

## **Examining the Disagreement Expression in Online Asynchronous Discussions by Iraqi EFL Undergraduates**

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### **Abstract**

This research aims to examine the speech act of disagreement expressed by college degree Iraqi students who are learning English as a foreign language. The data was collected from a sample of 100 students selected randomly from undergraduate courses at Basrah and Anbar universities. The research examined the influence of gender and power on the use of conflict mitigation strategies. Students were mandated to successfully complete a Discourse Completion Exam (DCT) that was based on the research conducted by Bavarsad Rasekh and Simin in 2015. The participants were directed to read nine proposed scenarios and express their disagreement in response. Participants were requested to express their divergent views on a range of social and power-related matters. The taxonomy proposed by Muntigl and Turnbull (1998) was used to analyze statements expressing disagreement. The research on politeness (1987) used the framework developed by Brown and Levinson. The results indicated that both males and females do not show concern for their conversation partners' degree of authority while expressing disagreement, utilizing appropriate strategies. This incident prompted educators and curriculum designers to evaluate the effectiveness of the teaching techniques used in the discussed behavior. Based on the results, educational suggestions are created.

**Keywords:** Disagreement Communication Test (DCT), CMC, EFL, Face Bargaining, Conflict.



## دراسة تعبيرات الاختلاف في المناقشات غير المتزامنة عبر الإنترنت بين طلاب الجامعات العراقيين الذين يدرسون اللغة الإنكليزية كلغة أجنبية

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### الملخص

يهدف هذا البحث إلى دراسة الفعل الكلامي المتمثل في الاختلاف الذي يعبر عنه طلاب الجامعات العراقيون الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تم جمع البيانات من عينة من ١٠٠ طالب تم اختيارهم عشوائيًا من الدورات الجامعية في جامعتي البصرة والأنبار. فحص البحث تأثير الجنس والسلطة على استخدام استراتيجيات التخفيف من حدة الصراع. تم تكليف الطلاب بإكمال اختبار إكمال الخطاب بنجاح والذي استند إلى البحث الذي أجراه بافارساد راسخ وسيمين في عام ٢٠١٥. تم توجيه المشاركين لقراءة تسعة سيناريوهات مقترحة والتعبير عن خلافهم ردًا على ذلك. طُلب من المشاركين التعبير عن آرائهم المتباينة حول مجموعة من الأمور الاجتماعية والمتعلقة بالسلطة. تم استخدام التصنيف الذي اقترحه مونتيجل وترنيول (١٩٩٨) لتحليل العبارات التي تعبر عن الاختلاف. استخدم البحث حول التأذب (١٩٨٧) الإطار الذي طوره براون وليفينسون. أشارت النتائج إلى أن كل من الذكور والإناث لا يبدون قلقًا بشأن درجة سلطة شركائهم في المحادثة أثناء التعبير عن الاختلاف، باستخدام استراتيجيات مناسبة. وقد دفعت هذه الحادثة المعلمين ومصممي المناهج إلى تقييم فعالية تقنيات التدريس المستخدمة في السلوك محل النقاش. وبناءً على النتائج، تم وضع اقتراحات تعليمية.

**الكلمات المفتاحية:** (اختبار التواصل الخلفي) (DCT)، CMC، اللغة الإنجليزية كلغة أجنبية، المساومة الوجهية، الصراع).

### Introduction

Conflict is inevitable, particularly when contrasting perspectives are being up. As humans, we often find ourselves in a state of agreement or disagreement with others. From a practical perspective, expressing disagreement may be communicated in several ways. Many specialists have been interested in the differences in the execution of certain speech acts across genders. Study conducted by Lakoff (1975), Frank and Anshen (1983), Tannen (1994), Freed and Greenwood (1996), and Su (2012) has shown that sexual orientation

plays a significant role in interactions. Research has demonstrated that women tend to be extra nuanced and polite when communicating failures to adhere (FTAs) compared to men. Additionally, women may utilize more strategies to lessen the impact of their FTAs and foster a sense of unity with the people they are communicating with. One other distinction between genders is that men often emphasize their independence, while females seek unity therefore employ greater moderation (Lakoff, 1975; Tannen, 1994). When contemplating unity, it is not always clear where the line between politeness and impoliteness lies, since it is not always feasible to determine if a sentence is linguistically courteous or inappropriate.

In ordinary conversation, when we have a difference of opinion, we may show our emotions either vocally or through nonverbal means using gestures such as gesticulating or using expressive facial expressions. Nevertheless, in a virtual discussion where nonverbal communication is limited to emojis as well as punctuation marks, disagreement is regarded as a challenge that necessitates thoughtful analysis to fully grasp how users express their disagreement in instantaneous online conversations (Kahlow, Jessica, Klecka, and Ruppel 2020).

