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THE EFFECTS OF TEACHING NEGATIVE POLITENESS STRATEGIES
ON ORAL COMMUNICATION SKILLS OF PROSPECTIVE EFL
TEACHERS

M.A THESIS

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APPROVAL

Sibel Kahraman'ın "The Effects of Teaching Negative Politeness Strategies on Oral Communication Skills of Prospective EFL Teachers" başlıklı tezi 05.09.2013 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

NEGATİF KIBARLIK STRATEJİLERİNİN ÖĞRETİMİNİN İNGİLİZCE ÖĞRETMEN ADAYLARININ SÖZLÜ İLETİŞİM BECELERİNE OLAN ETKİLERİ

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Bu çalışma İngilizce öğretmen adaylarının sözlü iletişim becerilerinin gelişimi için Sözlü İletişim Becerileri dersinde negatif kibarlık stratejilerinin öğretiminin etkilerini araştırmaktadır. Çalışmada deneysel araştırma desenlerinden ön-test son-test kontrol gruplu deneysel araştırma deseni kullanılmıştır. Çalışma 2012-2013 akademik yılı Bahar Döneminde gerçekleştirilmiştir ve deney sürecini tamamlamak on hafta almıştır. Araştırmanın çalışma grubunu Gazi Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı'nda okuyan birinci sınıf öğrencilerinden oluşan iki grup oluşturmaktadır. Nitel veriler, ön-test ve son-test olarak kullanılan bir söylem tamamlama testi ve deney süreci sonunda uygulanan bir yazılı görüşme formu yoluyla elde edilmiştir.

Çalışmanın ön-test ve son-test sonuçlarının analizi ve karşılaştırılması, öğretmen adaylarının deney sürecinden sonra sözlü iletişim becerilerini geliştirdiklerini göstermiştir. Yazılı görüşme formu sonuçları öğrencilerin negatif kibarlık stratejilerini öğrenmeye yönelik olumlu görüşlerini ortaya koymuştur. Ayrıca, öğrenciler bu stratejileri İngiliz Dili Eğitimi öğretim programındaki bir derste öğretilmesinin gerekliliğini vurgulamışlardır. Dolayısıyla, Sözlü İletişim Becerileri dersinde negatif kibarlık stratejilerinin öğretiminin öğretmen adaylarının sözlü iletişim becerilerini geliştirmede etkili olduğu sonucuna varılmıştır. Bulgular sonucunda, ileride yapılabilecek çalışmalar için önerilerde bulunulmuştur.

Anahtar Kelimeler: Kibarlık, negative kibarlık stratejileri, sözlü iletişim becerileri, İngiliz Dili Eğitimi.

ABSTRACT

THE EFFECTS OF TEACHING NEGATIVE POLITENESS STRATEGIES ON ORAL COMMUNICATION SKILLS OF PROSPECTIVE EFL TEACHERS

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This study investigates the effects of teaching negative politeness strategies in Oral Communication Skills course for the development of oral communication skills of prospective EFL teachers. The randomized pre-test post-test control group design as an experimental research design was used in this study. The study was carried out in the Spring Semester of 2012-2013 academic year and the treatment process took ten weeks to complete. The study group of the research comprises two groups of freshmen pre-service teachers at Gazi University, English Language Teaching Program. The quantitative data were gathered through a discourse completion test applied as pre and post-tests and through a written interview form conducted at the end of the treatment process.

The analysis and comparison of pre- and post-test results indicated that the pre-service teachers improved their oral communication skills after the treatment process. The written interview form results showed that they had positive opinions towards learning negative politeness strategies. They also emphasized the necessity of teaching these strategies in one of the courses at ELT curriculum. Therefore, it was concluded that teaching negative politeness strategies in Oral Communication Skills course is effective for developing oral communication skills of prospective EFL teachers. According to the findings, suggestions are made for further studies.

Key terms: Politeness, negative politeness strategies, oral communication skills, English Language Teaching.

To My Mum and Dad

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

NPS: Negative Politeness Strategies

DCT: Discourse Completion Test

FTAs: Face-Threatening Acts

TEFL: Teaching English as a Foreign Language

S: Speaker

H: Hearer

CHAPTER I

INTRODUCTION

1.0 Introduction

In this part, the problem which led to this study is stated and the aim of the research is identified. In order to indicate the vitality of the research in this field, the significance of the study is represented in detail. As there are some assumptions and limitations in the research, they are also included in this part of the research. Lastly, some definitions of key terms are presented.

1.1 Statement of the Problem

In 1978, Brown and Levinson published their politeness theory claiming it to be universal for all the languages, cultures and human beings. Since that time, many studies have been carried out to determine both the validity and limitations of this theory. It has been an area of interest especially for social scientists working in sociolinguistics, sociology, anthropology and social psychology. As lying in the heart of effective oral communication, politeness is studied in many areas of social sciences where human interaction is focused on. Relevant to this issue, Watts et al. (1992) claim that linguistic politeness is crucially a social phenomenon and, if understood properly, it might constitute an important key to the understanding of a number of sociolinguistic problems. In order to understand these sociolinguistic problems, many cross-cultural studies have been done on speech acts such as requests, disagreements, apologies, invitations, etc. (Blum-Kulka et al., 1989; Takahashi & Beebe, 1993). The studies have shown that there are intercultural communication problems or pragmatic failure in learning a foreign language because of the variations in the use of semantic and syntactic structures as well as politeness markers. Therefore, it can be said that politeness is an important component to be able to create pragmatic awareness and competence, which are crucial for effective oral communication skills of people learning a foreign/second language.

Theories on politeness (Goffman, 1967; Leech, 1983; Brown & Levinson, 1987) attempt to explain how people establish, maintain or support social relationships by using socio-culturally appropriate communication strategies. As stated before, politeness theory is a crucial concept for people's communicative and pragmatic competences. At this point, the conditions of the people learning English as a foreign language (EFL) needs to be considered since they need effective communication skills. By taking this into consideration, we aim to analyze the effects of teaching politeness strategies on oral communication skills of prospective EFL teachers. The reason why prospective EFL teachers are chosen is that they are the people who teach English as a foreign language in Turkey, and who need to have effective communication skills themselves firstly. The question, then, is whether the students of ELT Programs are aware of these strategies and can use them effectively in the classrooms for communicative purposes.

