony of the educational setting

1.4.1. Notion of Face

In the field of politeness, 'face' is a crucial term of Asian origin. It was used, in the ancient time, metaphorically to describe a person's qualities and characteristics. The purpose of the face to Goffman, for instance, is "to describe the self-image which the speaker or hearer would like" (as cited in Stodůlková, 2013, p. 19). On the other hand, Brown & Levinson claimed that "face is something that is emotionally invested, and that can be lost, maintained or enhanced, and must be constantly attended to in interaction" (Stodůlková, 2013, p. 19). All in all, face is one's self-image expected by others.

Two subcategories of face are identified; positive and the negative face. Watts (2003) suggested that positive face is characterized as "the individual's desire that her/his wants be appreciated and approved of in social interaction", while the negative face is "the desire for freedom of action and freedom from imposition" (idem).

The notion of face had a metaphorical function across cultures. It reveals individual values and characteristics like honour, respect, nobility and self-esteem. The pioneers of politeness studies set two kinds of face, positive and negative. What persons valued in a public interaction are the *positive face* and the need for the freedom of actions and

escaping imposition is the connotation of the *negative face*. Brown and Levinson’s theory presumes that any given speech act threatens either the speaker’s or the listeners’ face, hence, it is the task of politeness to lessen such threats. Goffman defines the face as “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact”(Vilkki, 2009, p. 328). The face can have various forms depending on the occurrence of the verbal and the social interactions leading to negotiating facework within the boundary lines of political and linguistic behaviour.

1.4.2. Tact VS Politeness

Unlike politeness, the function of tact is to know people’s needs and to maintain face by showing respect, careful attention, supporting people, empathizing and even by preventing to hurt others’ feelings or threaten them. Tact might also be revealed by modelling verbal and non-verbal communication. There are many other distinctions between politeness and tact; some of them are gathered in the following table:

Table 1.1. The Major differences between politeness and tact

	Politeness	Tact
Definition	Is a set of social rules and strategies.	Is an interpersonal style.
The Focus	It aims at having constructive group communication	It aims at supporting a partner
The Frame	To fulfil the need for simple and less-complex group interaction.	To maintain a positive relationship and save the notion of face.
The Function	To coordinate roles and responsibilities.	Establishing peaceful negotiations of interpersonal affairs.

WikiDiff website explains the difference between tact and politeness as someone who can deal with people responsively while the fact of being polite reveals civilization and being well mannered. In social life, people may face some embarrassing situations where they have to deal with them understandingly for not to upset or irritate people.

1.5. Intercultural Aspect of Politeness

Oral communication is the tool of social interaction to establish relationships. To determine social and suitable manners, one would better mind the cultural aspects that have a direct influence over language. Culture settles on different social variables that affect language use in one way or another influencing the correlation between participants emphasizing age, power, solidarity and context. According to Hofstede (1994):

Culture is the collective programming of the mind which distinguishes the members of one group or category of people from another" (...) Keeping in line with this definition ,Spencer-Oatey (2000b) defines culture as "a fuzzy set of attitudes, beliefs, behavioural conventions, and basic assumptions and values that are shared by a group of people, and that influence each member's behavior and each member's interpretations of the 'meaning' of other people's behavior. (Malekian, 2016, p. 1)

Culture is an aspect shared by social members whom they belong to the same speech community; share the same, language, values, beliefs, norms and traditions. Offering services in a centre of learning languages must have a polite surround that tribute to what Sparks (2002) name "quasi – friendship" between the client and the secretary. The same situation was given "HAND" named by Lashley (2002), that is Have A Nice Day culture (Bengsch, 2010, p. 17). Such behaviour may not be accepted in some cultures because it can impose and generate anxiety. On the whole, polite facial expressions like a smile are fancy; employees are required to have a sort of matching polite behaviour.

Transferring linguistic significances of greetings, refusals, requests and apologies differ in language structure, lexis and cultures. Essentially, one should avoid non-verbal cues which lead to misunderstandings because simple actions have functions, symbolic values and realities that are not comparable between cultures.

speech acts are highly complex and are also highly sensitive to a number of social variables including gender, age, power or social distance. In request situations, refusals, especially for non-native speakers for a given language, are extremely complex in that they “require not only long sequences of negotiation and cooperative achievements” ... but will also need to incorporate face-saving strategies that will rebalance the noncompliant component of the speech act. (Bensch, 2010, p. 17)

The character of the face is present in located interactions which also has several forms across cultures connected with the social standards that afford unlike expectations of politeness.

Arundale (2006, as cited in Bensch, 2010) generated three logics of interaction types from today’s daily communication:

- a. Openness/ closedness with one’s partner.
- b. Certainty/uncertainty about the relationship
- c. Connectedness/separateness from them

The previous mentioned dialectics recommend other versions of face which are not the same from one culture to another. So far, people have to obtain politeness rules of the target culture to mature interaction skills boosting proficiency and facilitating comprehension.

CEIL has a good number of Chinese studying Arabic. Their cultural politeness also aims at avoiding face threats; however, politeness for them is an indication of intimacy which make friends mind their codes. Words like thanks and sorry can be a sign of saving distance or insult among friends but they use it in formal contexts and they do

show respect for each other and the elders. Linguistic came up with three Chinese politeness strategies:

- **Familiar Politeness:** It expands kindness, love and closeness between people via extracting their regards and appreciations praising the interlocutor.
- **Respectful Politeness:** It is a communicative act that tries to find a respectful space between people labelling the receiver's need for privacy and self-sufficiency away from imposition.
- **Off- record Politeness:** It helps out the addressee to run away from responsibilities and blames keeping away from losing face.

Chinese show politeness to all people even if they do not know even by gestures; they may praise those whom they know regarding language use. They communicate usual topics; health, economics, politics...They express politeness through greetings, advice and respect.

The Turkish language has a good amount of politeness phrases expressing farewells, greetings, mealtimes and good wishes, they can be used when needed. The forms of greeting the Turkish are many: shaking hands, kissing the elders' right hand, kisses on the cheek, the Islamic greeting "Asalamu Alaykum", "Nasilsiniz" مرحبا, Asking for family and relatives. From the Turkish traditions to give "Nazar boncuğu" when they enter a house, car, office even to congratulate for childbirth they give a piece of blue jewellery to shun the evil eye.

Taking apology as an example, the grammatical structure is short, they apologize in phrases and two-word sentences; Kusura bakma, özür Dilerim, Affedersiniz ...that is I am sorry in English, Lo Siento in Spanish, Tut mir leid in German, 对不起 in Chinese, je suis désolé in French.

Lakoff elucidated that cultural divergence shed light on a set of models that clarify how culture affects politeness strategies in what concerns:

- ❖ The social distance (impersonality)
- ❖ Deference (respect)
- ❖ Camaraderie (assertiveness)

Intimacy, closeness and relationships are politeness pillars in addition to the social distance between the speaker and the listener. There is always a call for social support and to be desirable to maintain face.

1.6. Pragmatic View to Linguistic Politeness

One of the traditional views states that linguistic politeness emphasizes the use of communication strategies to establish and promote social harmony. People make sure to use **socially positive** expressions, by supporting face, displaying positive emotions and feelings, showing consideration,... as well as **contextually suitable** complying with two major social norms; prescriptive social norms that are concerned by behaviour principles, good manners and etiquette, etc; besides, descriptive or experiential social norms which are rules set based on individual experience.

A linguistic interaction is by obligation a social interaction to make sense. Most often, various external factors guide interaction such as closeness, social distance and even participants taking into consideration the social variables of age, power and gender...etc. Social distance is determined even in interactions with strangers by controlling external factors. On the other hands, internal factors such as the amount of imposition or degree of friendship may lead to a marked status and an initial social distance altering. It is worthy to mention that both external and internal factors affect what people say and how they are interpreted. Usually, interpretations go beyond what is intended to be expressed.

Politeness is common to all cultures; it shows good manners and consideration for others. Face based model of Brown and Levinson suggested five pragmatic super strategies each with its linguistic output characteristics recited in brief; bald on record, positive politeness, negative politeness, off record. The degree of politeness depends on FTA. On the other hand, some messages are transmitted indirectly. Indirectness and politeness were proposed on 1983 by Leech, it serves many social purposes but unfortunately, the research was not empirically tested and thus, it is important not to be taken as a foundation for other research studies. As an example of the concept, the

teacher says: 'I cannot hear myself', indirect message but polite, it is better than saying, 'shut up' which is direct and impolite. Impoliteness refers to the negatively evaluated social or linguistic behaviour; it causes specific emotional reactions like anger.

In many situations, it happened that people speak to reduce the possible threat to others expectations regarding self-image; it is described as the face-saving act which is an indirect speech act in a form that removes the assumption of power. Unlike FTA that gives the impression of social power.

Example from a class of English in CEIL:

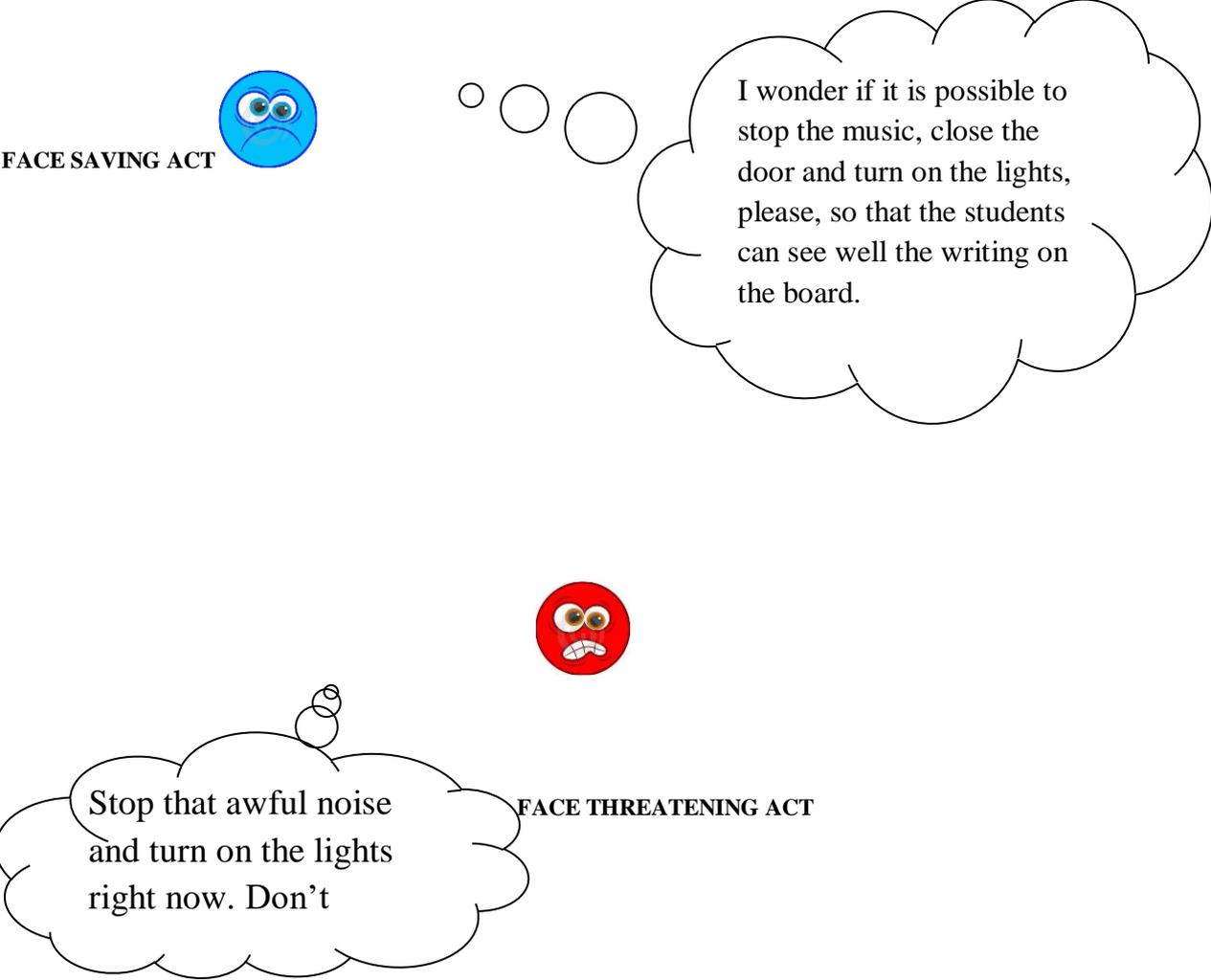


Figure 1.3. Face Saving Vs Face Threatening

People choose the phrases and the expressions they use depending on various social circumstances; the choices they make reflect varying degrees of politeness. For instance, straight commands are directed by a superior to an inferior in position, this is the real norm to avoid rudeness. Other words or expressions of politeness are parts of everyday speech such as thank you, please, could, if possible, use of hedges ...etc. Banjar explained in one of her lectures some politeness techniques by Pridham (2001)

Table 1.2. *Some Politeness Techniques*

Direct
message-
threatens
face



Indirect
message-
no threat
to face

What was said?	How polite is it?
1. 'Shut the door'	1. Message clear – challenge to face Negative face could cause offence.
2. 'Please shut the door'	2. 'Please' indicates awareness of politeness but still could cause a reaction as quite blunt.
3. 'Could you shut the window, please?'	3. Command hidden as a question – implies listener has some choice! This saves face.
4. 'Shall we shut the window, please?'	4. Use of personal pronoun 'we' implies we're in the same in-group, have the same values and are doing the task together. This protects someone's positive face.
5. 'It's cold here'	5. No challenge here! You can always deny wanting anyone to do anything. Message unclear. Response might easily be 'Is it?' or 'Why don't you shut the window then?'

Based on
Goffman's
(1981)
paradigm,
many works on

politeness identified four major models that connect politeness with pragmatic.

- ❖ Social Norm Model
- ❖ Conversational Maxim
- ❖ Face - Saving

❖ Conversational Contract

Lakoff originated in her work the social norm model where she noted that societies develop politeness to decrease friction in personal interaction. This model encourages clarity and politeness. It governs two principles; well-formed and non-well formed utterances.

In 1983, Leech built another model of politeness where he described Grice's cooperative principle as insufficient, by its own, in explaining the link between sense and force in maintaining interaction. Correspondingly, Leech proposed a range of conversational maxims makes politeness principles

. Petříčková (2012) summarized it as follows:

- Tact Maxim: Minimize cost to other, Maximize benefit to other
- Generosity Maxim: Minimize benefit to self, Maximize cost to self
- Approbation Maxim: Minimize dispraise of other, Maximize praise of other
- Modesty Maxim: Minimize praise of self, Maximize dispraise of self
- Agreement Maxim: Minimize disagreement between self and other, Maximize agreement between self and other
- Sympathy Maxim: Minimize antipathy between self and other, Maximize sympathy between self and other

(p. 10)

Brown & Levinson (1987) criticized this model for containing too many maxims.

Yet; the model does not define politeness for the reason that an unlimited number of maxims should be added to explain the regularities in language usage; consequently, pragmatic theory at this level will be limited.

The blanket perspective on politeness is Fraser & Nolen's conversational contract model. "Politeness is seen as acting according to requirements of the conversational contract" (Petříčková, 2012, p.10). Each participant needs to recognize and establish a

set of rights and obligations, i.e. RO, which represent their social behaviour. According to many critics, this model lacks meaning; even Watts (2005) affirmed that it interprets neither the creation of rules nor how participants are aware of them.

1.7. Brown and Levinson's Politeness Model

Distinct models tried to explain how politeness work and this specific theory is the most influential at this phase. It was first presented as a part of a collection of essays **Questions and politeness: Strategies in social interaction** edited by **Esther N. Goody**. Politeness is a free linguistic behaviour based on the context and Face wants.

Face is an individual's self-image and it is tightly related to one's self-esteem. Petříčková (2012) quoted Goffman's definition of the face as a "positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (p. 11). Mutual vulnerability is required to maintain the face where people aim at either saving their face or saving other's faces.

Two major features make up the notion of face. Positive face and negative face.

- Positive Face: is the want to be liked and accepted.
- Negative Face: is the want to be independent and not forced to by others. It is connected to formal politeness.

Face threatening act (FTA) is preferred to be kept away in any interaction whenever it is possible. Some acts are fundamentally faced threatening, sometimes to the listener or even to the speaker. For instance, a positive face may be threatened by disagreement since it indicates a lack of receiving the listener's viewpoints. On the other hand, requests threaten the listener's negative face since it implies an imposition as it limits the listener's freedom.

Minimizing FTA is a strategy to establish a positive face. Brown and Levinson listed five options performed by the addresser to save face. The following schema is adopted from Petříčková’s research paper

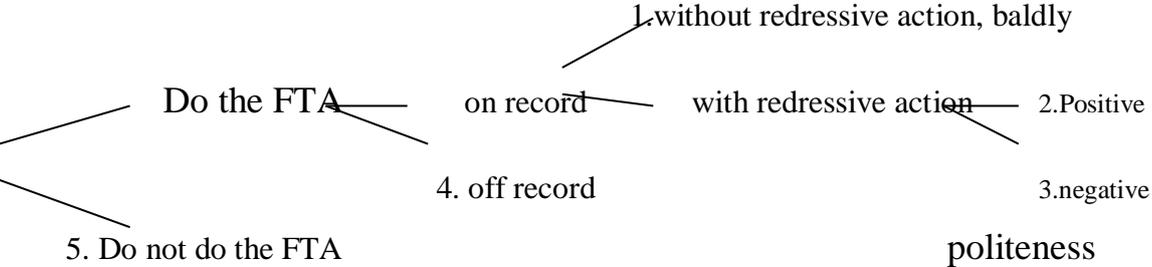


Figure 1.4. Brown & Levinson’s FTA avoiding strategies (2012, p.13)

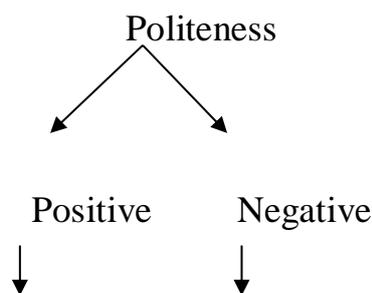
On record strategy without regressive action is one of the elements that made up Brown & Levinson’s theory. The act baldly on record is the direct and threatening strategies. Bown & Levinson (1987) noted that direct speech acts follow Grice’s maxims of cooperation. Such acts are brief, clear, precise and no face wants are expressed. Bald on record acts are performed either when the threat is very small or when the addresser is powerful than the addressee. Other times, speakers decide to go off record where no clear communication is attributed.

1.8. Models of Politeness

Brown & Levinson’s model of politeness was first known as *Questions and Politeness: Strategies in Social Interaction*. It is one of the influential frameworks that have been applied at a large scale in sociolinguistics. This model suggests the basic universal modes of communication for social interaction. Brown & Levinson’s model set up the notion of “face” as it is seen as a tool of interaction through the use of

politeness features. The face is suggested to be divided into two aspects; positive and negative face. Positive face refers to the needs of every member of society, whereas, the negative face indicates the desire of every competent adult that his actions might not be predicted by others.

During interactions, both concepts of positive and negative politeness are threatened to distinctive degrees giving birth to FTA “Face Threatening Act”. FTA refers to the acts running in contrast to the face wants. The negative face is threatened by acts that seem to obstruct the addressee’s freedom of actions and movements such as orders. Whereas, the positive face is threatened by acts that disagree to the wants of people besides disregarding feelings and emotions, too.



Emphasizes the listener’s positive or negative status

Figure 1.5. Politeness

Politeness is one of the universal truth that improve human interaction in general and classroom behaviour in particular. Well-behaved students are often found in polite classrooms. It takes place when teachers encourage politeness so that it becomes part of the fabric of your class. Effectively, three basic areas need focus in-class behaviour, that is **please and thank you; hello and goodbye; excuse me and after you.** Consequently, they make the classroom atmosphere better as they result in more profound acts of kindness.

Politeness Models is not only that of Brown & Levinson though it is the one emphasized because they are the pioneers of politeness studies. The other models are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, conversational maxim, social norm maxim and sympathy maxim.

1.8.1. Teacher's Politeness in Classes

Many researchers such as Austin, Brown and Levinson and Leech focused on politeness in their works and they came up with theories about politeness. All this and more made politeness an essential issue and one of the basic notions of human interaction. Teacher-student interaction is positively affected by politeness that enhances the teaching process. Besides; it contributes to creating a friendly atmosphere and effective interaction in classrooms.

There is a well known saying that says

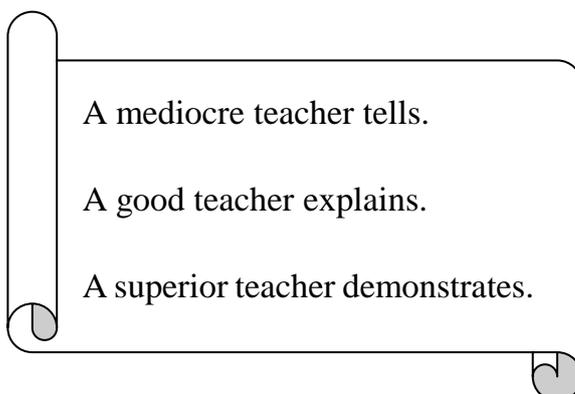


Figure 1.6. What makes a good teacher (adopted from Raju, 2008, para.4)

Leech Politeness maxims focus on saving face in interactions passing through maximizing positive parts to others, at the same time, minimizing your positives based on four notions:

- Benefit and cost.
- Praise and dispraise.
- Agreement and disagreement.
- Antipathy and sympathy.

Chinese students consider the social norms of FSA as a psychological desire. One's behaviour ought to match the social expectations of admiration, respect, modesty, warmth and honest attitudes. This explains the connection between the status and the social level, power and the kinships.

Teachers can show politeness by avoiding to present threats to the learners' face. Thus, they can adapt politeness strategies to minimize threats. Positive politeness makes the students feel happy with themselves and negative politeness is one of the best strategies to keep away from imposition in learning. Some studies concluded that the teachers' politeness influenced students' academic performance and self-esteem positively making a tough correlation between them. Supplementary, teachers are keen on using the language which allows them to teach some expressions to the students and show good manners and mastery of language. As an example, they can use a couple of phrases to say YES or NO.

Table 1.3. Examples of teachers politeness in saying Yes / No

FORMAL	INFORMAL
--------	----------

YES	<p>Sure</p> <p>Of course</p> <p>By all means</p> <p>Go ahead</p> <p>Absolutely</p> <p>Certainly</p>	<p>Yeah , sure</p> <p>Yup</p> <p>No problem</p> <p>You bet</p> <p>Okey</p>
NO	<p>I am afraid not</p> <p>No, I am sorry</p> <p>Not really</p>	<p>No way!</p> <p>Nope</p> <p>Noh</p> <p>A-a</p>

There is no specific linguistic form that determines the relationship between manners and conventions, but it is nice to break the ice with students and say something funny and appropriate to the context, which is technically referred to as *Pollyanna principle*. Being engaged in an interaction requires keeping away from all speech acts and non-verbal gestures that may damage and threaten face.

1.9. Language Functions

To communicate in everyday situations, there is a need to functional language to greet people, to introduce yourself for others, to make requests and give advice, apologize, agree and disagree, etc. Each function from these requires asset of exponents that can be easily learnt in classrooms. The importance of the functional language is seen in real-life situations; the speaker must know what expression to use in a given situation and whether it is formal or informal.

Table 1.4. Example of the practice of functional language

Unit	Topic and Functions	Language	Skills	Text types
10 Give Me a Hand	Helping people <ul style="list-style-type: none"> ● Ask for help ● Make and respond to requests ● Give excuses 	Vocabulary <ul style="list-style-type: none"> ● Rural village vocabulary ● Vocabulary of asking for help: <i>lend, help, show, ...</i> ● Phrases with <i>give</i> and <i>hand</i> ● Verbs <i>bring, take</i> and <i>hold</i> Grammar <ul style="list-style-type: none"> ● Verb patterns: <i>give me the brush</i> (verb + noun + noun) ● Subject and object pronouns ● <i>Can</i> for requests Pronunciation <ul style="list-style-type: none"> ● Pronunciation of the letter <i>u</i> ● The sounds: /ʌ/, /ɑ/ and /ɪ/ 	Writing <ul style="list-style-type: none"> ● A description of giving or being given help Speaking <ul style="list-style-type: none"> ● Conversation about giving people a hand and charities ● Describe important moments when you were helped Conversation strategies <ul style="list-style-type: none"> ● Attracting attention ● Giving reasons when declining Reading <ul style="list-style-type: none"> ● Extract facts from a news story ● Understand meaning from context ● Recognise and understand reference in a text: <i>This improved ..., That help came ...</i> Listening <ul style="list-style-type: none"> ● Understand the gist of a conversation 	Reading <ul style="list-style-type: none"> ● An informative brochure about an aid programme ● A news story Listening <ul style="list-style-type: none"> ● A dialogue at a station

Note 1.1. Adapted from *What is functional language* (n.d.)

Interactions and dialogues are the core of the functional language. It is important to be put into practice so that the students know how to use it to attain intentions.

CEIL teachers help the students to develop a functional ability for effective communication in daily situations. They start by the fixed expressions since they are numerous, they point at the structures they need in a lesson to make the students able to remember and do not get confused. The resources adapted include worksheets, lessons, games and communicative activities classified depending on the class level and the students' needs. The students are asked to put the language structures seen in the classroom into contexts creating dialogues, role play and life existing situations.

1.9.1. GREETINGS

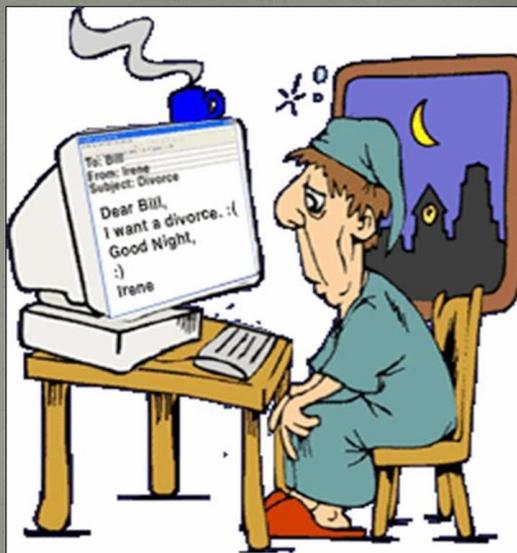
Within the framework of face theories, greetings can be analyzed. Most often, when someone is silent, he is disconcerted but when he breaks the ice as by greeting, it is a sign of a friendly objective. "A greeting, if performed correctly, that is with appropriate words, tone of voice and body language, can attenuate the force of a potential FTA" (Rash, 2002, p. 50). Greetings can be used for face-saving functions such as maintaining a relationship in a non-threatening atmosphere named by Crystal (1987) *phatic communication*. Phatic refers to a kind of communication that indicates one's readiness for interpersonal communication and/or one's motivation and readiness to interact within a particular community. Rash mentioned two aspects of greeting set by Katrin Züger; Initial phatic communication (initial greetings) and Terminal phatic communication (leave-taking). Laver (1975) exemplified how phatic communication act can be *other-oriented greetings* that often contain a question or a comment and *self-oriented greetings* that include declarative statements like 'I prepared an interesting lesson for you'. Specialists like Holme (1986) are convinced that females are more other-oriented since they feel more responsible for social harmony, in addition to their interest to establish solidarity. As elsewhere, in CEIL class teachers tend to perform an essential task of teaching positive linguistic behaviour besides emphasizing politeness principles in the classes. The leave-taking phase of interaction functions as a consolidating material for participants and it enlarges acquaintances, too.

1.9.2. GIVING ADVICE

CEIL teachers motivate the learners by providing a situation and a photo asking the students to express their ideas giving advice and using what they have already learnt in the theoretical lessons.

- The man is very tired
- His wife is angry because he works too much!

Any Advice???



ESLCollective.com



Figure 1.7. Examples about giving advice (Adopted from Giving Advice, 2012)

The teachers' lesson plan is:

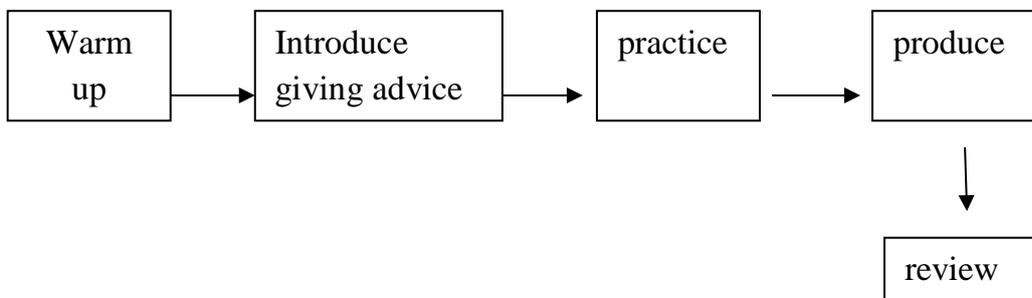


Figure 1.8. CEIL Lessons' Plan

The students can use many models to give advice: you could, how about....., why don't you....., maybe you have to....., you should....., if I were you, I would, etc.

1.9.3. AGREEMENT /DISAGREEMENT

To agree with someone is to accord and to disagree is to resolve a conflict. You can disagree respectfully by showing your understanding of the other's opinion, apologizing before disagreeing, pretending to be hesitant of your position.

Table 1.5. Expressing agreement / disagreement

Expressing agreement	Expressing disagreement
<p>That's right, you're right, I know, I guess so, I suppose so.</p> <p>When you completely agree: exactly, absolutely, I couldn't agree more.</p> <p>Informal: you can say that again, you're telling me.</p> <p>Agree on a suggestion: why not!</p> <p>Some examples in French</p>	<p>I am sorry, but... excuse me, but...</p> <p>Completely disagree: absolutely not, of course not, anything of the kind!</p> <p>Polite disagreement</p> <p>I don't know? I take your point, that's true but...</p> <p>Informal and impolite</p>
<p>Agreement</p> <p>Sans aucun doute</p> <p>Incontestablement</p> <p>Exactement</p> <p>Tres certainement</p>	<p>Talk about yourself</p> <p>Don't make me laugh</p> <p>Are you kidding?</p> <p>You must be joking</p>

<p>Je suis heureux de l'entendre</p> <p>Disagreement</p> <p>Je ne peux pas être d'accord</p> <p>La seule condition est que...</p> <p>Pourvu que</p> <p>Je n'aime pas me plaindre mais...</p> <p>Je suis contre</p>	
---	--

The (dis)agreement is relevant in three interaction domains: procedural, illocutionary and discourse inspecting conversational action. Indeed, expressing agreements is not as complex as expressing disagreements especially that mitigations have different degrees across cultures.

1.10. COMMUNICATION DEVICES

Karsberg (2012) made references to Watts (2005) who stated two strategic communicative devices. Emotional communication and emotive communication. To keep a positive public self-image is needed to save face. Emotional communication functions in spontaneous and instinctive effective manners. It focuses on the individual's psychic processes. In contrast, the activity of emotive communication is a conscious use of affective displays of communicative intentions. It cares about people's feelings, interpretations and perceptions.

Table 1.6 . Distinctive characteristics of emotional/emotive communication Devices

	Emotional Communication	Emotive Communication
The Frame	Psychobiological	Sociopsychological
The Function	It preserves a mental balance.	It signals the affective information.

The English language has a very important position in the world as a whole. The teachers of this language look at the learners' needs to serve this language for communication. The communicative approach (CA) is the appropriate one for such a purpose. It aims at guiding the learners for proper use of the target language to communicate ideas, feelings and thoughts.

It is stated by Lindsay & Knight (2006) that CLT existed by the late 1960s as a method but it progressed to be considered, nowadays, as a teaching approach based on the idea that language learning indicates knowing how to use the language to better communication outside classrooms. Therefore, it focuses on the individual's abilities to communicate and interact in a social setting. It is even essential to be exposed to the foreign language, which is meant to be learned and even is given opportunities to use that language to develop various communicative skills.

1.10.1 COMMUNICATIVE COMPETENCE

To learn and teach foreign languages people use communicative competence as a result of several linguistic actions. Grammatical competence was used by Chomsky (1960) as a theoretic site for teaching and learning. So soon, Hymes focused on the ability to use the grammatical structure to transmit and interpret messages and negotiate meanings. This model combines four competence parts: strategic, discourse, linguistic and sociolinguistic; reflecting the linguistic system and the functional aspect of communication.

Hymes highlighted the ability to use the speakers' linguistic and sociolinguistic knowledge in interaction. It calls into question the Chomsky's dichotomy of competence and performance as a foundation of his generative grammar integrating cognitive abilities.

The key of being socially accepted is to be able to communicate effectively. Communicative competence theory is the foundation of the communicative approach which is mentioned above. It includes sociolinguistic, grammatical, discourse and strategic competences. Then, it is related to the knowledge of different language aspects; syntactic aspect like spelling or grammatical structures, phonological aspect such as pronunciation subject matters, as well as, the lexical aspect related to vocabulary.

Sociolinguistic competence is also named pragmatic competence or illocutionary competence (Kouicem, 2010), it refers to the social norms of language use which implies a better understanding of the social setting where interaction takes place. Discourse competence handles the understanding ability to the communicated messages recognizing all the discourse features. Strategic competence includes communicative strategies for a successful communication process. Johnson (1995) asserted that "classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience" (p. 161). This means that communicative competence is needed to support the learning process and even for successful classroom interaction. According to Hymes (1972, p. 270), "Communicative Competence describes the speaker's ability to select from the totality of grammatical expressions available to him, forms which appropriately reflect the social norms governing behavior in specific encounters" (as quoted in Beneke, 2001, p. 38).

Communicative competence is comprised of linguistic knowledge, interaction and cultural skills. For instructional purposes four, models of communicative competence are suggested by Canale & Swain (1980) as Murcia et al (1995) mentioned:

Grammatical competence: is about the knowledge of language structure

Sociolinguistic competence.

Discourse competence: is about the socio-cultural code (register, vocabulary, politeness, style, etc).

Strategic competence; is about the verbal/non-verbal communication strategies that increase communication efficiency.

Testing communicative competence in classrooms is often challenging .However; instructors are able to assess the students' competence through verbal role-play, note taking and summarizing aiming at gathering speaking, writing and listening competences.

Bilingualism raises the matter of *degree* coming from language competence set by maximal proficiency that necessitates native-like mastery of both codes; minimal proficiency explains the fact that a speaker is able to formulate full meaningful statements in the foreign language; practical degree of bilingual competence reveals the fact of using the two codes or more in alternation but for some speakers they have no productive competence who are called passive bilinguals.

1.10.2. Interaction as a Form of CLT Frameworks

Classroom communications including interaction are issues that interest researchers who often point at the importance of interactions in improving skills and constructing knowledge. Allright (1984) saw that “it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner’s talk time” (as cited in Kouicem, 2010, p. 9). Subsequently, they will talk to each other and work in pairs or groups at ease. This is not the only aim of teachers but they seek to get the learners communicate effectively using the target language and this is the final result of the communicative approach.

In CEIL, activities were set to better communication and exchange information under two main different communicative frameworks: Communicative and pre-

communicative activities. The former aims at providing a whole task to motivate the learners and enhance natural learning and create a context that supports learning. It functions by setting similarities and differences figuring out missing features to maintain social interactions in the class.

CLT aims at increasing communication abilities in classrooms encouraging the teachers to be facilitators and managers rather than instructors. Their role is to teach the learners how to communicate via learning activities classified on their interest. The triumphant TL communication emphasizes the authentic messages in a context making the students themselves understand the meaning which makes them motivated to communicate. Class managers make sure the students complete their tasks negotiating and sharing information. Among the CLT principles those that are designed to make the students understand what is written and spoken; communicate functions rather than linguistic compositions; to ensure the use of TL, encourage class interaction, promote language use in a social context and provide listening opportunities.

It is concluded from several readings that CLT is rather an approach where students find a room for interpretations.

1.11. Speakers Codes and Verbal Interactions

In 2008, Holmes gave six different categories of speech functions; expressive, directive, referential, metalinguistic, poetic and phatic utterances. Utterances, in general, function distinctively and their meaning change relying on the actual use.

People when communicating with each other by any mean, they communicate ideas, feelings, thoughts and realities that are affected by their personality and identity. One's accent, his verbal repertoire, the codes used, etc. They all draw an image of the speaker. They figure out his geographical origin, social background, Community membership (religion, social group and ethnic), age and gender, codes and languages.

A figure of speech usually used in speaking is a metaphor. One of the cognitive approaches to metaphor suggested that it is a way for a literary description of things as it is a major mean to conceive the world around us and how people interact with it. The use of metaphors reflects the speakers' mastery of language as it makes the speech more valuable and prestigious. The cognitive perspective proposed that readers and listeners may process the meanings of conversational metaphors-LIFE IS A JOURNEY- so easy and simple like the literal language. It is not that difficult to understand because the listener thinks of the general meaning rather than struggling with the vocabulary.

Johnson & Lakoff (1980) affirmed that our conceptions of the environment around us and metaphor are complicated; they are embedded in our way of understanding the world. The ideology is built by different members of society affecting the way people think.