Lately, researchers have become intrigued by this menacing behavior that is used in regular discourse. Nevertheless, the analysis of how Iraqi English as a Foreign Language (EFL) learners exhibit disagreement has not been well investigated and warrants more scrutiny, especially in the context of online debates, which is a relatively new area of research (Nadwa, 2024)

So, this study aims to analyze conflicts that arise from the everyday interactions of a population of Iraqi adults, both male and female, and to contribute to the existing literature on speech acts. The subsequent three inquiries served as the basis for the investigation:

- ❖ *Among Iraqi virtual conversation groups, what sort of disagreement strategies is most often used?*

- ❖ *When arguing, what happens when do men and women often act differently?*
- ❖ *When it comes to avoiding the possibly embarrassing act of disagreeing, how do men and women vary in their employment of various politeness strategies?*

## Literature Background

The preoccupation with controversy is not recent. Research along these lines dates back to the inception of the speech act hypothesis. Various parts of the speaking performance have been the subject of several investigations. But most studies have focused on ordinary, corporate, and academic dispute expression and perception.

In their pragmatic study of the conversational pattern of disagreement sequences with regard to orientation to face bargaining, Muntigl and Turnbull (1998) used a content-oriented approach. They argue that facial expressions are a strong indicator of the speaker's usual use of turn sequences in argumentative speaking. There are five types of disagreements proposed by Muntigl and Turnbull (1998): assertions that do not contribute to the discussion, challenges, inconsistencies, opposition claims, and contradictions that result in disputes.

Further on, with regards to politeness ideas, Rees-Miller (2000) investigated how

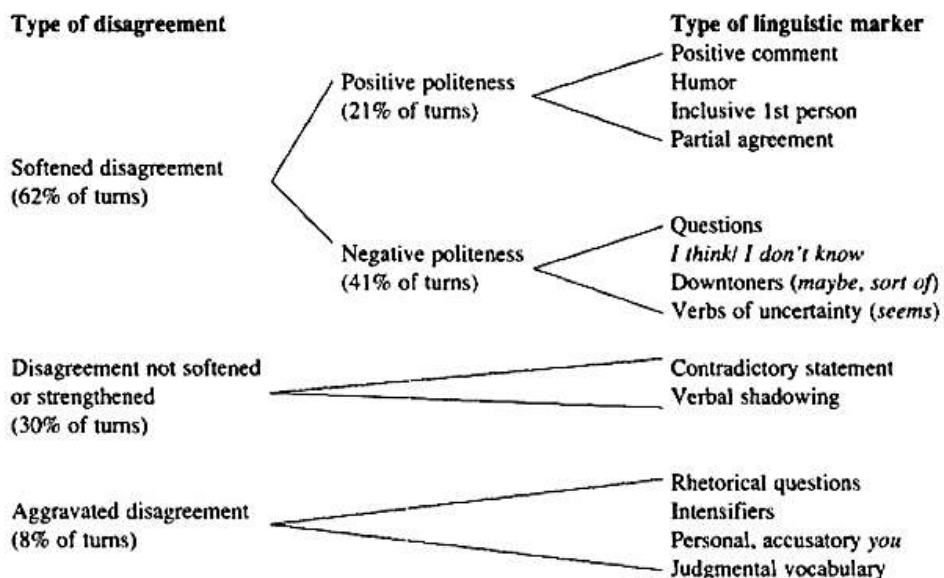


Fig. 1. Taxonomy of disagreement

students in American institutions express their disagreements in an effortless way. Figure (1) depicts the three forms of conflict postulated by Rees-Miller:

Rather than pupils, Rees-Miller (2000) discovered that teachers mitigated 62% of confrontations. So, Rees-Miller came to the opposite conclusion as Brown and Levinson (1987) and said that authority doesn't matter.

Research on this topic is often lacking in the field of English as a second language studies. However, it has been studied from the perspective of pragmatics between languages. For instance, Kreutel (2007) contrasted the ways in which American English native speakers and ESL students communicate disagreement. Dispute traits were categorized by Kreutel (2007) as either 'appealing attributes' or 'unappealing ones' (cf. Pomerantz 1984). Examples of the former include hedging, declarations of grief, requests for justifications or clarification, token agreements, and nice words. The first group includes things like: complete lack of mitigation, performative in nature, rejection in performance, sharp outburst, and honest statement. Conversely, Krutel (2007) found that native-like traits are considered desirable, but non-native speakers are associated with undesirable traits.

