

الرؤية والرسالة والهدف

الرؤية (Vision) :

الريادة في مجال نشر البحوث العلمية ، والسعي للوصول لتصنيف عالٍ متقدم بين المجالات العلمية المحكمة ، وأن تكون مجلتنا نبراساً للعلم والمعرفة ، وواجهة علمية وثقافية مشرقة لكليتنا الموقرة ورمزاً خلاقاً يجمع بين الأصالة والحداثة.

الرسالة (Mission) :

إثراء الحركة العلمية بأجود أنواع البحوث والدراسات المتخصصة والتربوية ، التي تربط بين الأصالة والحداثة ضمن اطار حضاري بناء ، باستثارة همم الباحثين وتنمية قدراتهم في النشر العلمي الأصيل وباللغتين العربية والإنكليزية ، وبما يسهم حتماً في إيصال الفكر الوطني / التربوي لكل شعوب العالم . وإتاحة الفرصة للباحثين لتقديم الصورة الحقيقية الناصعة لدور المرأة في المجتمع الإنساني ككل وفي بلدنا العراق بشكل خاص.

الأهداف (Aims) :

تسعى مجلتنا إلى تحقيق الأهداف الآتية :

١. تنشيط البحث العلمي التخصصي في العلوم الإنسانية والمجالات التربوية وقضايا المرأة .
٢. تشجيع البحوث والدراسات والأنشطة العلمية التي تربط الأصالة بالحداثة وصولاً إلى تنمية الاعتزاز بماضيها الجميل والاختيار الواعي لما في الحداثة من توجيهات ينتفع منها الجيل الجديد .
٣. التواصل العلمي والبحثي الهادف مع المراكز العلمية ، والعلماء والباحثين لإبراز دور المرأة في المجتمع علمياً وتربوياً ، وإبراز نشاطاتها البناءة في مجال التخصص والتعليم .
٤. تسليط الضوء والاهتمام عما وصلت إليه المرأة لعراقية من رقي ومساهمة فاعلة في التنمية المستدامة لمجتمعنا الطيب .
٥. تنمية الوعي التربوي لدى الجيل الجديد من خلال استعراض الأفكار والأنشطة التربوية والتعليمية التي تساهم في انماء روح الاحترام للأصالة والانتقاء الواعي للحداثة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ ۝١ عَلَّمَ الْقُرْآنَ ۝٢ خَلَقَ

الْإِنْسَانَ ۝٣ عَلَّمَهُ الْبَيَانَ

سورة الرحمن: الآيات ١ - ٤

مجلة
كلية التربية للبنات

مجلة علمية محكمة

دورية فصلية

تصدر عن كلية التربية للبنات

Iraqia University

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○ حقوق النشر محفوظة.

○ الحقوق محفوظة للمجلة.

○ الحقوق محفوظة للباحث من تاريخ تسليم البحث إلا في حالة تنازله الخطي.

ما ينشر في المجلة من بحوث ووجهات نظر تعبر عن أصحابها

ولا تعبر بالضرورة عن آراء هيئة التحرير أو وجهة نظر الكلية.

التعريف:

مجلة علمية دورية محكمة فصلية تصدر عن كلية التربية للبنات
الجامعة العراقية تعنى بنشر البحوث في المجالات الإنسانية والتربوية
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وتقوم بنشر البحوث العلمية القيمة والأصيلة
في مجالات العلوم الإنسانية المختلفة باللغتين العربية والإنجليزية.

دعوة:

ترحب هيئة تحرير المجلة بإسهامات الباحثين، وأصحاب الأقلام من
الكتاب والمثقفين في أقسام الفكر الإسلامي، والعلوم الإنسانية،
والاجتماعية، والتعليمية والتربوية، وكل ما له صلة بشؤون المرأة
والمجتمع، وقضايا الإنماء التربوي والتعليمي، والبرامج التطويرية
المعاصرة على وجه العموم ، على وفق قواعد النشر المعتمدة من هيئة
تحرير المجلة ، على وفق تعليمات وضوابط النشر في المجلات العلمية
الصادرة من دائرة البحث والتطوير في وزارة التعليم والبحث العلمي الموقرة.

أولاً : رئيس هيئة التحرير:

الأستاذ الدكتور

ورقاء مقداد حيدر / قسم الشريعة / الفقه المقارن

ثانياً : مدير التحرير:

الأستاذ الدكتور

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١.	أ.د. مولود عويمر: تخصص: التاريخ / جامعة الجزائر / كلية العلوم الإنسانية	عضواً خارجياً.
٢.	أ.د. إبراهيم عبد الرحيم أحمد ربابعة: تخصص: أصول فقه / جامعة الوصل / كلية الدراسات الإسلامية/ الإمارات العربية .	عضواً خارجياً
٣.	أ.د. عبد الملك بو منجل: تخصص: اللغة العربية/ النقد الأدبي/جامعة سطيف ٢ ، الجزائر/ كلية الآداب واللغات .	عضواً خارجياً.
٤.	أ.م.د. نجاه موسى الفيتوري : تخصص: تربية وعلم نفس/علم نفس تعليمي/ الجامعة الأسمرية الإسلامية / كلية التربية / ليبيا .	عضواً خارجياً
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٦.	أ.د. سوسن صالح عبدالله سرية : تخصص: اللغة الإنكليزية/الترجمة.	عضواً ومدققاً لغة الإنكليزية

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١٧.	أ.م.د. سينا أحمد جار الله : تخصص: دراسات مالية / إدارة مالية .	عضواً ومحاسباً مالياً

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٢. براء إبراهيم سالم / سكرتيرة المجلة .

ضوابط النشر في المجلة

١. تتخصص المجلة بنشر الحوث العلمية القيمة والأصيلة في المجالات الإنسانية، والتي لم يسبق نشرها أو تقديمها إلى أي جهة أخرى (بتعهد خطي من صاحب البحث) ضمن المحاور المشار إليها في التعريف أعلاه، شرط الالتزام بمنهجية البحث العلمي وخطوات المتعارف عليها محلياً وعالمياً، وتقبل البحوث بإحدى اللغتين العربية أو الإنجليزية بنسبة محددة.
٢. تخضع البحوث المرسلة إلى المجلة جميعها لفحص أولي من هيئة التحرير لتقرير مناسبتها لتخصص المجلة، ثم لبيان أهليتها للتحكيم، ويحق لهيئة التحرير أن تعتذر عن قبول البحث بالكامل، أو تشترط على الباحث تعديله بما يتناسب وسياسة المجلة قبل إرساله إلى المحكمين.
٣. ضرورة تحقق السلامة اللغوية مع مراعاة علامات الترقيم، ومتانة الأسلوب ووضوح الفكرة عل أن يكون الباحث مسؤولاً عن السلامة اللغوية للبحث المقدم باللغتين العربية والإنجليزية.
٤. ترسل البحوث المقبولة للتحكيم العلمي السري إلى خبراء من ذوي الاختصاص قبل نشرها، للتأكد من الرصانة العلمية والموضوعية والجدة والتوثيق على وفق استمارة معتمدة ولا تلتزم هيئة التحرير بالكشف عن أسماء محكميها، وترفض البحوث المتضمنة في خلالها إشارات تكشف عن هوية الباحث.
٥. لضمان السرية الكاملة لعملية التحكيم تكون المعلومات الخاصة بهوية الباحث أو الباحثين في الصفحة الأولى من البحث فحسب.
٦. يلتزم الباحث بإجراء التعديلات الجوهرية المقترحة من المحكمين للبحث.
٧. يحق لهيئة تحرير المجلة رفض البحث واتخاذ القرار وعدم التعامل مع الباحث مستقبلاً عند اكتشافها ما يتنافى والأمانة العلمية المطلوبة بعد التثبت من ذلك.
٨. تنتقل حقوق طبع البحث ونشره إلى المجلة عند إخطار صاحب البحث بقبول النشر، ولا يجوز النقل أي عن البحث إلا بالإشارة إلى مجلتها، ولا يجوز لصاحب البحث أو لأي جهة أخرى إعادة نشره في كتاب أو صحيفة أو دورية إلا بعد أن يحصل على موافقة خطية من رئيس التحرير.
٩. لا تدفع مكافأة للباحثين عن البحوث المحكمة التي تقبل للنشر في المجلة وتقدم رئاسة هيئة التحرير مكافأة خاصة للمحكمين.
١٠. تعتمد المجلة آلية التوثيق المتنوعة فتقبل البحوث بآلية التوثيق بالهوامش سواء أكان في نفس الصحيفة ، أم في نهاية البحث، كما تقبل البحوث بآلية التوثيق في المتن بالطريقة المتعارف عليها عالمياً ب APA.