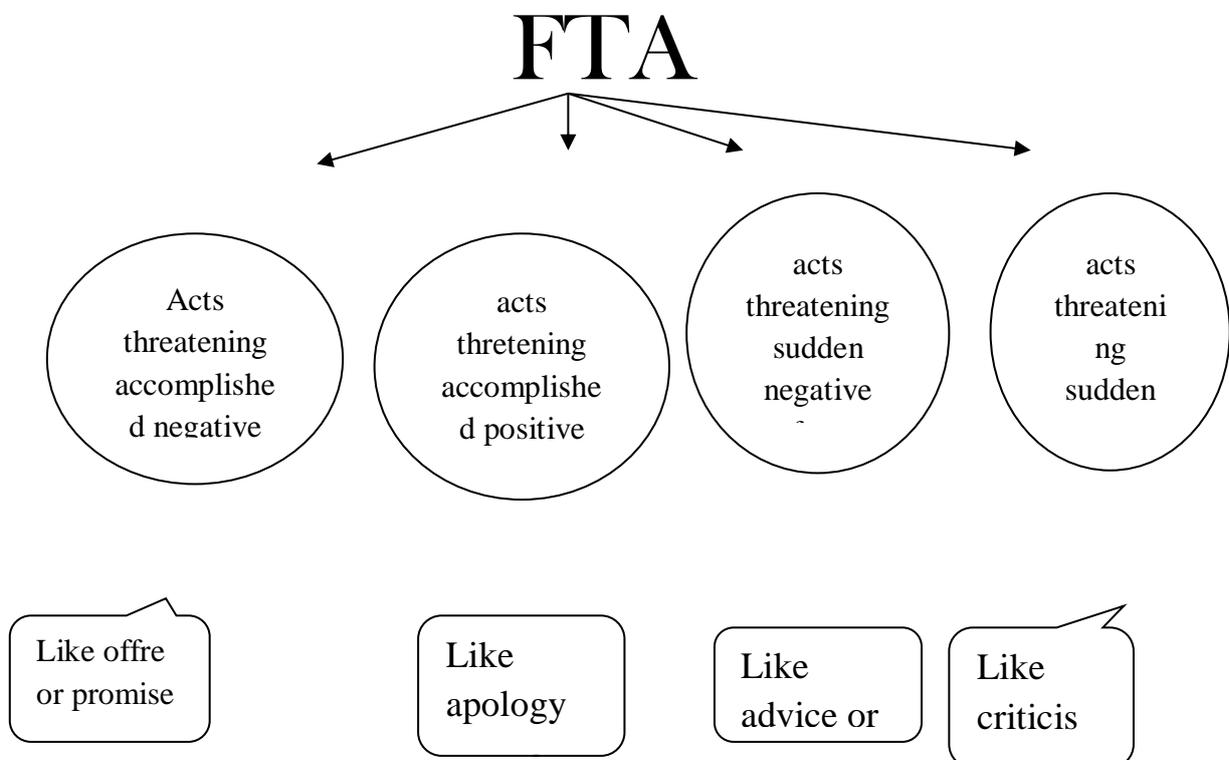
Interaction is a mutual action between people to communicate and share ideas and feelings. From the range of the definitions provided, it is concluded that the verbal interaction implies speaker/listener connection to communicate by the act of speaking and listening. Conversational interaction (verbal) is defined by Belilet (2007, p. 19) as everyday activities of people who allow one person to establish different types of interactional relations. Yet, both aspects of interaction and frequency lead to take into account what is known as a **face**. Social relationships are often governed by rules and while interacting some linguistic and non-linguistic behaviours take place to preserve the notion of face. Thus, two types of the face are noted; a positive face that corresponds to a set of images that the interlocutors tend to impose during interactions while the negative face corresponds to personal characteristics.

L'interaction verbale est une forme d'expression directe qui permet au sujet parlant (locuteur/ interlocuteur) de prendre part à un discours construit en coopération, c'est à travers cette relation entre les deux acteurs qu'un sujet parlant met en œuvre dans le jeu des rôles préalablement définis, et établis à la lumière des règles précises dont

l'application relève de la compétence communicative des interlocuteurs. (Telidjene, 2016, p. 13)¹

Moreover, any conversation gets some initial elements that may start or lengthen one's conversation. The verbal exchange between interlocutors' face making them know each other more and have an effective immediate verbal and non-verbal reactions that end by moving them separately. Such communicative situations accomplish both verbal and non-verbal acts known as FTA that stands for 'Face Threatening Act'. The chart is personal, adapted from Bellilet's ideas (2007).

Figure 1.9. Types of Face Threatening Act



Verbal interactions have an essential impact that affects social relationships as it influences the way the interlocutors receive and decode the messages transmitted. Everyday acts are supposed to be polite though they take different forms, for instance, salutations and congratulations can be implicit or explicit. Such polite forms of interactions are regarded as social norms and rites that reflect civilization and rational exchange.

The polite forms of interaction are revealed in the linguistic environment as it is proved by Bellilet (2007):

Ces interactions de politesse manifestées dans une communauté linguistique forment un processus d'apprentissage social valorisé comme un mode positif de communication dont les échanges de politesse saisis dans une microsociété [...] où la répartition des termes d'adresse et des formules de politesse entre enseignants et apprenants relèvent de rites cérémoniaux traduisant ainsi des actes de déférence et de respect. (p. 22)²

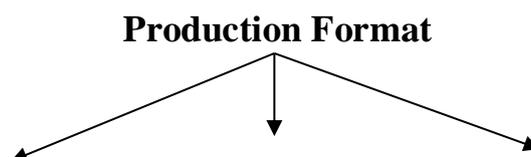
The use of polite forms in addressing people, especially when there is a social distance between the interlocutors, is featured by the use of titles 'Mr, Mrs, Miss,...'. So far, it designs a social environment of formality, codification and familiarity. Bellilet (2007) further highlights that 'L'unité minimale de la communication langagière interactionnelle, n'est pas la phrase mais l'accomplissement performatif de certains types d'actes où toute personne qui prend la parole, réalise un acte' (p. 22). Speakers when interacting establish a relation with the listener. Such a connection has been an area of interest for many linguists and, more essentially, sociolinguists. Therefore, language is a process that leads to accomplishing of different types of social acts by discussing different subject matters.

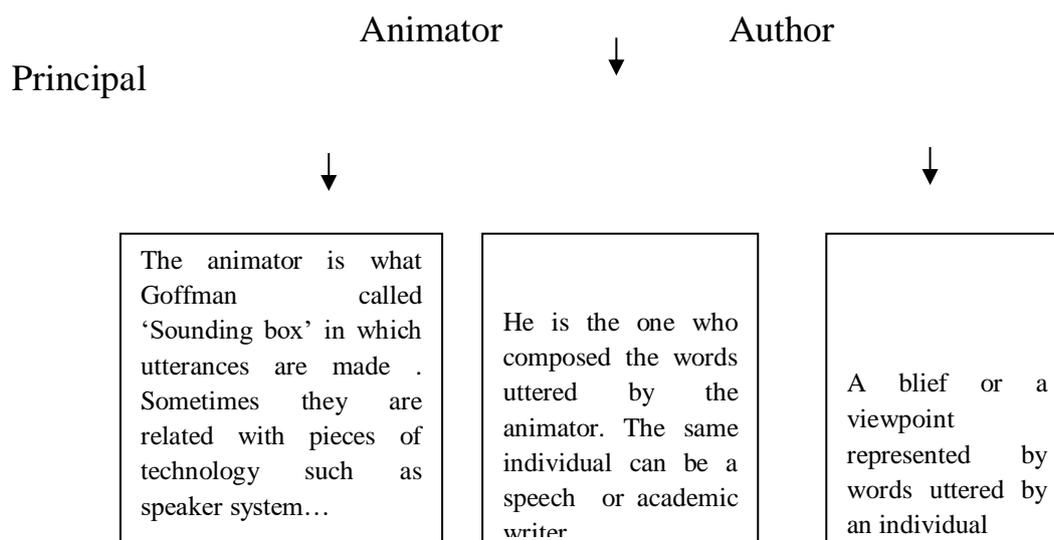
1.12. Participation Frameworks

To analyze various interactional roles played by different students in a group, researchers often refer to Goffman's notion of participation frameworks. When a student starts a classroom discussion, we are no more talking of speaker-listener relationship but we are rather talking about a circle in which each individual holds a particular participation status. More precisely, CEIL classes schedule oral communication classes where students are improving their communicative skills. Students sit in forms of a circle discussing different topics orally, sometimes by adapting turn-taking technique and other times, it is a free class interaction. More than ones, the class is divided into small groups where they interact with each other in the target language, then, one or two key participants who alternately assume the role of main speaker(s) while the others are accepted as participants in a conversation as they may also be 'over hearers' who are within hearing range depending on the learners' personality. In a conflict situation, teachers face two categories of learners; a group of students who are positively involved in negotiations and others who are simply recording that process without making any oral contributions.

About class participation, Goffman (1986) introduced the concept of **production format**. He sees a '**speaker**' as a source of an utterance who can be an animator, author and principal.

Figure 1.10. Goffman's Definition of a Speaker





The aforesaid Goffman's adapted form helps at understanding the production formats may help analyze language conflict. We thought of people speaking as speakers but Goffman shows by breaking things down into animator, author and principal, it is important to consider where the words were spoken originate from, and who it is that they represent.

1.13. Class Interaction and Communication Strategies in Learning English as a Foreign Language

Effective classroom interaction requires a relaxing environment with friendly relationships among learners. In addition to that, it encourages the learners to become effective communicators through implementing different roles under different class organization, varied activities and help learners to use communication strategies.

The word 'interaction' refers to the Latin roots '**agere**' meaning *to do* and '**inter**' which is *among*. Socially speaking, interaction is not just actions and reactions, it is rather acting mutually upon each other. It reflects how the social side affects linguistic behaviour. Brown (2001) linked interaction and communication "interaction is, in fact, the heart of communication: it is what communication is all about"(Dagarin, 2004, p.

128). This explains the relationship between participants in the process of learning; the teacher influences the learners and vice versa.

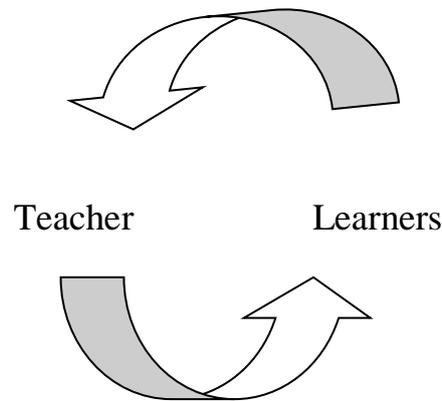


Figure 1.11. The two-way class interaction process

Usually, people have an intention behind communication; they either want to establish social relationships or negotiate social rules. This situation reflects the classroom setting where people are gathered and communicate for the purpose of learning; as they maintain personal relations among each other and with teachers, too.

Interaction, in general, is achieved by verbal or non-verbal means but what makes classroom interaction special is the pedagogic purpose that requires the use of language for different functions; lecturing, asking questions, giving instructions, etc.

Observations denote that the most common type of class interaction is known as IRF. Teachers start the exchange often by asking a question where the learners have to respond, then, the time comes for the teacher's feedback in a form of comment, correction or assessment.

The process of communication involves interaction between two or more people who share a range of signs and semiotic rules. The concept of interaction is defined by Wagner (1994) as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (p.

20). Henceforth, interactions occur from at least two sides, this call for a mutual influence through conveying messages for communication.

The notion of interaction is an essential part in teaching/learning process since the teacher is the one who manages the class; the topic, who talks, to whom and in what language, in addition to this, classroom interaction focuses on the learners' cooperation.

Classroom interaction is tightly related to language learning but it is necessary to have a suitable environment including classroom interaction and communication. This gives birth to the reception and the production theories based on receiving, producing and understanding the acquired language properly.

Classroom interaction has two major aspects related to the negotiation of meaning and feedback. One speaks of successful learning through interaction if these two elements take place in classrooms. Ellis & Foto (1999) added that "Interaction contributes to acquisition through the provision of negative evidence and opportunities for modified output" (p. 10). Then, interaction is rich in a negotiation where the learners can receive feedback from their interlocutors.

1.13.1. NEGOTIATION OF MEANING

The interactive discourse between learners is one emphasized point in language learning. Ellis et al (2005) saw "negotiation of meaning as a verbal exchange that occur when the speaker seek to prevent the breakdown of the communication" (p. 11). Yet, the classroom linguistic output should be mutually comprehensible, so that one can get class interaction. In a case where the learners lack understanding each other, interaction can be repaired through different processes of repetition, segmentation and rewording to give much time for the learners to form meanings for a successful interaction. In this aspect, the learners do not neglect the form because they modify the

input and the output to explain something or even to send their misunderstanding, which is, occasionally, due to problems of language use.

It is recommended that oral feedback is one of the key points that may promote learning through interaction. This latter includes feedback which makes the learners notice the

errors and learn from them, as it pushes them for corrections and modifications even without the teacher's interference in future learning situations. It is worthy to mention that feedback from teachers is different from the one provided by the learners to each other since different types of correction strategies are employed and even because the teacher is supposed to be a linguistic model.

Teachers peer observation is about monitoring each other to develop classroom practice. Its overall aim is to support the sharing of the most excellent practice to assemble an impact on the way you teach planning to emphasize the individual needs and afford some positive feedback.

Machey (2007) suggested two types of feedback, one explicit and the other implicit. Explicit feedback or multilingual feedback where the language is not used correctly, then, the teacher provides the learners with the correct linguistic form. This multilingual type is more effective than the implicit feedback where learners' attention is drawn directly to the errors to avoid them. While implicit feedback refers to the indirect corrective feedback where the teacher reformulates the learner's utterances by changing some components only without pointing at the errors.

1.14. Forms of Class Interaction

Dagarin (2004, p. 132) adapted Byrne's (1987) model in presenting ideal class interaction and effective communication.

Table 1.7. A Model for Class Interaction

Teacher Controlled		
	Whole-Class Activities	

A C C U R R E N C Y	A	C	F
	Drills	Conversation	L
	Games	Discussion	U
	Controlled conversation	Simulation	E
	Listening	Games	N
	Writing	Story-telling	C
		Listening	Y
		Writing	
	B	D	
	Exercises	Discussion	
	Controlled conversation	Games	
	Role play	Role play	
	Games	Project work	
	Questionnaires	Listening	
Listening	Reading		
Writing	Writing		
PAIR WORK \longleftrightarrow GROUP WORK			
LEARNER DIRECTED			

Teachers control A activities that emphasize accuracy and it is done with the whole class. Type B encourages pair work and it aims at using language correctly and effectively. C and D focus on fluency but C activities are done in groups or the whole class with the teacher while the D type, which is done either in pairs or small groups, is the least controlled type of class interaction and learners' autonomy is encouraged.

1.14.1. Increasing Students' Interaction

Nearly every teacher has worked with limited interactive classes where the learners are uncommunicative until they are asked to by the teacher who might instruct ‘Try to have a discussion with your partner about...’. All students are sure that membership is one key for successful language learning. It is hard to be trained to speak a language without being entirely engaged in the process. All teachers seek to facilitate communication and interaction in the target language by increasing learners' abilities. That is, teachers should support learner interaction for better language acquisition. Essentially, learners’ interaction skills in foreign languages classes are developed by teachers in different ways.

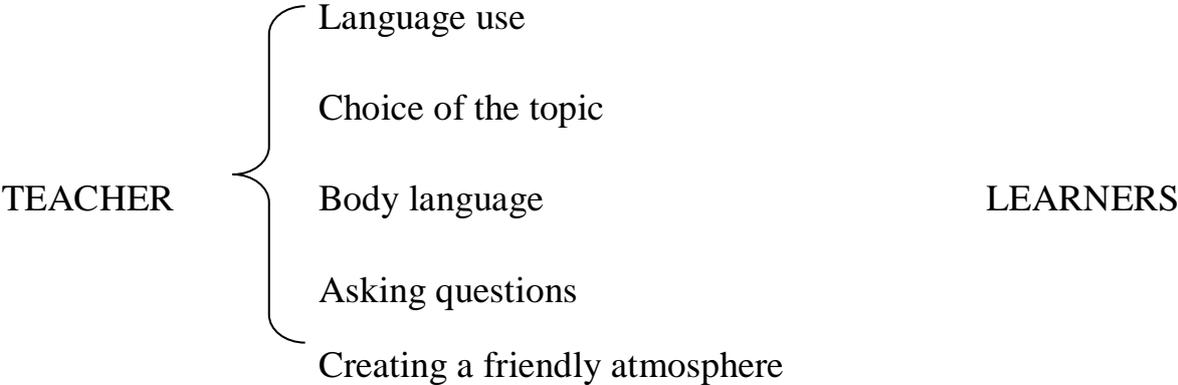


Figure 1.12. Teacher’s strategies to enhance classroom interaction

The strategies mentioned earlier are widely used to help learners overcome communication difficulties. Besides, learners need to apply a range of strategies that make their mates at ease to start a conversation or even a classroom talk. Bygates (1987) suggested the following criteria for characterizing communication strategies. His model is effective as it encourages risks in using and learning foreign languages. He divided communication strategies into two major parts, **achievement strategies and reduction strategies**; that carry other types of strategies. Learners have to use a variety of effective communication strategies for successful interaction.

1.14.2. General Features of Classroom Interaction

The quality and the nature of the teaching/learning process can be expressed by a range of characteristics that identify communication and interpret learners' abilities. Classroom communication implies, fundamentally, speaking and listening. Three main types of teachers' class talks are marked:

- Learning talk such as exposition and questioning.
- Administrative talk such as tasks and activities management.
- Disciplinary talk such as maintaining control of tasks and behaviour.

Class communication process passes by phases figured by Manke (1997) from an online source (§5). An online reference published a figure that shows class communication process and identifies both teachers and learners' roles in interaction.

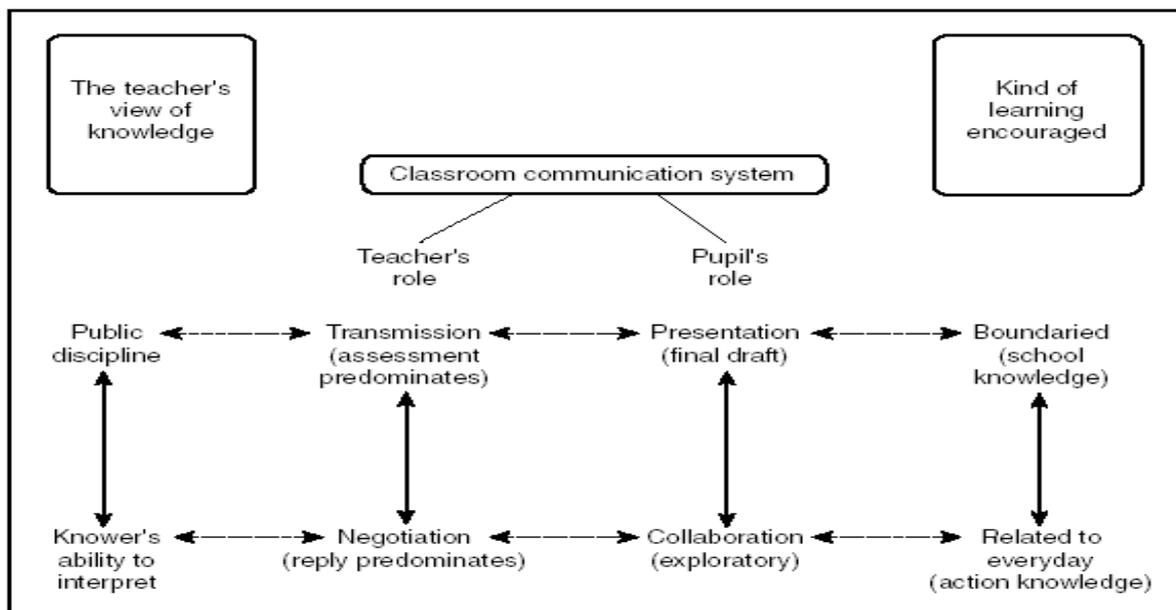


Figure 12.1 Relationships of knowledge, communication and learning

Figure 1.13. the connection between knowledge, learning and communication

Behaviour is one of the elements that help in class management which affects teachers as well as learners. Verbal and non-verbal norms guide interaction, the spoken rules are obvious and even the unspoken is socially agreed on, for instance, waiting your turn in a line or making a stop when a policeman points.

Furthermore, classroom behaviour requires a broader area of respect like listening to the teacher and classmates when they speak, following the teacher’s instructions, respect class rules and so on. Setting rules help to lay a solid foundation for effective classroom management; even the students can be involved to establish overall class rules to conduct their learning. Consequently, students share a sense of responsibility for their class and respect each other. Marzano et al (2005: 210) provided overall class rules for a sample of grades.

Table 1.8. General classroom rules

<p>Classroom Rules (1st Grade)</p> <ol style="list-style-type: none"> 1. Be safe. 2. Be kind. 3. Be polite. <p>Classroom Rules (2nd Grade)</p> <ol style="list-style-type: none"> 1. Listen carefully. 2. Follow directions. 3. Work quietly. Do not disturb others who are working. 4. Respect others. Be kind with your words and actions. 5. Respect school and personal property. 6. Work and play safely. <p>Classroom Rules (3rd Grade)</p> <ol style="list-style-type: none"> 1. Be kind and respectful to others and yourself. 2. Listen when others are speaking. 3. Use your manners and be safe. 4. Keep your hands and mean words to yourself. 5. Have fun. <p>Our Basic Rights</p> <ol style="list-style-type: none"> 1. All students have the right to be treated with respect. 2. All teachers have the right to be treated with respect. 	<p>Rules for Classroom Behavior (Secondary)</p> <ol style="list-style-type: none"> 1. Respect one another at all times. 2. Maintain eye contact when communicating with others or when someone—a teacher or a classmate—is speaking. 3. Use “6-inch voices” when working in small groups or in pairs. 4. When working in groups, say “please” and “thank you”; praise each other and use good manners. 5. Remember: Only one person speaks at a time. <p>Making Our Classroom a Place for Learning</p> <ol style="list-style-type: none"> 1. Respect others—when someone is speaking, listen. 2. Follow directions. 3. Keep hands, feet, objects, and unkind remarks to yourself. 4. Bring required materials to class. 5. Be in your seat when the bell rings. 6. Raise your hand. 7. Remember the rules we set for leaving your seat or leaving the classroom: Maintain respect and quiet, think before you act, and minimize disruptions to the learning process.
--	--

<p>3. Everyone has the right to feel safe in the teaching and learning environment.</p> <p>4. Everyone must demonstrate respect for the school's property.</p>	
--	--

Such rules emphasize personal characteristics of students such as citizenship, honesty, trust, sense of humour, politeness and respect. Some messages can be transmitted through simple gestures and according to the situation that symbols or communication will be understood like raising hands to ask for something or hands over ears referring to a noisy class. Such class techniques maintain a positive face. Taking the polite rules of listening, as an example, illustrates such social behaviour.

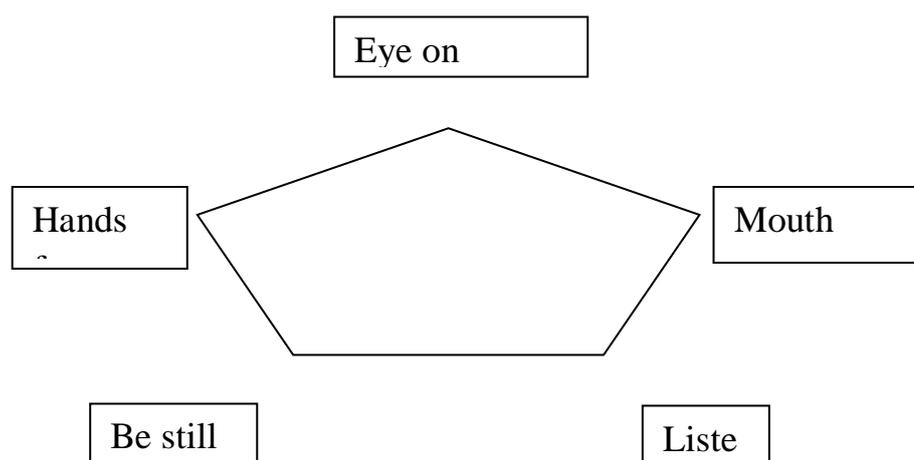


Figure 1.14. Polite rules for listening

It is essential to reinforce the set norms via various ways like modelling, making the learners speak about class rules.

1.14.3 Role-Play Method in a Conversation

Conversation Analytic studies investigate “the organizational structure and sequence of different phases of talk, such as openings or closings, as well as the organization and design of social actions, such as advising, offering or questioning” (Stokoe, 2014, p. 2).

Most often the data provided are based on naturally occurring experiments that ensure effectiveness and communicative practices. Despite some cases that require positive responses, the aim is to better classroom communication and enhance motivation.

The teachers’ roles, on the other hand, are interrelated as Harmer (2001) explained “the roles of a consultant or co-communicator encourage classroom interaction most, but they need the support of other roles (e.g. for organizing and controlling activities)” (as cited in Dagarin, 2004, p. 130). Teachers, usually, facilitate the process of learning. They coordinate and participate in activities, explain lessons and manage the class, control, evaluate, advise, correct learners and encourage learning. One of the classifications of classroom interaction was wrapped up by Gomez (2011)

IT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students fairly centrally active

S = Students active, teacher mainly receptive

SS = Students very active, the teacher only receptive

Interaction patterns set up the types of interaction that are:

- Group work / Individual work
- Full class interaction
- Closed-ended teacher questioning
- Open-ended
- Choral responses

- Collaboration
- The student initiates, teacher answers
- Teacher talks
- Self-access

The organization of classroom interaction depends on who communicates with whom :

- ❖ Teacher – learners
- ❖ Teacher – learner
- ❖ Learner – learner
- ❖ Learners among each other

Teacher – learners interaction is maintained when the teacher speaks to the class as a whole, giving instructions, guiding and leading the learning process. Then, the learners tend to repeat the teacher’s model and structures or even vocabulary. Such a type of practice is known as ‘drill’. The second form of interaction occurs when an informal conversation takes place or even in lecturing, as the teacher may speak to a specific learner or a group of learners among the class for evaluation.

The third arrangement is labeled ‘**pair work**’, the students are supposed to work in pairs and the teacher plays the role of a consultant, he intervenes only when necessary. For encouraging independent learning, we speak of ‘**group work**’ where the learners work together and then report their work.

Particularly, teacher – students interaction is unique, thus, it has to be investigated under different levels where teachers take the role of a manager, motivator, evaluator and instructor.

1.15. Classroom Culture and Order

Various interpretations of the word **culture** were given birth by different disciplines. This term governs the roots of any research targeting the examination of the social

phenomena. The notion of culture is related to civilization, refinement; it is even seen as a style and a way of life. There is no final definition of the word and this is exactly what gives culture its own features and distinctions in different disciplines and parts of the world. The notion of classroom culture was defined by Geertz (1973) as:

A set of symbols and meanings constructed cooperatively by teachers and students to guide their actions and at the same time to make sense of their classmates' actions in a classroom setting where they spend a series of periods sharing academic, social, and emotional issues. (p. 26)

This quote illustrates the main aspects of classroom life:

- The classroom is the place where the teaching/learning process takes place
- It is the place where all their members know their rights and duties according to some standards in the culture of the class.
- The students are required to contribute to the production of symbols and meanings.

Classroom culture, from an ecological viewpoint, is an eco-behavioural unit composed of segments in an educational setting. Another dimension was presented by Geertz (1973) who concluded that “culture as an interactionally constructed and publicly held system of meanings and significance is an acted and public social phenomenon” (p. 27). The cultural meaning and significance are fixed in the local system of meanings built by the participants who interact with each other.

Consequently, classroom culture is a set of meanings produced by the teacher and students collectively in the interactions to guide their actions and make sense of their classmates and teacher's actions. It is further a public phenomenon having a particular history that is made available to one another in their interactions.

1.16. The Linguistic Situation of Algeria

Language can be categorized according to social and political standings. The sociolinguistic profile of Algeria determine Arabic as an official and a national language of the country ; and it takes the dialectal form used as a low variety and the classical Arabic is often used for academic purposes.

Classical Arabic is presumed to be a dead language and it is simplified to be MSA which is typical for educational functions. The Algerian speech community uses the dialectal Arabic as a variety used to express people’s feelings, thoughts and ideas; all

along with French which is used for educational, administrations and many other social life settings; in addition to Berber dialects (Tamazight) which are preserved for some Algerian regions.

Chemami (2011, p. 228) proved in his research that 80% of the Algerian population use AA as a chief language as it is gathered in the table below:

Table 1. 9. Daily linguistic practices

Languages	Use				
	Very Frequent	Frequent	casual	rare	Very rare
AA	67.6%	12.9	7.3	0	1
MSA	5.8	22.5	58.5	15.6	11.2
Tamazight	5.8	0	2.4	9.3	38
French	20.5	64.5	19.5	28.5	5.1
English	0	0	12.1	46.8	27.5

AA is widely used rather than the literary Arabic .Then comes the use of French which is used both in formal and informal settings, even mixed with AA. Third, English is used

on some occasions, in a specific setting for a particular purpose. Languages in Algeria are noted to be in constant interaction by mixing codes.

Linguistically speaking, it is known as “code- switching” and it can occur either in one utterance or between sentences. The following table is drawn on the based on the information mentioned in Chemami’s research paper (2011).

Table 1. 10. Attitudes towards code switching

Responses	Code Switching
To explain something	37%
Language diversity	7.5%
Habit	16.9%
Vocabulary weaknesses	26.7%
Empathy with interlocutors	3.7%
Stress and abbreviation	7.5%

Code-switching is a way of clarifying thoughts and expressing ideas at ease. It is a habit for some people as it, also, helps when the speaker suffers from a lack of vocabulary. Moreover, some factors explain this phenomenon as language diversity, to shorten the speech.

1.17. Bilingualism / Diglossia in Classrooms

Language learning is one of the debatable topics by linguists. Various factors lead to language learning success or failure; they can be psychological, social, economic, etc. One of the most important variables, that affect language learning, is the learner's age.

Bilingualism, in its global meaning, is the ability to communicate in two languages with more mastery of one language. It is common for bilinguals to be dominant in one language because of various circumstances. Researchers identified many types of bilingualism among them; simultaneous bilingualism, receptive bilingualism and sequential bilingualism.

Simultaneous bilingualism occurs by learning two languages at one time, as being exposed simultaneously to two languages.

Receptive bilingualism reflects the ability to understand two languages but being able to express oneself in one language only.

Sequential bilingualism takes place by learning the second language after establishing the first.

An individual, who can speak two languages, is usually regarded as a bilingual. Yet, the degree of proficiency creates a variation between bilingualism and bilingual education. Some specialists insist that a bilingual must have native-like fluency in both languages, while others see that minimal competence in two languages is enough to be bilingual. Bilingual education, in particular, is the use of two languages as a means of interaction in classrooms. In Algerian classrooms, the concept of bicultural education is introduced where it is hard to make a separation between language and culture.

It is noted that Algerians speak Arabic and French in their daily life, so, it comes naturally that they use both in their classes. Generally speaking, bilingual education focuses on affective and cognitive development rather than the linguistic and the cultural categories. However, CEIL classes are not bilingual, instructions and interactions are all

in the target language except for some rare situations, teachers find themselves obliged to switch to the first language for specific purposes.

Diglossia, on the other hand, takes place where two codes are used side by side in the same community, one is considered as High and the other is low. Ferguson clarified (1959) that diglossia “refers to a situation where two varieties of a language exist side by side throughout the community, with each having a definite role to play”. (Al-Huri, 2012, p. 3). It is a phenomenon that affects education because of the impact caused by dialectal forms. In Algeria, MSA is the high variety used in formal contexts and AA is the low variety that functions as a mother tongue. Most of CEIL students have troubles using MST in classes in full sentences due to the poor proficiency which is not the case of the Chinese students who have shown perfect language acquisition and perfect language use in MSA.

MSA is sometimes getting mixed (i.e. code-switching) with the local dialect forms a code of instruction. Academic dies have shown despite MSA is highly appreciated, it is neglected in teaching because of the variety of the local dialects that exist in Algeria. Teachers claim that the use of the low variety (L)is to assimilate better understanding and the students add they understand MSA but they cannot use it for communication. “The students” low linguistic level and deficiency in MSA communicative skills is a natural output of the teachers” recurring use of the dialect in classroom interaction” (Al-Huri, 2012, p. 11). Students’ linguistic performance must be developed to raise awareness about the importance of MSA in using communicating skills.

1.18 Conclusion

The global idea about politeness is about being tactful, nice and humble to others. Linguistic politeness is related to the notion of “face” which is an emotional and social aspect that everyone expects. Politeness reflects awareness and consideration of the other’s face. Face threatening act occurs when someone is representing a threat to

people's self-image. Politeness strategy is used by teachers and students in classroom interaction. Yet, it is essential to figure out how politeness strategies are realized in classroom interaction and the pedagogical functions. Classroom interaction is two way progression between the participants in the learning process making a mutual effect on each other .

1. Verbal interaction is a form of direct expression that allows the oral talks (speaker / listener) to be part of a cooperative discourse; it is through this relationship between the two actors that a talking subject implements previously defined roles in the game, and established in the light of the precise rules whose application falls within the communicative competence of the interlocutors.

2. These interactions of politeness in a linguistic community form a process of social learning valued as a positive mode of communication whose exchanges of politeness seized in a micro-society [...] where the distribution of terms of address and forms of politeness between teachers and learners is a function of ceremonial rituals reflecting deference and respect.

3. Reflectiveteaching.co.uk/books-and-resources/reflective-teaching 10.02.2015

Chapter Two

Linguistic Politeness in Classes: Sociolinguistic Viewpoint

2.1. Introduction

Gender disparities are noticed in all classrooms as in participation and behaviour. The setting is so crucial that requires an appropriate learning environment for males and females. Gender, as a social arrangement, is often regarded as a variable that affects learners' formality and politeness. It develops the social regulations and structures. This second chapter tackles a combination of sociolinguistic elements that feature learning classes.

2. 2. Gender Influence on Language Use

By the 1970's the different linguistic behaviour between men and women started to be noticed and worthy to be a topic of research. Lakoff was the first researcher who studied gender speech differences paving the path to the linguistic feminine theory making clear that speech differences are a result of sexism in society. In 1975, she set some basics at different language levels mentioned in Bourmal

(2016: 10)

1. Lexical hedges or fillers; e.g. *you know, well, you see ...*

2. Tag questions; e.g. *he's here, isn't he?*
3. Rising intonation on declaratives; e.g. *it's really important.*
4. Empty adjectives; e.g. *adorable, charming, lovely.*
5. Precise colour terms; e.g. *magenta, aquamarine.*
6. Intensifiers such as *just* and *so*; e.g. *I admire it so much.*
7. Hypercorrect grammar; e.g. *consistent use of standard verb forms.*
8. Super-polite forms; e.g. *would you mind..., I'd appreciated it if...*
9. Avoidance of strong swears words; e.g. *fudge, my goodness.*
10. Emphatic stress; like: *it was a BRILLIANT performance.*
11. Use direct quotation, while men paraphrase more often.
12. Use *wh*-imperatives; e.g. *Why don't you open the door?*

Accordingly, female language is conflicting and Lakoff's work was criticized for not being empirical. Yet, speech differences exist between men and women in all languages but the interpretations are based on different approaches according to the context.

By 1990, Labov recapitulates his findings of more than thirty years of academic research presenting some standards for the issue. The first and the second principles are about language change holding male use of nonstandard forms of speech while females are not; they rather prefer prestigious forms to escape the judging that rates women in the inferior social position. The third principle affirms showing the female innovative side of creation.

On the foundation of politeness theory, women's H form is used to save face during an interaction.

Women have to acquire social status vicariously, whereas men can acquire it through their occupational status and earning power. Women are more likely, therefore, to secure and signal their social status through their use of the overtly prestigious standard variants. The higher proportion of nonstandard variants used by men can then be explained as an orientation not to the overt norms of the community but to the covert prestige of working class forms, which symbolize the roughness and toughness that is associated both with working

Code choice is random for some speakers while he is not for others. Women are more conservative than men, especially at the level of pronunciation and accent to sound more urbanized, educated and influential.

Sex refers to biological characteristics whereas gender is more appropriate to different people according to their socio-cultural behaviour. People use language distinctively; thus, two features characterize gender use of language. Gender *exclusive* speech differences are remarked in highly structured communities; it focuses over the differences in the language used and the linguistic features whereas the social dialect works are concerned with *preferential* speech features which are used frequently by some speakers than others.

Differences in language use in the Algerian society are unique through time and between regions. In the ancient time, for instance, wives were subordinate to their husbands, some of them were not able to call them by their names or they used titles. Linguistically speaking, women do not speak as men in any community, there are some particular characteristics for males that are not found in females' speech such as vocabulary and pronunciation. On the other hand, some social dialect features characterize speakers or groups, where it is frequently used by some than others and that is called gender preferential speech features. Such distinctions occur at various frequencies of use between men and women who do not use completely different forms in some communities.

For example, in Tlemcen women say /ʔalɔ baf jdʒɔ/ to mean “did he tell him to come” while men prefer to say /galəh baf dʒiw/ meaning “he told him to come”.

Politeness is influenced by speech events and PDR (power, distance and relationship). It has a central position in linguistic pragmatics since it was suggested, by Lakoff, Brown and Levinson and Leech, that it is a different level to conversational interaction besides cooperative principles. It is, also, about using the right lexis in the appropriate context. Applying politeness strategies in classrooms should be after taking some points into account. For instance, the **age** factor that reflects the degree of awareness students can have in terms of politeness; the younger they are, the less consciousness they have. Also, English **level proficiency EFL context**, the higher level they have, and the better they can understand classroom talks and the higher awareness they can have in teachers' politeness strategy.

The existence of sexist language is due to sexism in society. As a social phenomenon, language is closely related to social attitudes. In the past, women are supposed to stay at home, remaining powerless and generally subordinate to man, whereas men are considered as the center both in the family and society.

(Lei : 2006, 87)

Women had a weak social position and feeble features in society. Yet, language mirrors this social reality that women attempted to change the social and linguistic behaviour. English hold some forms of sexism as in "him, he, his" which refer to males.

Sexism in language is marked by inserting particularly bound morphemes to the noun, besides, common gender professions lawyer, professor, doctor,... Some nouns and pronouns can be referred to both sexes by adding suffixes as -man, -ette, -ess, -trix in occupational nouns as in Poetess, usherette, conducted, etc. In addition to that, Male oriented words are many in English such as chairman, policeman, mailman, etc.

It is due to the social and the cultural factors that a language can be sexist in the individuals' beliefs. It is not just about the lexis used describing girls but also the way they are used revealing negative attitudes towards women.

Many sections in this research deal with differences between males and females at different levels. Initiating the feminine speech, it is marked that women avoid revealing strong emotional expressions, they often shown uncertainty in some topics or when they are not sure of the information. Astonishingly, they have a specific vocabulary repertoire: formal, informal and special female codes full of superlatives, metaphors and direct speech, besides using high pitch to show emphasis.

2.2.1. Gender Stereotyping

Stereotyping is about the attitude towards people’s traits, features and cognitive frameworks that affect the increase of any social sequence. Stereotyping becomes forbidden by international human rights to abolish gender discrimination. An online definition from the United Nations of human rights explains gender stereotype as:

generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men. A gender stereotype is harmful when it limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers and make choices about their lives. ¹

Stereotyping cause limitation the individual’s capacities and natural talent progress, in addition to drawbacks at the educational and professional fields.

Cultural norms around the world lead to unrelated stereotypes that echo the linguistic forms and control language use.