Current research on computer-mediated communication (CMC) has examined several forms of online discourse, such as chat rooms (Graham 2007), websites (Bolander 2012), and chatting applications (Jones et al. 2011). Baym (1996) examined agreement and disagreement in a single CMC discourse. She provided a categorization method consisting of 17 categories, which included selective agreement, clarifications, and contrition. She reached the conclusion that there is no distinction between spoken and written language about the activity being discussed. Nevertheless, she emphasized that disagreement is more challenging than agreement since it requires more intentional efforts to resolve. Furthermore, Nishimura (2008, 2010) conducted two studies examining the ways in which conflicts are expressed in two specific Japanese groups, namely Channel 2 and Yahoo.

Nishimura suggests that what is deemed appropriate in one online group may not be seen equally in another. She asserts that social networking norms are shaped by people's perceptions of contemporary affairs.

Researchers have started investigating the topic of disagreement in classroom discussions to understand how learners express their disagreement during group or whole-class interactions, apparently due to the increasing interest in this area. In order to achieve this objective, Behnam and Niroomand (2011) conducted a study that examined the speech act of disagreement and the politeness strategies employed by Iranian English as a Foreign Language (EFL) learners in a university setting. The study also investigated how students with varying degrees of skill and positions of authority varied in their use of these strategies. This research utilizes a Discourse Completion Test (DCT) to investigate manifestations of disagreement. Furthermore, the research utilized a taxonomy created by Muntigl and Turnbull (1995) to measure and examine instances of disagreement in speech. The research uncovers a strong correlation between the uses of polite strategies when expressing disagreement to individuals with different degrees of authority. In addition, while second language learners might be given accessibility to a range of speech strategies, they may only use a portion of these techniques because of their limited linguistic proficiency. Furthermore, even when EFL learners possess advanced proficiency, they struggle to proficiently execute specific speech tasks (Noor, 2024). Based on the research, English as a Foreign Language (EFL) learners often disregard factors like social remoteness and social standing in their second language (L2) acquisition (Rose and Kasper, 2001). Consequently, the research suggested that students should have knowledge of language pragmatic principles and socio-cultural boundaries while engaging in speech actions including conflict.

When considering conflict tactics from an interlanguage pragmatics perspective, Turnbull's (1998) taxonomy is employed. Particularly, research has shown that students of varying ability levels do not make any practical improvement.

In a separate research, Fazrahani and Molkizadeh (2013) investigated how male and female Iranian Advanced EFL students handle disagreements politely. When looking at the disagreement speech act, researchers did not find any statistically significant differences in the types of politeness strategies used by men and women. It was shown that sexual orientation does not play a determining role. Instructors and curriculum designers should take note: the research indicated that students' politeness strategies for disagreement speech behaviors were almost equal for males and females.

A study by Heidari, Rasekh, and Simin (2014) looked at the ways in which youthful males who speak Persian express this inherently risky behavior. Respondents had dealt with conflicts with interlocutors of different power levels since the research primarily focused on how gender and power impact politeness techniques. The study was conducted using the taxonomy developed by Muntigl and Turnbull (1995). A correlation between specific forms of civility and the speech act of conflict between individuals of different sexes and/or power positions was found in the research. Notably, the research indicated that several social variables, including sexual orientation, social exclusion, dominance, and the level of encroachment varied between scenarios (Mahmoud, 2024).

Researchers Parvaresh, Rasekh, and Simin (2015) looked at the ways in which native English speakers in the United States and Persian EFL students express this action. In order to reduce the likelihood of a dispute act between two countries, the research aimed to determine the role that power may play in the execution of strategies. Muntigl and Turnbull's (1998) taxonomy was used for the study. This research found that both Persian EFL learners and Native American speakers of English employed conflict and power strategies in their lessons. Iranian EFL learners try to be more courteous and careful to



avoid hurting the recipient's feelings by using mitigation tactics instead of face-threatening tactics, which differs substantially from American English speakers' tactics.

Furthermore, another study of Khammari (2021) compared American native speakers of English with their Tunisian counterparts to see how the speech act of disagreement developed in a university setting. The research examined disagreement in contrast with the context-specific variables of Social Proximity and Social Influence employing Brown and Levinson's (1987) Politeness Framework. The research revealed that non-native English speakers used indirect and direct methods of dispute much more often than native English speakers. The percentage of indirect techniques used by non-native respondents was lower than that of native respondents, who tended to rely more on direct approaches. Their inexperience with indirect approaches stemmed from a lack of sociolinguistic and pragmatic knowledge, the author claims.

It is clear from reviewing the related literature that the interest in disagreement is not recent. In addition, while there has been a lot of growth in the literature over the last 20 years, it is still limited to English and a few of European and Asian languages/countries. In contrast, this kind of analysis is lacking in Arabic as an EFL environment, especially in the Iraqi setting, and this is especially true in relation to the relatively new form of sequential discussion. People could vary by means that people who speak the language regularly don't understand (Leech, 2016). Uгла and Abidin (2016) and Sattar, Lah, and Suleiman (2010) also note that native speakers may make arguments that Iraqi EFL students fail to recognize. Further studies on speech acts is required in the Eastern area, especially in impoverished Arab countries like Iraq (Molnar, 2017), according to Sharqawi and Anthony's (2019) recursive analysis.