١١. تقبل المجلة كذلك البحوث الميدانية أو العملية، شرط أن يورد الباحث مقدمة يبين فيها طبيعة البحث ومدى الحاجة إليه ، ومن ثم يحدد مشكلة البحث في هيئة مسائلات أو فرضيات، ويعرف المفاهيم والمصطلحات، ويقدم ،عندها قسماً خاصاً بالإجراءات يتناول فيه خطة البحث ومجتمع والعينات والأدوات ، فضلاً عن قسم خاص بالنتائج ومناقشتها، ويورد أخيراً قائمة المراجع.

١٢. لا يجوز نشر أكثر من بحث للباحث في العدد الواحد من المجلة سواء أكان بحث منفرداً أم مشتركاً مع باحث آخر.

١٣. يزود صاحب البحث- عند نشره- بنسخة واحدة مستلة مختومة من البحث المنشور في العدد.

١٤. تحتفظ هيئة التحرير بحقها في أولوية النشر في كل ما يرد إليها من مطبوعات، تأخذ بنظر الاعتبار توازن المجلة، والأسبقية في تسليم البحث معدلاً بعد التقويم، واعتبارات أخرى، ويخضع ترتيب البحوث في العدد الواحد للمعايير الفنية المعتمدة في خطة التحرير.

١٥. البحوث المنشورة في المجلة تعبر عن آراء أصحابها، ولا تعبر بالضرورة عن رأي هيئة التحرير أو رأي الكلية.

١٦. جميع المراسلات المتعلقة بالمجلة كافة تكون باسم رئيس التحرير، أو مدير التحرير عبر العنوان البريدي wom.Mag.uni@aliraqia.edu.iq ، أو رقم هاتف المجلة.

١٧. أخيراً تؤكد هيئة التحرير على ضرورة الالتزام بالبحث الموضوعي الحر والهادئ والبعيد عن كل أشكال التهجم أو المساس بالرموز والشخصيات، وتتأى عن نشر الموضوعات التي تمس المقدسات، أو تلك التي تدعو إلى العصبية الفئوية والطائفية، وكل ما يوجب الفرقة ويهدد السلم المجتمعي.

دليل المؤلف Author Guidelines

١. يقدم الباحث طلب خطي (استمارة رقم 1 المرفقة) مختوم بالختم الرسمي لجهة الانتساب .
٢. يقدم الباحث ثلاث نسخ ورقية مطبوعة مكبوسة على ورق (A4) وعلى وجه واحد، وتكون إعدادات حواشي الصفحة 2.5 سم من كل جانب بخط (Simplified Arabic) بحجم 14 للمتن و 12 للهامش، و 16 غامق للعنوان الرئيسي و 15 غامق للعنوان الفرعي. وإذا كان البحث باللغة الإنجليزية فيكون بخط (Times New Roman) .
٣. لا يزيد البحث عن خمس وعشرين صفحة ، ويكون من ضمنها المراجع والحواشي والجداول والأشكال والملاحق. ويتحمل الباحث ما قيمته ثلاثة آلاف دينار عن كل صحيفة زائدة.
٤. يوقع الباحث التعهد الخاص بكون البحث لم يسبق نشره، ولم يقدم للنشر إلى جهات أخرى، ولن يقدم للنشر في الوقت نفسه حتى انتهاء إجراءات التحكيم (استمارة رقم 2).
٥. يلتزم الباحث بتقديم نسخة من كتاب الاستلال الإلكتروني للبحث وبخلافه يتعذر النشر.
٦. يتعهد الباحث بجلب نسخة إلكترونية من البحث على قرص حاسوب (CD) بعد إجراء جميع التعديلات المطلوبة وقبول البحث للنشر في المجلة.
٧. يرفق مع البحث خلاصة دقيقة باللغتين العربية والإنجليزية على ألا تزيد على صحيفتين مع السيرة الذاتية.
٨. يسدد الباحث أجور النشر والخبراء بحسب مقدارها بكل لقب علمي على وفق المنصوص عليه في الكتب الرسمية ، ويتم تسليم الأجور إلى الجهة الرسمية في القسم المالي للكلية بوصلات رسمية تحفظ حق الباحث وإدارة المجلة ، ولا تسترد الأجور في حالة رفض رئيس التحرير أو المقيمين للبحث المقدم لأسباب علمية أو لسلامة الفكرية أو غيرها.
٩. يستلم الباحث إيصالاً خطياً بتاريخ تسليم البحث. ثم يُعلم بالإجراءات التي تمت.
١٠. إذا استخدم الباحث واحدة من أدوات البحث في الاختبارات أو جمع البيانات فعليه أن يقدم نسخة كاملة من تلك الأداة إذا لم تنشر في صلب البحث أو ملاحق .
١١. تلتزم المجلة بإرسال البحث إلى مقومين بخطاب تأليف، استمارة رقم 3 المرفقة ، على أن يتم تقويم البحث في مدة أقصاها ١٠ أيام، وبخلافه يقدم الخبير اعتذاره في أسبوع، وعندما يكون التقويم العلمي إيجابياً باتفاق اثنين من المقومين يحال البحث إلى المقوم اللغوي لتدقيقه لغوياً.

دليل المقيم Reviewer Guidelines

أدناه الشروط والمتطلبات الواجب مراعاتها من قبل المقيم للبحوث المرسلة:

١. يقوم البحث على وفق استمارة معتمدة للتقويم (استمارة رقم 4) تتضمن الآتي:

أ- فقرة تتعلق بموضوع البحث هل سبقت دراسته من قبل بحسب علمكم؟ وهل يوجد اقتباس حرفي؟ (الإشارة إلى الاقتباس إن وجد) أو استلال مع تحديد مكان الاستلال.

ب - جدول تقويمي فني تفصيلي يعبر عنه بـ (24) فقرة محددة صيغت على وفق مقياس ليكرت الثلاثي: جيد (3)، مقبول: (2)، ضعيف (1) ويقوم الخبير بالتأشير على اختيار واحد منها تبعاً لقناعاته بمحتوى الفقرة وعدم ترك أي فقرة بدون إجابة.

ت - مكان محدد لملاحظات الخبير الخاصة بتفاصيل البحث، أو أساسيات العامة (علمية أو منهجية) كي يستفيد منها الباحث.

ث - خلاصة التقويم المتعلقة بصلاحية النشر على وفق ثلاث خيارات (صالح للنشر أو صالح بعد إجراء التعديلات، أو غير صالح للنشر) على وفق المعايير المحددة في الاستمارة.

ج - مكان محدد لتنشيط مسوغات عدم الصلاحية للنشر إذا حكم بذلك.

٢. على المقيم التأكد من تطابق وتوافق عنوان الخلاصتين العربية والإنجليزية لغوياً.

٣. أن يبين المقيم هل أن الجداول والأشكال التخطيطية الموجودة واضحة ومعبرة.

٤. أن يبين المقيم هل أن الباحث اتبع الأسلوب الإحصائي الصحيح.