Stereotypes are identified to be representations of social judgments about individuals’ appearances, power and knowledge. Some stereotypes are common around the world such as:

Table 2. 1. Examples of Masculine and Feminine Stereotypes

MEN	WOMEN

Assertive	Gossips
Swears too much	Talkative and intuitive
Use vulgar words too much	Ask many questions
Like topics like: sport, technology, travel,...	Polite
Independent	Direct
Competitive	Emotional and tolerant
Strategic	Spontaneous
	cooperative

Research conclusions indicated that Gender stereotypes can be useful for characterizing oneself. They can serve an adaptive purpose to simplify people's outlook and to put together predictions about others.

2.3. Gender Approaches and Politeness

Politeness is an assessment issue in the educational context due to the different linguistic features that reflect on the complication of the connection between the two aspects. Politeness, for non-specialists, is women's interest in terms of behaviour, etiquette and manners. Femininity attaches some features that are associated with the same idea interrelated with culture and local traditions; psychologically associated with self-effacement, weakness and susceptibility. Such code practice is referred to as '*talking like a lady*'. Thanks to the supposition that females are powerless and weak, politeness forms emerge.

On the other hand, maleness is associated with aggression, directness and rigidity though they frequently show politeness to females.

Table 2.2. Gender Study Approaches

GENDER APPROACHES

- 1) The biological approach (no distinction between sex & gender)
- 2) The deficit approach
- 3) The dominance approach
- 4) The difference approach
- 5) The social constructionist approach

The first approach flows for the essentialist movement that spots gender as a seen as a biological sexual category qualified by innate biological characteristics, severe dual oppositions between males and females, in addition to the last feature of bipolarization. The biological sex constructs gendered manners and acts which are caused by innate parts of hormones and chromosomes that some cultural universals classify Algerians males as violent and stressed more than women.

One of the mature linguists who worked on language and gender issues, before Lakoff, is Jespersen who introduced the deficit approach which initiates the thought that language is a resource of men's power using a correct language and precise terms even better than females. Women, on the other hand, are moving downward after men's choice because of their incomplete speech due to limited vocabulary. He adds that females' speech is fluent and less doubtful.

The dominance approach affirms that male's speech is ideal persisting on the idea of power unfairness between the two genders assuming the idea that women are dominated by the strong position of men because they are short of power, low in the social status but linguistically polite. Males' social power degree makes them dominating interactions at ease. "In its general sense, the dominance framework assumes

that women use language in a way which reflects their subordinate position in society, while men use it in a way which reflects their power”. (Bourmal: 2016, 14).

Reflecting the Algerian case, the proposal that women are low-graded led to gender inequality affirming female positive positions in the society preliminary by the use of prestigious forms.

The difference theory emerged as a response to Lakoff theories. It adapts the cross cultural aspects of communication revealing different gender experiences; even in the manner they are treated, their speech style and their culture; it is all different. Women are collaboratively oriented in interaction and their culture directs their distinct behaviour and choice of topics they can have for chats.

The last model to deal with is the social constructionist approach starting steadily to consider gender as a fundamental part in setting social identities. It is established upon performative social pattern where males and females demonstrate language and behaviour freeing women from the ancient frame of being low graded.

2.4. Age as a Variable

The sociolinguistic structure cares about the age pattern that helps to describe the changes that occur in individuals’ speech behaviour as they grow passing by different stages of life from childhood, adolescence to younger and older adults. There are some linguistic varieties used by speakers of a particular age stage; adolescents use many L varieties getting mixed with modified words taken from foreign languages. Their speech changes through time where they start using much more prestigious varieties depending on the context, the audience and the setting ; that is technically known as age-grading where the behaviour changes with age as it might include the use of age preferential characteristics that are used by the whole speech community that is all speakers at all

ages. Studies proved that age grading “is not necessarily associated with language change, since individuals may change their language during their lifetime, whilst the community as a whole does not change “ (Labov: 1994, 84 quoted from Cheshire: 2006, 3). It is a challenging issue for researchers to ensure age disparities in language use affect the social norms leading to language change.

The theoretical framework within which analyses of variation and change are conventionally carried out assumes two opposing systems of speech norms within a community: the overt norms of the dominant social class, to which all socioeconomic classes aspire in their careful speech styles, and the covert norms of the ‘street culture’, which produce the consistent vernacular of the urban working class (...). Within this framework analyses of variation by speech style and age, or by social class and age, have shown a curvilinear pattern of age differentiation for sociolinguistic variables that are not undergoing change. (ibid: 5)

There is a social awareness of the perfect age when it comes to use a less prestigious code.

friend is used as *خو* by young speakers and *خويا أخي خاي* forms used by older persons.

CEIL has mixed-age classes when students are grouped as a result of their abilities. Low ability students are classified in the initial levels; medium ability students are most often in the B levels and the C is for the high ability students.

There are interactive implications between age and gender. Across cultures, different relationships between age and the social factors are spotted explaining that age as a variable does not affect people.

2.5. Target Language Use in Class Interaction

Learners’ communicative abilities are one of the emphasized areas in CEIL foreign language classes. Textbooks and pedagogic methodologies help in achieving the proficiency goal in foreign language studies, which is mainly to communicate effectively in the target language. Indeed, oral proficiency is the major aim of all CEIL

learners though they pass by different levels; beginners, intermediate, upper-intermediate and advanced. Still, CEIL teachers work on the four skills, reading, writing, speaking and listening taking into account the level they are in charge with. Indeed, researches proved that the more learners are exposed to foreign language input, the greater their proficiency will be, besides, the communicative opportunities provided to put the target language into practice. Knop (1977) analysed “it is hypothesized that the more students hear the target language in meaning-filled contexts and the more they use it in realistic interactions, the greater will be their linguistic growth”. Teachers use the target language encouraging the students to do so even when it comes to a real-life situation, they feel able to communicate effectively (i.e.) language use gets easier when the learners are attentive, focusing on conveying and receiving authentic meaningful messages. However, not all the time teachers use the target language for class instructions and interactions. Sometimes, the mother tongue interferes; even the first foreign language, since it is spoken by almost the whole speech community.

Yu presented in his work three components of classroom interaction: collaborative dialogue, negotiation and co-construction.

The collaborative dialogue is between learners or learners interacting with their teacher. As far as CEIL is concerned, evaluation test scores may classify students at the same level of development together but the potential level determines different abilities to answer the same question with different scales of assistance. Accordingly, members of the same sociocultural community create dialogic interaction.

According to Vygotsky’s theory, learning is an integral activity of learner’s self and adult guidance or collaboration with more capable peers. Therefore, collaborative dialogue is knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity.” (Yu: 2008, 48)

In communicative language teaching, classroom interaction functions as collaborative dialogue providing opportunities for the students to negotiate solutions when facing troubles communicating in the TL. Negotiated interaction is the tool of comprehensive input; it requires contextual support and basic simple input.

Negotiating written tasks, for instance, where the students are exploring silently a passage; three crucial processes take place: interpretation, expression and negotiation. The learning objectives calls for real-life language use to reproduce negotiations and develop language skills in-class interactions. CEIL Teachers push the learners to use the TL to express their own experiences to get the language in the meantime. Consequently, “the learners who negotiated the input achieved higher vocabulary acquisition scores in the immediate post test, and what is more important, they maintained this advantage over time.” (ibid: 49) So in a classroom setting, negotiations are supporting the students for better TL comprehension since the input keeps changing and prospering manipulating various language forms leading to instant comprehension.

CEIL forms of interaction are face to face peer interaction and corrective feedback provided by the teacher. Also, self negotiation takes place in some cases as a self-regulation because it is based on close cooperation between the classmates.

The co-construction process is about the interactional competence created by all students to assemble successful interaction in a given context. “In classroom interaction, the L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors”. The students ensure self-regulation in the use of the TL correctly and thanks to such performance remarks and corrections raise without others intervention from other classmates.

2.6. Code Switching and Code Mixing in Class Interaction

Language contact outcomes resulted from the class evaluation are not the only ones that exist in the field of contact linguistics but it rather generates other language phenomena like pidgin and Creole, language shift, language death and language maintenance. Language interchange is a feature of the world's multilingual communities presenting language situations shifting from one code to another. Gender distinguishes code-mixing and code-switching that vary between languages; even the terms are assorted "code switching, code mixing, code alternation". Mixing codes is a switch of languages that occur, mainly, at the lexical level because of the multilingual situation. CEIL is a place where different cultures and languages come into contact, the thing that enlarges the probability to switch and mix languages. In many situations code-mixing is a blessing; from the one hand it maintains relationships and help the students to adapt themselves to the sociolinguistic situation of the area, from the other hand, it assists transmitting the information taught when they cannot understand the target language.

The term "code-mixing" refers to mixing of two or more languages within a sentence while the term "code-switching" refers to mixing of two or more languages at the clause level in a discourse in a fully grammatical way (...). Code-mixing is defined by Bhatia and Ritchie as "the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence". However, it is sometimes difficult to determine whether it is a case of borrowing or code-mixing. (Hammad: 2014, 347)

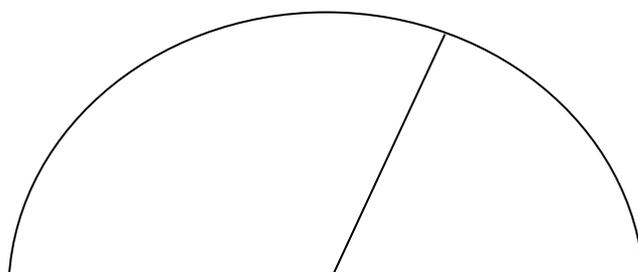
Code-switching is an area of interest in sociolinguistics because of its frequent use by bilinguals. Poplack identifies three types of code-switching that do, actually, explain the Algerian situation: Intersentential switching, Interasentential switching and Extrasentential switching. The markedness model attempts to inspect the social meanings of code-switching. It enlightened issues like the social motivations of code-switching taking into consideration language choice as a tool of communicating much esteemed interpersonal relationships. Speakers use their linguistic choices to establish a set of rights and obligations (RO). A person's language choice points out a particular social identity and/or belonging to a certain community. Speakers negotiate RO stability with their addressees for a speech event, based on recognized norms by the community and the

socio-psychological features that are essential in that incident. Some codes / languages are connected with some special cases, and speakers choose the language they will use by equivalent language to the outstanding features.

Taking the case of Algeria, as an example, where French is connected to aspects of education, prestige and wealth. In positions where those features are given magnitudes, the predictable language choice (unmarked choice) would be French. Grosjean considers the markedness model as a frame where individuals switch languages or include other-language elements into their speech when they communicate certain meanings or to take part in a particular conversation. Other language components can easily become marked because of their dissimilarity with the listener's predictions. Scotton reported a case taped in a countryside bar in western Kenya in which everybody speaks the local dialect, Lwidakho (the minority language). When a local farmer looked for a reward of money from a local man who is a paid worker in the city, the salary-man switched languages and expressed his refusal in three languages –English, Swahili, and Lwidakho. English and Swahili were used as a distancing tool in this case, as both are the majority languages. In short, the markedness model can be used as an outline to study the social motivations of code-switching. Moreover, codes or languages can be coupled with particular connotations, and individuals can communicate those meanings from first to last by their language choice. Furthermore, various factors affect the suitability of code-switching in particular occasions including cases of monolingualism, negative attitudes towards code-switching and even socio-psychological factors.

Motives for code-switching are gathered in five points:

- The referential function known as code confusing, it occurs because of the lack of language competence.
- The deictive function is adapted to exclude others from a talk.
- Expressive function highlight mixed identity issues
- Phatic function deals with sound issues and mainly changing tones in a conversation.
- Metalinguistic function is about the impression people by the speakers' language skills.



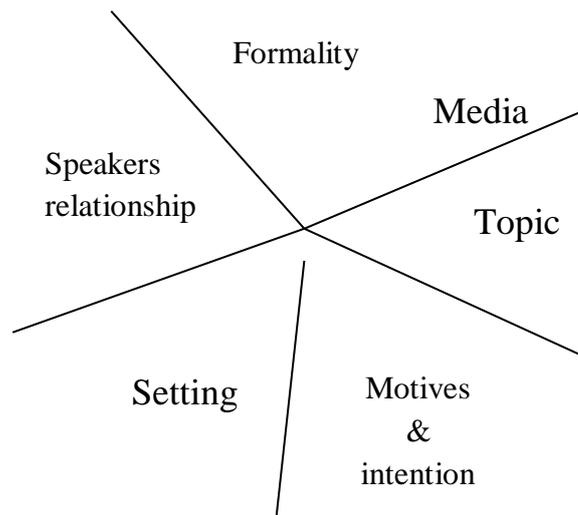


Figure 2.1. Functions and Domains of Language Choice

CEIL students of English mix AA with English or French with English. Students of French mix AA with French and English is seldom used when they interact. Those who are studying Spanish and Italian code mix French with some English, sometimes, even the language structure is incorrect. For the students of Turkish, they usually use Standard Arabic with Algerian Arabic and some French. Chinese, on the other hand, use 70% Arabic; they code-switch in pair/group

2.7. Language in Education

Education is a controlling device of social alteration that initiates increasing progress in the social structure. The social educational scene witnessed major changes over the years. Many societies around the world make out the use of more than a linguistic code in many communicative fields where the regular dialects are robustly present even in education. The dilemma of using dialects in classroom settings is not local but it is rather universal.

Theoretically, using the TL in the class is central to language learning milieu. Brands (2011: 8) goes over an example explaining variant contexts and their outcome on the language learning process as in the following table:

Table 2.3. Language Learning Situations (Brands : 2011,08)

	Natural setting	Educational setting
Learning Style	Informal learning: 'Learning results from direct participation and observation without any articulation of the underlying principles or rules.'	Formal learning: 'take[s] place through conscious attention to rules and principles.'
Way of having contact with target language	Through contact with (native) speakers of the L2	Only in educational settings (language class, books)
Learning emphasis	Social significance of what is or should be learnt.	Mastery of the subject matter. The subject matter is treated as a decontextualized body of knowledge.
Examples of social contexts in which language learning takes place	At home, in the workplace, in business meetings, at international conferences, through the media, in exchange programs	At schools and universities, through adult education in for example the workplace or spare time, in computer-mediated environments, in exchange programs

Different learning settings gather special learning styles in contact with the TL. For sure; they are not restricted to learning contexts because students are free to make rational selections in their learning emphasizing language aspects. Thus, learning styles depend on pedagogical approaches to understand, essentially, the language system attaching values of communication.

Press forward, new conceptions are revealed as the British Department for Children, Schools and Families published in (2007: 39)

The Languages Ladder is a way of tracking and recognising an individual's language skills whatever their age or ability. It enables learners to describe what they can do in one or more of the four language skills – listening, speaking, reading and writing. It recognises achievement in these different skills at different levels in different languages, allowing learners to progress at their own pace.

Language ladder is an ,et
language use in classrooms. It is a set of the usually used class expressions emphasizing the functional aspect (i.e) a communicative interaction typically used in classes such as, expressing a request, apology, and confusion. This strategy requires for teachers a daily use of such expressions related to different functions and learners are supposed to learn in-class activities.

The expressions might be written with their meaning. As an example , a CEIL class of English teaching how to ask for permission using different models such as May I leave for a while? , Can I close the door? , Would you explain that again? So, the teacher can express that orally or by writing the example in a piece of paper with French or Arabic meaning on the back. The principle is to present the expressions in the target language several times and showing their meaning in another language, most often an international language such as English, otherwise, the language spoken by the community. In addition to that, gestures and facial expressions reinforce meaning.

On the other hand, learners are responsible for understanding and using the posted expressions, as they can note them for reinforcement, leading to a gradual building of a target language repertoire.

The password technique is another strategy used by teachers to motivate the learners more and more. It is performed by giving an expression while leaving the class each student on his own.

One part of the culture is about speech etiquette, manners and communication. The social standards of behaviour are set in etiquette blueprint. The system of regulations classifies the accepted acts along with the refused social behaviour and codes. Speech etiquette at the micro-level regards communicative situations with their r measures; the language system in use connecting the grammatical level with the lexical and the phonological ones. It is tightly related to politeness when using titles to address people (Mr, Miss, Sir, Dr,...) and special expressions(Excuse me, please, thank you,...). The linguistic situation is complex as it depends on the theme of the talk to connect certain behaviour to the setting. It functions as a tool to set contact between people, attract their attention by being positive, revealing status and setting a relaxing atmosphere.

2.8. Gender Bias in Education

Gender bias refers to a situation where men and women are unfairly treated. It is an aspect updated in 2009 referring to assumptions regarding students' behaviour, abilities and preferences depending on their gender. Gender bias "is a series of microinequities whose impact is cumulative and often ignored" (Scantlebury: 2009,4) It reflects gender stereotypes for both femininity and masculinity.

For example, the expectation is that boys naturally exhibit boisterous, unruly behavior, are academically able, rational, and socially uncommunicative, whereas girls are quiet, polite, and studious. Girls are also expected to possess better social skills than boys and to excel at reading and the language arts. So girls who present discipline problems for teachers, or quiet, studious boys, may encounter a lack of understanding from peers and teachers.

In classes, such biases take place in learners' practices then it is up to the teacher to accept students' behaviour depending on their gender because a range of social variables influences their manners such as race, social class, religion, language, etc.

At schooling, there is a myth which says that males are better than females in mathematics and sciences because they are more intelligent whereas boys do succeed thanks to their natural talent. (idem)

As far as CEIL classes of English are concerned, females are presently more than males which made them motivated, relaxed, effective participants and challenging. The number of male students is less than females in the CEIL classes of English; it is remarked they form a group of males, they often disagree with females when it comes to giving opinions and through their pedagogical practices, they can be the major contributors in the class.

Back to the 1980s, teachers often thought that thanks to masculine behaviour, males dominate the classroom. Besides, the students who dominate the teachers' time are identified as *target students*. Decades ago they were males who ask questions and respond to the majority of the questions the teachers asked (idem). Obviously, that is not the case of most of CEIL classes. Females, indeed, dominate the classes; they participate, they are motivated, they communicate and they concentrate more than males. However, teachers try hard to integrate the males reframing sentences, providing examples, motivating the learners and selecting topics.

The gender factor is an acknowledged assumption in class interaction which can influence the quantity and the quality of interaction. Its linguistic aim is to explain the speakers'

choices of languages predicting codes effects over the addresses. It tries to give explanations of how interactants are engaged in a negotiation evaluating themselves and others within the same network.

So many people wonder how teachers can avoid gender -iased classrooms. Teachers have to ensure the class environment is unruffled for males and females including the language, the material and interest time. They must provide equal help revealing high expectations. Teachers' self-reflections via peer observation or videotapes make the teacher aware of the biases and work on them.

2.9. Teachers Behaviour towards Males and Females

In a classroom setting, educators are supposed to have experience and good educational background to guide the learners and enjoy the positive authoritative role over the students. Yet, it is the element which creates teachers /students social distance which can have a changeable value from highly formal relationship to a friendly one. Students receive a good amount of attention from their teachers. Ancient studies of the 1970's and 1980s showed that teachers tend to talk more to male learners than female ones. Dale Spender (1982) was the first who provided the basic analysis to teacher-students interaction. Imposition troubles in classroom interaction are due to the degree of seriousness and burden put on the students' shoulders.

Two instructive manners characterize foreign language learners emphasizing the target language using it in conversations and other interactive activities; traditional and communicative instruction environments focus on the target language each one in its way. Broadbridge (2003:4) "male behavior has traditionally been seen as the norm and in need of no particular advice or attention." (Goddard & Patterson 2000:49) This belief attacks women from judging them as being inferior in their behaviour as they often refine their speech. Such views see women as being linguistically lacking language control in comparison to men. Those points of view changed thanks to various researches about women style of speech. Lakoff (1975) was among the first who gave

interest to such observations, discussing differences between men and women's language.

CEIL teachers are interested in using politeness strategies because it affects, positively, the learning process. Female teachers are more sensitive when it comes to using such strategies while males prefer to use a variety of strategies like partial agreements; most often, they like to be direct, even, reducing FTA, using declarative and imperative forms. On the other hand, CEIL women teachers tend to minimize disagreements. Decreasing the level of imposition over the students can lead to a better stress-free context; in the meantime, students are positively influenced by using these strategies to improve teacher- students' interaction.

By the 20th century, women began to have a social role and their way of thinking started to change leading to powerful social and linguistic relationships. Students-teachers classroom interaction can have an ironic relationship; yet, the social distance initiates the linguistic variation and change

Example:

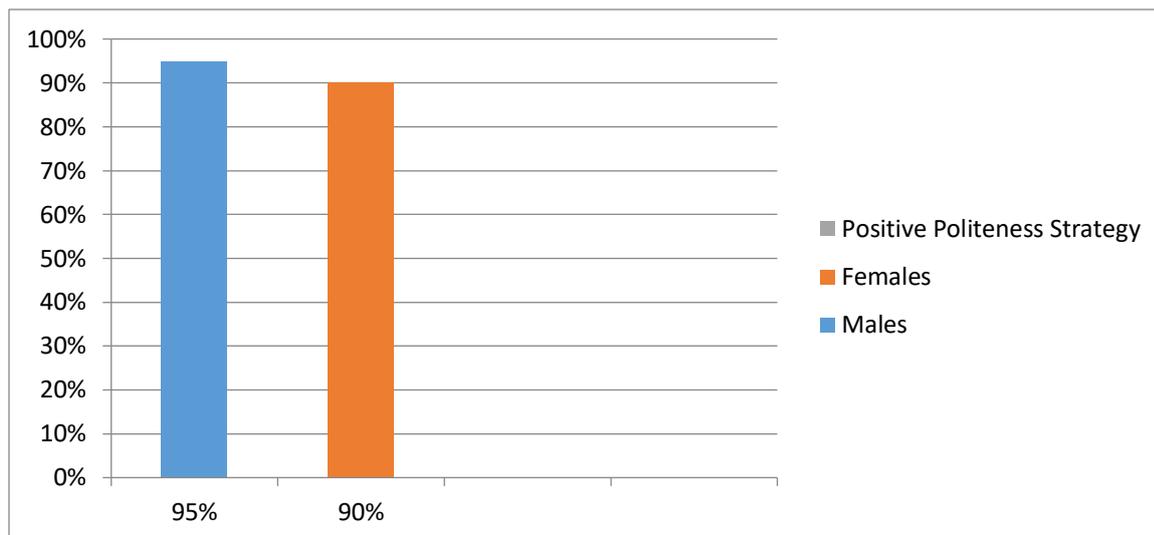
Female teacher: Good afternoon, class.

Students: Good afternoon madam.

Female teacher: How are you today?

Some students: Fine, what about you?

Teacher: Tired a bit



Graph 2.1. Positive Politeness Strategies

Positive politeness is implied by both conversation parts to open the session. In addition, the use of an identifying marker reflecting respect, at the same time, the students are closed to the teacher since there is a good emotional relationship. Furthermore, politeness can be expressed non-verbally as in:

Teacher:so far, any questions guys?

Students: no reply

Teacher: hello!!!! Is there any question?

Students: No, miss.

Power inequality and social distance are not big. Directing students' attention was effectively followed by a personal marker 'miss'. That is a close relationship but still in a respectful frame. For better knowledge and new experiences, students participate in class interactions by giving ideas, opinions and feelings. As an example motivating the students to participate in the learning process the following dialogue:

Teacher: Have you ever talked about how to start and end a conversation?

Students: Oh, yes!

Teacher: Alright, so how can you open a conversation?

Students: (☹ no reply)

Teacher: How can you greet the person you are going to talk to?

Student: A friend?

Teacher: Let's say a classmate.

Student: Hello, Hi or salam

Teacher: Ok, what else?

Student: We talk about (Ordinary talk)

Students' linguistic ability differentiates strategy choices; sometimes they use short expressions, other time, they even detail their responses showing mastery of language. Nevertheless, in some situations, some utterances break politeness principles still, they are accepted a classroom setting. Interpersonal function markers are often present in CEIL classes, especially, in C levels (oral communication workshop) and lab sessions. Cooperation markers, agreement, confirmation, reaction and response.

Cooperation and Agreement marker

Teacher: Guys!! , tell me, what else?

Students: Greetings??

Teacher: sure, and maybe requesting and apologizing if you have an idea of how to express yourselves in such situations.

Student: sometimes it is difficult to request to a stranger!

Teacher: Ok, do you agree about that?. well, we can fix that through some expressions that you may use to be polite when requesting, greeting, apologizing, ...

Students: Yeah, amazing!

As afore-noted, some interpersonal markers in class interaction are that of reaction, confirmation and understanding markers and even textual functional markers as in turn-taking, openings and topic switching. Besides, thanks to the pragmatic awareness even indirect speech acts took place in class interactions.

2.9.1 Instructions

Instructions are given by teachers to orient the students employing positive politeness as in *“Let’s do the exercise”* where the teacher shortened the social distance with his learners by including himself in the learning process. Imperative sentences like *“you just have to give your view point”* are often used as a direct strategy of politeness where requests are expressed explicitly through many language forms such as performatives, obligation and want statements that are classified as negative politeness strategies.

Model verbs like “shall”, “can”, “would” are used to establish students’ negative face, for instance, conversational indirectness in “who wants to read?” reflecting the listener’s desire to act the way he wants.

“If any of you want this Power point, just e-mail me. Ok?” shows bold on record strategy that takes place between people close to each other. (Sulu: 2015)

Specifying CEIL classes as a case in point; teachers get to know their students and their educational background to draw an image of the learners’ abilities. Unlike some studies that described males’ work as unique and undervalued females’ work, the majority of

CEIL students are brilliant and well praised but still, some male students do not give feedback that could develop their understanding. Yet, teachers attempt to encourage the target students to keep moving (i.e) instead of waiting for the students to process the questions and provide answers. By the 1950s , studies proved “if teachers waited three to five seconds before accepting a student’s answer, more students became engaged in the classroom and also improved their understanding of the content” (Scantlebury: 2009, 2). Then, the longer teachers wait, the more they ask cognitively challenging questions.

Avoiding giving offence via showing respect is the intend of negative politeness that gathers strategies like questioning, hedging, giving an opinion and showing disagreements. The male teacher said: “hey, come on. You! (gesture) come here, **please**.” The teacher’s direct order is softened by the conventionally polite expression to avoid imposition on the student, exactly as in “I’d like to go back a **little** to the previous lessons”; the word **little**, modifies the direct expression with a polite word lessening imposition.

Creating imperative expressions emphasizes a personal involvement in-class interaction by using polite markers in requesting politely. Most often teachers use affirmative to soften a request; they lesson the power of the message transmitted by imperative options that serve politeness devices. (Monsefi et al, 2015).

When giving instructions in the class; teachers’ authoritative role is sometimes mirrored via the selection of direct strategies imposing and making pressure over the learners. For instance: “Sarah! Come on, bring me your copybook! , we don’t have enough time, we have to hurry up. Ali and Leila, you two come on, to the blackboard.”

The institutional power of teachers is clear via direct strategies. “Bring me your copybook” is indirect, so, the teacher is not attempting to minimize the threat to the student’s face. Such strategies are accepted in classes especially when instructing, motivating, explaining, encouraging and appreciating. in response, students perform some interpersonal function markers like cooperation, agreement, reaction, response and even non-verbal contacts. Consequently, CEIL class interaction is under positive, negative and bold on record strategies.

The instructors seek is to smooth the progress of language comprehension by :
Presenting comprehensive input.

- ❖ Exploiting gestures and body language effectively.
- ❖ Accomplishing comprehensive tests.
- ❖ Motivating the students via negotiations.
- ❖ Emphasizing fluency and accuracy.
- ❖ Enhancing students' abilities to interact in the TL by offering feedbacks.

It is concluded that there is always a connection between students' involvement in interacting in the class and the TL.

2.10. CEIL Rerord 'Centre d'Enseignement Intensif des Langues'

CEIL is a public institution of the Ministry of Higher Education and Scientific Research. It is one of the university services that aim at teaching foreign languages needed by the students, the administrative staff and public because it allows the non-university citizens to follow training in foreign languages according to their specific needs.

CEIL of Tlemcen is a construction that occurs on the common services of the Abou Bekr Belkaïd University since it is directly attached to the presidency of the university.

In 1994, it has initially functioned under a relatively coherent name of: Institution of Generalization of the Arabic Language and Intensive Language Teaching IGLAEIL. It is in March 2008 that the new name CEIL appears, thus becoming a language centre whose main mission is to support students in the linguistic and the sociocultural fields. Between 2008 and 2010, in partnership with the SCAC of the French Embassy in Algiers, CEIL executives from Algeria benefited from several internships at CIEP, in Sèvres, in the field of training engineering and training. management of language centres. In October 2009, the CEIL of Tlemcen, in collaboration with the French Embassy in Algiers, an international seminar in the field of didactics of French on Specific Objectives (FOS) and this, under the sponsorship of Ministry of Higher Education and Scientific Research.

CEIL of Tlemcen has been offering for some few years a range of language courses for the benefit of the student (Algerian or foreigners) to support interdisciplinary training and thus contribute to its success. As such, teachers offer various language courses that meet the students needs in French, English, German, Mandarin, Turkish, Spanish, Russian, Italian, classical Arabic and dialectal Arabic for foreigners.

Today, the centre welcomes more than 1000 learners per session who come from all the faculties of Tlemcen University; from all professional sectors, a very wide and heterogeneous public; from abroad, more specifically from Africa, Europe and Asia in the framework of international and inter-university cooperation projects (sub-Saharan, Italian, German, Chinese and French) who are offered few months of training in foreign languages even Arabic as a foreign language.

CEIL's training program is divided into two regular 50-hour sessions, adjusted according to the Algerian university calendar, except for the training of the Turkish language. Indeed, in addition to the two sessions that are held in the centre, a third session (summer language course) is, for two years, organized in a language school at the University of Istanbul (Turkey).

Standard language courses:

Two sessions: Fall / Spring

Hours per week: 3

Class schedule: 13:30 – 16:30 (with a short break)

Duration of the training: 13 weeks (50 hours)

Beginner to advanced levels: A1 - A2 - B1 - B2 - C1

Standard language courses are taught in groups of 30 students per class. Intensive courses for foreigners

Hours per week: 30

Duration of the training: between 1, 6 and 8 months

Levels: Beginner – advance

Intensive CEIL courses are also offered to those who want to study Arabic and get introduced to the culture of the country. It is mainly students who come to the CEIL every year through various cooperation programs between Tlemcen University and other universities around the world. Starting from 2015, CEIL of Tlemcen hosts Chinese students and also that of Pan-African students, some Italian students, around 39 Zambian students and 25 Malian students to improve their skills in Arabic, French and English. The Center's teaching team organized language training for Chinese students, German students, students from the Pan-African Institute.

The students in the Intensive course take language classes in groups according to their level. Twice a week, in the afternoons, they deepen their knowledge and develop their skills through workshops that promote both the practice of the language and discovering the culture and traditions of the host country.

Workshop Course 1: Business & Management

Two sessions: Fall / Spring

Hours per week: 4

Course schedule: 13h - 17h

Duration of the training: 13 weeks (50 hours)

This workshop is designed for professionals who are interested in specific English or French (FOS-ESP) to improve their language skills in business.

Learning languages from a professional perspective require a general knowledge of the TL to be able to follow the training about its professional requirements in business and management.

Workshop 2: Conversation

Two sessions: Fall / Spring

Hours per week: 4

Course schedule: 13h - 17h



Duration of the training: 13 weeks

In this workshop, you will develop your communicative skills to be able to speak more easily and communicate effectively. It helps you improve your oral production, the facilitator will suggest a variety of topics that the student is interested in and he might use when he puts the language into practice.

The CEIL has technological supplies including two language laboratories equipped with twenty multimedia stations each connected to the Internet. These laboratories are intended to develop listening, oral and visual skills.

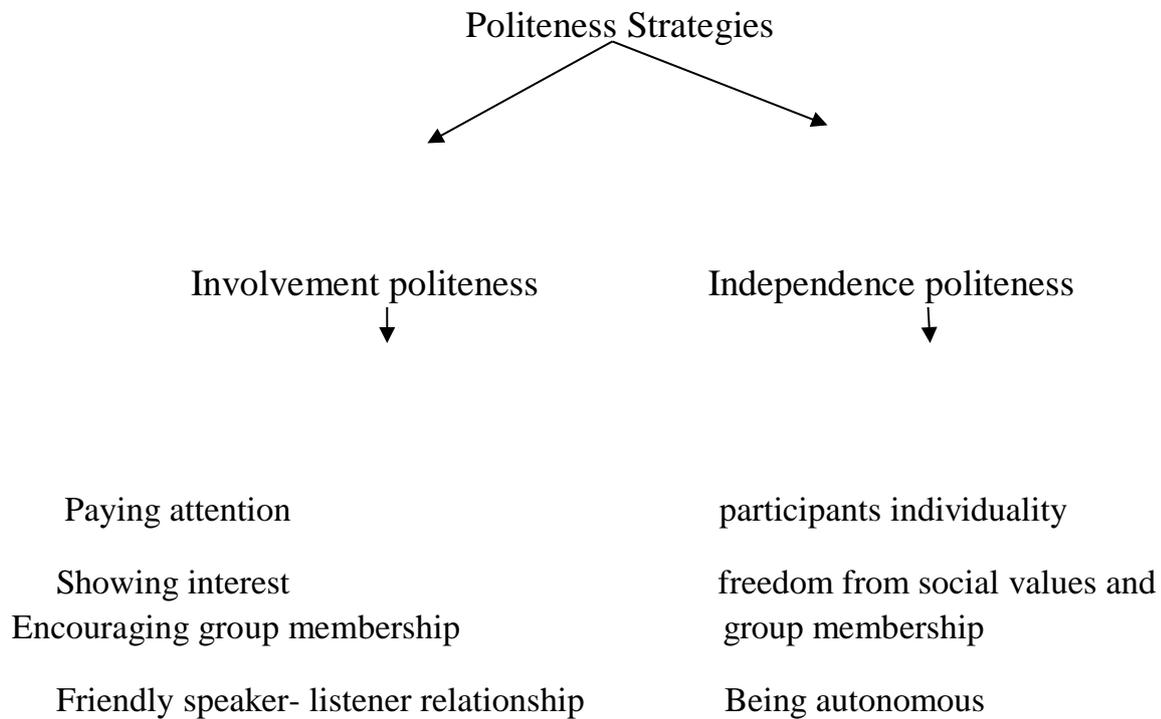
2.11. CEIL Classes Environment

Teachers wish to provide the clearest instructions to relax the learning atmosphere .Yet, the consequence of the different educational background can be seen in the students' attitudes and classroom behaviour. CEIL students are mixed in terms of different social variables such as gender, age, social situation, nationality, language use, cultural background ...

Successful intercultural communication between the students requires an emotional and socio-cultural background of the languages learnt so that they can get all information the right way. Language is one of the distinctive human ways in which people communicate. Misunderstanding takes place between CEIL groups when you have students of different culture and social background. Yet, the interlingual communication is often suitable by using the target language trying to clarify dissimilarities.

Despite the same social components take place naturally within the same culture, each cultural feature is unique. As elsewhere, two paradoxical politeness strategies were performed in CEIL classes.

Figure 2.2. Types of Politeness Strategies in CEIL Classrooms



Involvement politeness is also known as solidarity politeness for the reason that the notion of the face shows common features between participants while independence politeness or deference politeness reflects people’s autonomy and personal choice making assumptions about others’ needs and options.

The following example is provided based on a personal observation; one of my groups while teaching conversational English was composed of Algerians and Western Sahara students. The situation was the same with different interlocutors.

❖ You are feeling cold and you want to close the window. What would you say to your classmate- teacher?

a. I will close the window, it is so cold.

b. Would you like me to close the window?, it is so cold.

Involvement to less power		Involvement to more power	
Student - Student relationship		Student –Teacher relationship	
Algerians	Western Sahara	Algerians	Western Sahara
A	A	A	B

Clear performance of politeness is shown between Algerian students and Western Sahara students towards their teachers. In contrast, Algerian students indicate independent politeness to the interlocutor with more power.

Teacher’s Positive Politeness:

- **Instructions :**

Let’s get started guys. Today we are studying Unit 3, Section B; **Could you** please read the first paragraph?

Who **would like** to read again?; **Please**, read again and try to answer the questions below.

Is it Ok ?, **Shall** we move to the next exercise?

- **Motivation:**

Nabil, **would you like** to answer the second question?

Why do not you stop translating into French, your English is good!

- **Evaluation :**

You all have done a great job in the exam, I am really proud of you.

Impressive!

Excellent job!

- **Classroom management :**

Hey, quiet **please!**

Would you please stop the bla bla bla, time is almost up!

Guys, **group discussion** time, make small groups, **please.**

Good manners in linguistic behaviour is a characteristic of the communicative culture that settle on the choices of everyday communication models revealing the social variables operating within the politeness strategy of socio-pragmatic conditions.

Teacher's negative politeness strategies

- **Classroom management :**

Come over, **please.** **Can** you sit here? .Now, **please,** read the dialogue with your desk mate.

- **Evaluation:**

Well done, Mrs Sari.

Not really a good job, Asma. You let me down.

- **Motivation:**

Ladies, please, what do you think about learning languages?

I'm thinking, maybe, you **can** try to speak only English.

- **Instructions :**

Stop here, thank you.

Look at the board and **stop** talking, **please.**

Please, **think** carefully before you give answers.

Negative politeness is a piece of a universal communicative strategy of politeness or tact maxim where the speakers prefer to use indirect speech act saving face like avoiding imperatives.

Previous works showed that female teachers are more responsive in using politeness strategies trying to reduce disagreements and minimize imposition; males are partially agreed with the students, they use uncertainty marker frequently, they are direct in expressing themselves and they hate using positive politeness to save face and avoid FTA. Teachers may seek asymmetrical relationship with the students to decrease imposition, so, they use symbols of intimacy to free the environment from stress and anxiety.

2.12. Oral Communication in CEIL Classes of English

Gender is a factor in interaction for both, teachers and students because it affects the quantity and the quality of class interaction. It is worthy to mention that studies proved that having a male teacher makes the class “teacher floor time, sudden topic shifts, and shorter but more frequent sudden turns” (Monsefi et al: 2015,1) while female teachers tend to be facilitators even in the use of the mother tongue but they ask too many questions which may complex language function. They often use tag questions and indirect speech acts that smoothen the talk and make them sound more polite.

TEFL requires learners’ exposure to the four language skills: speaking, reading, writing and speaking to achieve good mastery of the spoken and the written target language. Based on classroom observation, speaking is the major skill that interests the learners of all CEIL levels.

Speaking is not an easy skill to be mastered; it calls for practice and time. All CEIL learners, at all levels; tend to speak good, fluent and accurate English which need some essential language features.

