Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language

Machalla Megaiab[1]*, I Dewa Putu Wijana[2] & Aris Munandar[3]
[123]*University of Gadjah Mada, Indonesia*
Corresponding Author: Machalla Megaiab, E-mail: Machalla2013@yahoo.com

ARTICLE INFO	ABSTRACT
	The objectives of this study are to find out Firstly, the politeness strategies of request used by Libyan students and their lecturers in the classroom. Secondly, the politeness strategies of request mostly used by Libyan students and their lecturers. Thirdly, the factors that influence the use of the strategies by Libyan students and their lecturers. This study applied a descriptive qualitative approach. According to Creswell (1998:15), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The findings of this research show: first, that the subjects utilized certain strategies which contained politeness values. Some of the nine strategies were found in their requests. The students exhibited their preference for the use of Query Preparatory that falls under conventionally indirect request to depict politeness and to avoid imposition of requests. Second, both the Libyan students and their lecturers mostly used query preparatory strategy. The strategy of query preparatory was used thirty nine times in the study more than other request strategies, followed by direct and non conventional indirect request strategies. Query preparatory is one of the request strategies identified by the Cross-Cultural Speech Act Research Project (CCSARP) (Blum-Kulka, House, & Kasper, 1989). Conventional indirectness which features query preparatory and suggestory formula strategies is by far the most frequently used for making a request. Third, the social power and social distance play a significant role in influencing the use of the strategies by both groups.

1.INTRODUCTION

Arabic is the official language in Libya and spoken in various dialects. Besides, it is important for Libyan students and their lecturers to understand both Arabic and English language to perform their request strategies with their lecturers in a polite way. This will help to understand how the culture of Libyan students and lecturers affect their use of request strategies, and how request is performed differently from one society to another, according to their cultures and norms.

Umar (2004) explained that Arab speakers of English form their request strategies based on their cultural background when formulating their requests strategies. They may lack that level of awareness of the existing differences between the two languages including such request strategies in terms of politeness and appropriateness. As Austin (1962) stated that we do things with words, For example, when we say *sorry*, we are not merely uttering. We are apologizing for doing something wrong to

someone else. So, we have to learn how to use words appropriately in order to achieve our aim.

Requests among Arab students have shown several problems faced by such speakers in requesting others for information and other purposes (Al Ammar (2000); Al-Eryani 2007; Hiba et al. 2009; Awad 2012). Such researchers have illustrated at the Arab speakers" degree of directness in using request strategies and their realization of the content of strategies which might differ from one culture to another.

Marazita (2010) indicated that it is difficult for the non-native speakers to perform politeness strategies in second language while requesting. For instance, in request, politeness strategies which will use to perform this request vary because the differences of the cultures and communication patterns. Thus, understanding other cultures is a very important factor to communicate successfully with other people around the world. Such misunderstandings may happen when the Arab students transfer their Arabic

request strategies to English language literally and consequently, the meaning of their requests will be misunderstood or unacceptable by others. For example, if one of the students requests something from his classmate, He may say "Give me your book". It may appear that he is obligating his classmate to give him his book, and additionally it may be considered an impolite request. In Arabic, this kind of request is acceptable and expresses intimacy and closeness rather than rudeness or impoliteness, so misunderstanding could occur.

2. STATEMENT OF THE PROBLEM

There has been an increase in the number of publications dealing with request. One example conducted by Umar (2004) to explain the formulation of requests made by Arabic and native speakers of English. He found in his study that native speakers of English used more semantic and syntactic modifiers than their Arabic counterparts. Arab students of English, even at advanced levels, may fall back on their cultural background when formulating their request strategies. Such an analysis of the definition of politeness allows us to understand how it may be cross-culturally conceptualized and understood.

3. OBJECTIVE OF THE STUDY

This study will explore the request strategies used between Libyan students and their lecturers in the classroom and which request strategy they mostly use when they make requests, In addition, this study will also explore what factors influence the use of strategies.

4. RESEARCH QUESTIONS

1. What are the politeness strategies of request used between Libyan students of Omar Almukhtar University and their lecturers in the classroom?
2. Which politeness strategies of request are mostly used between Libyan students of Omar Almukhtar University and their lecturers in the classroom?
3. What factors influence the use of the strategies between Libyan students of Omar Almukhtar University and their lecturers in the classroom?

5. LITERATURE REVIEW

Previous researches on various politeness formula show that social norms vary from one culture to another. Therefore, what is seen as polite behavior in one culture may not be seen as such in another. The fact that politeness is culture-specific is also shown by Ogiermann (2009), who conducted a study on indirectness and polite requests in English, German, Polish and Russian. The four examined languages differ in terms of the construction patterns in making requests.