٥. أن يوضح المقيم هل أن مناقشة النتائج كانت كافية ومنطقية.

٦. على المقيم تحديد مدى استخدام الباحث المراجع العلمية.

٧. يمكن للمقيم أن يوضح بورقة منفصلة التعديلات الأساسية لغرض قبول البحث.

٨. توقيع الخبير على الاستمارة تمثل تعهداً خطياً بأنه قام بتقويم البحث علمياً على وفق المعايير الموضوعية، وإن البحث يستحق التقويم الحاصل عليه ومطلوب تسجيل اسمه على وفق ما مثبت في الاستمارة.

وزارة التعليم العالي والبحث العلمي

الجامعة العراقية

كلية التربية للبنات

مجلة

كلية التربية للبنات

مجلة علمية محكمة

فصلية دورية

تصدر عن كلية التربية للبنات

نعنى بنشر البحوث في المجالات الإنسانية والتربوية

العدد الثالث والثلاثون (٣٣) الجزء الثاني

الصادر بتاريخ: ٢٠٢٦/٦/١٥

افتتاحية العدد...

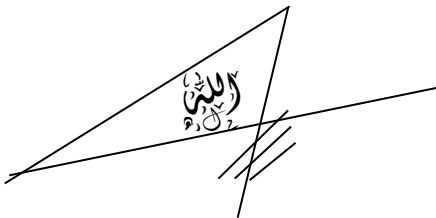
الحمدُ لله ربِّ العالمين ، والصلاة والسلامُ على نبيِّنا محمدٍ ، وعلى آله وصحبه تسليماً كثيراً...

أما بعد...

يولّد عدد جديد من مجلة (كلية التربية للبنات / الجامعة العراقية) يحمل الرقم (33) ، الثالث والثلاثين ، بتاريخ 15/6/2026 ، يحوي بحوثاً متنوعة بين لغوية وأدبية وتربوية ونفسية وتاريخية واجتماعية ، وبحوث اللغة الإنكليزية ، ليكون العدد منهلاً للباحثين والدارسين والقراء عموماً ، يروي عطش المعرفة وحب العلم والتميز .

وفي هذا الإطار تؤكد إدارة المجلة حرصها على أن تكون البحوث المنتخبة في المجلة مثمرة للمجتمع والإنسان العراقيين ، وأن تلتزم بمبادئ وزارة التعليم العالي والبحث العلمي وتعليماتها ، في نوعية الموضوعات التي تعالجها ، وإسهامها المباشر في تنمية المجتمع العراقي والارتقاء به في سلم العلم والمعرفة .

نسأل الله السداد والتوفيق للباحثين والقراء ، ونسأله تعالى السداد لنا في عمل تحرير المجلة ، وأن يكون العمل خالصاً لوجهه الكريم ، ويكون لبنة في البناء المعرفي والعلمي لكليتنا الرصينة ، وخطوة نحو التقدم والازدهار العلمي لعراقنا الحبيب ، ومن الله التوفيق ، وصلى الله على سيدنا محمد وآله وصحبه وسلم تسليماً كثيراً.



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**A Discursive and Pragmatic Analysis of
Politeness in Iraqi EFL Academic WhatsApp
Discussions**

**تحليل تداولي وبراغماتي لاستراتيجيات التآدب في النقاشات الاكاديمية
عبر واتساب لدى الطلاب العراقيين المتعلمين للغة الانكليزية كلغة اجنبية**

**Politeness strategies, WhatsApp discussion, Iraqi EFL students,
pragmatic discourse analysis, academic interaction**

**استراتيجيات التآدب، النقاشات عبر واتساب، الطلاب العراقيين المتعلمين للغة الانكليزية كلغة
اجنبية**

تحليل الخطاب التداولي، التفاعل الاكاديمي

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الملخص:

تبحث الدراسة الحالية في استراتيجيات التآدب التي يستخدمها مجموعة من طلبة اللغة الإنجليزية كلفة أجنبية (EFL) من العراقيين أثناء النقاشات الأكاديمية عبر تطبيق واتس اب. وتعتمد الدراسة منهجًا وصفيًا، مستخدمةً مقارنة تحليل الخطاب التداولي، استنادًا إلى نظرية أفعال الكلام لـ سيلر (1976)، ونظرية استراتيجيات التآدب لـ براون و ليفنسن (1987)، إضافة إلى مستويات المباشرة التي طرحها كل من بلمكولكا، هاوس وكاسبر (1989). تم جمع البيانات من مجموعة على تطبيق واتساب تضم عشرة طلاب عراقيين ذكور يدرسون اللغة الإنجليزية كلفة أجنبية في الجامعة الوطنية الماليزية (UKM)، حيث ناقشوا موضوعًا أكاديميًا يتعلق بالدراسة في الخارج لمدة أسبوعين، وأسفر ذلك عن إنتاج 273 تعليقًا. تشير نتائج الدراسة إلى أن فعلي إبداء الرأي الشخصي والتعبير عن الاتفاق كانا من أكثر أفعال الكلام استخدامًا وبمعدلات تكرار مرتفعة. أما فيما يتعلق بدرجات المباشرة، فقد كانت التعبيرات غير المباشرة التقليدية هي الأكثر شيوعًا، مما يدل على وجود ميل واضح لدى الطلبة إلى التخفيف من الأفعال المهددة للوجه. كما أظهر التحليل أن استراتيجيات التآدب الإيجابي كانت الأكثر استخدامًا، تلتها استراتيجيات التصريح المباشر، ثم استراتيجيات التآدب السلبي. وتشير النتائج إلى أن استخدام هذه الاستراتيجيات أسهم بشكل ملحوظ في الحفاظ على سلاسة التفاعل، وتعزيز روح التضامن بين المشاركين، وتقليل احتمالات الصراع بينهم. وبصورة عامة، خلصت الدراسة إلى أن تطبيق واتس اب يوفر بيئة تواصل فعالة تساعد طلبة اللغة الإنجليزية العراقيين على التعبير عن آرائهم بأسلوب مهذب والتفاعل بصورة أكثر فاعلية في السياقات الأكاديمية.

Abstract: The current study investigates the politeness strategies utilized by a group of Iraqi EFL students during academic discussion through the WhatsApp application. Adopting a descriptive research design, the study employs a pragmatic discourse analysis approach based in Searle's (1976) Speech Act Theory, Brown and Levinson's (1987) politeness strategy, and Blum-Kulka, House, and Kasper (1989) Level of Directness. The data were combined from a WhatsApp group composed of 10 Iraqi male EFL university students at University Kebangsaan Malaysia (UKM), who discussed an academic topic regarding studying abroad over a two-week period, and they produced 273 comments. The results of the study indicate that stating personal opinion and expressing agreement were the most with high frequency performed speech acts. In expressions of directness, conventionally indirect utterances were most prominent tokens, this indicate that students have strong tendency to mitigate face threatening acts. The analysis shows that positive politeness strategies were the most frequently utilized, followed by bald on-record, and negative politeness

strategies. The use of these strategies participated significantly to preserve smooth interaction, promoting solidarity, and reduce conflict among participants. Overall, the study concludes that WhatsApp provides an effective environment that helps Iraqi EFL students to express their opinions politely and interact more effectively in academic setting.

1. Introduction

Considering the predominating aspect of technological development, the use of electronic- based communication modes in teaching the English language has been on the rising trend in modern world. A notable form of such technology is the use of WhatsApp application in smartphones which helped the students to express their ideas and demands in written form using English. In order to develop more efficient and reasonable forms of communication, the learners are therefore urged to use variety of politeness strategies to avoid conflict and facilitate a smooth interaction (Rahmani, Rahmany, & Sadeghi, 2014). The present study was conducted to analyze the politeness strategies utilized by a number of Iraqi students while discussing their opinion using the WhatsApp application software. The idea was to identify the politeness strategies employed when the learners are not in face-to-face situations, and to see whether the use of such an application could help learners better communicate their opinions in more effective and smooth ways.