In this research, we hope to see fruitful results of teaching Brown and Levinson's politeness strategies in the course of Oral Communication Skills, which takes place at the 1st year of the English Language Teaching (ELT) Program. Because a particular syllabus is not specified for this course, we also aim to contribute to the course syllabus and consequently to the ELT Program. The students will be taught negative politeness strategies (NPS) proposed by Brown and Levinson (1987) in order to improve their oral communication skills and pragmatic awareness.

1.2 Aim of the Study

Politeness theory of Brown and Levinson permeates every stage of interaction in professional and institutional communication (Pan, 2010). Therefore, it can be said this theory is a tool to teach, explain and understand social interaction and to provide an insight into what constitutes appropriate linguistic behavior in different societies and cultures. By taking this assumption into consideration, we attempt to find out the effects of teaching NPS on oral communication skills of prospective EFL teachers at Gazi University, Turkey. Hence, it differs from the other studies as it tries to find out whether these strategies in politeness theory have any benefits for the communication skills and

teaching experiences of these prospective English teachers at ELT programs. Also, it tries to contribute to the syllabus of a course at ELT curriculum.

The research questions are as follows:

- What is the current status of Gazi University ELT freshmen students in terms of negative politeness strategies?
- Does teaching negative politeness strategies contribute to the oral communication skills of these students?
- Does teaching negative politeness strategies cause any differences between the oral communication skills of the students who are taught these strategies and those who are not?
- How do the students reflect on learning negative politeness strategies?

1.3 Significance of the Study

As stated before, there have been so many critiques over Politeness Theory of Brown and Levinson and its universality. Yet, when it comes to the communication skills, this study is likely to be the first one analyzing the ability to use NPS of prospective EFL teachers at Gazi University, who are on the threshold of being EFL teachers. As they are the ones who will teach English and the classroom atmosphere is an important consideration for learning things, it is essential for these teachers to have effective oral communication skills while teaching English as a foreign language.

The findings of the study try to reveal whether Brown and Levinson's theory of politeness and their strategies have any role in providing prospective EFL teachers with effective oral communication skills. Also, it aims at integrating politeness strategies into the course of Oral Communication Skills, which means these strategies will help develop the linguistic behaviors of prospective EFL teachers. Therefore, it can be said that this study tries to bring a new perspective as it approaches to theory in terms of the benefits it can give the students at ELT programs.

1.4 Limitations of the Study

The following limitations can be enumerated, regarding the procedures and conditions of data collection and analysis:

- We studied on only NPS, positive politeness strategies and off-record politeness strategies are not included in the study.
- The techniques that we use to teach NPS may be a limitation as other techniques can be used to teach them.
- This study is carried out with the 1st grade ELT students at Gazi University in Turkey, so the number of the students may be a limitation.
- Some difficulties may be encountered on the course of measuring as the attitudes of people can be subjective.
- Students may not give answers to questions they are asked.

1.5 Assumptions of the Study

The following assumptions are taken into consideration in this research:

- The participants are willing to fill in the discourse completion test (DCT).
- The participants will give the exact answers to the questions.
- The participants are in the same status as they are all 1st grade students at ELT Program, Gazi University.

1.6 Definitions of the Key Concepts

Face: “The public self-image that every member wants to claim for himself.” (Brown and Levinson, 1987, p. 61).

Face-threatening acts (FTAs): “Certain illocutionary acts are liable to damage or threaten another person’s face; such acts are known as ‘face-threatening acts’.” (Brown and Levinson, 1987, p. 60).

Negative face: “The want of every ‘competent adult member’ that has his actions to be unimpeded by others.” (Brown and Levinson, 1987, p. 62)

Positive face: “The want of every member that his wants be desirable to at least some others.” (Brown and Levinson, 1987, p. 62)

Positive politeness: “It is oriented toward the positive face of the hearer, the positive self-image that he claims for himself. Positive politeness is approach-based; it anoints the face of the addressee by indicating that in some respects, speaker wants hearer’s wants.” (Brown and Levinson, 1987, p. 70).

Negative politeness: “It is oriented toward partially satisfying (redressing) the hearer’s negative face, his basic want to maintain claims of territory and self-determination.” (Brown and Levinson, 1987, p. 70).

CHAPTER II

REVIEW OF LITERATURE

2.0 Introduction

In this chapter, it is aimed to represent the main concepts, issues and discussions related to the politeness concept. It starts with Goffman's (1967) theory of facework by giving broad definitions of the terms in the theory. Then, politeness is defined by taking into consideration different points of view on politeness. After these definitions, Fraser's four views of politeness are given briefly and Brown and Levinson's (1987) theory of politeness is presented as the last of these views. This theory is reviewed in detail by providing information about the concepts of FTAs, positive politeness and negative politeness. Lastly, critiques of Brown and Levinson's theory of politeness and studies on this theory in teaching English as a foreign language (TEFL) are presented.

2.1 Face and Facework

In recent years, 'face' and 'facework' have been among the most heavily debated concepts in pragmatics and sociolinguistic research. Many different kinds of theoretical models regarding these concepts have been proposed and many cross-cultural studies have highlighted the variations in specific languages and cultures. When the historical background of these notions is studied, it is clear that it was Goffman (1955) who introduced the terms first. Goffman (1955) defines the term 'face' as "the positive social value a person effectively claims for himself by the lines others assume he has taken during a particular contact" (p. 213). In other words, the conception of self that a person claims for himself/herself during a particular interaction is called face. When a person interacts with another, both parties present a constructed self in that encounter and seeks confirmation for that self (Cupach & Metts, 1994). All the

individuals have faces and while interacting with others, they want these faces to be approved by their interlocutors. In social scientific terms, face is described as “socially situated identities people claim to attribute to others” (Tracy, 1990, p. 210). If these conceptualizations of face are approved, we need to accept that each individual has his/her own social face adopted for the purposes of communicative interaction. That means people can have different faces on different occasions of verbal interaction and behave according to their face needs.

