Measuring the Polite Request Strategies Used by Iraqi University Students Females

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Abstract

Politeness with socio-pragmatic issues mean to derive a number of basic theoretical notion and to find evidence of politeness in linguistic forms. Politeness means showing awareness and consideration of another person's face. In this study of linguistic politeness, the most relevant concept is "face". Your face in pragmatics is your public self-image, and the face has two main types (face –threatening act and face-saving act). The linguistic politeness realized by means of formulaic, ritualized, and semi-formulaic utterances. These utterances are divided into three layers; locutionary, illocutionary and perlocutionary. Politeness has four types of strategies: bald on- record, positive, negative and off- record indirect strategy. This study depends on speech act either direct or indirect. Speech act is a term used to describe actions such as 'requesting', 'commanding', 'questioning ', or 'informing'. The speech act includes two parts; direct means without politeness and indirect with politeness. The illocutionary utterance is divided into five categories: representatives, directives, comissives, expressives and declaratives. Also the speech act of request is one of the speech act studies that have attracted much attention and there are two main types of requests: head act, peripheral modification devices and this modification includes two kinds; internal and external.

المستخلص

يعني التأدب مع القضايا الاجتماعية البراغماتية هو استنباط عدد من المفاهيم النظرية الأساسية وإيجاد دليل على الأدب في الأشكال اللغوية. التأدب يعني إظهار الوعي والاهتمام بوجه شخص آخر. في هذه الدراسة عن الأدب اللغوي ، فإن المفهوم الأكثر صلة هو "تعبير الوجه". وجهك في البراغماتية هو صورتك الذاتية العامة ، والوجه له نوعان رئيسيان (فعل تهديد للوجه وعمل لحفظ الوجه). اللباقة اللغوية تتحقق من خلال الأقوال الصيغية والطقوسية وشبه الصيغية. تنقسم هذه الأقوال إلى ثلاث طبقات ؛ الخطاب ، الإخطاري والخطابي. للأدب أربعة أنواع من الاستراتيجيات: إستراتيجية غير مباشرة مسجلة وإيجابية وسلبية وغير مسجلة. تعتمد هذه الدراسة على فعل الكلام سواء بشكل مباشر أو غير مباشر.

1.1 Statement of the Problem English students cannot use polite request in a correct way. They may misunderstand the behaviour of the polite request either direct or indirect request which means indirect request is more polite than direct request, and how they achieve the our conversation with others. There are many approaches to politeness in linguistics, some of these approaches emphasize our social and obligations and focus on how politeness recognizes and strenghthens of how to produce the sentence of polite request and some of others emphasize our personality and focus on how polite behaviour seems to offset on our freedom of action. Students cannot differentiate between direct and indirect request, most of them face difficulty in producing such utterances of request which means the direct request oblique someone to do something without politeness, while indirect request is used with the expression of politeness. So, this study will show and solve all the above problems.

1.2 Aims of the study The present study aims at presenting a comprehensive study about the polite request strategies. This study explores the cultural determination of pragmatic norms in language. This study aims :
1- finding out of using polite request in English and Arabic explaining by females whom they produce the sentence of polite request and there is a difference between analysis of polite request English and Arabic .
2- investigate the difference between the way of females and males in producing polite request .
3- assess the behavior of females in the speech is more soft and lovely style than males or not.

1.3 Limit of the study The present study is limited to the of Iraqi students in College of Education of Humanities and the College of Education for Women in University of Tikrit .

1.4 Value of the study This study is hoped to be value or useful to the learners and the researchers. This study is important to the learners or students and the researchers to know how to produce the speech act either direct or indirect request.

2.1 Introduction Among different aspects acts such as request , apology , refusal , complaint , compliment , invitation , promise , etc.., request is the most frequent one in language use . Requests are important in every day because everyone to apply this speech act to ask somebody to do something .Requests are used in everyday life for different purposes such as asking for information , food in a restaurant , or asking somebody for favors , etc . In a request , the speakers ask another person to do something , therefore because of the variety in the number of actions , the illocutionary force of the request is also countless .Successful communication entails not only the knowledge of grammar and text organization but also the pragmatic aspects of the target language . Languages differ in many linguistic areas such as phonology , syntax and

lexicon but it has been shown that they also differ in the rules of speaking and the patterns of interaction which vary from one speech community to another (Olshtain and Cohen , 1991:107).