Consequently, this research aims to examine how Iraqi EFL learners communicate their disagreement while juxtaposing the ways in which males and females display this



aggressive conduct in a virtual conversation where non-verbal cues are limited to punctuation and emoticons.

## Methodology

The subsequent part examines the pragmatic elements of the research, including the selected layout, respondents, methodologies, and the DCT type utilized for collecting the speech act of disagreement.

## Subjects and Tactics

A total of one hundred college-degree English as Foreign Language (EFL) speakers from Basrah and Anbar universities took part in the study. The respondents, consisting of 50 men and 50 females, had ages ranging from 20 to 24 years old. They were from diverse areas of Iraq. Respondents of both genders were selected randomly from the population.

## Procedures and Design

The study is a descriptive quantitative research. The research consisted of two distinct variables: sexual orientation, which was an independent categorical variable, and verbal expressions of disagreement, which was a dependent variable that may vary. The research used descriptive statistics to provide a comprehensive analysis of the vocal expressions of discontentment over the politeness techniques employed by the specific group under investigation.

The respondents were provided with an internet-based iteration of the Disagreement Communication Test (DCT), consisting of nine scenarios in which they had the opportunity to express their dissent. The research used a questionnaire that consisted of concise descriptions of certain situations, together with the level of social separation between the individuals involved and their respective roles and impact on each other. In order to differentiate between expressions of disagreement and responses, as well as to

explore the potential connection between power and the manifestation of disagreement, the researchers used Muntigl and Turnbolls' (1998) classification system. Additionally, Brown and Levinson's (1987) classification system was implemented to quantify and evaluate the use of politeness strategies.

### **Data Collection & Interpretation**

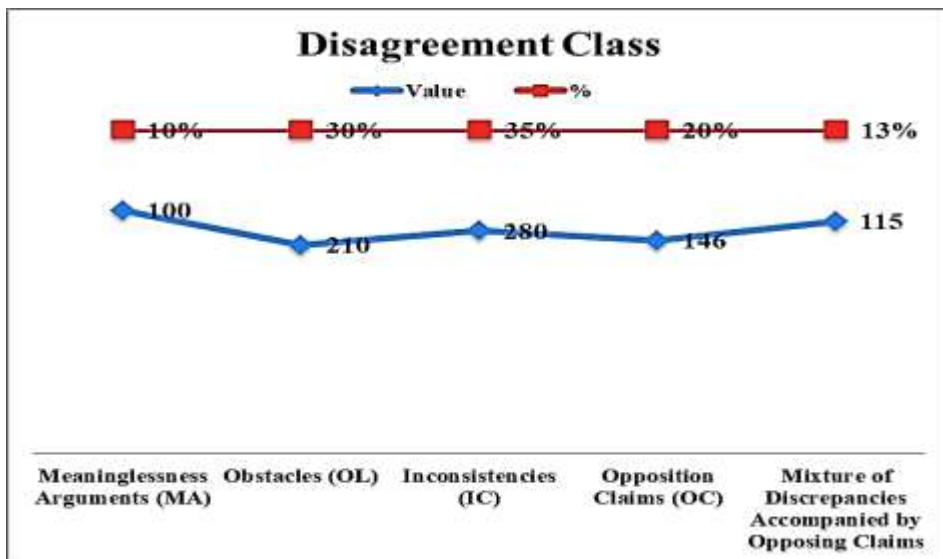
The learners have been required to fulfill an online DCT assignment. Discourse conclusion tests (DCTs) are composed questionnaires that consist of concise situation summaries accompanied by a quick debate section with an empty area to complete in the speech act being examined. Levenson and Blum (1978) developed this tool to investigate the process of simplifying language and employed it in this research to recreate a virtual argument. The purpose of this was to provoke whole verbal exchanges in order to imitate real-life interaction (Ogiermann, 2018). The relevant scenarios were employed: the first three include individuals with significant social influence, such as university lecturers and/or workers. The second group consists of individuals who possess similar authority, such as colleagues within a classroom setting. The last three individuals possess a lower social status, such as younger siblings.

The examination of all answers included a three-step process for data processing. Initially, all inaccurate answers were excluded from the students' responses. Furthermore, the study employed Muntigl and Turnbolls' (1998) taxonomy to categorize five distinct forms of disagreements: Meaninglessness Arguments (MA), Obstacles (OL), Inconsistencies (IC), Opposition Claims (OC), and a mixture of discrepancies accompanied by opposing claims. These categories were used to analyze how Iraqi EFL learners convey their disagreement. The research used Brown and Levinson's (1984) theory to explain the strategies used by the respondents in their disputes.

