

# EFL Undergraduate Learners' Politeness Strategies in the Speech Act of Disagreement

Obaida Mohammed Chaqmaqchee<sup>1</sup>, & Zainab Faiz Jasim<sup>1</sup>

<sup>1</sup> Al-Farahidi University, Iraq

Correspondence: Obaida Mohammed Chaqmaqchee, Al-Farahidi University, Iraq. E-mail: obaida.m.sami@uofarahidi.edu.iq;

Zainab Faiz Jasim, Al-Farahidi University, Iraq. E-mail: zainabf@uofarahidi.edu.iq

Received: August 21, 2022

Accepted: September 21, 2022

Online Published: September 22, 2022

doi:10.5430/wjel.v12n8p1

URL: <https://doi.org/10.5430/wjel.v12n8p1>

## Abstract

This study investigated politeness strategies of disagreement expressed by undergraduate Iraqi EFL students in Online Asynchronous Discussions OADs. The data were collected from 100 individuals randomly chosen from undergraduate classes at Mosul university. The investigation focused on the impact that gender may have on politeness strategies that could be used to lessen the possibility of conflict in expressing the face-threatening act FTAs. For data collection, the participants were required to fill a Discourse Completion Test (DCT), adapted from Rasekh and Simin (2015) to simulate online asynchronous discussions. Muntigl and Turnbull's (1998) taxonomy was used to identify disagreement expressions. For politeness investigation, Brown and Levinson's (1987) theory was adopted. The study demonstrated that both males and females do not consider others' faces. In addition, it showed no regard for interlocutors' power and social statuses in expressing the FTAs. However, the results provided a valuable insight for teachers and curriculum designers, generally in EFL and the Iraqi context in specific. Pedagogical recommendations are discussed based on the findings.

**Keywords:** online discussion, disagreement, politeness strategies, academic, conflict

## 1. Introduction

Disagreement is an unavoidable speech act, especially when opposing viewpoints. We frequently agree or disagree with others as humans. This act verge on impoliteness and hence mostly mitigated. From a pragmatic standpoint, disagreement can be conveyed variously through employing different discourse strategies known as politeness strategies (Brown and Levinson, 1987). However, gender disparities, in the performance of different speech acts have piqued the interest of many experts in the field. The literature (Frank and Anshen 1983; Lakoff, 1975; Tannen, 1994; Freed and Greenwood, 1996; Su, 2012) reveals that gender can be an effective factor in the issue under the discussion. Studies confirmed that females are mostly more subtle and courteous in expressing FTAs than males. Also, they use mitigations to build solidarity with their interlocutors. Furthermore, the literature shows that males usually stress their autonomy, whereas females prioritize solidarity and hence use more mitigation (Lakoff, 1975; Tannen, 1994). When considering solidarity, the boundary between what is considered polite and impolite is not always evident, as one cannot always identify whether a phrase is grammatically polite or impolite. Therefore, the investigation needs a pragmatic standpoint to consider such issues.

As we express our disagreement, we usually convey our feelings either verbally or nonverbally by nodding or utilizing any facial expressions. Nonetheless, in online discussions, when nonverbal communication is restricted to the usage of emoticons and punctuation marks, disagreement is seen as a problem that requires careful consideration to better comprehend how individuals express their disagreement in online asynchronous discussions (Kahlow, Jessica, Klecka, and Ruppel 2020).

However, such expressions, by Iraqi EFL learners, have not been widely examined and hence require a more in-depth examination (Sharqawi and Anthony 2019), particularly in online discussions. Therefore, this study contributes to the current body of research on speech acts and politeness in general, and disagreement in online discourse in specific. Moreover, the study focuses on gender as a factor that influences the issue under investigation. Thus, the research was guided by the following research questions: (1) What type of politeness strategies are used by Iraqi undergraduate EFL learners in online discussions? (2) What type of politeness strategies are used by males and females in online discussions, and (3) is there any difference between the employed politeness strategies by males and females in online discussions?

## 2. Literature Reviews

The interest in this type of FTA is not of recent occurrence. It started in the early days of the speech act theory. Several studies have looked into various aspects of the speech act in question. Because of this vulnerability of face, interlocutors mostly use different strategies to express their opposition or at least to mitigate their offending expressions. Thus, the majority of those studies have investigated disagreement in daily, business, or academic settings with a focus on the employed politeness strategies.

In relation to politeness, Brown and Levinson (1987) introduced five discourse strategies that can be implemented in any social context to mitigate the seriousness of any FTAs, such as disagreement. These strategies, which descend from the least to the most threatening one,

are; bald on-record, positive politeness, negative politeness, and off-record (See Figure1). Brown and Levinson (1987) state that power and social distance is a significant factor in executing the employed politeness strategies. Therefore, several studies have investigated politeness strategies employed by different populations with different power and social statuses in different contexts.

