

POLITENESS STRATEGIES IN PORTER-STUDENT CONVERSATIONS IN
SELECTED SOUTH -WEST NIGERIAN UNIVERSITIES

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ABSTRACT

The politeness phenomena are one manifestation of the wider concept of etiquette, or appropriate behavior. Whether a speaker's choice of words is polite or not, all utterances made in a conversation perform one action or another. When a conversation is not appropriately coded, it may express unintended meanings which can give rise to misinterpretation and misunderstanding. Therefore, the study investigated politeness strategies of porter-student conversations in selected South-west Nigerian universities. Using purposive random sampling technique, data for this study were collected from two universities, one private and one public. The data comprised ten recorded porter-student conversation from each university giving rise to twenty conversations, in addition to the interviews of sixty students and sixteen porters. The study adopted the politeness theories of Brown and Levinson with Fraser. The analysis revealed that the conversations employed more of bald on record and positive politeness strategies. A comparison of the politeness strategies indicated that the private university has 72.5% of bald on record, while the public university ranked the highest with 74% of positive politeness strategies. The study concluded that there is a higher degree of politeness in the public university than in the private university. However, there is need for periodic training in communication skills for both public and private universities' porters and students.

Keywords: Politeness, Conversation, Students and Porters, Nigerian Universities

1.0 Introduction

The sum total of the interactions between interlocutors within any specific discourse floor is referred to as a conversation. Many scholars have attempted to define this concept. According to Osisanwo (2008, p. 24), a conversation occurs when at least two people are talking. For it to be a conversation, each person must talk one after the other. There must be a string of at least two turns. Even if the second person does not talk, he must show evidence of having heard the utterance by carrying out an action such as nodding with the head, gaping or staring at the person in disbelief or winking in response or silence. For Yule (1985:108), ‘... conversation can be described as an activity where, for the most part, two or more people take turns at speaking’. This means that conversation is an exchange, which takes place between two people. It is a talk between two or more parties.

When neighbours feud, lovers quarrel or nations war, the predictable remedy prescribed by the voices of reason is communication or dialogue. The prevailing view is that, faced with conflict, communication is the right thing to do. The positive role of communication in the amelioration of conflict is seldom given serious examination. A speaker and a listener may be employing linguistic codes that differ subtly, and this may lead to misunderstanding. For example, the lexical choice of a speaker often reflects their implicit attitude toward the subject of the utterance. In a given situation, any one of several closely related terms like women-lady, Negro-Black-African American, crippled-handicapped- disabled- physically challenged might serve adequately to designate or refer to a particular individual, yet each term may be associated with somewhat different conceptualization of its referent, as part of a complex ideology or network of attitudes or values. When such ideologies or values are not shared, the application of a term may be construed as antagonistic.

Politeness Strategies

When people engage in conversations or talks, the nature of language use and choice of words can reflect whether they are polite or not. Politeness principles have been considered to have wide descriptive power in respect of language use (Lakoff, 1972, 1973), to be the major determinants of linguistic behaviour (Leech, 1983), and to have universal status (Brown and Levinson, 1978, 1987).

Politeness phenomena also extend beyond the notion of indexicality because they show that every utterance is uniquely designed for its audience (Grundy 2000:145). Seen as the exercise of language choice to create a context intended to match the addressee’s notion of how he or she should be addressed, politeness phenomena are a paradigm of pragmatic usage. Among the aspects of context that are particularly determinate of language choice in the domain of politeness are the power – distance relationship of the interactants and the extent to which a speaker imposes on or requires something of their addressee, in being “polite”, a speaker is attempting to create an implicated context (the speaker stands in relation x to the addressee in respect of y that matches the one assumed by the addressee.

The politeness phenomena are one manifestation of the wider concept of etiquette, or appropriate behavior. There are conventions in linguistic etiquette just as there are in non –linguistic etiquette and that linguistic politeness phenomena are predictable in relation to the context in which they occur (Grundy 2000: 146). Being on the receiving end of politeness affects each of us differently because polite utterances encode the relationship between the speaker and ourselves as addressees. Thus, we would expect one person, perhaps someone who happens to be sitting next to us in a lecture and whom we are not familiar, to say “Could I just borrow a tiny bit of paper?”. And we would expect a different person, perhaps an older brother, to put the request in the more direct way: Give me a sheet of paper”. If we do not see the relationship between ourselves and the person who addresses us as they do, we will be upset by the strategies they employ, since these strategies imply the nature of our relationship as they see it. This function of language, to imply appropriate speaker- addressee relationship, is what linguistic politeness is taken to be (Grundy 2001: 147).

