



RESEARCH ARTICLE

Pragmatic Perception of Politeness in Disagreement by Pakistani ESL Learners

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ABSTRACT

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Disagreement is a common phenomenon in everyday conversation. This study aims to investigate the politeness in pragmatic strategies of disagreement based on gender and power. The participants of the study consisted of 90 ESL learners from three different universities of Lahore, Punjab. Classification of disagreement strategies is based on taxonomy presented by Mutingle & Turnbull, (1998) and Brown & Levinson's Theory of Politeness (1987). The data is collected through written DCT. Other disagreement strategies used by the respondents include reasoning, contradiction & counter claim, apology, requesting and reasoning. The results confirmed the relationship of politeness with power and gender. The Counter claim is mostly used disagreement strategy (31%), while no disagreement is used by a minimum 8% of respondents. The results revealed that learners are more sensitive to use polite strategies while disagreeing. Power and gender creates difference in use of polite strategies by Pakistani ESL learners in their disagreement. The high-status people avoided to use negative politeness strategies while expressing their disagreement. The lower class people mostly used the speaker statement in repetition and used more addressee terms than other interlocutors of high and equal status. Moreover, lower class people used very short sentences, poor language and weak vocabulary during their disagreement. This study will help to create harmony between L1 and L2 speakers of English. It will contribute in ESL pedagogy.

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1. INTRODUCTION

This study discusses the expansion of pragmatic competence in Pakistani ESL learners. A group of Pakistani learners is focused to study their discern pattern in speech act production and development of pragmatic competency.

1.1 Use of pragmatic strategies in disagreement

Pragmatic competence involves the acceptability and appropriateness of an utterance to the audience in conveying the intended message of the speaker. In the recent past, "Communicative competence" is the focus of research studies with respect to second language learning/teaching. Hymes (1972) said, that he achieved the communicative objectives. The ESL learners must know

about appropriateness and accuracy of speech. Every nation has its own culture which shows his specialties and peculiarities (Ren.2013; p.1). Culture and languages are closely interconnected with each other. Every nation has its socio-cultural conventions, ways of thinking and speaking. ESL learners may have the necessary knowledge of target language but they may not be able to communicate properly because of the lack of pragmatic knowledge /competence. This study discusses the expansion of pragmatic competence in Pakistani ESL learners. A group of Pakistani ESL learners is focused to study their discern pattern in speech act production and development of pragmatic competence.

1.2 Effect of gender on speech act of disagreement

Gender-oriented pragmatics describe the aspects of dominance and power (Wilmot, 2017; Wharton, 2009; Craig, 2016), talks about the dominance view of conversation in CA. In this study the role of power and gender is considered to discuss their relationships with the context of speech. Conversational Analysis is a useful tool for claiming about gender in conversational interactions, culture, common sense knowledge for both sexes. This study is focused on the investigation of gender-based difference in the use of disagreement patterns in a group of Pakistani University Students. It is widely studies area concerning different societies.

1.3 Power and politeness in disagreement

Politeness theory is widely adopted to understand the conversational semantic. Brown & Levinson (1987) discussed two faces: a negative face and a positive face. Negative face threatens the hearer's face and positive face is accepted or liked by others. Moreover, the negative face is one of the causes of disagreement. The negative face requires freedom in action, independent, not imposed by others. Polite theory talks about the strong disagreement, the weak form of disagreement, and mild disagreement by applying the face- threatening act (FTA).

1.4 Speech act of disagreement among ESL learners

Disagreement is a reply speech act, and it is the type of refusal itself. There are four types of stimuli: 1) invitation 2) suggestions 3) request 4) offers. These are all mentioned in the work of refusal (Xu & Wannaruk; 2015). Disagreement in the speech act is a common phenomenon. The power and gender variables play a vital role in disagreement and politeness. Most studies show that EFL /ESL learners often fail to effectively communicate because they lack a high level of proficiency. Pragmatic competence of ESL learner is difficult, as it could not be judged either it is correct or incorrect according to the prescriptive rules. Therefore, ESL learners must be able to perform a full function within the meaningful system of that specific language.

1.5 Research questions

The following are the research questions of this study.

RQ1. What is the difference between selections of disagreements strategies by male and female ESL learners?

RQ2. How do Pakistani male and female ESL learners differ in using disagreement strategies?

RQ3. How ESL learner exercise power and display politeness during disagreement?

2. LITERATURE REVIEW

2.1 Pragmatics

Allami & Naeimi (2011) stated that late in the 20th century after linguistics has come to prominence, pragmatics developed as an identifiable branch of linguistics: it emerged as a field of study in the 1970s and it became well established in the 1980s.

Yule (1996) is of the view that pragmatic expertise is a key factor for second-language students. Levinson (1987) described that the Acquisition of Polite strategies is crucial for learners of L2. It has been widely recognized that the field of pragmatics does not exclusively explore languages in its-own right like phonology, morphology, syntax or semantics; in fact, it involves

“communicators (speaker-producers and hearer-interpreters at the same time) manipulate language to shape and infer meaning in a socio-cultural context”.