Goffman collected some essays on face-to-face behavior in his book ‘Interaction Ritual’ (1967). The first of these essays, ‘On Face-work’, is referred to as the source of Brown and Levinson’s notion of ‘face’ in their literature of politeness. In this book, he cites the sources for both the Chinese and American Indian concept of face, indicating the influences on his own ideas. He was mostly influenced by the French sociologist Emile Durkheim’s work called ‘The Elementary Forms of Religious Life’ (1915). Goffman’s ritual analysis of social life, for which he is directly indebted to Durkheim, is predominant in the first four essays collected in Interaction Ritual (Branaman, 1997). In his work, Durkheim (1915) states that his purpose is to explore some of the senses in which the person in our urban secular world is allotted a kind of sacredness that is displayed and confirmed by symbolic acts. That is to say, Goffman focuses on the human interaction, and what is said and done by the individuals in the social interaction. He implies that our knowledge of the world and the place we occupy in that world are gained through social interaction. It is absolutely the human interaction in which he sees forms of ritual behavior being enacted. In his first article in the book ‘On Face-work’, he makes the following point:

In any society, whenever the physical possibility of spoken interaction arises, it seems that a system of practices, conventions and procedural rules comes into play which functions as a means of guiding or organizing the flow of messages. An understanding will prevail as to when and where it will be permissible to initiate talk, among whom, and by means of what topics of conversation (1967, pp. 33-34).

By facework Goffman means to designate the actions taken by a person to make whatever he is doing consistent with face (Goffman, 1967). According to him, “facework serves to counteract ‘incidents’; that is, events whose effective symbolic implications threaten face” (1967, p. 12). Goffman suggests that such actions of facework may be conscious or unconscious, and often become habitual. Each society and culture seems to have its own facework. There are two possible practices of facework: defensive practices and protective practices. In defensive practices people try to save their own faces and in protective practices they orient toward saving the others’ faces. People may primarily practice defensive ones or primarily protective ones, while one may expect these two practices to be taken at the same time. The avoidance process and the corrective process are two basic kinds of face-work. In the former process, the best way for a person to prevent threats to his/her face is to avoid contacts in which these threats are likely to occur. Goffman points out that “an illustration of that kind of avoidance is found in the middle and upper-class black people who avoid certain face-to-face contacts with white people in order to protect the self-evaluation projected by his clothes and manner” (1967, p. 15). When the participants in an encounter fail to prevent the occurrence of an event incompatible with the judgments of the society, then there occurs the corrective process. There are some phases in the corrective process called as challenging, offering, accepting and thanking all of which provide a model for inter-personal ritual behavior.

2.2 Politeness

Goffman’s model of facework has led other scholars into building many new conceptualizations of facework, some of whom, inspired by the work of Goffman, have studied making requests (Baxter, 1984; Brown & Levinson, 1987; Craig, Tracy & Spisak, 1986), dealing with disagreements (Goldsmith, 1992), and perceptions of forms of address (Braun, 1988). Many of the models have been designated to understand cross-cultural communication. One of these theoretical approaches based on facework theory is the study of “politeness”. The concept of “politeness” refers to the redressive action people engage in to promote face or mitigate threats to the face. Politeness includes the ways in which we treat other people in courtesy and good manners (Brown & Levinson, 1987). Different scholars have identified the term “polite” in different ways. According to Leech (1983), being polite involves making our interlocutor feel

good. So, “polite” means “friendly”. To Brown & Levinson (1987), it means making him/her not feel bad as mentioned above. Then ‘polite’ can be defined as diplomatic. And lastly, for Fraser “polite” is the “expected state”, “polite” as socially correct.

The main target in politeness is to ease the social interaction by providing a ritualistic form of verbal interaction. It is used to smoothen the stark effects of some speech acts such as disagreeing, warning, and forbidding in the course of communication. People use politeness not to show their embarrassment, anger or fear for situations in which that would not be to their advantage to show these emotions as a reflection. It is a way of inviting intimacy or of increasing the formality and social distance between people by respectfully and courteously resisting advances by another person to become more personal and friendly (Spiers, 1994).

2.2.1 Theories on Politeness

There is little agreement among researchers in the field about what exactly constitutes politeness and the domain of the related research. So there have been many different approaches towards politeness. Fraser (1990) stated four main ways of viewing politeness in the research literature: the “social-norm” view, the “conversational-maxim” view, the “conversational-contract” view and the “face-saving” view. Eelen (2001) also suggests these views, but he uses some different kinds of notions while comparing them. In addition, he includes some other theoretical perspectives in his classification of politeness research. However, Fraser (1990) thinks that research, over the years, lacks consistency among researchers on what politeness exactly is and how it may be accounted for. So, he proposed four views on politeness by examining each theory in detail. Each of these views is introduced and explained below.

2.2.1.1 Social-Norm View

According to Fraser (1990), “the social-norm view of politeness assumes that each society has a particular set of social norms consisting of more or less explicit rules that prescribe a certain behavior, a state of affairs, or a way of thinking in a context” (p. 220). When an action is approved in the society, it is assumed as a positive evaluation,

or in other words “politeness”. When an action is contrary to the values and norms of the society, this time a negative evaluation occurs, which is also called “impoliteness”. So, it can be said that this view considers politeness to be associated with speech style, in which a higher degree of formality implies a greater politeness. However, there are more criticisms on this view other than the other theories on politeness. The extreme view asserts that the interpretation of politeness as the desire to be pleasant to others in the society “has no place in the pragmatics” (Thomas, 1995, p. 150). As Fraser shares the same ideas with this view, he states that this view has few adherents in the current research on politeness. On the other hand, there seems to be a corresponding view to social-norm view, called ‘discernment politeness’, which has been proposed as the underlying basis of politeness systems in Non-Western cultures (Hill et al., 1986; Ide, 1989). The social-norm view assumes social standards similar to discernment politeness in that it refers the use of the standard in a social setting (Watts et al., 1992). Also, Ide (1989) was one of the first to express this view in her study of politeness in the Japanese society. All in all, it can be said that this approach has its own place in pragmatic research.