According to Leech “some illocutions (e.g., orders) are inherently impolite, and others (e.g., offers) are inherently polite” (Leech 1983:83). This view according to Mey (2001: 80) assumes politeness to be an abstract quality, residing in individual expressions, lexical items or morphemes, without regard for particular circumstances that govern their use. Being “inherently” polite implies always polite, without regard for the contextual factors that define what is polite in a given situation. Such a view is wrong on two counts. First, the social position of the speakers may indicate different politeness values for individual cases. The existence of social hierarchy (as institutions) often pre–empts the use of politeness altogether.

This study is aimed at investigating how interlocutors (porters and students) employ politeness strategies in their utterances for effective communication. It is significant because if we are conversant with the way language is used in the halls of residence among porters and students in the Nigerian universities, it can be a means of reducing or eradicating conflicts in our educational institutions particularly those emanating from the problem or linguistic point of view.

1.2 Aim and Objective of the Study

The major aim of this study is to discover the politeness strategies that are used in resolving linguistic conflict in porter- student conversations in selected South-west Nigerian Universities. The specific objectives of this research are to:

- i identify politeness strategies in porter-student conversations in selected South-west Nigerian universities;
- ii examine the role of these politeness strategies in interpreting porter-student conversations in selected South-west Nigerian universities;
- iii. determine the effects of politeness strategies in the porter-student conversations in selected South-west Nigerian universities.

This study seeks to provide answers to the following questions:

- i What forms of politeness strategies are used in porter- student conversations in selected South-west Nigerian Universities?
- ii How meaning can be enhanced by the various forms of the politeness strategies in the conversations in selected South-west Nigerian universities?
- iii What is the role of politeness strategies found in porter-student conversations in selected South-west Nigerian universities?
- iii. What are the effects of politeness strategies in porter-student conversations in selected South-west Nigerian universities?

2. Literature Review

Muhamad (2022) examined politeness strategies used by students in classroom interaction. Students communicate with the teacher during the teaching and learning process using various sayings that demonstrate politeness strategies. The author considered politeness strategies as methods to create appropriate politeness in communication between students and teachers. But when students use politeness strategies in giving feedback on the teacher's response, not all students can know a good speech. Therefore, this study was conducted to determine the politeness strategies used by students and teachers for classroom interaction. The researcher deployed the politeness strategies based on Brown and Levinson's theory. There are bald on record, off record, positive politeness, and negative politeness. Researcher used qualitative descriptive methods to describe the results. The participants of this study were students and teachers in English classes. Researcher used two research instruments, namely interviews and observations. The Data were analyzed by reading, analyzing, interpreting, and inferring. The results showed that the most dominant student strategy is positive politeness. This present study investigated politeness strategies in porter-students conversation.

Risal and Tambunan (2021) carried out an analysis of politeness in teacher's utterances in an English classroom. The objectives of the research were three-fold: to explore the types of politeness uttered by the teacher, to analyze the most predominant type of politeness uttered, and to explore the strategies of politeness uttered by the teacher in an English classroom. This research employed a descriptive qualitative analysis. The subject of this research was an English teacher of MAN 1 Kolaka. This research was conducted with two cohorts; they were class XII.IA-2 and class XII.IA-4. The data were collected from three observations and recordings of teacher's utterances. As many as 117 politeness utterances were identified, encompassing 55 positive politeness utterances, 45 negative politeness utterances, 6 bald on record utterances and 1 off record utterance. There were 17 strategies of politeness used by the English teacher. The most predominant type of politeness was positive politeness, including the strategies of exaggerating sympathy with the hearer, which was used 3 times, including both the speaker and the hearer 6 times, giving gifts to hearer 26 times, being optimistic 10 times, offering 2 times, notice

attend to hearer 4 times, using group identity mark 3 times, and Intensifying interest to the hearer 1 time. The present study is an interaction between porters and students in hall of residence.