Polite request is a socio-pragmatic study since politeness is "a commemorative social action having the function of informing and requesting the participation of a person. (Al-Ali, 2006:691).According to this view, the role of sociolinguistics and pragmatics appear clearly in this study. The study of sociolinguistic is important to broaden the understanding of communication in different social contexts.Aribi (2011:72) argues that a great focus on the grammatical and discourse rules of a target language may lead to pragmatic failure and therefore to miscommunication . Cohen and Olshtain (1993:243) state that this study is an attempt to examine requests as an important type of speech acts. It investigates polite request strategies .

2.2 Components of Communicative Competence

According to Johnson (1999:20) pragmatic competence is an aspect of communicative competence which refers to the ability to communicate appropriately in a particular context of use . In contrast , linguistics competence refers to the mastery of the general rules of language abstracted from its use. Yule (2005:131) emphasizes that the lack of sociolinguistic awareness knowing how utterances are produced and understood in different sociolinguistic contexts given the setting the topic and the relationships among the interlocutors Cohen (2008:226) points out that many advanced language learners are able to utilize complex linguistic systems, but are unable to express and interpret meaning in order to perform language functions. Also , there is a difference between pragmatic competence and linguistic competence.The three components of communicative competence are pragmatic, sociolinguistic and linguistic competences are highly interwined and that have a relation to this study (Delahaie,2011:82 Neither pragmatic nor sociolinguistic skills are independent of the linguistic components of communicative competence as they convey information about context (Delahaie,2011:120) .In Arabic , the focus of language studies was on grammatical competence on the levels of phonology, morphology and syntax. Then, this focus was shifted to looking at their pragmatic competence through their use in communication with others in everyday of life (Yule , 2005 : 131) .

2.3 The Concept of Politeness

According to Lakoff (1973:110) , Leech (1977:82) and Brown and Levinson (1978:75) Politeness with pragmatic means to derive a number of basic theoretical notions and to find evidence of politeness in linguistic forms . Held (1992:131) Points out that the common basic thing of their work indicates one way of coming to grips with the phenomenon of verbal politeness because of the variety of forms in which it has been taken up and applied to a large number of formal and functional areas of language . Brown and Levinson (1987:154) represent what Held (1992:131) calls the classical approach of explaining polite interactional modalities . From a socio psychological point of view, politeness is not a static logical concept, but a dynamic interpersonal activity that can be observed described and explained in functional interactional terms within a given culture, almost any normal adult can be polite in impolite ways , or be impolite in polite ways . politeness has been viewed as the result of a conversational contact which are enter into by participants of speech event in an effort to maintain socio communicative verbal interaction conflict-free .Politeness is then nothing but a set of constraints on verbal behavior . With regard to polite requests , they are speech acts where by a speaker requests a hearer to do something for his own benefit (speaker ˈs benefit) .According to Yule (1996:134) politeness means showing awareness and consideration of another person's face. There are several ways to think of politeness . These might involve ideas like being tactful , modest and nice to other people.

2.3.1 The Concept of Politeness and Face

In the study of linguistic politeness, the most relevant concept is "face". Your face in pragmatics is your public self - image. This is the emotional and social sense of self that every person has and expects everyone else to recognize

There are two types of acts :

1-*Face threatening act:* means saying something that represents a threat to another person's self – image, for example:

-If you use a direct speech act to get someone to do something (Give me that paper).١

2-*Face-saving act:* means saying something that lessens the possible threat to another's face, for example :

-Can you give me that paper , please ? ٢According to Watt's (2003:143) the concept of linguistic politeness as realized by means of formulaic utterances, ritualized utterances and semi – formulaic utterances.

2.3.2 Linguistic Politeness and Face

Linguistic politeness is a relatively new sub-field of linguistics that has received a great deal of attention . Linguistic politeness is a crucial element of interpersonal communication in all cultures . It is a communication strategy used by people to maintain good relationships among them. According to Brown (2004:5-6) politeness could be defined as means of expressing consideration for others. It is to show concern for social face while interaction.

The concept of linguistic politeness is divided into :

1-*Formulaic utterances :* are linguistic expressions that are used in ritualized forms of verbal interaction which comprise forms of address, expressions commonly used in specific speech acts such as, thanking, apologizing or refusing and ritualized expressions of leave-taking.

