Terms of address in academic verbal interactions of E.F.L students and teachers at the University of Khenchela

Case Study: First and Second year of English studies University Of Khenchela.

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Statment

We hereby certify that this thesis is essentially of our own invesigations. The various sources to which we are clearly indicated in the references, in the text or in the references.

The candidate :

………………………..

The director of studies :

………………………………

Dedication

There is no way I can express how much I owe to my family for their love, generous , sprit and support through the may years of education.

I dedicate this research to my parents, who educated me on the good principles ; to be honest, kind and respectful. I thank you for trusting me, which I really appreciate ; for your love , patience, support and also encouragment.

To my tender mother for her never ending- love.

I will be always grateful to my father for his confidence in me and for his financial support.

To my adorable sister and my cousins for their constant encouragment.

To my grandmother, uncles and aunts.

To my friends for their encouragement in moments of difficulty and stress.

Sara

Dedication

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Abstract

The primery objective of this dissertation is to investigate and describe the terms of address in academic verbal interaction at the University of Khenchela and more particularly at the Department of English.

Problems on how EFL students and teachers use and address their verbal's interaction in particular expressions of apologies , greetings and politeness are looked at.

Chapter One discussed and described views and general trends on terms of address.

Chapter Two explained the procedure undertaken to ensure the research methodology adopted.

It provided reasons for selecting the descriptive method. It presented the Data and explained how they were gathered and distributed to the population. Details on how the terms of address were tackled and presented to the Fifty students of first and second Years were described.

The findings obtained revealed the following :

1-   The address terms has been directed to the setting in some contexts and to the social status in others.

2-   The use of terms of address is therefore determined by the social value of the setting (e.g University , classroom …..etc.).

3 -The social status play a role in helping to choose the appropriate terms of address . People of high social status receive, for example, honorific titles whereas those of low status are only called by their First Names.

The main Hypothesis set by the researchers was :

« If the EFL population (studentes)become aware of the importance of the terms of address , especially the expression of politeness and apologies…, the communication between them and their teachers will be more easy ». The hypothesis raised in this study was confirmed.

First and Second years EFL students of the University of Khenchela at the Department of English were found not using all the expected terms of address.

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List of abbreviations

1.E.F.L : English as a Foreign Language

2.FN : First Name

3.TLN : Titles and Last Name

Introduction

1-Objectives of the study:

The aim of this study is to discover and discribe the terms of exchanges and how the students and teachers at the University of Khenchela react in order to communicate and address each other in the context of EFL.

Terms expressing the beginning and ending of interactions such as the appellatives (terms used in the direct communication to challenge the interlocutor: dad, my brother, Sir...etc), the designatives (the fat, the bald...etc), the apologies, the polite sentences, greetings...etc will be the focal point of this research.

In terms of EFL teaching and learning empirical studies have always been limited to the study of grammatical features and aspects and not to the study of terms of politeness and civilic ways of address.

So far there has been a shortage of research in this field especially on the Algerian EFL University population.

This investigation will therefore only focus on the department of English of the University of Khenchela for the following reasons:

1_ Being students in this university for five years it is felt to be a remarkable time to study this field.

2_This research will attempt to identify gaps and misfits which will help future postgraduate studies in this field.

3--Also it will attempt to determine the types of English language adopted by students and teachers on areas such as:

   1- How to make a contact with each others?

   2- What type of orders are these terms?

3- Do these terms of address fall into a hierarchical list?

4- Do the choice of terms of addresses differ from one person to another.?...

Hopefully this study will be divided in two parts: One reserved to the theoretical side. The other will be devoted to the practical side.

The questionnaires with teachers and students will be of great value in this study.

Their objectives will be to describe the uses and the forms of address interaction when the interlocuteurs use English language in the University's environment.

2- Statment of the problem:

At Khenchela University, learners of English are struggling to improve and develop their verbal's interactions in particular, the apologies expressions of politeness, greetings.The majority of learners are still incapable to use them especially with teachers.

3- Significance and implications of the study:

If this study establishes and describes the terms of addresses used by E. F.L students and teachers the following points will be discovered:

1- An acceptable contact between the University population will be achieved.

2-A good clarification of an academic list will be available for learners and teachers.

3-A respected address of terms will be established between members.

4 – In the future a practical list of address of terms will clarifay and will be available to the teachers and students to be used between members to help avoid dissapointments and disrespect between the University population in order to communicate without conflicts.

5- Assumptions

It is assumed in this study that :

1- EFL Students based on the terms of address they are using, would create better

interpersonal relationship between themselves and their lecturers.

5 - Hypothesis:

The following hypothesis was set:
If the E.F.L population (students and teachers) become more aware of the importance of the

terms of address, especially expression of politeness and apologies…etc, the communication

between them would be easy.

6- Methodology and means of research:

It would be shallow to assume that choosing a method is dependent on the researcher s

views, like, dislikes or preferences.

However the choice of the method is totally determined and dependent on the nature of

the topic , nature of the data and aim of the research and the sample to be investigated.

Concerning this dissertation the most suitable option for the researchers is to select the

descriptive methods, in order to describe the basic features of the data in a study.

1- The application of questionnaires is one possible way to provide data about the terms of

address in verbal interaction .

The questionnaires if answered will show:

a- Their attitudes and appreciations towards using terms of address.

b-Identify the types of terms of addressess used between students, teachers.

6-1 Administration of the Teachers questionnaire :

The questionnaire was administrated to Eight (8) English teachers from department of English , at University of Khenchela.

6-2- Description the teachers questionnaire

The teacher's questionnaire consisted of seven (07) questions. These questions were either "closed" question.

6-3- Administration of the students questionnaire

The simple was composed of a totality of 50 students of First and Second years over the total student population of 77. It is worth mention that, all students used the terms of address in the University education.

6-4 Description of the students Questionnaire:

The questionnaire consisted of ten (10) questions. These questions were either "closed" questions " requiring from the students to choose "yes" or "no" answers , or to pick up the appropriate answer from a number of choices, or "opened" questions where the students are requested to give explanations.

7- Population investigated :

The researchers opted for a questionnaire of the First and Second years English L.M.D classes at Khenchela' university . The students were training to using the terms of address in verbal interaction . Out of 10 groups , only one group from the first and second years have been ramdamly selected. The students were all of mixed ages and sexes. In comparison only Eight teachers were chosen.

8- Limitations of the study:

1- Limitaion of time : The writers' ambition were to present this work as perfect as possible. But to introduce a comprehensive study that touches everything related to address terms was impossible.

2- Limitation of finance.

3- Limitation of Space : It will not be possible to select all the students' population from different Algerien Universities. Only the University of Khenchela has been selected.Also only one group out of 10 was chosen.

Chapter Two:

Literature Review

Introduction

The use of language in interaction entails more than simply exchanging information about thoughts and factual things between one person to another; it is an important process in which the relationships among people are outlined and negotiated. Participating in conversations people consciously or unconsciously show their identities, their belonging to a specific culture or group and also their tendencies to become close or distant from others. A significant linguistic area in which all these functions are highlighted is "terms/forms of address". These linguistic elements are almost never neutral in the interpersonal meanings they convey, that is, the choice of a particular form inevitably entails the expression of particular feelings and attitudes, which is the result of the interlocutors' evaluation of the nature of the relationship between them.

Philipsen,G. and Huspek , M.,(1985, p94) explained that the "Terms of address reflect the social and linguistic background of interactants to a greater extent than other aspects of language".This is the reason why these items have been the focus of attention by a large number of researchers in the area of sociolinguistics.

Brown, P. and Levinson, L.,(1987, p126) compared them to :"... forms that are vital linguistic mechanisms by which a speaker's attitude toward, and evaluation of, his or her relationship with another speaker is mirrored. By appropriate use of address terms, people identify themselves as part of a social group while an inappropriate choice of address ceases good interaction".

Similarly, Akindele,F., (2008,p 250) also confirmed and supported the idea of Brown,R,and levinson,L.,that "They function as an indicator of interlocators' social status as well as their social distance, showing their emotions to the other side and a means of saving one's face".

Address terms are strongly believed to manifest interpersonal relationships, especially the extent and degrees of politeness in a society, the subject that has attracted many sociolinguists' attention all around the world especially in European languages.

1.1. Definition of Sociolinguistic and its Impact on the terms of Address

When studying languages, linguists often focus on grammar, vocabulary , pronunciation etc....Sociolinguistics, however, give you the chance to look at the context within the spoken language rather than its mechanics.

Duboit,J.,defined Sociolinguistics as follows:

" Sociolinguistic is a part of linguistics whose domain overlaps with those of ethno linguistics,sociology of language, linguistic geography and dialectology.It sets itself as a task to shop, as far as possible. The covariance linguistic and social phenomenon eventually establish a cause – and - effect relationship" Duboit,J,(2000, p435).

Ducrot., O., and Todorov , T., described the relationship between language on one hand , and the other hand, society or culture and asserted that there was no agrrement as to the nature of this relationships. The writers posit the existence of two separate entities, language and society, and said that one of the terms is considred as a cause and the other as an effect ". Ducrot,O and Todorov,T., (1972 , p84).

These two definitions are similar. Unlike Ducrot,O.,who insisted on the difficulty of situating the name of this discipline by sociology of language, Sociolinguistics, Ethno linguistics , Anthropology, Anthropological Linguistics …. . The most interesting for us is that the dictionary Ducrot,O., and Todorov,T., used as means of meaning and example of meaning of terms of address to lead the defintion and the object of sociolinguistics. The authors can address someone by using you or by his name directly like : William , Sir - , or Sir William.

Hence, different linguists agreed about the importance of the terms of address, that the construction of linguistic forms can have an impact on the social aspect discussed in sociolinguistics . In the light of the two definitions of sociolinguistics, mentionned above, specifically that of Ducrot,O., and Todorov,T., the terms of address are associated with sociolinguistics to the extent that later sets itself as its object the cause and effect relationships between linguistics social phenomena and vice- versa. The aim of the sociolinguistics is to study objectively and with rigorous scientific means the social variations of language through relevant elements (age , sex, social class, profession, religion…) by the objective observation of the social interactions generated by the use of language.

Sciolinguistics is, also, interested in the study of the mutual relation between dialectal multitude within the same community. Accordingly, two linguists, Labov,W., and Gumperz,J., suggestded two types of sociolinguistics respectively:

A-The varionist or quantitative and

B-The interactional.

A-The Variationist or Quantitative Sociolinguistics

Labov,W., founding father of Sociolinguistics and the publisher of "The social Stratification of English" in 1966, opposed philological linguistics because he considerd it to be taking languages outside of the context of their creation. For Labov,W., the changes in forms and language are a mixture of several linguistics terms of

- Language and style and in social terms

- Age, gender, ethnicity, social status, profession.

The study of language behavior , follows a methodology wich explain the changes in the language. These changes are the behavios of variations in social relationships. (how to talk to different communities).

Ducrot,O., in addition to Labov. , W., attested that the variationist sociolinguistics is defined as the person who takes into account the heterogeneity of the language . Labov,O., considered that the quantified connection of the two phenomen (changes and variations) and (changes in social relationships) wich are productive in the sociolinguistic approach as long as it describes all the observable variations that are not of individual order . This order is typically social; which is illustrated by social stratification of linguistic and stylistic variables appearing during the discourse register that changes and puts them in direct quantitative relation.

The methodology of this research relies on three basic concepts enumerated by Lacks, L. :

"Three key concepts form the theoretical underpinning of this conception (...). **The linguistic** change , **the heterogeneity** of linguistic practices and correlatively grammars that modeling them , **the existence of regulated variation** constrained by the linguistic system itself (the inhrent variation) (...). We note that these three concepts are proposing a minimal theoretical characterization of the language. The social variation is only a consequence of the internal characterization of the language, in the narrowsense of the description of this social varriation that is only a part of linguistic variationist" Laks,L., (1992,pp 286-287).

This conception of the inherent variation of the social is only the consequence of the variation of the internal characterization of the language. It is based on three concepts : **The linguistic change, the hetrogeneity of the linguistics practices and the correlative grammar** . The inherent variation of the system itself is described and the relationships between the two orders, in the sense of influence of language on the society, through the hetrogeneity of the linguistic practices and the inherent variation of the linguistic system and linguistic change. This parameteres results from a hierarchy valuation of certain language forms.

Although Labov,W., is the founder of Sociolinguistics , the other writers suggestd that the arguments developed   by Dubois,J.,are less degree   and more convincing than the arguments of Ducrot,O., and Todorov,T., . In fact, they assumed that Sociolinguistics is a branch of linguistic and is descriptive , not prescriptive because the descriptive is confined to the role of describing the language as it is really, unlike Labov, O.,.

Therefore, it is normal to deduce that there is close relationship between language and society, this leads to **the cause and effect** realtionships.So the aim of the Sociolinguistics is to study the social variations of language. Sociolinguistics, according to Labov,W., describes all observable variations that are not made by individual. According to him the order is either linguistic or stylistic which appear during the change register of the speeches.

B-The Interactional or interactionist

The basic principal of Labov's theory as opposed to the traditional linguists Gumperz,J.,and Dell,H., who elaborated theirs to describe the forms and the functions of the communicative verbal and non-verbal behaviours in which they closely related it to culture and society. In other words , the understanding of sentences could be done solely in the context and on the act of communication which focus on grammatical rules.

Dell,H., the precursor of this descipline proposed his following program of research as

'**The Ethnography of speaking'** that became later known as '**The Ethnography of communication'.** He has adjusted his research studies of communication   in order to understand the language . His work introduced the '**linguistic competence'**, which described the speakers' ability to formulate correct sentences grammatically, and to develop their communication skills in order to describe the ability to choose.

Among the multitude of correct sentences that are accessible to speakers are the forms of address that are appropriate to the social norms. Gumperz,J., affirmed that "The study of

language. must concern itself with describing and analyzing the ability of native speakers to use language for communicative competence rather than limiting itself to descrbing the ability to produce grammatically correct sentences (linguistics competence) " Gumperz.,(1972,p205).

It is necessary to produce a language correctly, not only to learn the vocabulary and the grammatical rules but also to include the context which is respectively attributed to it. A vocabulary without speaker is a 'social monster'. Here, Dell,H.,imbued social regulators in the elaboration of language, namely the suitability of language forms , social conventions, even the convenience of language and the communication situation. He proposed the term '**S**.**P.E.A.K.I.N.G**. This term is the abbreviation of six concepts that are used to identify and categorize the components of verbal interaction, they contain other sixteen components that analyse a good number of elements in speech. **S.P.E.A.K.I.N.G** groups themes to the following eight compnents according to the forms of the message.It contents the form and the moment of saying , the trasmitter, the receiver, the recipient, the goals, the ends, the tone, the channels, the discursive form, the standards of interaction speech and the meaning of the acronym used.