2.2 Review of past work

Over the past few decades, the study on the gender difference in speech acts has remained the focus of many researchers. A lot of research has been done on the way, how men and women differ in their use of language but the gender differences on the bases of disagreement are very little.

Bavarsad et al (2015) point out that woman tries to avoid direct disagreement and look for agreement. The study conducted by Bavarsad (2015) shows that there is a difference in the use of disagreement strategies between male and female students. The participants of the study were the 100 TEF Learners of different universities of Iran and survey design was used to collect the data. The results of the research suggested that males use more direct disagreement strategies as compared to females; both genders also used contradiction strategy for disagreeing. They reported that learners also used ‘thanks, giving reason and mitigation of God willing’ as a strategy for disagreement.

Yang Yan (2013) investigated the disagreement patterns employed by Chinese men and women. The participants of the study were the 200 students of the Southwest Jiaotong University. The Discourse Completion Test (DCT) and interviews were employed to collect the data. The results showed that both males and females use more mitigated strategies while disagreeing, but females demonstrated a preference for mitigating strategies. Males used aggravated strategies 110 times and females used it only 38 times. The researcher has also explored the psychological reasons that are the cause of the difference in the use of language between men and women.

According to Yang Yan (2013) women are passive, dependent, timid and cooperative; on the other hand, men are confident, competitive and activity-oriented. The use of language is affected by psychological characteristics. Gender-based differences in conversation are found in other contexts as well.

Koczogh’s (2012) described that disagreement strategies used by Hungarian students contradicts other studies and presents that women use more contradiction strategies than men. The purpose of this study was to find out the consequences of gender on disagreement strategies used by Hungarian undergraduate pupils. The fact and statistics for investigation included the corpus of oral face-to-face interaction, and survey quantitative research methods were employed. The findings of the study reveal that earlier claims about the disagreement strategies used by men and women were disputed. Koczogh claims that men disagree more than women. Moreover, they stated the impact of the speaker’s gender on verbal disagreement. Different types of disagreement are explained with examples. The corpus for this study consisted of 68,193 words. The participants of the study were of the same age and educational status. The group consisted of siblings or strangers. Total of 525 examples of disagreements was found. These disagreement strategies were separated into different categories. The separation was conducted based on their functions. Chi-square test was used to find the association between genders and use of disagreement strategy. Results describe that women used 30.1% contradictory statements while men used 27.08%. Moreover, men used explanation as strategy 10.3% while women did not use an explanation at all. This study contradicted the earlier researches that claimed that women disagree less whilst man disagrees more.

Sofwan & Suwignyo (2011) described disagreement strategies by non-native speakers of English. They focused use of disagreement strategies used by 2nd language English speakers. The participants belonged to 1st year and 3rd years students. The data were elicited by DCT questionnaires. They analyzed 24 situations with the difference of social status, power in a variety of situations. The modal of Mutingle & Turnbull was used to collect data and analyze it. The results showed that participants mostly used contradiction, counterclaim, irrelevancy claims and challenges. A trade-off is found between contradiction and counterclaim. The students mostly used

disagreement strategies among high-low status which is observed as pragmatic development of students. Ist year students do not express their pragmatic knowledge when compared to better representation of pragmatic development in 3rd-year students.

3. METHODOLOGY

3.1 Research design

Mutingle & Turnbull (1998) and Chen (2006) described that power; gender and social status affect the type of disagreement involved in non-native user.

The motivation behind this work is to comprehend the impact of these factors on the speech act of disagreement. Therefore, this study uses mixed method approach following a combination of qualitative and quantitative research.

3.2 Theoretical framework

Theoretical framework is based on the politeness theory given by Mutingle & Turnbull. Mutingle & Turnbull model of disagreement described four different types of disagreement strategies which include (1) Irrelevancy claim(IC), (2) Challenge (CH) (3) Contradiction (CT) and (4) Counterclaim (CC).

Irrelevancy Claims are statements or comments that show that there is no connection between the previous point and the point mentioned now for example: ‘you are totally off the topic.’ In ‘Challenge’ Wh questions are used to disagree e.g. ‘Why did you say it?’ this shows that the speaker is challenging the previous turn. This is considered a face-threatening strategy. Contradictions are started with ‘no, not’ etc. Speakers give another and alternative claim and indirectly disagree with the previous turn in Counterclaim. No Disagreement is a strategy in which the speaker chooses not to disagree.

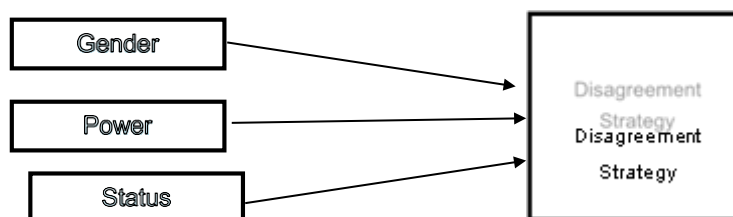


Figure 1: Theoretical framework

3.3 Target population

Target population of this study is ESL learners who are studying English at undergraduate level in universities. The students of English department of different universities studying various programs were part of the population. Simple random sampling method is adopted due to availability and ease of response of targeted population within the city of Lahore. Respondents are selected randomly from three different universities. The sample size for this study is 90 which is further subdivided in two groups of 45 each based on gender, i.e. 45 males and 45 females are included in sample during survey.