Libyans are similar to other Arabic societies in the usage of request strategies. They use the request strategy among themselves and with other communities around the world. Some studies have been carried out by Jordanian and Arabic researchers on speech act in requests and apologies such as the ones by El-Shazly (1993) was about the request strategies in American English, Egyptian Arabic, and English as spoken by Egyptian second language learners. Her study shows that the Arab societies express a high tendency towards using conventional indirectness which depends on the use of interrogatives.

An important investigation was carried out by Scarcella and Brunak (1981) who made a comparison between beginners, advanced Arabic learners of English and native speakers of English in request performance. The findings indicated that the advanced learners tend to use the imperative form with closer people, whereas beginners' learners use imperatives with all addressees without taking into account the social variables.

6. CONCEPTS

Concept consists of some relevant theories to support the making of this study. There are two concepts having relevancy to the topic of this study, such as the concept of speech act, and the concept of illocutionary acts as a part of speech act.

7. SPEECH ACTS THEORY

Speech acts are theories that analyze the role of utterance in relation to the behavior of the speaker and the hearer in interpersonal communication. Austin (1962) who is well known as an Oxford philosopher, but then J.R. Searle took it further. Not only them, there were also some other linguists who took a part in explaining this study.

Austin (1962) conveys that "Speech act is the act of making an utterance in which the speaker is performing a certain kind of acts, such as; giving advice, asking questions, making promises, making offers, etc. Those kinds of acts are known as speech acts." J.L. Austin formulated the speech act theory in his 1955 lectures at Harvard University which were published posthumously as How to do things with words (1975).

Austin proposed that communicating a speech act consists of three elements:

a. Locutionary Act

The speaker says something, the speaker signals an associated speech act, and the speech act causes an effort on listeners or the participants. Austin called

the first element locutionary act by which the act of saying something makes sense in a language (i.e. follows the rule of pronunciation and grammar).

b. Illocutionary Act
Illocutionary act could also be defined as what speaker S does in uttering U to hearer H in context C. The speaker might perform an act or making a statement or promise, issuing a command or request, asking a question, etc.

c. Perlocutionary Act
What speaker brings about or archives by saying something (performing an act by saying something, for example, getting someone to believe in something, moving someone to anger, consoling someone in his distress, etc. In other words, when speaker causes an effect on hearer by means of uttering U, it could be said that speaker has performed a perlocutionary act.

There was a series of analytical connection appeared in the notion of speech act itself, such as what the speaker means, what the sentences (or other linguistic element) uttered means, what the speaker intends, what the hearer understands, and what the rules governing the linguistic elements are. According to Searle's theory speech act is a minimal functional unit in human communication.

According to Austin and Searle, when a speaker says something, he does something at the same time. Several scholars claim that we perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act might contain just one word or several words or sentences. Speech acts include real life interactions and are requiring not only knowledge of the language but also appropriate use of that language within a given culture. In other words, it means that the hearer was expected to recognize the speaker's communicative intention and the circumstances surrounding the utterance, which help both the speaker and the hearer to understand each other.

8. THEORETICAL FRAMEWORK
Linguistic politeness explains the type of linguistic behavior that people use to express concern for, and interest in others. In social settings, most people usually use a variety of linguistic expressions to show politeness and deference to those they know well or

even to colleagues they are familiar with. As people interact all the time in the society, they need to

maintain relationship, to maintain face and to be able to communicate to people and to common world of interaction. Politeness is necessary for a society because it shows a relationship between individuals; it shows respects and cultural norms. Politeness is a pervasive phenomenon in all communities.

9. METHODOLOGY
This study applied a descriptive qualitative approach. According to Creswell (1998:15), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.

9.1 Population and Sample
Polit and Hungler (1999:37) refer population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Population in this research are (20) Libyan students and (20 university lecturers) in Omar Almukhtar University Tobruk who use English as a foreign language. The samples in this research are four Libyan students and four Lecturers in Omar Al-Mukhtar University Tobruk who use English as a foreign language. The profile of the samples is presented in the table below.

9.2 Data collection
Polit and Hungler (1999:267) define data as information obtained in a course of a study. In this research, data will be collected by using an mp3-recorder. The participants will make the act of requesting during the lecture. Thus, the request will be based on the 'performance' of the students rather than their 'competence'.