1. **Setting:** physical setting , psychological state and cultrual defintion of interlocutors.

2. **Participants:** Interlocutors or remote listeners .

3. **The end:** Objectives and purposes including listeners who do not participate directly in the interaction.

4. **Acts:** The content and form of the message.

5. **Keywords:** Paralinguistic tools such as tone , accent, intonation , or forms of nonverbal communication.

6. **Instruments:** The channel in which the communication passes (oral , written , songs…).

7. **Norms:** Social norms governing communication.

8 - **Genres** : poem, song, drama, fairly, tal, history and so on ....

The Anthropogist and Linguist Gumperz,J., talked in his work of Dell,H.,with an innovation defined by the relation of the cognitive inference operation to the socio- cultural activity. This initiative was totally opposed to Labov,W.,.The relationship and the mutual influence of the linguistic and social orders on the categorization system related to the stratification consist in the observation of the speaker in real interactions allowing him to analyse and understand this heterogeneous phenomenon . In addition, this stratification serves to check the hypothesis of this ethnographic research by defining the process   of contextualization. The participant uses this method in order to highlight or make relevant some aspects of the context and the minimize others.

In other words, the uniquness of the context enveloped the whole direct or indirect interactions. Therefore Gumperz,J.,emphasized the existence of several perpetually variable sub-contexts during the interaction, within the global context . He defined the clues of contextualisation as relevant aspects of paralinguistic nature by the interlocutors that appeared through the conversational inference process, he stated,"Any linguistic form that helps to draw attention to contextual presuppostions",Gumperz,J., (1964, p:34).He added that by prosodic accentuation or nonverbal behaviour, interlocutors are induced to the most likely contextual and inferential interpretations of statments.

This conversational inference in other words is the most likely interpretations of the intentional recovery of speaker, it is realized through the basis of the immediate contexts and is also fed by the social context and changeable contexts during the linguistic interaction. These clues are perceptible on language levels: terms of politness , lexical turns, intonation, and speech tricks. Moreover all groups of different cultures understood each other through these conversational clues. But , if , there is a discordance or misunderstanding on the part of

the direct interlocutors of these clues, the interaction will lead to judgments , discursive genes and clumsiness .

Dell,H,and Gumperz,J,claimed that producing a correct language does not only require learning vocabulary and grammatical rules (which is the ABC of all languages), but the context that is attributed to it should be considered too. In fact, a vocabulary without context is an aberration, that is considered by Dell,H,as a monster (Social monster). Accordingly, it is suggested that the development of language, the convenience of language forms, social conventions, conventional basic rules, and the situation of communication are all able to overlap with social regulators, for every society by means of adjustments between the different components of social life (economy, politics, culture …).

1.2.- The theory of Power Versus Solidarity and its influence on the terms and forms of polite and address

Brown,R., and Gilman ' s research in the filed of terms of address and their uses are considered of major importance in this study. Their work appeared in the sixtieth , to question the terms and forms of polite address in relation to familiar address terms in European languages. The massive use of personal pronouns and expressions of politeness produce a stratification of the pronouns. The use of these pronouns takes place among two opposites: the vertical and the horizontal dimension " The vertical dimension contains plural polite pronouns that are used to superiors, singular, familiar used to inferiors.The horizontal dimension, on the other hand, encompasses plural pronouns used among distant equals, singular / familiar pronouns among intimate equals. " Brown,R and Gilman,A.,(1960,P255).

Brown,R.,and Gilman,A.,demonstrated how the dimensions operated in the history of French pronouns of address , they claimed that the horizontal dimension, hence the reciprocity of address, has been dominant and different in status and is less frequently expressed in address. They introduced the symbols of T and V respectively for 'TU' and   'VOUS' in

French for the familiar second person pronouns. The T and V made the distinction plausible between the two forms. In aristocracy circles from the middle age until the end of 19 century, people belonging to the nobility used to use the pronoun V between them while the workers use the pronouns T between them. Brown,R,and Gilman,A., called it 'Solidarity Semantic'. The semantics of Solidarity is based on the equality between interlocutors and the degree of intimacy of social rank of this distinction. They introduced the concept of 'Power Semantic' as superiors received V while inferiors received T. Therefore, no reciprocity and asymmentry were common. The Upper class speakers addressed each other with reciprocal V, however, Lower class speakers with reciprocal T. Pronominal address reflected the social structure and power semantic, which was prevailing until to 19 century. Later, the selection of T and V came be to determined by factors other than power .

After investigating different contexts regarding address behavoir , Brown,R., and Gilman,A.,came to the conclusion that German T is used mainly for family relations. They refered to the social background of power semantics as a static and hierachical society as opposed to the egalitarian ideology producing solidarity semantic. During the French revolution illustrated the correlation of social structure or ideology and address. Brown,R.,and Gilman,A., examined a nominal address in American English contrasting the use of first name (FN) and the use of titles + last names (TLN) 'Titles' ' for example, Mr William; Mrs Sara … Etc. The occurance of FN vs TLN is investigated by a review of American play, observation of address behaviour in Boston, and interviews with informants and tape recordings. In the majority of cases, Brown,R., and , Gilman,A.,found that FN is reciprocal while TLN is used only in the beginning of acquaintances. Thus, intimacy and distance can determine the selection between FN and TLN in a symmetrical relation. No reciprocity of FN and TLN is caused by differences in age or professional status. Additional nominal variants are classified as follows: Sir , Miss, Madam … etc that are used as a sign of politeness and respect .

The term 'Miss' has the same addressing values, it is used to address a young single lady. However, the term 'Madam' is used to address a married woman, in this case 'Madam' has the function of respect and represent the status of women. Furthermore, these terms have the function of prefixes whose function made relation to function like in 'Madam Director , Madam president , Madam Mayor'. The function, here, is feminized in order to identify the gender of the interlocutor. The term 'Sir', on the other hand, refers to a man of any age and is also used as a sign of respect.

1.3.The theory of Coversational Analysis and its effects on the terms of Address

Garfinkl,H.,founded the ethno methodological research that analyses the daily activities as methods of the members of social community to make these activities more visibly rational and clear for practical purposes. In other words, his research describes the organization of ordinary daily activities. The reflectivity of this phenomenon (the practice of description itself) is a particular property of practical actions, practical circumstances, common knowledge of social structures and practical sociological reasoning. It is the reflexivity that allows us to identify and examine their occurrance based on the possibility of their analysis.

Havery,S.,defined Ethnomethodology as a "Method that aims to observe and analyse how members of certain groups are organized in thier social life" Hevery,S., (1984, P3). Therefore, the objective is to described and understood how the members of society decide to conduct and produce their actions that are expected from the society. According to Garnfikl,H., the core of this approach is the "Rational description of practical actions, such as practical accomplishment" Garfinkl,H.,(1984, p57). For Havery,S., the conversational analysis does not necessarily mean that it is limited to the study of conversations , but it analysed and studied a set of interactional action varieties. Its purpose is to account for interaction as orderly phenomenon that is based on records of routine and natural social interactions. According to   Orecchioni,C,conversational analysis consisted of clear rules

and principles that underlied he function of conversations and more particularly the interactions of everyday social life.

To sum up, Brown,R., and Gilman,A., paved the way to the study of the terms of address as well as their uses, by identifying two axes, vertical and horizontal, they were able to split the pronouns used for addressing 'Higher Rank' and 'Lower Rank'. With the advent of egalitarian doctrines, the notion of semantic equality, Garfinkl,H., the founder of ethno methodology, and Hevery,S., on the other hand, limited themselves to described and understood how members of the same company decided to conduct their actions and how they reproduced it , that society expects from them.

The Terms of address are alo part of speech act . The speech act are vast, which they opposed the terms of reference that often aims to designed an absent person, unlike pragmatics. Because the terms of address directly affected the world and modified it.

2.1.The notion of Pragmatics and its role on the terms of Address

The theory of speech acts is the origin of pragmatics. Advocated by Austin,J., in his book (*How to Do Things with Words.*Advanced by Pierce,C.,. Acording to Frank,N., pragmatic is "A domain of the language sciences that can be described as the crossroads of disciplines, or that is : enociative linguistic, sociolinguistics, semantic of texts, the semiotics, conversational analysis, communications sciences , or congnitives sciences" Frank,N., (2011, p 201). This theory discussed the function of language. It is not limited to describing the realities of the world, but on the contrary, it is interested in making actions in this world and to modifying it.

The notion of true or false (principle of veracity) attributed to the values of the statments being successful or not (principle of success) or the distinction between statements of truth constatives and statments of success that are called performative. The terms of address are units of language by which one can initiate a reaction in the interlocutor. Just

saying a term such as 'Madam' for women shows a respect by the speaker. Subsequently, the focus of the theory speech acts is on the analytic study of the terms of address.

2.2. The theory of speech and its function on the terms of Address

The acts of languages are considred as the basic rule on which the theory of speech act rests. By taking the function of language as being more active than being merely descriptive, in this regards, Langashaw,J, distinguished the following three aspects of language :

A-The locutionary act: It is the production of sounds having a meaning in a given language. In other words, it is the act of saying something, pronouncing a sentence, according to the grammatical and articulatory rules. Accordingly, it is the act of saying the meaning.

B-The illocutionary act: It means performing an action that related to the speaker. The propositional content of an utterance that is punctuating by a certain force with which the speaker accentuates himself and undertakes to do an action or an illocutionary act. This force differs from the degree of the locutionary act for example 'I would help you' concedes less illocutionary force than in 'I promise you that I will help you'. In addition, the illocutionary act makes the locutionary act diffrent according to the context. Even if the propositional content has the same reference and the same conditions of communication of statements. For example (He teaches) can give a simple statment of work, as it can be in the form of advice (do not disturb) or prohibition (do not talk to him).Langashaw,J,classified the illoctionary verbs as a function of the acts that they perform :

- The verdictives: The legal verbs, such as acquit, condemn.
- The exercitives (Exercising): The vector verbs (vector of decision on the way to act), like advice, recommend, and to order.
- The promessives: The speaker's engagement verbs, like to promise, ...etc.
- The comporatives: Verbs that refer to the behavior of the speaker, such as approve, deplore, and congratulate.......etc

- The exhibitors: Verbs that indicate a way of saying, like say , mention, indicate....etc.

- The declaratives: Performative verbs, like proclaim, dedicate....etc

- The expressive: Verbs that give information on the psychological state.

- The directives: The verbs that indicate a way of doing or verbs of action , like to order,to challenge, to act, to arrive...etc

The illocuionary acts do not always have the utility to use performatives verbs or statements, for example 'I will came tommorrow' is performative without knowing recourse to the verbs of the taxonomy proposed by Austin,J.

C- The perlocutionary act: Speaking while performing an action for the speaker in the meanwhile waiting for a reaction or an effect on the allocutary. Is the act of doing by saying.

Austin,J, explanation, arguably, recalls to the position of a certain 'Martin Luther King' about poignmants, By the famous expression 'yes we can', simple and direct. Therefore, we believe, Austin explains the acts of language in a readable, comprehensible, and clear discourse.

2.3. The theory and principle of expressiveness and their relation to the terms of Address

In contrast to his predecessor, Austin,J., who focused on and described the various ways in which the speaker undertakes to realize his intention in the act of language, Searle,J.,paid more attention about the intentions of the speaker through the statements, he considered that all the statements are principally composed of two interdependent parts and cannot be dissociated from each other. The first part is the proposition (or propositional content) and the second is the illocutionary force. These two parts are indissociable, which makes this statement an act of language. In this regard, Searle, J., added to the Austin's theory of speech acts a strong principle, which is the 'principle of expressiveness':

"For all meaning X and for every speaker L, whenever L signifies (for the purpose of trasmitting, wanting to communicate, etc.) X, Then, it is possible that there exists an expression E, such that E is the exact expression or the exact formation of X". Searle,J., (1997 ,p138).

In simple terms, the acts of language are not based solely on the convention, described by Langashaw,J., but also on the intention of the speaker who addressesd the allocution in the intention of communicating to him a certain content. Thanks to the meaning that is conventionally associated with the linguistic expressions that the address must retrieve. By this theory, Searle,J., made an explicit that what was conventionally implicit for Austin,J.,. Searle,J.,, introduced indirect acts of language which are acts performed by means of a statement, contained a form conventionally associated with it, to another act than that which it sought to accomplish. In the famous example of 1 - close the window, 2 - can you please close the window? 3. it's cold here, the speaker uses respectively declarative and an interrogative to perform the same act.

Searle,J., unlike Austin,J., tried to get his idea back, that is based on what has been developed. Austin,J., work on acts of language was able to enrich and gave a glimpse of Austin,J, research work. This latter, the writers suggested and remain the undisputed master of the acts of language, methodical bright, they gave to the speaker the letters of nobility

2.4. The theory and Principle of Cooperation and its interference on the terms of address.

In his work, Grice, P., wanted to answer the following question: how can an interlocutor retrieve the intention of the speaker without saying? From this perspective of research, influenced by the pragmatic theory of language acts, Grice, P., has been able to developed a pragmatic approach to communication: the use of language is in a close connection with what he called conversational rules (or conversational maxims). The theory of Grice, P.,is defined

mainly by two principles,the first is the principle of natural meaning which stated that to understand a statement, for the interlocutor, amounts to the recognition of the intention of the speaker. The second is the principle of cooperation; the inferences that the interlocutor drew from the results of the hypothesis that the speaker cooperates, that is to said he participated in conversation in an effective, reasonable and cooperative manner. Grice,P., started from the hypothesis that in verbal interaction the speakers adopt cooperative verbal behaviours, in the sense that they cooperated in the success of the conversation. He stated, "Your contribution is, at the moment it intervenes, as the one requires the objective or the accepted direction of the verbal exchange in which you are engaged" Grice,P., (1979, p93).

2.5. The theory and principal of the Conversational Maxims and its influence on the interlocutors

A. Maxims of Quantity

- That your contrbution is informative as necessary.
- That your contribution is not more informative than necessary.

B. Maxims of Quality :

- Do not say what you think is wrong.
- Do not say what you've got no proof that it's true.