3.4 Participants of the study

Thirty students of English class are selected from each university (University of Central Punjab, University of Punjab, and University of Lahore). The participants were not informed about the purpose of this DCT to avoid the biased answered. The total number of responses is 90 in number, an equal number of responses from male and female groups (45 each). 40 out of 45 responses of male groups were valid, while 41 responses collected from the female group were considered valid. Therefore, 9 responses were recollected to avoid any bias during data analysis.

Table 1: Participants of the study			
University Name	Participant Group		Total Participants
	Male	Female	

University of Central Punjab, Lahore.	15	15	30
University of Lahore, Lahore.	15	15	30
Punjab University, Lahore.	15	15	30
Total	45	45	90

3.5 Instrument of study

For data collection, a questionnaire, designed as DCT questionnaire, is used (Rakhmah, 2015). DCT consisted of two sections. In the first section, demographic information were collected. The following demographic information were asked

- Name (optional)
- Institute
- Class
- Profession
- Gender
- Age
- Nationality
- Native Language
- Qualification

This information is necessary for understanding the background of the respondents and analyzing their responses qualitatively in line with their backgrounds.

In the second section, ten open-ended questions are used for response collection.

Questions in the DCT belonged to different situations. By asking these questions, the researcher wanted to know, what type of strategies students (ESL learners) use when they have to:

- Turn down a help request
- Negate their parent's wish
- Turn down an advice
- Disagree on a suggestion
- Disagree with a fellow
- Disagree with their Professor
- Disagree with their doctor's opinion
- Disagree with parents
- Negate a Counter question

The language of questionnaire is English, which is second language for respondents. 10 different scenarios are also included in the questionnaire for collection of respondent's reaction.

3.6 Data collection procedure

The discourse completion test (DCTs) is used to collect data from both groups. DCTs consist of questionnaires that help in identifying the response of people in different scenarios. At the end of each scenario definition, participants are asked to include their answers regarding this case (Bardovi-Harlig & Hartford, 1993). A total number of 10 selected scenarios were described in DCT. This number was considered significant enough to produce rich data. According to the guidelines of Nakajima (1997), respondents were given ample space to comment on every scenario. Moreover,

keeping in view the non-native nature of the target population, the language of the questionnaire was kept simpler and easier to understand. DCT scenarios are kept as a kind of "friendly discussion" in which the two parties want to keep a relationship, which means they want to save their heads. This style of dialogue has been selected because it is the most appropriate discussion for students in the target linguistic group (Beebe & Takahashi 1989). Every DCT is labelled with a specific code when given to males and females. M1 to M45 is the code for DCT given to males and F1 to F45 is the code for DCT given to females.

4. Analysis of disagreement scenarios

Pakistani ESL learners highlighted diverse strategies for expressing disagreement. The study used ten distinct situations in the Discourse Completion Test (DCT) to elicit responses. Situations were categorized based on status levels: high, equal, and low. High-status scenarios involved professors, teachers, parents, and supervisors. Equal-status situations included friends, classmates, and same-age peers, while low-status interactions featured a waiter, cowboy, and younger sister.

A provided table comprehensively breaks down the frequency of strategy usage for each situation, enabling individual analysis. This table demonstrates the percentage of each strategy used, contributing to listener and speaker rapport.

4.1 Situation 1

You are working on your assignment and you are asked by your friend to help in her assignment. You don't want to do it. You will say.....

"Sorry I'm busy, I would help you later".

"This time I'm very busy next time I will help you".

"I also have to make a lot of assignment so sorry I can't help you." "Sorry I had a couple of work at home so I couldn't help you."

"I don't work on it yet"

"I already had a huge burden of work on me. So I cannot help you."

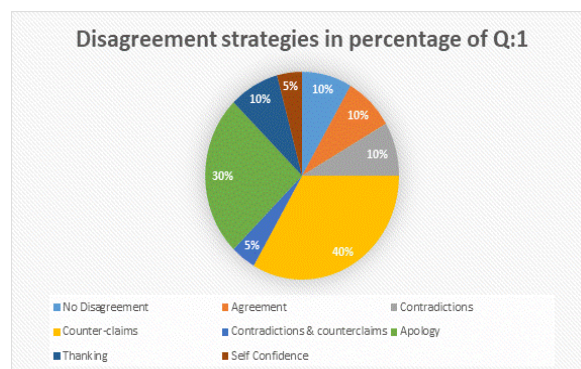


Figure 4.1: Situation 1: Disagreement to class mate

In the first scenario, where the interlocutors share an equal status in this situation, with ESL university students demonstrating their sensibility by applying politeness theory when interacting with their classmates.