Fitriyani & Andriyanti (2020) investigated teacher and students' politeness strategies in EFL classroom interactions. The study aimed to explore the use of politeness strategies which occur in EFL classroom interactions in a senior high school. The study applied a descriptive qualitative research design to explore the politeness strategies used by the teacher and the students in their interactions. The participants in this study were an English teacher and 30 students. The data in the study were in the form of utterances which contain politeness strategies. The data were taken from a 90-minutes English lesson which was video-recorded. The findings showed there were a total of 13 excerpts containing three politeness strategies: positive politeness strategy, negative politeness strategy, and bald-on-record strategy. The interactions were dominated by the teacher. Moreover, the politeness strategies which occurred in the classroom interactions were influenced by some factors such as age difference, institutional position, power, and social distance. But this present study is different as it examined the politeness strategies between porters and students.

3. Methodology

The data for this study were collected through random sampling and instrumentation. The data were collected in halls of residence of Joseph Ayo Babalola University (JABU), Ikeji Arakeji, Osun State, and Federal University of Technology Akure (FUTA), Ondo State, Nigeria. Joseph Ayo Babalola is a private university owned by the Christ Apostolic Church while Federal University of Technology is a public University. Joseph Ayo Babalola University commenced operation in 2006 with two halls of residence, one for females and one for males. At the beginning of 2014/ 2015 academic session, the halls have increased to eight due to increase in the students' enrolment. Four halls are for males and four for females. The female halls have a total capacity of four hundred and ninety three (493) students while the male halls have a total capacity of four hundred and sixty two (462) students. At the Federal University of Technology, Akure (FUTA), there are five halls, three for males and two for females. The female halls in FUTA have a total capacity of four hundred and sixteen (416) students while the male halls have six hundred and twenty four (624) students' capacity. The total number of porters in the halls in FUTA is thirty (30) while that of JABU is thirty two (32). In FUTA there are three shifts with two porters per shift, while in JABU there are two shifts with two porters per shift.

The population of the student in the halls of residence in JABU is 955 which is made up of 493 females and 462 males, while that of FUTA is 1040 and is made up of 416 females and 624 males. The total number of porters in the halls of residence in JABU is 32 out of which 16 are females and 16 are males, while that of FUTA is 30

out of which 12 are females and 18 are males. In all, we have the total population of 1995 students and 62 porters in both JABU and FUTA halls of residence

The purposive random sampling technique was used for the collection of data. In JABU two female and two male halls (50%) were randomly selected out of eight halls for the study, while in FUTA one female and two male halls (60%) were selected out of five halls. Four porters were interviewed in the female halls and four porters (25%) in the male halls in JABU while three porters in the female halls and five porters (26%) in the male halls were interviewed in FUTA. The total number of porters interviewed was sixteen (16) (26%). Fifteen female and fifteen male students were interviewed in JABU, while twelve female and eighteen male students were interviewed in FUTA. In all, sixty students (3%) were interviewed and these were restricted to the students that were resident in halls on campus.

Different research instruments were used. There were interviews (oral interview), observation of the porters and students during interactions, and tape-recording of porters and students' conversations. The recordings of the conversations were done first before the interviews with the porters and students.

The analysis of the conversations is quantitative and qualitative. A total number of sixty conversations between students and porters were recorded. However, twenty conversations were used for politeness strategies' analysis. Ten conversations from each of the two universities in the data and was further broken into male and female halls, that is, five halls each. The politeness strategies used by porters and students were identified and categorized. Brown and Levinson's politeness and that of Fraser theories were adopted. The choice of these theories is for their applicability to the analysis.

4. Politeness Strategies Analysis of Porter-Students Conversation

The following abbreviations or codes are used for the collection and analysis of data:

FSPR- Female Student Private University

MSPR- Male Student Private University

FPPR- Female Porter Private University

MPPR- Male Porter Private University

FSPB- Female Student Public University

MSPB- Male Student Public University

FPPB- Female Porter Public University

MPPB – Male Porter Public University

Conversation 1

FPPR: Please close the door oo.

FS1PR: Ok, ma.

FS2PR: Mummy, I have taken it oo. Mummy, I have taken it oo.

In conversation 1, the female student uses positive politeness strategies two times while the female porter uses bald on record once. The positive politeness strategies are: “okay ma”, “mummy, I have taken it oo. Mummy,, I have taken it oo” while the bald on record is “please, close the door oo”. It shows agreement, intimate use of language and harmony among the interlocutors.

Conversation 2

FP1PR: What happens?