C.Maxim of Relation

- Be relevant.

D.Maxims of Manner

- Avoid expressing yourself in an obscure way.
- Avoid ambiguity.
- Be brief.
- Be ordered.

Grice,P.,asserted that transgression or violation of the principle of cooperation and maxims entailed a formulation of hypotheses and inferences by the interlocutor, beyond say it explicitly, in the speaker's statement. Some information is not only implicit and may be inferred in a logical way from the statement. Grice,P, called these hypotheses and inferences 'implicatures'. He had shown that the respect of the principle of cooperation and the conversational maxims excluded standard implicature , if the principle and the maxims come to be violated, he will speak about an exploitation or an outrage. The theory of Grice,P., explained how to communicate a thought through explicitly and implicitly.

2.6. The Relevance of the Theory of communication on the terms of address

The relevance theory is based on Grice's work and some of the fundamental principles of his theory of communication, however, it differed in some points. Dan,P., and Deirder,W., retained the core of the Greek innovation that is related to the recovery of the intention of the speaker. According to them, the codic aspects play an important role in the understanding of communication, taking into account the precepts they release, from which the infernal processes that will then lead to the intentions of the speaker, they expected their interlocutors to be relevant. However, they believed that these last expectations of relevance are not governed by the principle of cooperation and conversational maxims. According to Dan,P.,and Deirder,W., the speakers have to cope, not in the sense that Grice,P., wanted, in the sense that the principle of cooperation and the maxims can be substituted by a single principle of relevance. In this regard, they state "To communicate is to seek to attract the attention of the other, and so it means that the information communicated are relevant. We call this theory the (relevance principle)". Dan,P., and Deidre,W., (1987, p697).

Dan,P., and Deidre,W., explained that relevance "Defined by the minimization of the treatment of the statement and the maximization of the cognitive effects produced by a given stimulus is an intrinsic trait of the human mind and the tendency to maximize this relevance in

terms of the available hypotheses" Dan,P.,and , Deidre,W., (1955, 260) as the principle of cognitive relevance.What the writers call the principle of relevance is the theory that any act of ostensive communication is the presumption of its own optimal relevance. They affirm that relevance explained the way in the production of an ostensive stimulus that can make the informative intention of communicating manifestly mutually, thus leading to the fulfillment of communicative intention.

The theory of relevance is not only insterested in the linguistic aspect of communication, more importantly, it looked at how the human mind worked in communication situations, the inclusion of equally relevant elements such as thoughts, beliefs, memories, and composants of the environment. Therefore, a statement can never be never interpreted in isolation, but, in relation to a context, by juxtaposing various sources of the included elements. The more a statement produces contextual effects, the more relevant it is.

2.7. The theory of the 'Face' Concept and its relationships with the terms of Address

A-Goffman's, E.,

B- Brown ,P.,and Levinson, S., (1978)

C- F-Orecchioni,C., Brown,P., and Levinson, S .

A-The Goffman's conception of verbal interactions and communications, according to sociological observations of societies, are like theatrical pieces where the actants ritualise the role which is attached to it. For Goffman,E., the theory of the face consists in opposing the "territory of me"   the property of the individual which manifests itself in the whole of the corporal, material, spatial, affective prolongations in the face (the elaboration of the self-image) in the interaction) . This property can be withdrawn from the individual at any time if it meets the standards of the company's conventions. The face can be lost, maintained or valued, that is to say that the interlocutors are state of continual evaluation of their situation,

of themselves and other interactants during the verbal interaction. Its conception is focused on the self-projection and to best defend the territory of me in the interaction. The interactants sought to save, if not improve, and enhance their corresponding images, because the image of each participant is exposed to the other. The interacting parts are constantly aiming to avoid acts threatening the face if they want the interaction to be continued. Otherwise, if a contracting party does not follow the line of action that is supposed to follow, it loses face. On this subject Goffman,E., stated:

> "The face is the positive social value that a person actually claims through the line of action that others assume it has adopted in a particular act. The face is a self-image diluted according to certain approved social attributes, and nevertheless shareable, since, for example, one can give a good image of one's profession or one's confession by giving a good self-image".Goffman,E.,(1974 p9)

2.8. The Model of the face principle and its interpretation in the terms of address

The model designed and introduced by Brown ,P.,and Levinson, S., (1978) , and revised in 1987, claimed that :"The face is a public self-image that everyone wants to claim" Brown,P., and Levinson.,(1987, p61). Borrowing Goffman's,E, face principle, the model is based on the idea that every individual has four faces instead of the two proposed by Goffman, E, a negative face (corporeal territory realizing the body and its extensions to the named space "the bubble" in which we evolve, at the time of interaction and speech).

A positive side corresponding to all the valuing images that are continuously taxable during the interaction by the interactants. The four faces are therefore highlighted by the two interactants containing two positive and two negatives faces on each side. The acts performed by the two interacting parts called 'Face Threating Acts' (FTAs) constitute threats to both of them concerning the negative side as the promises carrying out the own territory or the

indiscreet questions for the interlocutor. For actions that threated the positive side, self-deprecating behaviour such as apology or self-criticism and threated to the interlocutor such as criticism, reproach or mockery favour loss of face.

Accordingly, Brown, P., and Levinson,S. claimed that the fact of the verbal interactions underground a succession of possible threated on the interlocutors, that they must perpetually strive to circumvent, appered and diminished their effects, in order to protect his face and the face of the other. Politeness will very much lessen the loss of face. The problem posed by this so-called universal approach finds Asian detractors in the people of Mao and Mateumuto. The scope of this theory does not coincide in any case with Asian languages. They question the ideal of the Western individual taken as a restriction of the study sample, because in Japan and China the interaction is based on notions that the West ignored as Eastern salvation, obligatory, mutual and regardless of the status of the speakers, the feeling of dependency, social belonging, etc.

The terms of address can be the typical case of negative or positive faces that the couple of researchers has established. Just by using the terms of polite address, it allowed to testify the friendship or affection, or to expressed a negative politeness. In reality, the terms of address can be potential indicators of the negativity or the positivity of the face, according to the relation conferred by the interactants, it can be horizontal or vertical. In this case, the terms of address redefined the relationships maintained by the interlocutors and serve as a rectifier of the loss of face like that of valuing it by being very polite with his interlocutor even if one has been criticized or outraged .

2.9. The terms of address and politeness in speech act

F-Orecchioni,C., Brown,P., and Levinson, S ., model is revealing and consistent. With the exception of the frightened during the demolition of the interaction of the likely elements may bring prejudice to the face of the interlocutor who are perpetually in vanguard to defend

the faces by leaving the face of others. It replaced the principle of Face Thretening Acts by Face Flaterring Acts, because for her acts of language during a verbal interaction do not resemble the defensive position of the maintenance of the face and to harm the interlocutor. Orecchioni,C., added that any act of language can be considered under the two processes threating / flaterring acts depending on whether it has negative or positive effects. For Orecchioni , C., the politeness is defined as negative, if it consists in valuing the face of the other by using flaterring and that by being based on three essential duality of the relations of symmetry (negative / positive, politeness / negativity / positive politeness) and substitutes the notion of solidarity and power with terms that are more attenuating and easy to integrate into speech acts . She proposed the diachotomies: familiarity or intimacy vs. solidarity and verticality vs power.

The terms of address can be studied in the light of the panoply of theories of the acts of language raised. The preponderant role that they acquired in allocutive reports by their character and specificity of initiator (openings) of interactions, by the forms of appellatives, by regulators (example of politeness) and by its phatic role to do during the interaction until the closing while taking care of its conditions of felicity.

Grice,P., innovated and thought that the speakers adopted the coperative verbal behaviours, they cooperated to the success of the conversation. Sperber,D., and Willson, D., also, went in the direction of cooperation but substitute the maxims and principles of cooperation by the principle of relevance. The writers also, suggest that Goffman's,E.,'face' principle, the interaction is much more thermatical and almost ritualistic, whereas Brown's ,P.,'Face' and Levrison,S , (unlike) Goffman,E., conceive that the individual has two faces and four sides.The model of Oricchoni,C, is different from that of Brown,P.,and Levinson,S., in which the speaker can feled himself by trying to see the face of others (theracting act and fattering act face). In our opinion, the face of Brown,P.,and Livinson,S., can be able to sympathized the reflection of the linguists.

3.1.The theory of speech act and its effect on the terms of Address

The terms of address, as discussed above, are units that served to open interactions like greetings and calls as they can serve to maintain the discussion by making sure that the interaction continue yeah , hum, precisely exactly, etc. The terms of address take care of the restructuring and organization of the interaction, by greeting phrases at the end of conversations, such as farewell, goodbye, etc. The writes argued that the three functions of the terms of address coincide with the categorization of that of Austin , J, as to the classification of acts of language divided into three categories: the locutionary act 'to say', the illocutionary act 'to be done by saying' and the perlocutionary act 'saying and waiting for effects produced'. The similarity is that the terms of address can be both the three acts. (perlocutory act). Here, the terms of address, that are names, pronouns, or expressions and interjections, large numbers of his units, not be exhaustive, are affected by the theory of speech act. In addition, the corpus of this research consists of a multitude of address terms that have illocutionary purposes. Others are simply locutory or perlocutory, such as Sir, Madam, polite phrases and pronouns.

A Forms of Address

According to Goffman,E., the essence of interactional analysis is to free the rules that underlied the functioning of organization and the sequence of terms of address, evoking the existence of two levels analysis, the analysis of the relation between the different constituents of interaction (context, situation of association, system, linguistic code, etc.) and the relation between the interactants. This approach does not prevent the flow of two constraints, but it prevents the linguistic aspect (codic) and the situational and social aspect of interaction.

The number of lexical units to address others seems to be incalculable and they are very different. For this purposed Braun,C.,and Dunkling,L.,edited a taxonomy of the terms of

address to illustrated the difference and the purposes of use of the terms of address. Many specialists in language sciences considerd that the classification issued by these two researchers is the inescapable reference for any study of the terms of address. From there it will be considered as a basic reference.

B Taxonomy

* Braun's,C., Taxonomy

This taxonomy is divided into the following nine categories of nominal types:

A - Proper nouns or anthroponyms (Jacques, Jhon, Sara, Rabab … etc);

B - Terms referring to the parents (Mum, Dad, …etc);

C – Titles (Sir, Madam, , Miss, … etc);

D – Titles (Doctor, Professor, … etc);

E – Abstract names (your honor, your majesty, … etc);

F – Terms referring to profession (soldier, golfer, … etc);

G – Terms referring to relational links (friend , colleague, neighbour…etc) ;

H - Loving terms (my sweetheart, sweetie, … etc);

I – Terms defining the relationships to the parents of the interlocutor (father, mother, daughter), or of someone (father of , daughter of).

Dunkling,L.,added to this taxonomy the family name, as appellative, and the nicknames. The latter is divided into two kinds: intimate (nickname that gives a father to his daughter) and public (nickname that everyone knows). These nicknames are discussed in this thesis as terms of address.

Dunkling's,L, Taxonomy

This taxonomy does not differ much from that of Braun's,C., in regards to the categories of address terms which are also nine. However, nominal forms of address are not similar to that of Braun,C.,evoking that the reasons, which can leaded to the use of a term of address, can be grammatical (you for the enumeration), social (title, name), emotional (to be part of his emotions to the speaker), ceremonial (verbal formulas of the ceremonies ((my dear brother)) and imperious Accordingly, Dunkling,L.,proposed a classification of all terms of address thanks to his vast corpus.

A-First name, second name and familly name.

B-Nicknames.

C-Transfer name, substitutions name, name of circumstance.

D-Names.

E-Loving and friendly terms.

F-Courtesy and polite terms.

G-Family address terms.

H-Neutral address terms.

I-Misleading and insulting address terms.

The difference between Braun's,F.and Dunkling,L.,taxonomies lies in the fact that the first focused on the terms of address giving indication to the interpersonal relation of the interlocutors, while the second is concerned with terms referring to characterizing the interlocutor. This table will allow to put in perspective the similitudes and the disparities of the two classification:

Braun	Dunkling
Proper names.	Names and family names.
Family relationship.	Family terms.
Titles + titles (profession+ nobility +abstract names).	Terms of politeness
	Neutral terms.
Relationonel+ loving terms.	Loving and friendly terms.

From Dunkling,L(1999) and Braun,F.(1988).

In fact, there exist generic terms of address for specific situations, either by insult or by modeling.. The term of address 'Sir' refers to a man of higher social rank or a minor, as it can refer to the social status of teacher. There are also terms of courtesy and politness referring to a certain intimacy or qualifying a friendly relationship or in another case just being polite to the interlocutor 'Sir' or 'Madam'. There, aslo, existed various terms of politeness such as 'Sir /Madam + Name' like in 'Sir Amar , Madam Sara' or 'Sir /Madam + Family Name like in Sir Bougrine , Madam Bendib.

Neutral address terms, like housekeeper, boy, or driver, are functional and neutral. Other terms of address, like help, au secours , ennajda, are invariable terms with interpellative focus. Depleting, insulting, and abusive terms are usually compound expressions, adjective + pronouns. Human beings are influenced by the behavioural nature of animals that they attributed to themselves the positive or negative behavioural traits, for example loving terms can sometimes be referring to affectionate animals like 'my cat'.

Fraser's,F., Taxonomy

Fraser,F., discussed politeness according to four aspects: the social norm (each company has its own social rules), the conversational contract (rights and duties of the

interactants), the preservation of the face (based on the theory of Brown,P., and, Livinson,S.,.) and the conversational maxim (referring to the maxims of Grice,E.,). This part will deal with noun forms of address or FNAs as-Oricchioni,C., pointed out in her books about verbal interactions. In addition to this forms, there exists another form: the pronominal forms of address or FPAs that will be discussed further below.

C Address pronouns

Orecchioni, C., devised the choice of personal pronouns as double-edged instruments by suggested that "The posibility of using these forms as a value calculated in relation to their most usual value" Oricchioni,C.,(1999 , P 78).

The pronouns T and V, discussed above, address respectively the characteristics of a familiar realtionship or distance. Some languages such as Arabic, Hebrew or English do not have this faculty and have only one pronoun of address. The French and Russian, on the other hand, provide two forms, one in the familiar case (solidarity) and the other in the case of distance (power). If the use of T and V is reciprocal by the interlocutors, the interpersonal relations will construct the equal order between the different interactants. In the opposite case, if T and V are not reciprocal, the interpersonal relations will express a difference of status.