In this particular scenario, the most frequently employed strategy was the counter-claim, which accounted for 40% of responses. For instance, students used phrases like "I am very busy right now, my work is pending too." Following that, the next common strategy was offering an apology, constituting 30% of responses. Many students initiated their responses with apologies, such as "sorry I cannot help you I have a couple of work at home " or "I'm sorry, I would have helped you, but I'm busy at the moment." Additionally, the strategies of agreement and contradiction each made up 10% of the responses, while self-confidence and a combination of contradiction and counter-

claim constituted 5% each. The least frequently used strategies were self-confidence and contradiction, for instance, "No, I cannot do it because I have some other tasks to complete it."

In this situation, ESL learners displayed their adaptability to the interlocutor's status and the pragmatic nuances of disagreement strategies.

4.2 Situation 2

It's your university trip, you want to go but your parents want you to stay at home. You want to join your friends. You will say

The possible answers to these situations are, "I really want to join my friends".

"I'm sorry, my parents won't approve of it". "Yes, I will join my friends".

"I had a wedding of my cousin so my parents are not allowing me". "Let me go, it's my study tour."

In the figure 4.2, high and low frequency of response to situation is observed; that how interlocutors responded against situation 2. The interlocutors belong to high power status because parents are in the high position to their children.

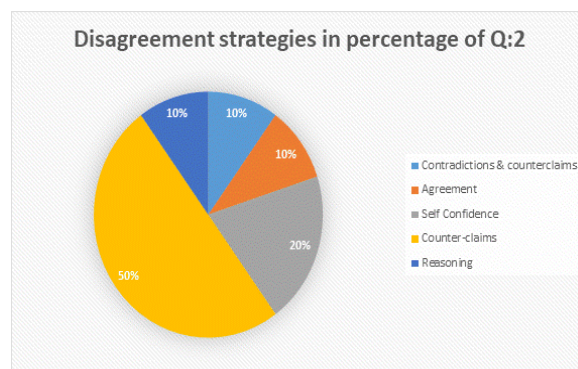


Figure 4.2: Situation 2: Disagreement with parents

50% of interlocutors are employed by using counter-claim, half of the responses were in the favor of counter-claim (e.g. I had a wedding of my cousin so I cannot go with you people, I'm sorry my parents wouldn't approve of it). 20% of self -confidence replied they confidently said I must join you, yes I will join you it's my study tour. In this situation, 2 power difference exists between parents and children that were in a formal setting. In this figure, the types and frequencies are displayed by the pie chart with which the learners performed the speech act of disagreement. Three strategies like agreement, reasoning, contradiction & counter-claim are 10% respectively (e.g. yes I will join my friends, I have a family function, my parents' presence is necessary there). Nobody used contradiction and irrelevancy claim because they understand the situation well and give the answer by using proper reasoning.

4.3 Situation 3

Your university friend tells you to change your hairstyle because it's not good and you look older but you like your hairstyle a lot. You will say

The possible answers to this situation are, "I'm confident enough to carry this hairstyle." "I cannot because it is trending hairstyle."

"Excuse me it's trending and suits me a lot." "I live my life so I will live it in my own way." "I will never change"

“I love my hairstyle so I cannot change it but if you said I will try to change it later.”

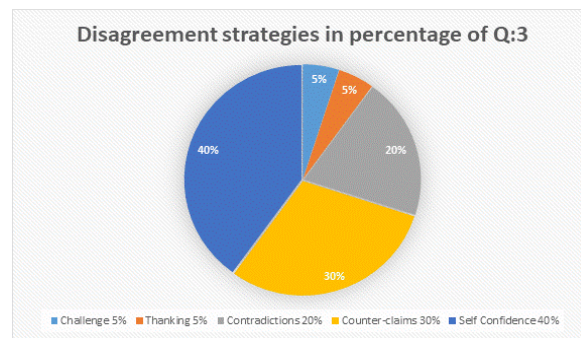


Figure 4.3: Situation 3: Disagreement with Friend

In this situation 3, that power belongs to speaker and interlocutors are the equal status. The most common response of this situation is fall in the strategies of disagreement is the self- confidence that was newly introduced in the Pakistani context, the percentage of self- confidence strategy of disagreement is 40%. The learners showed their confidence when somebody talks about their personality, they don't bother others but they replied (e.g. it is a trending hairstyle its suits me a lot, I love my hairstyle, I like it a lot). Next strategy which is frequently used is counter-claim 30% the learner had no hesitation to replied to their friends so they responding like (I am living my life and I will live it in my own style, I will never change it). Another strategy is counter-claim that is used 20 % by giving multiple diverse answers, (it is a trending hairstyle, my mama like my hairstyle, I love my hairstyle a lot). Other least responding strategy is thanking and challenge that was 5% only (I don't care what's your problem; I need not change, thanks for spending time to noticing me).