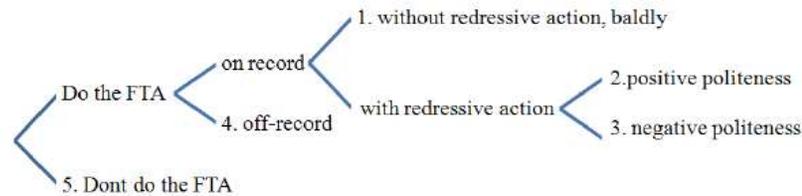


Figure 1. Brown & Levinson’s (1987) Politeness Theory

Later, Muntigl and Turnbull (1998) used a content-oriented approach to investigate the pragmatic analysis of the conversational structure of this act with consideration to face. They contend that face is a crucial predictor of conflicting speech that people usually engage with. Muntigl and Turnbull (1998) presented a five-category classification of disagreement: irrelevant claims, challenges, contradictions, counterclaims, and contradictions followed by a counterclaim. This taxonomy descends from the most to the least face aggravating strategy.

Therefore, several studies have investigated different contexts with different variables, such as gender (Mushtaq and Maryam 2021), proficiency levels (Behnam and Niroomand, 2011), and mother-tongue language (Krutel, 2007), that may influence such linguistic manifestation. Studies, including (e.g., Zimmerman and West 1975; Fishman 1978, 1980; Tannen 1984, 1990), have concluded that women mostly express positive and mitigating politeness strategies to avoid conflict and mitigate their face-threatening expressions. According to Trudgill (2000), language varieties are closely linked to society. Trudgill stated that: “Gender differences in language arises because, [...] language as a social phenomenon, is closely related to social attitudes. Men and women are socially different, in that society lays down different social roles for them and expects different behavioral patterns from them” (Trudgill 2000: 79). Therefore, gender in the language of politeness has been considered a fertile topic for investigation to determine how both males and females express their own behaviour, that can be manifested, especially in conflicting speech. For example, Fazrahani and Molkizadeh (2013), in a gender study, explored politeness strategies in disagreement expressions by Iranian EFL learners. The study concluded that females mostly use indirect strategies such as hedges, tag questions, and mitigation. Whereas males use direct ones, such as direct and unmitigated statements. In addition, Heidari, Rasekh, and Simin (2014) directed a gender study to explore how young Persian male speakers convey this act. The study suggested a mutual relationship between the employed politeness strategies in the speech act of disagreement and gender. Also, Koczogh (2011) investigated gender and disagreement among Hungarians. He examined the impact of gender on disagreement expressions used by Hungarian EFL speakers. Koczogh revealed that men were politer than women. In a more recent research, Sharqawi and Anthony (2019) investigated disagreement among Iraqi EFL learners. However, their study concluded that both men and women expressed similar amounts of strategies, and there is no difference between male and female. Failure to employ suitable strategies, in disagreement expressions, in this study was attributed to language proficiency. However, despite that gender is considered an influential factor, studies have mostly reported contrastive results. It is important to note that all of these studies, despite their contrastive findings, stated that several social parameters such as power, gender, social distance, and the degree of imposition vary from one context to another.

In line with the current development of online discussion as a medium, investigations on this act in Computer-Mediated Communication (CMC) have mostly included E-mail exchanges (Vinagre, 2008), discussion forums (Graham 2007); blogs (Bolander 2012), while rarely have investigated the recent emerged AODs. For example, Vinagre (2008) investigated the use of politeness in CMC discussion using email as a medium among EFL students in Madrid, Spain. Vinagre (2008) aimed at finding how those students mitigate or avoid conflict in such a context. The study revealed that the majority preferred positive politeness strategies rather than others. Nishimura (2008, 2010) led two studies to investigate disagreement expressions in two Japanese communities (using Email as a medium). According to Nishimura, what is considered proper in one online community may not be considered as such in another. She emphasizes that online community standards are influenced by individuals' impressions of different events. In another study, Li (2012) analyzed Wiki discourse among Chinese EFL learners. Li (2012) found that the discussants mostly used positive, negative, and bald on record to express their own expressions in online discussions. Also, Luz ĩn (2013) investigated politeness strategies using a blog as an online academic discussion and found a high occurrence of conflict. Luz ĩn (2013) determined that, in online discussion, discussants mostly use severe expressions like bold expressions, challenging questions or insults. Chejnov á (2014) investigated impoliteness in e-mail exchanges by investigating the employed politeness and degree of directness. The study concluded that the subjects use positive and negative strategies to express their meaning.