2-*Semi-formulaic expression :* are conventional forms that carry out indirect speech acts appropriate to the polite behavior of a social situation, and may include linguistic forms that modify a speech act to the illocutionary force. Watts states that formulaic, ritualized utterances and semi-formulaic utterances are part of the politic behavior of different forms of linguistic practice.According to Meyerhoff (2011:86) politeness and impoliteness can be seen as acts which involve consideration of the address's wants and desires as well as the speaker's own, and acts that involve consideration of the demands of the larger social group in which both the speaker and addressee have grown up and been socialized.Politeness theory according to Brown and Levinson (2011:88) assert that politeness is ubiquitous as in any interaction people negotiate their roles and try to behave accordingly in order to maintain each other's face.

2.4 The Strategies of Politeness Brown and Levinson (1987:62) Propose four types of politeness strategies : bald on - record strategy , positive politeness , negative politeness , and off - record indirect strategy .

1-*The bald on - record strategy :* The speaker does nothing to minimize threats to the hearer ׳s face and reduce the impact of the FTA׳s as there is a high level of confidence among speakers , such as , being close friends or members of the same family .Examples :

- In emergence : Help.١
- Request : Put your coat away. ٢

2-*The positive politeness strategy :*

The speaker tries to minimize the distance between him and his hearer by expressing friendliness and group reciprocity and recognizing the hearer ׳s desire to be respected .Yule (2005:134) Points out that the positive face is the need to be connected to belong to be a member of the group .According to Meyerhoff (2011:88) Positive face is the want of every member that their wants be desirable to at least some others .

Examples :

- Attend to the hearer : ٣

a- You must be hungry , it׳s a long time since breakfast b- How about some lunch ?

- Avoid disagreement : 4

A : What is she , small ?

B : Yes , yes , she ׳s small not really small but certainly not very big .

**3- ***The negative politeness strategy*

It recognizes the hearer׳s face and recognizes simultaneously that the speaker is imposing something on his hearer . Yule (2005:134) Says that the negative face is the need to be independent and free from imposition . According to Meyerhoff (2011:88) negative face is the want of every competent adult member of a community that their actions be unimpeded by others .Examples : - Be indirect : " I'm looking for a comb "

- Forgiveness : " You must forgive me but …"
- Minimize imposition : " I just want to ask you if I could use your computer ? "

**4- ***Off - record indirect strategy*

The speaker tries to avoid the direct FTA by removing himself from any imposition Examples of off - record or highly indirect strategies include hints .

Examples :

5- Give hints : " It׳s cold in here " - Be joking : " Yeah , he ׳s a real rocket scientist " ٦The speaker according to Brown and Levinson (1978:106) will use one of these four strategies in doing the act (1) Bold on record , (2) positive politeness , (3) negative politeness and (4) off record . According to Blum - Kulka et al . (1989:92) request strategies could be classified into three categories depicting the relative social power between the interlocutors .They are as follows :

1- Higher - ranking to lower - ranking equal to equal .

2- Lower - ranking to higher - ranking request strategies .

These strategies are generally expected to be influenced by the relation between the interlocutors , i.e., the requester and requestee and the relative dominance over each other . Atawneh 's (1991:207) study deals in some detail with politeness strategies of Arabic in the performance of the request speech act contrasting them with those in English . The study also aims at testing the politeness theory of Brown and Levinson (1978:103) with Arabic - English bilinguals and Arabic monolinguals .

2.5 Social Factors of Politeness Speech act realizations vary from one speech act community to another because the participants are influenced by their cultural norms and values. In terms of politeness , the expression of certain polite behaviors may be considered less polite y different speakers of the same language. Brown and Levinson (1978:16) argue that there are three social factors to determine the level of politeness between the speaker and the hearer. The social factors are :

1-The relative power of the hearer that the hearer has over the hearer.

2-The social distance between the speaker and the addressee.