For an effective oral interaction, it is important to:

- ❖ Connected speech
- ❖ Expressive devices
- ❖ Lexis and grammar
- ❖ Negotiation language

Students are supposed to produce connected sounds that change in connected speech. Most often, language sounds can be modified, weakened, lengthened or omitted. Besides, they need the natural devices of effective communication that are acquired naturally by natives such as phonological patterns of stress, pitch, volume and speed. Grammatical and lexical functions are used in all communication stages. The use of negotiations takes place between speakers and listeners, especially, when listeners expect for clarifications from the teacher as they need to deliver correct utterances and understand others' explanations.

Learners' ability to process language in their mind coherently to convey messages correctly while speaking is referred to as *language processing*. Since most speaking situations involve interaction, it mirrors the way speakers retrieve information from their memories to interact. Yet, effective communication requires mainly a good listening to understand and react the right way, in addition to the ability to process that information rapidly in one's mind and respond immediately.

The speaking skill has been neglected in the traditional approach of language learning, the focus was rather on writing and reading. In the communicative approach, students are supposed to interact verbally and that oral communication was encouraged.

CEIL students, in particular, give the speaking skill a priority in their learning showing their need to answer positively the most important question directed to them "do you **speak** English or French or...?". Murcia (2001) affirmed that since speaking in the basic means of human communication, the ability to speak any language means knowing that

language. (Kouicem, 2010:29). The four language skills accomplish each other, speaking helps in developing grammar and vocabulary; it is a means of expressing personal feelings, ideas, opinions, requests and other language functions, as it improves writing abilities. To acquire communicative competence in language learning, speaking and listening are integrated. To be a proficient speaker, students need to listen, understand and respond accurately. Listening, as well, involves different processes of perception, interpretation, recalling, evaluation and reactions to speakers but it goes hand in hand with speaking. For verbal negotiations and interaction, both speakers and listeners need to take part on an effective communication.

2.12.1 Greetings

Politeness is one of the universal truth that improves interaction in general and classroom behaviour in particular. Well-behaved students are often found in polite classrooms. It takes place when teachers encourage politeness so that it becomes part of the fabric of your class. Effectively, three basic areas need focus in-class behaviour, that is **please and thank you; hello and goodbye; excuse me and after you.**

Consequently, the better the classroom atmosphere as they result in more profound acts of kindness. Within the framework of face theories, greetings can be analyzed. Most often, when someone is silent, he is disconcerted but when he breaks the ice as by greeting, it is a sign of a friendly objective. “A greeting, if performed correctly, that is with appropriate words, tone of voice and body language, can attenuate the force of a potential FTA”. (Rash: 2002, 50). Greetings can be used for face-saving functions such as maintaining a relationship in a non-threatening atmosphere named by Crystal (1987) *phatic communication*. Phatic refers to a kind of communication that indicates one's readiness for interpersonal communication and/or one's motivation and readiness to interact within a particular community. Rash mentioned two aspects of greeting set by Katrin Züger ; Initial phatic communication (initial greetings) and Terminal phatic communication (leave-taking). Laver (1975) exemplified how phatic communication act can be *other-oriented greetings* that often contain a question or a comment and *self-*

oriented greetings that include declarative statements like ‘I prepared an interesting lesson for you’. Specialists like Holmes are convinced that females are more other-oriented since they feel more responsible for social harmony, in addition to their interest to establish solidarity. As elsewhere, in CEIL classes teachers tend to perform an essential task of teaching a positive linguistic behaviour besides emphasizing politeness principles in the classes.

The leave-taking phase of interaction functions as a consolidating material for participants and it enlarges acquaintances, too.

Many works tackled the differences between conversational openings and passing greetings because they both carry great social importance in setting rules. Salutations are passed to people either you know or you do not in short and limited words as in Hello, hi, good morning,... while conversation openings are featured by a specific context and dependant social rules though the interactants can be known or unknown.

Anna Felder (Felder 1990: 69f.) recounts the experience of an Italian teacher whose adaptation to life in German-speaking Switzerland involves learning to greet properly, using the correct formula (...)

wir grüßten sie zudem auch so, wie es sich gehört, indem wir sie bei ihrem Namen nannten, der leicht zu behalten war, "Grüezi Frau Wipfe": wir hatten nämlich gelernt, daß wer auf deutsch nur "Guten Tag Frau" sagt, wie wir "buongiorno signora", eine Todsünde begeht, man mußte immer den Namen hinzufügen, und wußte man ihn einmal nicht, dann war es ratsam, laut und lang zu husten, damit auch der komplizierteste Soundso darin noch Platz fand. (Rash :2002 , 52)

Rash explained the situation from the perspective of politeness as:

(...) and we greeted her in the proper way, using her name, which was easy to remember, "Grüezi Frau Wipfe": for we had learnt that in German it was a mortal sin to say merely "Guten Tag Frau", as we would say "buongiorno signora"; one had to include a person's name, and if one did not know it, it was advisable to give a loud, long cough that could conceal even the most complicated

Students are seen as arrogant and impolite when they do not greet or reply greetings. Goodbyes, for instance, are short in almost all situations; see you, good-bye, talk to you, salam , bye-bye , bye, ... which is not the case of many other greetings that can take different forms around the world.

Greetings are an explicit routine performed in our everyday life. It is regarded as a speech act that presents a discourse function that students encounter in different cases. Each language has specific forms for greetings and farewells based on social conditions. Goffman proposed that greetings are meant to show that correlations are unchangeable and farewells are “needed in order to sum up the effect of the encounter upon the relationship and show what the participants may expect of one another when they next meet”. (Dabaghi : 2011, 95). The overall objective is to figure out how to stand in a relationship before starting to speak. Greetings engage a set of behaviours and sensitive psychological variables that are performed to avoid embarrassment and offence. They are arranged based upon verbal and non-verbal choices that may include smiles, simple utterances or long speech acts entailing compound interactional and conversational principles. Some societies provide a range of linguistic forms used by males and females with solidarity. Males have a power face in the Algerian society, they are said to prefer a single speaker controlling a group of audience, struggling for independence while females do give priority to solidarity maintaining social connections holding the interlocutors together. Women like to have small conversation groups even in the educational setting. Females make sure to keep conversations in going via supportive feedback or even asking questions.

2.12.2. Apologies

Apologies are meant to convey regret for having upset somebody. Several disciplines are interested in investigating apologies; psycholinguistics, sociopragmatics, sociology, cultural anthropology and so many other fields.

Apologies are allied with female manners revealing self disapproval and excuses. It is said that it entails a large collection of linguistic strategies that may even lead to

misunderstanding guessing that a person is apologizing where he may not. Males apologize and receive apology and; so for women.

Strategies	Examples
Performative /direct apology } IFID Formulaic expression (self blame) Lack of intention Listener good reason to justify Expressing embarrassments Explaining Offer of repair Promise	I apologize I am sorry It was all my mistake It was not my plan to... You've the right to be mad I am so embarrassed There was a lot of traffic I'll pay for that It won't happen once more

Table 2.4. Apologizing strategies /sub-strategies coding

The nature of the breaking apology is connected to the participants' gender and the social relationship between members. Due to the complexity of guessing the systematic occasion of apologies transversely unlike contexts between different participants, some techniques embrace varied situations of apologies to encode by modifying the strategy version. Apologies are corrective contacts that point to a recognition of responsibility by the speaker, and function as a hidden self judgment not in favour of the speaker. Consequently, apologies are regarded as pure social acts that entail actions to set things to its proper position regretting the wrongdoings.

Any offence is regarded as FTA; apologies are paying debt social actions that have some categories suggested by Holmes and mentioned in Soesilowati (2009:49)

- a. a. Space offenses e.g.: bumping into someone, queue jumping, etc.
- b. b. Talk offenses e.g.: interrupting, talking too much, etc.
- c. c. Time offenses e.g.: keeping people waiting, taking too long, etc.
- d. d. Possession offenses e.g.: damaging or losing someone's personal property.
- e. e. Social gaffes e.g.: burping, coughing, etc.
- f. f. Inconvenience offenses e.g.: giving someone the wrong item, etc.

When teaching our students good manners and how to apologize, we're training them for one of the most vital social skills. However, the truthfulness of the words is significant. Students have to know that apologies are valuable only if they are intended, felt and frank. Besides, one should never assume that an apology is enough when you are mistaken. Apologies are not operations to get students off the hook for being immature. Yet, the most excellent mode to teach such central values is to ensure your apologies have reliability and truth.

2.12.3. Oral Communication Strategies

Sociolinguists seek to discover extra factors that identify the speech features of a group of speakers. Sometimes it is hard for the learners to take part in classroom interaction either for social or psychological barriers. However, communicative strategies are one of the best ways to overcome such problems and avoid the breakdowns of oral interaction. Then, they can manipulate conversations and negotiate interactions'. Kouicem (2010) analyzed Bygate's (1987) main types of communicative strategies gathered in the following chart:

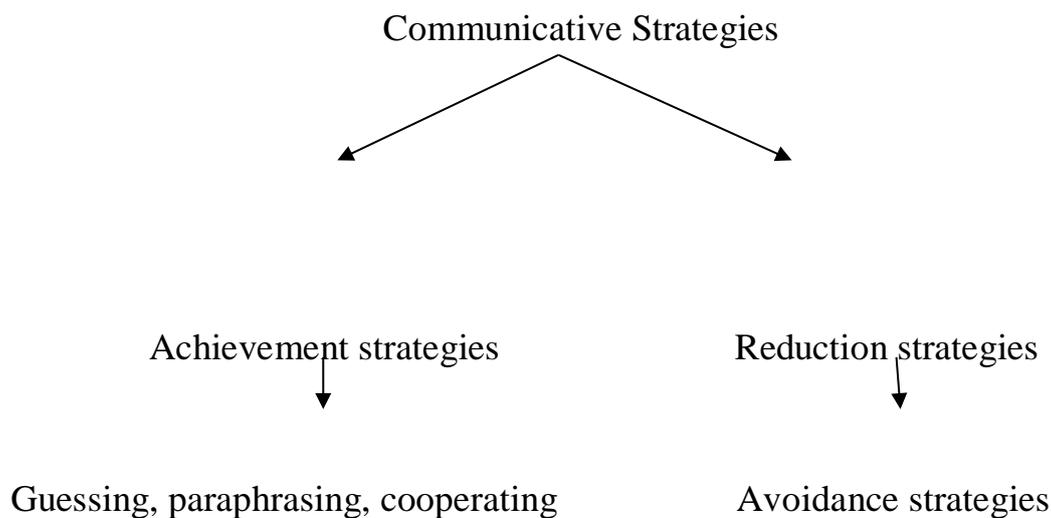


Figure 2.3. Bygate’s Model of Communicative Strategies

Students try to find an appropriate way to transmit their message, they may foreignize the code as if it belongs to the target language, they may take the word as it is and code-switch between two languages as they may create a new code of their own while trying to express themselves, this is referred to as guessing strategies. Paraphrase strategies look for alternatives in the target language, synonyms or lexical substitutions. When the interlocutors interrupt to find the word in the target language, we are talking about the cooperative strategies. Reduction strategies imply the decrease of communicative objectives by avoiding different language obstacles that face the learners.

2.12.4. Fluency and Accuracy

Back again to CEIL classes as a case in point, achieving fluency and accuracy is the target. Teachers design their lessons and activities for that purpose besides assessing students’ oral skills depending on the level taken in charge.

The ability to express yourself intelligibly and reasonably without much hesitation keep the listener interested to pay attention to you and that is *fluency*. Teachers often try to train their students to use their language freely in expressing themselves.

Linking words and phrases effectively in responding to someone, respecting phonetic and phonological rules naturally raise the learners to a certain level of language mastery. Hughes (2002) “supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.” (Kouicem: 2010,32) .The students’ misleading impression about fluency is rapid speech, so, they start speaking fast without pauses. Speed and pauses are essential, long pauses, for instance, indicates that the speaker is facing troubles with the language. Thus, learners can go for the **production strategies** or “tricks” which is the ability to fill pauses by using certain expressions (I mean, kind of,...), fillers (um, uh,..) or other appropriate devices(repetition of the last word).

Accuracy, on the other hand, is neglected by CEIL learners. Any speech needs to be structured to be understood so that it captures the interlocutors’ interest avoiding incorrect utterances. The production of any speech must be governed by grammatical, lexical and phonological rules. Natives process that naturally while it needs some practice by non-natives to deal with it.

Verbal fluency performance differs from males to females where this latter come up with phonemic fluency at as a plus. Yet, the previous works claimed gender differences in verbal competences are minor because of misguided research outline that should have dealt with a range of categories of verbal abilities before dispersing conclusions. Verbal abilities consist of a variant set of language skills governed by two domains that are interested in making gender diversity well known: verbal memory and verbal fluency tasks. The verbal fluency tasks encourage students to produce words of the same category or words that have the same initial letter in a limited time (i.e) semantic and phonemic fluency. Furthermore, it is suggested that instructions are fundamental for gender divergence research works and contradictions

between studies which can be the outcome of several forms used in instructing.

2.13. Pedagogical Choices in CEIL

Controlling a class and creating a comfortable learning environment requires time and effort. Teaching needs honesty, sensitivity, tact and controlled behaviour that is effectively maintained by integrating into daily instructions passing by all aspects of classroom life (Baker, 2016). Classroom interaction can be conducted by mate observation analyzing your way of teaching and pointing out negative and positive feedbacks, the language used, time monitoring and students' behaviour during interaction. Just after the class observation, the two teachers must confront and discuss strengths and weaknesses. Baker (2016:03) finds the following strategies useful, he advised to

Work on one problem at a time .Don't try to change the level of questioning as well as the kind of feedback all at one. Use a list of students' names and check them off after you ask a question. Alternate questioning boys and girls .Ignore raised hands when selecting students, but allow students the option of saying "I'd like to pass on that question now".

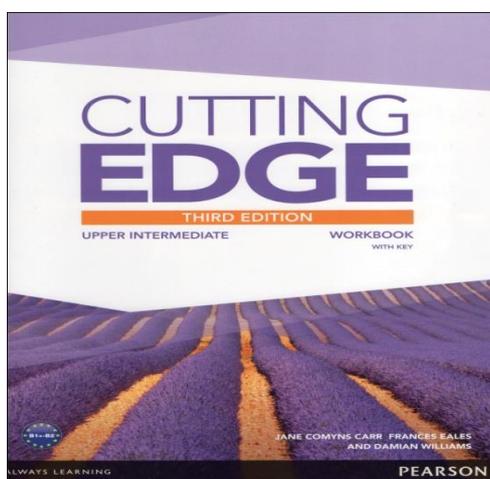
Such strategies relax the students and encourage them to participate in the class. It is also suggested to have some categorized questions into high and low level taking into account students' interests. Friction and favouritism are two aspects that must be reduced for a peaceful and friendly atmosphere. Teachers need to set clear observations via spoken or written plain directions; besides, motivating the learners by encouraging group works in different ways.

Distinctive educative experiences take place in CEIL classes where the target learners can dominate the class. Teachers try to encourage the group work though it is difficult since the students are of different educational background, different age and different gender; females preference was topic discussions; yet, they are praised for their polite behaviour while males, often, liked worksheets and the materials that complete the task that lead to creating a challenge using the questioning technique to engage the students.

Distinctive educative experiences are noted in the classroom between males and females. The majority of learners prefer to learn in groups so that more students can be engaged in the process; however, teachers must be able to control the interactions between the participants. Scantlebury and Baker (2007) proved in their work that girls dislike lectures, “worksheets and ‘busy’ work assignments, preferring to study subjects and topics that they perceive as relevant to their lives. However, girls are often relegated to passive roles in the class and performance-based assessments. Whereas boys use the equipment and complete the tasks, girls read the instructions and record results.” (Scantlebury , 2009: 3) .Teachers motivate the male students by girls’ attitudes towards the classroom environment, their order and cooperation.

Since CEIL is in charge of two groups a year, the sample is varied and so are the results. Grouping students is a good way for positive attitudes towards instruction, mastery of content and self-esteem though students experienced disturbing interactions when dealing with sensitive issues for topic discussion to develop the speaking skill. Males and females react distinctively to various aspects pushing the teacher to be highly structured to control the class and relax the climate.

Despite the efforts made by CEIL teachers, textbooks are not provided for all levels and languages taught, in addition to that, the contents of the books adapted administratively are not suitable for the objective. CEIL students do not have a long time to learn a language; they have about four months only to learn the basics of each



level, from beginner to advanced. For instance, speaking about English as a case in point those books are meant for natives

This book, for instance, is made for B1, B2 levels but indeed, it does not work with our students since they

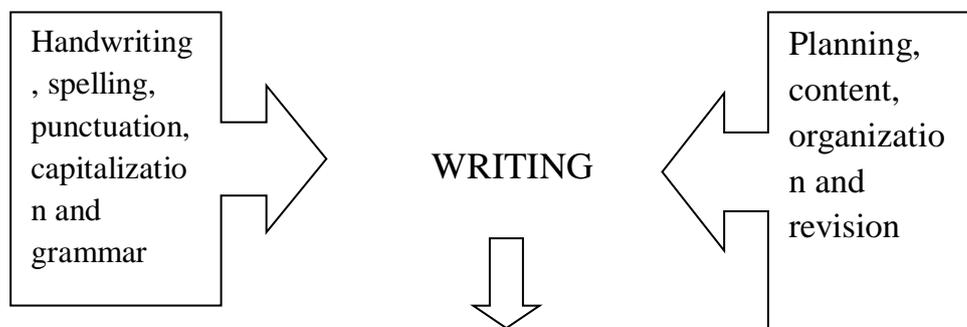
do not master the language as natives do.

CEIL students are looking for something simple and beneficial that can serve their needs for communicating in English.

When it comes to testing the students, one can speak of written or oral evaluation to deliver a certificate by the end of the term.

2.14. Writing Skills of CEIL Students of English

The task of writing integrates cognitive, linguistic and motor abilities. It involves low level transcription skills and high level composition skills including at least three different language levels mainly handwriting, spelling or keyboarding and composition.



Letter formation, word formation and text formation

Figure 2.4. Writing Features

A huge effort is made to motivate the students for writing by setting a positive mood, risk-free environment, freedom in selecting the writing topics, reinforce accomplishments, set lesson goals and promote positive attitudes. Writing encourages the learners to reflect, think and be creative. CEIL teacher offer cooperative works by making the students comfortable for pair/group work that ends by completed feedback that reflects knowledge and strategies including handwriting, phonological awareness, spelling, structure, function of writing, revising and planning, etc.

Speaking about written expression strategies, a lot can be mentioned especially that it included spelling strategies as well. NARST¹ (2016) published a table that summarizes the written strategies which are concluded below.

Dialogue journals is a strategy that requires writing after reading a non-fiction text and the teacher responds in writing motivating the learners to write more.

Brain writing is about recalling information, students read the text and they are given some 10 minutes to write down what they remember.

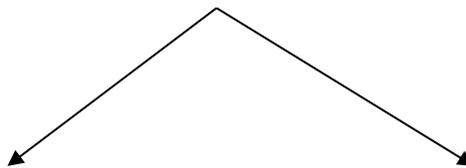
Autobiography writing is an approach where students read a series of autobiographies of people who interest them, they discuss them in class, then, they collect information by interviewing and questioning their parents and family members to write their autobiography and read it in class.

Self monitoring to increase writing fluency encourages free writing of personal journals several times per week by keeping the same time writing the amount. After, students have to correct their spelling mistakes and chart their scores for visual feedback and setting goals.

Memory device to assist with proofreading –SCOPE is a strategy that emphasizes the structure, it calls for correct spelling, capitalization, syntax, punctuation and meaning.

Selective proofreading with highlighting of errors “select 1-2 proofreading areas when editing written work. Create a student checklist of writing skills that inventory key writing competencies. Underline problems in the student's text on one to two areas. Make comments to help correct” (NARST: 2016, 2)²

Spelling Strategies



Cover- Copy- Compare

Word Sorts

Learners increase their spelling knowledge by copying a word from a correct model , then, recopying the same word from memory.

learners class words noticing the spelling patterns that match the word knowledge developed by the students

Figure 2.5. Spelling³

Sometimes students and even native speakers get confused in words' spelling because of the mixture of expression and terms coming from other languages. For example, the Italian word 'Zucchini' is frequently used in English. So, spelling must be learnt.

Some people may think that writing is no more important, but indeed, they are writing more than ever. They have social network services (Facebook, Whatsapp, Instagram,...) where they keep texting and writing stuff. Making some more formal context, they must have written some Emails, formal letters for a job or a formal administrative request. Spelling correctly, makes the reader understand the topic you are talking about and the details you are providing in your piece of writing.

Some theories studies gender in writing. One of the theories proposed that women are more engaged in writings describing deep interactions with the interlocutors while men's writings are considered as informational. The very first investigation about this issue goes back to 1996 in UK. It was academic research on gender differences in writing among children. The data interpreted explained that girls were the best in some sorts of writing: imaginative, reflective and empathetic; and boys were keen in argumentative and factual writings.

Some researchers studied gender bias in academic writings to conclude that males and females writings are too close to each other with slight differences in narration; also, female pieces represent a degree of self reflection and evaluation; whereas males showed egotistic features.

The Writing Process

1 Prewriting: Getting It Together

Prewriting is everything you do to get ready to write: planning, outlining, studying, brainstorming, interviewing, mind-mapping, note-taking, etc.



2 Drafting: Getting It Down

Drafting is composing the first draft of your paper. This is sometimes called the rough draft because it's not important that the draft be perfect. The main thing is to get words on paper.



3 Revising: Getting It Right

Revising means making changes. Sometimes major changes. Does the paper do what it's supposed to? Does it need more? Less? Is it organized? Look at the big picture -- the paper as a whole.



4 Proofreading: Getting It Polished

Proofreading means fixing all the pesky little things: spelling, grammar, punctuation. Get out the fine-toothed comb. Dot all the i's and cross all the t's.



5 Publishing: Getting It Read

Publishing means getting your writing to the audience you intended. That might be just a teacher or a parent. Or it might mean posting it on a blog or in a major publication.



WriteAtHome.com

Looking for a program to help improve student writing? Visit WriteAtHome.com today and check out our 100% guaranteed online tutorial writing courses! Geared for grades 5-12. We teach writing for you.

Research-based classroom strategies are effective to build literacy skills. Learners need to understand why the teacher uses a particular strategy and how it should be used. Each strategy includes instructions guiding the use of the strategy, downloadable templates, examples and manual.

2.15. Speaking Difficulties in Learning Languages

All people want to speak languages, especially English which is regarded as international, the language of technology and universal advancement. However; it is difficult for them to practice speaking even though they might be aware of the language system. Because of that teachers perform tasks raising self-esteem, confidence and the required skills to benefit from the opportunities given in classes.

Getting students to speak a foreign language faces four major troubles: inhibition, silence, low rough participation and the use of mother tongue.

Inhibition reveals a situation where students struggle to participate in the class but many obstacles intervene for not to do so because of anxiety Stress and anxiety are two factors that decrease speaker's self-confidence; fear from making mistakes and timidity leads to linguistic inferiority especially when talking to a critical audience. When students are imposed to participate in class interaction; they just find nothing to say and be silent. Such negative expressions are due to the lack of motivation and even when the topic is not interested in them, they find it difficult to use some vocabulary in the target language and to use a correct grammatical structure. Speakers' talking time asserts that some personality features can affect interaction like the dominant students who take the whole time speaking. Others they speak just when they are sure they are correct while others prefer to stay silent reflecting no participation and interest and this last type, frequently, hide behind the active student in pair/group work resulting in a lofty interaction level. Yet, escalating and directing class motivation is a major teachers' responsibility. One more issue marks the use of the MT in the class; it is when the students represent discomfort transferring cultural norms through language that influences the educational setting.

CEIL students listen to the correct spoken forms; they regularly acquire language elements via imitation performing activities and their utterances based on their previous knowledge which they get from the teacher. CEIL class tasks work on all language levels intending to use language spontaneously in a realistic and meaningful way in

exchanging information. Among the activities used in CEIL: communicative games, drama, simulations and role-plays, discussion activities, talks and presentations.

Teachers design *games* to involve the students in a verbal interaction zone; they can describe pictures, illicit items, draw and name objects, crosswords, chain words, spotting differences, information gap activities, etc.

Drama, stimulations and role play is three linked oral activities work within an imagery setting providing formats for real-life cases involving repetitions, intermissions, recitation, gestures and non-verbal facial expressions. Indeed, such tasks reduce anxiety and increase motivation enhancing language acquisition. Extending *discussion activities* for advanced levels serving the spontaneous interaction; giving and receiving opinion expressing themselves freely within a frameset by the teacher suitable from place, time and context.

Making the students self- confident is in the class making the *learner presents a piece of talk* in front of his/her classmates. The fact of standing in front of the audience is challenging and the good performance for authentic speaking asserts mastery of language.

CEIL speaking themes are productive skills processed to evaluate proficiency in the target language designed to engage the students in interaction and communicative locations thanks to the acquired learning capacities.; grammatical, lexical, morphological and phonological.

2.16. Self Politeness Model

Rong chen presented his (SFTA) model of self politeness in 2001 within the framework of Brown and Levinson model of politeness theory. The principle of this model is that speakers have face needs to perform different speech acts in social interactions. Yet, if it is done the wrong way the addresser may threaten his face. Consequently, the objective of the speaker is to lessen the intensity of SFTA through a

set of strategies directed to speakers' negative and positive face, besides two major factors affect the strategic choices

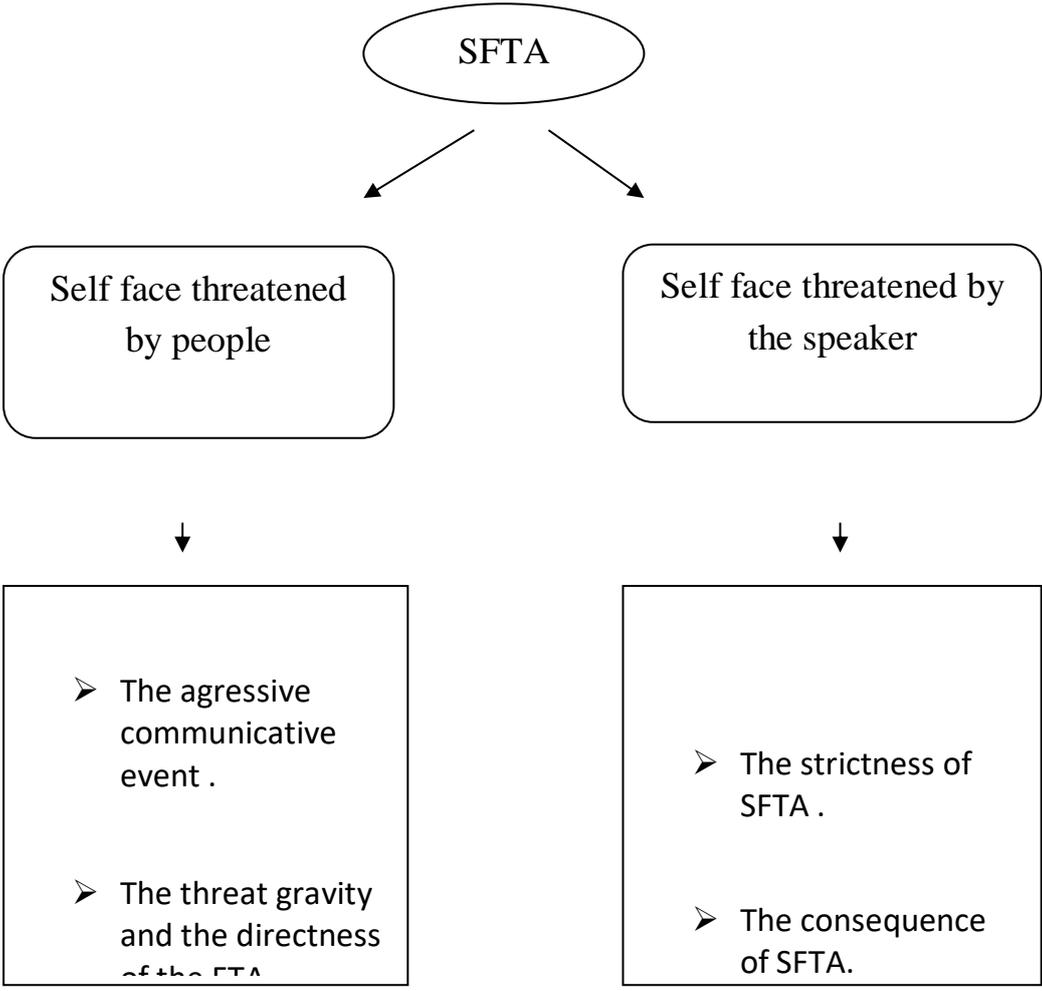


Figure 2.6. Factors that Influence Strategy Selection

Chen's work is an accomplishment to the original politeness theory based on linguistic structures that govern the social norms. Still, participant evaluation and strategy choices

remain flexible under global features. Ruhi also was interested in speakers' face and self politeness. She was concerned to present substances to the aspect of face, its value and even how it is managed in communication. It is claimed, "that since the speaker may not only attend to the protection of face needs and sociality rights of others, maintenance of alter's face and/or harmonious relations with altering may not be in the interest of the speaker." (Eleni, 2007:123) Eventually, she introduced three super strategies: display confidence, display individuality and display (im) politeness to balance maxims and face management.

Compliment responses are often an area of interest. According to Brown and Levinson it is indistinct trying to interpret compliments whether positive politeness or FTA against the hearer's face. Yet, it is a polite act that can preserve the hearer's face. Categories of compliments are based upon semantics and syntax to locate responses. Routine compliments tackle the usual social topics as it follows the ordinary positive semantic value and the syntactic structure (adjectives, verbs...) whereas the non-routine compliments are more creative conversions.

According to some previous academic works, female compliment responses go along with acceptance cases (laughter, agreement markers...) when males are addressed rejection responses are higher. It is concluded that it is not easy to take into account speakers' preference and watch their face and undervalue the speakers' needs in the theory of politeness since they are the major characters in any interaction. Yet, FTA is threatening the speakers' and the listeners' face so, it should be reconsidered to avoid damaging the positive image that ensures smooth interaction.

Applied linguistics cared for class interaction since it makes a good foundation to gain knowledge and keeps learners active since learning develops via interaction. There is a theory that details two hypotheses examining this issue, the input and the output hypotheses, proving that it is essential to learn all the input material and to practice what comes with the output. The former states that students learn through reading and listening whereas the latter emphasizes speaking and practising. Furthermore, the learners obtain feedback from the interlocutors while negotiating to mean. Negotiating

the input accomplish higher vocabulary acquisition thanks to the interaction which facilitate language and learners' development.

2.17. CEIL'S Implicit Aspects of Class Interaction

Understanding interlocutors is the very first part of a real verbal interaction where the students are supposed to make a full and a comprehensive output to be effectively committed to class interaction. CEIL teachers are keen on drawing students' attention, mainly via repetition, segmentation and intonation urging students to rephrase and show agreements. Negotiation teaches the students how to speak

properly and how to structure correct statements in the form and the meaning. However, reinforcing learners' appropriate effort calls for feedback which can be received from the teacher or even classmates. Observing teachers denotes clarification requests to reformulate students' inconceivable output. Amplification requests reinforce language practice; as in "what do you mean? , can you give an example ?, I didn't get it !" where the students try to explain more and use the target language and the teacher encourage them some more. Eventually, students repeat correct forms after the teacher if they are mistaken and they can self-repair themselves through the metalinguistic feedback which gathers comments, information and questions. Consequently, feedback improves students' performance and develops understanding. The teacher is the expert and the instructor, their role is to motive the learners and attract their attention to be interested in the lesson, then, he must shift role to be a negotiator and a listener to the apprentice engaged in the learning process. CEIL teachers are good class directors, they provide information; ask questions, the point at the students' strengths and weaknesses manage students' role-taking in conversations and their contributions. Students, mainly, get their teachers as a resource of information .in return; the educators respond to the questions, facilitate the learning process helping the students to develop language skills and lend a

hand for them to overcome their linguistic problems. Class interaction must be organized to get feedback and clarify misunderstandings for the reason that language gathers grammatical, phonological, morphological aspects, etc. Vocabulary, as an important element in any language, extends the ability of interaction introducing the notion of lexical competence as the capability to communicate effectively especially that students always check their dictionaries and tend to learn new vocabulary. On the other hand, world knowledge covers the aspect of a register, too.

Register is the denotation of a word meaning from the basic meaning in different contexts. According to Carthy (1990) is the relationship between the content, sender, receiver, situation and purpose. In association, word is related to others in different ways and any word can belong to a certain word family. (Benachour: 2014, 13)

Words come to have oral and written forms and knowledge of words gathers receptive and productive forms. Grammatical patterns also occur besides word class (noun, verb, adjective and adverb) and morphology connecting prefixes and suffixes. Scholars sympathized explicit learning as a tool that helps in reading comprehension making good use of the ability to explore meanings instructing how to teach language system as syllabus. Implicit learning, on the other hand, makes the students learn new vocabulary from a context which gives enough information though not all contexts are supportive, so, the teacher helps them explicitly via the direct approach.

Gender interaction in one surrounding is an area where many actions, tasks and styles feature men and women's conversational linguistic behaviour which is based upon speakers' association and work roles. The first class is about researches that check gender interaction in the same setting, and the second type deals with gender authoritative role in a professional context.

CEIL classes as interactive workplaces are influenced by socio-cultural rules that govern language use and the linguistic choice guiding the interlocutors for appropriate interaction. "The language used in mixed-sex conversations is not only a kind of embodiment of their thoughts but also it reflects one's identity as a member of a

particular social group.” (Bourmal: 2016, 19) .students and teachers should identify themselves as part of a social group, then, thanks to interpersonal communications individuals adjust their conversational behaviour for a polite style which is made up of rhythm, tone, pauses and turn-taking.

Table 2. 5.Tannen’s Ideas about Stereotypical Gender Contrast

	Men’s Target	Women’s Target
Status Vs Support	Reach a superior hand . Stop others from urging.	Cooperation for social interaction. Expressing mutual sustain.
Independence Vs Intimacy	Emphasize their self-government and freedom.	Preserve understanding and intimacy.
Advice Vs Understanding.	Avoid giving advice and sought out resolutions	To get a perceptive ear with full understanding.
Orders Vs Proposals	Prefer manipulating attempts.	They are direct so, they may sound they are giving orders.
Conflict Vs Compromise	Verbal conflicts are not a problem for males who judge women’s talk as manipulative, polite and socio-emotional in facilitating interactions.	They are straight describing males as being challenging, over interrupting is a speech, less cooperative and competitive.

Bourmal (2016) makes Tannen's dichotomies available, trying to clarify the means personalized by gender to influences conversational styles due to the unlike characteristics of women who reinforce intimacy, establish relationships and seek out corroborations; and men who negotiate status, social position and protect their self-determination and autonomy.

2.18. Conclusion

The gender structure incorporates males and females as different entities. Gender is unique in comparison with other forms of social units that show the way men and women interact extensively in a schooling context taking role relations. Such lofty rate of contact between men and women raises important questions about how interactions take place in CEIL classes among a group of unlike participants. Most written interactions are monologic, with no response that reaches the writer. However, literary texts are dialogic to some extent since the writer is regarded as an addresser who can refer to other voices to reflect the writer's stance resulting more or less heteroglossia piece of writing. When learners are offered opportunities in their classrooms to interact, they effectively construct their knowledge, share their learning responsibility and discuss divergent understanding.

1.19. Footnotes

1. <https://www.ohchr.org/EN/Issues/Women/WRGS/Pages/GenderStereotypes.aspx> 19/06/2019
2. NARST : National Association
3. Adapted ideas from NARST (2016)
4. WriteAtHome.com summarized the writing process scanned

Chapter Three

Data Collection Procedures and Analysis

3.1. Introduction

This chapter introduces the methodology followed to collect data and analyse the results. It offers an eagle view of the methodologies adopted in designing the work as it testifies the major methodology of the study. CEIL teachers were in charge of different levels, beginner, pre-intermediate, intermediate, elementary and advanced as they teach different languages, French, English, Arabic, Italian, Spanish and Turkish. Class interactions were observed and notes were taken for 3 hours per day, then, data were analyzed by making use of politeness strategies and functions of speech.

3.2. The Role of Interaction in CEIL

The socio-cultural aspect of language learning combines language issues with social interactions in a given context. CEIL students attempt to widen their competences in social interactions by taking parts in communications with a group of classmates of different backgrounds and occupations sharing new experiences, knowledge and culture. The teachers make sure to guide and fulfil linguistic tasks and language learning via interaction. Providing feedback, setting responses and initiating communications are three main communication patterns needed for language use. Students engaging in CEIL seek to acquire and develop novel language skills they can use in real contexts to increase interactions and establish friendly relationships with native and non-native speakers of the target languages. The languages put into practice in CEIL classes should be the learning target and the intermediate for effective interaction.

Classroom interactions have cognitive and social branches which makes the social measurements supply to cognitive development within a zone of learning dealing with the process of verbal and non verbal production and perception.

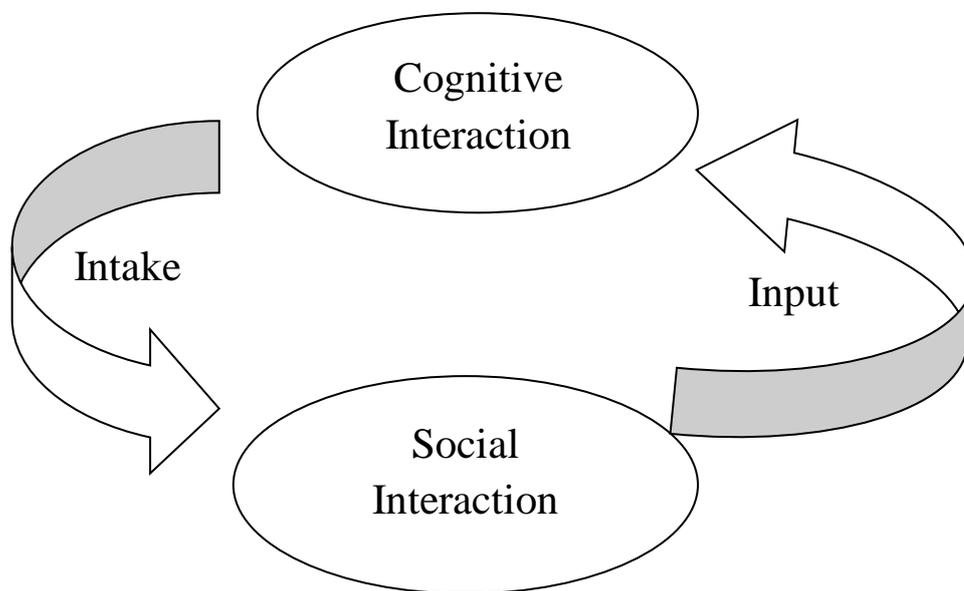


Figure 3. 1. The Role of interaction

The oral or the written corpus of the TL is regarded as an input with a couple of essential aspects that are *availability* and *accessibility* .