Adel, Davoudi, and Ramezanzadeh (2016) investigated politeness strategies among Iranian in asynchronous discussion in a university context (class blog). The study investigated excerpts from a blog used by EFL learners in peer discussion. The researchers confirmed that Iranian EFL learners mostly implement positive strategies as an indicator of close relationships and friendships in online discussion.

Eshghinejad and Moini (2016) investigated politeness used in online messaging. Eshghinejad and Moini (2016) investigated male and female politeness strategies in texting their professor in a university setting. The researchers concluded that both genders mostly employed politeness strategies offered by Brown and Levinson (1987) to express their meaning while interacting with their professors. The study stated that no difference was found between both genders in the employed politeness strategies. In the same vein, Maros and Rosli (2017) examined the employed politeness strategies by female undergraduates on Twitter as an online medium. The researchers revealed females mostly employed a positive politeness strategy in expressing their intended meaning. The study also asserted that online mediums have an impact on discussants' language style. As Twitter has a limited space, this restriction contributes to the misunderstanding of text messages among the students. Mulyono and Amalia (2019) investigated students' expressions to convey disagreement with their teachers in an academic setting in WhatsApp as a medium of communication. Mulyono and Amalia (2019) stated that students mostly used more politeness strategies than their teachers.

However, most of these studies asserted that language style does not differ from one community to another, but from one medium to another as well.

Table 1. Previous studies on disagreement

	Authors	Gender	Medium	Context
	Nishimura (2008)	-	Email	Japanese
	Vinagre (2008)	-	Email	Spain
	Nishimura (2010)	-	Email	Japanese
	Koczogh (2011)	+	Face-to-Face	Hungarian
	Li (2012)	-	Wiki	Chinese
	Molkizadeh (2013)	+	Face-to-Face	Iran
	Luz ón (2013)	-	Blog	Worldwide corpus
	Heidari, Rasekh, and Simin (2014)	+	Face-To-Face	Iran
	Chejnov á (2014)	-	e-mail	Czech
	Davoudi, and Ramezanzadeh (2016)	-	Blog	Iran
	Eshghinejad and Moini (2016)	+	SMS	Iran
	Maros and Rosli (2017)	Restricted to Female	Twitter	Malaysia
	Mulyono and Amalia (2019)	-	Asynchronous Messaging	Indonesian
	Sharqawi and Anthony (2019)	+	Face-To-Face	Iraq
	The current study	+	Asynchronous Messaging	Iraqi

Nonetheless, issues regarding politeness have emerged within online communication. Oktaviani and Laturrahmi (2013) and Yulia (2016), stated that discussants, especially in academic settings where they are expected to show more concern regarding others' faces, have little awareness towards politeness. This was depicted by using slang language that many students had perceived as symbols of egalitarianism and modernity (Oktaviani & Laturrahmi, 2013).

However, after reviewing the related literature, it is clear that the interest in disagreement is not recent. Also, the literature, over the last decade, has substantially increased, regarding the issue under the discussion. However, it is still limited to some European and Asian countries. The recent emerged medium of online asynchronous discussion has not been widely investigated especially among the context of Arab EFL learners, and Iraq in specific. Table 1 shows that gender and politeness in online discussion have rarely been investigated. However, in Arab countries especially the Iraqi EFL context, lacks such studies especially when we talk about the recently emerged medium, i.e. asynchronous discussion. Therefore, Sharqawi and Anthony (2019), in their systematic review, stated that more investigations are needed in this field in the Eastern countries, particularly Arab countries, including Iraq (Molnar, 2017). In addressing this medium, standers may differ from face-to-face and online mediums in general and from one medium to another in specific. Therefore, this study aimed to examine the employed politeness strategies among Iraqi EFL undergraduate learners and compare how males and females exhibit their threatening behaviour in an online asynchronous discussion where body language is confined to the use of punctuations and emojis.

### 3. Methodology

This section discusses the practical aspects of the study, such as the chosen design, participants, methods, and the DCT form used to elicit the speech act of disagreement.

#### 3.1 Participants

One hundred undergraduate EFL speakers from Mosul university participated in the current research. The participants' age ranged from 20 to 27 years old (50 males and 50 females) who come from various regions of Iraq. Male and female participants were picked randomly from the same cohort. Despite that proficiency was not assessed as an effective factor in the study, the participants were requested to take an adapted form of a Language Proficiency Test (PET 2004), to ensure group homogeneity. It is important to note that most of them scored 140-152 upon 170 in the EPT test, which is considered B1 "intermediate" under the Common European Framework of Reference (CEFR) (See Table1).