3-The degree of imposition of a specific face-threatening act which means that saying something that represents a threat to another person's self-image. According to the politeness model proposed by (Scollon,1995:32) face relationship is divided into three politeness systems :

1-*Deference politeness system.*

2-*Solidarity politeness system.*

3- *Hierarchical politeness system.*

Also about the factors, there are many types of factors that determine the level of politeness between the speaker and the hearer. The social distance between the speaker and the addressee (for example, it is easier to perform a face-threatening act with an acquaintance than with a stranger) (Brown and Levinson , 1978:87).

3.1 Face Wants

The notion of 'face' can be traced back to work by the sociologist Erving Goffman who used the term to discuss some of the constraints on social interaction. In Goffman's work 'face' was a personal attribute or quality that each works to protect or enhance. The concept of face was first proposed by(Erving Goffman,1967:5) who defined it as "the positive social value a person effectively claims for himself by the others assume he has taken during a particular contact". According to (Brown and Levinson,1987:61) defined the face as "the public self-image" that every member wants to claim for himself. In any interaction this "self-image" could be maintained or lost. Brown and Levinson's approach to politeness relies on the fundamental notion of face. This technical use of the term 'face' is very similar to the way the word is used metaphorically in many varieties of English . The definition of 'face' according to (Brown and Levinson,2011:88) emphasize less the interpersonal and communal nature of face wants.

Face wants can be divided into two types of face :

1-*Positive face :* is the want to be approved by others i.e., the desire that the self- image be appreciated and approved by interactants.

2- *Negative face :* is the need to be independent. According to Brown and Levinson (1987:16) in any casual interaction, there are certain illocutionary acts that the speaker's or hearer's positive and negative face, thus every utterance represents a potential face threatening act either to the negative or the positive face.

-When performing a request, the speaker or hearer face could be maintained or lost Under Brown and Levinson's framework for analyzing politeness, most people associate 'politeness' just with ways of speaking that avoid causing offence by showing deference to another person. But Brown and Levinson point out that in any speech community in some contexts, deference would be inappropriate. Brown and Levinson's goal was to provide a framework for analyzing politeness that could accommodate considerations.

3.2 Speech Act Theory

According to Yule (2006:133) the speech act is a term used to describe actions such as "requesting" , "commanding" , "questioning" , or "informing". We can define a speech act as the action performed by a speaker with an utterance Also speech act is one of the important approaches within interlanguage pragmatics is the application of the notion of speech acts. Speech Act Theory (S A T) was founded by the British philosopher J.L Austin in 1962. Austin (1962) supposes that any language performs communicative acts. He explains that speech is a unit of speaking used to perform different functions in communication and to accomplish particular purposes These utterances are called speech acts. Austin(1962:94-108) categorized the utterance into three layers:

1-*The locutionary act:* refers to an utterance simply constructed by its literal or propositional meaning. The locutionarry refers to the ability of language users to produce meaningful sentences .

2-*The illocutionary act:* is the real action performed by the utterance, i.e., the conventionalized meaning. The illocutionary refers to the fact that when a meaningful sentence is produced , it is produced not to make a noise , but to communicate a certain intention . This intention can be to make an offer , to look for a certain kind of information , to forbid somebody to do something or on the contrary to make somebody do something

3-*The perlocutionary act:* refers to the effect of the utterance upon the listener. Austin considered the illocutionary act as the most important of the three acts because it is actually what the speaker wants to achieve through the action of uttering the sentences, for example:-Could you lend me your book, please?

Can function as a request where the requester asks the requestee to perform something for him and is considered as an illocutionary act (Al- Marrani, 2010:21)Speech act theory was later developed by (Searle, 1969:90) by incorporating illocutionary acts into linguistic theory (1969). Searle (1969:75) asserts that all illocutionary acts fit into five categories :

1-*Representatives :* which tell people how things are (e.g ,suggest, deny, swear, report, etc).

2-*Directives:* are attempts by the speaker to get the hearer to do something (e.g, order, request, invite, command, etc).

3-*Comissives :* by which the speaker commits himself to do things (e.g,intend, promise, vow, undertake, etc).

4-*Expressives :*express speaker's feelings and attitudes (e.g, thank, congratulate, apologize, detest, etc).

5-*Declarations or declaratives:* bring about changes in the institutional state of affairs through utterances (e.g, resign, appoint somebody, fire somebody, etc).