### **Findings and Evaluation**



The evaluation was conducted in three phases, as was earlier mentioned. Prior to identifying the eligible responses, the first selection included and then eliminated erroneous answers. After collecting the data, the investigators carefully examined all the responses to ensure their correctness in addressing each incident and to assess their relevance for the subsequent portion of the research.



Consequently, a total of 7 sheets have been removed, consisting of 3 male sheets and 4 female sheets. Certain responders left certain sections empty and some chose not to express their unhappiness with the given circumstances. In order to ensure accuracy, a single male page was randomly removed. Consequently, during the second stage, a total of 92 sheets were assessed for evaluation.

Out of the ninety-two sheets of data that were gathered, a total of 828 answers were determined to be legitimate. According to Chart (1), the learners used all five separate categories to express their ideas, but in different proportions. Moreover, most of them utilized Inconsistencies (IC) as a means of expressing disagreement. An Inconsistency is a statement that signifies inconsistency by either dismissing the thesis suggested by the previous assertion or directly proclaiming its falsehood. These are sometimes indicated by

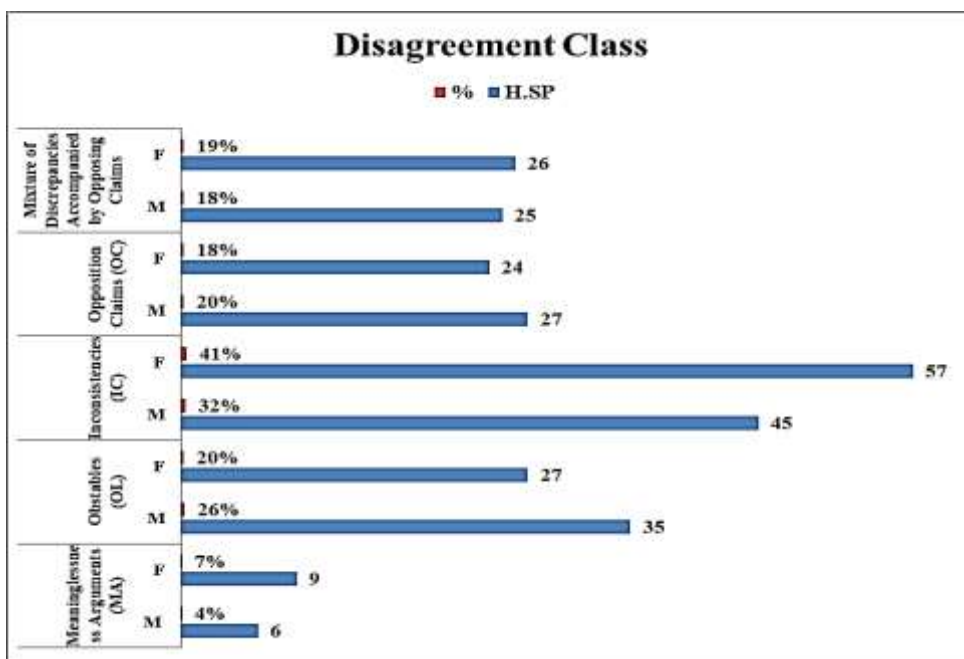


negative modifiers such as "no" or "not," as in the phrase "No, I don't." Such statements are characterized by basic structures and direct denial. Based on the seminal research conducted by Brown and Levinson in 1987 (p.66), engaging in these activities might give the impression that the listener is "incorrect, bewildered, or illogical regarding a certain subject, with this incorrectness being associated with disapproval." It is often associated with discourteous techniques. The validity of the following recommended approach was challenged. Based on the data shown in the table, this particular strategy was used 30% of the time. Within this taxonomy, the second kind of disagreement is referred to as Obstacles (OL). In this type of disagreement, the speaker demands that the recipient provide substantiating proof for their statement. The statement that follows was a contradictory assertion. This was used with a frequency of 20 %. An opposition claim is a relatively non-confrontational response in which the speaker does not directly reject the opposing argument. In addition, 13 percent of the comments used a mixture of inconsistencies followed by counterclaims. Meaninglessness Arguments (MA) had the lowest occurrence rate, accounting for just 10% of the total. The most perilous kind of dispute is known as Meaninglessness Arguments (MA), when a speaker expresses skepticism over the pertinence of a previous statement to the ongoing discourse.