Table 2. Demographic data of the participants

Participants' Demographic Data	Frequency
<b>Gender:</b>	
Male	50
Female	50
<b>Age:</b>	
20-22	28
23-25	39
25-27	33
<b>PET result:</b>	
A	9
B	12
C	52
Level 2	28
<b>Faculty:</b>	
Accounting	38
Computer Science	30
Information Technology	32

3.2 Design and Procedures

This study is of a descriptive quantitative nature. The study contained two categorical variables gender and medium as independent variables, and language manifestations as dependent variables that might fluctuate. The study used descriptive statistics to offer an overview of the verbal manifestations of dissatisfaction with politeness in disagreement expressions in the targeted groups. The participants were given an online version of the DCT with nine situations through which they were instructed to express their disagreement. The DCT utilized in the study included a brief description of specific scenarios which were adapted from Rasekh and Simin (2015) to suit online discussions, in addition to the interlocutors' social distance, their position, and relative influence over one another. Disagreement expressions were located by employing an adopting version of Muntigl and Turnbull's (1998) taxonomy, followed by Brown and Levinson's (1987) taxonomy to assess politeness strategies.

3.3 Data Collection and Analysis

The students were expected to complete an online form of a Discourse Completion Tests DCT. DCT is written surveys that include a variety of brief scenario descriptions followed by a short discussion with an unfilled space for the speech act under investigation. Levenston and Blum (1978) created this tool to examine lexical simplification and is used in this study to replicate online debate. It was intended to elicit full conversational turns to replicate real-life interactions (Ogiermann, 2018). Therefore, the DCT was built to suit three social distance and power statuses. In the first three, the addressees have high social authority, such as university professors, or police officers. The second has equal power, such as classmates. The last three have lesser social standing, such as little sisters and brothers.

All responses were examined in three steps for the purpose of data analysis. First, all incorrect replies were eliminated from the student's responses. Second, disagreement expressions were located using Muntigl and Turnbolls' (1998) taxonomy, (Irrelevancy Claims (IC), Challenges (CH), Contradictions (CT), and Counterclaims (CC), and a combination of contradictions followed by counterclaims). Later, the study employed Brown and Levinson's (1987) theory to investigate politeness strategies in the speech act of disagreement. The researcher used IBM SPSS statistics 22 for the analysis. For inter-rater reliability, two researchers assessed the data for politeness consideration. Agreement was assessed by using Cohen's Kappa as it is explained further in the result section.

4. Results

As previously stated, the analysis was carried out in three steps. First, invalid replies were chosen and discarded to determine the legitimate ones. As a result, upon data collection, the researchers analyzed all replies to guarantee their accuracy in responding to each event and to consider their validity for the second phase. Prior to addressing the assigned research questions, it is important to indicate that for interrater reliability, two researchers assessed the data for politeness consideration and Cohen's Kappa was employed. The result of this test shows a very good agreement between the two researchers since the Kappa value was .864 (See Table 3).

Table 3. Cohen's kappa for interrater reliability

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement	Kappa	.864	.015	40.353	.000
N of Valid Cases		828			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

To answer the first research question, the study provided a general view for, both male and female, Iraqi EFL learners regarding the issue under discussion. Therefore, Table 4 first provides a general view of the employed strategies suggested by Brown and Levinson (1987). From the 92 sheets, 828 replies were deemed valid. Therefore, as Table 4 shows, the learners used all five distinct strategies to express their disagreement, yet with varying percentages. The results showed that "Bold on record" was mostly used by the participants which were recorded 341 times (42%) for both males and females. This strategy is "the most direct, clear, unambiguous, and concise way" (Brown and

Levinson, 1987). Using this strategy conveys meaning directly without any minimization of the imposition to the hearer's face. This is followed by "Positive Politeness" as it was used in 210 expressions (25%). This strategy is mostly used to avoid giving offence by highlighting friendliness. "Negative Politeness" was also used in 188 expressions (23%). This strategy minimizes coercion on the hearer and creates solidarity. This strategy is mostly employed when a social distance or awkwardness exists in a certain situation. Lastly, the least politeness strategy is "Off record" which was used by 10% and 11% of males and females, respectively. This is used to minimize conflict. It posits that both interlocutors have a mutual understanding to interpret the hidden meaning in the topic being negotiated. Therefore, males and females were not that compatible to employ such a strategy. Even though this table does not show a clear indication regarding the employed strategies in the three allocated social and power statuses, it can be seen clearly that the majority of their expressions were aggressive and threatened others' faces.