3.3 The speech act of request The study of requests is one of the speech acts studies that have attracted much attention.According to Trosborg (1995:19) and Sifianon (1999:40) there are two main types of requests, namely those of the core request or head act, and the peripheral modification devices:

1-*The head act :* consists of the main utterance which has the function of requesting and can stand by itself, for example :

-The request head act "Can /Could you open the window ?" is used as conventionally indirect request expressing ability.

2-*The peripheral modification devices :* are optional items that serve to either mitigate or intensify the force of the requesting move.

3-*Request modification devices :* are made up of two main groups :

1-*Internal modifiers :* are those devices appearing within the same request head act . There are two types of Internal :

- Down graders : used to soften the imposition or illocutionary force of a request .

- up graders : used to increase the impact of a request .

2- *External modifiers :* are those appearing in the immediate linguistic context surrounding the request head act, either preceding or following it (Safont, 2008 cited in Esther Uso-Juan (2010:240).

-An example of an external modification : (opener) is "Do you think you could open the window?" which aims at introducing the intended request and seeks the addresses' co-operation.

-Another example of an external modification (preparatory) is "May I ask you a favor ?" , Could you open the window ?" which is used to prepare the addressee for the subsequent request . This study focuses only on the head act of requests. According to Yule (2006:133) there are two types of requests :

1-*Direct request :* A direct request is a "normal" request where one person asks directly what he/she wants to another person. Naturally requests are different from orders because they are more formal and polite. In other words, requests are less of an imposition on the person we are asking something from.

The direct request is an interrogative structure such as, Did you…?, Are they…?, or Can we…? is used with the function of a question, for example :-When we don't know something and we ask someone to provide the information, we usually produce a direct speech act such as "Can you ride a bicycle?".

The utterance "You left the door open has a declarative structure, and as a direct speech act would be used to make a statement. However, if you say this to someone who has just come (and it's really cold outside) you would probably want that person to close the door. You are not using the imperative structure. You using a declarative structure to make a request.

2-*Indirect request :* indirect requests happen when a person asks another person to tell, order or ask something to a third person, for example : "Can you please tell Tom I'll be waiting for him at the movies?". Indirect request using a syntactic structure associated with the function of a question but in this case with the

function of a request .The main reason we use indirect speech act seems to be that actions such as requests, presented in an indirect way (Could you open that door for me?) are generally considered to be more gentle or more polite in our society than direct speech act (Open that door for me!) Yule (2006:134). Indirect requests vary in politeness, for example :-Can you tell me where Jordon Hall is? Is more polite than "Shouldn't you tell me where Jordon Hall is ? By one theory the more the literal meaning of a request implies personal benefits for the listener, within reason, the more polite is the request. Many studies have been conducted to investigate speech act performance by native speakers of Arabic in general, and the speech act of requests in particular El-shazly (1993:82) cited in Al-Eryani (2007:23).Searle (1976:9) proposed that all speech acts are indirect to some degree. However, the problem posed by indirect speech act is how the hearer can understand the indirect meaning of the sentence. According to Searle (1976:60) certain linguistic forms will tend to become conventionalized standard idiomatic forms for indirect speech acts.Al- Marrani (2010:220) states that a question such as "Can you reach the dictionary?" is not used to be meant as an inquiry but as an indirect request to pass the dictionary. Al-Marrani (2010:200) notes that for example using the "Can you" form of request instead of using imperative shows that the speaker is polite and doesn't presume to know about the hearer's ability and also gives the hearer the option of refusing .

3.4 Polite Request in Arabic

In Arabic , there are several formulas for request , and several of them employ the subjunctive mood of verbs as well. " meaning " order " These condition "الامر - Arab rhetoricians have focused on conditions of are as follows :

1-Authority on the part of the speaker .

2- Obligation on the part of the addressee .

at requires an action that should be fulfilled "الامر " 3- Temporal action , which means that the present time or in the future . is directed to someone to do something"الامر"4- Frequency which means that is said twice or more , it is content will "الامر " " means " open " . As such , if this : افتح e.g not be affected in the sense that the continuity of the action is implicit in the imperative verb.One of the most common phrases for request in Arab if (you sing . masc.) allowed = سمحت) لو- Law samaht ((١) ناولني الطبق , لو سمحت -:Ex Law samaht naawilni at – tabag = if (you sing . masc.) allowed , hand me the dish .