2.2.1.2 The Conversational-Maxim View

The conversational-maxim view roots in the work of Grice (1975). Grice argued that conversationalists are rational individuals who are, all other things being equal, primarily interested in the efficient conveying of messages (Fraser, 1990). With this object in his mind, he proposed a new perspective called Cooperative Principle. In this principle, a person should say what he/she has to say at the right time, amount and manner. Grice (1975) argues that people should make their conversational contribution when it is required, at the stage which it occurs, by the accepted purpose or direction of the talk exchange. Because he believes that all the people are essentially cooperative in order to achieve the purpose of being “maximally efficient” in interaction with others. To provide this efficiency, he proposed four maxims: quantity, quality, relation and manner. An ideal conversation should have all the maxims and any violation of these maxims causes the failure of conversational failure. The maxims are below:

1. **Quantity maxim:** Give the right amount of information, neither too much nor too little information.
2. **Quality maxim:** Tell the truth.
3. **Relation:** Be relevant what you have said before.
4. **Manner:** Be clear and brief to avoid ambiguity and obscurity.

Lakoff (1973) was one of the first who based his framework on Grice's Cooperative Principle. However, he argued that it is necessary for a conversation to have both Politeness Principle and Cooperative Principle. He extends the notion of grammatical rule and well-formedness to pragmatics. He (1973) states that "we should like to have some kind of pragmatic rules, dictating whether an utterance is pragmatically well-formed or not, and the extent to which it deviates if it does" (p. 296). So, by applying this expression to politeness issue, he considers some specific structures for sentences to be polite or not. In his later studies, he describes politeness as "a device used in order to reduce friction in personal interaction" (Lakoff, 1979, p. 64). According to him, there are two rules for Pragmatic Competence:

1. Be clear. (Grice's maxim)
2. Be polite.

These two maxims may seem to be in conflict with each other or reinforcing at times. He also added three more rules or in other words sub-maxims to his principle:

1. **Rule 1:** Don't Impose (used when Formal/Impersonal Politeness is required).
2. **Rule 2:** Give Options (used when Impersonal Politeness is required).
3. **Rule 3:** Make 'A' Feel Good (used when Intimate Politeness is required).

These rules may change according to situations, speakers (Ss) and hearers (Hs). If the S thinks that the situation he/she is in requires Intimate Politeness, he/she can just say "Come here".

Despite its significance, Lakoff's model got some criticism as it has been found too vague to be operative and it does not actually give an answer to the question of politeness issue. Van de Walle (1993), Fraser (1990) and Watts et al. (1992) have criticized Lakoff's model as it falls short of explaining the rules in the theory and deciding on a particular strategy. As a result of these deficiencies, the model resulted in inadequate "explanatory power" (Van de Walle, 1993, p. 53).

As a reaction to the shortcomings of Grice's and Lakoff's models, Leech (1983) formed his own framework of Politeness Principle. As Lakoff did her studies, Leech's studies also originated from Grice's Cooperative Principle. They all agree that there exist some maxims and sub-maxims that guide the conversation of rational people. In Leech's theory, there is a significant distinction between a S's illocutionary goals and social goals. Illocutionary goals are the speech acts that a S wants to convey by his utterances and social goals describe the position the S takes on being truthful, polite, ironic and the like. By taking these goals into consideration, he proposes two conversational (rhetorical) principles – Interpersonal Rhetoric and Textual Rhetoric. As in other models, politeness is not explicitly defined, but it is involved in the domain of Interpersonal Rhetoric. This domain heavily focuses on the S's social goals rather than his/her illocutionary goals and contains these first-order principles: those belonging to Grice's Cooperative Principle, those associated with the Politeness Principle, those associated with an Interest Principle, and Pollyanna Principle. Interest Principle recommends the S to say the unpredictable and interesting things to his/her interlocutors. Pollyanna Principle presumes that the participants in a conversation prefer the pleasant topics to unpleasant ones. Leech's politeness can be defined as minimizing the beliefs which are unfavorable to the hearer and thus maximizing the favorable beliefs, all the other things being equal. From this point of view, she proposes six Interpersonal Maxims (1983):

1. **Tact Maxim:** Minimize hearer costs; maximize hearer benefits.
2. **Generosity Maxim:** Minimize your own benefit; maximize your hearer's benefit.

3. **Approbation Maxim:** Minimize hearer dispraise; maximize hearer praise.
4. **Modesty Maxim:** Minimize self-praise; maximize self-dispraise.
5. **Agreement Maxim:** Minimize disagreement between yourself and others; maximize agreement between yourself and others.
6. **Sympathy Maxim:** Minimize antipathy between yourself and others; maximize sympathy between yourself and the others.

Despite all these principles and elaborations, Leech's framework has been criticized as "it gets lost in detail and fails to portray general picture" (Van de Walle, 1993, p. 57). The framework has been found too theoretical, rigid and away from linguistic reality to be able to explain actual language usage (Van De Walle, 1993; Watts et al., 1992). Van De Walle (1993) states that "politeness is a social phenomenon and hard to fit into the tight schemes which Leech sets up to deal with every single regular pattern that crosses his path" (p. 57).

Lakoff's (1973) and Leech's (1983) frameworks of politeness represent probably the most suitable approaches for cross-cultural comparisons owing to their explanatory power in the realm of cross-cultural differences in the perception and use of politeness strategies (O'Driscoll, 1996; Thomas, 1995). A number of studies have already been carried out under the general principles and maxims of these models by indicating the importance of these principles in cross-linguistic investigations (Gu, 1990; Matsumoto, 1988).