According to the politeness theory developed by Brown and Levinson (1987), it is during interaction that every person possesses a face which might be preserved or threatened. In communication, the language used by the speaker can pose a possible threat to his/her face or other people. Face Threatening Acts (FTAs) is the situations when the utterance, e.g. interrupting a person in the speech, is perceived as the violation of the desire of interlocutors to be esteemed, and then the face of interlocutor is threatened. In order to prevent instance of FTAs, speaker can apply various politeness strategies provided by Brown and Levinson. The strategies are applied to deal with the requirement and wants of the interlocutors to save face of both speaker and hearer. Therefore, the negative politeness techniques are applied in instances where the speakers strive to minimize mediation and imposition to the freedom of action of the hearer. Positive politeness strategies are employed on the other hand, when the speakers are trying to save the hearer self-image by softening their words, expressing respect to them and establishing a sense of belonging. There are four politeness strategies that may be used

1. **Bald On-record:** using direct and unambiguous utterances without attenuation; in formal contexts it may cause confusion or concussion, whereas in informal contexts it can signal solidarity and closeness.

2. **Positive Politeness:** using indirect expressions aimed at reducing threats to the hearer's positive face.
3. **Negative Politeness:** using indirect statements intended to respect hearer's autonomy and reduce imposition on their negative face.
4. **Bold off-record:** using indirect means such as metaphor, irony, hints to protect the speaker's or hearer's positive or negative face.

2. Literature Review

The following is a review of some of the studies that were conducted on using politeness strategies in academic setting and using WhatsApp application as an electronic-based means of communication.

2.1 Politeness Strategies

Various studies have investigated the application of politeness strategies in academic setting. This is what was done by Al-Qahtani (2009) who compared the use of politeness strategies in offers situations between Saudi and British female students. The data were tabulated on basis of fifteen written scenarios that were created in the form of Discourse Completion Tasks (DCTs). In the framework of politeness that was developed by Brown and Levinson (1987), the responses of the participants were evaluated in a qualitative socio-pragmatic approach and quantitative in terms of the frequency and the percentage of the strategies they adopted. The results showed that there existed significant discrepancies between the two groups of speakers in terms of politeness strategies in offer making. Also established by the results was that social variables such as power, social distance had a strong important in choosing a strategy. The British female respondents were more likely to be respectful of the other participant and need of personal space by adopting conventionally indirect methods, but the Saudi female respondents showed a greater tendency in showing solidarity.

The study by Al-Shboul, Marlyna, and Yasin (2012) aimed at determining the differences between the perceptions of the American speakers and the Jordanian English as a foreign language learner regarding the suitability of giving advice in the English language. The researchers also attempted to find a link between performing advice and the used politeness strategies. The data collected through a Multiple Choice Questionnaire (MCQ) which was built upon eight written situations that required advice giving. Three types of directness were considered in the analysis; direct, hedged, and indirect. The results have indicated that the use of direct or hedged advice was often favored by Jordanian students who

felt comfortable using them. On the contrary, American participants considered these strategies as the most inappropriate. The research found that there is a significant difference in perceptions of politeness in Jordanian and American cultures. Although this study discussed the notion of politeness across the paper, no attempt was made to establish a relationship between performing advice and the politeness strategies as used by the two groups of participants. Moreover, the researchers did not collect natural occurring data in form of recordings or interviews, but relied on imaginary situations in the form of DCT, which does not yield reliable findings similar to real life interactions (Beebe & Cummings 1985). In the current study, a close investigation was made to carry out the types of politeness strategies used by Iraqi EFL learners while exchanging comments in WhatsApp application. Moreover, and unlike Al-Shboul et al. (2012) study, which used DCT as an instrument for data collection, in the current study, the data were collected as naturally occurring in WhatsApp application. Using this application was hoped to yield more reliable findings regarding the employment of the politeness strategies in the Iraqi students' communication as it was found effective tool for data collection in a number of studies, such as (Allagui 2014; Chipunza 2013; Gasmi 2014; Plana, Gimeno, Appel, & Hopkins 2015; Salem 2013; Trenkov 2014).

Tawalbeh and Al-Oqaily (2012) have studied how the level of directness and politeness in request speech acts relate between the Saudi and American speakers. Two random groups of thirty undergraduate students each were used in the study, and given a discourse completion tasks (DCTs) that included twelve written scenarios. Findings showed that conventionally indirect request tactics were widely used by American respondents. Saudi participants, on the other hand made their request strategies vary based on the social variables, especially status and social distance. The results also indicated that the cross-cultural differences in the preference to directness. Although the Americans were likely to employ direct request to close friends, Saudis preferred directness when dealing with close interlocutors as a sign of solidarity, closeness, and belongingness to a group and did not view such attitude as rudeness.

2.2. Electronic communication in academic setting

The empirical studies have proved that communication in academic institutions occurs through a pool of channel, including not only face-to-face personal interactions but also electronic channels like emails, web sites, blogs, cell phones and similar technologies. Abe (2011) compared face-to-face and online communication between 77 students (both male and female) in Japan. The main aim of the research was to determine whether the development of the disagreement strategies depends on the instructional

situations and specific used mode of communication. To achieve these aims, the researcher used a mixed-methods design which entails the combination of both qualitative and quantitative data collection and analysis. The results indicated that communicating online would be a better environment for pragmatic development in these students' context. The students used more English while discussing online in comparison to face-to-face discussions. Another major finding was related to the advantage of the online environment in relation to the reduction of face threatening acts. It was found that the students felt less threatened when chatting online, and their fear of losing their face in face-to-face interaction due to their weakness is reduced to minimum. Moreover, the students expressed their closeness to the discussion group members, which contributed to their pragmatic development.

Electronic mail can be used as the channel where people communicate quotidian requirements and issues in a faster and convenient way. One of the studies by Zena, Marlyna, and Nor Fariza (2012) explored the use of email as a medium of communicating in an academic context with focus on how requests are formed. Such communication requires the writers to use politeness strategies that match the type of the social relationship between the writers and the addressees. The authors aimed to establish the extent of directness achieved in the formulation of request in the students and to evaluate the effects of Arabic pragmatic conventions that are carried over into the English email writings. They used a quantitative method to examine ten emails written by Arab postgraduate students. The theory of analysis relied on the politeness theory by Brown and Levinson (1987) and request strategy framework of Blum-Kulka and Olshtain (1984). Results showed that the most common strategies used were bald on-record, positive politeness and negative politeness.

Amundrud (2012), in their research, also explored the communication via email, comparing the politeness strategies in three of the elicited business emails written by an advanced non-native Japanese female speaker. The research concentrated on three speech acts, which comprise requests, apologies, and refuses. The responses of the participant were the once sent to her by email and were compared with the responses of a native speaker. The frameworks focused on the analysis involved the nature and usage of politeness measures, according to the framework created by Brown and Levinson (1987) and the degree to which these measures met the pragmatic standards in English. The results showed that non-native speakers are more inclined to use culture-specific patterns of politeness that are not similar to those of native speakers. It was also demonstrated in the study that language proficiency can be used to mitigate pragmatic divergence between non-native and native speakers, which is an important

finding. The findings were however constrained by the small sample as only one participant was used. Thus, the current research uses a bigger sample, in line with Creswell (2013) to get more reliable, and generalizable information to analysis politeness strategies.