In classrooms, some teachers may have an unbalanced relationship with their students or some of them. Yet, at the same time as interaction flows there might be some obstacles standing in front of the students' oral proficiency. The effects go back to the instructors' competence is managing the class to encourage participation for better control to the language development which possibly gets influenced sociolinguistically and psychologically. Besides, promoting foreign language development is connected to

elements such as content, motivation, intellectual capacity, production and negotiation. Using any TL takes teachers and learners as interactants; initiating and maintaining linguistic contacts is the first aspect teachers care about.

3.3. Classroom Identification

In the linguistic politeness landscape, many languages and gender studies explained the different styles of men and women speech. Holmes (1995) is one of those who described women's speech as more polite than men's. Women are more attentive, most often, they do express positive politeness and they avoid face-threatening acts towards their interlocutors. Besides, they use some speech acts distinctively. Dus & Franch (2003) see that "women tend to interrupt less in conversation and to be more attentive listeners, concerned to ensure others get a chance to contribute than men" (p. 2). Their interpretation of some speech acts is different from men's.

Like any class, it is important to engage students in the mood of learning. Warm-ups are one way to do that. In CEIL classes, particularly, warm-ups are often oral, because of the busy schedule and the limited time provided, to relax the students and prepare them for more information; as it refreshes their memory to connect data. Moreover, CEIL teachers prefer to close their classes by a brief wrap up when the situation calls for that or even when the students enjoy the theme. A productive warm-up or even wrap up should always be connected 'to your language objectives and involve relevant language', they should be challenging, creative and fun.

Based on various CEIL teaching experiences; C levels are the advanced classes at the centre. Normally, at this level, the language has to become automatic and fluency problems have to be cleared. Thus, students do not have to translate or make long pauses thinking of vocabulary.

The ability to understand the language spoken is related to listening skill. It was ignored by CEIL students as it was neglected all over the world. By 1970, listening attracted scholars' attention and people start to care for this skill and make it active because they regard listening as one of the hardest language skills. Some CEIL students

develop their language competence through listening since it is an active progression that conducts connotations from oral input because it is one basis to acquire vocabulary, understand, then, interpret meanings in a conversation. Moreover, listening as a receptive skill give a chance to interact using new vocabulary and present an appropriate use of the verbal repertoire as they do even try to memorize what they learn regarding the phonological short term memory that reveals the ability to keep data available extending a mental representation of information stored in memory to interpret thoughts. The phase between the two collaborations represents “working memory” which is “responsible for the analysis and retrieval of appropriate problem-solving schemas” (Benachour, 2014,p. 16). Learners decode symbols, store information and extend its use. Teachers make lesson selections depending on the needs of their learners. Yet, the students attempt to decode messages to understand the intended meanings analyzing various aspects, syntactic, morphological, semantic and even context clues.

3.4. Sampling

Instead of relying on all CEIL students, which is almost impossible, this research investigation is conducted relying on a sample of the population instead of the whole. It tries to provide some appropriate answers to the questions asked to obtain reliable, precise and valid results. Nevertheless, it is pretty tough to include the total number of CEIL students, (i.e) as a sample of the population, and examine every single individual.

Having all CEIL students as a sample requires some big effort, time and money especially that students are taught for four months then the groups change. Most often, researchers select an adequate group as a representative. The process is systematic and well-disciplined aiming at accurate and valid outcomes. The sample strategies chosen for the investigation seeks to generalize the conclusions. Yet, the work emphasizes the probability sample with one type of non-probability sample which is suitable for case study type of scientific investigation.

3.4.1. Students' Profile

The present investigation is built on ninety-eight students as a sample. Fifty female students and thirty-eight males aged between 19 and 45 years old. They are of distinct streams, some of them are university students and some others are occupied at work. Besides, other 10 convenience sampling which is not formally questioned because of the friendly relationship which makes easy access to them. CEIL groups are mixed; no one can guess the group variation. Each time, teachers meet students of different social and cultural backgrounds, different age, sex and mother tongue.

Table 3.1. Methods and sampling

Research Instruments	Participants	Additional Information
<p>Questionnaires</p>	<p>98 students</p>  <p>50 females</p> <p>38 males</p> <p>7 females Algerian opportunity sampling and 3 males (friends of mine)</p>	<p>5 Italian students</p> <p>15 Chinese students</p> <p>5 Western Sahara students</p> <p>25 Algerian students</p> <p>1 French student</p> <p>2 Western Sahara students</p> <p>4 Turkish male students</p> <p>5 Chinese students</p> <p>26 Algerian students</p>

Peer-observation (Teacher/ teacher observation)	As a teacher in CEIL, one observed 1 teacher of French 1 teacher of Arabic 2 teachers of English 1 teacher of Turkish 1 teacher of Italian	Students learning Turkish and Italian were much lucky to have native speakers as teachers.
Participant observation	Around 300 students were observed during four years	Varied sampling
DCT	148 students	Varied sampling

Scientific research is built via redefining problematic and suggesting solutions for the statements and the hypotheses by gathering, ordering, evaluating and analyzing data for the final results that determine the appropriate conclusion for the hypothesis.

Other works on gender and politeness were a good reference for the literary review chapter while observation and note-taking designed the practical part of the research. “Any research in its movements from the known to the unknown entails a great deal of various and diverse approaches, methods and methodologies” (Bencharef 2016, p. 140). This particular research is a mention for attempting to find answers to various social problems that may take place in classes.

Collecting data is comprised of two major steps as a starting point, in addition to, the research process procedures. The first one is based on observations; peer observation since it was a great chance being in the teaching team; and students observation which was a random sampling from all CEIL classes at different levels. Some class conversations were recorded to facilitate the analyses. 20 mixed classes were observed; it was a difficult task when attending Spanish, German, Italian and Turkish because as an observer the languages were not clear and easy to understand due to the fact of having no background. The second step was not taking and it was in parallel with the first step.

3.5. Research Process and Methodology

Terminologies are often confusing; methods, approaches, techniques and procedures sound like the same thing. *Methodology* as a blanket term shows the ways teaching practices are organized at different levels. Rhamli (2018) quoted Anthony (1963) and Richards & Rodgers (1986) explaining the different terms:

	Approach	<ul style="list-style-type: none"> • Theory of language • Theory of language
Anthony's model	Method	<ul style="list-style-type: none"> • An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach
	Technique	<ul style="list-style-type: none"> • The actual implementation in the language classroom
	Approach	<ul style="list-style-type: none"> • Theory of language • Theory of language
Richards and Rodgers model	Method	<ul style="list-style-type: none"> • Objectives • Syllabus type
	Design	<ul style="list-style-type: none"> • Activity types • Learner Roles • Teacher Roles

- Role of materials
 - Techniques
 - Practices
 - Behaviors
- Procedure

Theoretical assumptions are often provided by approaches informing about methods that should not contradict the principle. Identifying language and detailing language learning represents an **approach** to language theory and language learning describing knowledge acquisition, the nature of language and the circumstances that uphold language acquisition. The useful realizations of approaches are known to be **methods** that carry some material to boost learning including choices about teaching skills entailing teachers- learners’ roles and content presentations. **Procedures** were described in 2001 by Jeremy Harmer to be the arranged set of techniques though it is much larger than a technique and little than a method. A **technique** is a practice of some behaviour that controls teaching minding certain methods step by step for a positive outcome.

Any research paper passes through various organized phases that must be followed in a proper order to prevent any obstacle that might be faced.

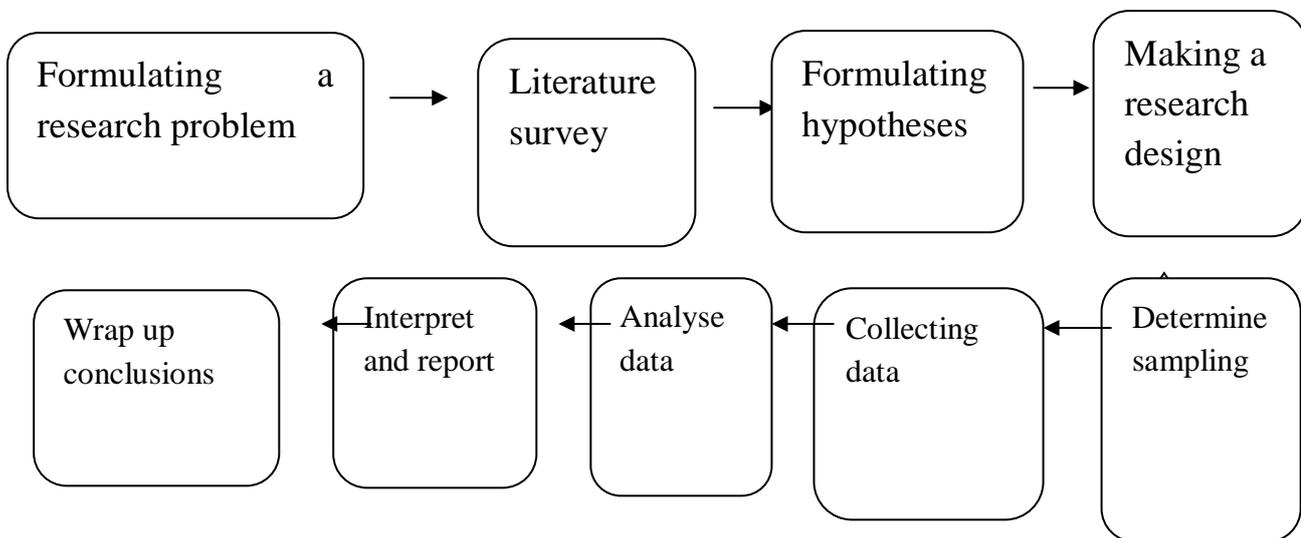


Figure 3.2. Research process

All research works are build up based on scientific methods. All researchers have to employ the scientific research criteria that of defining clearly the purpose, being

systematic, logic, replicable and empirical. Keeping the research focused and effectively helps in reporting the work. This entire work started by observation which is the first element used in identifying the problem, then, assigning initial hypothesis and testing them by gathering and analyzing empirical data.

The art of scientific investigation is known as “research”. It is a trip of discovery that explains the unknown. Technically, it is an academic activity that defines issues, formulating hypotheses, collecting, organizing, analyzing data, obtaining results, suggesting solutions and most importantly testing the conclusions to see if they fit the formulating hypotheses which build up an original contribution. Researchers intend is to provide answers to the questions by applying scientific course of actions. Each work targets undiscovered issues to come up with new visions.

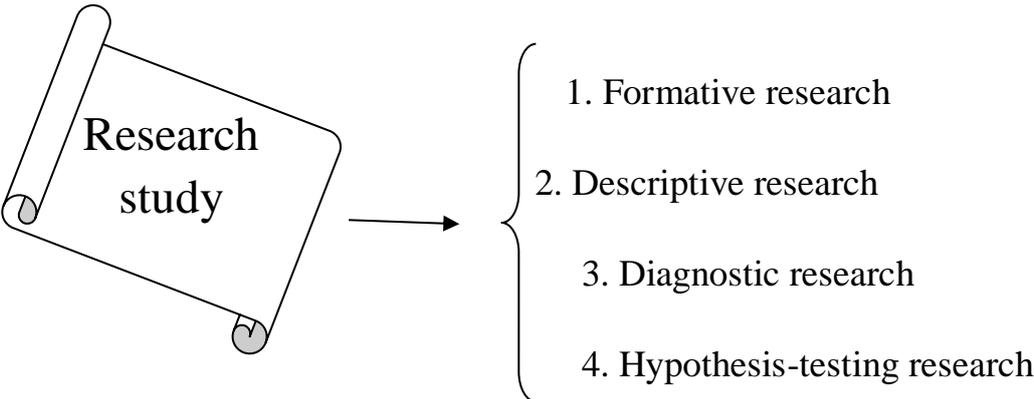


Figure 3.3. Research objectives

The motives that push someone to investigate an issue are not limited, as they cannot be listed. Specifying this particular work, one can say that the first motive is to get a research degree (i.e. PhD), to face a challenge dealing with an original subject matter and the will to have a scientific contribution that can be a reference for other works. Besides, some research types and approaches are worthy to mention in brief:

Table 3.2. Research types and approaches

Research Models	Research Approaches
-----------------	---------------------

Descriptive vs analytical	Case studies
Applied vs fundamental	Survey research
Quantitative vs qualitative	Correctional approach
Conceptual vs empirical	Experimental
Others: longitudinal, laboratory, clinical, exploratory, historical, ...	Discourse analysis

This research is raised based on a case study concerning the other approaches to analyze how CEIL students, in particular, interact and behave, socially and linguistically, in their classes. It is an assessment of a case in its context.

The basic element that governs any research work is referred to as a research *methodology*. It is the way to deal with research problems and show how the scientific works are done. It presents the steps followed to realize a good research project. Eventually, it has a wider range of dimensions and methods that should be selected by the researchers depending on the work itself. After setting the research questions; the research is designed to collect primary and secondary data. The most popular method for data collection is through questionnaires.

3.5.1. Questionnaires

One of the most familiar tools to collect data is the questionnaire. Bencharef (2016) quoted defining what a questionnaire is “they are actually printed form for data collection, which include questions or statements to which the subject is expected to respond, often anonymously” (p.150). It is, then, a tool that provides answers for a series of questions to have some honest and true information. The questionnaire used entail factual questions presenting every single student, attitudinal questions covering their values and viewpoints, in addition to the behavioural questions revealing the students’ educational lifestyle.

Our questionnaire was administered to a random sample of CEIL students from different backgrounds for three years. Those students want to learn foreign languages.

It is composed of 12 questions in addition to some three identifying questions about age, sex and the target language.

Although almost all researchers handover questionnaires, it is still an imperfect tool to have a whole research work based on the questionnaire. Badly constructed questionnaires can lead to invalid data; moreover, the participants do not provide some motivated and well-detailed responses which make it insufficient by its own; for this reason, class observation and note-taking were essential to realize this final piece of study.

The first question is the questionnaire is identifying. It informs about the linguistic background of the learner and the country he comes from. The rest of the matter is prepared for the case study. Three versions of the same questions are provided three languages; in English, in French and Arabic because of the diversity of the participants. The second question aims at identifying whether being polite is something they are aware of and they can control. The third and the fourth questions tend to uncover the languages used in the classroom seeking to understand the student/teacher relationship and the vice Versa. The fifth question belongs to the critical behavioural questions to better the teaching/learning process and to care of the psychological side of students trying to relax them for the positive feedback. The sixth, the eighth and the tenth questions reveal the learners' choices of the languages they use for class interaction while the seventh question expresses the students' social and psychological needs in their learning environment. The ninth question attempt to figure out how languages function in CEIL. The eleventh is about gender role, stereotype and attitudes. The last question tackles politeness issues in classes.

3.5.2. Discourse Completion Test (DCT)

It is one of data collection instruments based over random nature of actions and situations to examine oral codes. It aims at comparing distinct speech act patterns and it is often used to elicit speech act data in many languages. DCT contains two forms; *discourse completion test* which is an open questionnaire arranging scripts and *classic dialogue completion test*. This instrument was criticized by being misleading thinking

that it does not show the students' real intentions. Yet, it seems that it has the advantage to clarify more about class interactions for better understanding of authentic communication in a real-life environment. Besides, as a researcher, it was essential to stand in the corner of

the class observing and taking notes, one time, and integrating into teaching, other times. The real data are gathered from the field for reliable findings.

DCT is a form of a brief conversation where students are supposed to complete conversations.

Example: A topic discussion is raised, each student advocates fine points that others may agree or disagree about. How would you express your disagreements and agreements?

Opinions end up getting shared even when you do not ask. Social skills govern classroom behaviours. Teachers, in the first place, are the ones to perform disagreements in the class because the students, sometimes, do not listen, they interrupt or misbehave. Yet, it is the teachers' role to manage the class and control the students. Respectful disagreements are welcome in CEIL to maintain positive classroom climate, raising students' good intents. There are some lexical items are taught such as I see your point but..., I don't agree with you but please I want to listen to your view point..., would you be so kind to explain, I've been listening, can I give my opinion now?

Though this tool was not really essential for data collection, it was an add to enrich the work. The students were given a DCT task where they read and describe different situations.

Table 3. 3. DCT task in CEIL

The situation	Males	Females

<p>You are in the class and you hear loud music in the corridor, what do you say?</p>	<p>This is not appropriate, they are really disturbing, can I go talk to them?</p> <p><i>(Males show power and anger)</i></p>	<p>The music is disturbing would you please talk to them?</p> <p><i>(are softer than men and do not like direct contact to avoid troubles)</i></p>
<p>You are talking to your classmate you want to borrow his notebook because you missed the previous session, how do you ask for help?</p>	<p>Can you lend me your notebook; I'll bring it back to you tomorrow?</p> <p><i>(direct informal request that explains he is asking a friend)</i></p>	<p>I was absent last time and I wonder if you can lend me your notebook, please!</p> <p><i>(long formal request denotes asking a stranger)</i></p>
<p>You will miss your exam and you need to explain the case for you teaching asking for another day, what do say to your master?</p>	<p>I have a health issue that prevents me from coming to the exam, would you, please, set another day for me?</p> <p><i>(Formal positive polite request)</i></p>	<p>I am having surgery the day of the exam, would you; please allow me to sit for the exam before my classmates? I do really need that.</p> <p><i>(Formal positive polite request well detailed)</i></p>
<p>You were in the library and you are back to the class with hands full of books, how do you ask your</p>	<p>Sorry sir, would you open the door for me, please?</p>	<p>Excuse me, Sir. Would you mind to open the door for me? the books are really heavy</p>

teacher who is standing at the door to open it for you?	<i>(Formal positive request that keeps the social distance between the speaker and the listener)</i>	<i>(Highly formal polite request that even explains the demand)</i>
---	--	---

Participant interaction shows politeness in a different situation. Politeness is not women’s concern only; yet, femininity is varied exchanging arbitrary features associated with females, politeness, self-effacement, weakness, emotional sensitivity and kindness. One can say that women’s linguistic behaviour is cooperative, peaceful and subordinate while masculinity is associated with directness and aggression. Consequently, student appreciates politeness and the cases of impoliteness are difficult to deal with it because it may lead to separation between the students and gender coalescing.

For more details about gender issues, CEIL women use more intensifiers (so, very); indirect commands are preferred to be used by females more than males; Taboo language is avoided maximum by both men and women, women apologize more, imperatives and models are equally used by both gender.

3.5.2.1. DCT Analysis

Assessing pragmatic competence is one of the complex tasks. The data collected for this part of the research is video-recorded under the condition that the participants remain anonymous; it is the groups’ provision before videotaping. For the time watching the videos, notes had been taken emphasizing role play productions. 5 Classes received me as a guest to collect the data required. In addition to 2 more classes under personal management. The recordings were during the task period only; the rest of the time was based on observations and note-taking. The total sample serving this method is 148 students; 93 females and 55 males.

The tasks were given to the students in forms of situations they have to set talks or conversations about. They had to work in pairs; they are free to choose their partner.

Each group is given 15 minutes to do the task, then, around 10minutes for oral production. The situations picked for analysis are gathered in Appendix C.

The first situation describes a pair work between two girls 21 and 23 years old; one studies medicines and the other studies mathematics. It is a position where they have to start a conversation with someone acquainted. Girls' choice goes for positive strategies and on record.

A: **Hi Leila**, how're you?

B: **Hi**, good just tired today!

A: **Umm**, I went to the library and it is closed. **I wish** you **can** lend me your book "From 10 To 5, My Journey with Diabetes".

B: **Yes, yes**, no problem but I don't have it now. I'll bring it to you tomorrow.

A: **No**, I need it today!

B: **so, let's** go home to get it!

The girls opened their conversation with a casual simple greeting form; following the social norms asking their friend how is she doing. 'Umm' is off-record strategy functions as polite filler used to attract the listeners' attention. The educational background functions as a variable since she is asking about a medical book, which means that the girl studying medicines is dominating the task fulfilment. "So, let's" is a least polite bald on record strategy accepted between friends. The age and social factors are not affecting the written interaction.

Male /female conversation dealing with the same situation, did not really, change a lot concerning the females' talk. The girl is 20 years old and the boy is 25. They are both students of the French major.

Male: **Hey**, what's up **sis**?

B: **Hi**, happy to see you! Where have you been?

Female: **Oh**, we were up in the library but it's already closed; **pff!**

Male: **I think** we're looking for a book that you have!

Female: Actually, it is a novel that we have to analyse.

Male: Jean-Guy Martin « Par-delà la Mort »

B: **I'm sorry** but I need it for my classes.

In this sample, the social distance between the participants is decreased; they seem to be close friends. The use of vernacular American English is at the beginning of the dialogue revealing informality. Role-play marks trouble; the male and the female are taking turns without giving a chance to the girl they met to express herself. The input is increased, so, it mirrors a problem in applying DCT from the perspective of connecting the linguistic characteristics with the pragmatic function and the social context. The age factor does not make an effect on the interaction; however, gender makes a change in the formality of the discourse affecting turn-taking which is regarded as an impolite behaviour. The educational background is also a variable in this example. There is necessary code-switching referring to the original title of the novel. The apology by the end of the conversation is direct and goes under negative politeness.

Illustrating more with the second situation; one is trying to figure out the degree of politeness while addressing your boss. Our example is taken from a Male/ male pair work.

A: **Hello, sir.**

B: **Good afternoon!**

A: **Eeee, please**, I want to say that I forgot to bring you your book. I was in a hurry because I had exams **so**, I forgot the book at home.

B: It's ok **never mind, don't worry**. But, please, **bring it** to me tomorrow.

A: Sure, **yes. Thank you** very much.

This situation is highly polite. The student is using titles when addressing an authoritative person "sir". He starts by a formal greeting indicating FSA. The teacher, on the other hand, is keeping a social distance with the student keeping the formality of the greeting without getting into details. The use of a filler shows that the speaker is

looking for the next word which he starts by a positive marker “please” to make a polite request. Negative politeness and bald on the record are dominating the last two lines via the use of imperatives, being direct and saving face very politely.

The third situation is presented by a married couple aged at 60 and 55. The male is a teacher and the female is a secretary.

Female: **Hello!**

Male: **Hello!**

Female: I am **sorry**, I know you’ve been waiting for too long but I’d something urgent to do, I **couldn’t** come on time.

Male: **Oh, really!**. Does that give you the right to keep me standing waiting for you?

Female: **I know!!! I m sorry. Let’s go over it!**

Male: **Oh my god! You’re not funny!**

This situation is a complex situation that starts with positive politeness, clearly noticing the interference of the psychological factor showing that the man is upset, stressed and getting mad. The age factor plays a role in expanding the anxiety; they are old so they are impatient and that is seen in the couples’ piece of dialogue. The male is mocking angrily to save face that the woman keeps threatening; making use of on record and off-record strategies regarding FTA getting towards impoliteness. Indeed, FTA takes place in the interaction because of the social factor “being family members (i.e) a couple”.

The last situation discloses students’ attitudes towards their teacher:

- 50% of females claimed they do not talk to him/her.
- 50% of females say they greet him/her if any contact comes across (eye contact, gesture or even a smile).
- 80% of males affirm they ask him/her for a ride if he/she wants to go somewhere.
- 19% of males prefer not to talk to him/her at all.
- 1% of males decide to greet the teacher.

It is concluded that men are more polite than women because of power or they might aim to decrease the social distance with the teacher. Women are casual; they make a distinction between the social functions though half of the sample save face when necessary in the informal context.

By and large, in some situations, the social variables interfere in affecting class interactions either positively or negatively. The age is sometimes a fluctuating factor; other times it is not depending on the context and the interlocutors. Language choice is remarkably affected by the educational background and the social status of the participants, in addition to the psychological barriers that may lead to FTA and impoliteness. Politeness strategies are all used by males and females without denoting linguistic variations in the pedagogical context. DCT suggested positive conclusions towards the use of the target language in class interaction by males and females developing pragmatic competence and pedagogical inference recommended in the EFL context.

3.5.3. Participant Observation

Observation entails two types: **direct and participant** observations. The direct observation method is quantitative in which all events and behaviours are intensively taken into consideration; surprisingly, it does not require a human data collector i.e. the involvement of the observer since all the data needed can be recorded via video or audio recorder.

Participant observation is an interactive qualitative method providing answers to WH-questions, informal clarifications, cognitive and exposing basics and rules. The gathered data are interpretive where one can check students' behaviour. Bencharef (2016, p. 191) separated the disadvantages for participant observations as follows:

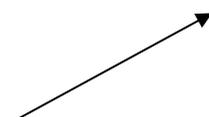
Table 3.4. Strengths and weaknesses of participant observation

Strength	weakness

<p>-Permits an understanding of the observable behaviours.</p>	<p>-Time consuming.</p>
	<p>-It necessitates tremendous effort to reach objectivity as this instrument of research is purely subjective.</p>
<p>-It provides information previously memory, undetermined to a researcher that is persistence indispensable for project design, data collection, and interpretation of other data.</p>	<p>-Records depend on personal field, and of researcher.</p>

This method is selected to collect a wider range of data reducing the troubles of reactivity making myself able to open a debate with the teachers observed gaining intuitive explanations, allowing the good combination of involvement, maintaining a subjective relationship for more efficient data. It is not an easy research method as it appears; it rather has five divergent types which were all serving the research.

Non participatory type (no contact with the population)



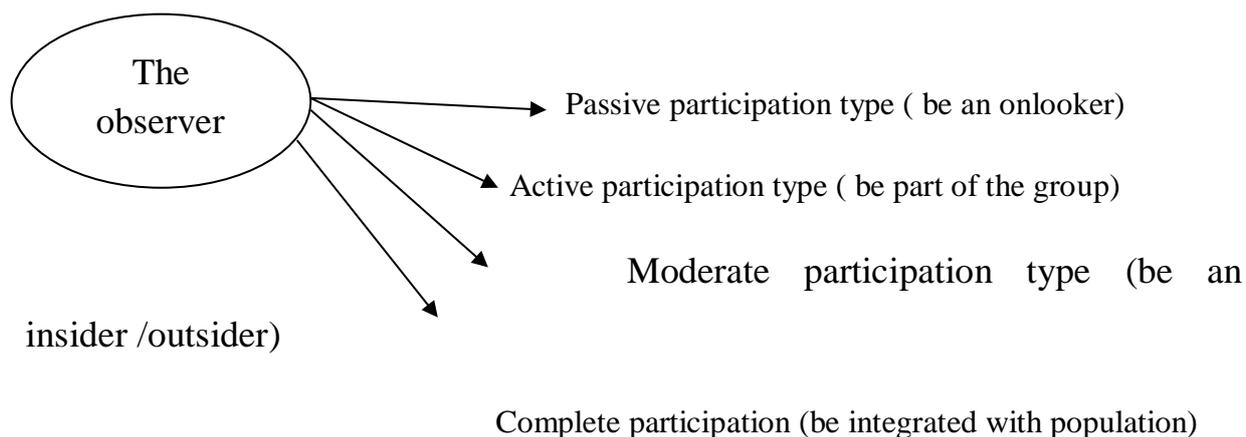


Figure 3.4. Types of participant observation

The data collected are conducted and designed extensively by the observer where he gets to know the protocol i.e. the guidelines of participant observation. Correspondingly, a wide range of things may an observer denote; appearance, interactions and verbal behaviour, gestures and physical behaviour, people standing out and human traffic.

The motive behind choosing this method is to be actively motivated and a complete observer since it was an honour being part of the teaching team for seven years. It was hard enough to make a balance between describing conversations and focusing on the students' behaviour. There were moments where, as an observer, have to move between participant observation's types in a polite framework. 80% of females were more active in some classes than men. This latter acted seriously, keeping the target of learning. They like emphasizing social conversations to reinforce the speaking skill. They respect turn-taking where they express themselves in brief. In other classes, up to 85% of interactive males taking part in debates, arguing, commenting and giving personal viewpoints, etc. However, females prefer private chats talking about movies, makeup and shopping, songs, cooking and recipes. Sometimes they may do it loudly in public which is a bit impolite if the situation does not call for such topic discussions. Some guidelines were itemized for frequent observations that were essential for data collection: physical appearance and behaviour, verbal behaviour and interaction, personal space and human traffic.

Table 3.5. A representative piece of classroom observation

Researcher's notes	Area of interest	Researcher's notes
<p>A woman aged at 37 indicates membership to oral communication class. She is dressed casually and she is unveiled.</p> <p>She is a physician who works in the ER, she does not speak to all the students though she initiates interactions, most often she uses the target language mixed with French.</p> <p>She interacts, she uses body language mainly hands and facial expressions, she avoids male interaction unless she knows the person. She was single and did not want personal relations in the class.</p>	<p>Age, gender, clothing</p> <p>Profession, interaction interests, the languages used, voice and tone.</p>	<p>A male aged 20 shows interest to the initial level. He frequently wears a suit with a different colour each time.</p> <p>He is an engineering student, interactive, multilingual speaker with a loud voice and appropriate tone.</p> <p>He uses gestures, he is close to the students, he is funny and he behaves himself</p>

<p>She usually keeps a social distance, she does not feel so comfortable talking to male strangers but she behaves well with females.</p> <p>She enters when the class starts; she takes her seat and leaves silently by the end of the session.</p> <p>She is known by some students who were in the emergency in the hospital. Yet, she received attention from others and so he was pretty which is another attraction element.</p>	<p>Non-verbal language, how far students express themselves and their social status.</p> <p>How close students are to each other.</p>	<p>which makes him loved by the group.</p> <p>He talks to all his mates, he breaks the ice in the class, he participates and asks questions, unconsciously, motivating the others</p> <p>He keeps moving during group works, he goes out of the class for a while as he likes looking out of the window.</p> <p>He is not well known but he maintains a friendly relationship with his mates</p>
--	---	--

	<p>How students move around in the class.</p> <p>Students identification</p>	
--	--	--

As a researcher, it was important to take part in the process via teaching in CEIL and observing the other teachers and students. It was a piece of cake to be accepted by the students in the community, getting to know them more for a good quality data because a range of biases may lead to misconceptions deceiving objectivity of data collection such as experiences, ethnicity, gender, sex and age...The final step was organizing data finding common themes that result in the coherent passage. In this regard, Baker (2016) claimed that:

Teachers call on boys more often than girls, ask boys more higher-order questions, give boys more extensive feedback, and use longer wait-time with boys than girls. Teachers fail to see girls' raised hands and limit their interactions with girls to social, non-academic topics. Girls are rarely chosen to give a demonstration or help with an experiment. (p. 65)

For Baker, males do receive both verbal and non-verbal teachers' attention more than girls. For positive attitudes, teachers promote cooperative learning groups. Yet, mixed-gender groups lead to some disturbing interactions; especially that male students take a leadership role and girls get less opportunity to take part in interactions. Grouping strategies like arranging students, assigning tasks and even setting organizations are useful strategies for effective cooperative work. Males and females behave distinctively in the class where girls tend to be more restricted to rules. In one of the European classes, girls were remarked to react negatively toward science. A highly structured classroom scores achievements in science, which causes trouble in reporting some activities by females.

3. 6. FTA in CEIL Interaction

In some situations, teachers find themselves obliged to use direct utterances when addressing their learners. Yet, such acts can be considered as threats to students' positive face, which is the gratitude of someone's self-esteem. 2% of males and 3% of females are embarrassed, for instance, when the teacher does not recognize them and ask them their names. This FTA situation rarely happens in CEIL; it makes the student feel insignificant, irrelevant and shy.

Some interaction sites require errors and mistakes correction, besides, effective feedback. So, the teachers should be kind to his students correcting them without making them unconfident. He should avoid saying **“That’s wrong! that’s not right! , you’re bad!”** such expressions destroy the learners' motivation and prohibit him/her from participating in the class. 90% of CEIL teachers avoid such situations they would rather say: **“who has another response!?, Let’s see more ideas! who suggests something else!?”**. Then, they explain the situation providing the right information and saving the hearers' face.

Apart from the above-mentioned situations, 15% of CEIL teachers go through some embarrassing situations where the student is talking misusing the language; no one could understand the talk. However, the teacher act an unmarked behaviour by interrupting the speaker either by making him stop by saying, for example, **“wait, actually, I’m trying to understand what you are saying”**; **“ I can’t really understand you!”** or by taking the speech from there without allowing the student to carry on. This is FTA rude behaviour. Saving face under such a condition, which is the behaviour of 85% of CEIL teachers; encourage giving suggestions or they wait until the student finishes and try to sum up a clear response for the group declining the outcome of losing face.

Negative FTA can be in the form of direct utterances due to the lack of politeness. Some usual expressions used by the teachers such as: **“ Sit down guys! ; you at the back, stop talking! ; Now, answer the 2nd question!; open your copybooks and keep quiet”**; illustrate threats to the learners' rights. The same utterances with politeness strategies might function positively and save face.

Face saving takes place when the educators demonstrate consciousness and reflection to their learners' behaviour in the class via well-mannered markers. The use of positive alternatives when instructing indicates politeness like the use of “**please, excellent, thank you, well**”; **declarative sentences or even interrogatives** instead of imperative forms. Teachers could even validate the students' responses by motivating words: Yes, great, alright, sure, of course, etc.

3.7 Gender Politeness in CEIL

Politeness strategies are marked in the polite expressions used for greetings, thanks, apologies and colloquial speech features. Greetings witness slight differences between gender use to the structure. 90 % of Male student in CEIL classes prefer the Islamic greetings structured in different forms: Assalamu alaikum ;salam ; slam alaykum warahmate allah. Non muslim males are affected by their friends and classmates, so, they do even use the same sort of greetings, in addition, to the other forms: salut, hi, hello, hey, good afternoon, etc. such indicators of politeness calls for attention and show good manners, respect of religion (when the greeting version is Islamic). After greeting expressions, the marked behaviour is to ask the audience about themselves, their health, routine...For instance, how are you doing? , how are you? is everything ok? , how is your family?

Table 3.6. Examples of male politeness strategies in CEIL (section of English)

Features	Expressions	Male Frequencies
Greetings	Asalamu Alaikum Salam Salam alaikum warahmate allah	90%

	He, hello, good afternoon	10%
Thanks	Thank you Thanks Thank you so much	100%
Apologies	Excuse me Sorry	100%
Fillers	Oh / ah Ok Well Fine	100%
Vernacular code	Hey Mohammed (to call someone) واش خو	100%

	اي اخي	
--	--------	--

Responses to such forms mentioned in the table are short, immediate and loud. Some students show gratitude when the teacher asks about them; they greet, reply on how they are and thank the teacher for asking. Sometimes, the students do not pay attention to the teachers' greetings, when he /she asks "how are you doing?" they greet then reply to the teacher. Class interactions functions and a way to boost language learning; and politeness is one element that leads to effective interaction.

CEIL teachers do not pay attention to the strategies of politeness used in classrooms; they just mind the good manners and the communicative context.

Some Exemplified Situations:

- ✓ Teacher asking for attention: "hey students, pay attention to me, I am talking".
- ✓ A male student asking for classmates' attention: "Excuse me, excuse me!"
- ✓ A female asking for classmates' attention: "Uhm, uhm; excuse me, guys. I am here"

In a noisy teaching condition where the teacher shouted asking for attention. From the voice and tone, the teacher performed an authoritative role in controlling the students. The students, on the other hand, used a form of apology "excuse me" to decrease impoliteness and save face. The male student addresses his classmates seriously with a polite, appropriate tone and voice whereas the girl was such a polite one with a smile, a soft voice, trying to be funny and break the ice with her classmates to attract attention. The same form of apology is indicated as a tool to pull the students towards her.

Pair group situation: Request to stop talking

The teacher has given a task where two girls are working together; since they are friends they do not mind their language. One of them was chatting to a male student where the other got bothered and shouted at her friend: “Hey, shut up!”; then, she added when her friend got upset “ I am sorry but you better come to work”. So, the apology is polite behaviour after shouting.

Fillers

Teacher: “**well**, dear students, **as we all know!** English is an international language used all over the world in different domains, especially, scientific fields. **I mean** if you speak English and you travel out of your country, you can communicate with locals. **Ah!** French does not really save you in some countries, hmm, simply because it is not spoken.

The teacher was explaining the lesson but he was not comfortable, so, for the flow of the discussion, he uses fillers to avoid being silent looking for words in his mind. Such words function as polite markers. For more details, there is another situation using fillers in replying.

Teacher: **Oh**, thank you very much indeed. **Well, aaaa** I think hmm what your mate has mentioned is really interesting. **I mean**, it is an element we should think about. **So, let me** explain to you how and why.

Oh means that the teacher missed a point to talk about. “Well, aaa” are used to attract students’ attention and order the ideas in her mind. “I mean” is used to show explanation and continue the idea”. So, means that the speaker is moving to the conclusion. “Let me” is not filler it is rather a positive strategy. The thanks in the utterance signal the start of the talk and make it more polite. Thus, fillers, in whatever context, make a bridge between the thoughts and what the speaker is saying to avoid hesitations, break the silence and make a polite connection between the speaker and the listener.

It is concluded from the examples mentioned in this section that they are real situations from CEIL classes of English. Specifying positive and negative politeness that

is distinctively used to decrease the social distance between participants and lessen the listeners' displeasure. As it is already mentioned, greetings are one of the good social manners used to establish a friendly connection between participants. Students' preference to use Islamic greetings is seen as obedience signs meant for good communication and peaceful relations connected to the Islamic politeness.

“the use of religion as a politeness strategy appears to function as a way of protecting the self-image of both the speaker and the hearer” (Mahmud, 2019, p. 603). Religion is given praise to be used positively.

Negative politeness is highly used in apologies to communicate respect rather than intimacy and solidarity. CEIL students apologize to reduce the impolite conditions caused by their linguistic and non-verbal behaviour; like asking questions or shouting.

Inferring the use of fillers; they add formality, innateness and politeness. The fillers can take the form of hedges, tag questions and modals. They function as discourse markers and communicative tools. Yet, they reveal politeness through indirect strategies. Furthermore, some vernacular might intervene unconsciously when students do not mind their language, they often repeat words like /saħħa/ok,/lla:/ no, /eəh/ yes. The context of use categorizes the polite and the impolite behaviour, besides, to the culture and the social norms that particularly perceive politeness.