2.2.1.3 The Conversational-Contract View

This approach was first proposed by Fraser and Nolen (1981) and later elaborated by Fraser (1990). It adopts the Grice's notion of Cooperative Principle and also recognizes the Goffman's (1967) notion of face. Nevertheless, it differs in certain ways from the other approaches of politeness.

In this view, each person brings into a conversation an understanding of some initial set of rights and obligations which will determine what the participants can expect from the other or others (Pikor-Niedzialek, 2005). There is always possibility for renegotiation of the conversational contract because of time or change in the context. That is to say, each participant may readjust his/her right and obligations towards the other. As such, Fraser (1990) defines politeness as “the act of operating within the then-current terms and conditions of conversational contract” (p. 233), which requires the participants to assess the contextual factors constantly. So it can be said that politeness is virtually using the appropriate language for a conversation. The rights and obligations held by participants are usually determined according to cultures and conventions. For example, participants are expected to take turns in the course of conversation, to use a comprehensible language towards the others, and to speak loudly enough and seriously.

Fraser’s view of politeness has been adopted by many others. Sperber’s (1995) Relevance Theory is one of these based on the views on politeness proposed by Fraser. As politeness is described in terms of Relevance theory, it can be said that participants in a conversation enter a linguistic exchange with permissible assumptions in their minds. According to Watts’ (1992) notion of politic behavior, politeness involves maintaining the equilibrium in a relationship. Tracy (1990) is also another scholar stating that a person’s selection of politeness strategies is based on ‘rights and obligations’.

This view has received both negative and positive criticism. Its strength roots in its universal applicability and the notion of communicative contract as a dynamic concept. However, it does not elaborate enough to adequately address the concept of “politeness”.

2.2.1.4 Face-Saving View

The last view to politeness is the one proposed by Brown and Levinson (1978, 1987) and termed as the face-saving view. It is perhaps the most influential and current view to the notion of politeness. As my study is based on the strategies on their theory,

Politeness Theory of Brown and Levinson is involved under a separate heading in detail.

2.3 Brown and Levinson's Politeness Theory

According to their observations across cultures, Brown and Levinson have concluded that there is a problem between what people are saying in verbal exchanges (e.g. apologizing, requesting, warning, suggesting) and what they claim to be saying. For instance, people rarely say things like "I hereby request ..." or "Look, I'm terribly sorry to bother you, would it be awfully inconvenient if ..." (Brown and Levinson, 1987, p. 57). However, the manner in a verbal exchange is generally evident and pure. In order to solve this difference between the manner and utterances, there are some suggested solutions. For example, when there is in-group membership and social similarity, people use small requests. On the other hand, when making a bigger request, people tend to use the language of formal politeness (Brown and Levinson, 1987). Based upon this problem, they ask what sort of assumptions and what sort of reasoning are utilized by participants to produce such universal strategies of verbal interaction. They aim at creating a formal model by taking into consideration the cross-cultural similarities and culturally specific usages. At that point, they construct a Model Person endowed with two special properties: rationality and face. By "rationality", they mean the ability of reasoning from ends to the means. "Face", means the want to be unimpeded and to be approved of by others in certain aspects. By creating this Model Person, they try to provide a reference model for the descriptions of verbal interaction styles in all the cultures. They attempt to characterize the "ethos" of a culture and the affective quality of social relationships. In an attempt to clarify the word "ethos", it can be said that it is the system of values and beliefs in a society.

In order to be able to create a reference model and to support their assumptions, Brown and Levinson collected first-hand tape-recorded data from unrelated cultures and languages. English (from both sides of Atlantic), Tzeltal (a Mayan language spoken in the community of Tenejapa in Chiapas, Mexico) and South Indian Tamil (a village in the Coimbatore District of Tamilnadu).

As mentioned above, a Model Person as a competent adult member of a society has two certain properties: face and rational capacities. The notion of “face” is derived from the work of Goffman (1967) and an English folk term “losing face”, which means being embarrassed or humiliated. Face is defined as the public self-image that every member wants to claim for himself. Brown and Levinson (1987) describe face as “something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction” (p. 61). If a member of the society maintains the face of the other, it is supposed that this other person will maintain his/her face, too. On the contrary, in case of a threat to your face, you are expected to defend your face by threatening your interlocutor. Brown and Levinson assume that the content of face may differentiate among cultures, yet the mutual knowledge of members’ public self-image or face and the social necessity to orient oneself to it in interaction are universal. Brown and Levinson claim that a Model Person has two faces: negative face and positive face. Negative face is the want of every ‘competent adult member’ that his/her actions be unimpeded by others. It gives the freedom of action and freedom from imposition to the members in a society. It is familiar with the notion of formal politeness. On the other hand, positive face is the want of every member that his/her wants be desirable to at least some others. It is the desire to be ratified, understood, approved of, liked or admired by the interactants.

2.3.1 Face-Threatening Acts (FTAs)

Certain kinds of acts intrinsically threaten the face or face wants of the addressee and/or the S. These acts are called ‘FTAs’. The acts can be done by a verbal or non-verbal communication, that is to say, more than one speech acts can be assigned to each utterance. The acts that threaten the negative face do not avoid impeding the H’s freedom of action. These acts include orders, requests, suggestions, reminders, threats, warnings, dares, promises, expressions of envy or admiration etc. The acts that threaten the positive-face want of the members do not care about their feelings and wants. Expressions of disapproval, criticism, complaints, reprimands, accusations, insults, disagreements, challenges, and expressions of violent emotions are some of these acts. FTAs are also distinguished as the ones that threaten the H’s face and the ones that threaten the S’s face. The acts that threaten the S are expressing thanks, excuses, acceptance of offers, responses to the hearer’s faux pas, unwilling promises and offers.

The other acts that directly damage the S's face are apologies, acceptance of a compliment, break-down of physical control over body, self-humiliation, confessions and emotion leakage.