Blogs form a positive environment through which students can engage in and master the English language in a more authentic way. In their study Amir, Abidin, Darus, and Ismail (2012) examined the use of blogs as an electronic communication channel by exploring their ability to increase the level of engagement between students and English. The researchers analyzed the content of four students' blogs to identify the aspect of language used by the bloggers, and to see whether there were any differences in the language due to the bloggers' gender. By doing a content analysis, the results showed a strong gender disparity of five particular linguistic characteristics which included intensifiers, hedging expressions, tag questions, empty adjectives and adverbs in male and female bloggers. Although this study analyzed the early mentioned language aspects, which are in the core of the expression of politeness, no attempt was made to find out the politeness strategies in the bloggers' written discourse. This gap was filled in the current paper by analyzing the language aspects and their politeness realizations in similar electronic communication content, which is the WhatsApp.

As a result of the growing use of technology in education and learning, smart phone applications like WhatsApp have been discovered to offer learners with worthwhile learning opportunities anywhere and at any time. In the research by Almekhlafy, Saleh, Alzubi, and Abbas (2016), the scholars showed that the application of WhatsApp as a convenient and free tool to study the English language is feasible. Forty Saudi university students were allowed to share their ideas and information in a series of activities using WhatsApp. A content analysis was conducted to the students as well as the native speakers' comments to find out the capability of using such a technology to give students more exposure to English. This was also followed by asking students 15 questions in a questionnaire to understand their attitude towards the use of such a technology in their learning process. Moreover, 10 students and native speakers were interviewed to listen more from the participants about their experience in using the application. The finding of the content analysis revealed that by using WhatsApp, the students were given real opportunities to interact with the native speakers using the language. This finding was affirmed by the results of the questionnaire and the interviews analysis that reflected positive attitude towards using WhatsApp supporting their language learning.

The reviewed literature shows the importance of the use of politeness strategies in the academic environment. Additionally, the shift towards a

less high level of directness can help the implementation of various politeness strategies. These strategies have been explored in the past by researcher in diverse environments and using various routes of communication such as face-to-face communications and online resources like blogs and emails. However, there is still a significant gap in the research on the politeness strategies used by Iraqi EFL students in WhatsApp in particular. The current research was conducted to determine the politeness strategies used by a group of male Iraqi EFL students while discussing four topics related to their academic life on WhatsApp application. The focus of analysis was on how using these strategies could have helped the students to communicate their opinion in a smooth and effective ways, so they avoid any communication breakdown.

3. Statement of the Problem

The use of politeness in the peer-to-peer communication is aimed at enhancing communicative effectiveness and making exchanges more effective (Rahmani, et al., 2014). In an academic environment, the implementation of such strategies will enable Iraqi students to express their thoughts and make request to other students and faculty in an effective way. On the other hand, lack of proper politeness tactics may lead to the creation of linguistic forms that are ineffective and out of context.

Previous studies have investigated the use of politeness strategies among Arab English language speakers in various communicative situations. Researchers used face-to-face interviews (Abe, 2011), discourse completion tests (Al-Qahtani, 2009; Al-Shboul et al., 2012; Tawalbeh and Al-Oqaily, 2012), in order to gather data, as well as electronic correspondence (Amundrud, 2012; Zena et al., 2012), and online blogs (Amir et al., 2012). According to these studies, Arab learners are regularly found to produce politeness patterns that are not in line with the social context. As an example, Aldhulaee (2011) compared the application of hedging strategies, which is a lexical device that makes the speech acts gentler to share politeness, between the native speakers of the Iraqi Arabic language and the native speakers of the Australian English language. The findings indicated that there was a significant distinction between the two groups, where the Iraqi respondents used politeness strategies which were not in tandem with the social context rules.

With the advancement of technology, the communication in academic settings started to be made through unconventional means, such as using the WhatsApp application, which has proven to be an effective communication and learning tool (Alsaleem 2013; Bere 2013). Using this kind of applications, as a means of communication either among the students themselves or between them and their teachers, is nowadays

growing to substitute the face-to-face communication. It is therefore important to explore how Iraqi EFL learners express politeness and keep smooth and appropriate interactional relationships in a non-conventional environment, which is still lacking in the literature. It is also necessary to extend the discourse analysis to include the use of the politeness strategies used by the Iraqi students using the WhatsApp application. This will help determine the effectiveness of using this application in aiding students to communicate their opinion and express politeness.

On the other hand, previous research on the politeness strategies showed contradictory findings regarding the gender effect on employing the politeness strategies in face-to-face interactions (Farhat 2013; Hameed 2010). However, the gender effect on the politeness strategies in the mediated discourse, such as when discussing takes place on computer or smartphones programs still needs to be explored.

The current research aims to consider the communicative interactions, which a group of Iraqi English as a foreign language (EFL) student engage through the WhatsApp chat application. The discourse analysis aspect will be used to identify politeness strategies used by these agents in a systematic and organized manner and will examine the possible gender variations in the choice and use of politeness strategies. The expected results will contribute to the existing body of discourse studies, especially focusing on etiquette rules, and they will help to comprehend the impact of smartphone mediated communication on education.

4. Research objectives

The objectives of this study are to:

1. Examine the types and frequencies of speech acts produced by Iraqi EFL university students in their WhatsApp discussions.
2. Analyze the types and frequencies of politeness strategies used by the students, considering their level of directness.
3. Evaluate the extent to which employing politeness strategies supports students in effectively expressing their opinions.

5. Research Questions

To achieve the study objectives, the following research questions were formulated:

1. What types of speech acts do Iraqi EFL university students perform in their WhatsApp discussions, and how frequently do they occur?
2. Considering the level of directness, what types of politeness strategies do Iraqi EFL university students use on WhatsApp, and how often are they employed?
3. In what ways do the politeness strategies assist students in expressing their opinions effectively?

6. Methodology

6.1. Research Design

This study will carry out research on politeness strategies adopted by a sample of Iraqi male EFL students in their conversations about the WhatsApp application. To fulfill this goal, the research will have a descriptive research design and use a pragmatic discourse analysis methodology to discuss the messages of the students (see Figure 1). The analysis is on the degree of directness achieved in the WhatsApp messages and on the three levels suggested by Blum-Kulka et al. (1989) namely, direct, conventionally indirect and indirect and how they affect the achievement of politeness. In the classification of politeness strategies, the politeness framework by Brown and Levinson (1987) is used. Based on this, four kinds of politeness strategies will be explored in the study including bald on-record, positive politeness, negative politeness, and off-record politeness.