FSPR: (silence)

FP2PR: Can` t you respond? FSPR:

I am looking for a job. FP1PR:

You are seeking for a job? FSPR:

I came for my result.

FP1PR: But come, do you come for your result or I don` t understand, are you staying long?

FSPR: I am not staying... do you know what happens? I am not staying for long.

FP1PR: Eh, I am listening.

FSPR: I would have gone out, but I am tired, I can` t go.

FP1PR: When are you going?

FSPR: Tomorrow.

FP2PR: Which block are you staying?

FSPR: I am staying with my younger sister.

FP1PR: If you are staying, whatever you want to do, go and collect a note from Students Affairs` Office. Don` t let me remind you tomorrow.

FP2PR: Which room did she say she is?

FP1PR: Whatever room, this is where she will pass tomorrow.

In conversation 2, the female student uses one do-nothing and one negative strategies, the two female porters use seven bald on record strategies. The do-nothing strategy is “(silence)”, while the bald on record strategies are “what happens?”, “can` t you respond”, “You are seeking for job?”, “but come, are you staying for long”, which block are you staying”, “ don` t let me remind you tomorrow”, go and collect notes from the students` affairs”. The use of bald on record strategies shows the relative power between the porters and students. The porter can easily impose her will on the student.

Conversation 3

FPPR: Where are you coming from?

FSPR: I went to...

FPPR: That your skirt, you better look for a pin to hold it.

FSPR: Thank you ma.

In conversation 3, the female student uses one positive politeness strategy, the female porter uses two bald on record strategies. The two bald on record are: “where

are you coming from”, that your skirt, you better look for a pin to hold it” while the positive politeness is ”thank you ma”. The use of bald on record by the porter shows she has relative power over the student while the use of positive strategies “Thank you ma” shows she appreciates the porter motherly advice

Conversation 4

FSPR: Please key o. we want to enter.

FPPR: Regular student?

FSPR: No, conversion.

FPPR: Then why are you around on Wednesday?

FSPR: We have lectures.

FPPR: You will have to pay three hundred naira.

FSPR: For what? When did that start?

FPPR: Ah, that is the normal thing. If you come before Thursday, you will have to pay three

hundred naira.

FSPR: To which account or whom?

FPPR: To the Bursary.

FSPR: (Beckons to other Porter) Madam, please give us the key. It is late already.

FPPR: If we allow you in for the night you will write down your names and pay the money the

Tomorrow.

FSPR: (Silence).

. In conversation 4, the female student uses two bald on record and one do- nothing strategies, the two female porters use four bald on record strategies. The bald on record are: “then why are you around on Wednesday”, to which account or whom”, “you will have to pay three hundred naira”, “ for what? When did that start?” “if we allow you in for the night, you will have to write down your names and pay the money tomorrow”. The do- nothing strategy is “ (silence)” . bald on record strategies are used to show that the female porter wants to be sure of the student’s identity and whether she is qualified to stay in the hostel or not. The student uses bald on record “ for what”; “when did that start” because she wants to be sure of three hundred naira she is asked to pay is not an extortion or a bribe

Conversation 5

FSPR: Good afternoon ma. Please I want to register for accommodation.

FPPR: Conversion or regular?

FSPR: Conversion.

FPPR: Have you paid?

FSPR: Yes.

FPPR: How much did you pay?

FSPR: One hundred thousand naira.

FPPR: Where is the evidence of payment?

FPRS: (Brings out the receipt) why did you relocate us from our former hostel to this

place that is smelling. I left some of my things, more importantly my laboratory coat there. It is unfair. How do we get those things back?

FPPR: (Apologizes) You can go to the Dean of Students' Affairs' office to claim whatever

property you left there.

FSPR: This is the evidence of payment I have made.

FPPR: Do you have your passport photograph here?

FSPR: (Tries to bring out her documents) Yes.

In conversation 5, the female student uses one positive and one bald on record strategies, the female porter uses four bald on record and one negative politeness strategies. The bald on record are: "have you paid?", "how much did you pay?", "where is the evidence of payment?" "why did you relocate us from our former hostel to this place that is stinking", "it is unfair". The negative politeness is "(apologizes) you can go to the Dean of Students' Affairs' Office to claim whatever property you left there". The use of bald on record by the porter is to confirm the authenticity of the student's claim that she has paid certain amount of money while she uses negative politeness to show that student's property is safe and secure in the hall.