3.8. Observation Analysis

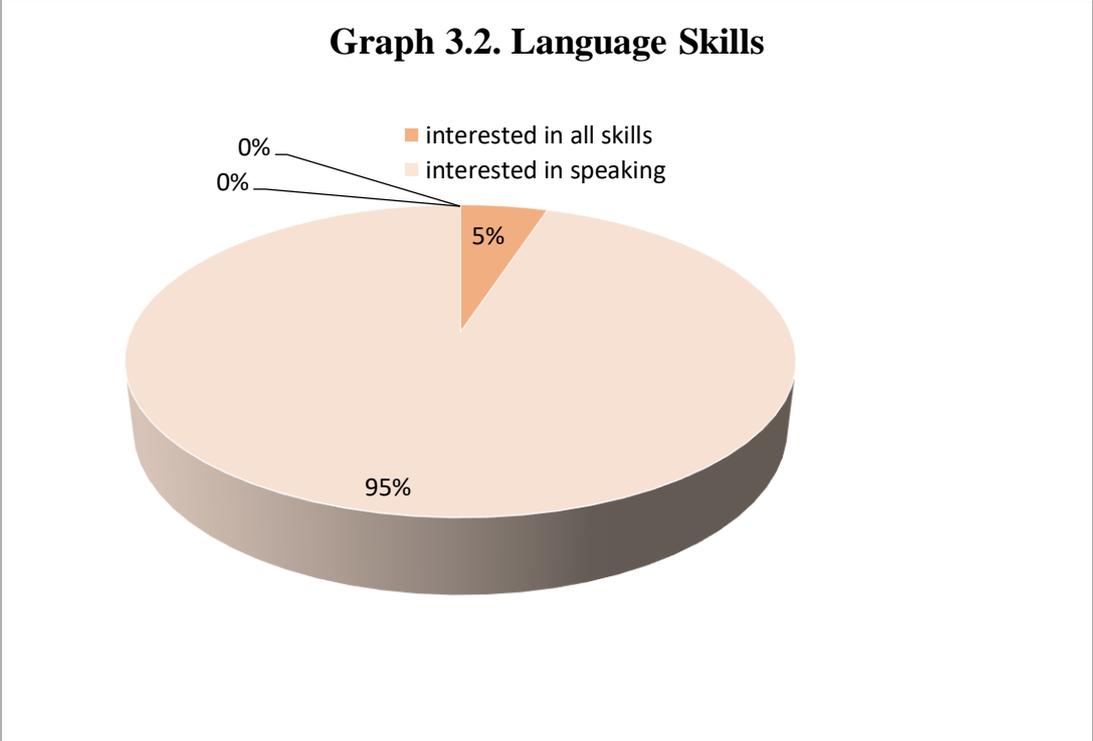
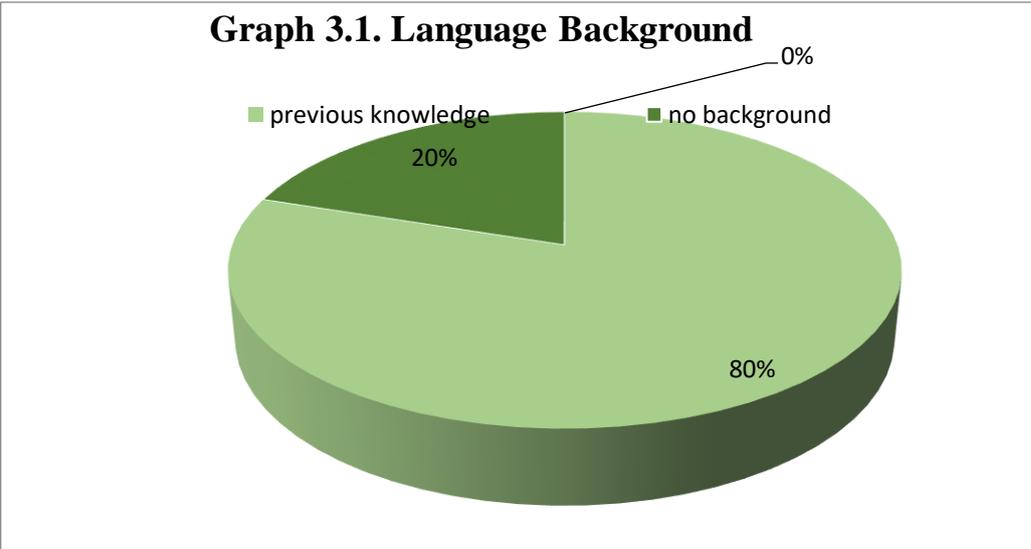
As it was mentioned earlier, observation is useful for collecting data about language, its use and human behaviour in different contexts. Accordingly, the major aim of peer observation:

- ❖ To check students' current knowledge about language use.
- ❖ To identify their needs and spot gender differences and similarities in politeness.
- ❖ To check politeness strategies and test students' class tasks.

Students were motivated to learn languages, especially, when the teacher is a native speaker like those of Turkish and Italian. 80% of the students have a background of some languages such as English and French who had been studied at schools and 20% have no previous knowledge, they were starting from the initial level, passing tests for

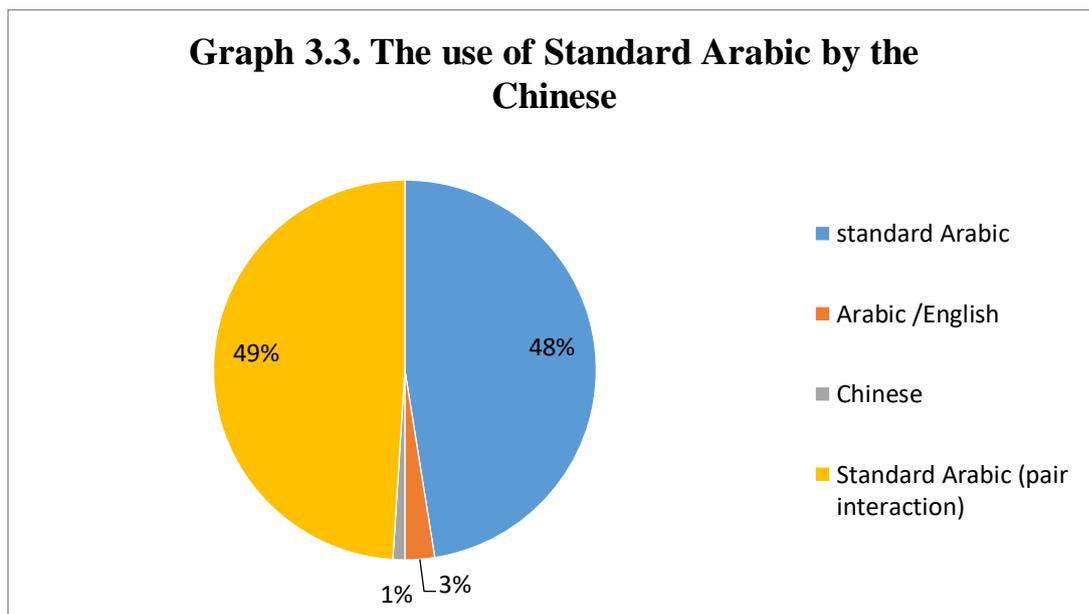
the next level such as Italian and Turkish. Politeness strategies most often were present between the participants and the instructors.

Different assignments were provided to reinforce their weaknesses and develop their capacities. Therefore, speaking skill was focused the most by 95% of the students, only 5% were interested in reading and writing which makes the teaching process difficult and slow.

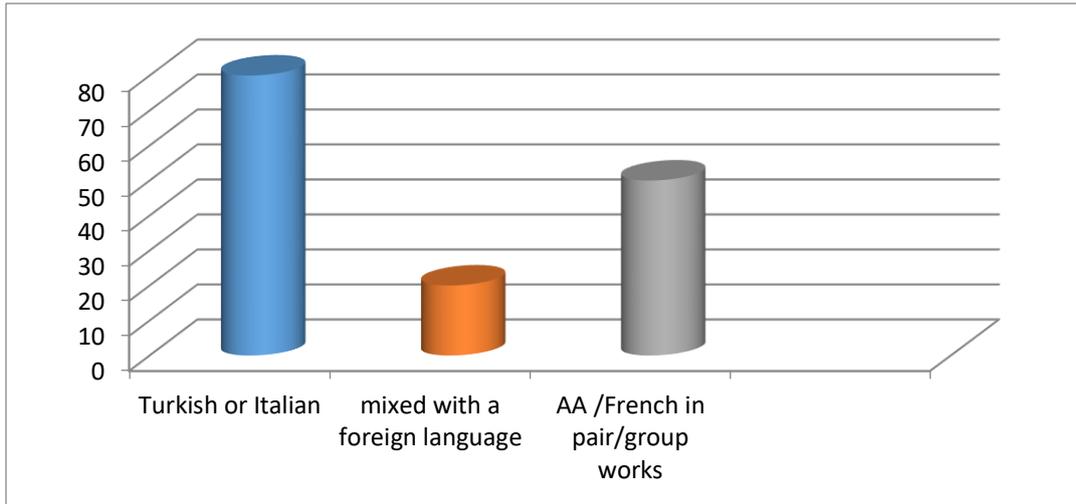


Likewise, students and teachers choose polite forms to communicate in their class. The use of codes differs from one person to another; the accent, intonation and register are dissimilar as well.

There is no common uniform that students can put on when coming to classes. Most females are casual, they put on makeup, hairstyles or even veil styles (hijab) but teachers are the only class managers. Regarding language use in CEIL classes, 40% of students use their mother tongue either mixed with the target language, French and English. Standard Arabic is seldom used by the students unless they are Chinese, whom they present a special case. They have chosen to learn standard Arabic; 95% of them used the standard form for class interaction and only 5% mix the target language with English. The Chinese culture is also part of their daily routine especially in salutations, non-verbal interactions and celebrations where they wear their traditional kimono. Pair/group works marks 2% use of Chinese and 98% use of Standard Arabic.

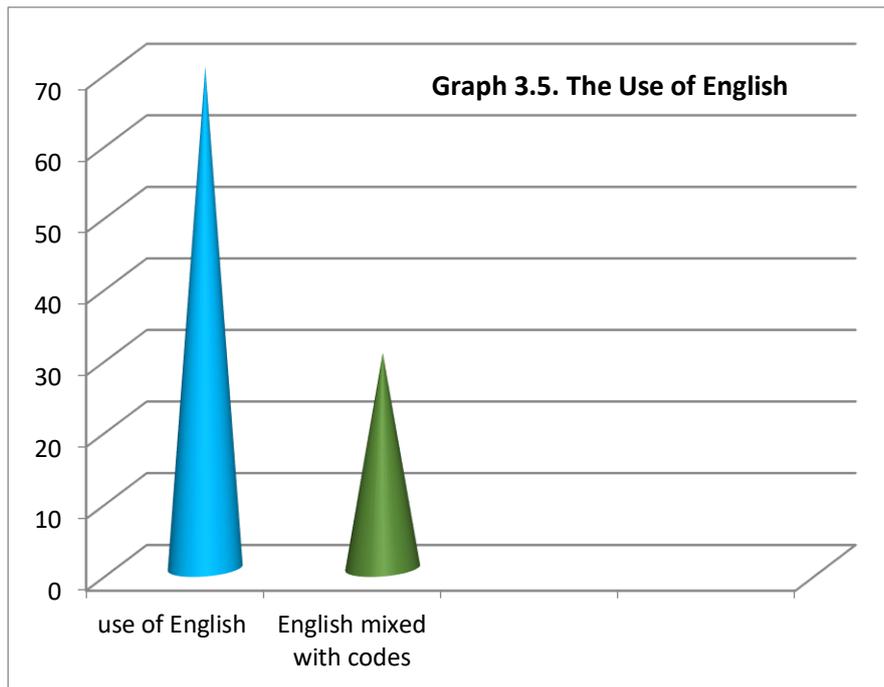


Specifying Turkish and Italian classes, 80% of students use the target language in the class; 20% mix it with English and, rarely, French. Algerian Arabic, on the other hand, used by the students when they interact with each other; up to 50% use AA and French in pair/group works.



Graph 3.4. Target language use in the class

As far as English is concerned, students love using the language in the class though it is difficult for beginners. 70% of students use only English in the class; 30% mix it with AA or French in pair/group works.



Politeness is another element observed, it was in different forms sometimes verbal, other times non-verbal. Students, especially females, loved to be seen kind, pretty, humorous, lovely and clever. Males, as well, prefer to be polite, handsome, educated and prestigious. It is rather some childish jokes between friends which cause impolite

behaviour. 2% of female students were overdressed is sometimes while males made themselves comfortable with casual clothing. Besides, 1% of female teachers were over elegant in their clothes, makeup, hairstyles and even jewellery which is distractive for the students. For male teachers, no such thing had never been marked.

Table 3.7. Gender politeness

	Non verbal politeness		Verbal politeness	
	polite	impolite	polite	impolite
Males	*Waving *Smiling *Sitting properly.	*Laughing with no reason. *Put your hands on your chin.	*Thanks expressions. *praising others. *asking for permission and apology.	*shouting in the class. *causing troubles.
Females	*using hands. *smiling. *nice look.	*laughing. *using the cell. *showing discomfort. *ignoring others	*Thanks *Greetings *Apologizing *making requests. *Asking for permission.	*showing off. *talking aloud.

Teachers' moves in the class were random. Most of them turn around the students checking the written and the oral tasks. However, some others are shy enough for not to

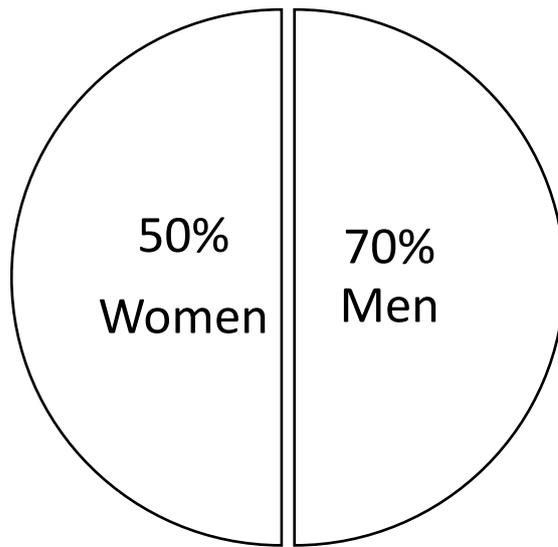
move a lot; just from the desk to the board or they just keep standing in the front lecturing without moving. Students, on the other hand, are not permitted to turn around the class unless it is necessary such as, arranging the tables for group works or to give something to a classmate,...For sure, they should ask for permission first to move in the class or to leave the class may be to receive or make important phone calls, go to the bathroom, go to the administration...

As far as teachers use of politeness strategies is concerned female teachers employ positive politeness as a governing strategy, tagged along with bald on record, negative politeness. More to the point, male teachers make use of bald on record as the main strategy, followed by positive politeness, negative politeness then off record. The variation in politeness strategies is performed through several intentions starting by the teachers then the context.

Interrelated contexts or states of the teachers may make use of unlike strategies used by man and woman teachers. The context orientation goes towards some educational motives that stand based on observation and note-taking. Moreover, men and women select dissimilar strategies because that choice reveals the individual's communicative style and influential educational psychology.

Emphasizing the linguistic features that occurred in sample conversations show various responses. Some act classes are somehow the same between males and females like in elicitations as in repetitions, confirmation and reporting.

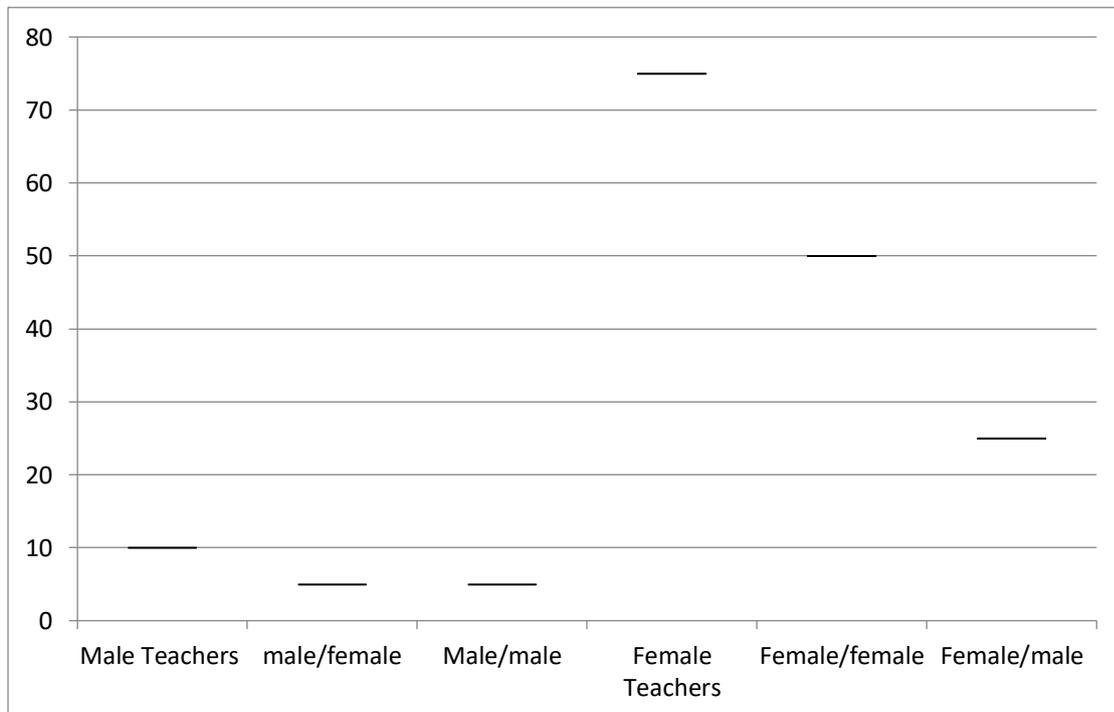
Generally, marking female teachers; they are more interactive with their learners; they motivate and encourage their students to talk with each other and to the teacher. They usually assign peer/group-work activities to relax the atmosphere and enhance students' autonomy. Female students respond to be more interested in such tasks more than males. Describing the classes managed by male teachers, they are directive more than female teachers.



Graph 3. 6. Directives between CEIL teachers

Females to show femininity and politeness, they steer clear of directness and requests as much as possible unless the situation requires.

Moreover, male teachers do not often express high regard and they seldom show emotions to their students; which is not the case of female teachers who like sharing compliments to decrease the social distance with the students and show appreciation.



Graph 3.7. Gender differences in expressing compliments by teachers

The compliments observed are regarded as positive evaluations and acknowledgements rather than private admirations. Yet, they are, most of the time, women who give positive feedback to their students.

The entire distinction between the use of discourse acts by different gender teachers conclude that the mixed characteristics lead to the divergent patterns of interaction with the students, as the international table confirms some points that explain the CEIL's situation.

Table 3.8. *Some male and female features*

Male Teachers	Female Teachers
1. Ask many questions	1. Encourage reflection questions
2. Talk about the present situation.	2. follow the syllabus they set
3.employ many directive forms	3. Less direct
4. Switch to the Arabic or French	4. Never switch to Arabic
5 Sometimes provide acknowledgements	5. Evaluate much and they are more supportive.
6. They are strict and use warning when necessary.	6. offer compliments

Regarding individuals' behaviour in mixed-gender classes, one come up to the conclusion that male students dominate conversations and task more than their female peers. There were only some descriptive categories where the females are in charge. In CEIL classes, female students start the talks and conversations most of the time and males take it from there and start the interaction. Females express themselves and give their opinion in much comfort in single-gender group/pair works. Males report situations and offer discussions more than girls in mixed-gender classes without getting bothered.

3.9. Politeness Strategies in CEIL Classes

Considering the relationship between the speaker and the listener, one tries to choose the appropriate way to express himself through different ways determined by different factors, which are most often interrelated, such as age, gender, power, solidarity, social distance, cost of imposition.

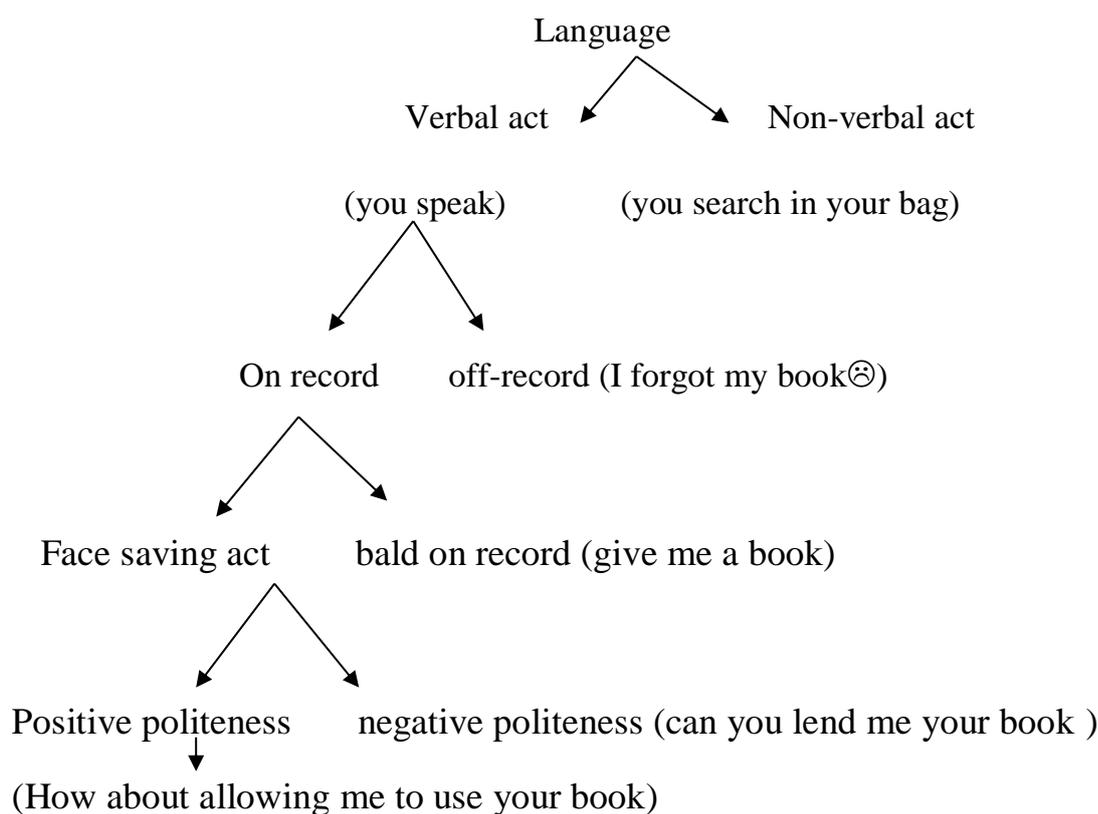


Figure 3.5. Politeness Strategies in CEIL

Positive politeness makes the hearer feel good about himself. Positive face is important to be liked, accepted, be a member and a sharer

Negative politeness attempts to give the students a space of their own. negative face is wanted to be independent and not imposed on others

Bald on record performs the FTA efficiently in a concise direct way

Off record strategy is indirect and it is the most polite strategy.

Table 3.9. Politeness strategies in CEIL

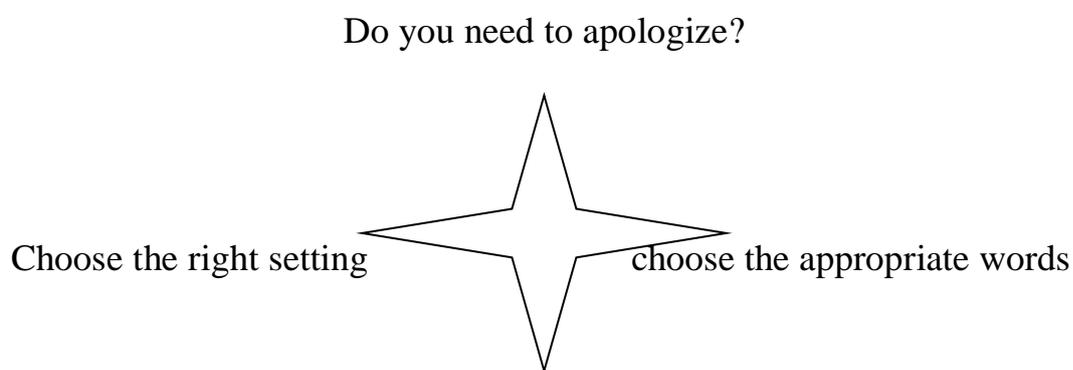
	Features	Males	Females	Context
Politeness strategies	<p>Positive politeness emphasizes closeness; linguistically, it includes a set of social norms to avoid refusal. It is a direct method.</p>	<p>A: Hey <i>Djamel</i>, What are you worried about?</p> <p>B: No, not really!</p> <p>A: you're a <i>kid!!!!</i></p> <p>B: come on, <i>let's go to the café.</i></p>	<p>A: Oh, dear(hug), what's wrong with you?</p> <p>B: ☹ (crying) I am feeling bad, I can't understand Italian, it is difficult.</p> <p>A: It's ok we should help each other.</p>	<p>*Students are familiar to each other.</p> <p>*They offer help.</p> <p>*Use of nicknames and personal information.</p> <p>*Abusive terms among them.</p> <p>*Dialect/slang</p> <p>*Solidarity.</p>
	<p>Negative politeness is used as a face-saving act emphasizing formal politeness.</p>	<p>A: Could you lend me a pen?</p> <p>B: I am sorry, I have only one.</p> <p>A: never mind. If you don't mind, could you ask the</p>	<p>A: I am sorry to bother you, but can I ask you for a pen?</p> <p>B: Sure, here you go. You can keep it if you want.</p>	<p>It is impersonal</p> <p>Being aside</p> <p>No personal claims.</p>

	Most direct method and very polite	lady sitting before you?	A: That is kind of you, thank you.	
	<i>Bald on record</i>	A: Come on, let's do the exercise. B: Ok, but close the door first.	A: Watch up Linda, give me that pen of Nassima! B: Oh, I didn't see her trying to pass you the pen.	It is the least polite and most direct. It notes the use of imperatives.
	<i>Off record</i> The hearer acts as if the statements have not been heard.	A: I forgot where to put my pencil case. B: Umm!!!	A: It is getting loud in the hallway. B: I think it is a fight.	Give hint Use metaphor Be ambiguous or vague Be incomplete/ use ellipsis

“OO, I’d like to use one of those” the speaker is trying to minimize the threat applying bold on record strategy through direct and clear actions. Those who want to make the addressee feel good avoiding troubles and maintaining solidarity, friendship or complements must be using **positive politeness strategy**. Teachers use this particular strategy seeking more respect or making a friendly atmosphere.”Is it alright if I use one of your pencils?”.On the other hand, negative politeness presume that the speaker imposes on the hearer with an elevated potential of embarrassment; it includes an apology, pessimism, hedges and questions, etc. The need to take off some pressure of imposition calls for off-record indirect strategy “Mmm, I suppose I could use the red pen now” indeed, you are waiting for someone to offer you a pen.

3.10. Apologies in CEIL Classes

Apologizing to someone is a sincere manner to show how sorry you are towards something. It is essential to make students see apologizing skill poster before teaching them how to apologize.



Carry out your best choice in a sincere way (oral or written apology)

Figure 3.6. Apologizing skill steps

Apologizing is not an easy task, it makes you feel afraid and anxious or relieved just as you receive an apology from someone. At the theoretical level, students are taught the importance of honesty in apologies, actions and words are put into practice in CEIL classes. Reinforcing such activities, different situation cards are given to the groups to read and decide how and when to apologize.

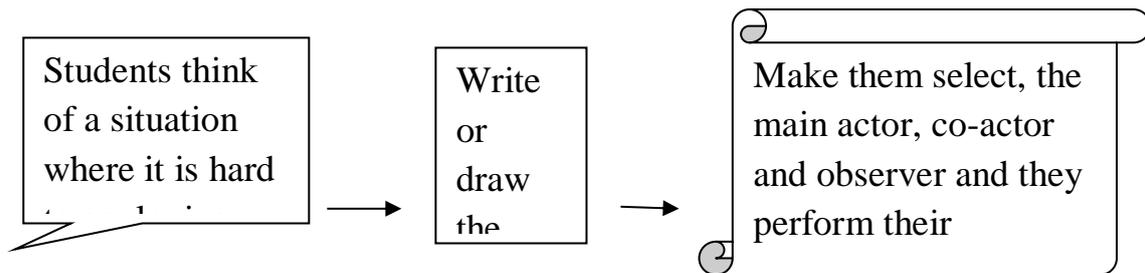


Figure 3.7. Exemplifying chart of apologizing situation card

Giving and receiving an apology is not an easy social skill. According to the sample, males see it as a polite positive behaviour that reflects power and prestige while women find it pretty hard in some situations to apologize unless they do not mean it.

3.11. Teacher Talk Time (TTT)

Developing language skills is the target of CEIL so, teachers give enough space to the learners for reflection. However, in some situations, teachers were talkative denoting lack of experience, lack of confidence and fearing silence which might be explained negatively by the students though this method exploited cognitive and linguistic benefits and it was known as *the silent way method*. This variety of teachers think that TTT makes the teacher productive but, indeed, he makes complicated instructions and long explanations sinking learner’s autonomy turning around the teacher’s role

over dominating forbidding the students from sharing thoughts and reflecting on the language. Students need a short time being silent listening and ordering ideas to develop competence in the TL supplying comprehensive input. Low anxiety environment boosts language acquisition in terms of structure and vocabulary providing positive input. 99% of CEIL teachers optimize TTT providing language models; while listening to students' activities; when talking mirroring respect and when working on tasks effectively. Speaking performance, often, emphasizes fluency and accuracy which is a feature based on an assessment of verbal skills. CEIL teachers try to make the students spoken form "native-like", they train them to link words and phrases correctly, how to pronounce sounds from their rightful place of articulation respecting the phonological and morphological norms and even linking ideas together coherently communicating clear full senses.

50% of male students and 70% of females had a wrong perspective about fluency. They claimed that fluency is "speaking fast" and it is exactly what they try to do so that they can sound like good speakers. In fact, speed is a factor in fluency as well as pauses when they are used properly in a speech to breath, to give the listener a space to understand what you are saying and to make a complete sense with punctuation and production strategies which are frequent devices used to fill the pause time such as: Um, I mean, that is, etc. Interlocutors lose interest when the speech is not structured and incorrect; it is regarded as a lack of proficiency. Yet, respecting the rule system of foreign language learning, the speaker has to mind the grammatical structure, pronunciation and vocabulary. Despite all devices are tried by the students, they still find troubles taking parts in interaction unless they reinforce the use of communicative strategies which they prevent oral breakdowns. As a result, students find themselves capable to manipulate conversations and negotiate interactions effectively.

CEIL marked the use of achievement strategies and reduction strategies. The former attempts to transmit messages appropriately without making

changes using substitutes. It includes **guessing** which is a strategy used by speakers in two ways; foreignizing the mother tongue making it as if it belongs to the target language such as “commenter ycommenté”. It also entails the use of mother tongue without making changes hoping that the listener can guess the meaning as in “il y a beaucoup de coats ici”, and the last guessing strategy is innovative there the students create a new target language word based upon his knowledge like “playing things meaning toys”.

Paraphrase strategies involve **lexical substitution strategy** which is based on finding alternatives in the target language; specific words or synonyms. Another type at the same paraphrase strategies is the circumlocution which is about explaining a concept in expression as in “the act to deliver a discourse in front of the audience: lecturing”. **Cooperative strategies** are about the situation where speakers get help from the audience either by indicating the object he means or by using the mother tongue seeking the word in the target language. It happens that students abandon specific messages or reduce their communicative objectives because of language problems; that is known as **reduction strategies**. On the other hand, students often avoid troubles they may get through as in sound sequence, conditional, unsure gender for them, expressing an opinion because of the short repertoire; they use **avoidance strategies** to avoid some content.

Teacher talk governs the class linguistic behaviour. He/she uses a clear simple language with a loud voice and the appropriate phonetic and phonological structures. He corrects the students' mistakes and explains their errors and makes them practice through examples.

Many teachers claim their participants are highly motivated to learn foreign languages. Such inducements facilitate the progression of communication and interactions in classes.

3.12. CEIL Class Interaction

Active methodologies and collaborative learning consider interaction as a social strategy. CEIL is one of the best learning settings for interaction and communication training where people develop confidence and identity and acquire knowledge.

The student to student interaction is required and pleasant because they are aware that it is hard to learn a foreign language without being engaged in communication; since it is one of the key elements that develop learners' abilities and leads to a successful language learning. Another point that CEIL teachers often emphasize which is '*practice*'. CEIL courses are not enough for perfect language performance unless the students put the rules that govern the language into practice.

It is remarked that students may feel the need to promote language development using the TL, especially in collaborative tasks where the interaction is friendly, besides, the social skills that save face, show politeness and respect. Another original piece for well-doing learning is motivation. Via classroom interaction, students are given a chance to better their language use and evaluate themselves and their steps forward to raise motivation and feedback.

The above-mentioned tips to amplify CEIL class interactions might have a wrong turn somewhere when the teacher attempts to encourage interactions. Maybe because of students' embarrassments or resistance to work in groups, for example. Mixed abilities or lack of motivation, etc.

Suggesting solutions for such problems, teachers can persist by giving tasks trying to provide some analyses and supportive atmosphere.

Interaction pushes learners to expand language learning and social skills that make the best use of interaction in the classroom which is part of the teacher's role.

Pair /group works encourage interactions because the participants have to communicate with each other, do activities or give their points of view, in addition to social skills.

Outstanding theoretical representations express some essential aspects of teachers- students' interaction that control teachers' instructional behaviour; and such interactions in the class setting are connected to students' motivation, development and performance. CEIL teachers consider class interaction as a section of monitoring, positive emotional and academic support. In return, students are mature enough maintaining a constructive and good relationship with their teachers who try to give polite instructional sustain which helps improving academic abilities and positive behavioural accomplishments. The quality of teachers -students interactions in giving instruction, feedback and support leads to less annoying students' behaviours.

Monitoring is part of classroom interaction which mainly affects the learning process. Teachers' role as monitors occupies managing time, behaviour and students' attention in the classroom. Consequently, classroom behaviour problems are avoided thanks to class managers.

Negative teachers are not loved by the students; they often avoid attending his classes. Non-attendance is a risk factor that CEIL students make sure they do not come across; they start from the very first sessions to prevent stress and negative attitudes. Such a situation reveals the lack of support, classroom management, structure and order.

classroom interactions are associated with student behaviour; teachers' efficient classroom interactions minimize disobedience and behavioural problems (...)Efficient classroom interactions can affect student engagement in classroom activities in which discipline, interaction, and instruction from teachers are factors that determine the quality of the classroom climate. (Havik et al., 2018, p. 4)

Classroom interaction is positively connected with academic achievement and negatively linked to class absences and disobedience. It has a couple of propositions for successful contact. The first describes an amusing and nice learning atmosphere among the participants and with their teacher. The second implication gives learners confidence to be efficient communicators in the TL which possibly might be reached through many ways such as giving tasks or a variety of activities that make the students able to express themselves.

At the micro-level of CEIL, the ladies do not switch to the AA unless it is a pair work; they rather switch to French and sometimes Spanish. 45% of men switch to the mother tongue in public, most often, they avoid Intersentential switching; they would rather go for tag switching and intrasentential switching.

3.12.1. Variables Affecting Language Learning in CEIL

The traditional classroom image is to have a teacher speaking and students listening. The teacher practices the authoritative role of a leader; the teacher-students interaction functions as a drill, pushing to practice some structures and lexical models. Dividing the class into small groups to do some tasks to arrange informal talks and encourage students' autonomy through less guided activities.

Pair works is a chance for the students to be functional and use the TL where the teacher's role is simple; consulting, advising the students and interfering in the students' assignments when necessary.

CEIL teachers help the students to interact by asking questions, using gestures, body language and choosing an interesting topic that the students benefit from in real-life situations.

Dealing with another variable is technically known as motivational intensity. Motivation is part of CEIL classes' routine adapting the models of the first scholars who dealt with motivation. The motivation was first studied in 1959 by Lambert and Gardner who generated two types from the whole concept:

Integrative motivation: the participants' wants to be part of the TL culture.

Instrumental motivation: is about the need to learn a TL for use and communication.

CEIL students' objectives from learning foreign languages are :

- ❖ To communicate with foreigners when they travel out of the country.
- ❖ To understand foreign languages for work, studies and tourism.
- ❖ To show off and add a positive point to his/her CV.
- ❖ To show a high educational level.

Once the CEIL classes get started, 100% of students claim that they want to be native-like speakers of the language. Attitudes towards the TL influence motivation since it is, in many cases, up to the students' attitudes to succeed in learning a second language. It is not an obligation that positive or negative attitudes lead to success or breakdown, but being positive makes the student excited and encouraged to learn a language. CEIL sample had a random source of attitudes; parents, friends, colleges and even personal experiences in the centre. One of the negative attitudes repeated among the students when they do not speak or write something in the appropriate way they say: "it's ok, it's not my language anyway"; such negative attitudes lessen the students' confidence and self-esteem.

The socio-psychological aspects and the age variable affect learners' abilities. Two more influential effects on language learning are those interrelated with the pedagogical and the psychological factors.

Some pedagogical lacks, in the CEIL, influence motivation and language learning as a process such as:

- Crowded classes, for some levels, make the teacher inattentive and tired.
- Unpredictable orientations often stress the students.
- Deficiency of coordination between the teachers. This is common in CEIL because the teachers do not have a syllabus or a manual to use in teaching. Two years ago, they provided some books in French, Turkish and Spanish. The books picked to teach English were not suitable for our students because of the different culture and the different needs.
- Lack of training and some educational materials and audiovisual equipment.
- Some themes in the books assumed were not corresponding to the students' needs.

Successful learning is an outcome that reveals the best teaching quality and a sign of the good time being exposed to the TL in the educational setting and even out of it. CEIL verbal interaction practice starts from the teachers' oral communication in the TL, in addition to eye contact, gestures, facial expressions and non-verbal measurements.

Managing unmarked choices and upsetting behaviour; teachers are forced to advise and motivate the learners in pedagogical practices in-class interaction. Providing admiring comments and teachers' funny side in the classroom indicate a personal interaction practice. Most teachers believe that CEIL students seek to get better their language proficiency, chiefly

production. They aim from teaching foreign languages to give a good impression and positive attitudes towards languages. What researcher care about in class interaction are the verbal, non- verbal, pedagogical and personal practices.