9.3 Data analysis
The responses from the subjects will be analyzed using the **CCSARP** categories (Blum-Kulka, House & Kasper, 1989), the 9-level scale for analysis of request strategies to get the types of request strategies used by the responFdents. The researcher will describe politeness strategies of request used by the speakers during the lecture. Data will be audio-recorded and transcribed, and then analyzed using the request coding scheme developed by Blum-Kulka and Olshtain (1984) in the Cross-Cultural Speech Act Research Project (CCSARP). The CCSARP categorizes nine request strategies into three levels of directness: direct, conventionally indirect, and non-conventionally indirect.

9.4 Description of the Data

The recordings were obtained from twenty Libyan lecturers and twenty Libyan students who are currently undergraduate students of Omar Almukhtar University in Tobruk. These involved in real situations during the lectures in which their request utterances were audio-recorded and later transcribed. The situations involved request as a speech act in the daily life of the Libyan students and their Lecturers. Each of the forty situations used in this study varies according to power and social distance. A total of 128 request utterances were elicited from 40 participants and were presented in English for each situation in (Appendix) which had a length of recording time between 90 to 120 minutes. The same data were analyzed using Blum-Kulka's (1982) request strategies and based on the politeness system: Hierarchical politeness system, defferential politeness system proposed by (Scollon and Scollon, 2001). The researcher adopts the request coding scheme developed by Blum-Kulka and Olshtain (1984) in the Cross-Cultural Speech Act Research Project (CCSARP) for its high level of practicality and validity.

10. FINDINGS
10.1 Politeness Strategies of Request Used by the lecturers and the students

In exploring this issue, the researcher focused his analysis on the three politeness systems. Excerpt from the students' request productions as shown below:

10.1.1 Hierarchical politeness system
Based on the data, the lecturers and students applied the same strategies when making requests. The degree of power and social distance between the requester and the requestee plays a significant role in the request. Both groups made use of query preparatory request strategy. This means that conventionally indirect strategies were commonly applied where there seems to be a power and distance difference between the requester and requestee. They applied query preparatories such as (can, could and would) to present their requests. It is not the same situation when they present requests to a colleague, friend or a stranger met on the street. For a close friend and younger sibling, direct request strategy should apply and effort made to maintain politeness.

As explained in the previous chapter, the relationship between the requester and requestee expresses power and social distance. In the following requests, there are clear difference in power and distance and both the lecturers and the students used the conventionally indirect request type. A majority of the students used

request utterances of Query Preparatory as seen in the following situations below:

Situation 1: Requesting Hend to borrow a book from the library

Mr. Aiman: Hend just you know I am quite busy for the exam and like you know I need you to go to the library so, Would you please to borrow a book for me and ask the guy there teacher Aiman that want to book so would you please go and there and borrow a book for me?
Hend: Yes sure I can. Can you give me the name of it, please?
Mr. Aiman: Yeah. General English Grammar which is very you know universal Grammar very General book that I am going to teach the first year about it.
Hend: Ok. I will.

Situation 2: Requesting Hend to tell group B that Mr. Aiman will not come to class tomorrow.

Mr. AIman: Hend. I want to ask you another thing. Would you please tell group B that I am not coming tomorrow at 9 o'clock? (Lecturer)
Hend: you want me to tell them immediately right now or should I finish my work and then go and tell them. (Student)
Mr. Aiman: You have work right now! (Lecturer)
Hend: Yes, some homework that I am going to do. (Student)
Mr. Aiman: So you go through your homework and then tell them but make sure that you tell everybody in class. (Lecturer)
Hend: Ok you want me to tell them that you are not coming at 9 o'clock. Is that ok? (Student)
Mr. Aiman: Yeah definitely. (Lecturer)
Hend: Yeah Ok, I will. (Student)
Mr. Aiman: Thank you so much. (Lecturer)

Situation 3 Requesting Amal to bring back his books he lent her
Mr.: Ashraf: Amal, Would you please bring me back my books I lent you last week? (Lecturer)
Amal: Oh. Ok with pleasure but sorry not yet because there was not electricity in our area so, Can I bring them to you next week? (Student)
Mr. Ashraf: Ok, it would be fine, but if I was absent, Can you give it to Mr. Saad please? (Lecturer)
Amal: Yes, I can. (Student)

Situation 5: Requesting Yousif to print out some pages from a book

Miss Heba: Yousif. Could you open the book on page number twenty? I have had many questions there. Could you print them for me please? (Lecturer)

Mr. Yousif: Excuse me Miss Heba but can you tell how many copies do you want from it? (Student)
Miss Heba: I want five copies please (Lecturer)
Mr. Yousif: Ok got it. I will be as soon as possible doing that. (Student)