Conversation 6

MSPR: I have a professor test. Okay, go and eat the I. D. card.

MP1PR: Eh, eh, we will eat it oo.

MSPR: We have a test today and you are disturbing us.

MP1PR: You will go to the gate today, unless you shave.

MP2PR: Please let them go, but tomorrow we will not allow you.

MP1PR: No, Mr. you are not going anywhere. Are we the ones you are asking whether we want to eat the I. D. card? Are we the one you are talking to like that? Look here, as old as I am

you are telling me I want to eat your I. D. card. That is too indecent of you, a whole

undergraduate for that matter. In fact, what do you mean?

MSPR: That is not what I said.

MP1PR: It is not true, that is a lie.

In conversation 6, the male student uses two bald on record strategies, the two male porters use five bald on record and one off-record strategies. The bald on record are: "...go and eat the identity card", "we are having a test today and you are disturbing us", "you will go to the gate today, unless you shave", "no Mr. man you are going no where", "tomorrow we will not allow you". The off-record is "eh, eh, we will eat it oo. Bald on record is used by the male student indicates rudeness and

that he has no respect for the elders. By using off record strategies “eh, eh, we will eat it oo” the porter is being sarcastic in response to the student utterance “Go and eat the identity card”.

Conversation 7

MPPR: Wait, Mr. Man.

MSPR: Good morning sir.

MPPR: You cannot go out with this your beards (collects the student I. D. card).

MSPR: I am going to the salon to shave, give me my I. D. card.

MPPR: Go and shave first and come back for your I.D. card.

MSPR: Compliance officers will demand for my I.D. card when they meet me.

MPPR: Tell them it is with me.

In conversation 7, the male student uses one positive politeness and one off- record strategies, the male porter uses four bald on record strategies. The bald on record are: “wait Mr man”, “you cannot go out with this your beards (collects the student’s I.D card)”, “go and shave first”, “tell them it is with me”. The positive politeness is “good morning sir” while the off- record is “ I am going to the salon to shave, give me my identity card”. Bald on record is used to restrain the student from going out bearded. The off record strategy is used “...give me my identity card.

Conversation 8 MPPR:

Just get back.

MSPR: Don` t push me now.

MPPR: I didn` t push you, just get back, follow my instruction.

In conversation 8, the male student uses one bald on record strategy, the male porter uses two bald on record strategies. The bald on record are: ”just get back”, “don` t push me”, “I didn` t push you, just get back, follow my instruction”. Both speakers use bald on record, the porter uses it so that the student can go back and obey his instructions while the student uses it so that he can be allowed to go out.

Conversation 9

MPPR: Good morning, Titus.

MSPR: Good morning, sir.

MPPR: Are you going out with the bathroom slippers?

MSPR: I want to get a bucket of water.

MPPR: With these your books, and no bucket, I don` t believe you.

MSPR: I am collecting a bucket from my friend.

MPPR: Go and drop your books.

In conversation 9, the male student uses one positive politeness strategy, the male porter uses three bald on record and one positive politeness strategies. The bald on record are: “are you going out with the bathroom slippers?”, “with these books and no bucket I don` t believe you” while the positive politeness are: “good morning, Titus”, “ good morning sir”. The bald on record strategies are used by the porter to

make the student comply with the dress code in the university. Students are only allowed to put on bathroom slippers when they are in the hostel. The positive strategy is used to show the level of intimacy or friendliness.

Conversation 10

MSPR: Good morning sir, I want to drop this key for my room mates.

MPPB: Drop it at the appropriate place.

MSPR: Thank you sir.

In conversation 10, the male student uses two positive politeness strategies, the male porter uses one positive politeness strategy. The positive politeness are: “good morning sir, I want to drop this key for my room mates”, “drop it at the appropriate place”, “thank you sir”. The use of positive strategies shows the level of understanding and cordial relation among the interlocutors.

Conversation 11

MSPB: Well done sir. Good afternoon sir (comes for room allocation).

MPPB: (Collects the receipt from the student) Since on 19th you are just coming.

MSPB: I travelled back home.

MPPB: You are to stay in room forty.

In conversation 11, the male student uses one positive politeness strategy, the male porter uses two bald on record strategies. The bald on record strategies are: “... since on 19th, you are just coming”, you are to stay in room forty” while the positive politeness is “well done sir, good afternoon sir”. Bald on record strategy is used by the porter to indicate the student long time “absence’ from the school while the student uses positive strategies to reflect the respect he has for the porter.