This investigation included both qualitative and quantitative, independent examinations of each response for the nine instances in order to answer the second research question. Table 2 shows the frequency of occurrence of these components as employed by both groups of learners in the various circumstances provided to the learners. The results are displayed separately for each status power. In the first three cases, participants disagree with the interlocutors with great social authority. These confrontations are formal in nature, and there is a power imbalance between the interlocutors. As shown in table 1, 33% of male individuals did dispute using contradictions, whereas 23% performed disagreement using counterclaims 18%, followed by difficulty 25. Contradictions were the least



common, followed by counterclaims and irrelevancy claims, with 19 percent and 5 percent, respectively.

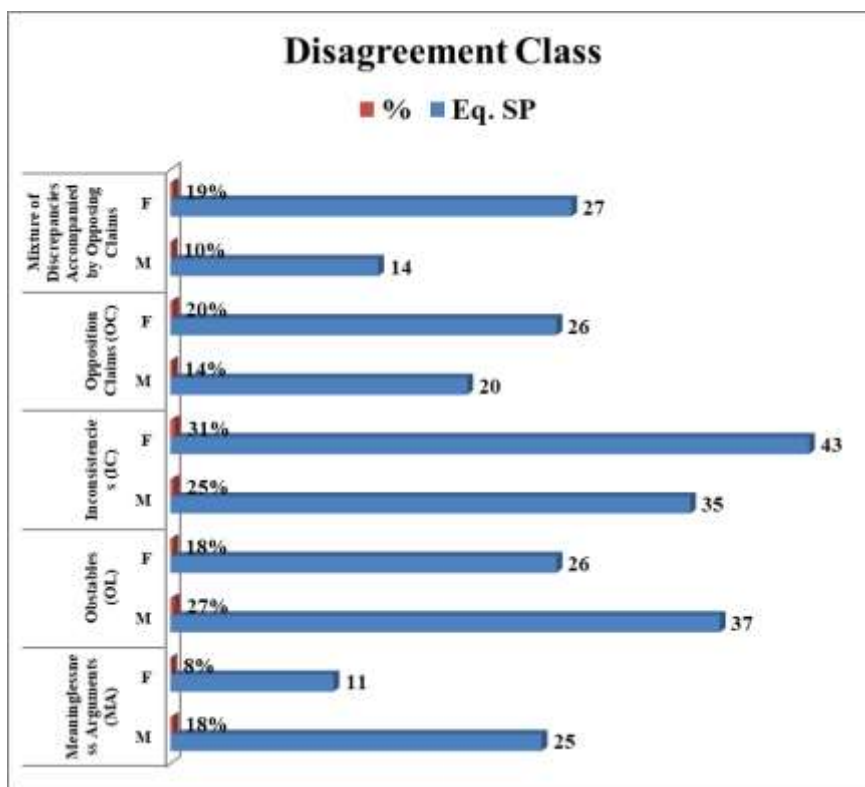


Among females in this context, inconsistencies were the predominant type of argument, constituting 41% of all disagreements. The second most prevalent dispute was opposition claims and obstacles, which accounted for 20% of the total. Inconsistencies followed, with 7% and 18% for opposition claims. Irrelevancy assertions, due to their face-threatening nature, are considered a hostile method of arguing, with only 7% of the respondents utilizing them.

In the next three conditions, the participants have identical level. However, the social difference is more pronounced in this case compared to the preceding three. The differences are seen in Table 2. The findings revealed that as the level of social remoteness grew the proportion of inconsistent claims made by males (Meaninglessness Arguments 18%, Obstacles 27%, and Inconsistencies 25%) rose significantly compared to females (Meaninglessness Arguments 8%, Obstacles 18%, and Inconsistencies 31%). Although