4.4 Situation 4

You buy a new shirt and wear it at university but your junior says that the color is not suiting you at all and you should better to change it. You disagree. You will say the possible replied by the ESL learners are,

“This color is suitable in this atmosphere”. “I don't care what you think”.

“I disagreed”.

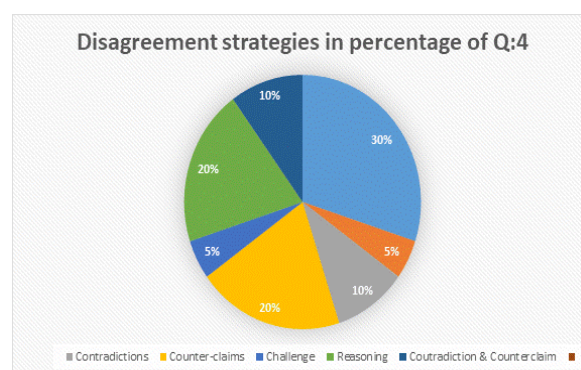


Figure 4.4: Situation 4: Disagreement with Junior

“This shirt is brought by my uncle and it is very dear to me.”

“This shirt is gifted by my sister. It's favorite of mine.” “It's the unique style that differentiates me from others,

In figure 4.4, the power status of this situation belongs to low-status like juniors so the interlocutors are in the high position responding to low status, the high percentage is contradiction & counter-claim that was 30% (e.g. I don't care, it's my own choice, it is my favorite shirt no matter

how other persons see it) this situation also belong to the personality of the ESL learner how juniors give remarks that it's not suited you. Counter-claim is the next strategy which was used frequently 20% the interlocutors give an alternate view to delay their disagreement and make their disagreement polite like (it is my favorite shirt I love it, my uncle give me a gift it's very dear to me). The reasoning is also observed in the response of situation 3 it is newly introduced strategy in the Pakistani context. (I like it, I love to wear this) some sort of reasoning is seen. The strategies which are less used in percentage is challenge 10% and contradiction is also 10%. (e.g. I don't care, I disagreed, mind your own business) that was very blunt and may cause the face-threatening act of interlocutors and gave on record disagreement and presented negative face to the interlocutors.

4.5 Situation 5

You are sitting in the cafeteria and order your favorite food. The waiter suggests a new dish instead of the one that you have ordered. You disagree you will say the possible answers to this situation are,

"No, I have no time to taste the new one, but right now, I want my ordered food". "Excuse me, I will not follow your suggestions, I will eat my favorite food".

"I preferred my food, so I only want this".

"I will try it later". "Yes, I disagree".

"Not in the mood to taste".

"It's my favorite food, so I just want the same".

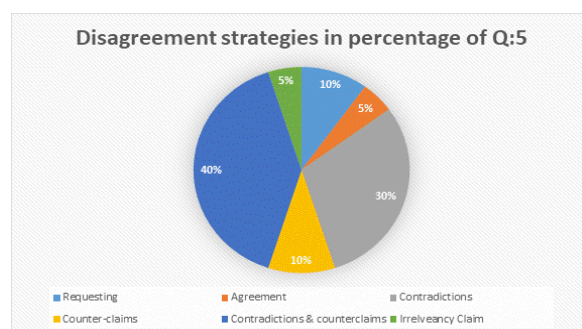


Figure 4.5: Situation 5: Disagreement with Waiter

In this situation 5, the power differentiate between interlocutor and ESL learners are low to high this disagreement is seen between waiter and student so the level of the waiter is also low, so the percentages of disagreement strategies are contradiction & counter-claim is 40% that was maximum in this situation, 30% is the contradiction and other three strategies were least in number counter-claim 10%, requesting 10%, irrelevancy claim is 5%, the agreement is also 5%. Contradiction & counter-claim is that strategy in which interlocutors are not like the new dish by contradicting and saying (no, not in the mood, I disagreed, never and give a new argument in the next sentence by giving a counter-claim I want my favorite food, next time I will try it etc. The agreement is also observed the minor use of this strategy (e.g. Ok I tried, I'm hungry, I want to eat something that you have).

4.6 Situation 6

Your class fellow says that the new guy is very intelligent but you do not agree with him/her. You will say, The possible answers to this situation are,

"I don't think so"

"He is an average student".

"I will not agree with him/her" "Whatever"

"I didn't find any intelligence in him moreover he is a show-off".

“With the passage of time, you will come to know he is not intelligent.”