Situation 7: Requesting Omnia to bring Mr. Naser's bag

Mr. Naser: Yes Omnia, please as you can see the back of the class so can you please bring my bag which is there over the table for me? (Lecturer)
Omnia: Excuse me Mr. Naser but can you wait for a second I am trying helping my friend? (Student)
Mr. Naser: Ok thank you. (Lecturer)

Situation 9: Requesting a pen from Haneen

Miss Fatima: Haneen, Could you lend your pen please? (Lecturer)
Haneen: Yes, I would like to Miss Fatima but sorry I still use it. It is my only one. (Student)
Miss Fatima: It is Ok. (Lecturer)

Situation 11: Requesting Lamis to open the door
Miss Salma: Lamis, Could you open the door? (Lecturer)
Lamis: Yeah, It would be my pleasure but first of all, let me finish what I am writing. I am writing something important. Can I do it up after a minute? (Student)
Miss Salma: it is ok for me. I will ask another one. (Lecturer)
Lamis: I am sorry. (Student)

Situation 14: Requesting Abdulsalam to help him carrying some boxes
Mr. Khalid: Abdulsalam, I want you to help me with these boxes? (Lecturer)
Abdulsalam: Yes, of course. Could you tell me the place? (Student)
Mr. Khalid: To my office please, but later on. (Lecturer)
Abdulsalam: Alright. (Student)

Situation 15: Requesting Ahmed to send a copy of his sister's research by email
Miss Houda: Ahmed, Is it ok if you send me a copy of Laila's research via email?
(Lecturer)
Ahmed: Well, Miss Houda let me ask her first then I will inform you? (Student)
Miss Houda: Ok. I will wait your reply. (Lecturer)

Situation 16: Requesting Sharaf to return the book
Mr. Almahdi: Sharf, you have to return the book. (Lecturer)
Sharaf: Sorry Mr. Almahdi, not yet (Student)

Mr. Almahdi: Alright. Bring it back next Thursday because someone else needs it? (Lecturer)
Sharaf: Certaintly Mr. Almahdi. I would like to. (Student)

Situation 18: Requesting Fauzia to ask Rose whether she signed the card or not
Miss Jamilla: Fauzia, ask Rose whether she has signed the card. (Lecturer)
Faouzia: Yes Miss Jamilla. I will tell her as soon as I meet her. (Student)
Miss Jamila: Thanks Fauozia. (Lecturer)
Faouzia: My pleasure Miss Jamilla. (Student)

Situation 19: Requesting Mohamed to help Mr. Saad to prepare the audio system for tomorrow's lecture
Mr. Saad: Mohamed, Do you think you could come tomorrow morning before the lecture in 30 minutes to the lab to check the audio system? (Lecturer)
Mohamed: Sorry. (Student)
Mr. Saad: May you come before the lecture tomorrow? (Lecturer)
Mohamed: Ah! Well. Mr. Saad. I will try to be in time. (Student)
Mr. Saad: Thanks Mohamed. (Lecturer)

Situation 20: Requesting someone to tell Mr. Salem that Dr. Faraj will join them after an hour
Dr. Faraj: I want someone to go to the meeting and tell Mr. Salem that I will join them after an hour. (Lecturer)
Mr Ali: Yes Mr. Faraj. Can I do it for you? (Student)
Dr. Faraj: Yes, Ali. I will be thankful. (Lecturer)

Situation 22: Requesting Abdullah to switch off the lights and lock the door of the lab
Mr. Zaied: Abdullah, I am in a hurry. Switch off the lights and lock the door of the lab when we leave? (Lecturer)
Abdullah: Yes, certainly. Can you give me the keys?
Mr. Zaid: Yes, Here is it.

Situation 23: Requesting Ibrahim to move his chair
Dr. Mohsen: Ibrahim sorry to interrupt you but I want you to move your chair for a moment while I get past?
Ibrahim: Oh, sorry. Is it ok now?
Dr. Mohsen: Yes it is.

Situation 24: Requesting Majdi to check the plug
Dr. Ismael: Majdi. Check the plug? The data show does not work.
Mr. Majdi: Yes Dr. Ismael. Oh, it is unplugging. Wait till I plug it.
Dr. Ismael: Alright.

Situation 25: **Requesting Sharifa's Sheets for printing** Dr. Wisam: Sharifa. May I have a copy of your Grammar sheets if you still keep them since last year, please?
Sharifa: Sure, Dr. Wisam. Let me see if I still keep them?
Dr. Wisam: Yes, sure Sharifa. Thanks in advance.

Situation 26: Requesting help from Moataz
Dr. Sumaia: Moataz. May I ask your help?
Moartaz: My pleasure Dr. Sumaia but could you tell me how I can help you?
Dr. Sumaia: Well. I want you to take these papers to be copied after the lecture.
Moataz: Alright Dr. Sumaia. I will see if I have time.