- Another variant of this phrase , which means just the same :

= if you allowed اذا سمحت) (- ithaa samaht

Ex : اذا سمحت , اغلقي الباب (٢)

ithaa samaht aghliqi al- baab = (if you allowed close the door) . **-**

A third less common variant :

= if you allowed . (Al- Khatani , 2005 : 95) سمحت) ان) (- in samaht ٣

If you allowed conjugated with all pronouns :

* Singular

law samaht (a) ٤ لو سمحت-

law samaht (i) ٥ لو سمحت-

* Dual

law samahtumaa ٦ لو سمحتما-

* Plural . Female (Feminine)

- law samahtunna ٧

* Plural . masculine

- law samahtum ٨

Can be replaced with ithaa or in it means instead of low samahta you (لو) The word law can say in samahta or ithaa samahta . = if (you sing . masc.) allowed لو سمحت- law samaht (a) This formula is not a question . It uses the subjunctive mood of the verb " allow " though in the form of a perfective or past verb rather than a subjunctive imperfective, or present verb . Perfective verbs are often used as subjunctive verbs in Arabic .You sing , masc) if (ناولني الطبق , لو سمحت = Law samaht (a) naawil-nee (a) l-tabag allowed hand me the dish .

Translation : please hand me the dish . (Atawneh , 1991 : 84)

3.5 Politeness in English and Arabic

The study of polite requests has received a great deal of attention by linguists. The comparative level of polite requests from English into Arabic. Polite requests performances have a problem for requestees and translators. In fact, they are context bound. Once the

requester requests something by producing an utterance , he/she will perform three acts, namely locutionary act, illocutionary act and perlocutionary act. So, the translator does not know which act should be translated, unless he/she is aware of the intention of the requester.Expressing polite requests in English and Arabic are identical. For example, in English, the sentence of polite request (indirect request) begins with the expression of politeness (such as , would you, could you ,can I ,may I , please,…etc). اذا سمحت ithaa samaht لو سمحت , While in Arabic, the sentence begins with the (law samaht = please)رجاءً= if you allowed , or rajaaʾa The comparison between English and Arabic specifying five different patterns of direct polite requests, rendering these patterns from English into Arabic to see how they are realized :

1-There is no one-to-one correspondence between the structures of polite requests in English and Arabic.

2-Polite markers of requests in English are lesser than these markers in Arabic.

3-The superficial forms of polite requests in English and Arabic are not identical, yet , they can be translated. It has come to the findings that polite markers which give the utterances the force of polite requests in Arabic are more than those in English. Kummer(1992:102).Also the differences between English and Arabic, in English there are two systems (plural and singular),but in Arabic there are three systems (plural, singular and dual) (ibid).

Section Three

4.1 Data Analysis After the explanation of the concept of politeness and strategies of politeness and how people produce either direct or indirect speech acts . Also we distinguished between internal and external modifiers and after we make comparison between face-threatening act and face-saving act , we reached to these results :The data analysis involves presenting the elements of politeness.This application was on Iraqi females (students of fourth year – English department)

4.1.1 Polite Request in English 1-" Can you open the window? ".

Head act	Direct Request	Indirect Request	Internal Modifier	External Modifier	Face-Threatening act	Face-Saving act
+	-	+	-	+	-	+

-In this sentence , we observed that the type of request "head act" has plus mark which is used as conventionally indirect request. So, the type of speech act "indirect request" is also plus because the sentence is an interrogative structure and is used with the function of a question. Also the element of politeness "indirect act " is more polite than direct. The other element of politeness that has the plus mark is "external modifier" because this element is the same procedure of "indirect request".But the other elements "direct request " and "internal modifier " is minus because these two elements are opposite of this sentence. The function of these elements are kind of order or ask someone to do something , and the structure of the sentence of these elements are not begin with the expression of politeness. According to the element of face-threatening act is minus because it is similar to "direct speech act" to get someone to do something unlike face-saving act which is plus.