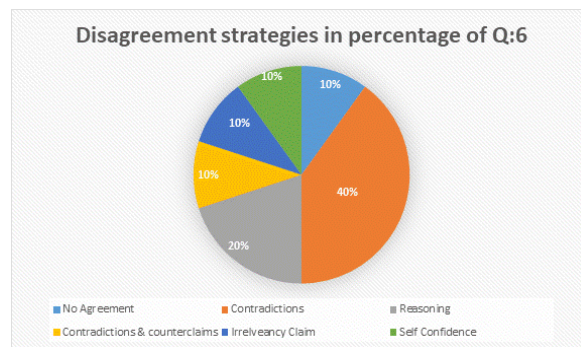


Figure 4.6: Situation 6: Disagreement with class mate

The closer look of this figure 4.6 of pie grape all the percentages are visible, in this situation the power differentiation between interlocutors and speakers are equal in rank or level, the most frequently used strategy is contradiction 40% means most students are not willing to accept the intelligence of new guy in the class they mostly replied that (no I don't think so, I disagreed) second disagreement strategy which is high is reasoning 20% in which proper reason is seen (he is a show-off, I don't understand it, with the passage of time you will see that he is no more intelligent) other four strategies are least in number no disagreement 10%, irrelevancy claim 10%, self-confidence 10% like(whatever, maybe, I have no concern, he is a show-off, dear fellow I do not agree with you because all that glitter is not gold). By using the words dear fellow the interlocutors wanted to lessen the impression of the face-threatening act and give a positive face to speakers.

4.7 Situation 7

Your professor has made a group for assignment and you don't want to be the part of that group. You want to change the group. You will say the possible answers against this situation are,

“I want to work individually”.

“Actually I want to join my friends' group where I feel comfortable”

“I feel more comfortable with my friends' group and I can also study easily with them”

“I don't want to join this group because my fellows are in other groups whom chemistry matches with me”.

“This is not the group where I want to work”.

“I'm sorry sir I don't want to join this group because all the members are bunkers in this group and will not participate properly.”

In the figure 4.7, the power concerned in this situation is high to low because professor, teacher are in the high position than students so the students had to obey their teacher, the strategies which are used most frequently is counter-claim 40%, contradiction is 20%, contradiction & counter-claim are 10% requesting is 10%, no disagreement 5%, and apology also 5% so the high percentage is counter-claim that students want to claim in a polite way they give an alternate view in front of their teacher to save the face on the record disagreement while using positive face and also minimize the face-threatening act.

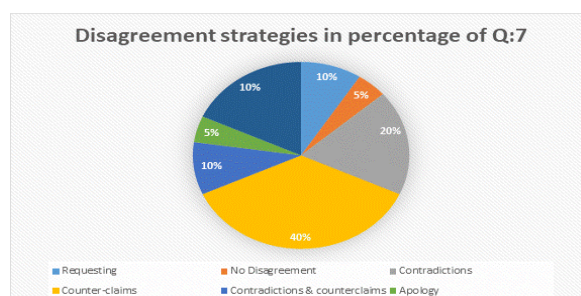


Figure 4.7: Situation 7: Disagreement with professor

In counter-claim responses (sorry teacher I'm not comfortable in this group, please change my group I want to go my friends' group where I do work in a better way).while in contradiction when in the classroom setting where teacher and students are in the friendly mood where students show their contradiction (e.g. no sir I don't want to do work in this group, excuse me sir this group is not according to my taste. I cannot work with them. Kindly change my group.)

4.8 Situation 8

You visit your doctor because of continuous headache. He wants to change some medicine but you do not want to do it. You will say.....

The possible answers to this situation are,

"It's such a panic now I exhausted from this and I can't change the medicine but u do not want to do it"

"I don't want to change it because it is very effective in my headache."

"I'm actually ok with the previous medication; we don't really need to change." "I'm fed up this headache so please leave it I don't want to change the medicine". "Sir please change my medicine, my body has a resistance against this medicine". "I will - just do it."

"I am allergic to the active ingredients of that medicine.

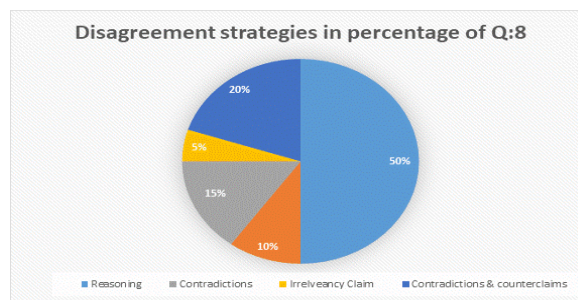


Figure 4.8: Situation 8: Disagreement with doctor

In this situation 8, the ranking of power is high to low because doctors are always in a superior position to the patient, in this scenarios speakers and interlocutors power were observed that were fall under high to low. The closer look of this pie graphs was depicted that reasoning was maximum used disagreement strategy that was 50 % here the ESL learner provided a solid reason that it was talking about their health so the interlocutors were very conscious about their health and the change of medicine(e.g. I'm fed up with this headache please leave it, Sir please change my medicine, my body has a resistance against this medicine etc) next frequency is contradiction& counter-claim 20% some interlocutors are doing arguments by saying ("it's such a panic now I exhausted from this and I can't change the medicine but u do not want to do it, "I don't want to change it because it is very effective in my headache.") First they contradict by saying no I don't want to change then they give another opinion because it suited my body. Next strategy of disagreement was contradiction 15%. Sometimes it was seen that interlocutors are doing an agreement with the doctor that (you are right doctor, depends on my doctor, "I will say just do it.") irrelevancy claim of disagreement was miner used strategy 5% only.