Conversation 12

MPPB: Where are you going?

MSPB: To photocopy documents.

MPPB: Go straight.

MSPB: Are they there?

MPPB: Yes.

In conversation 12, the male student uses one bald on record while the male porter uses one bald on record and one positive politeness strategies. The bald on record are: “where are you going?”, “are they there?”. The positive politeness is “yes”. Bald on record is used by the male porter so that the female student will not go to the wrong place in the male hostel. The positive politeness is used to indicate that the business centre is opened to customers

Conversation 13

MSPB: Good afternoon sir.

MPPB: Hello, Lawrence

MSPB: Please sir, always demand for the receipt of hall dues before giving them the key to their rooms.

MPPB: Are you teaching me my job?

MSPB: No sir, we just need your assistance.

MPPB: Okay, no problem.

In conversation 13, the male student uses two positive politeness and one bald on record strategies while the male porter uses two positive and one negative politeness strategies. The positive politeness are: “good afternoon sir”, “hello, Lawrence”, “no sir, we just need your assistance”, “okay, no problem”. The bald on record is “please sir, always demand for the receipt of the hall dues before giving them the key to their rooms” while the negative politeness is “are you teaching me my job?”. The positive politeness used by the student shows cordiality and intimacy with the porter.

Conversation 14

MSPB: Good afternoon sir.

MPPB: How are you?

MSPB: Fine, thank you.

MPPB: How is your health?

MSPB: I am getting better. I went to the Health Centre in the morning.

MPPB: Did you see a doctor.

MSPB: I have been attended to by the doctor.

MPPB: You need rest.

MSPB: Yes, I do.

In conversation 14, the male student uses four positive politeness strategies, the male porter uses four positive politeness strategies. The positive politeness are: “good afternoon sir”, “how are you?”, “fine, thank you”, “how is your health?”, “I am getting better”, “did you see a doctor?”, “you need a rest”, “yes I do”. The use of positive strategies by both speakers indicates the caring nature of the porter, that is, “father and son relationship” that exists between him and the student even though, he is not the student’s biological father.

Conversation 15

MPPB: What can I do for you?

MSPB: The net on our window has spoilt

MPPB: Write your complaint in that book.

MSPB: I wrote the same thing last week.

MPPB: It is not our faults. We have forwarded your complaint to the Students’ Affairs’ Office.

MSPB: Let me write it again.

In conversation 15, the male student uses two bald on record strategies while the male porter uses three positive politeness strategies. The positive politeness are: “what can I do for you?” “write your complaint in that book”, “it is not our faults, we have forwarded your complaint to the students’ affairs’ office”. The bald on record are: “I wrote it last week”, “let me write it again”. The male student uses bald on record strategy to show that his previous complaints have not been attended to.

The porter uses positive politeness to indicate his readiness to help the student, and the fact that positive response is yet to come is not an indication that the student's complaints have not been forwarded to the appropriate authority.

Conversation 16

FPPB: Let me see your receipt.

FSPB: (Gives the receipt to the Porter) I paid two weeks ago.

FPPB: Have you paid your Union dues?

FSPB: Yes, I have.

FPPB: Any evidence?

FSPB: Here is the receipt that I was given.

FPPB: You are allocated to room sixty seven.

FSPB: Thank you ma.

In conversation 16, the female student uses one positive politeness strategy, the female porter uses three bald on record strategies. The bald on record are: "let me see your receipt", "have you paid your union dues?" "any evidence". The positive politeness is "thank ma". The bald on record strategy is used to confirm the student's claim that he has paid. The positive strategy is used by the student to express her gratitude to the porter for the room that has been allocated to her.

Conversation 17

FSPB: Good morning ma.

FPPB: Morning. How are you?

FPBS: I am fine. Thanks, ma.

FPPB : Deborah, always remember to drop your key for you room mates whenever you are

you are going out. Your room mates complained yesterday when they could not get the

the key to the room.

FSPB: Okay ma.

In conversation 17, the female student uses three positive politeness strategies, the female porter uses one positive politeness and one bald on record strategies. The positive politeness are: "good morning ma", "morning, how are you", "I am fine, thanks". The bald on record is "...drop your key for your room mates whenever you are going out". Bald on record is used to remind the student to drop her room's key while positive strategies are used to reflect respect on the part of the student

. Conversation 18

FS1PB: Yemi, how are you?