In order to assess the seriousness of FTAs, following factors are involved in many and, perhaps, all cultures:

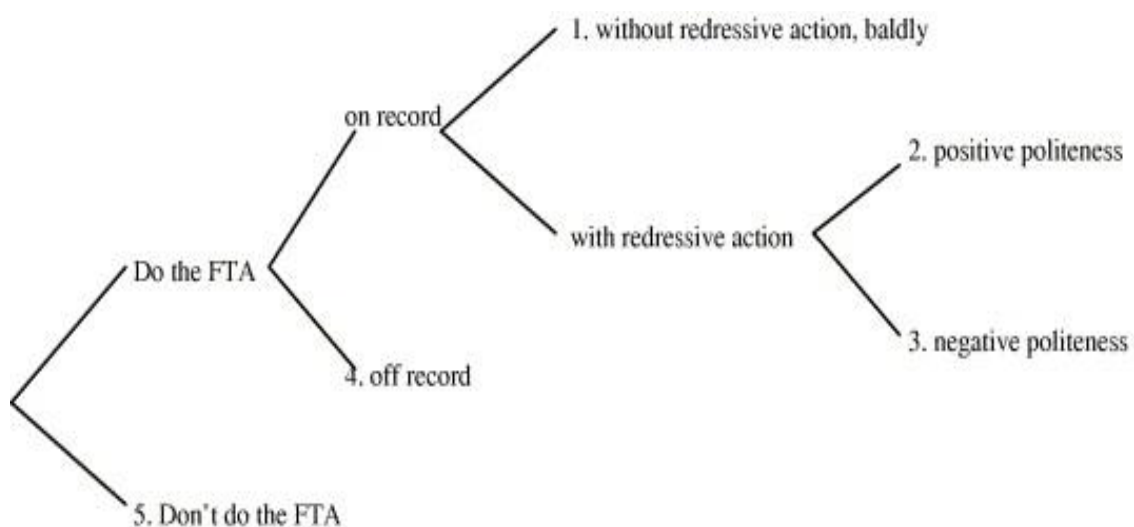
- Social distance of S and H
- Relative power of S and H
- Absolute ranking of impositions in the particular culture

Social distance refers to the relationship between S and H. If there is an intimate relationship between the interlocutors, then they will have a low degree of social distance. If they are strangers to each other, then this relationship is expected to have a high degree of social distance. The higher the degree of social distance, the more formal language is used between the interlocutors. Secondly, relative power refers to the power relationship between S and H. There are three types of power relationships among people. In the first one, there is an equal power between S and H. That means S may be speaking with one of his/her friends or colleagues. The other two types of power relationship occur when S has more (e.g., as a boss or instructor) or less (e.g., as an employee or student) power than H. If the other person in the conversation has more power than an individual, it is expected to use more formal and indirect language. The last factor, absolute ranking refers to the importance or degree of difficulty in the situation. For example, while doing a request, if you are asking a big favor, a large rank of imposition will occur. On the other hand, a small rank of imposition will exist when the request is small. High ranks of impositions require formal and polite languages. All these three factors interact and relate differently to the politeness of a communicative act. They carry different weights in different varieties and cultures. In order to have pragmatic competence, it is important to learn which social factors are most applicable and important to the context in which interlocutors interact.

2.3.2 Strategies for doing FTAs

If there happens a threat to the face, any S or the H tries to avoid these face-threatening acts by applying some certain strategies. These strategies are schematized exhaustively by Brown and Levinson as in Figure 1.

Figure 1. Possible strategies for doing FTAs (Brown and Levinson, 1987, p. 69)



If an actor goes on record in doing an act, that means it is clear for the participants what communicative intention the actor has in mind. That is to say, there is only one unambiguously attributable intention with which witnesses would concur. For example, if a person says “I promise to pick you up tomorrow.” and if the participants in the conversation concur that, then this person goes “on record” by promising to do so because this person unambiguously expresses the intention of committing himself or herself to do that action tomorrow. When a S goes on record, the main reason of his/her utterance is that he/she wants to do the FTA with maximum efficiency rather than satisfying H’s face. Brown and Levinson (1987) state that as there are different kinds of bald-on-record usage in different circumstances, “S can have different motives for his want to do the FTA with maximum efficiency” (p. 95). Direct imperatives are clear examples of bald-on-record usage.

On the other hand, if an act goes off record, there is more than one unambiguously attributable intention. For this reason, the actor may not commit himself or himself to one particular intention. Metaphor and irony, rhetorical questions, understatement, tautologies, all kinds of hints as to what a S wants or means to communicate are all linguistic realizations of off-record strategies. The actor does the action without so directly and the meaning is to some degree negotiable.

“Doing an act baldly”, without redressive action, involves doing it in the most direct, clear, unambiguous and concise way possible (Brown and Levinson, 1987, p. 69). For example, while requesting something, imperatives can be used by the actors. If the circumstances do not require the great sacrifices of the actors or the actor is vastly superior in power to the Hs, this strategy can be used because in these circumstances, the actors do not refrain from destroying the Hs’ faces.

While doing a redressive action, an actor gives face to the Hs. He/she refrains from the potential face damage of FTAs and does these FTAs in a way not to destroy the Hs’ faces or with such modifications or additions since in redressive action, the actor does not intend or desire any face threat and also he/she recognizes the H’s face wants. There are two forms of redressive action depending on which aspect of face is being stressed: positive politeness and negative politeness.

2.3.2.1 Positive Politeness

Positive politeness is oriented towards the positive face of the H and the positive image that he/she claims for himself. As Brown and Levinson (1987) explains:

Linguistic forms of positive politeness are in many respects representative of the normal linguistic behavior between intimate people, where interest and approval of each other’s personality, presuppositions indicating shared wants and shared knowledge, implicit claims to reciprocity of obligations or to reflexivity of wants are routinely exchanged (p.101).