Table 4. Frequency of strategies used to express conflict by the subject

Politeness strategies	F	P
Bold on record	341	41%
Positive politeness	210	25%
Negative politeness	188	23%
Off-record	89	11%
Total	828	

For a detailed analysis, Table 5 presents the males and females employed strategies analysis, separately. It shows that the most preferred strategy was "Bold on record" which accounted for 41% for males and 39% for females. This is followed by "Negative Politeness", (24%) for males and "Positive politeness" for females (28%). In contrast, males employed less "Positive politeness" (21%), while females employed less negative politeness (20%). Lastly, the least used politeness strategy is "Off record" which was used by 10% and 11% of males and females, respectively. Therefore, males and females were not that compatible to employ such a strategy.

Table 5. Frequency of strategies used to express conflict by males and females

Politeness Strategies	Gender	Social Power					
		High		Equal		Low	
		F	P	F	P	F	P
Bold on record	Male	54	39%	54	39%	70	39%
	Female	51	37%	50	36%	62	36%
Positive	Male	24	17%	36	26%	31	26%
	Female	35	25%	47	34%	37	34%
Negative	Male	39	28%	35	25%	29	25%
	Female	25	18%	31	22%	29	22%
Off-Record	Male	21	15%	13	9%	8	9%
	Female	27	20%	10	7%	10	7%

Regarding the three social statuses, Table 5 shows that the results seem consistent and do not indicate much difference. For example, Bold on Record recorded the highest usage across the three addressees, males and females. In addition, the last one was Off-record across the three types of addressees, for males and females. Therefore, males and females were not that much concerned regarding others' faces. The findings revealed that neither group were particularly attentive to the social statuses of power and distance when disagreeing with their interlocutor, and employing various politeness measures to mitigate the face-threatening behaviour. However, although the results for both genders do not seem that distinct from each other, the decision was left to the Chi-Square to tell exactly whether both have similar or distinct usage. To test the relationship between politeness strategies and gender used by both groups, a Chi-square of independence was implemented (Table 6). Therefore, since the Chi-square test shows that Pearson Chi-square value is 6.397 and the P value is .094, it can be concluded that there are no significant differences between gender and politeness strategies in the obtained data.

Table 6. Chi-Square test between males and females in politeness strategies

	Chi-Square Tests		
	Value	df	Asymptotic Significance (2-sided)
<b>Pearson Chi-Square</b>	6.397 <sup>a</sup>	3	0.094
<b>Likelihood Ratio</b>	6.412	3	0.093
<b>Linear-by-Linear Association</b>	0.055	1	0.814
<b>N of Valid Cases</b>	828		
<b>a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 44.50.</b>			

5. Discussion

This study was conducted to investigate politeness strategies among Iraqi undergraduate EFL learners in online asynchronous discussion with gender consideration. However, the current study supports the most general conclusions reached in prior studies on face-to-face communication in different situational contexts, namely that gender does not affect the employed disagreement and politeness strategies. Therefore, it can be stated that such a conclusion could be extended to the online one (Eshghinejad and Moini, 2016). However, the study finds that Iraqi undergraduate students, both males and females, mostly employ aggressive strategies that may threaten others' faces, and

show no concern for others' face needs (Sharqawi and Anthony, 2019; Farahani and Molkizadeh, 2013) not just in face-to-face discussion, but in online as well. The study also concludes that both are more aggressive in expressing their disagreement, especially in dealing with interlocutors of equal or high-power ranks. However, such a conclusion can either be attributed to the medium or students' general language proficiency. In previous studies (Oktaviani & Laturrahmi, 2013; Mulyono and Amalia, 2019), stated that students mostly use such aggressive expressions as a marker of modernity and not aggressiveness. Therefore, further studies need to investigate such an issue by examining students' perceptions to either confirm or reject this statement.

On another hand, such a behaviour can be attributed to language students' language proficiency. According to Kreutel (2007), EFL expressions of disagreement mostly comprise simple expressions and brief sentences. These are largely distinguished by the lack of the characteristics created for a native speaker, resulting in a lack of mitigation. Aside from the lack of regressive mechanisms, Bell (1998) noticed that disagreement expressions, non-native mostly include both explicit and direct affirmations of the contrary.

As a display of civility, some utilized address phrases such as teacher, boss, sir, and professor. According to Wolfson (1989) interlocutors with lower proficiency used more address phrases than those with a higher level. Also, this conclusion supports of Guodong and Jing's (2005) findings which discovered that Chinese learners utilize the address form more than their American counterparts. In such cases, the subjects broke the manners maxim (Grice, 1975). Maxim of manner desires that every conversationalist talks directly, and not abundantly. According to the literature, this can be due to their proficiency, which is considered low.