3.13. Conclusion

CEIL classes aim at experiencing real communicative situations that permit them to express themselves and develop their speaking skill. Classroom interaction creates opportunities to develop knowledge and learning skills. Thanks to the importance of communication, the difference between men and women use of language is one of the most important issues among sociolinguistic scholars. It is essential to understand the different communication patterns that women and men typically use to better understanding and achieve effective communication. Besides, numerous research works have been deeply managed to conclude that women and men are dissimilar in the way of interacting and communicating in terms of minimal responses, turn-taking, changing the topic of conversation and self-disclosure. Learning to communicate involves more than learning grammatical and phonetic rules. Teachers aim at having an effective class interaction avoiding any act that may threat the learner regarding self-image; they should rather make use of strategies to reduce the threat and that is, in simple word, politeness. Communication functions rely on knowledge of social conventions. Furthermore, both men and women need to be polite to reflect good manners and consideration for others.

Chapter Four

Data Interpretation

4.1. Introduction

This conclusive chapter provides analytical interpretations of the results and ultimate conclusions of the case study. Indeed, it incepts issues and debates the gathered data via observations, questionnaires and note-taking from the fieldwork. The social variables affect the final outcomes that concern classroom interactions . CEIL is a setting where the students experience real communications expressing views, thoughts and ideas, giving them a chance to develop their fluency and accuracy which lead to successful communications.

4.2. Politeness in CEIL Classes

Politeness is an important aspect of human interaction as it is socioculturally regarded as an appropriate behaviour featured by social ethics and good manners that can be verbal or non-verbal. Being polite in CEIL classes is mainly an etiquette for an expected and safe learning environment. When the learner is asked a question, it is predictable to reply in a slow tune; raising hands is another rule of politeness in education; food is not tolerated in the class....Such principle vary from one country to another, in the US and Japan , some teacher allow some food and drinks in the class, as they prefer to be called by their first names rather than using titles ; some other teachers around the world insert a list of politeness rules into the syllabus, others, they post their rules on their official website expecting positive attitudes from the students.

Classrooms are the factual arena of human interaction; it serves a particular community of a groupof learners in which they interact with each other and with their teacher. Politeness in CEIL classes cool down the learning atmosphere and make the students pleased to communicate to each other without using any educational tools such as dictionaries or cell phones. In such a way, the learners pay more attention to the lesson, so, the teacher does not waste time trying to make the learners listen and do not disturb the other classmates around them. Some rules are established in CEIL classes between the instructors and the students so that they both maintain politeness.

Class interaction provides opportunities for the class community to improve learning skills in a formal academic context. Teachers give the floor to the students to activate

their speaking since it necessitates practice and they encourage the spontaneous use of the target language especially when the situation calls for that. CEIL forms students to communicate in real situations using the target language, so, it is important for the students to be aware of some basics involved in any interaction. Kouicem (2016) summarized a couple of norms related to the issue as that of McCarthy's principle (1991) that are adjacency pairs, exchanges, turn-taking, transactions and topics.

Adjacency pairs allude to pairs of utterances dependant and mutual delivered by the speaker. Asma said: "How are you today, Sir?" Teacher: "Very well. Thank you for asking." So, questions need replies and vice versa, besides other pair utterances greetings, apologies and acceptance or even second pair part such as thanks and congrats. Kouicem (2016) also mentioned that Sinclair and Coulthard (1975) developed the word "exchanges" pointing at utterances performed by the speakers in forms of moves; the opening move, the answering move and the follow-up move. Over here, the major role is played by the teacher whereas the students are required only to respond on the moves and they get no practice on how to start and end a talk, which is not, effectively, the case of CEIL where the students get practice of how to make a conversation, how to make requests, how to apologize, etc because they might use the target language outside the class or even in a foreign country. Exchanges principle obliges the students to respond on the move and the teacher is the one who takes the major role in any talk where he /she should encourage learners designing activities to follow up strategies that lead to achieving positive goals. Turn-taking is another element that manages the class and organizes the talks in classes. It is a smooth action designed by silence interruptions respecting the speaker and making the listener concentrate so that he can reply. "There are some linguistic devices to take turns when a person is unable to enter the normal flow of turn-taking" (Kouicem, 2016). Linguistically speaking, one can avoid turn-taking if necessary and that is technically called backchannel responses. It is based on vocalizations which vary from one culture to another as "ah, oh, mmm, ow" and short phrases with body language and eye contact. Such features and turn-taking is not something that can be taught.

The notion of face is the most essential element in politeness. Linguistic politeness takes many verbal communication forms that affect people's attitudes and their faces leading to positive or negative acts. It focuses on the use of language to convey communicative significance taking into account the notion of the face: to establish it, maintain it, then, save it during interactions.

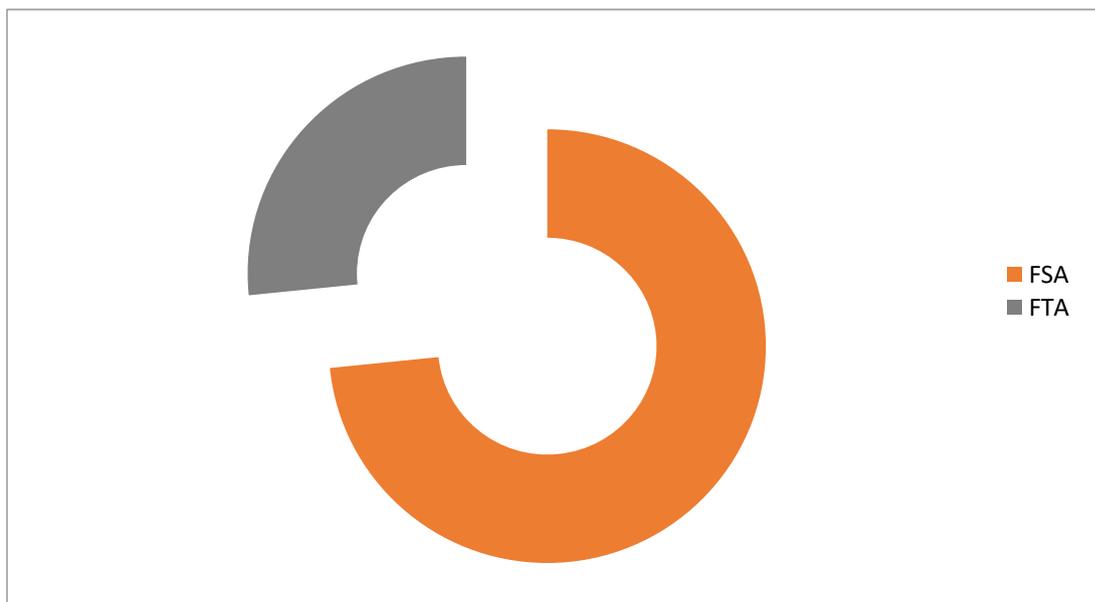
Empirically, communication is a *transactional* discourse because of the ability to control people's behaviour to be a marked choice; expected by the speaker. Its *interactional* role points the social conducts to establish relationships, confirm, consolidate and show solidarity. Both features influence the language choices in promoting sociopragmatic awareness, develop comprehension and production.

All learners face situations where they have to present speech acts as apologies, rejection and requests in harmony with sociolinguistic standards of the mother tongue as a result of the pragmatic shift. Linguistic representations have to be put in the appropriate context; associated with factual practice time so that can make a good match with a sociological outline of language use.

4.3. The Notion of Face in CEIL

Face is a positive social image that a person asserts for himself. It focuses over the social aspect of classroom interactions among the participants by showing respect.

Protecting face is significant for communicating and behaving effectively, even though it might not be proficient.



Graph 4.1. The notion of face in CEIL classes

Data analysis comes to the conclusion that FSA is more than threats in CEIL classes. In 5 times of class observation, there were 29 FTA and 80 FSA. It suggests that engaging in FTA is not beneficial for teacher-student interaction. Yet, individuals should avoid the FT statements which might be used in the class unconsciously in interrogative forms, imperative and declarative structures. The use of positive and negative politeness strategies is the master performance that can decrease the negative effect caused by FT statements.

Thanks to a set of strategies that serve positive FS, indirect sentences keep a positive frame for CEIL class interaction:

- Modality: Could you open the window? Would you....; might you....?
- Special expressions: you know; I mean, right, I see ...
- Appreciative expressions: Thanks, great, wow, amazing, perfect ...
- Memorize the learners' names to call them
- Polite markers: Please, excuse me, sorry, I didn't mean it ...

Man and women try hard to use FS sentences in the teaching process. However, females are much more conservative than males in producing positive acts broking the norm that says women are subordinate to men.

For reliable data; notes were taken during the course; once they had their break time; when they go to talk to the teacher at the end of the session. Also, some video-recording at the time of class discussions, tasks and oral production.

Politeness put forward sufficient devices to ensure the appropriate use of language structures. Social interaction in the context of CEIL might witness some breakdowns in linguistic politeness because of the cultural friction and the social variables.

4.4. Impoliteness

Focusing on the accord of social contact in interactions requires stability between participants to avoid any attack that may occur offending the listeners. So, impoliteness is a departure of theoretical concepts that explain impoliteness by inverting politeness strategies building impoliteness over bald on record impoliteness; positive and negative impoliteness and mock politeness.

It has been mentioned in previous works that in the manifestation of pragmatic competence; motivated impoliteness emerges to accomplish a particular objective in interactions to keep up power and negative attitudes.

Linguistic impoliteness in CEIL classes does not take place. Students may get so close to each other or with teachers; they use the least polite behaviour which cannot be regarded as impoliteness

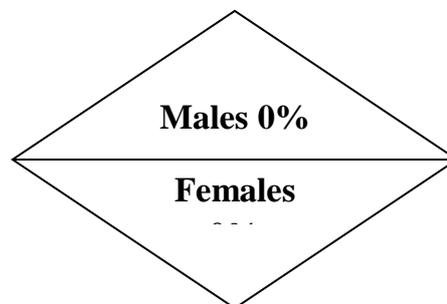


Figure 4.1. Linguistic impoliteness in CEIL

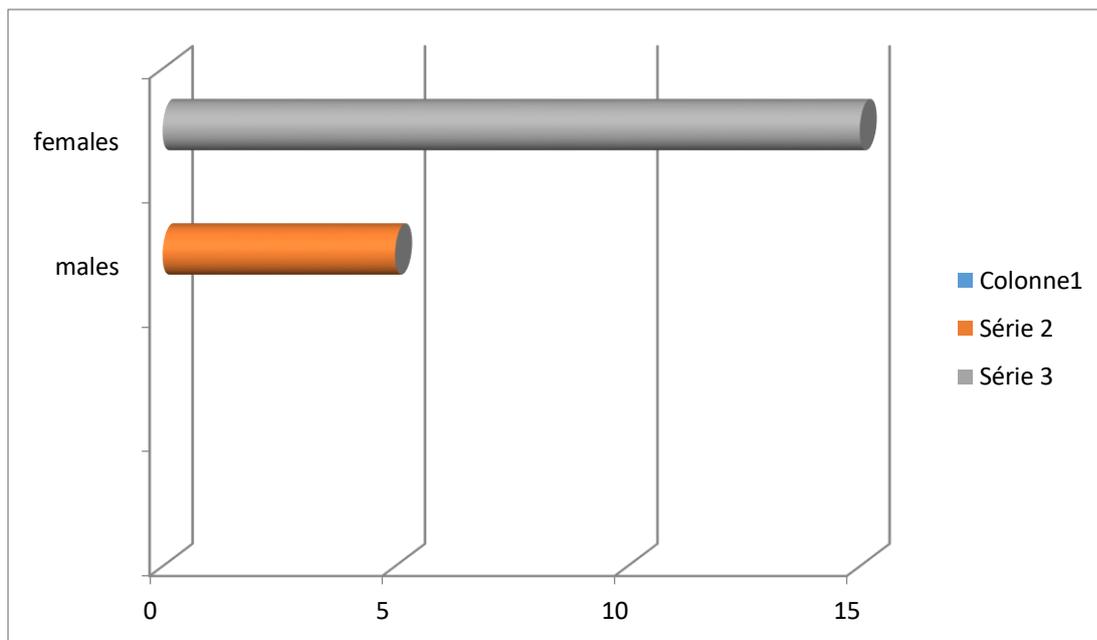
Impoliteness versions (cited in Mills: 2005, 5) that reveal an individual's self-control of linguistic behaviour can take forms such as:

“Oh, shut up, you fat pig!; Go on a diet! ; Go fuck yourself”

Never happened in CEIL classes to have people insulting one another with slang words. Students often make choices of acceptable social and linguistic behaviour to avert impoliteness assessments. Polite forms are not always remarkable in-class interactions, particularly, students between each other. However, if the speaker skips formal greetings, thanks or apologies, he will be judged as impolite by the classmates; especially if they have negative attitudes towards that person; he gets harshly criticized and described as rude.

Personal observation, seldom, notes a case of a female aged by 17 who came 15minutes late and came the class; she did not knock at the door; she did not ask for the permission to come in the class and she did not apologize for the delay. All that she did is that she opened the door said, “Hello everyone; hi miss” and she set down.

One more happening in the class of Turkish, where a male came 10 minutes late after the break time; he opens the door without knocking; came in and explained loudly that he passed by the administration and there were too many students there, so, he is a bit late. The language he used for justifying his delay was a switch between Turkish and French.



Graph 4.2. Men and women perform less polite comportment

The situations discussed show dissimilarities in being polite but since there are positive linguistic acts; one cannot judge the performance as being impolite, so, one should rather describe it as less polite.

4.5. Teachers' Classroom Manners

Table 4.1. Sample variables

Age variable	Gender	Percentage
17-22	65% females	10%
22-30	35% males	50%
30-60		40%

Class interaction

endorses affirmative impact on learners' speaking abilities. It is a setting to be given a complete input and feedback trying fresh hypothesis about language learning, gender issues and politeness. Interaction deduces four types:

- ❖ Learner -course content interaction.
- ❖ Learner -learner interaction.
- ❖ Learner- teacher interaction.
- ❖ Learner -technology interaction.

All disciplines focus over teacher-learner interaction and learner-learner interaction. The first type takes place between the teacher (as a part of interaction) and his learners in a classroom. Thanks to teachers' negotiation of contents, asking questions and instructing, students get to experience good manners and how to interact effectively.

Class interaction aims at promoting meaningful communication in the target language, engaging learners in communications, learning interpretations, tasks and promote reflection on language. Interaction patterns are as follows:

- Teacher talk
- Open-ended
- Closed-ended
- Group work
- Self-assess
- Individual work
- Full class interaction

Some teachers were not polite enough for education. Couchman & Parent, 2006 interviewed teachers and concluded facts about teachers' politeness. (Rasul, 2013) Couchman marked that in her school at West Midlands the students were motivated to learn they did not need a harsh discipline in the class. However; the teachers over there were too rigid in controlling the class and setting rules. That is seen by some as rude behaviour from the teachers since they could have taken things easy taking into account the social, educational and psychological circumstances. Hopefully, CEIL centre had a group of fascinating teachers who had teaching experience, they do not over control the class, so, the student is given certain freedom in the learning process. Besides, the students do suggest issues to study in the class and the teachers manage things and perform the required lesson. On the other hand,

Colin Campbell Parent, London, claimed some teachers were very rude unlike the image of teachers. He narrated a personal happening with a teacher:

- A : is everything shipshape and Bristol fashion?
- B : Yes
- A : Yes, what?
- B : I had to say “ yes, Sir ”
- Once he was queuing for dinner where a teacher asked: “what are you doing?”
- B : “waiting for dinner”, he grabbed me by my sideburns –very painful- and dragged me right out of the school saying,
- A: “get out, you boy!”
- B: I have no idea why

Teachers have better to be polite to the learners so that they can control the class and be a good example for the students. Such incidents never happened in CEIL classes; the teachers do not interfere in the students’ personal life, do not criticize the students’ subjectively, do not blame the students or shout at them as they never harm the students verbally or by gestures. Furthermore, promoting fluency in CEIL classes needs to expand our vision to language mechanism. Students are given a chance to improve their skills by being exposed to communicative language tools to be native-like speakers. Among the device used paralinguistic features, kinesic language features, pragmatics, punctuation, grammar and vocabulary. In CEIL classes, the register’s choice is related to the strategic use of language either by making expected or unexpected choices depending on the situation and formality.

On the basis of observation while attending CEIL lectures; teachers are practitioners and use codes depending on the situation to get a comprehensive output where the teacher delivers information in a language that students can understand as it is essential to give the correct information in an appropriate voice, tone and intonation simply because teachers’ speeches are taken as resources and references and the manner it is performed give connotations and transmits feelings. Learners interaction between them is also well managed and comes forward having social competences and didactic

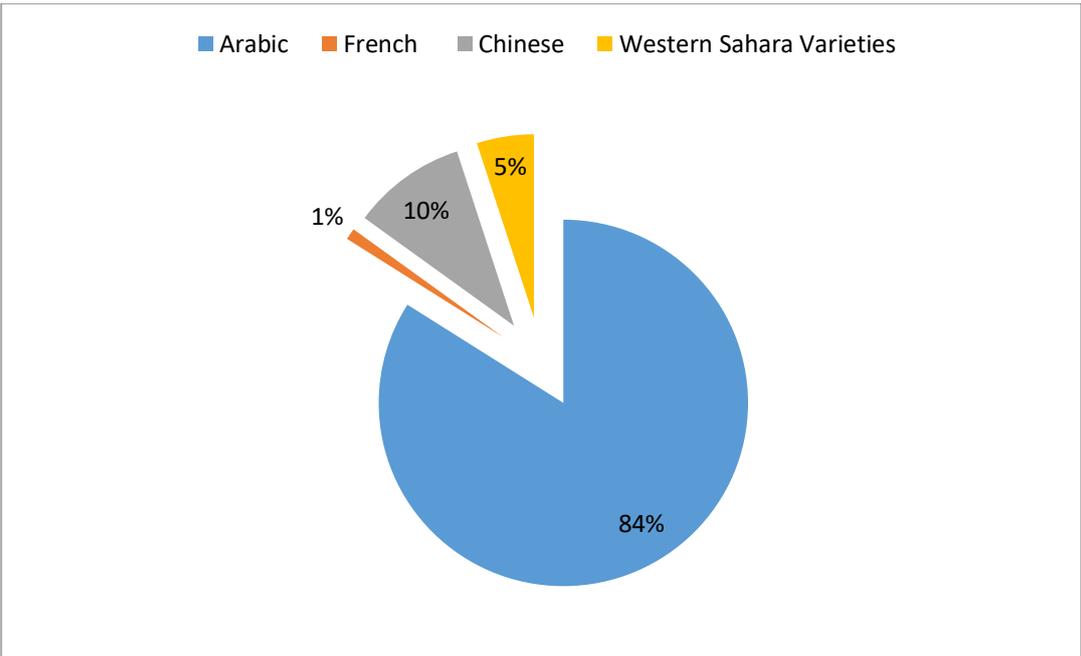
accomplishments that develop students' abilities via collaboration which helps them establish a social relationship and create a friendly atmosphere.

Classifying students to work in pairs or groups is the teacher's responsibility. Yet, he should mind making friends together when possible to make the interaction easy with the admired partner. However, friendship is not enough for effective interaction. So, partners' abilities are required as the teacher can help especially in making challenges. The mixture of students in CEIL allows the teachers to group the learners by chance without pre-planning unless they were your students already.

4.6. Questionnaires Results

Much like gender issues and politeness, the analysis of the questionnaires deals with category and ordinal data to locate the sampling. One hundred questionnaires were administered to CEIL students randomly and they all provided answers.

The first question identifies the students' mother tongue since they are not all Algerians.



Graph 4.3. CEIL students' mother tongue

The second question defines the concept of politeness in classes from the students' viewpoint. 90% of students suggested listening to the teacher; to respect and help each other; to avoid interruptions when others speak; to be quiet and to avoid misbehaviour. On the other hand, 10% of students do not really know how to be polite in the class, they just behave themselves. Teachers, on the other hand, clarify the atmosphere and try hard to be positively humorous; which let know the centre of attention and that is applying politeness strategies.

The third question figures out the languages used in classes and the context of use.

Table 4.2. Language use in CEIL classes

Target language	Addressing teachers		The context
	Males	Females	
Arabic	Arabic 95%	Arabic 97%	Arabic is used in formal interactions. Code-switching between the target language with French and English is less formal It is used in private talks in the class.
	Arabic/French 5%	Arabic/English 1% Arabic /French 2%	
			French dominates the classes

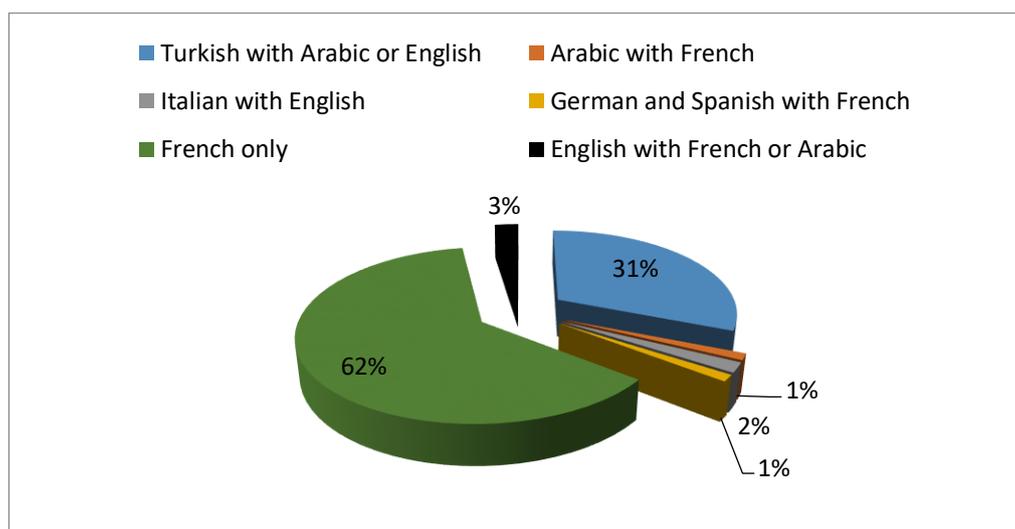
French	100%	100%	<p>because it was studied since early age. However, it is not properly used because of the phonological, morphological, grammatical and lexical mistakes and errors.</p>
English	<p>90% English 5% English/ French 5% English/ Arabic</p>	<p>92% English 6%English / French 2% English /Arabic</p>	<p>English for beginners is difficult for the students, so, they often mix it with French or English . The majority of students whom they use English; they make mistakes that the teacher try to help to overcome. When lecturing,</p>

			English is used. English mixed with French/Arabic is used when they address the teacher privately.
Turkish	50% Turkish 40% Turkish/French 10% Turkish/Arabic	40% Turkish 50% Turkish/French 10% Turkish/Arabic	Beginners they mix Turkish with French, English or Arabic in all contexts. Males are much more competent than females who code mix with French often.
		1% speak the target language as well.	Initial level students' do not speak the target language until they spend a month or two in CEIL. When the students have a

Italian	1% speak the target language only in the class.	80% target language/ French	background they start speaking and
Spanish	70% switch to French	10% target language/ English	writing the target language
German	20% switch to English	9% target language/ Arabic	after three to four sessions.
	9% switch to Arabic		The B and C levels do master the language much better .Up to 90% elementary, upper elementary and advanced use the target language when talking to the teachers.

The fifth question details the third one. Trying to figure out the language used to give instructions in the classroom. All teachers use the target language in teaching but sometimes they switch and even code mix the target language with French, Arabic or even English so that the students may understand. Teachers of French use Arabic to explain what seems difficult for the students after they try several times to facilitate the information. Teachers of English prefer to use both French and Arabic when the situation calls for that. Turkish teachers are the most ones who face troubles in teaching the language especially for beginners who have never been in contact with the language

and so, the teachers are Turkish, they do not speak French, and they speak some English and some Arabic. When the teachers are stuck in transmitting a message, they try to explain the situation using standard Arabic or English. Teachers of Arabic, on the other hands, rarely use other languages. Yet, if they switch they use French, Italian, as well, was taught by native speakers who did not master French and Arabic .they code mix Italian with some English in hard situations but it is not so often. German and Spanish are also present in CEIL classes where teachers use the target language with slight French in explaining situations. Teachers of French do not use other languages in the class when interacting or instructing and English also dominates the classes with some help of French or even in Arabic. All CEIL teachers use the target language in teaching, some of them try to help the learners for better understanding using some languages that the students master, frequently, Arabic and French.

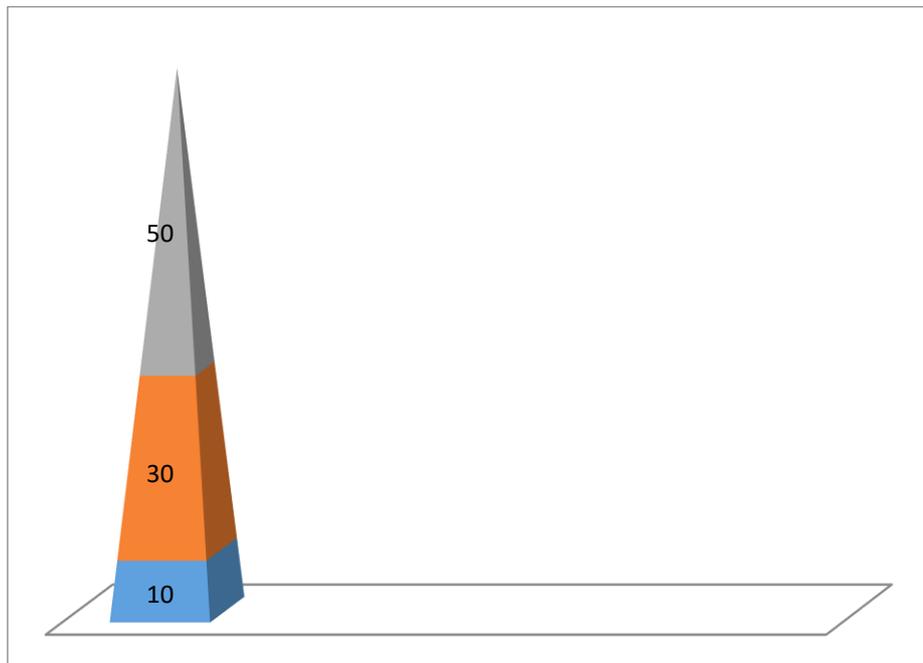


Graph 4.4. Teachers' use of codes

The fifth question checks students' attitudes toward teachers' behaviour. Most often, teachers are judged by their students, they do even evaluate the level of the teacher and whether he is a good instructor and manager or not. Most students dislike the authoritative teacher who over controls the class.

- ✓ 50% dislike the teacher who comes late.
- ✓ 30% dislike the teacher who does not give a break and keep teaching for 3 successive hours where they feel tired and bored.

- ✓ 10% refused to comment on the teacher's behaviour.



Graph 4.5. Attitudes towards teachers

The reason behind expressing dislikes on teachers' behaviour is that the students are motivated to learn, they are autonomous and they just want to be relaxed in the class in a polite framework. When they are not comfortable in the setting or with the interlocutors they remain negative in the classroom, as they do not provide sufficient feedback. Students are, then, the judges to evaluate the teachers' abilities, competences and good manners in the class. When the manager is skilful, honorific and knows how to reduce imposition and threats; for sure, he thrives in maintaining face and raising students' self-confidence.

The sixth question details language use and codes selection in educational settings for interaction. Arabic, French and English are the languages selected to question because they are widely used. Sometimes the students tend to code-switch, other times and that is rarely where they use H and L varieties in the class. Their code choices are sometimes predictable; other times they are not. It depends on the context, the topic and extra factors that affect code choice and language use in the educational setting.

Table 4.3. CEIL's language use

<i>Arabic</i>	<i>French</i>	<i>English</i>
<ul style="list-style-type: none"> ▪ When it is the target language. ▪ When they are stuck and cannot express themselves in other languages. ▪ When talking to classmates. ▪ To decrease the social distance. 	<ul style="list-style-type: none"> ▪ When it is the target language. ▪ To show prestige. ▪ When they behave themselves and code mix Arabic and French. ▪ When they are not Algerians and French is the only language to use. 	<ul style="list-style-type: none"> ▪ When it is the target language. ▪ To show mastery of language and prestige. ▪ When they want to exclude others from a conversation. ▪ When they want to read and educate themselves.

Concerning code used in different situations, 100% of students want to change their negative behaviour in the class such as speaking aloud, bad gestures, making noise and causing troubles and even using the target language only.

The seventh question is a continuous line of data gathering. 70% of students do not know what behaviour to change in the class. 20% wish they can avoid personal struggles and disagreements in the class. 10% want to speak the target language perfectly without mixing other codes with it. Therefore, there is certain awareness of how to use language in the class and how can you be polite. It is, yet, the norms of politeness among individuals are different because of the surrounding variables.

The eighth questions figures out the aim behind learning a specific language. The target language is used in different contexts shown in the table below from students' viewpoints.

Table 4.4. Contexts of language use

Arabic	French	English	Turkish, Italian, German
<ul style="list-style-type: none"> ☆ In schooling contexts. ☆ In everyday life (Algerian Arabic). ☆ Chinese students trying to mirror mastery of language. 	<ul style="list-style-type: none"> ☆ In everyday life. ☆ To show prestige ☆ With teachers. ☆ Travel. 	<ul style="list-style-type: none"> ☆ In the class. ☆ When travelling. ☆ To reveal the educational level. ☆ To read works and researches. 	<ul style="list-style-type: none"> ☆ Travel ☆ Studies ☆ In foreign countries. ☆ With teachers of the language.

Languages are used distinctively depending on different variables that lead to various contexts of language use. Sometimes codes selection is random with no clear explanation of why someone has chosen a code instead of another.

The ninth question deals with a widespread phenomenon in the Algerian society which is code-switching and code-mixing.

Table 4.5. Students' awareness of language use

10% of students code switch from the target language to Arabic or French with teachers.

The

50% code-switching between Arabic/French between participants.

2% use the target language only.

8% use only Algerian Arabic with students.

3% use the target language only with teachers.

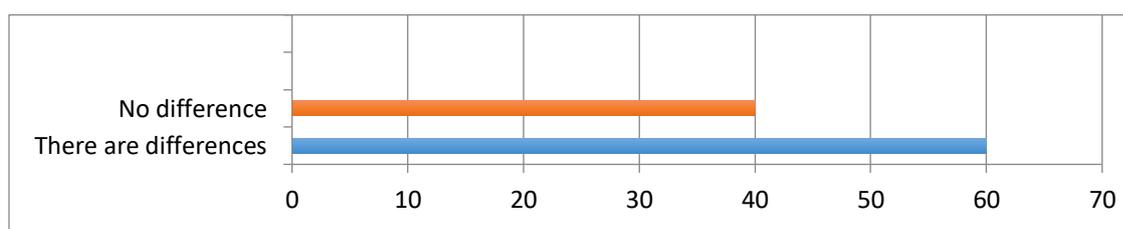
1% use French only with participants.

17% use English mixed with French /Arabic with students.

context differs but generally speaking serious topics require formal codes and language forms.

When comes to preference, students always choose to use the target language but they often face difficulties that push them to switch or mix codes for class interaction. They all want to speak the target language but, unfortunately , they find themselves mixing codes.

Gender differences were detailed in many previous works . When it comes to a specific case study of CEIL, things are not really different from the global situation.



Graph 4.6. Attitudes towards gender differences

Some students do not recognize any difference between men and women; simply, they do pay attention neither to the behaviour nor to the linguistic situation and the social status.

Table 4.6. gender differences

Men differences	Women differences	No difference
<ul style="list-style-type: none"> • They use more logic. • They clarify problems then eliminate issues. • They dive into solving them. • They need space. • They use less facial expressions. • They avoid eye contact. • They talk for status from a decision to discussion. • They are talkative in public and quiet in private. • They prevent risks. 	<ul style="list-style-type: none"> • They have good memory than men. • They are sensitive and intuitive. • They define problems in border terms then go into solution mode. • They talk out problems. • They seek social support. • They are more stressed. • They use eye contact. • They talk for solidarity from discussion to decision. • They are quiet in public and talkative in private. 	<p>40% are not interested to spot neither differences nor similarities.</p>

Linguistically speaking, students from the same speech community use different linguistic forms that have distinctive features of the same language between men and women. Morphology, accent, vocabulary...etc are the clearest features that mark distinctions. For instance, females from Tlemcen say /ædʒi/ and males say /rwaħ/ for “come”. Other features are also distinctive such as fillers, tag questions, intonation, adjectives, super polite forms ...

The last question shows the inappropriate behaviour that may take place in the class.

Table 4.7. Gender characteristics

<i>Females</i>	<i>Males</i>
<p>When they are overdressed or put not strong makeup.</p> <p>Private chats about everyday life, shopping, kids, family, friends,...etc</p> <p>Misunderstanding, shouting and judging others.</p> <p>Making plans to date some men from the class.</p> <p>Avoid sharing knowledge and information.</p>	<p>Tend to depersonalize issues and think of solutions in isolation.</p> <p>Setting dates with girls.</p> <p>Showing sexual interest.</p>

What was remarked in CEIL classes concerning some social variables in that three variables determine register: field, tenor and mode . Furthermore, the age variable affects gender language use.

AGE & GENDER

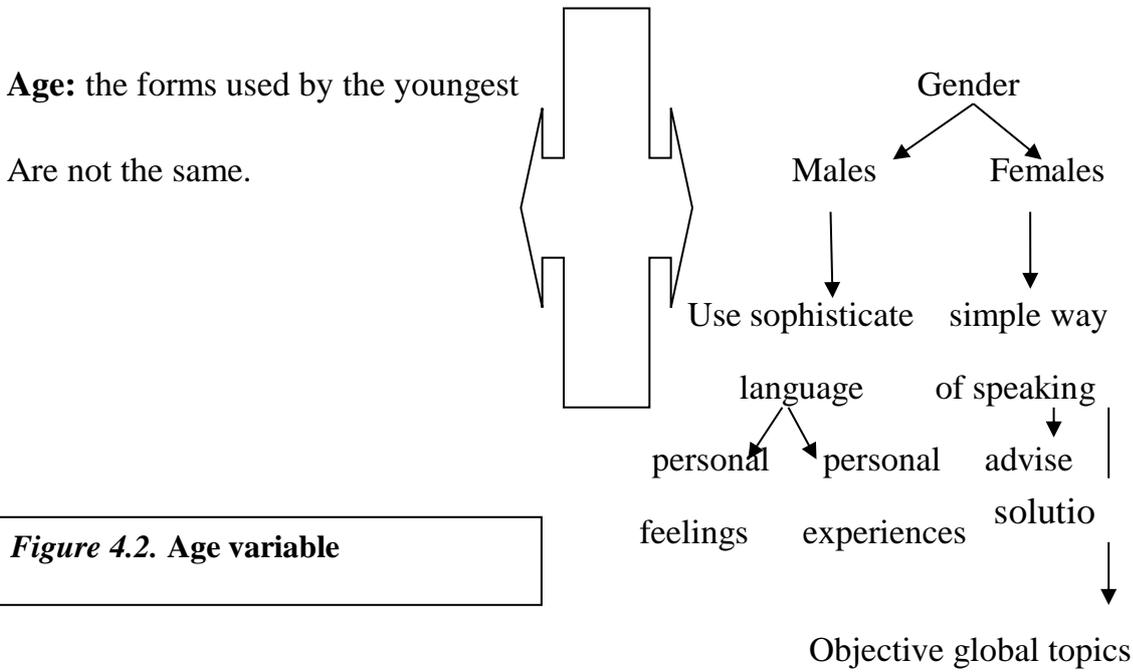


Figure 4.2. Age variable

As a researcher, one set up a context where the students are expected to complete the interaction by suggesting thoughts.

Situation: A student wants to take notes in a class discussion. A student whom you do not know might have an extra pen. So, you ask: “would you lend me an extra pen if you have any, please?” The student replies: “Sure. Here you go. Keep it, I have another one”.

Furthermore, note-taking was helpful to spot different real situations of using politeness strategies in CEIL.

Table 4.8. CEIL code strategies

	<i>Requesting</i>	<i>Paper extension</i>	<i>Slower speech</i>	<i>Exchanging lectures</i>
Males	Omar: You are a Dr, so, is it OK that you can write the essay and I do the introduction and the conclusion?	Mohamed "I wish we can have more sessions talking about this topic."	Amine: " slow down your voice, please"	Ilyes : " the other group have seen lessons about health, can you teach us ,too?"
Females	Amina: Hey, I appreciate it if you let me use your worksheet, I have lost my paper somewhere!	Lamia : "It is interesting , may be we can practice some more".	Nadia : "speaking loudly is impolite"	Asma: " things about health , shopping and travel are essential to learn in English"

The first example that of Omar starts by giving a compliment to a classmate acknowledging his experience in medicine. That praise mirrors a positive face besides the sign of cooperation when giving a reason. In such a way, the addressee does not even feel you are requesting, actually, it sounds more like an offer. The students are not all closed to each other but they keep the polite behavioural and linguistic frame as much as possible. On the other hand, women are more concerned with feelings and they tend to express more positive politeness to maintain positive relationships. It is worthy to mention that social closeness does not essentially lead to the use of positive politeness through gender positions could cause some forms of positive strategies.

4.7. Teachers' Socio-Psychological Attitudes in CEIL

Educators try to prevent aggressive incidents that could happen in classes. They get to know their learners to distinguish the aggressive students who may stress the class and distract others' attention. Teachers face a great challenge dealing with student's impolite behaviours struggling to keep the student's dignity avoiding embarrassments and discourtesy. It is essential they prevent school bullying which can be verbal, sexual or emotional; indeed, no case was transpired in any of CEIL classes. Besides, teachers attempt to encourage class participation by pushing the students to speak in the class expressing their ideas, defending a view-point, disagreeing or suggesting as they motivate them upkeeping group works solving inclusion issues such as cooperation, timidity and lack of self-confidence.