In the above situations, the lecturers and students prefer to use indirect request strategy type to show politeness. They mainly used query preparatory strategy in their requests as in those situations. Some requesters used a request utterance in these situations 2, 5, 14, 20, and 23 that a "mood derivative" "want statement" was used by lecturers, indicating direct request strategy. They insisted that there was no need to use the politeness marker (excuse me). None of the students, in this case used the direct strategy in any of the situations above because of the social power and social distance. Mostly, the students' requests were characterized by a series of pre-request supportive moves followed by the request form, namely "Salutation -Preamble (facework) - Reasons for request – Request".

10.1.2 Deferential Politeness System

In situations 4, 6, 8, 10, 12, 13, 21 and 27 belong to a deferential politeness system where both interlocutors are near equal but treat each other at a distance (Scollon and Scollon 1995: 44). This politeness system is determined by the low value of the variable P and the high value of D, so that it can be represented by the formula [-P, +D].

Situation 4: **Requesting your lecturer to rearrange some references**
Amal: Excuse me Mr, Ashraf, please. Could you help me in rearrange these references because actually I got confused? (Student)
Mr. Ashraf, Would you repeat please? (Lecturer)
Amal: I need your help because I got confused on rearrange these references so, Could you help me please? (Student)
Mr. Ashraf, Ok Amal, it is my pleasure but like you know we have exams these days. Would you postpone the next week or refere to the material that I have given you during this course? (Lecturer)
Amal: Ok, no problem (Student)

Situation 6: Requesting his lecturer to explain him the last lecture for his absence.
Mr. Yousif: Sorry Miss Heba the last lecture I was absent. Could you help me to explain it for me because I do not have time to study very well later in evening? (Student)
Miss Heba: Ok. You have to meet me in the office later on in a day and I will try to help you with it. (Lecturer)
Mr. Yousif: Ok thank you. (Student)

Situation 8: Requesting her lecturer to help her in creating new topics in the academic writing
Omnia: I am sorry Mr. Naser to interrupt you, but as I am not perfect in creating new topics in the academic writing. I am having a problem with writing my essay so if you have time, could you please help with it? (Student)
Mr. Naser: Sorry Omnia. I want you to know that a few minutes later, we will have a meeting, therefore there will not be enough time for us to discuss any subject until we finish with our meeting and later on, we will discuss your request concerning writing your academic writing . Ok do not worry. Could you come in another time, please? (Lecturer)
Omnia: Alright. I will see you after the meeting. (Student)

Situation 10: Requesting her lecturer to borrow her conversation book
Haneen: Excuse me Miss Fatima; Can I borrow your conversation book to have a copy for me please? (Student)
Miss Fatima: I am sorry Haneen. It is for my personal use. Just go to the library and ask the librarian to have one. (Lecturer)
Haneen: Well, would you tell me the title of the book and the author's name? (Student)
Miss Fatima: The title of the book is "Everyday business English'' it is for Ian Badger. (Lecturer)
Haneen: Thank you Miss Fatima. I appreciate that. (Student)

Situation 12: Requesting her lecturer to have her dictionary
Lamis: Excuse me Miss Salma; Can I have your dictionary for a minute, please? (Student)
Miss Salma: Sorry Lamis. I am actually busy with it right now. Let me finish after that I would lend it to you. (Lecturer)
Lamis: Ok thank you. I am waiting for you. (Student)

Situation 13: Requesting a copy of Mr. Majdi's course

Shukri: Excuse me Mr Majdi; Can I have a copy of the last year course? (Student)

Mr. Majdi: Well Shukri, let me check first then if I found one, I'll give it to you. (Lecturer)

Shukri: alright Mr. Majdi. We'll meet next week. (Student)

Mr. Majdi: OK. (Lecturer)

Situation 21: **Requesting more information about the course**

Salem: Dr Talat. Would you provide me more information about the course which begin at 5 pm?(Student)

Dr. Talat: Yes Salem. Usually we begin at 5 pm until 6 and it is about Phonetics and how we use the weak forms and the variation, as well as the intonation (Student)

Salem. Oh I see. Can I join you the group? (Student)

Dr. Talat: Yes you can but you must come before 5pm. (Lecturer)

Salem: Yes I will.

Situation 27: Requesting the cassette tapes from Dr. Ziad

Rafa: Excuse me Dr Ziad. Do you still use the cassette tapes for Better English Pronunciation by J. D O'Connor ?