Learners' inappropriate performance in various conflict scenarios may be caused by language constraints. In his study Umar (2006) investigated Sudanese EFL learners, and Jalilifar (2009) examined Iranian EFL students as well. Both stated that learners of lower proficiency level mostly have a good pragmatic competence, but not enough linguistic competence to perform adequately in the targeted language. Also, they stated that the higher their degree of competence, the more correctly they will express their contextual meaning. Once again, when detecting the utterances of disagreement from the subjects, in this study, it was discovered that seven participants did not respond to specific instances and were thus removed, as previously stated. This can be attributed to the individuals' language constraints.

## 6. Conclusion and Pedagogical Implication

This study aimed at examining politeness strategies employed by undergraduate Iraqi EFL learners in a university setting through online asynchronous discussion. In addition, the study aimed at providing a comparison between the gender when talking about aggressiveness in disagreement expressions. The study concluded that Iraqi EFL learners do not show concern for others' faces in online discussions. In addition, gender is not an effective factor in online discussions.

Therefore, based on the results, a number of pedagogical suggestions are presented. First, grammar and reading are the primary subjects covered in English classes in Iraq, even at the level of undergraduate students. Therefore, Iraqi EFL learners may struggle to communicate successfully with foreigners in real-life circumstances. Although it is rational to presume that more lexico-grammatical skill improves pragmatic proficiency (Bardovi, 1999), this cannot be assumed. Rather, the findings corroborate the premise that "learners who are not trained at all will have difficulties gaining acceptable language use patterns" and that "learners who are not instructed at all would have difficulty acquiring proper language use patterns" (Kasper & Schmidt, 1996, p. 160). Teachers must raise students' awareness of the exact speech act sets and support linguistic aspects required to create suitable and acceptable complaints and other essential speech acts to help students achieve maximum pragmatic success whether in face-to-face or online discussion (Tanck, 2002).

Moreover, foreign and second language learners mostly have wide access to the same set of speech actions as natives, but they differ in the strategies they employ. This might be due to the lack of communication skills. Despite having spent a reasonably long time learning English and being very skilled, Iraqi advanced EFL learners lack the socio-pragmatic abilities required to express subtle disagreement in English. This might be due to the ineffectiveness of the educational methods and approaches used in Iraq.

## 7. Recommendations

This study focused on politeness strategies in disagreement expressions in an online context among Iraqi EFL learners. The current study investigated the expression of disagreement executed by Iraqi EFL learners in online discussions. However, the results would be more informative if they were a contrastive investigation of the same population performing in both languages, i.e. Arabic and English. It did not take into account elements like language proficiency or age when conducting this speaking performance. Besides gender, further research should be conducted to explore the elements that may influence the creation of disagreement behavior.

To acquire more valid results, future research should include a comparison between native and EFL learners providing a variety of practical consequences. Such research may indicate certain difficulties that Iraqi EFL learners may encounter with politeness, as well as variations from a native in performing this act through an online medium. This equips EFL teachers with the essential information to identify these deviations and, by teaching suitable solutions, enable learners to properly perform the speech act of disagreement. In addition, if the DCT had been designed in the form of a dialogue, we would have had more intact dispute forms and the findings could have been different.

In addition, if an interview had been done after gathering data via the DCT, the results would have been far more trustworthy. More contexts would have definitely allowed for more manageable data gathering as well as more thorough data analysis and findings. As has been stated earlier, students' perceptions can be investigated to provide an in-depth analysis of the issue under the investigation. Finally, it is important to note that the current study was implemented among educated learners therefore, its conclusions may not be relevant to other scenarios.