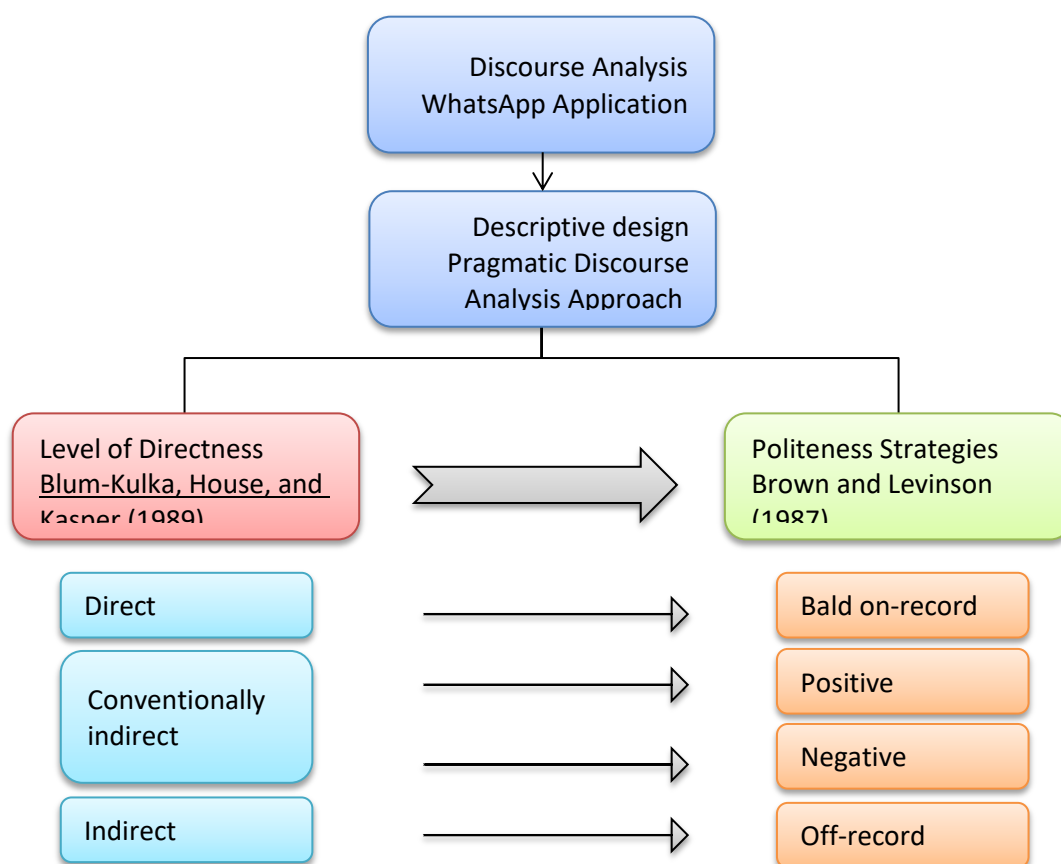


Figure 1 Research Design

6.2. Participants

The study sample in this research consists of 10 Iraqi male postgraduate students learning English as a foreign language (EFL). They speak Arabic

as their first language and study for a master's degree in English at the School of Language Studies and Linguistic in the Universiti Kebangsaan Malaysia (UKM), *the Malay-language name of the university*. The participants were selected in a convenience sampling method as they are the only available Iraqi students in the faculty. They were asked to participate and contribute to discussions in the WhatsApp application that was designed by the researcher.

6.3. Data collection Instrument

The study utilized WhatsApp as the primary instrument for data collection. This instrument was used to collect a corpus of instant messages written by the participants in this study. For this purpose, one group discussion was created, which included ten male students were added to the group. The students were asked to discuss the following topic:

- *Studying abroad is better than studying in the home country*

This topic was selected due to its relevance to the students' academic context, which facilitates ease of discussion among the participants. The group members were allowed to discuss the topic for 2 weeks, so enough data were collected. The students produced 273 comments. After that, the chat of the group was transferred from the application to an Excel worksheet to prepare for analysis.

6.4. Data analysis

In the relation to the analysis of the data, the substantive messages and comments made by students using a WhatsApp platform were gathered and transcribed into a Microsoft Excel 2010 spreadsheet systematically. There was a content analytical procedure, where the utterances were carefully analyzed in order to determine their respective classification of speech act, the research instruments were used to moderate the act as well as the effective tenor of the utterance in terms of directness; the utterance was categorized as direct, conventionally indirect or indirect. This process helped to define the related politeness strategies. The frequency of speech acts, the prevalence of directional levels, distribution of politeness strategies, and quantitative measures were calculated. Following the descriptive statistical analysis, a qualitative discourse analysis was carried out to shed light on application of politeness strategies in the communicative interactions among cohort supported by exemplary passages derived out of the conversation of the students themselves. The theoretical constructs that guided the analysis process were speech acts theory of Searle (1976), the politeness paradigm by Brown and Levinson (1987), and the typology of directness by Blum-Kulka et al., (1989).

7. Findings and discussion

7.1. Types and Frequency of Speech Acts

The first question in this study asked about the types and frequencies of speech acts performed by Iraqi EFL University students during their discussion on WhatsApp application. Answering this question was important as it provided important information about the nature of the students' speech. The analysis of the students' comments (See Figure 2) showed that the students performed 16 types of speech acts. The most frequent the speech act was stating opinion (20%). This was followed by the speech act of agreement, either by adding a supporting idea to the agreement expression (11%) or by just using the agreement expression (9%). Other speech acts were less frequent ranging from 4% to 8%.

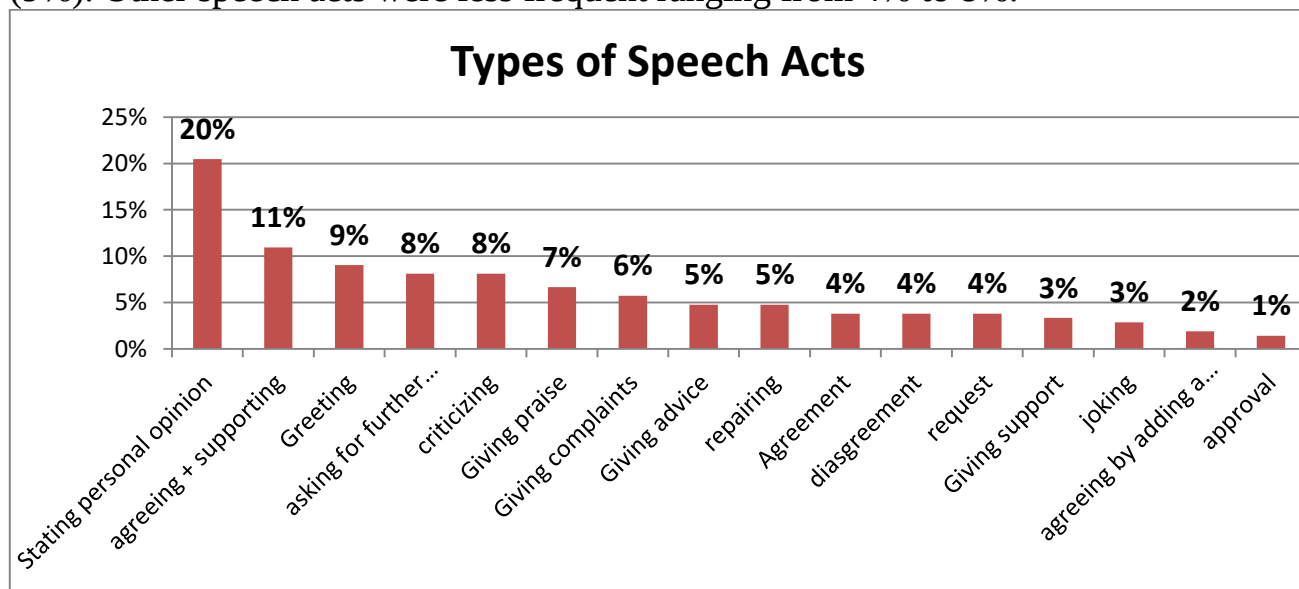


Figure 2 Types and Frequencies of Speech Acts

These results indicate that the students while discussing in WhatsApp mainly state their opinion or respond others' opinion by agreement. They might perform other speech acts, but less frequently. This might be due to the nature of the topic under discussion.

In contrast, the findings showed that learners were almost indirect in stating their opinion. This is clear when they stated their opinion in a conventional indirect ways in 30 occasions and directly in 13 occasions. As shown in Example 1, 2 and 3 below, the students employed a number of linguistic strategies to look less imposing on others. In 1, the subject used 'from my point of view', in 2, another student used 'talking about myself', in 3; the student used 'I think'. The use of these expressions prefaced the students' opinion. The common thing among them is the personal commitment to the proposition in the coming opinion, so to say that this opinion is mine and it is up to you, the hearer, to take it or decline it. This strategy, characterized

as a form of hedging language, function as an appositive politeness strategy that helps preserve the face of other participants (Brown & Levinson 1987).