What makes positive politeness different from everyday intimate language is an element of exaggeration since the S aims at satisfying the positive face of the hearers by

using the expressions of exaggeration. Positive politeness utterances are used to show the intimacy between interlocutors to imply common ground or shared knowledge. They are used as a kind of social accelerator by indicating that the speaker wants to come closer to the hearer.

The strategies of positive politeness can be categorized in three broad mechanisms, listed below. Examples are given for each strategy and the expressions in the utterances that present the strategy mentioned are given in bold. The sample sentences are adapted from Brown and Levinson (1987) and modified by the researcher.

A. Claim “common ground”: In this type S and H belong to the same group of people sharing the specific values, goals and wants.

a. Convey “X is admirable, interesting”: H’s wants are admirable or interesting for S.

Strategy 1- Notice, attend to H (his interests, wants, needs, goals): In this strategy S needs to be careful about H’s noticeable changes, remarkable possessions or anything that H wants to be approved of:

- Goodness, **your hair looks perfect**. You have just cut it, I think. By the way, can I borrow your car for the weekend?

Strategy 2- Exaggerate (interest, approval, and sympathy with H): Expressions of exaggeration such as intensifying modifiers or prosodics are used with intonation and stress in this strategy:

- **How fabulous you look** today!

Strategy 3- Intensify interest to H: S pulls H into the middle of the events being discussed by getting the attention of H:

- I opened the door, and **what do you think I see**? All my friends were there to celebrate my birthday.

b. Claim in-group membership with H: S and H belong to the same group sharing the same wants.

Strategy 4- Use in-group identity markers: Address forms, in-group language or dialect, jargon or slang, contraction or ellipsis are used in this strategy:

- Would you help me, **babe**?

c. Claim common point of view, opinions, attitudes, knowledge, empathy

Strategy 5- Seek agreement: Using safe topics and repetition are common in this strategy:

- I broke my leg.
- You broke your leg!

Strategy 6- Avoid disagreement: Here token agreement, pseudo-agreement, white lies and hedging opinions are used:

- I **sort of wonder** ...

Strategy 7- Presuppose/raise/assert common ground: Gossips, small talks, point-of-view operations, presupposition manipulations are the sub-strategies in this strategy:

- **Don't you think** this is wonderful?

Strategy 8- Joke: Since jokes are based on mutual shared background knowledge and values, they are used to stress this shared values.

B. Convey that S and H are cooperators: In this second major strategy of positive-politeness, S and H are involved in the relevant activity.

a. Indicate S knows H's wants and is taking them into account

Strategy 9- Assert or presuppose S's knowledge of and concern for H's wants: Negative questions may be used in this strategy:

- I know you can't stand parties, so **shouldn't** I invite you to the party?

b. Claim reflexivity (If H wants then S wants, if S wants then H wants)

Strategy 10- Offer, promise: They are used in order to show the good intention of S in satisfying H's positive-face wants:

- I **promise** to pick you up tonight.

Strategy 11- Be optimistic: Presumptuous or optimistic expressions are used here:

- I'm sure, you won't mind if I borrow your car.

Strategy 12- Include both S and H in the activity: Using 'we' as the subject is a strategy here:

- Give **us** some time to finish this.

Strategy 13- Give or ask for reasons: This strategy is a way of assuming cooperation:

- **Why don't we** do something together?

c. Claim reciprocity

Strategy 14- Assume or assert reciprocity: FTA can be softened by negating the debt between S and H.

- I cooked yesterday for you, so you can cook for me today.

C. Fulfill H's want

Strategy 15- Give gifts to H (goods, sympathy, understanding, cooperation)

2.3.2.2 Negative Politeness

Negative politeness is oriented towards the negative face of the addressee, his/her want that his/her freedom of actions unimpeded. While positive politeness can

be seen as the language of intimate behavior, negative politeness is seen as the language of respect behavior. As all the FTAs have an imposition on the addressee in some degree, negative politeness aims at minimizing this imposition by preventing the negative effects of FTAs. Positive politeness minimizes the social distance between interlocutors. On the other hand, negative politeness is used whenever a S wants to put a social brake to the conversation. Thus, negative politeness is a form of social distancing.

There are five super strategies of negative politeness and these strategies have some sub-strategies as listed below. Example utterances are given for each strategy and the expressions that present the strategies are presented in bold. These sample sentences are adapted from Brown and Levinson (1987) and modified by the researcher.

A. Be direct: The simplest way to convey an on-record message is doing it in the most direct way. However, as negative politeness tries to redress the H's negative face, these FTAs need to be done not completely directly. Brown and Levinson claim that S must be able to be indirect and direct at the same time while doing the FTA. This leads to the construction of a hybrid strategy of conventional indirectness.

Strategy 1- Be conventionally indirect: In this strategy, S needs to give an 'out' to H by being indirect and also go on record. This can be done by using contextually unambiguous meanings which are different from their literal meanings. The utterance goes on record in that way and S shows that he/she wants to go off record. Gordon and Lakoff (1971) claim that while making indirect speech acts in English, felicity conditions are needed. For a felicity condition, H must be able to comply with S's wants or requests. If H does not know how to play the guitar, then there is no sense for S to ask H to play the guitar. There are some examples of indirect speech acts below:

- You couldn't **possibly** / **by any chance** / **I suppose** / **perhaps** open the door, please.
- Are you **by any chance** able to give me a ride?
- Do you **want** to cook for me?
- **Is there permission** to take your dictionary for a minute?
- This isn't sufficiently salty.

- **What would you say** if I ask you to do this for me?
- **I don't suppose** I could **possibly** ask you for a cup of flour, **could I**?
- **There wouldn't I suppose be any chance** of your being able to give me your dictionary for just a few minutes, **would there**?
- **Do you mind** if I smoke here?
- **Why don't you** prepare dinner for us?
- **How do you feel about** going for a walk?"

B. Don't presume/assume: In this strategy, S avoids presuming or assuming that anything involved in the FTA is desired or believed by H. This does not lead to presumptions about H, H's negative face wants or desires.