**References**

- Adel, S. M. R., Davoudi, M., & Ramezanzadeh, A. (2016). A qualitative study of politeness strategies used by Iranian EFL learners in a class blog. *Iranian Journal of Language Teaching Research*, 4(1), 47-62. <https://doi.org/10.30466/IJLTR.2016.20377>
- Akyel, A., & Kamisli, S. (1996). Composing in First and Second Languages: Possible Effects of EFL Writing Instruction. *the Balkan Conference on English Language Teaching of the International Association of Teachers of English as a Foreign Language* (2nd, Istanbul, Turkey, September 5-7).
- Al-Tayib Umar, A. M. (2006). The speech act of complaint as realized by advanced Sudanese learners of English. *Umm Al-Qura University. Journal of Educational & Social Sciences & Humanities*, 18(2), Jumada II 1427AH.
- Bardovi-Harlig, K. (1999). Exploring the interlanguage of interlanguage pragmatics: A research agenda for acquisitional pragmatics. *Language learning*, 49(4), 677-713. <https://doi.org/10.1111/0023-8333.00105>
- Bavarsad, S. S., Eslami-Rasekh, A., & Simin, S. (2015). The study of disagreement strategies to suggestions used by Iranian male and female learners. *International Letters of Social and Humanistic Sciences*, 49, 30-42. <https://doi.org/10.18052/www.scipress.com/ILSHS.49.30>
- Behnam, B., & Niroomand, M. (2011). An Investigation of Iranian EFL Learners' Use of Politeness Strategies and Power Relations in Disagreement across Different Proficiency Levels. *English language teaching*, 4(4), 204-220. <https://doi.org/10.5539/elt.v4n4p204>
- Bell, N. (1998). Politeness in the Speech of Korean ESL Learners. *Working papers in educational linguistics*, 14(1), 25-47.
- Bolander, B. (2012). Disagreements and agreements in personal/diary blogs: A closer look at responsiveness. *Journal of Pragmatics*, 44(12), 1607-1622. <https://doi.org/10.1016/j.pragma.2012.03.008>
- Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511813085>
- Chejnov á P. (2014). Expressing politeness in the institutional e-mail communications of university students in the Czech Republic. *Journal of Pragmatics*, 60, 175-192. <https://doi.org/10.1016/j.pragma.2013.10.003>
- Eshghinejad, S., & Moini, M. R. (2016). Politeness strategies used in text messaging: pragmatic competence in an asymmetrical power relation of teacher–student. *SAGA Open*, 6(1), 2158244016632288. SAGE Publications Sage CA: Los Angeles, CA. <https://doi.org/10.1177/2158244016632288>
- Farahani, A. A., & Molkizadeh, A. P. (2013). An Investigation of Iranian Advanced EFL Learners' Application of Politeness Strategies in Disagreement between Two Genders. *International Research Journal of Applied and Basic Sciences*, 5(5), 628-633.
- Fishman, P. M. (1978). Interaction: The work women do. *Social Problems*, 25, 397-406. <https://doi.org/10.2307/800492>
- Fishman, P. M. (1980). Conversational insecurity. In Giles, H., Robinson, W. P., & Smith, P. M. (Eds.), *Language: Social psychological perspectives*. Oxford and New York: Pergamon. 127-32.
- Frank, F. H. W., & Anshen, F. (1983). *Language and the Sexes*. Suny Press.
- Freed, A. F., & Greenwood, A. (1996). *Women, men, and type of talk: What makes the difference*. *Language in society*, 25(1), 1-26. <https://doi.org/10.1017/S0047404500020418>
- Graham, S. L. (2007). Disagreeing to agree: Conflict, (im)politeness and identity in a computer-mediated community. *Journal of Pragmatics*, 39(4), 742-759. <https://doi.org/10.1016/j.pragma.2006.11.017>
- Grice, H. P. (1975). *Logic and Conversation in Speech Acts* (pp. 41-58). Brill. [https://doi.org/10.1163/9789004368811\\_003](https://doi.org/10.1163/9789004368811_003)
- Guodong, L., & Jing, H. (2005). *A contrastive study on disagreement strategies for politeness between American English & Mandarin Chinese*. *Asian EFL Journal*, 7, 10(1).
- Heidari, A., Eslami-Rasekh, A., & Simin, S. H. (2014). Politeness strategies and power relations in disagreement. *International Journal of Research Studies in language learning*, 4(2), 33-42. <https://doi.org/10.5861/ijrsl.2014.856>
- Jalilifar, A. (2009). Request Strategies: Cross-Sectional Study of Iranian EFL Learners and Australian Native Speakers. *English language teaching*, 2(1), 46-61. <https://doi.org/10.5539/elt.v2n1p46>
- Kahlow, J., Klecka, H., & Ruppel, E. (2020). What the differences in conflict between online and face-to-face work groups mean for hybrid groups: A state-of-the-art review. *Review of Communication Research*, 8, 51-77. <https://doi.org/10.12840/ISSN.2255-4165.023>
- Kasper, G., & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in second language acquisition*, 18(2), 149-169. <https://doi.org/10.1017/S0272263100014868>
- Kocogh, H. (2011). Gender Differences in Disagreement Strategies in Hungarian. *California Linguistic Notes*, 36(2), 1- 19.
- Kreutel, K. (2007). "I'm Not Agree with You." ESL Learners' Expressions of Disagreement. *test-ej*, 11(3), 3.
- Lakoff, R. (1973). Language and woman's place. *Language in society*, 2(1), 45-79.