2-" Could you give me a lift to the hospital , please ? "

Head act	Direct Request	Indirect Request	Internal Modifier	External Modifier	Face-Threatening act	Face-Saving act
+	-	+	-	+	-	+

-The analysis of this sentence according to the context of the sentence , the elements of this sentence , the type of request "head act " and the type of speech act "indirect request" and "external modifier" are plus because these elements are similar analysis , the sentence according to these elements is interrogative structure and more polite than direct , also the sentence begin with the expression of the polite request "Could you" .According to the other elements in this sentence "direct request" and "internal modifier" are minus because these elements are similar in the structure and function which means the sentence according to these elements are less polite than indirect request and the speaker oblique someone to do something. The last elements of politeness are "face-threatening act" is minus because is similar to direct speech act which means saying someone to represent a threat to another person , but " face-saving act " is

plus , the structure of the sentence according to this element is differently which means saying something that lessens the possible threat to another's face.3- "Can you borrow me your notes , please ? "

Head act	Direct Request	Indirect Request	Internal Modifier	External Modifier	Face-Threatening act	Face-Saving act
+	-	+	-	+	-	+

-The analysis of this sentence according to these elements , the first two elements that has the plus mark are "head act " , "indirect request " and "external modifier". These elements have the same structure means the sentence begin with the expression of politeness "Can you " and this expression is consider more polite than if we say "Borrow me your notes".The other two elements, that has the minus mark is "direct request" and "internal modifier" . These elements have the same function means the sentence isn't begin with the expression of politeness, and the behaviour of the speaker is direct The last two elements "face-threatening act " and "face-saving act " . Face- threatening act is minus because this element is opposite the sentence. The sentence of face-threatening act is kind of order or command, but face-saving act is plus because which the sentence is more polite than direct4-" Give me that paper ".

Head act	Direct Request	Indirect Request	Internal Modifier	External Modifier	Face-Threatening act	Face-Saving act
-	+	-	+	-	+	-

-In this sentence, we observed that the elements "head act" , "indirect request" , "external modifier" and "face-saving act" have plus mark because these elements are opposite of this sentence . This sentence is kind of order means the person ask someone to do something , but the function of these elements are opposite of it , the sentence of these elements begin with the expression of politeness and is more polite than it .While the other elements "direct request " , "internal modifier" and "face-threatening act" have the minus mark because this sentence is kind of order and command means the person ask someone to do something without politeness.5- " Open that door for me ".

Head act	Direct Request	Indirect Request	Internal Modifier	External Modifier	Face-Threatening act	Face-Saving act
-	+	-	+	-	+	-

-The analysis of this sentence is divided into two groups of elements :The first group that has the minus mark is "head act" , "indirect request " , "external modifier" and "face- saving act" because the function and structure of these elements unlike this sentence. The sentence begins with the expression of politeness and the behaviour of the speaker is polite not obligation like this sentence.The second group of this sentence that has the plus mark is "direct request" , "internal modifier" and "face-threatening act" because the sentence is not begin with the expression of politeness and the behaviour of the speaker is not polite and oblique the person to do something.

4.1.2 Polite Request in Arabic

After the explanation of polite request in Arabic and we knew that there are several formulas for request in Arabic and several of them employ the subjunctive mood of verbs as well. After we make a comparison between English and Arabic in politeness, we reached to these results :The data analysis involves presenting the elements of politeness. This application was on Iraqi females (students of fourth year – English department)

1- لو سمحت, ناولني الطبق

Law samaht naawilni at-tabag =if (you sing.,masc.)allowed, hand me the dish.

Head act	Direct Request	Indirect Request	Face- Threatening act	Face-Saving act
+	-	+	-	+

The analysis of this sentence according to the context of polite request in Arabic, we observed that the elements of the sentence (head act, indirect request, and face-saving act) are plus because these elements are similar in the analysis. The sentence according to these elements is interrogative structure and begin with the expression of politeness (law samaht لو سمحت and there is no obligation .) , means if you allowed But the other elements of the sentence (direct request and face-threatening act) are minus because these two elements are opposite of this sentence. These elements are similar in the structure and function which means the sentence according to these elements are less polite than indirect request and the speaker oblique someone to do something. اغلق الباب Agliq al-baab (close the door)

Head act	Direct Request	Indirect Request	Face-Threatening act	Face-Saving act
-	+	-	+	-

In this sentence, we observed that the type of request "head act", and the type of speech act "indirect request" and "face-saving act" are minus because these elements are opposite of this sentence. These elements are similar in the structure and function. The function of these elements are more polite than direct request and the sentence begin with the expression of politeness in Arabic like(law samaht or ithaa samaht means if you allowed)According to the other elements in this sentence (direct request and face-threatening act) are plus because these two elements are similar in the analysis. The sentence according to these elements are less polite than indirect request and the function of these elements are kind of order and command which means the person ask someone to do something without politeness. هل من الممكن ان تساعدني Hal mina al-mumkin an tussaaida-nee = is it possible that (you sing. masc.) help me , would / could you help me ?