3.2. Terminological Diversity and Definitions Nuance of the Address Terms

The terms of address are identified through diversified terminology, nonetheless correlative, in the work of antecedent research. In other words, these terms have been adopted and used by their authors under different labels like appelatives, vocatives, designees or terms of address. The transition from one appointment to another evoked a certain problem of terminological equivalence, or the specificity of each system used requires some identification, in opposition or approximate similarity, to the other. It is therefore essential to situate each term in relation to the others in order to focus on the choice of the term or

vocabulary used and to realize whether, the equivalence towards a definitive search with common dictionaries as well as dictionaries and encyclopedias of the language sciences.

A – The Appelatives

The term 'appellative' appeared for the first time in the 14th century, in didactics, "Having to do with the giving names ; Naming "   "Relating to a common noun " (Webster's New World College Dictionary., 2010) .

Grammar class "A name giving to the space, and who is oppsed to a propre name. Focusing on the difference between an appellative noun and an adjective ". (...).That is the reason why the substantive , as opposed to the adjective , has been named   " appellative name " (...).so the term is an adjective referring more to a common noun or noun." Ducrot, O.,and, Todorov,T., (1972 ,p5)

B - The Designatives

 Oricchoni ,C., defined the designatives as " It indicate or specify, it refers to giving a name or title or characterize someon". Oricchioni,C.,(2006 ,p111) . The referral of this definition is systematical to didactics and these designatives are taken as adjectives not as common nouns.

C – The Vocatives

Dubois,J., (1992, pp35-36) defined the term of "Vocatives" according to the Latin 'Vocare'. He stated that :"We call Vocative, a case that expresses the direct interpellation by means of calls, like Pierre, the name Pierre will be vocally in the languages particular in Greek and Latin". He asserted that the appellative function is :"The grammatical function performed by the appellants of the direct communication.This interpellation of the interlocutor is translated by the linguistic languages".

Conclusion

 The results of this discussion clarified the following major points that :

1- The terms of address are actullay used in daily life.

2- Beside the interpersonal relationship, the context has a substantial effect on the choices of terms of address in English language.

3- A number of terms, such as " who, when, where, to whom" consequently follow the form and the type of intentions they are used for, have a signifant influence.

3- Therefore, the choice of the appropriate term of address cannot be determined without considering the concrete context in which the address forms are used.

Chapter Two:

Data analysis and interpretations

Introduction

This chapter is consacreted to the presentation and analysis of data obtained from the questionnaire. The main objectives of this analysis is to attempt to verify the dissertation hypothesis which is :

If the E.F.L population (students and teachers) become more aware of the importance of the terms of address, especially expression of politeness and apologies…etc, the communication between them would be easy.

 3.1 Teachers questionnaire :

As explained in the first section of this dissertation , this questionnaire consists of three (3) majors points :

1- The use of terms of address.

2- How the teachers use these terms.

3- Greetings and politeness Terms of address.

Question ONE : Can you identify the vocatives (calling) that you commonly use in the university environment?
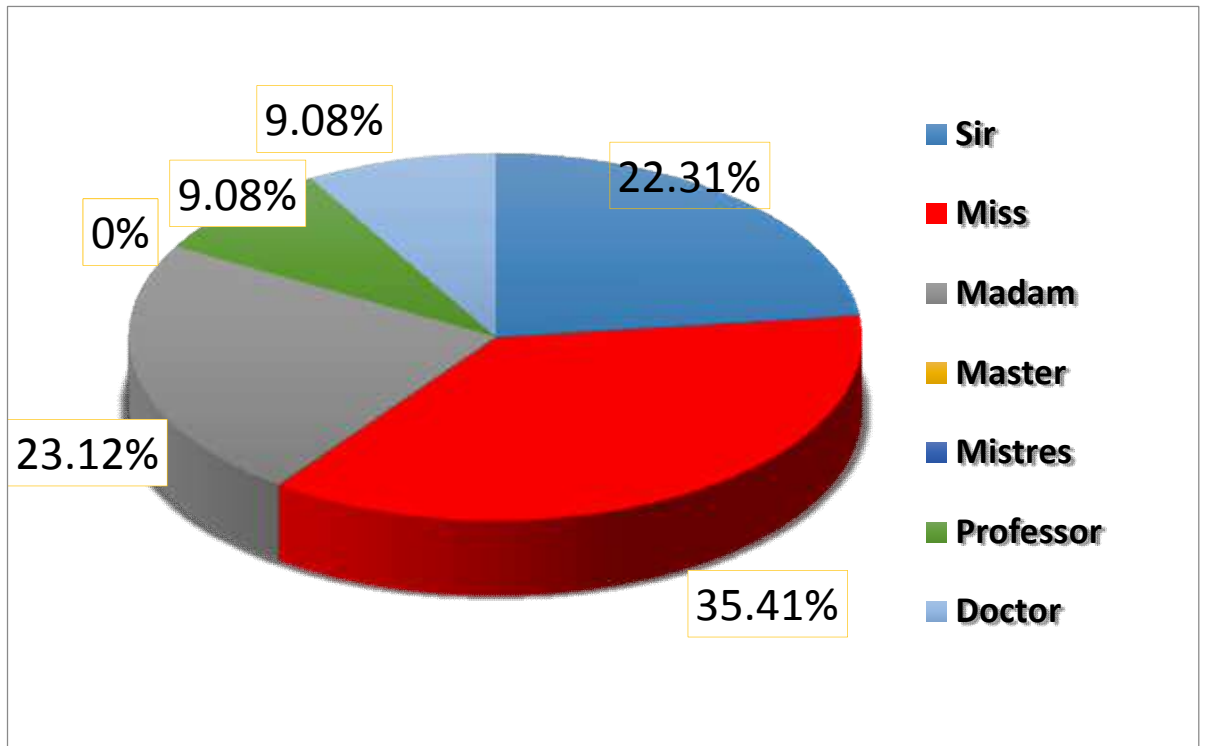
Figure ONE : Identification of the vocatives that used by E.F.L teachers.

Question ONE : Can you identify the vocatives (calling) that you commonly use in the university environment?

Option	Number	Percentage
Sir	05	22,31%
Miss	08	35,41%
Madam	05	23,12%
Master	00	00%
Mistress	00	00%
Professor	02	9,08%
Doctor	02	9,08%
Total	22	100%

Table One: identification of the vocatives that used by E.F.L teachers.

Figure One and Table One(1) demostrated that Thirty Five percent (35%) of teachers used the calling ''Miss'' wheras , Twenty Three percent (23%) employed the term ''Madam''. However, only Nine percent (9%) of the participants used the terms ''Professor'' and ''Doctor''as a calling.

Question TWO : What are the different terms of address that you use in your university work environment , and how do you use them , and what are their objectives ?
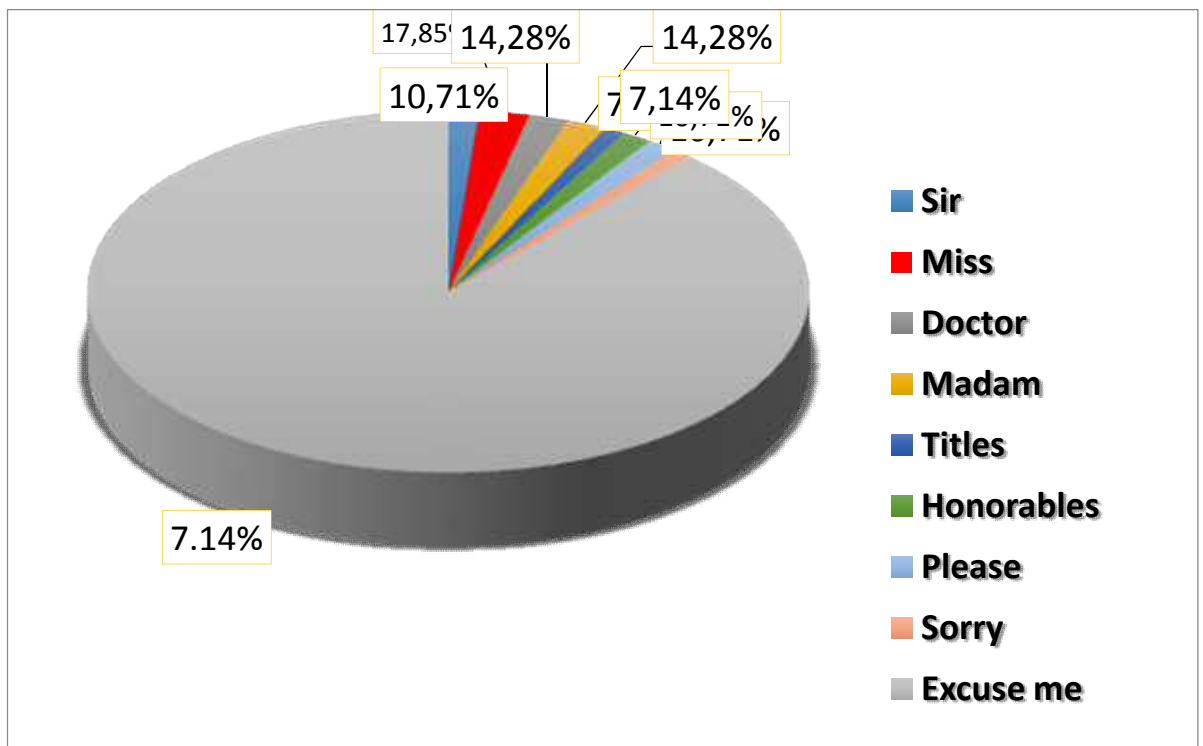
Figure Two: Terms of address and how they are used by university teachers and their objectives

Question TWO : What are the different terms of address that you know and that you use in university environment , and what are their objectives ?

Option	Number	Percentage	Objectives
Sir	03	10,71%	Respect
Miss	05	17,85%	Respect
Doctor	04	14,28%	Respect
Madam	04	14,28%	Respect
Titles	02	07, 18%	Respect
Honorable	03	10,71%	Respect
Please	03	10,71%	Politness
Sorry	02	7,14%	Politness
Execuse me	02	7,14%	Politness
Total	28	100%	/

Table Two : Terms of address and how they are used by university teachers and their objectives:

Figure Two and Table Two (02) , it is clearly expressed that Eighteen(18%) percent of the teachers use the term ''Miss'' wheras , Fourteen percent (14%) of the participants used the terms ''Doctor'' and ''Madam'' amongst them. Surprisingly ,the following terms ''Sir'' ,''honorable'', ''please'' had low percentage usage of Eleven (11%) percent. In addition , the terms such as ''titles'', ''Sorry'' , ''excuse me'' had the same low percentage of the teachers who affirmed that they only used them to show respect and politeness between them.

Question THREE : Do you think that the terms of address vary according to the interlocutor, place of communication, moment of communication, intention of communication or others?
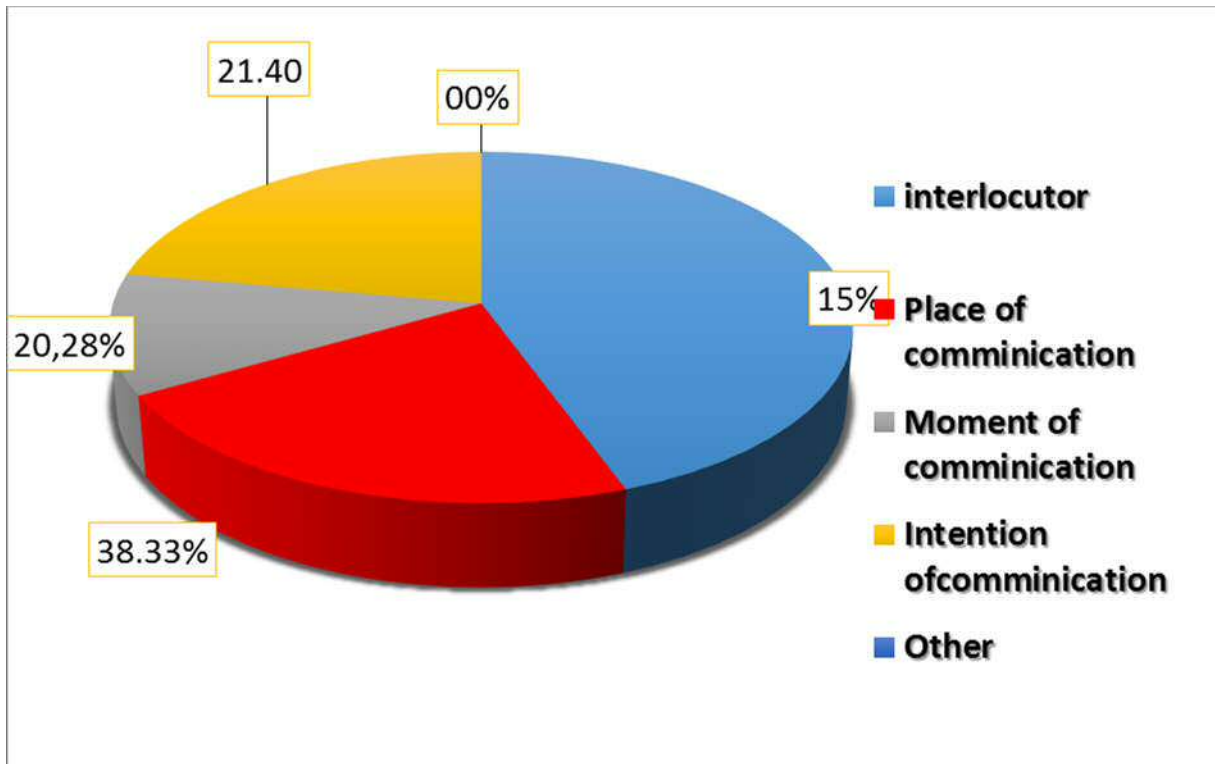
Figure Three: The variation and usage of terms of address.

Question THREE: Do you think that the terms of address vary according to the interlocutor, place of communication, moment of communication, intention of communication or others?

Option	Number	Percentage
Interlocutor	04	15%
Place of communication	02	38,33%
Moment of communication	01	20,28%
Intention of communication	02	21,28%
Others	00	00 %
Total	09	100%

Table Three: The variation and usage of terms of address :

As a clearly shown in Figure Three and Table three (03) , a rate of Thirty Eight percent (38%) of the teachers mentioned that the terms of address vary according to the place of communication; however twenty percent (20%) of teachers said that the terms of address

vary according to the time of communication. Twenty one percent (21%) of the teachers stated that terms of address vary according to intention of communication; wheras, only Fifteen percent (15%) of the teachers agreed that they fluctuated according to interlocutor.