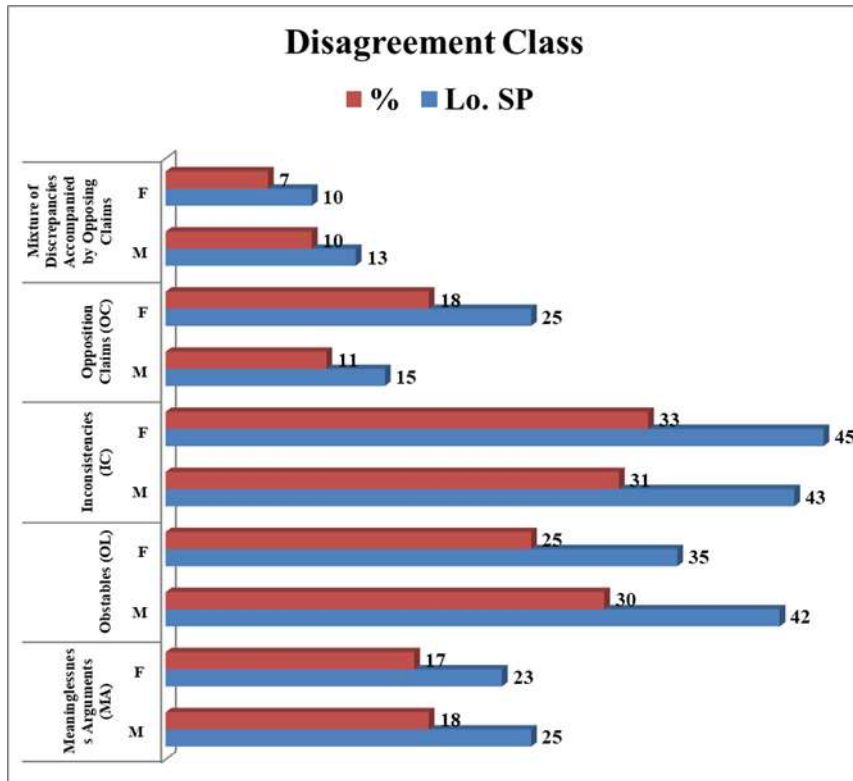
there were some instances of inconsistencies in statements made by female participants, they were notably inclined to use fewer inconsistent statements compared to males. Specifically, female participants made opposition claims 20% of the time and inconsistencies followed by opposition claims 31% of the time, while males made opposition claims 15% of the time and inconsistencies followed by opposition claims 41% of the time.



Regarding the previous three instances in which the speaker had a dispute with their younger sibling, both parties employed roughly the same methods of expressing disagreement, but with different levels of regularity. In such instances, the speaker engages in a dispute with a mediator who has an inferior or inferior social status. Both males and females used meaninglessness arguments with comparable frequency, with percentages of



20 and 25, respectively. Men employed 30 percent challenges, 43 percent discrepancies, and 11 percent opposing assertions. Women had discrepancies in their employment 33% of the time, encountered obstacles 35% of the time, and faced opposing claims 18% of the time.

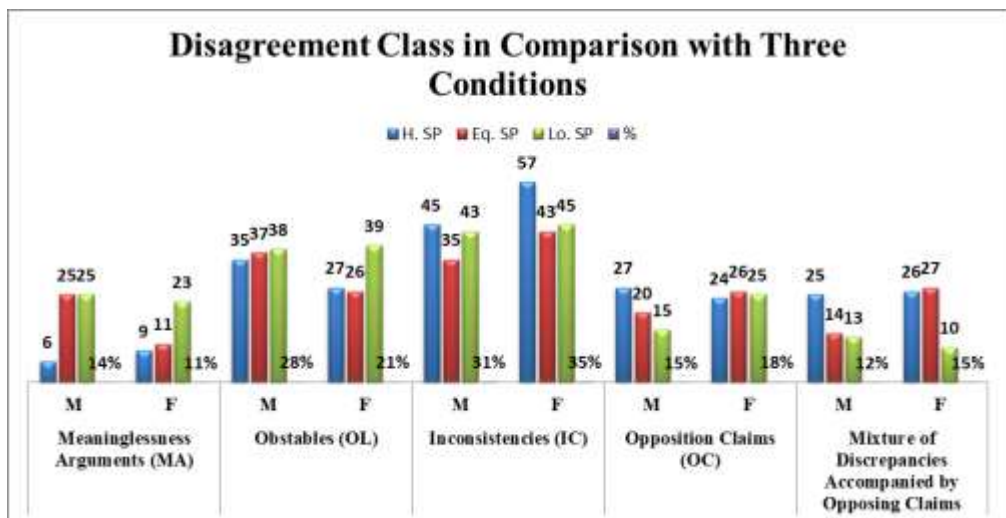


The following chart presents a concise overview of both groups, taking into account the three requirements.





Both parties were indifferent to decorum while addressing it. In addition, they discovered a little disparity in the use of the speech act of disagreement and strategies of politeness. Our data indicate that in eight out of 9 contextual conditions, both men and women used a negative politeness approach as their chosen politeness method. Consequently, their replies varied just in one particular case, namely scenario one. Respondents frequently refrain from using the straightforward bare on record approach.



The research's results showed that both parties did not pay much attention to the social hierarchies of authority and proximity while expressing disagreement with their conversation partner, and used different courteous strategies to reduce the potential danger to their interlocutor's self-image. The present study confirms the overarching findings of previous research conducted on in-person communication, namely that gender does not influence the use of politeness strategies, especially when expressing disagreement. Furthermore, it was shown that both individuals exhibit a greater degree of assertiveness while voicing disagreement, particularly when engaging with counterparts who possess equal or higher levels of authority.

Kreutel's (2007) research found that the verbal indications of disagreement in English as a Foreign Language (EFL) consisted of simple and concise phrases. They were

primarily characterized by lacking of basic features necessary for using language like a natural speaker, leading to a general paucity of improvement. In addition to the absence of retro processes, Bell (1998) observed that Korean ESL learners communicate disagreement via a combination of verbal and immediate confirmations of the opposite.