Example 1:

Example 010 P1 From my point of view, I guess each one has its
1 advantages and disadvantages

Example 012 P4 Talking about myself, I have learnt a lot here especially in
2 UKM and in Malaysia coz I obliged to use English and
this helped me in developing my own accent

Example 106 P6 I think some people don't adapt very well with other
3 cultures specially cultures of other countries

It has been also noted that only 13 students state their opinion explicitly and directly without any attenuation. In example 4, the student maintained that learning abroad is much better than studying at home country. In example 5, the student claimed that there is a big difference between Malaysia and Iraq. Notice how in the two examples the opinion is communicated directly without any attenuating expression, such as I think or believe or even without giving more explanation or reasons to support their claims. This indicates that the subject did not consider the face of other group members by imposing on them to accept the opinion. It can be conclude that the student used a bald on-record politeness strategy by communicating his opinion.

Example 4 052 P4 There is no better opportunity to improve second language
skills than living in country speaking language other than
yours

Example 5 273 P3 There is a great difference between them. I mean Malaysia
and Iraq

Being conventionally indirect was not limited to expressing opinion. The students used this strategy in performing other speech acts. For example, all the students' agreement expressions in which another opinion is added or used to support the other members were performed in a conventional indirect way using expressions, such as Yes you are right, I think, yes of course, Oh yea, Yes indeed, ...etc. these expressions were used to preface a disagreement after giving support to the speaker. In this way the use of these expressions helped the discussion to run smoothly, and encouraged the other group members to exchange more opinion.

7.2. Politeness Strategies

The second research question was to find out the kinds of politeness strategies and their occurrence rate. Since the higher the level of politeness the more indirect they are likely to be, the level of directness of the comments of the students were first analyzed before the strategies of

politeness were established. The findings and their discussion follow below.

7.3. Level of Directness

The comments made by the students were analyzed, and three types of directness were identified directness, indirectness and the conventionally indirect (see Table 1) of these the most common was the conventionally indirect level, with 96 instances, or 46 percent of the total. This level was most obtained by using several linguistic modifiers, which showed uncertainty (e.g., may, I think, it depends), agreement and approval (e.g., Yes, I agree with you; OK; Yes, right; Yes, that is right), and qualifying phrases (e.g., some, somehow, a little bit). The use of such expressions, according to the studies conducted by Fraser (2010) and Blum-Kulka et al. (1989), makes utterances more indirect and, therefore, more polite.

Table 1 Level of Directness

Level of Directness	frequency	Percentage 100 %
Conventionally indirect	96	46%
Direct	90	41%
Indirect	25	13%
Total	211	100%

In example 6, the student in 042 used the booster ‘of course, which reinforces the speech with higher level of imposing opinion or fact. In response, P7 in 043 replied with using the modal can and the quantifier ‘some’ the use of these words indicated uncertainty and optionality with less imposition of opinion, thus made the utterance conventionally indirect. The student continued by using the hesitation marker ‘I think’ which indicates lack of commitment to the forthcoming proposition. The use of this marker also added more lack of imposition as he wanted to tell P2 that this is how opinion is communicated politely.

Example 6:

- 042 P2 Yes **of course** as there are many reasons
- 043 P7 U **can** say **some** of them. **I think** it depend on
your opinion

The second more frequent type of indirectness was the use of direct utterances with 90 tokens and 41% frequency. This type of directness is usually communicated by giving the proposition without any kind of attenuation. The result accordingly will be less polite utterances ([Brown & Levinson 1987](#)). In example 7, P6 is describing the top universities of the world and compares them to the home country universities. He thinks that the top universities are competitive and provide advance knowledge. Meanwhile, he criticizes them as costing too much money. As it can be

clearly seen, the student passed his judgment without providing any hard evidence to justify his opinion. Second, his opinion was direct without any attenuation of its imposition level. This turn by the student is, therefore, considered direct and the realized politeness strategy is bald on-record.

Example 7

025	P6	These top universities are competitive among them. They all seek on its reputable name. But these universities have advanced knowledge
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The third directness strategy employed by the students occurred less frequently with only 25 tokens and 13% in their comments. This strategy was employed through using hinting strategy, so the meaning of the act is inferred indirectly from the utterance and the linguistic contexts. In Example 8, the student is communicating the idea that affording the expenses of studying abroad is not easy as it requires external support from the government as life in Iraq is difficult. The P1 used the expression 'sure, but ...' that indirectly communicate his position. By using this expression the student indirectly showed partial agreement with the previous opinion, and at same time, expressed his opinion. This was achieved indirectly as the student did not use explicit expressions of agreement. This strategy is the most polite way as the student avoided disagreement with his group members, and at the same time, stated his opinion indirectly without much imposition on the self-image of the group members, thus, considered positive politeness strategy.

Example 8

016	P1	Sure P4 and talking to himself, but thinking about collecting the money for this purpose in the first time is really hard that requires a lot of support.
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This finding is partially consistent with other finding in the literature, such as Al-Shboul et al. (2012), who found that that Jordanian students tended to use more direct advice or hedged advice as they considered them to be appropriate. The finding also go with Al-Qahtani (2009), who found the Saudi students had higher inclination to establishing solidarity and respect to others through the use of direct utterances. However, this study is not consistent with these studies as it discovered that both direct and indirect expression equally exist in the spoken discourse of Iraqi learners.

7.4. Types and frequency of politeness strategies

After having an idea about the level of directness achieved by the students in their comments on WhatsApp, it is now the time to report and discuss the findings about the politeness strategies employed by the students. The analysis of the scripts of the students showed more preferred that the students used a number of strategies that could be considered polite. These

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are some of the strategies that can be aligned to politeness framework by Brown and Levinson (1987). However, there were other strategies identified to be subject-specific to the study subjects.

The analysis of the comments that the students made revealed those three major types of politeness strategies had been used (see Figure 3). As mentioned above these categories, positive politeness was the most commonly used tactic, and had a rate of 59 % of the observed instances. Brown and Levinson (1987) suggest that positive politeness can be accomplished when the speakers make efforts in looking after the positive face of the hearer by not compromising his/her self-image and it can also be expressed by pronouncing respect or consideration towards the hearer. The application of the latter strategy by the students in the current research was indicative of a strong desire to show mutual respect, as well as, protect the self-image of others. For this purpose, the subjects employed a number of sub-strategies of politeness, such as being indirect, using questions or hedges, impersonalizing speaker and hearer, asserting or presuppose knowledge of hearer, minimizing imposition, avoiding disagreement, giving or asking for reasons, give gifts through cooperation, including both speaker and hearer, joke, minimize imposition, noticing or attending to hearer, presupposing common ground, or seek agreement. As it can be seen, some of these strategies, such a hedge/question, be indirect, were classified by Brown and Levinson (1987) as belonging to negative politeness strategies. However, in the current study, it was found that these students are using them as positive politeness strategies as they used to protect the positive face of the group members.

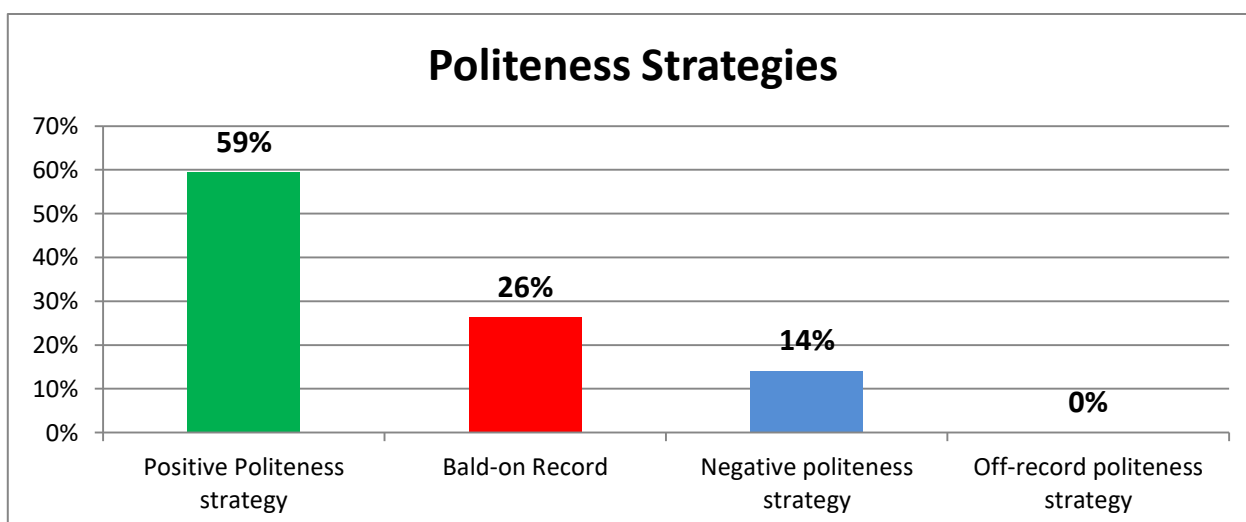


Figure 3 Politeness Strategies

In example 9, as in other 23 occasions in the current study, it was not enough for the subjects to seek agreement by uttering the agreement