Question FOUR : Do you think that the address terms depend on factors such as   Age, sex or social rank?
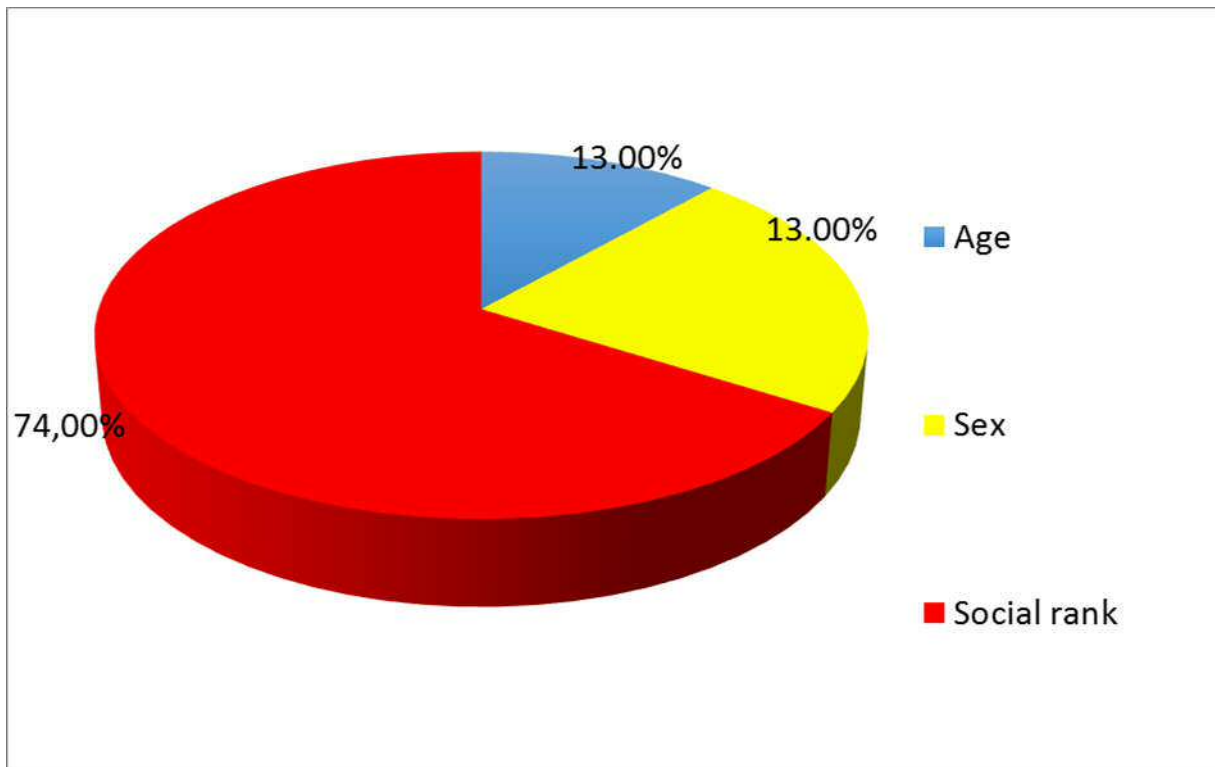
Figure Four : The factors that affecting the expression of terms of address.

Question Four: Do you think that the address terms depend on factors such as   age, sex or social rank?

Option	Number	Percentage
Age	01	13%
Sex	01	13%
Social rank	06	74%
Total	08	100%

Table Four : The Factors that affecting the expression of terms of address:

From Figure Four and Table four (04), it is clearly noticed that the Seventy Five percent (75%) of the teachers agreed that the terms of address depends on social rank.The rest declared that they rely on factors of age and sex.

Question FIVE : During your verbal exchanges , do you think that there any difficulties in choosing the most appropriate terms of address to communicate a given situation ?
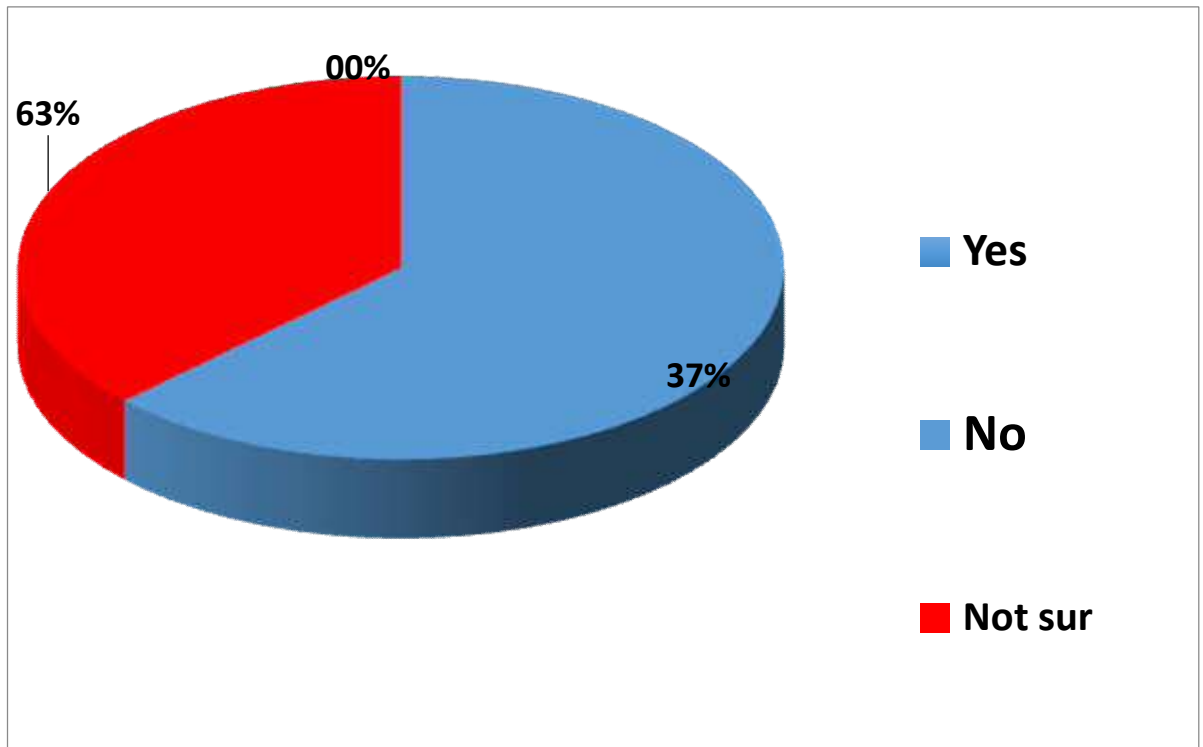
Figure Five: Teachers difficulties in choosing the most appropriate terms of address to communicative a given situation

Question FIVE : During your verbal exchanges , do you think that there any difficulties in choosing the most appropriate terms of address to communicate a given situation ?

Option	Number	Percentage
Yes	00	00%
No	05	63%
Not sure	03	37%
Total	08	100%

Table Five : Teachers difficulties in choosing the most appropriate terms of address to communicative a given situation

From the obtained results in Figure Five and Table Five, Sixty Three percent (63%) of the teachers claimed that they don't have any difficulties in choosing the most appropriate terms of address to communicative a given situation; however , Thirty Seven percent (37%) of them emphasized that they really not sure if they have any difficulties in choosing these terms.

Question SIX: How do you call, between colleagues, apart from family names and first names?
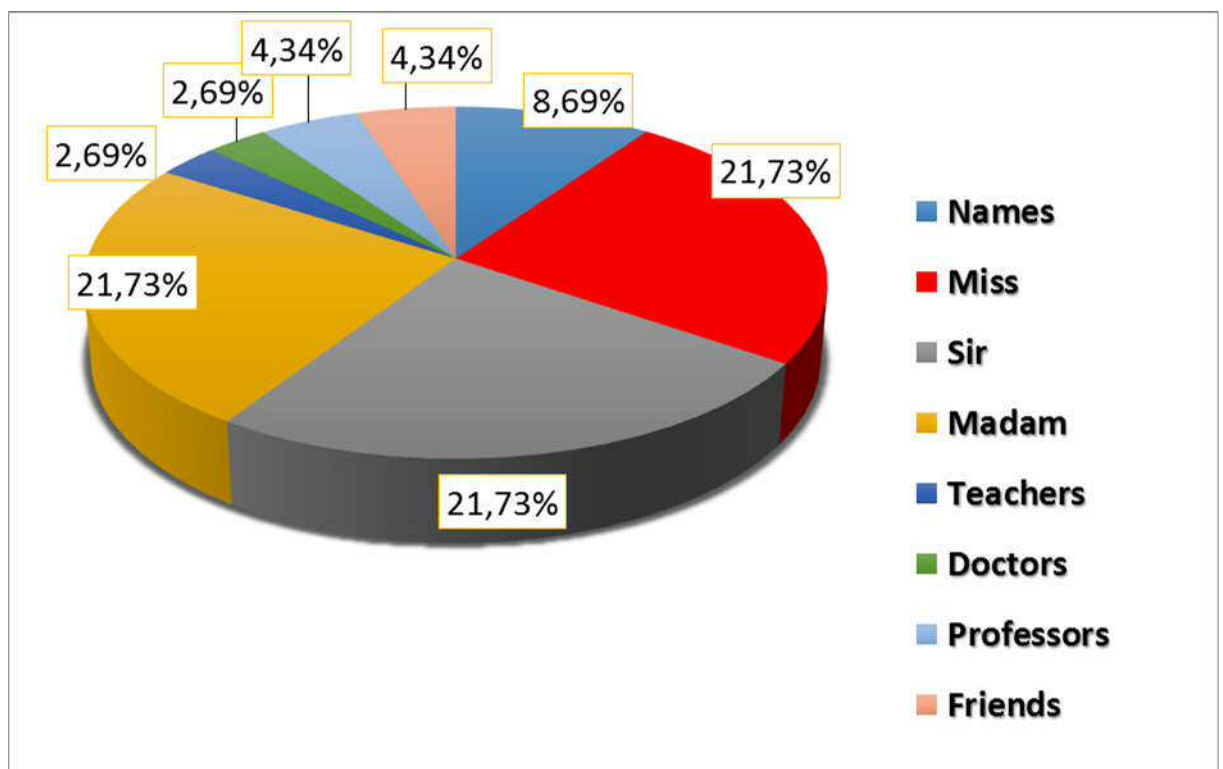
Figure Six: Expressions and Calling terms between colleagues apart from family names and first names.

Question SIX: How do you call, between colleagues, apart from family names and first names?

Option	Number	Percentage
Names	02	8,69%
Miss	05	21,73%
Sir	05	21,73%
Madam	05	21,73%
Teachers	02	02,69%
Doctors	02	02,69%
Professors	01	4,34%
Friends	01	4,34%
Total	23	100%

Table Six :Expressions and Calling between colleagues apart from family names and first names

The results indicated in Figure and Table Six(06) indicate that the majority of the teachers used the terms ''Sir'',''Miss'', ''Madam'' to call each other. (21%). The remaining results were insignificant.

Question SEVEN: Do politeness Terms of Address exist in your every day
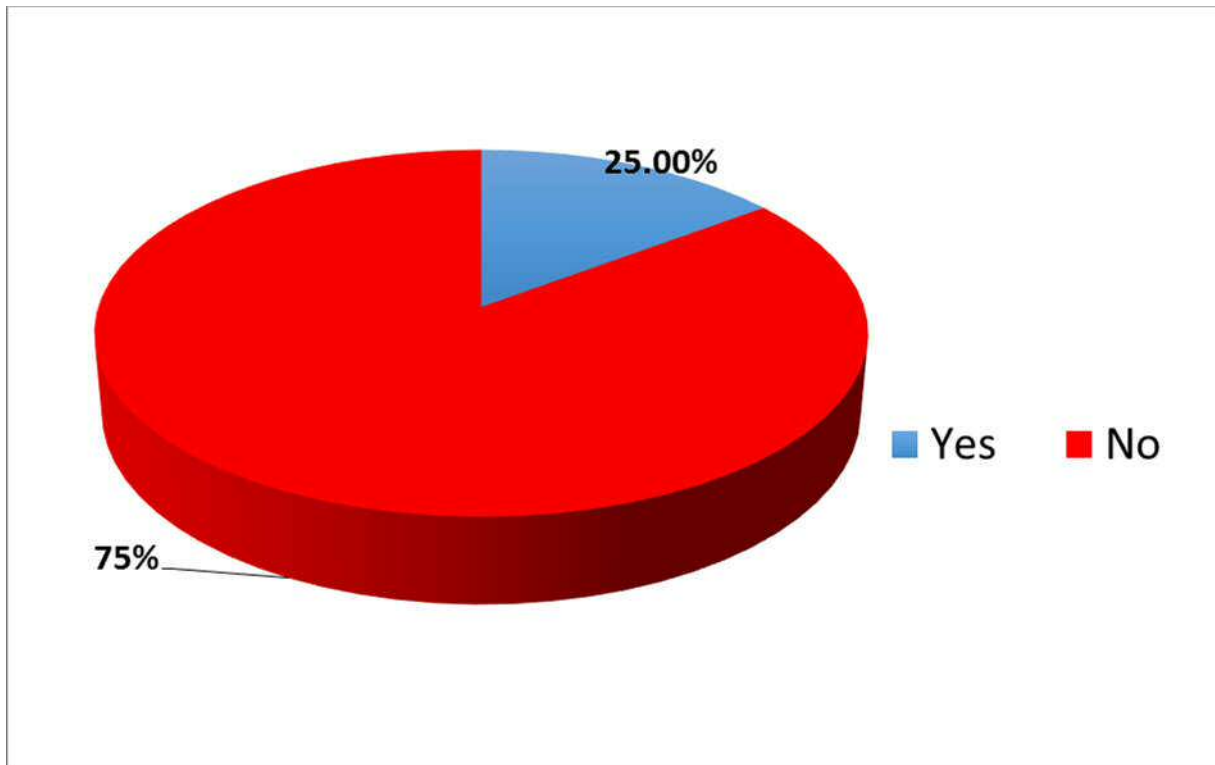
conversations?