FS2PB: I am fine. Thanks.

FPPB: Are you staying in this hall?

FS1PB: No, I came to greet my friend, Tola in room sixty three.

FPPB: Okay, you are free to see your friend.

In conversation 18, the two female students use three positive politeness strategies while the female porter uses one bald on record and one positive politeness strategies. The positive politeness are: “Yemi, how are you?”, “I am fine”, “no, I came to greet my friend, Tola in room sixty three”, “okay, you are free to see your friend”. The bald on record is “are you staying in this hall?”. Positive politeness is used to show understanding and cordiality among the porters and students.

Conversation 19

FPPB: You, come here. Have you dropped the key for your room mates? Yesterday, they

complained, you went with the key.

FSPB: It was a mistake. I forgot to drop the key.

FPPB: Don` t forget to drop the key today.

FPBS: I am dropping it right now.

FPPB: Okay.

In conversation 19, the female student uses one negative politeness and one positive politeness strategies while the female porter uses two bald on record and one positive politeness strategies. The positive politeness are: “ I am dropping it right now”, “okay ma”. The negative politeness is “ it was a mistake. I forgot to drop the key” while the bald on record are: “you come here”, don` t forget to drop the key today”. The use of bald on records by the porter is to remind the student to drop the key for her room mates. The student uses positive strategies to shows that her failure to drop the key in the previous day was not deliberate, therefore, the strategies serve as apology.

Conversation 20

FSPB: Good morning ma.

FPPB: Morning!

FSPB: Please, when will Mummy Adebayo (Mrs. Adebayo) be around?

FSPB: She is on afternoon duty.

FSPB: I will come and see her by 3.00pm today.

In conversation 20, the female student uses two positive politeness strategies, the female porter uses two positive politeness strategies, the female porter uses two positive politeness strategies. The positive politeness are: “good morning ma”, “morning”, “please, when will Mummy Adebayo (Mrs. Adebayo) be around”, “she is on afternoon duty”. The use of positive strategies shows that there is the existence of harmony among the porters and the students. For a student to refer to Mrs. Adebayo as Mummy Adebayo shows that she considers the relationship between herself and Mrs. Adebayo as a mother and a daughter, though she is not her biological mother.

TABLE 1: Politeness Strategies in the Private and Public Universities

	FSP R	MSP R	FPP R	MPP R	FSPB	MSP B	FPP B	MPP B	TOTA L	%
Bald on Record	6	3	14	14	-	4	7	3	51	50.5
Off-Record	-	1	-	1	-	-	-	-	2	1.98
Positive Politeness	4	5	-	2	10	7	5	10	43	42.6
Negative Politeness	1	-	1	-	-	-	-	1	3	2.9
Do-Nothing	2	-	-	-	-	-	-	-	2	1,98
TOTAL	13	9	15	17	10	11	12	14	101	100

TABLE 2: Politeness Strategies of Students and Porters Conversation in Private University

	FSPR	MSPR	FPPR	MPPR	TOTAL	%
Bald on Record	6	3	14	14	37	68.5
Off-Record	-	1	-	1	2	3.7
Positive Politeness	4	5	-	2	11	20.4
Negative Politeness	1	-	1	-	2	3.7
Do Nothing	2	-	-	-	2	3.7
Total	13	9	15	17	54	100

TABLE 3: Politeness Strategies in Students-Porters' Conversation in Public University

	FSPB	MSPB	FPPB	MPPB	TOTAL	%
Bald on Record	-	4	7	3	14	29.8
Off-Record	-	-	-	-	0	0
Positive Politeness	10	7	5	10	32	68.1
Negative Politeness	-	-	-	1	1	2.1
Do Nothing	-	-	-	-	0	0
Total	10	11	12	14	47	100

TABLE 4: Interview of Students and Porters in the Private and Public Universities

	FSP R	MSP R	FPP R	MPP R	FSP B	MSP B	FPP B	MPP B	TOTAL	%
Polite		7	1	2	12	16	3	5	52	68.4
Impolite	9	8	3	2	0	2	0	0	24	31.6
TOTAL	15	15	4	4	12	18	3	5	76	100