Dr Ziad: No I do not Rafa but excuse me because there is someone in group B using them.

Rafa: Well, Can I have them when he finishes?

Dr Ziad: Alright Rafa. I will bring them as soon as he returns them.

Rafa: I hope so

In the above situations, the requesters were cautious in their request strategies because of the distance status of the requestee. There was a distance difference between the requester and requestee; however their requests showed politeness too. The students used query preparatory strategy in their requests indicating their attention to the (+ Distance) relationship. Politeness markers (Excuse me, sorry) was used by both interlocutors to express politeness.

Based on the analysis of the data, the findings showed that the subjects utilized certain strategies which contained politeness values. Some of the nine strategies are also found in their requests, but varied. Both utilized conventionally indirect strategies more often, followed by direct strategies, and non-conventionally indirect strategies. It can be observed that the quality of the relationship determines the politeness strategy. The higher the power and distance, the more indirect the requests become. To students, the requesters were very direct, more commanding, the distance was noted. Therefore, conventionally indirect strategies are more preferable

than direct strategies as it minimized the imposition of requesting (Blum-Kulka and Olshtain, 1984).

10.1.3 Politeness Strategies of Request that are mostly Used by Libyan students and their Lecturers

Based on the data, both the lecturers and students mostly used query preparatory strategy. The strategy of query preparatory is used 39 times and divided into four sub-strategies, which are ability, permission, willingness, and possibility.

Ability	Can you….?
	Could I…?
Permission	Can I…?
	May I…?
Willingness	Would you…?
Possibility	Is it ok…?

The 'mood derivative' strategy was used 10 times in the study, while 'Want statement' was used nine times, suggestory formula which also belongs to the conventional indirect request was used once, obligatory statements twice. The results above suggest that the query preparatory strategy is the most frequently request strategy for showing politeness by both Libyan students and their lecturers. This means that both used more conventionally indirect strategies in the form of query preparatory. The second strategy mostly used by the lecturers was direct strategies in the form of mood derivable, want statement, and obligatory statements.

The results also showed that the students applied a number of request supportive moves which include address terms, politeness markers and attracters or attention getters in their requests. These request supportive moves are mainly used to express politeness. For example, the address term "Mr" for example, was used nine times by the students and two times by the lecturers. Names without titles were used thirty two by the lecturers, while students never made any. The following tables below show the use of use of address terms, politeness marker and attracter or attention getters.

Table 1: Use of Address Terms

Address terms	Students	Lecturers
Name	1	31
Miss	9	-
Mr	9	2

Table 2: Use of Politeness markers

Politeness	Lecturers	Students

markers		
Excuse me/sir	7	1
Sorry	8	4
Help	7	3
Please	6	14

The requesters used various politeness markers. The student used politeness markers more than their lecturers. In the situations, the students used attracters/attention getters (*excuse me, sorry, please and help)* more often, most students applied apologizing expression. This indicates a significant difference between the students and their lecturers in terms of using of politeness markers. The use of such formulaic utterances as attention getters (*excuse me*), and apologizing (*please)* is aimed to soften a direct request and to make it more polite.

11. Factors that Influence the Use of the Strategies by Libyan students and their Lecturers

The major factors that influence the use of the strategies by the students and the lecturers are power and distance which are also deep-rooted in the socio-cultural environment of the subjects. Generally speaking, Blum Kulka, House, and Kasper (1989) pointed out that request strategies are expected to be influenced by the relation between interlocutors, i.e., the requester and requestee and their relative dominance over each other. The social power and social distance play a significant role in influencing the use of the strategies by both groups.

Another factor is the socio-cultural variables. As observed, request making in various Muslim countries observe their respective cultural traditions. It is said that most Arabic societies use the indirect request strategy, because they prefer it as a polite strategy of communicating with others. In making requests, they tend to observe various Islamic injunctions. Though, some are more Islamic while others have adopted norms that are in the values of various cultures. A study was by Abdul Sattar (2009) clearly showed that the most frequently used request strategy by Iraqi postgraduate students is the preparatory strategy (can, could) which means that they prefer to be polite and indirect in their requests.

Umar (2004) also demonstrated that Arab students of English, even at advanced levels, may fall back on their cultural background when formulating their request strategies.
The use of direct speech indicates a close relationship between the speakers. In Libyan culture, direct strategies or imperatives are common and permitted in the interaction between people with close

relationship only such as family members and close friends. In some cases the students used direct strategy. The cultural implications of this study creates an awareness of the request strategies used by students who in many ways were influenced by their own mother tongues when making requests in English

The two groups indicated a strong trend to opt for head acts that are query preparatory- conventionally indirect. The impact of power can be seen from different situations. In a situation, where the requestee held a higher rank, the students utilized a great number of conventionally indirect head acts with little regard for the extent of familiarity. It was found that the students who participated in the current study used different strategies: mood derivable, want statement, performative, obligatory statement, suggestory formula, query preparatory and mild hints when addressing an interlocutor with unequal status. The students employed more conventionally indirect strategies especially query preparatory.