Figure Seven : The existence of politeness in every day teachers' conversations in the

university environment.

Question SEVEN : Do politeness Terms of Address exist in your everyday conversations in

the university environment?

Option	Number	Percentage
Yes	06	75%
No	04	25%
Total	10	100%

Table Seven : the existence of politeness Terms of Address in everyday teachers'

conversations in the university environment.

The results showed in Figure Seven and Table Seven (07) indicated that,Seventy Five percent (75%) of the teachers used the expression of politeness in everyday conversations; however, the remaining proportion ignored them.

 Students questionnaire

Question ONE: List the words that you used with your interlocutor during your English level sessions?
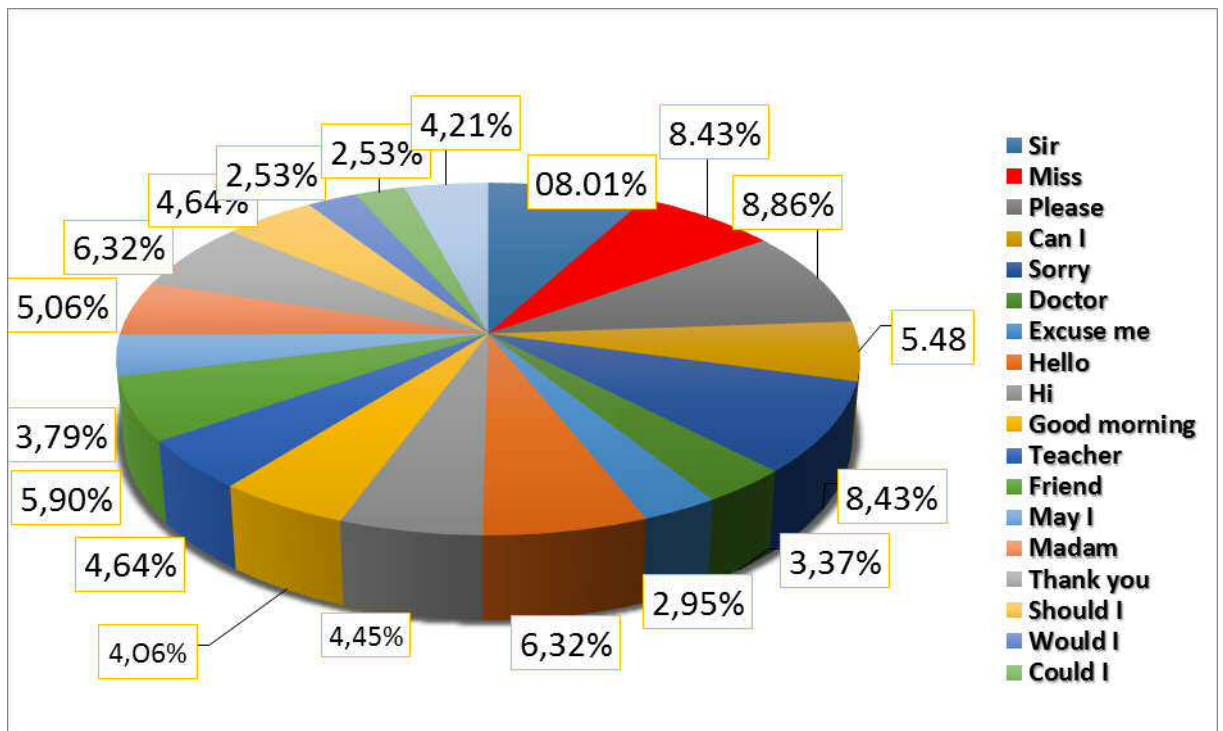
Figure Eight: words that used by students as a term of address with interlocutor during English level session.

Question ONE : List the words that you use with your interlocutor during your English level sessions?

Option	Number	Percentage
Sir	19	08,01%
Miss	17	08,43 %
Please	21	08,86%
Can I	13	05,48%
Sorry	20	04,64%
Doctor	08	05,95%
Excuse me	07	02,95%
Hello	15	06,32%
Hi	13	04,45%
Good morning	12	04,06%
Teacher	11	04,64%
Friend	14	05,90%
May I	09	03,79%
Madam	12	05,06%
Thank you	15	06,32%
Should I	11	04,64%
Would I	06	02,53%
Could I	08	02,53%
Total	231	100%

Table Eight: Words that used by students with their interlocutor during English level sessions.

Figure Eight and Table Eight (08) , demonstrated, that, Eight percent (8%) of the students used the terms "Sir'', "Miss'' , ''Please'' with their interlocutors (teachers); however , Six percent of the students accustomed the terms ''Hello" and "Thank you" with their interlocutors.

Question TWO : When speaking English outside of the classroom, list the words that you use as a term of address with other students ?
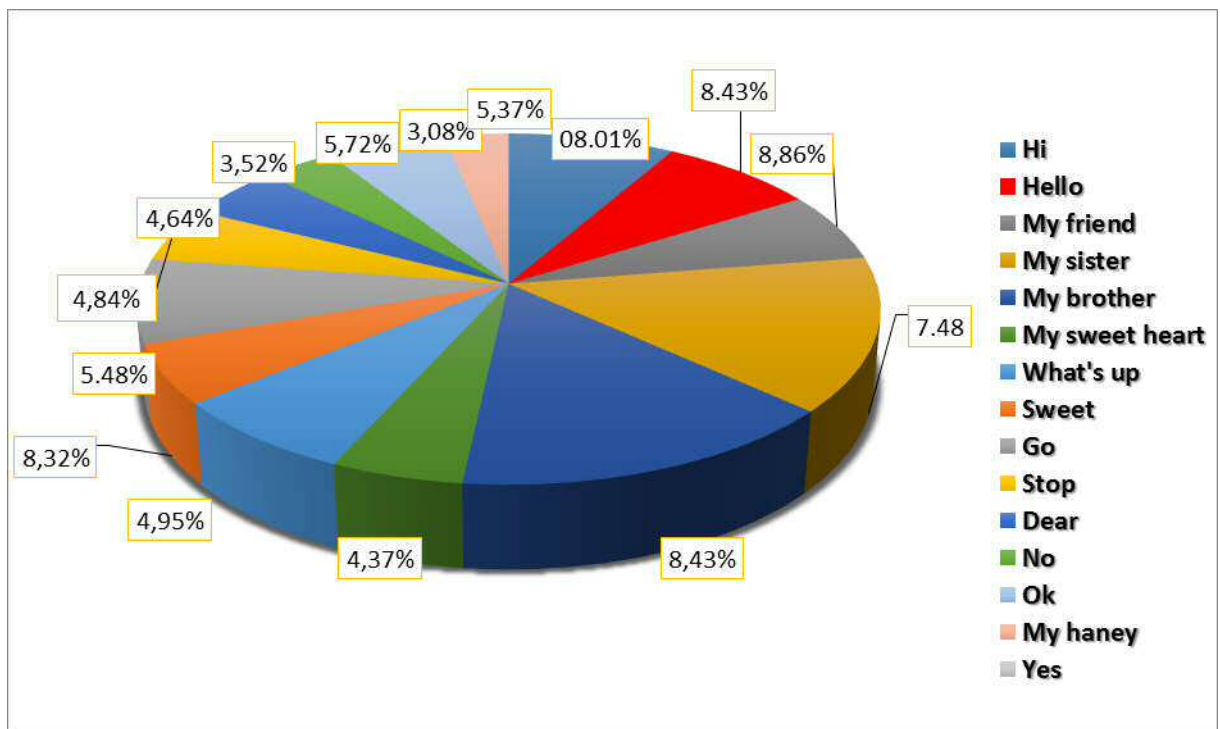
Figure Nine : Words used by students as a term of address with other students outside the classroom

Question Two : When speaking English outside of the classroom, list the words that you use as a term of address with other students ?

Option	Number	Percentage
Hi	18	08,01%
Hello	17	08,43%
My friend	14	08,86%
My sister	31	05,48%
My brother	33	08,43%
My sweetheart	11	04,37%
What's up	16	04,95%
Sweet	12	08,32%
Go	17	05,48%
Stop	11	04,64%
Dear	10	03,52%
No	08	05,72%
Ok	13	03,08%
My honey	07	03,08%
Yes	09	05,37%
Total	227	100%

Table Nine: Words used by students as a term of address with other students outside the classroom.

Figure Nine and Table Nine (09), display percentage of Fourteen (14%) of students who used the term of ''My brother'' outside the classroom. The same percentage of the students recycle the term of "My sister", whereas Seven percent (7%) employ the terms "Hi", "Hello", "What's up","Go". Also there are Six percent (6%) of the students that use the term "My

friend". However only a negligible percentage utilized the term "Sweet" and "Ok". In addition the term "My sweetheart, stop, dear, no, honey" are used moderately.

Question THREE : Please in order of use , the vocatives that you use in your daily routine and academic environment?
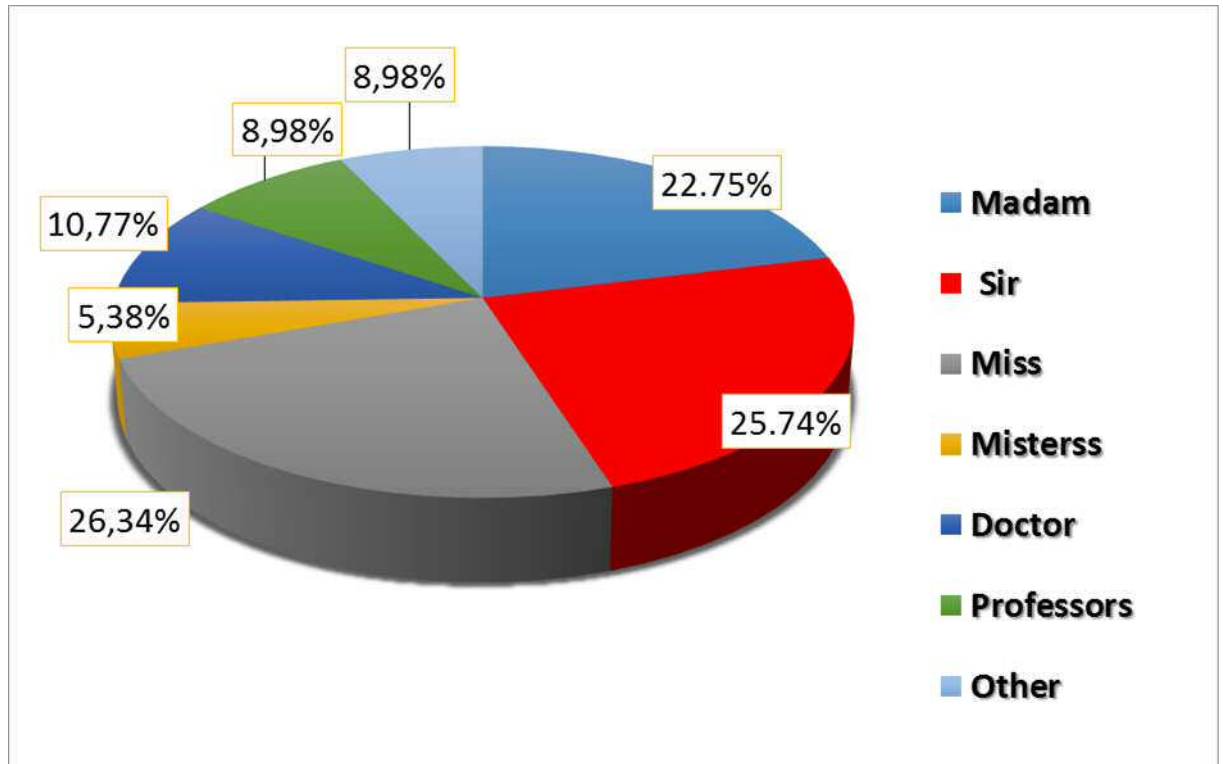
Figure Ten : The vocatives used by students in their daily routine and academic environment.

Question THREE : Please list in order of use , the vocatives that I used bellow in your daily routine and academic environment ?

Option	Number	Percentage
Madam	38	22,75%
Sir	43	25,74%
Miss	44	26,34%
Mistress	09	05,38%
Doctor	18	10,77%
Professor	15	8,98%
Other	00	00%
Total	167	100%

Table Ten: The vocatives that used by students in their daily routine and academic environment.

Figure Ten and Table Ten (10), clearly demonstrated that Twenty Six percent (26%) of the students used the vocative "Miss" in their daly routine; however , Twenty Six (26%) of the students that apt the terms Sir. Also there are Eleven percent (11%) of the students that call "Doctor" their teachers, and Nine percent (9%) of the participants used the vocative ''Professor. While Five percent (5 %) of the students that accustomed the term "Mistress" to call their feminist teachers.

Question FOUR : Could you designate very briefly a list of the most frequent words that you tend to use with your interlocutors during your English class sessions ?
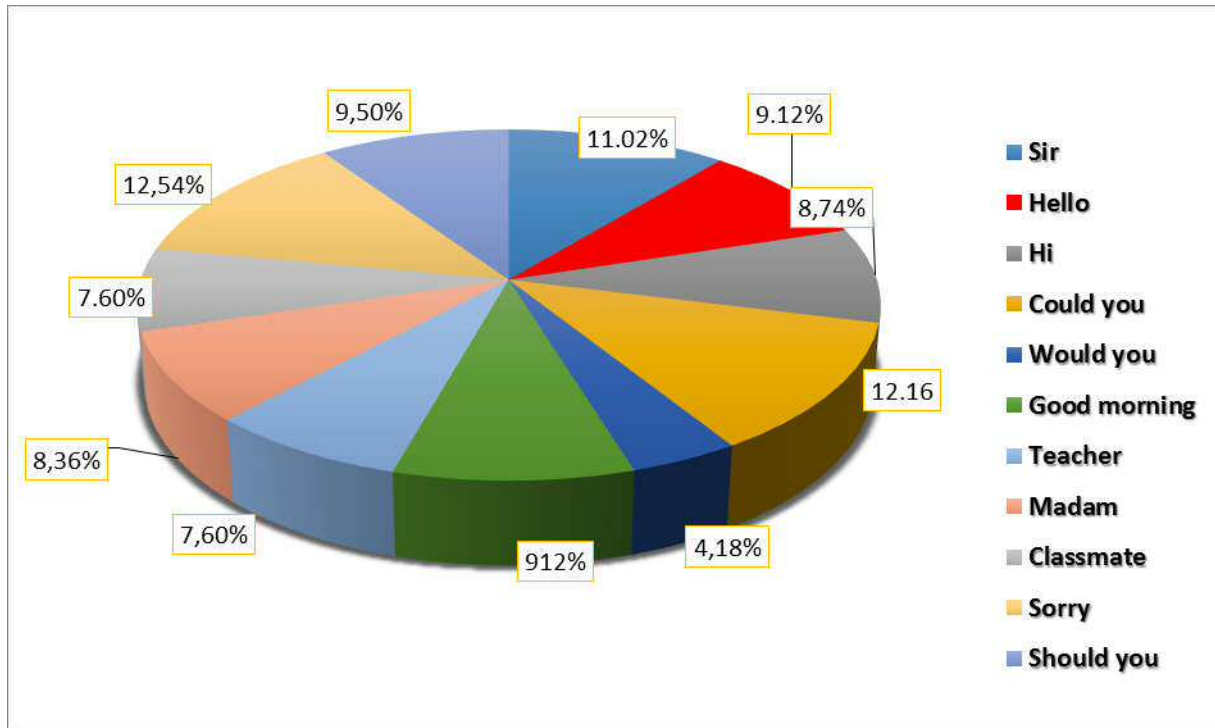
Figure Eleven : The most frequent words that are used by students with their interlocutors during English level session

Question FOUR: Could you designate very briefly a list of the most frequent words that you tend to use with your interlocutors during your English class sessions ?