As a demonstration of politeness, some of the themes used include terms such as instructor, supervisor, sir, and prof. According to Wolfson (1989: 79), address statements are a clear indication of social rank and relationship. Like the results of Dogancay-Aktuna and Kamisli's (1996) research on Turkish individuals who speak the language as their first language, the study focuses on the "Discourse of dominance and decency through the act of argument." It was shown that those with lesser language skills used a greater number of tackle statements compared to those with better ability. This result corroborates the findings of Guodong and Jing (2005), who revealed that Chinese undergraduates use the address format much more often than those from the United States. In these instances, the individuals violated the principle of politeness (Grice, 1975). The principle of style dictates that all participants in a discussion should communicate in a clear and concise way, avoiding ambiguity and excessive verbosity. Based on the research, this may be attributed to the use of inappropriate words.

The inadequate functionality of students in different dispute situations might be attributed to limitations in language proficiency. The present study builds upon the research conducted by Umar (2006) on dissatisfaction speech acts among Sudanese students and Jalilifar (2009) regarding petition strategies among Iranian pupils. It was shown that individuals with lesser fluency may possess some level of pragmatic ability, but lack sufficient linguistic competence to execute well in a foreign language. The greater their level of proficiency, the more accurately they will articulate their differences of opinion.

Upon identifying expressions of disagreement in the responses, it was found that seven individuals did not provide any response to certain situations. As mentioned before, these respondents were subsequently excluded. This might be attributed to the limitations in the participants' linguistic proficiency yet again.

## Conclusions & Educational Significance

English education in Iraq mostly focuses on grammar and reading. Iraqi English as a Foreign Language (EFL), learners might have difficulties in effectively communicating with individuals from other countries in real-world situations. While it may be logical to believe that more expertise in lexico-grammatical skills leads to improved pragmatic proficiency, this assumption cannot be taken for granted. The results support the idea that students who get no training would struggle to develop appropriate language use characteristics. Similarly, students who receive no instruction will have challenges in obtaining adequate language usage patterns (Kasper & Schmidt, 1996, p. 160). Teachers should ensure that their students have a comprehensive understanding of the specific speech act sets and the linguistic elements that are necessary to effectively produce appropriate and admissible complaints and other important speech acts. This will help learners attain the highest level of pragmatic success (Tanck, 2002).

Furthermore, second language learners possess the same repertoire of speech acts and manifestations as native speakers, but using different strategies. This might be attributed to a deficiency in communication abilities. Although Iranian advanced EFL learners have dedicated a significant amount of time to studying English and have developed strong language skills, they still struggle with the socio-pragmatic skills necessary to effectively show disagreement in English (Asma, 2024). This could possibly be attributed to the inefficacy of the instructional techniques and strategies utilized impoverished Iraq. The results might prove valuable to those responsible for creating

educational materials, lessons, and tools for learners who are studying English as a foreign language (EFL).

### **Recommendations for additional advancements**

The primary objective of this research was to examine the speech act of disagreement and the deliberate choice of appropriate politeness strategies in the context of Iraq. The present research evaluated the proficiency of Iraqi English as a Foreign Language (EFL) learners in carrying out the speech act of disagreement in the English language. Additional suggestions could be taken into consideration such:

1. The findings would be more enlightening if the research was a comparative study of Iraqi EFL learners' performance in performing the speech act of disagreement in either Arabic or English.
2. The verbal skill did not include factors such as language competence or seniority. Additional investigation is required to examine the factors that could impact the development of this behavior characterized by speech that poses a danger to one's face or reputation.
3. Moreover, different cross-cultural studies with bigger samples in different contexts are needed for future study to get more reliable findings.
4. Many real-world implications for teaching English as a foreign language may be derived by comparing native speakers with EFL students.
5. The results of this study could provide light on the challenges faced by Iraqi EFL students while attempting to use polite language in an argument, as well as any differences in their performance compared to native speakers. This gives EFL educators the tools they need to spot such errors and help their students master the art of dispute speaking by providing them with appropriate alternatives.
6. Researchers could have gotten more complete disagreement styles and varied outcomes if the design of the survey had been structured like a conversation.



7. Certain strategies may only be used in direct, in-person engagements. The trustworthiness of the findings might have been increased if a dialogue had been conducted after the collection of data using the DCT.
8. Additional scenarios would have undoubtedly facilitated more efficient data collection in addition to comprehensive assessment of data and conclusions. Due to the sample consisting of well-versed students, the findings of this research may not be applicable to other contexts. Conducting a comparative analysis of the speech act of dispute in relation to comparable speech acts might have significant implications.

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