<https://doi.org/10.1017/S0047404500000051>

- Levenston, E., & Blum, S. (1978). Discours-Completion as a Technique for Studying Lexical Features of Interlanguage. *Working Papers on Bilingualism Toronto, 15*, 1-13.
- Li, M. (2012). *Politeness strategies in wiki-mediated communication of EFL collaborative writing tasks*.  
<https://doi.org/10.17161/iallt.v4i2.8510>
- Luzón, M. J. (2013). "This is an erroneous argument": Conflict in academic blog discussions. *Discourse, Context & Media, 2*(2), 111-119.  
<https://doi.org/10.1016/j.dcm.2013.04.005>
- Maros, M., & Rosli, L. (2017). Politeness Strategies in Twitter Updates of Female English Language Studies Malaysian Undergraduates. *3L: Southeast Asian Journal of English Language Studies, 23*(1).  
<https://doi.org/10.17576/3L-2017-2301-10>
- Molnar, T. (2017). *Arab awakening and Islamic revival: The politics of ideas in the Middle East*. New York: Routledge.  
<https://doi.org/10.17576/3L-2017-2301-10>
- Mulyono, H., Amalia, D. R., & Suryoputro, G. (2019). Politeness Strategies in Teacher-Student WhatsApp Communication. *PASAA: Journal of Language Teaching and Learning in Thailand, 58*, 295-318.
- Muntigl, P., & Turnbull, W. (1998). Conversational structure and facework in arguing. *Journal of pragmatics, 29*(3), 225-256.  
[https://doi.org/10.1016/S0378-2166\(97\)00048-9](https://doi.org/10.1016/S0378-2166(97)00048-9)
- Mushtaq, F., & Maryam, F. (2021). Socioeconomic Status, Gender, and Politeness Strategies: Studying the Usage of Request Speech Act in Pakistani Undergraduate Students. *Review of Economics and Development Studies, 7*(2), 299-308.  
<https://doi.org/10.47067/reads.v7i2.366>
- Nishimura, Y. (2008). *Aspects of Japanese computer-mediated communication: Linguistic and socio-cultural perspectives*. Sheffield Hallam University (United Kingdom). Nishimura, Y. (2008). *Aspects of Japanese computer-mediated communication: Linguistic and socio-cultural perspectives*. Sheffield Hallam University (United Kingdom).
- Nishimura, Y. (2010). *Impoliteness in Japanese BBS interactions: Observations from message exchanges in two online communities*.  
<https://doi.org/10.1515/jplr.2010.003>
- Ogiermann, E. (2018). Discourse completion tasks. *Methods in pragmatics, 10*, 229-255.  
<https://doi.org/10.1515/9783110424928>
- Oktaviani, F., & Laturrahmi, Y. (2013). *Degradation of politeness: Social Media's Fault. The Asian Conference on Media and Mass Communication*.
- Sharqawi, M. A., & Anthony, E. M. (2019). Analyzing the speech act of disagreement produced by Iraqi EFL learners: A gender study. *Humanities & Social Sciences Reviews, 7*(2), 118-134. <https://doi.org/10.18510/hssr.2019.7213>
- Sharqawi, M. A., & Anthony, E. M. (2019). Speech acts and their underlying strategies by EFL learners and Non-Learners: A systematic literature review. *Amazonia Investiga, 8*(20), 486-502.
- Su, H. Y. (2012). Language and gender study: A review. *Journal of National Taiwan Normal University: Linguistics & Literature, 57*(1), 129-149.
- Tanck, S. (2002). Speech act sets of refusal and complaint: A comparison of native and non-native English speakers' production. *Studies in Second Language Acquisition, 13*(1), 65-81.
- Tannen, D. (1994). *Talking from 9 to 5: How women's and men's conversational styles affect who gets heard, who gets credit, and what gets done at work*. William Morrow and Company, Inc., 1350 Avenue of the Americas, New York, NY 10019.
- Trudgill, P. (2000). *Sociolinguistics: an introduction to language and society* (4th ed.). London: Penguin Books
- Vinagre, M. (2008). Politeness strategies in collaborative e-mail exchanges. *Computers & Education, 50*(3), 1022-1036.  
<https://doi.org/10.1016/j.compedu.2006.10.002>
- Wolfson, N. (1989). *The social dynamics of native and nonnative variation in complimenting behavior*. In the dynamic interlanguage (pp. 219-236). Springer, Boston, MA. [https://doi.org/10.1007/978-1-4899-0900-8\\_14](https://doi.org/10.1007/978-1-4899-0900-8_14)
- Yulia, M. F. (2016). Politeness issues in communication over text message. *Proceedings of ISELT FBS Universitas Negeri Padang, 4*(2), 54-61.
- Zimmerman, D. H., & West, C. (1975). Sex roles, interruptions and silences in conversation. In B. Thome and N. Henley (Eds.), *Language and Sex. Difference and Dominance*. Rowley, Mass.: Newbury House.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).