12. DISCUSSION

This section discusses some issues arising from the research finding. First of all, it has been found that the two groups chose similar strategies in performing requests. These similarities are noticeable when the subjects address their request to equals or higher rankers. Secondly, it is found that subjects in the two groups modify their request strategies according to the total ranking of the imposition, of the social power and the social distance found. The findings after the data analysis showed that most respondents (*i.e.* Eight participants) choose the same strategy (*i.e.* query preparatory) as an individual manner of self-expression, as well as a strategy perceived equally polite and indirect. Requestees in both groups are, therefore, intrigued to choose their requestive strategies very carefully so as to look more polite.

Indirect strategies are preferred by both groups with one major difference is that for the lecturers, indirect requests are characterized with marked elaborations and explanations. On the other hand, the students' requests are found to be rather short. This phenomenon can be interpreted based on the cultural background, but also could be attributed to linguistic reasons because the requests were made in English. One would think that their mother tongues influenced how their requests were presented in English. For example, the lecturers were more eloquent, elaborating and explaining as they could have done if the requests were in English. The students were not that elaborate as they talk less without much

elaboration or explanation for requests. Thus, as speakers of English as a foreign language, it can be simply concluded their L1 (mother tongue) affected the way their requests were presented.

They tried to maintain the politeness as embedded in their various cultures. In addition, the indirectness in realizing requests done by the subjects may have nothing to do with the attempts to avoid face-threatening acts. The request itself is only the speaker's intention. It has no function without the listener reacting to it, regardless of whether the reaction is positive, negative or puzzling as requesting is performed differently from one society to another, according to their cultures, norms, thinking and languages.

Performing requests in a language different from their mother tongue may not reflect the best way of requesting by the others. The students may have to struggle in this case. It is also believed that using one's mother tongue and culture, there is little or no difficulty in employing words that are unconsciously learnt that follow the norms and conventions of a speech community. It is a fact that communication strategies and habits tells every community is different. This is consistent with the view Bonvillain (2003:63) that the symbol of the culture of a society is reflected from the language. Most of the students may have tried to modify the requests from their original language to English. The requests were shown by various politeness markers in English: (*excuse me)*, (please), (can/may/could), (ask). Interestingly, this study showed that the students used more 'excuse me' than the lecturers.

On the other hand, the notions of directness/ indirectness play a crucial role in the negotiation of face during the realization of speech acts such as the requests. As observed, higher levels of indirectness may result in higher levels of politeness. Direct request are face –threatening. According to Brown and Levinson (1987) and Leech (1983), direct requests appear to be inherently impolite and face-threatening because they intrude in to the addressee's territory, and it can be argued that the preference for indirectness is polite behaviour.

Leech suggested that it is possible to increase the degree of politeness by using more indirect illocutions: "(a) because they increase the degree of optionality, and (b) because the more indirect and illocution is, the more diminished and tentative its force tends to be" (1983:131-32).

According to Blum-Kulka, House and Kasper (1989), indirectness is comprised of two types: conventional

indirectness (CI) which centers on conventions of language including propositional content (literal meaning) and pragmalinguistic forms used to signal illocutionary force, and nonconventional indirectness (NCI) which relies heavily on the context and tends to be "open ended, both in terms of propositional content and linguistic form as well as pragmatic force" (1989: 42).

The link between indirectness and politeness is further supported by Searle's observation that "politeness is the most prominent motivation for preferring indirectness in requests, and certain forms tend to become the conventionally polite ways of making indirect requests" (1975:76). According to Lakoff (1975: 33), "to be polite is saying the socially correct things" while Leech (1983) describes politeness in terms of costs and benefits for both speaker and hearer. According to him, an utterance that minimizes the hearer's costs and maximizes his benefits and that maximizes the speaker's costs and minimizes his benefit, is observed as a very polite utterance.