Head act	Direct Request	Indirect Request	Face-Threatening act	Face-Saving act
+	-	+	-	

The analysis of this sentence according to the context of this sentence, we observed that the elements (head act , indirect request and face-saving act) are plus because these elements are the same function which means saying something that lessens the possible threat to another's face, also the sentence begin with the expression of polite means the request is = is it possible that هل من الممكن) request (hal mina al-mumkin more polite than direct request.While the other two elements in this sentence that has the minus mark are (direct request and face-threatening act) because these two elements are opposite of this sentence . The structure of the sentence according to these elements are differently which means saying something that lessens the possible threat to another's face.افتح الباب(Iftah al-baab =open the door)

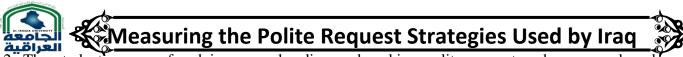| Head act	Direct Request	Indirect Request	Face-Threatening act	Face-Saving act
-	+	-	+	-

The analysis of this sentence is divided into two groups of elements :

The first group that has the minus mark is "head act", "indirect request" and "face-saving act" because the structure and function of these elements unlike this sentence. The function of these elements are more polite than direct request and the sentence is not begin with the expression of politeness like (law samaht or ithaa samaht =if you allowed).While the second group of this sentence that has the plus mark are (direct request and face-threatening act) because the sentence according to these two elements are less polite than indirect request and the function of these elements are kind of order or command which means the person oblique someone to do something.

4.2 Discussion of the Findings Circumstances After analyzing the data, the researcher found that some of the students'' difficulties. The difficulties were concluded as follows:

1. The students did not know how to make polite request and response based on situations.

2. The students are confused in comprehending and making polite request and response based on circumstances.

3. The students did not master the pattern of polite request and response based on situations. The test is regarded as reliable (0.71). and surely the test is good enough to measure the students" ability in making polite requests and responses based on circumstances from the data it is showed that 28 students or 93 % are unable to the answer the test correctly and 15 students or 0.7 % who are able to test correctly. It can be concluded that the students in fourth grade are unable in making polite requests and response based on circumstances and to differentiate between direct and indirect polite request. Request is a face threatening act i.e., if the interlocutor for some reasons . As a result , it is important to know how to express a request in special contexts . The learners are required to be equipped with certain linguistic and pragmatic knowledge so that they cannot use the appropriate language in a situation with different contextual variables . In simple word, they cannot ask and use different techniques that are needed for a request to work because of they have unable to use the variety of expressions in possible situations in request in both Arabic and English.

5. Conclusion Politeness with socio pragmatic issues mean to derive a number of basic theoretical notion and to find evidence of politeness in linguistic forms. Politeness means showing awareness and consideration of another person's face. In this study of linguistic politeness, the most relevant concept is "face". Your face in pragmatics is your public-image. Polite request is a socio-pragmatic study since politeness is "a commemorative social action having the function of informing and requesting the participation of a person . The role of sociolinguistics and pragmatics appear clearly in this study. The study of sociolinguistic is important to broaden the understanding of communication in different social contexts. According to the finding of this study the learners face difficulties in the producing the sentence of polite request either direct or indirect request , also the can not recognize the differences between socio-pragmatics and politeness. It is very important to the learners to know how to differentiate between the main two types of polite request (direct and indirect). Most of females students have lack in understanding the concept of politeness which means politeness showing awareness and consideration of another person's face. The linguistic politeness realized by means of formulaic, ritualized and semi-formulaic utterances, but the utterances according to the speech act is divided into three layers: locutionary, illocutionary and perlocutionary The type of errors made by the students: a. Most of the students did not know that article was not used in polite request based on situations. b. Most of the students did not know how to use the expression "would you mind" in polite requests and responses based on circumstances.c. Most of the students have unable to differentiate between the Arabic and English polite request.

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