Option	Number	Percentage
Sir	29	11,02%
Hello	24	09,12%
Hi	23	08,74%
Could you	32	12,16%
Would you	11	04,18%
Good morning	24	09,12%
Teacher	20	07,60%
Madam	22	08,36%
Classmate	20	07,60%
Sorry	33	12,54%
Should you	25	09,50%
Total	243	100%

Table Eleven: The most of frequent words that used by students with their interlocutors during English class sessions.

As clearly showed in Figure Eleven and Table Eleven(11), a rate of Twelve percent(12%) of the students used a terms "Could you" and" Sorry" during the English level session. On one hand , Eleven percent (1 1%) of the participants use the term "Sir" in the classroom session, on the other hand Nine percent (9%) of the students accustomed the terms "Hello", "Good morning" and "Should you" inside the classroom session; whereas, eight percent (8%) of participants that used the terms "Hi and Madam".

Question FIVE: If you had to speak English outside the classroom, can you recall a few of the terms of address that you use with other students?
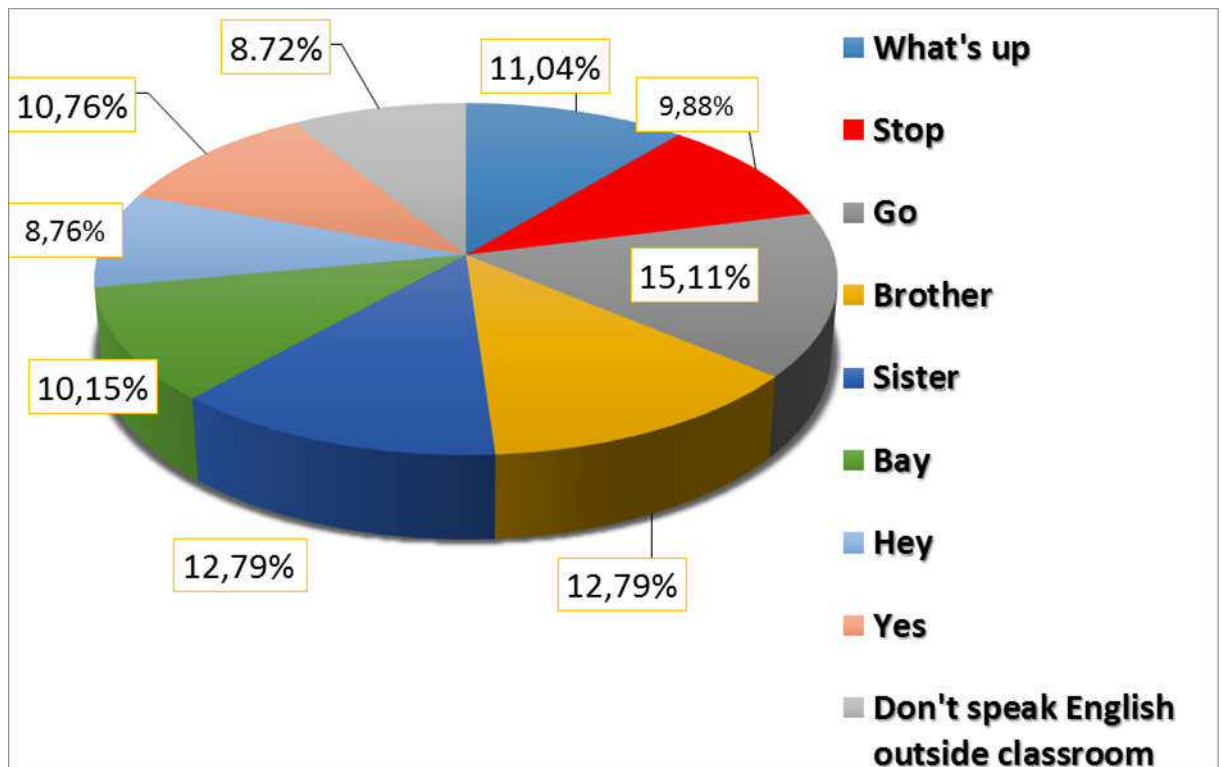
Figure Twelve : Few terms of address that used by students outside the classroom

Question FIVE: If you had to speak English outside the classroom, can you recall a few of the terms of address that you use with other students?

Option	Number	Percentage
What 'up	19	11,04%
Stop	17	09,88%
Go	26	15,11%
Brother	22	12,79%
Sister	22	12,79%
By	18	10,46%
Hey	15	08,72%
Yes	18	10,46%
Don't speak English outside the classroom	15	08,72%
Total	350	100%

Table Twelve: Few terms of address that used by students outside the classroom

Figure Twelve and Table Twelve (12), showed that Fiveteen percent (15%) of the students had said that they were using the terms "Go" between them (other students) outside the classroom; wheras , Twelve percent (12%) of the students used the terms "Brother" and "Sister" to call between them. Also Eleven percent (11 %) of other students stated that they are using the term "What's up" between others; however , Ten percent (10%) of students tend to use a terms "By" and "Yes" outside the classroom. The other terms "Stop" and "Hey" in general are uttred.

Question SIX: Do you know the rules that underline the terms of address like the expression of politeness, apology , greetings…….. ?
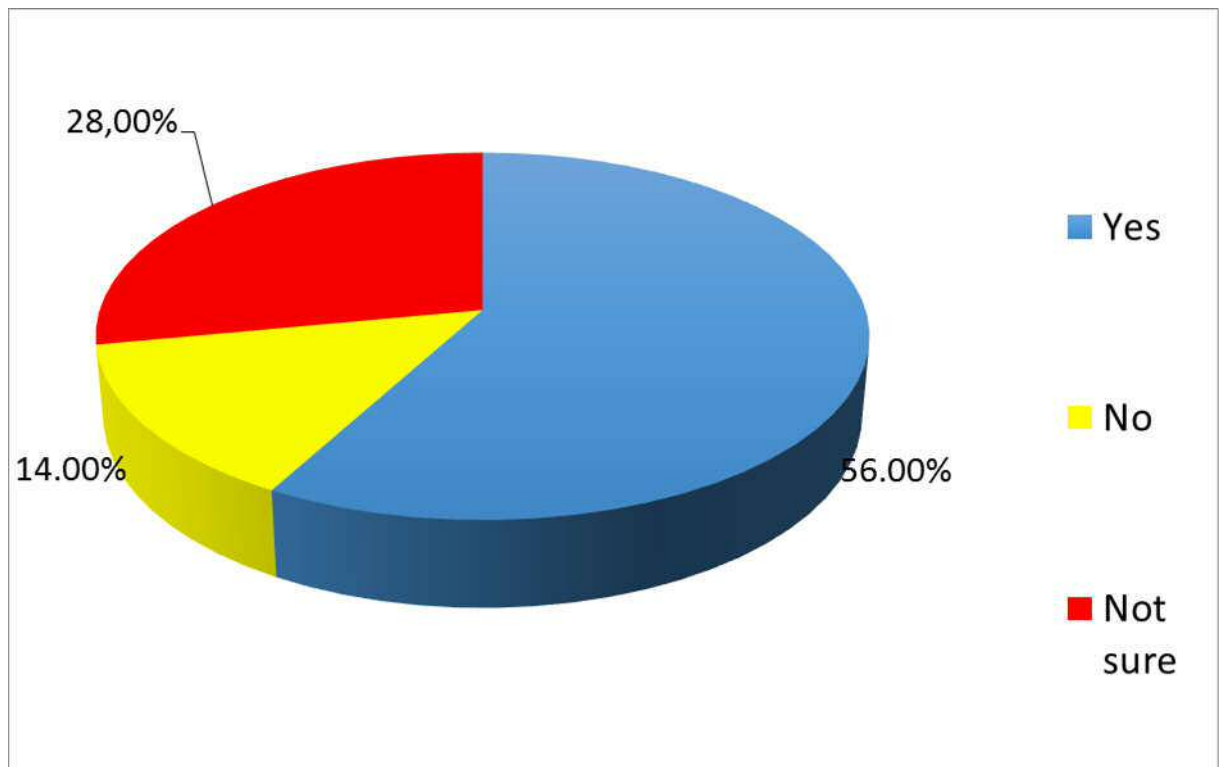
Figure Thirteen : Knowing the rules that underline terms of politeness, apology, greetings.

Question SIX: Do you know the rules that underline the terms of address like the expression of politeness, apology , greetings…….. ?

Option	Number	Percentage
Yes	28%	56%
No	07	14%
Not sure	14	28%
Total	21	100%

Table Thirteen: Knowing the rules that underline terms of address like expression of politeness, apology, greetings….

From the obtained results in Figure Thirteen and Table Thirteen (13) , Fifty six percent (56%) of the students know the rules that underline terms of address like expression of politeness , apology , greetings…. Wheras Twenty Eight percent (28%) of them are not sure about these terms; however half of these later percentage are not familiar with these terms.

Question SEVEN: Does the choice of address terms depend on the interlocutor, the place of communication or intention of communication
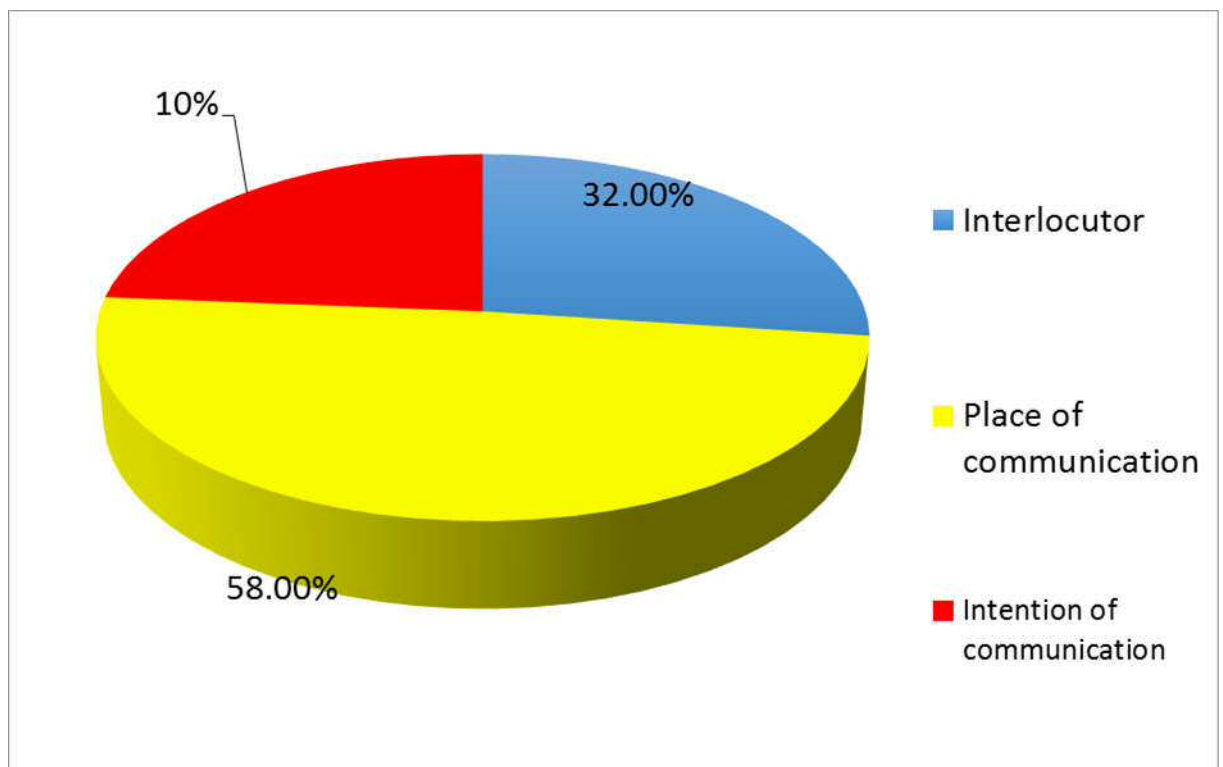
<u>Figure Fourteen </u>: The dependence of choice of address terms.

Question SEVEN : Does the choice of address terms depend on the interlocutor, the place of communication or the intention of communication

Option	Number	Percentage
Interlocutor	16	32%
Place of communication	29	58%
Intention of communication	O5	10%
Total	50	1OO%

Table Fourteen: The dependence of choice of address terms

As a clearly showed in Figure Fourteen and Table Fourteen (14), a rate of Fifty Eight percent (58%) of the students   argued that the terms of address depend on   the place of communication; however almost Thirty Two percent (32%) of the students that have said that it depend on the moment of communication. Only ten percent (10%) of the students stated that terms of address depend on the intention of communication.