CEIL is a platform for the participants who would like to reach a target. Structure and limits are the main conditions rising students' creativity, passion and mastery of language preventing teasing which can lead to anxiety and negative attitudes affecting the academic performance. Teachers have to handle all the impolite behaviour and the difficult situations the students may cause. The type of relationship between teachers and their students is one of the keys to classroom management. Yet, they have to use their authoritative role transmitting strong messages pushing the aggressive students to express themselves appropriately, refining the atmosphere to get the learners back on track settling class positive interaction. Sometimes, it is normal to have angry students in the class but it is seldom to have annoyers in CEIL. It is more a type of students who spend a good time debating, explaining and justifying, unfortunately, the matter that diverts the teacher from the lessons. Sometimes, the students are not aware they act impolitely because they mean to obtain attention, escape a difficult task or even ignore non-desired exercises. Teachers have to know how to manage the students' behaviour. In CEIL, the activities are structured according to the administrative time table; sometimes 90 minutes / twice a week other times 3 hours /ones a week. Then, teachers ensure a high level of effective participation by providing interactive instructions, decreasing talk outs and supplying signals. Students, most often, are informed of the reasonable expected behaviour and the effective behavioural smooth routine. Some *positive* rules are set to cover the behavioural troubles that might be faced, for instance, work together and be respectful, you put the vocabulary you learnt into practice,...

Despite males and females in distinct by nature, teachers have to promote equality between them in the class by being objective and reflective. Teacher/student relationship forms a learning foundation. CEIL teachers act respectfully towards the students by avoiding interruptions, minding tone and voice, choosing the appropriate lexis to use in the class.

The majority of students of English developed their skills and they do speak English by the end of the session. 80% developed the speaking ability as well as conversation skills. The other aptitudes were not neglected since they ensure making a convenient social contact especially with foreigners who do not share the same culture.

Regarding politeness in CEIL, it is essential to integrate the students in a comfortable learning atmosphere. It is, indeed, the major factor of successful interactions. Some contributions in CEIL in the use of politeness while interacting can be seen in requesting or even when teachers try to link L1 and L2 in some situations such as in using idiomatic expressions. For instance, “Why don’t we go for a cup of tea together?” which functions as a polite request instead of asking a real question “why didn’t you show up yesterday to have tea together?”. Students must give importance to politeness to maintain self-esteem either in private or public states and there comes the role of teachers to provide some expressions and polite grammatical forms such as “would like to”. Furthermore, politeness contributes in language teaching by different subject matters like etiquette and how to open and close a discussion or a speech ...topics like those are taught in CEIL because students need practice so that they can have good international communications with a correct English.

Table 4.9. Examples from the classes of English

The situation	Teacher’s reply
The teacher is explaining and a female student interrupted	“I beg your pardon miss, I am not asking for input by now. Hold your comment until I am done, please”

A student disturbed while the teacher was talking to one student all alone at the end of the session.	“Excuse me, this is a private little chat, would you stand by for a minute, please.”
Student /student interruption	“Guys, let’s respectfully listen to your mate, then, you can have your turn to speak. I would love to hear each one of you.”
Teacher /student interruption	“No, no, no. wait, please, I will repeat from the beginning and you listen carefully to the rule so that you can put it into practice”

Tone and voice are two tricky elements; something might sound normal to a person and disturbing to someone sensitive; loud voice and high tone are always fearful. One should respect raising and falling tone without neither shouting at others nor speaking too quiet so no one can hear you. Besides, the words chosen to address students have to

be appropriate to the schooling context; no insults are accepted; students cannot be described as “stupid, foolish, dumb or retarded...”

4.8. Research Results

After the data collection phase, participants are classified into two main categories in terms of gender. One is the male group accompanied by analyses of their politeness performances and the other is the female group tackling the same lines focusing over the selected items among the interlocutors.

The results are gathered mainly by observation, note-taking, fieldwork and questionnaires. CEIL classes teach several foreign languages such as French, English, Spanish, Turkish,... On the bases of a personal observation, a clear distinction is marked between male and female interlocutors in using languages. 90% of participants are Algerians speaking Arabic as a mother tongue.

The present research finds out some suggestions of using politeness strategies in the process of teaching and learning .on the basis of cooperative principle, teachers and learners fulfil a proficient communication in terms of class interaction using bald on record as a direct strategy to say things without minimization of the imposition in a direct, clear, unambiguous and conscious way. The communicative approach is one of the efficient methods in CEIL since the students attempt to communicate real meanings by being involved in, more or less, real situations where they have to use the target language especially for those who are subscribed to have a workshop. The CEIL's C level is one of the suitable environment for the students to come up with a real and significant communication emphasizing fluency and the integration of different language skills.

Trying to understand gender socialization, the class observation proved that CEIL students are keenly engaged in the development of constructing gender roles. Students tend to keep apart themselves by gender regarding the socially expected behaviours preventing gender discrimination. Yet, males and females are rewarded in the same way.

Talking about gender similarities and differences, one must keep in mind a range of individual exceptions which makes it hard to explain gender role in CEIL classes. Dissimilarities in social interaction style occur in CEIL classes where girls, most often, speak up much during class interaction. Therefore, while having a group work males tend to ignore females' contributions and they often comment on the situation.

General guidelines for class observation were already mentioned in the previous chapter while dealing with participant observation. Appearance including age, gender, physical look and clothing are spots of interest for a couple of scientific studies. Yet, gender is mainly the target of the present research. It is taken into account who initiates interactions and with whom, in what language and even the students' tone voice. It also matters the students' body language, since we are speaking of politeness and the way they communicate different emotions, professions, personal space showing how close they can stand to one another. One more element to observe in classrooms is to identify who receives more attention than others and why because such individuals can be key informants.

Participant observation rapport based on Howell phases to analyze the findings. In CEIL's classes, the groups are not crowded but the students are of different ages and backgrounds; and for better quality data a friendly relationship is established in the class.

Students use different communication strategies to interact with each other in one classroom. Sometimes they are unconscious in choosing the right level of politeness though they do for not to be sarcastic or rude.

Do not impose: I am sorry to disturb you but I want to have a look at your copybook. Or, Might it be possible to explain that paragraph again?

Give opinion and options: do you think today's lesson emphasizes speaking?

What would you rather do to understand those grammatical rules?

Make the listener feel good: (positive politeness) you gave us the most appropriate example, thanks. (Voice impression can create such good feelings

Good manners are not preserved for women only even though some feminine arbitrary characteristics are associated with politeness. The female students we had as a sample are more positively polite, they are cooperative, and they avoid conflicts though they show power.

From personal experience and observation in addition to the academic device used for data collection, one can conclude that there is a whole in language use in CEIL mixed-gender classes. As far as English is concerned, class discussions denote some impolite behaviour that women were responsible for, such as interrupting males, women sound more polite in terms of requesting and using tag questions informal contexts. To a certain extent, *some* politeness strategies are equally used by men and women along with behavioural differences. One feature of politeness strategies gives space to the listener (i.e) the speaker does not have to impose his viewpoints. CEIL students like the use of tag-questions as brand politeness without forcing their reflections and agreements. Neither all males use question-tags nor all females, on average 6 students from 30 used question tags; 3 men reflecting uncertainty and 3 women indicating politeness and mastery of language.

Men create solidarity in the class via positive compliments especially to the girls who are highly affected and they become more interactive. Men are more competitive than cooperative. Yet, the findings signify a version that claims men more polite than women in using politeness strategies in oral interactions since women save a negative face by blaming, apologizing and requesting harshly. Excluding the Chinese students, to explain a divergence, females use more polite forms while interacting in the class intending to gain social status by using standard forms and well-bred strategies. Consequently, they formulate their speech as a kind of a substitute status by raising the social consciousness of linguistic politeness variables which are interrelated with some social issues of power and domination. Women's speech is predicted to be refined and respectful since the social roles entail lack of self-belief, uncertainty and a limited will of taking an activist position.

Table 4.10. *Politeness behaviours of complaining*

Situations	Responses							
	To friends				To foreigners			
	Female to male	Female to Female	Male to male	Male to female	Female to female	Female to male	Male to male	Male to female
Warning with a smile	10%	20%	0%	1%	1%	2%	0%	0%
Showing anger	85%	90%	80%	70%	1%	10%	100%	70%
Mocking	0%	3%	4%	6%	0%	0%	0%	0%
Fighting	0%	0%	0%	0%	0%	0%	0%	0%
Showing displeasure using body language	80%	90%	90%	40%	1%	85%	0%	1%
Ignoring the others	0%	0%	0%	0%	75%	40%	0%	0%

Upsetting people and making them angry is not polite behaviour especially in an educational setting. The above table shows that in a friendly educational setting when the social distance is decreased between the participants; both males and females do not mind their behaviour trying to show politeness. However, females appear to be more polite than males to save a positive face. Males display rude behaviour when getting

angry revealing power, identity and position. It is worthy to mention that using a smile as a threatening act takes a place among women presenting discomfort, worry, anger and even pain sometimes. Mocking, is an impolite behaviour, that some friend students came across joking with each other , having fun and relaxing the atmosphere; hopefully, without fighting and being aggressive. Among friends, it is quite frequent to show displeasure using body language illustrating personal feeling anxiety and embarrassments. Some female participants performed impoliteness by ignoring their classmates whether they have an ego feeling superior to others or they are not interested in them and their knowledge.

Table 4.11. Examples from the classes showing impoliteness	
Female to male	A: I suppose you have a reason to have forgotten my copybook home.
Male to female	B: No, I just forgot it!
Female to female	You should never share a project with me again. (raising tune)
Male to male	You should keep your word, man!
Male to Female	Shut up and let us do the exercise together

CEIL students like to preserve face and mirror positive politeness, so, they refer to the Algerian dialect in many situations especially when the communication is just between them. As an example, positive politeness in

using Islamic religious terms when asking for something meaning “may Allah preserve you” using [Allah jħħafɔak], [Allah jχali:k], [Allah jɔazi:k], [Allah jarɔa ʕli:k], [Allah jəbærek fik].

An interesting linguistic feature of a grammatical function seeking agreement is tag questions which are forms of polite statements highly used by men rather than women in CEIL especially among students themselves.

Nazim : “ I didn’t say you have done the exercise wrong, did i?”
Mohammed : “You have taken my copybook last time, haven ‘t you?”

The agreement rule is formed by question tags but still, some students find it difficult because of the negation though this form is caused by students’ incomplete application of rules. The low level of frequency is also related to intonations which determine the tag’s function. Maintaining acceptable conducive classroom behaviour is related to classroom management. However, it is pretty difficult to understand communication patterns that can be effective. A range of works deeply conducted concluded that women are different from men in

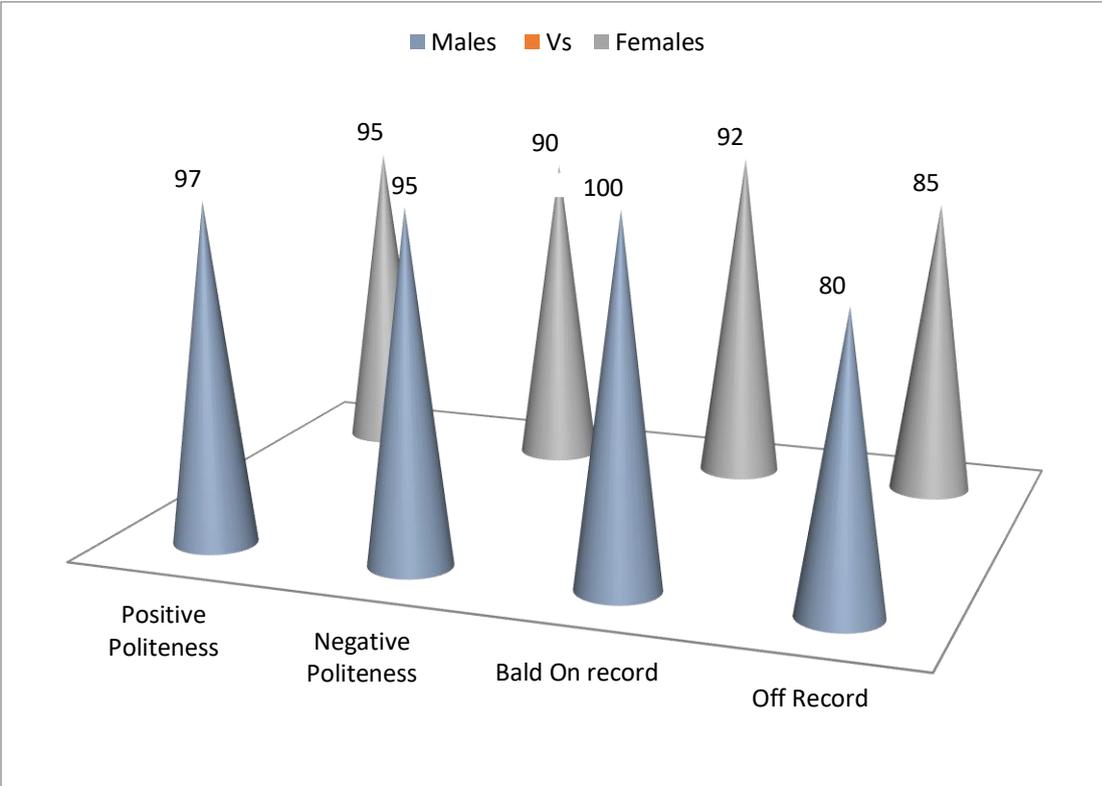
the way of interacting and communicating in terms of minimal responses, turn taking, changing the topic of conversation and self-disclosure. As a noticeable feature in cross-gender communications, politeness has begun to draw a lot of interests from many researchers during the past forty years.

The most efficient strategies fail to influence students when respect, sincerity and love of teaching are deficient. For that reason, enjoy and love teaching, focus on the student, not his behaviour minding the setting and the educational sphere, be positive and stay calm.

CEIL teaches foreign languages, it is natural that the students face troubles in learning. It is the teacher’s role to motivate the learners and make them overcome their

problems though it is not an easy task to achieve because of their different background. Interactions facilitate language and learners' development, so, learning by interaction, often, requires receiving feedback by negotiating the input for higher vocabulary acquisition. Examiners such as Vorhoven, Pike and many others presented a tight relationship between reading and lexical growth. They say that good quality readers have more repertoire than poor readers because students acquire words via contexts as they guess meanings according to the context.

CEIL is a case in point, teachers present texts selected carefully relying on the students' needs. Over here, a sort of interaction between the students and the writer attempting to take out meanings using linguistic competence, background knowledge, strategic, intercultural and pragmatic competence.



Graph 4.7. Gender use of politeness strategies in CEIL classes

Classroom observations propose that CEIL teachers treat their students the same way. Gender is part of an issue raised in foreign language context which can be examined from various perspectives, including learning styles and strategies.

Positive politeness is the central strategy adapted in females in CEIL classes, pursued by bald on record, negative politeness, then, off-record strategies. Males prefer bald on record as dominant strategy and followed by positive politeness, negative politeness, off record. The selection of choice of politeness strategies goes back to the context.

Students take notes and try to understand the written messages and predict meanings from the side of sharing information to the side of interaction aiming at facilitating identifying words, memorizing information and extending knowledge. CEIL teachers choose texts for analysis based on three criteria: Interest, exploitability and readability.

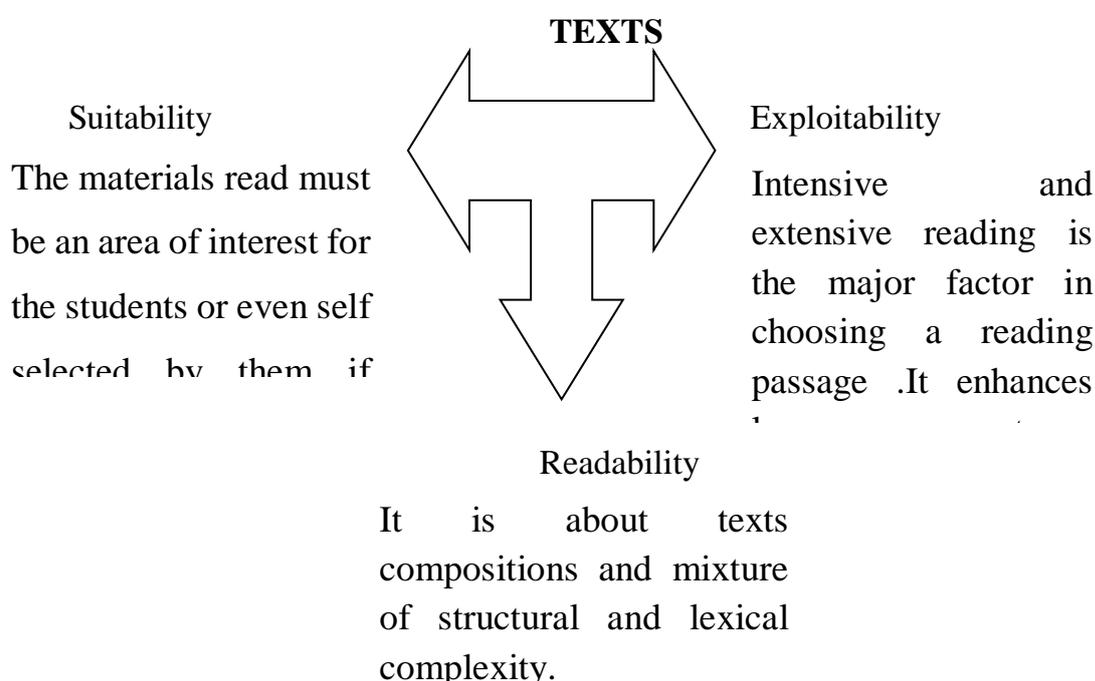


Figure 4.3. Text selection criteria

It comes that students come across new lexis where the teacher guides them to look for the meaning, memorize it and use it effectively in written and spoken forms. Via such strategies, the students find themselves able to develop their communicative and linguistic competence. The motivating aspect in CEIL is that students are willing to learn the foreign language so, they engage themselves in conversations and the teacher motivates them more and creates interest by topic selection relying on students' abilities, needs, competences and educational background. Teachers are regarded as controllers, assessors, correctors, organizers, prompters, observer and a source of information.

What students want from their teachers is: to be patient with them

Listen to them even if they are not interested in the talk.

To greet them with a smile

Allow them to ask questions

To keep their promises

To encourage them and appreciate what they do

To have a sense of humour and tell jokes

A good teacher needs to be:



Figure. 4.4. The Criteria of a good Teacher

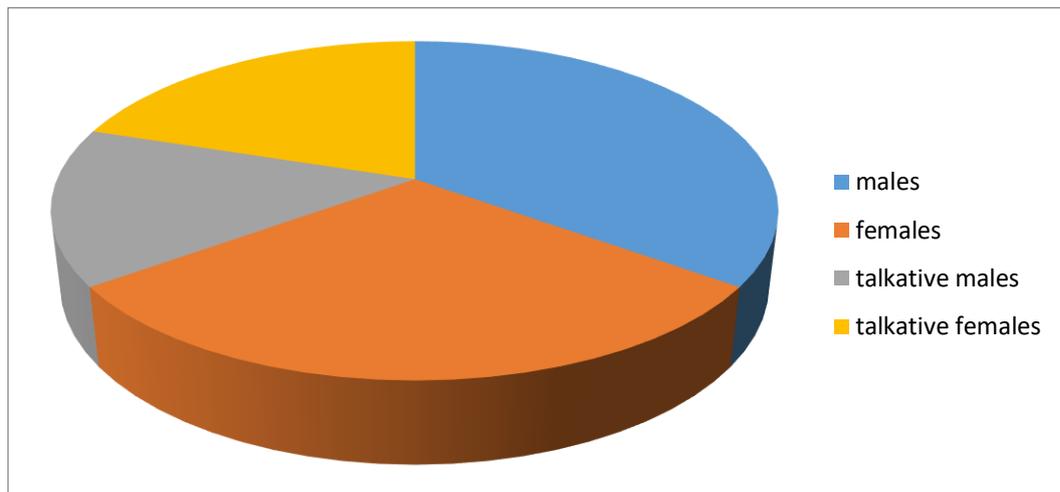
The feminine dominant role in language communication manifested powerful conversations in CEIL.

4.9. Oral Communicative strategies

Speaking a foreign language with a mastery of language fluently and accurately requires some elements to develop speaking skills and organize interactions. Kouicem (2010) summarized Harmer's norms (2001) to be language features and Mental/ social processing. For effective speaking, the speech must be connected in terms of sounds that are changeable in connected speech. On top of that, they must work on the phonological aspects to sound close to native speakers (i.e) stress, speed, intonation, etc. Such language devices even help to transmit correct and clear meanings especially when the lexical structure functions correctly with a good performance of utterances taking profits from the use of negotiation and asking for clarification. The social processing skills are about language processing in the brain by making a coherent order to get the planned messages. The speakers have to be capable to retrieve information to communicate and interact with at least two interlocutors or more who deliver talks, listen to others and understand their speeches, taking turns and keeping the conversational framework. Dealing with the traditional approach of language teaching/learning, Listening and speaking were neglected in classes where the teachers cared for writing and reading. The communicative approach emphasized oral communications and the teachers are the ones who reduce their speech motivating the students to practice what they learn in the class. Making the language into practice in a foreign country reveals knowing the language; the very first question is "Do you speak English?". CEIL students care of speaking because it develops their verbal repertoire, that is, vocabulary and grammar then, writing comes with reading at a second place. Via speaking feelings, thoughts, ideas, requests and talks can be transmitted displaying different language function. When the CEIL sessions are finished, the students sit for evaluation tests and get a certificate that proves the level, then, it is an additional paper for employment files. Listening goes with speaking because of no skill functions in isolation.

CEIL selected sample does not present huge differences between males and females. The girls are likely to sue more pronouns, social items and more psychological references. More linguist dimensions feature male speech like word length, numbers articles and prepositions.

In class interaction, 70% of male teachers and 60% of female teachers are average in talking to give a chance for the students to speak using the target language.



Graph 4.8. Gender average of talk
 30% of males and 10% of females are ignorant about the students' talking time and how important it is for language learning and language use out of the class. Some teachers claim that they care of class interaction that constructs collaborative learning, which is not the case since they speak more than the students. It is necessary for teachers must negotiate meanings with the students for better understanding.

Interaction as a pedagogical strategy to teach oral skills because students need to speak and listen to the expected language and obtain effective techniques as interruptions and turn-taking. During class interaction students expand argumentations and they feel free and less repressed to develop communicative competence. Student-student interaction is a preference for CEIL students because they do not feel stressed even if they make mistakes; they create humorous, forthcoming and relaxing environment supplying self- confidence and self-evaluation. 90% of CEIL teachers choose of interactive topics for class discussion so that the weak and the silent students participate. Topic discussions are critical issues that create positive interaction; even some CEIL teachers (40%) design pair/group works in most sessions to motivate the silent students that were 10% males and 3% females. In such situation, the students find themselves urged to speak in a less authoritative atmosphere the thing that encourages communication. 85% of CEIL teachers to believe that regular class interaction lessens

little by little mistakes and speaking problem achieving tongue automaticity by providing feedback.

4.10. Suggestion and Recommendations

Decades ago , there was an extend of some effective teaching methods in the field of foreign languages. The crucial aim and the basic objective has been to ensure a methodical and proficient learning of the target language they are exposed to. Those methods highlight for the most part the resources used, on the aspects of the target language and the skills expected to learn.

For statistic and expressive reasons in pragmatics , researchers show interest to language variation to explain how messages can linguistically vary though the meaning is the same. As an example, “ Amina , close the window.” It can be transmitted more respectfully by saying “ It would be nice of you to close the window ,please, It is so cold today”. This variation is not random , it is rather discussed under the label of 'politeness'.

The major influential approaches of politeness are the theories suggested by Lakoff (1973), Brown and Levinson (1978/1987) and Leech (1983) which are based on the concept of communicative competence introduced by Hymes (1972) and built on Grice's (1975) Cooperative maxims.

Educational settings are Complex and the instructors are often engaged in a multiplicity of interactions with their learners. The nature of such interactive acts leads to the presence of various process that the teacher finds it hard to follow his students all at ones. Consequently, many issues and obstacles might be coming up and as the experimental phase of the research puts forward, teachers could despite their main objectives, show a discrepancy of behaviour toward students depending on their gender.

After presenting thoughts, insights and answers to a problematic, it is more meaningful to report critical thinking and offer an opportunity for further works that can take this research as a starting point. When conducting this examination, some limits can permit us to detail each part of the work keeping a sociolinguistic frame. Yet, educators and researchers willing to enrich interdisciplinary subject matters can take the

first step from here. Gender in education can be investigated from many perspectives such as learners' autonomy, gender use of learning strategies, good manners in schooling, gender styles and strategies of learning, gender roles in education, gender professional development.

Upcoming examinations should think to investigate supplementary factors that are expected to affect teacher-student interactions in classrooms, as they might recommend clarifications of gender divergence in teacher-student interaction prototype.

Several aspects may possibly be significant to embrace English language proficiency, qualities and the cultural surroundings of the participants. It would be attention-grabbing to perceive how training strategies and character function in relation to the inclination to interact with one gender more than the other.

Many politeness strategies in EFL classes perform positive and negative politeness strategies. Brown and Levinson's theory was applicable for CEIL classes, especially that of English which was the main focus of the research. The results of this study that can be explored more demonstrate that the cross-cultural context of politeness is necessary in order to check up the cultural control in practising politeness in the class. The findings of this study are supposed to add to the literature of politeness research in Algerian classroom. However, extra studies should be accomplished in terms of politeness practices of teachers and learners, chiefly in the course of the language choices used for communication.

Languages are learned through interactions and negotiation of meaning. they must give feedback each time they are corrected and advised by the teacher. Class interactions entail a role shift from listener to speaker, the students as producers they practice the target language fittingly as they preserve a social connection with their mates. So far, future researchers may get this thesis as a reference to complete the issues untackled such as the relationship between class interaction and requirement of lexis; how males and females can establish a positive correspondence via receptive skills and how is the vocabulary used between the different genders. The work can be extended further following a multidisciplinary approach taking class interaction as a tool that develops language proficiency calling for a teacher and students in a formal setting expanding vocabulary, knowledge and educational skills. Learning languages takes time, needs a

suitable setting, energy and interest. English, in particular, is one of the recommended languages in CEIL. It is regarded as a language of science, power, prestige and technology. All CEIL students say “I want to speak English”; they give importance to the oral form ignoring grammar, vocabulary, written expression models,...However, teachers try to make a balance to teach all language aspects written and oral emphasizing oral interactions making the students autonomous in learning. For further works, one can select a specific sample to discover the value of class interaction on different learning aspects. Yet, maybe students, in some cases, are not given opportunities to interact in the class.

Language acquisition cares for interaction to achieve good quality learning and to develop language skills. In fact; it is one type of CLT (communicative language teaching) which is a theory that aims at learning the appropriate use. Yet, it was not tackled in this work for not to enlarge the area of interest. Far from theories, the way speakers manage long stretches of speeches and talks is known as a *transaction*. It is about the realization of operation markers in someone’s talk and the teacher can set some useful markers that are essential in making talks and getting in conversations. Example: “let’s get started right **now**”, “ you ‘re absolutely **right**”, “**Okay** , then, **so** try to give me examples”.The students must pay attention if they tend to translate directly those markers for interactive topics .so, issues can be raised based on formal stretches linked with lexical, phonological and morphological markers.

Another area that can be interested in further investigations is designing pair and group works facilitate achieving interaction goals. The theme is to gather the students either in pairs or groups to develop speaking skills and accomplish their target (i.e) to speak the target language. This particular design is the floor where the students can reinforce their competence in using communication and codes. Pair works accommodate target language use independently without teachers’ guidance or interference, whereas group works to guarantee a high level of interaction promoting collaborations and reducing isolation in a learning community. The plan is that teachers segregate the class into pair or small groups making a variation and a harmony relying on a set of principles as Harmer suggested: friendship, streaming, chance and changing groups. The

interactive discourse aspects allow the students to deliver correct talks to be understood by others, at the same time, to understand others.

When using the language many elements change as a function of context, so, these variables are worthy to be investigated from different perspectives. Gender issues do not have a final coherent picture when comes to language use. The codes they used are analyzed at different levels starting from the global structure of gender narratives down to words and structure. What is suggested more for investigation is the underlined under the emotional aspects, thoughts and motives. Moreover, function words including articles pronouns, auxiliaries, conjunctions,...reflect the way students' select codes as men and women do not make the same choices which open the debate for psychological issues.

Several statements expand the use of threatening acts which possibly will impress the students' high regard. Therefore, EFL teachers should be attentive when using the language; trying to be linguistically polite when instructing, requesting and managing the class for positive input and feedback.

4.11. Conclusion

One of the difficult tasks in speaking a foreign language while still acquiring it; it calls for regular practice to better understanding and using the language. The best way for accurate messages is classroom verbal interaction. Receiving explicit feedback corrects the students and makes them familiar with their mistakes for better mastery of language.

Men and women have unlike linguistic politeness and conversational measures. The supposition in response to the hypothesis that claims women are more polite. One has concluded that both genders perform polite linguistic and non-verbal acts, however, males are more polite in CEIL class interaction. These findings do not sustain traditional supposition. Female speech is highly formal and polite; males as well as emphasize the correct use of phonetic rules. Moreover, positive politeness is not the only strategy adopted by CEIL participants; they do use all politeness strategies by different degrees and quality. Students' good manners are performed by choice; that is, they want to be kind, prestigious and educated so, they behave the way they think it is appropriate.

Sometimes they have misconceptions of what is good and what is better ; what is bad and what is worst which may lead to unlike levels of politeness besides the socio-cultural and psychological variables that intervene in language choice and affects individuals' behaviour.

Language and gender are not the only variables that affect the use of politeness strategies in classroom interaction. Many other variables interfere. Some social variables may affect one situation but not another, so, it comes back to the context in addition to gender, the cultural background, age, power and solidarity and even the participants' psychology.

4.12. Footnotes:

1. "Gender Differences In Politeness." UKEssays.com. 11 2018. All Answers Ltd. 01 2019 <<https://www.ukessays.com/essays/english-language/gender-differences-in-politeness-in-daily-conversations-english-language-essay.php?vref=1>>.

General Conclusion

Language learning is one of the topics that is always selected for academic investigations. Many factors can be the reason for successful language learning such as age, stress and anxiety, lack of motivation and socio-pedagogical issues that affect the quality of learning.

The students' rank of motivation is basically affected by the notion of Teacher-student interaction

Students face many problems when they learn languages. CEIL is a centre in which people can learn foreign languages passing by different levels depending on their intensity and needs. Teachers in the centre try often to motivate the learners and when they are classified and all things are set; the courses start and the teachers have to manage their classes setting rules of politeness and a class routine preventing socio-educational troubles. Teachers aim at having an effective class interaction avoiding any act that may threaten the learner regarding self-image; they should rather make use of strategies to reduce the threat and that is, in simple word, politeness. The best manner for good interaction between teachers and learners is via politeness strategies. Learning languages is a spot of interest for Algerians for various purposes. For this reason, centres of teaching languages are opened some are private and others tag along with state control like the CEIL which is an institution at some Algerian universities, Tlemcen, Oran, Algiers, Constantine and others. CEIL in Tlemcen is a setting where many languages are taught; Arabic (specifically for Chinese), French, English, Italian, German, Spanish and Turkish, in addition to ESP. CEIL classes aim at experiencing real communicative situations that permit them to express themselves and develop their speaking skill. Classroom interaction creates opportunities to develop knowledge and learning skills. Thanks to the importance of communication, the difference between men and women use of language is one of the most important issues among sociolinguistic scholars. It is essential to understand the different communication patterns that women and men typically use to better understanding and achieve effective communication.

Besides, numerous research works have been deeply managed to conclude that women and men are dissimilar in the way of interacting and communicating in terms of minimal responses, turn-taking, changing the topic of conversation and self-disclosure. Learning to communicate involves more than learning grammatical and phonetic rules. Teachers aim at having an effective class interaction avoiding any act that may threaten the learner regarding self-image; they should rather make use of strategies to reduce the threat and that is, in simple word, politeness. Communication functions rely on knowledge of social conventions. Furthermore, both men and women need to be polite to reflect good manners and consideration for others.

Linguistic verbal context is about the background words are used including syntactic and morphological interpretation of texts components. Any student should be aware of the necessary items that determine meanings; nouns, verbs, adjectives and adverbs which are implications' clues that provide a full understanding of statements. Females' linguistic behaviour is connected to positive politeness by all means; cooperative and crash prevention.

General Conclusion

Language learning is one of the topics that is always selected for academic investigations. Many factors can be the reason for successful language learning such as age, stress and anxiety, lack of motivation and socio-pedagogical issues that affect the quality of learning.

The students' rank of motivation is basically affected by the notion of Teacher-student interaction

Students face many problems when they learn languages. CEIL is a centre in which people can learn foreign languages passing by different levels depending on their intensity and needs. Teachers in the centre try often to motivate the learners and when they are classified and all things are set; the courses start and the teachers have to manage their classes setting rules of politeness and a class routine preventing socio-educational troubles. Teachers aim at having an effective class interaction avoiding any act that may threaten the learner regarding self-image; they should rather make use of strategies to reduce the threat and that is, in simple word, politeness. The best manner for good interaction between teachers and learners is via politeness strategies. Learning languages is a spot of interest for Algerians for various purposes. For this reason, centres of teaching languages are opened some are private and others tag along with state control like the CEIL which is an institution at some Algerian universities, Tlemcen, Oran, Algiers, Constantine and others. CEIL in Tlemcen is a setting where many languages are taught; Arabic (specifically for Chinese), French, English, Italian, German, Spanish and Turkish, in addition to ESP. CEIL classes aim at experiencing real communicative situations that permit them to express themselves and develop their speaking skill. Classroom interaction creates opportunities to develop knowledge and learning skills. Thanks to the importance of communication, the difference between men and women use of language is one of the most important issues among sociolinguistic scholars. It is essential to understand the different communication patterns that women and men typically use to better understanding and achieve effective communication.

Besides, numerous research works have been deeply managed to conclude that women and men are dissimilar in the way of interacting and communicating in terms of minimal responses, turn-taking, changing the topic of conversation and self-disclosure. Learning to communicate involves more than learning grammatical and phonetic rules. Teachers aim at having an effective class interaction avoiding any act that may threaten the learner regarding self-image; they should rather make use of strategies to reduce the threat and that is, in simple word, politeness. Communication functions rely on knowledge of social conventions. Furthermore, both men and women need to be polite to reflect good manners and consideration for others.

Linguistic verbal context is about the background words are used including syntactic and morphological interpretation of texts components. Any student should be aware of the necessary items that determine meanings; nouns, verbs, adjectives and adverbs which are implications' clues that provide a full understanding of statements. Females' linguistic behaviour is connected to positive politeness by all means; cooperative and crash prevention.

Appendices

Appendix A

A written Task given to A1.2 Level when having a lesson about good manners

1. What do you do when you come late and enter your classroom?

1. Is it polite to talk to your classmate during the course ? why ?

2. What do you think of the learner who keeps talking in the class though the teacher looks at him/her ?

3. How to react against someone who is disturbing the class ?

4. What expressions can you use if you want to :
 - Leave for a while :
 - Apologize :
 - Give your opinion :

 - Refuse the teachers' order :

 - Suggest a topic discussion :

6. How can you be polite with your teacher and classmates ?

7. How do you behave with the teacher who does not give much information ?

8. Is it appropriate to show the teacher how to behave in class ? why ?

9. How can the learners be impolite in the classroom ?

Appendix B

Male

Female

Masculin

Feminin

ذكر

أنثى

Age

السن

Language Learnt

Langue apprise

اللغة التي تتعلمها

Questionnaire

استبانة

What is your first language and what languages do you speak?

Quelle est votre langue maternelle et quelles langues parlez-vous?

ما هي لغتك الأم و ما هي اللغات التي تتكلمها؟

How can you be polite with your teacher and classmates in the classroom ?

Comment pourriez-vous être poli avec votre enseignant et vos camarades de classe?

كيف يمكنك أن تكون لطيفا مع أستاذك وزملائك في القسم ؟

What language do you use in addressing your teacher ? and in what context?

Quel langage utilisez-vous pour parler avec votre enseignant ? dans quel contexte ?

ما اللغة التي تستعملها عند مخاطبة أستاذك ؟ وفي أي سياق؟

What languages does the teacher use in the classroom ? In what situations?

Quelle langue (language) utilise l'enseignant en classe ? Dans quelle situation ?

ما اللغة التي يستعملها الأستاذ في القسم ؟ وفي أي وضعية؟

What features you do not like in your teacher's behaviour ? why?

Quels traits de caracteres vous n'aimiez pas dans le comportement de votre enseignant ? pourquoi ?

ما هي الصفات التي لا تحبها في تصرفات أستاذك ؟ لماذا ؟

What would you like to change in your classroom behaviour ?

Dand quelles situations utilisez-vous l'arabe , le français ou l'anglais en classe?

متى تستعمل اللغة العربية ، الفرنسية أو الانجليزية للتواصل داخل القسم ؟

In which situation do you use Arabic , French or English in the classroom ?

Qu'aimeriez-vous changer dans les comportements de votre classe?

ما هي التصرفات التي تحب تغييرها داخل القسم ؟

When do you use the target language(i.e) the language you are learning?

Quand est-ce que vous utilisez la langue cible (langue que vous apprenez)?

متى نستعمل اللغة التي أنت بصدد تعلمها؟

In learning languages , do you switch from one language to another? When and with whom?

Lors de l'apprentissage des langues, alternez –vous entre deux langues? Quand et avec qui ?

هل تنتقل من لغة إلى أخرى عندما تكون تتعلم اللغات ؟ متى و مع من؟

What language do you prefer to use in the classroom? why?

Quelle langue préférez-vous (aimez-vous) utiliser en classe? pourquoi ?

ما اللغة التي تفضل استعمالها داخل القسم ؟ لماذا؟

11. What differences do you mark between men and women in the classroom ?

Quelles différences remarquez-vous entre les homes et les femmes en classe?

ما الاختلافات التي تلاحظها بين البنين و البنات داخل القسم؟

According to you ,what are the inappropriate behaviours in the classroom ?

D'après vous, quels sont les comportements inappropriés en classe?

ما هي السلوكات التي تراها غير مناسبة داخل القسم ؟

Appendix C

Language Training Task

Instructions:

In a pair work, you are invited to read the following situations carefully and you will have to perform the situation in public (in the classroom of course) . Try to be spontaneous; you can write your utterances before you practice.

Situation1:

You are a college student. You have to get a book from the library which is closed and there is only one person, you are familiar with, who has the book you need. On your way to the class you meet him in the hallway. What do you tell him?

Situation 2:

As a CEIL student you have borrowed a book from your teacher and you have promised to return it today. When meeting him/her in the corridor you recognize that you forgot to bring it along. What to say?

Situation 3 :

You asked your classmate to meet him/her at the university to bring him/her back the books. After attending an urgent matter, you return and realize that he/she had been gone after waiting for more than an hour. What do you do?

Situation 4 :

After you finished your class, you take some classmates in your car while leaving. In the street you see your teacher walking. Do you talk to him/her?