4.9 Situation 9

You have a lot of work to do like assignment and test preparation and some guests are coming to your home. Your parents want you to sit with them but you are busy. You will say The possible answers are,

"I already had bad grades so I couldn't attend the guests so I need to work hard". "Sorry I have work to do".

“I have a lot of work to do, I will complete it and join later.” “I will sit them for a few minutes.”

“I have an important test tomorrow whose marks are going to be included in the finals”. “I will sit with them”.

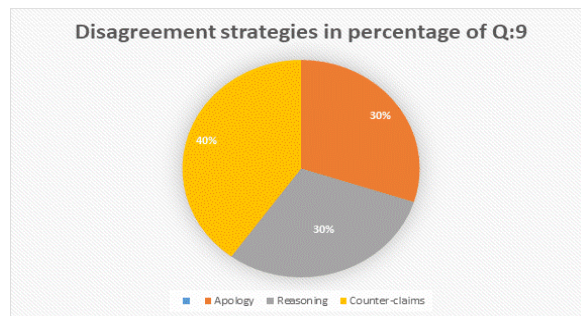


Figure 4.9: Situation 9: Disagreement with parents

In the current situation 9, the pie graph describes very clear percentages of each frequency. In this situation, only three strategies are dominant the rest of disagreement strategies are not included here because the responses were only collected from these highlighted frequencies, the maximum frequency is seen in counter-claim strategy 40% and other two strategies are reasoning 30% and apology is 30 %. The power difference is high to low parents are in a high position so mostly ESL learners were using counter-claim to the minimum the face-threatening act and showed on record disagreement. This strategy of disagreement depicted the polite theory and worked on a face-saving act because interlocutors were providing alternate views to minimize the effect of disagreement. The apology is 30 % (sorry I’m busy in making my own assignment, I am sorry I was feeling bore to sit with them). The reasoning is also very clear ESL learner gave an argument that they were studying.

4.10 Situation 10

You go to the university book shop for buying new books but shopkeeper suggests you buy another one. You will say the possible answers to this situation are,

“No, I want that publisher only “I want my desired book”.

“My teacher suggests me to buy that author only so I can’t take this”. “No, I don’t like this author’s books”.

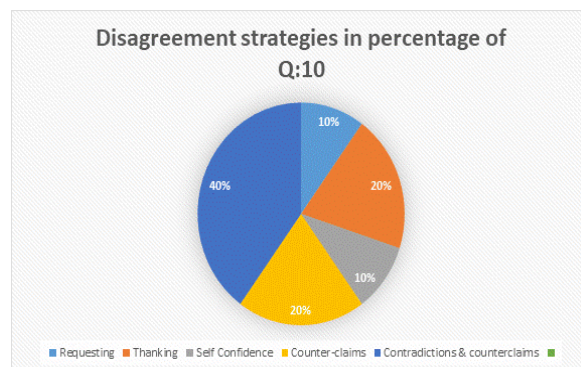


Figure 4.10: Situation 10: Disagreement with shopkeeper

In this graph, the power matters were showed low to high now the interlocutor’s position was in high and the shopkeeper was in a low category. The percentages of the above- mentioned strategies were described in such a way the high frequency is contradiction & counter-claim 40%, the counterclaim is 20%, thanking is 20%, 10 % self-confidence and also 10 % requesting are the strategies which the ESL learners employed most while disagreeing to the shopkeeper, in contradiction and counterclaim double argument and double statements are used by the interlocutors, some sort of confidence also observed among ESL learners, sometimes they are in requesting mood please uncle I want that authors books only.

5. CONCLUSION

This study is an attempt to contribute to the language and linguistic process by examining Mutingle & Turnbull's (1987) act of disagreement, investigating the reactions of the Pakistani ESL students in their routine life during disagreement. Two theories are applied for the data analysis both theoretically and statistically; Mutingle & Turnbull's 'Modal of Disagreement' and 'Polite Theory' by Brown & Levinson. It is the mixed-method research, and tables, pie charts, graphs and the brief description of is used for analysis of survey responses. The participants of this research included 90 ESL learners. They are divided into two groups i.e. males and females, consisting of 45 each. The data has been collected from three universities e.g. Punjab University, University of Lahore, University of Central Punjab Lahore. All these universities belong to big city Lahore.

The data has been collected from university students in an academic setting, as they are considered to be at a higher level of proficiency in L2. The data has been collected through a DCT questionnaire. The discourse completion test has been designed according to the different power status. Four situations are from high- low, three from equal-equal and last three are included with respect to low status disagreement.

The researcher observed L2 pragmatic competence of ESL learners of English by analyzing the speech act of disagreement in diverse conditions in the academic setting. The study is focused to evaluate the knowledge of English and the production of accurate and appropriate speech act strategies and linguistic forms, to record the reaction of interlocutors regarding different scenarios of disagreement with respect to power, gender and politeness.