Question EIGHT: According to you, do you think that the use of terms of address depends on factors such as : Age, sex or social statute or other
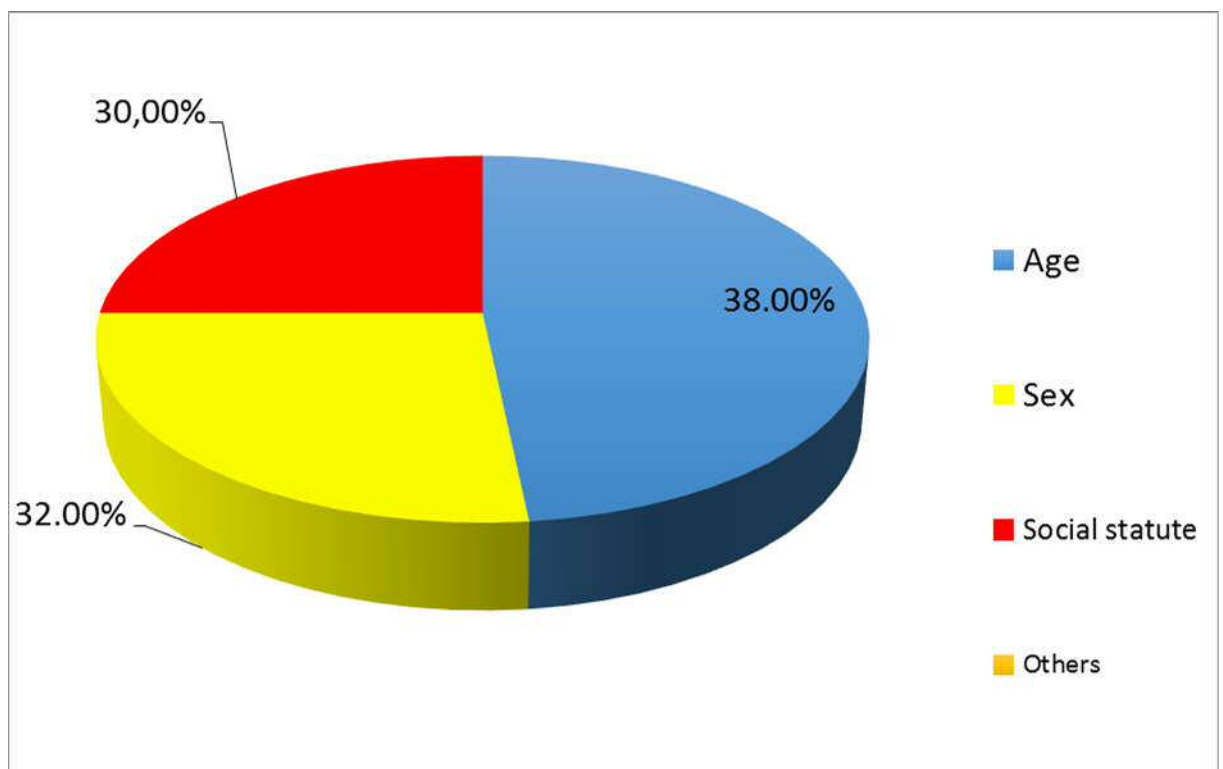
Figure Fifteen : Dependence of terms of address

Question EIGHT: According to you, do you think that the use of terms of address depends on factors such as: Age, sex or social statute or other

Option	Number	Percentage
Age	19	38%
Sex	16	32%
Social statute	15	30%
Total	50	100%

Table Fifteen: the dependence of terms of address

From Figure Fifteen and Table fifteen (15), it is clearly noticed that the Thirty Eight percent (38%) of the students agreed that the terms of address depends on factor Age ; whereas Thirty Two percent (32%)of the students stated that it depends on sex , and other Thirteen percent (30%) of the students claimed that it depends on social statuts.

Question NINE : Do you use the terms of politeness, apology, and greetings in your academic verbal interactions?
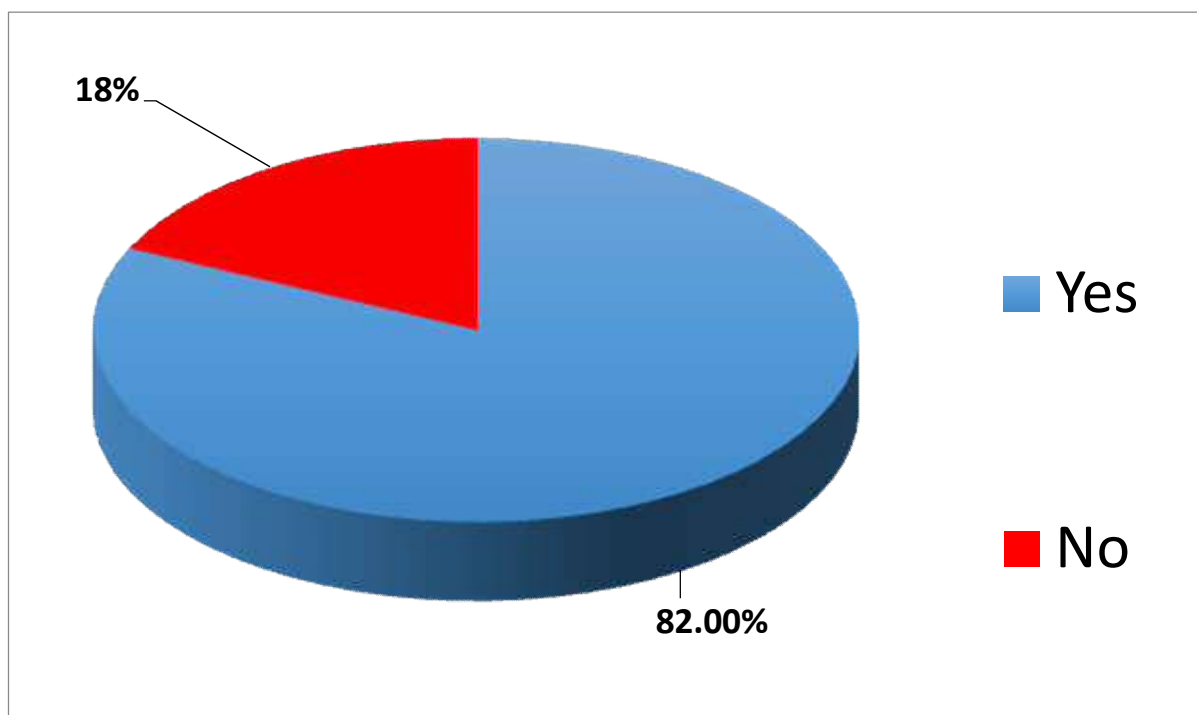
Figure Sixteen : Terms and expression of politeness , apology and greetings

Question NINE : Do you use the terms of politeness, apology, and greetings in your academic verbal interactions?

Option	Number	Percentage
Yes	41	82%
No	09	18%
Total	50	100%

Table Sixteen :Terms of politeness, apology , greetings in academic verbal interactions

The results showed in Figure Sixteen and Table sixteen (61) indicate that, Eighty Two percent (82%) of the students used the expression of politeness in everyday conversations; however, only Eighteen percent (18%) of students did not.

Question TEN : Do you ever use interjections ?
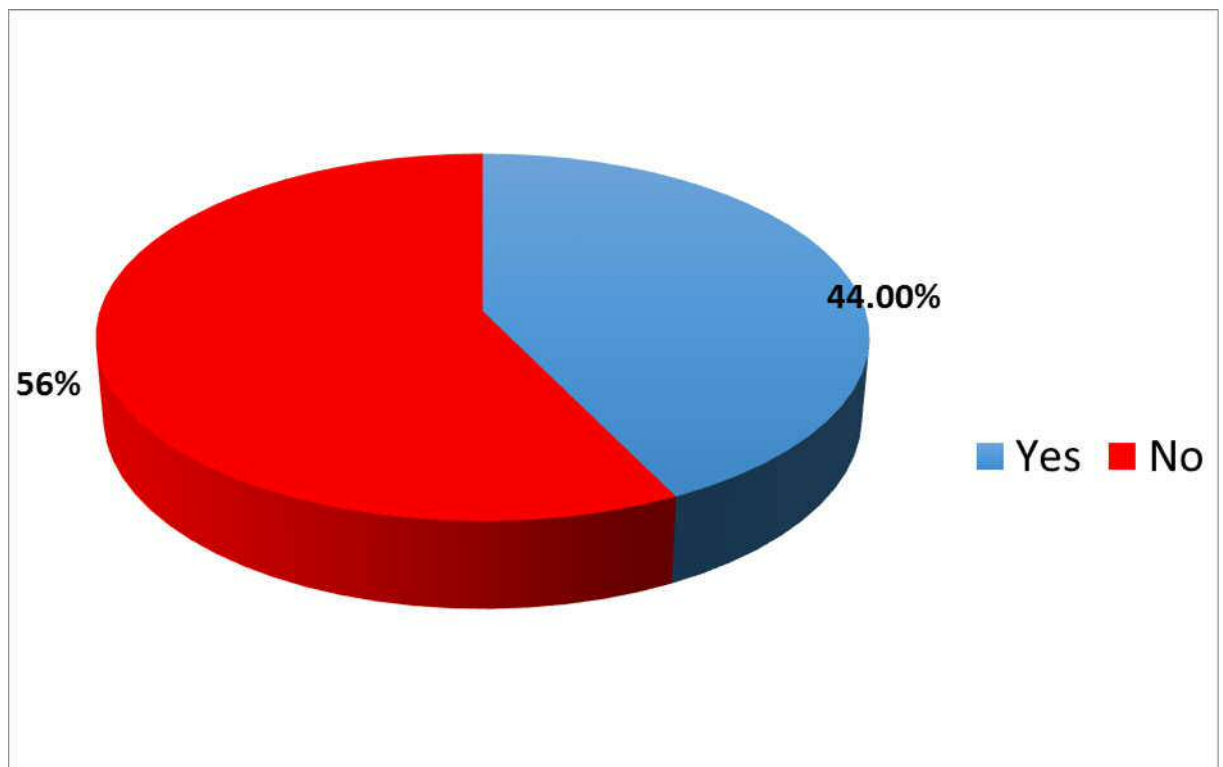
Figure Seventeen The usage of interjections

Question TEN: Do you ever use interjections?

Option	Number	Percentage
Yes	28	56%
No	22	44%
Total	50	100%

Table Seventeen: The usage of interjections

From Figure Seventeen and Table seventeen (17) clearly illustrate Fifty Six percent (56%) of students who used interjections , the remaining proportion failed to do so.

Chapter Three:

Findings and discussion

Suggestions and recommendations:

In order to attract the EFL teachers and students attention to the importance and effectiveness of the use of the terms of address in the University community, the researchers formulated the following suggestions and recommendations:

1-   Students should pay more attention to the importance of the terms of address especially those dealing with politeness and greetings.

2-   Students should be respectful with their teachers by attributing and addressing them by their correct titles.

3-   Students should use the terms of address inside and outside the classroom to differentiate and provide the right titles and identies to create an agrable, respectful academic climate.

4-In the future a practical list of address of terms will clarifay and will be available to the teachers and students to be used between members to help avoid dissapointments and disrespect between the University population in order to communicate without conflicts.

4   In the future, its important to further this research in Algeria and especially in this area of the "Aures" in order to develop the use of terms of address in this neglected community, especially Khenchela where the English language in full expenssion.

Therefore , private schools and state schools should focus in teaching youngsters and adults to address people correctly in an academic way and stop addressing them in colloquial language which is very destructive in their professional careers.

Suggestions and recommendations:

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Therefore , private schools and state schools should focus in teaching youngsters and adults to address people correctly in an academic way and stop addressing them in colloquial language which is very destructive in their professional careers.

General Conclusion:

This dissertation treated the terms of address only from the sociolinguistic point of view.

The methodology applied was a descriptive one.

The analysis by age, status , communication framework, context…etc was revealed to

be influenced by one major factor which is the impact of the socio communication context. It

has been reported to be one significant factor on the choice of the speakers of terms of address

to be used.

This study also described one particular case and is in no way a general exhaustive

established research.

The writers only attempted to confirm in a very small scale here the department of EFL

of Khenchla University to approach the usage of theory of … by practicing small samples to

verify their applications.

For this study to be complete other factors could have been taken into account such as

psychological, discursive, socio-cultural and linguistic analysis.

There is still lot of work to be done on this field….. .

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Appendices

Appendix One : Teacher 's questionnaires

In the context of E.F.L , would you please complete the following questionnaire ?

1- Age

…………..

2- Sex

F   M

3- Your speciality

………………………………………………………………….

4- In the following list, can you identify the vocatives (calling) that you commonly use in the university environment ?

Sir, Miss, Madam, Master, Mistress, Professor, Doctor

………………………………………………………………………………

5- What are the diffrent terms of address that you know and that you use in the university environment , and according to you what are their objectives ?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………

6- Do you think that the terms of address varies according to :

The interlocutor ………………………………. Specify ………………………….

The place of communication …………………………. Specify

……………………………………….

Moment of commmunucation …………………………… Specify

………………………………………………………………….

7 – Do you think that the address terms depend on :

Age   Sex   Social rank

8—During your verbal exchanges, do you think that there are any difficluties in choosing the

most appropriate term of address to that communicative situation ?

Yes   No   Not sure

9- How do you call, between colleagues, apart from family names and first names ?

…………………………………………………………………………..

10- Does politeness exist in everyday conversations in the university environment ?

Yes   No

If no state why

………………………………………………………………………………

Appendix Two : Student's questionnaires

In the context of E.F.L , would you please complete the following questionnaire ?

1 – Age

………………………

2 - Sex

…………………….

3 – Your level of education

……………………………………

4 – List the words that you use with your interlocutor during your English level session?

………………………………………………………………………………………………

…………………………………………………………………………………………….

5 - : When speaking English outside of the classroom, list the words that you use as a term of

address with other students ?

....

....

6 -: Please in order of use , the vocatives that you use in your daily routine and academic environment?

....

....

7- Could you designate very briefly a list of the most frequent words that you tend to use with your interlocutors during your English class sessions ?

....

....

8-: If you had to speak English outside the classroom, can you recall a few of the terms of address that you use with other students?

....

....

9- Do you know the rules that underline the terms of address like the expression of politeness, apology , greetings…….. ?

....

....

10- Does the choice of address terms depend on the interlocutor, the place of communication or the intention of communication?

....

....

11-:   According to you, do you think that the use of terms of address depends on factors such as: Age, sex or social statute or other ?

....

....

12-: Do you use the terms of politeness, apology, and greetings in your academic verbal interactions?

....

....

13-: Do you ever use interjections?

....

....