Ide (1993: 7) on the other hand, views politeness as behaviors "without friction".
therefore, an overall view of the request data made available by the two groups reveals that conventional indirectness is the strategy widely chosen by both groups in almost all situations. In fact, both groups employ conventional indirectness in more in all the situations. The subjects in each group use more direct request strategies with addressees in positions lower or equal to theirs, but subjects are found to choose more indirect request strategies when addressing their requests to their seniors. In directing requests to equals, both the lecturers and the students are found to maintain a reasonable level of politeness. In this sense, requests are face-threatening to both the requester and the recipient. Since requests have the potential to be intrusive and demanding, there is a need for the requester to minimize the imposition involved in the request. Thus, one way for the speaker to minimize the imposition is by employing indirect strategies rather than direct ones.

13. CONCLUSION

Both groups who were the subjects of this study utilized strategies which contained politeness values. The students exhibited their preference for the use of Query Preparatory that falls under conventionally indirect request to depict politeness and to avoid imposition of requests. There were some similarities and slight differences between the two groups in their selection of strategies to realize request.
The degree of power and social distance between the requester and the requestee played a significant role

211

in some of the nine request strategies were found in their request utterances but varied in application. Both utilized conventionally indirect strategies more often, followed by direct strategies, and non-conventionally indirect strategies. It was observed that the quality of the relationship determines the politeness strategy.

Both groups utilized query preparatory request strategy where there is a power and distance difference between the requester and requestee. It was observed that higher levels of indirectness may result in higher levels of politeness. The use of direct request strategies could indicate a close relationship between the two speakers rather than imposition of face and could be interpreted as politeness. The use of such formulaic utterances such as address terms, politeness markers, and attention getters is aimed to soften a direct request and to make it more polite. The social power and social distance play a significant role in influencing the use of the strategies by both groups.

REFERENCES

[[1] Abdul Sattar, H., Lah, S., & Suleiman, R. (2009). Iraqi postgraduates' production and perception of requests: A pilot study. The International Journal of Language Society and Culture, 29, 56-70.

[2] AL-Ammar, M. (2000). The Linguistic Strategies and Realizations of Request Behaviour in Spoken English and Arabic among Saudi Female English Majors at Riyadh College of Arts. (Unpublished M.A. Thesis). Riyadh: King Saud University.

[3] Al-Eryani, A. A. (2007). Refusal Strategies by Yemeni EFL Learners. Journal Quarterly, 9 (2), 19-34.

[4] Austin, J. L. (1962). How to do things with words. Oxford University Press: Oxford, England.

[5] Awad, Y. M. S. (2012). Study of Request Strategies Employed By Libyan and Malay Postgraduate Students at USM. International Journal of Learning & Development, 2 (2), 144-151.

[6] Blum-Kulka, S. (1982). Learning to Say What You Mean in a Second Language: A Study of the Speech Act Performance of Learners of Hebrew as a Second Language. *AppliedLinguistics, III*(1), 30-59

[7] Blum-Kulka, S., &Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics, 3*, 196- 212.

[8] Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross Cultural Pragmatics: Requests and Apologies*. Norwood: Ablex.

[9] Bonvillain. (2003). *Language, culture, and communication: The meaning of messages*. Upper Saddle River, N.J: Prentice Hall.

[10] Brown, Penelope, and Stephen C. Levinson. (1987). Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press.

[11] Creswell, JW. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Tradition.* Lindin: Sage Publication.

[12] EL-Shazly, A. (1993). Requesting Strategies in American English, Egyptian Arabic And English as Spoken by Egyptian Second Language Learners.UnpublishedM.A.Thesis. Cairo: American University.

[13] Ide, Sachiko. (1993). Preface: the Search for Integrated Universals of Linguistic Politeness. *Multilingua*l (12): 7-11.

[14] Lakoff, R. (1975). *Language and Woman's Place*.Harper and Row.

[15] Leech, Geoffrey. (1983). Principles of Pragmatics. New York: Longman

[16] Marazita, R. A. (2010). The role of negative politeness in requests: the strategies that nonnative speakers apply and fail to apply when performing requests1. tercerforo de lenguas ANEP 1-15.

[17] Ogiermann, E. (2009). Politeness and In-Directness Across Cultures: A Comparison of English, German, Polish and Russian Requests. Journal of Politeness Research: Language, Behaviour, Culture, 5(2), 189-216.

[18] Polit, DF & Hungler BP. (1999). *Nursing Research: Principles and Methods.* 6th Edition. Philadelphia: Lippincott.

[19] Scollon, R. &Scollon, S. (2001). *Intercultural Communication* (2nd ed.). Malden, MA: Blackwell.

[20] Scarcella, R. and Brunak, J. (1981). On speaking politely in a second language. International Journal of the Sociology of Language 27, 59–75.

[21] Umar, A. (2004).Request Strategies as Used by Advanced Arab Learners. *Journal of Educational & Social Sciences & Humanities*, 16 (1): 42-8