This study followed three main objectives in detail. First is to explore the overall use of disagreement strategies by Pakistani ESL learners in which counterclaim is maximum used disagreement strategy (31%), the reasoning is used in 26% disagreements, contradiction is found in 21% disagreements, and apology is found in 19% disagreements. Other than these, self-confidence is found in 19% disagreements, contradiction & counter-claim is found in 18% situations and other strategies are low in count.

Table 4.1: Types of disagreements in different situations

	Types of Disagreement					Situations					
	1	2	3	4	5	6	7	8	9	10	Overall %
Irrelevancy claim					5%	10%		5%			7%
Challenge			5%	5%							5%
Contradiction	10%		20%	10%	30%	40%	20%	15%			21%
Counter-Claim	40%	50%	30%	20%	10%		40%		40%	20%	31%
Contradiction and Counter Claim	5%	10%	%	%	40%	10%	10%	20%		40%	18%
New Patterns											
No Disagreement	10%					10%	5%				8%
Apology		10%			5%						8%
Thanking	30%						5%	10%	30%		19%
			5%	5%						20%	10%

Reasoning		10%		20%		20%		50%	30%		26%
Self-confidence	5%	20%	40%	30%		10%	20%			10%	19%
Requesting			%		10					10%	10%
					%						

Second objective of this research was to find difference between males and females use of disagreement strategy from the pragmatic point of view. This study describes maximum use of disagreement strategy as an attempt to understand the scenario. Counterclaim is maximum used disagreement by both genders i.e. males and females, but their percentages were different. In male, the use of counter-claim is found to be 51% while 42% of females used counter-claim. The results represented that men feel free to use the face-threatening strategy. Irrelevancy claim (IC) is used by 5.5% of males while only 2% of females used this strategy. Challenge is adopted by 4.5% of males and 8.8% of females. It is considered another face-threatening act because females are more conscious about using polite strategy.

Table 4.2: Gender difference in use of disagreement strategies				
Types of disagreement	Male		Female	
	F	P	F	P
Irrelevancy claim	5	5.5%	2	2%
Challenges	04	4.5%	08	8.8%
Contradictions	09	11%	22	25%
Counterclaims	46	51%	38	42%
Contradictions Followed by counterclaims	33	36%	30	33%

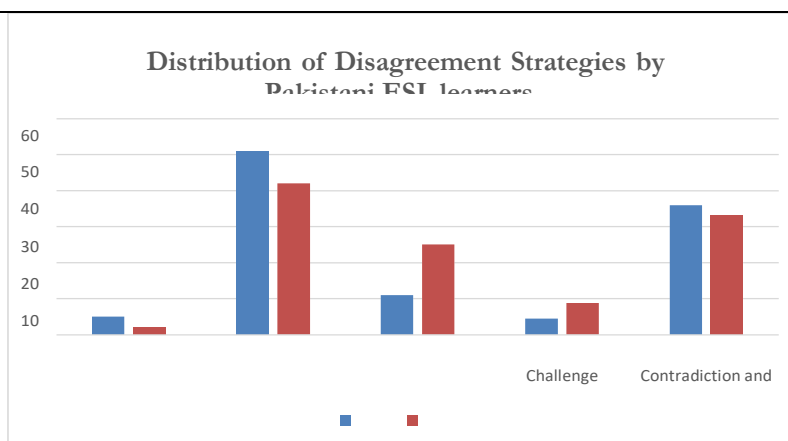


Figure 4.13: Gender wise use of disagreement strategies

It was generally observed that in every situation there were many answers. Selection of answers varies on the bases of gender and power. The disagreement strategies are very complex to find in each situation. In Pakistani context, some new patterns are working due to social values, cultural norms and personal relations etc. some interlocutors did not provide appropriate answers because

of certain linguistic limitations. According to Kreutel (2007), ESL learner often lacks reasonable or suitable response in disagreement strategies.

It makes this disagreement strategy impolite, which is the form of message abandonment. It was discovered that disagreement patterns were used in both single and combined strategies that were bald on record strategy, off-record strategy, positive politeness, and negative politeness strategies.

Pakistani ESL learners used a different choice of disagreement strategies toward people with different power status. It revealed that learners are more sensitive to use polite strategies while disagreeing. The high-status people did not express their disagreement, and avoid use of negative politeness strategies. They mostly use the face-saving act, not the face-threatening act. In the equal status between friends and class-mates, the contradiction followed by counterclaim is preferred to use. Equal-equal people mostly use on record disagreement, with either positive or negative face. The lower class people mostly used the speaker statement in repetition and used more addressee terms than other interlocutors of high and equal status. They used very short sentences with poor languages and weak vocabulary. A very less use of face-threatening act is observed when the interlocutors are in the position of no disagreement, they remain silent.

Finding of this study has positive implications for ESL learners. It describe the need of more awareness for ESL learners about their language-related knowledge in applying disagreement strategies. Moreover, pragmatic knowledge and proficiency about use of language is necessary to overcome inappropriateness, language proficiency etc. Therefore, departments need to offer the focus the pragmatic knowledge, awareness and knowledge about the pragmatic interactions.

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