markers (Yes), but also they inclined to give support on the given claim. This was made by adding more explanation, reasons, and ideas immediately after showing agreement. By seeking agreement first, which is sub-category of positive politeness (Brown & Levinson 1987) and then giving support, which is another sub-category of Brown and Levinson's positive politeness, the subjects indirectly saved the positive face of the other group members and their desire that the speaker attend to their proposition and self-image, thus expressed a positive politeness strategy. Seeking agreement by agreeing and supporting was the most prominent agreement strategy used in the present study.

Example 9:

120 P6 **Yes indeed**, there is a gap between our educational system back there in my country and here in Malaysia. I see some students suffer especially the 1st month, after that it will be normal

Bald on-record politeness is the second most common strategy, which described 26 % percent of the identified cases. Brown and Levinson (1987) state that this is the strategy that occurs when the speaker leaves an utterance that lacks the alternative options to be used by the addressee, thus limiting the range of the latter and endangering his or her self-concept. Throughout the current study, respondents disagreed eight different times in the course of their WhatsApp communication. All cases of disagreement were expressed directly by using lexical words like (but, no and I know, but). There were no mitigating expressions used to ease the conflict or to protect the positive face of other group members, which is a tendency that can be attributed to the use of a bald on-record strategy. In one instance, specifically concerning participant P6, as illustrated in the tenth example, the disagreement marker was used without a mitigating position, namely, (no). The participant still manifested his/her disapproval without showing the consideration to the listened image of the interlocutor that is to say; the speaker did not avoid disagreement and did not attempt to find an agreement, which is a clear manifestation of the use of bald on-record politeness strategy.

Example 10

097 P6 **No** Ahmed, home is sweet for relax, but you can't practice Speaking well, which is the best way to develop your language.

The third politeness strategy identified in this study was negative politeness which was the least used as it constituted 14 % percent of the cases. The lack of use of this strategy can be explained by the character of conversation that did not presuppose the first of the actions that generally produce negative politeness. Brown and Levinson (1987) say that negative

politeness is very much related to the reduction of limitations on the freedom of action of the hearer. Students at some parts of the directness had to request; give advice or stage apologies. These were the directive speech acts (Searle, 1976) which were mostly delivered in an indirect conventional way. This has been done by reducing the degree of imposition using a number of strategies which include the use of conventional indirectness, distancing techniques, hedging expressions, inclusive forms that involve both speaker and hearer, minimization of imposition and asking indirect questions. Some of these strategies overlapped with those that were used to realize positive politeness, as in the case of positive politeness results. In Example 11, the subject is giving advice. Notice how the student reduced the imposition on the other group members to take the advice employing various sub-strategies. First, he used the shield marker, 'according to', which served him by means of avoiding future consequences and saved the negative face of the hearer by saying providing documented reason for his advice. Second, he used the collective pronoun 'we' by which he includes the hearer in the action as another negative politeness strategy. Finally, the student used should which is considered by some researchers, such as (Hinkel 1997) a marker of direct advice. Although this marker is an indication of high directness, but the use of the distancing technique and the including the hearer and speaker strategies, made the whole utterance indirect negative politeness strategy.

Example 11:

029 P3 **According to** our circumstances, **we should** seek suitable universities in cost

7.5 In what ways do the politeness strategies assist students in expressing their opinions effectively?

As it has been revealed above, the participants of the given study used a variety of linguistic tools and techniques to express cooperation, mutual understanding and a feeling of common ground. Despite some cases that were noted where students were more direct in their style to promote the personal opinion or convince the other party, the participants mostly demonstrated the possibility to keep the positive and negative face of their interlocutors. This was largely done by tactic of politeness, which helped the students to convey their views, needs, and demands in a simpler and efficient way. In the example shown in 12, a student was able to convince one of the group members through the use of positive politeness strategy. This was an example of students who were capping off a discussion on the

topic of whether to go abroad to study or to go to a local university. In turn 053, the student claimed that studying abroad is one the common dreams of students. Although such a statement is over generalized, there are various politeness strategies that the student employed to gain the consent of other group members and have a positive conversation rather than an argument. It is also notable that the student has started with the universal use of the term all of us. This decision is an indication that whatever he was about to suggest was a collective option as opposed to a personal one. He also used the marker of causal due to the introduction of this preference as a justifiable and rational outcome. Besides, the student applied collective pronoun we to clearly involve other members of the group into the same preference and collective possessive pronoun our to underscore that the necessity to work on English was a widespread issue. The other group members responded positively to the use of these strategies of positive politeness. This can be seen in turn 054 where P6 showed his concurrence with the intensifier of course and agreement marker yes. He even supported his agreement by repeating the collective possessive pronoun our as he believed in what the P7 proposed. The conversation continues following the steps drawn in the first turn with repeating the common ground expressions 'we', 'our' in 055.

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Example 12:

- | | | |
|-----|----|---|
| 053 | P7 | All of us prefer to study abroad because we won both the new knowledge and improve our speaking in English |
| 054 | P6 | Yes of course P7 and this can be clear based our own experience |
| 055 | P5 | From the community, we should develop our speaking inside and outside university like here in UKM |

Based on the above example, it can be seen that politeness strategies may be effective in student to student discussions. These tactics are an indication of being open to the opinions of others, promote relational solidarity and strengthen mutual understanding and respect.

8. Conclusion

The purpose of this study was to discover and measure politeness strategies that are used by Iraqi EFL learners in their communication using the WhatsApp application. The findings showed that the politeness strategies adopted by the students were diverse and that different degrees of directness were used. It is worth noting that positive politeness was the most commonly used strategy due to students tended to express views and both agree and disagree, which should be accompanied with positive politeness in order to maintain the positive face of the addressees. However, other tactics, which included negative politeness, bald on-record strategies, were also present in the data.

Moreover, the results show that Iraqi students can be straight forward in some situations, which may be needed to affirm their status as informed and credible sources of information. Elsewhere, they use more indirect methods, either by resorting to standard indirectness, or by employing hints. This seems to be indirect to the point of pursuing persuasive objectives with less confrontation. Moreover, there is massive usage of the linguistic devices that imply the uncertainty, the absence of commitment, and avoidance of imposition, which indicates that these students have enough linguistic possibilities to be indirect in their communication and polite. This is because their sometimes non-use of these gadgets is not an evenly divided indication of rudeness, but a matter of personal communicative objectives like persuasion and display of self-confidence. The study results oppose the previous study which indicated that Iraqi learners of English possess a small linguistic repertoire or pragmatic awareness e.g. Aldhulaee (2011) study which indicated that Iraqi learners tend to use politeness patterns that are not compatible with the social context. Last but not the least, it must be mentioned that the findings of the

current research can be applied only to the Iraqi EFL university students in this particular academic setting and, thus, cannot be applied to all Arab EFL students.

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