TABLE 5: Interview of students and porters in the Private University

	FSPR	MSPR	FPPR	MPPR	TOTAL	%
POLITE	6	7	1	2	16	42.1
IMPOLITE	9	8	3	2	22	57.9
TOTAL	15	15	4	4	38	100

TABLE 6: Interview of Students and Porters in the Public University

	FSPB	MSPB	FPPB	MPPB	TOTAL	%
POLITE	12	16	3	5	36	94.7
IMPOLITE	0	2	0	0	2	5.3
TOTAL	12	18	3	5	38	100

Table 7: Comparison of Politeness Strategies in the Private and Public Universities

Politeness Strategy Types	Total	Private University	%	Public University	%
Bald on Record	51	37	72.5	14	27.5
Off-Record	2	2	100	0	0
Positive Politeness	43	11	25.6	32	74.4

Negative Politeness	3	2	66.7	1	33.3
Do Nothing	2	2	100	0	0

Table 8: Comparison of results of the interview of students and porters in the Private and Public Universities.

	Total	Private	%	Public	%
Politeness	52	16	30.8	36	69.2
Impolite	24	22	91.7	2	8.3

The politeness strategies analysis` results in table 1 show a total number of 101, bald on record 51, off –record 2, positive politeness 43, negative politeness 3, and do-nothing 2. The bald on record has the highest occurrence, followed by positive politeness. When the comparison is carried out, bald on record has highest (37) in the private university while the highest in the public university is positive politeness strategies (32). The implication of this is that students and porters` conversations in the public university are likely to be more polite than that of the private university.

The result of the interview in table 8 shows that out sixty (60) students and sixteen (16) porters interviewed, polite has 52 while impolite is 24. The comparison between the private and public universities shows that in the private university polite has 16, impolite 22, while in the public university polite has 36, impolite 2. The implications of the result are:

First, students and porters in public university are polite to one another in their conversations, this was confirmed in the interview. Second, they see themselves as members of the same family who should relate in a friendly and harmonious manner. Third, students and porters in the private university are impolite to one another, they do not consider themselves as members of the same family therefore discuss with one another in an unfriendly manner. Students in the private university are not being polite probably because they see themselves coming from a wealthy home therefore see the porters as people from poor homes. Besides, because most of the students in the private university collect huge amount of money from their parents far above the salaries of the porters, therefore, they see the porters as “hewers of wood and drawers of water”. Also, there is an indictment on the part of the porters, that they extort the students financially, hence, the respect they ought to have received or got from the students is no longer there. They do not see the need to respect the porters as a result of their fraudulent practices.

Conclusion.

The porters – students` conversations exhibit a high level of impoliteness especially in the private university setting through the use of bald on record politeness strategies while that of the public university exhibit high level of politeness through

the use of positive politeness strategies. From the results and discussion, it is possible to conclude that there are more polite utterances among porters and students in the public university than in the private. The findings may be a surprise to many researchers because of societal high expectation of politeness from the private universities. The reason for low level of politeness probably could be as a result of the social background of most of the students in the private university. They probably see the porters as being inferior to them because of their parental status, otherwise what could have made a student to talk to a porters in this manner “ I can pay your salary”. Finally, porters-students` conversation interactions manifest a high propensity of impoliteness through the strategies they use.

Recommendations

There should be periodical trainings in communication skills to porters who are to man halls of residence in the tertiary institutions for relative harmonium atmosphere in the halls. The trainers should concentrates on the aspect of the language the porters are likely to meet in the course of discharging their duties. Students should be taught the polite way of making request, asking and answering questions so that they would understand that in saying something, they are performing some actions. They should know that the way a person uses language can reflect the kind of person he or she is, therefore, they should always be aware of other people “public self image” . “Respect people say is reciprocal” both the porters and students should apply the saying as their watch words so that there will be relative peace in the halls of residence.

Students should be taught that in discourse interaction, there could be room for negotiation and renegotiation among interlocutors particularly when they are cooperating with one another. The Use of English course in the tertiary institutions should emphasize communicative words that reflect politeness especially the modal auxiliary verbs such as can, could, may, might, should etc. Parents should give their children and wards good home training so that when they go out they would be able to exhibit proper and good upbringing outside their homes. The students who disrespect the elder should be sanctioned to serve as deterrent to others. The society at large must realize that wealth without good moral values cannot advance our society, the fact that one`s parents are rich does not give one the liberty to be rude to the elders.

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