- a. Make minimal assumptions about H's wants, what is relevant to H

Strategy 2- Question, hedge: Hedges are the expressions of doubt in relation to the propositional information provided (Hyland, 2000). Hedges in conversations convey a cautious approach to the speech acts. Skelton states that "it is by means of hedging system of a language that a user distinguishes between what he/she says and what he/she thinks about what he/she says" (p. 38). Similarly, Brown and Levinson (1987) define "hedge" as "a particle, word or phrase that modifies the degree of membership of a predicate or noun phrase in a set; it says of that membership that it is partial, or true only in certain respects, or that it is more true and complete than perhaps might be expected" (p. 145). Hedges are the most important linguistic elements of satisfying S and H's faces. Hedging expressions can be done by prosodics, particles, lexical items, parentheticals, full adverbial clauses and other means such as complements of expressions like "I guess, I suppose that". 'If' clauses pragmatically function as hedges on the force of speech acts. There are some hedged expressions below:

- You like it, **don't** you?
- **I wonder if** you can help me.
- **Perhaps** you **may** come with me.
- **Could it be possible** for you to clean here?
- **I suppose** you **may** not smoke here.
- I am **sort of** angry with him.

- That's just how it is **in fact.** / **in a way.** / **in a sense.** / **as it were.** / **in all probability.** / **I shouldn't be surprised.** / **it seems to me.** / **don't you agree?**
- Help me **if you can.** / **if it doesn't matter.** / **if you don't have anything to do.** / **if you want.** / **if I want you to.**
- Would you lend me your *car* **if I may ask you?** / **if you forgive my asking?** / **if you want to help me?** / **if you don't mind?**
- I **think** / **believe** / **assume** you can do me a favor.
- As you and I **both know**, it is your turn to clean home.
- Since it has been **on my mind** ...
- Now it is **probably** the time to say good-bye.
- **I don't know whether** you are interested, but there is a new film **if** you would like to watch with me.
- **By the way**, if you **can** get some milk, I would be grateful to you.
- **In case** you want to know, I will be back soon.
- **If you care to know**, I love you.

C. Don't coerce H

a. Give H option not to do act

- Be indirect
- Don't assume H is willing or able to do the act
- Assume H is not likely to do A

Strategy 3- Be Pessimistic: This strategy “gives redress to H's negative face by explicitly expressing the doubt that the conditions for the appropriateness of S's speech acts obtain” (Brown and Levinson, 1987, p. 173). There are three important realizations of the strategy “Be pessimistic”: the use of the negative (with a tag), the use of the subjunctive and the use of remote-possibility markers. There are some examples below:

- You **wouldn't** have brought something to eat, would you?
- I **don't imagine there'd be any chance** of you to do this for me.
- I **don't suppose there'd be any possibility** of you to come here.
- **Perhaps you'd care** to give me some money.

- You **couldn't possibly** lend me your car?
- You **don't have** any time, **do you by any chance?**

b. Minimize threat

Strategy 4- Minimize the imposition: In order to give deference to H, S tries to minimize the seriousness of the imposition in his/her expressions. S needs to use expressions to minimize the imposition on H. In English this is achieved by expressions like:

- I **just** want to ask you if I can borrow **a tiny bit of** paper.
- I **just dropped for a minute** to ask you if you have **any** time for a **just small** cup of coffee.
- Could I **have a taste** of that cake?
- It's **nothing**.
- **Nothing**, I **just** want **a little** paper.

Strategy 5- Give deference: While giving deference, S either humbles or abases himself/herself or S raises H. By doing so, S tries to give message to H that H is of higher social status than S. Many languages have honorific systems to give this deference. Honorifics are direct grammatical encodings of relative social status between participants or between participants and people or things referred to in the communicative event. They directly or indirectly convey a status differential between the Ss and the Hs. In English, expressions such as "Sir, Mr, Mrs" are used as honorifics. Also, using titles of people while talking about them is an expression of honorifics.

Deference phenomenon is not only restricted to language structure; they are also expressed in language usage. One can do this by humbling himself/herself, his/her capacities and possessions. There are some examples below cited from Brown and Levinson (1987):

- It's **not much**, I'm afraid, but it'll **fill your stomachs**. (While serving a meal)
- It's **not much**, it's **just a little thing** I picked up for song in a bargain basement sale in Macy's last week, I thought maybe you could use it. (While giving a present)

- I think I **must be absolutely stupid** but I simply can't understand this map. (While asking for help)

D. Communicate S's want to not impinge on H: In order to satisfy H's negative face demands, S takes them into consideration and communicates with H in this way. He refrains from any infringement of H's territory and face wants. This strategy can be achieved in various ways which comprises the negative politeness 7-9.

Strategy 6- Apologize: By apologizing, S shows his/her reluctance to impinge something on H and so he/she satisfies the negative face demands of H. There are four ways of apologizing:

Admit the impingement: S can use expressions to show that he/she is impinging on H.

- **I'm sure you don't have any time** for me, but I need your help.
- **I know this is a bore** for you, but I'd like to ask you a few questions.
- I'd like to ask you **a big favor**.
- **I hope this isn't going to bother you too much** but I need take this.

Indicate reluctance: S uses expressions or hedges to indicate that he/she is reluctant to impinge on H.

- **I wouldn't ask you** to do this but I have **no other solution**.
- **Maybe I've come to the wrong person** about this matter.
- **I don't want to interrupt you** but I need a second.
- **I hate to impose**, but can you finish this?
- I'm **terribly embarrassed to have to admit** ...
- **I hesitate to trouble you**, but I need to ask you something.
- **You've never bothered me, I know**, but I need your help.
- **I hope you don't mind** me saying this but ...

Give overwhelming reasons: S needs to give rational reasons for doing FTA and he/she shows that he/she doesn't aim at infringing H's negative face.

- I **can think of nobody else** who could help me.
- I **simply can't manage** to do all this work alone.
- I'm **absolutely lost** in this project.
- I **can't understand** a word of this language.
- Can you possibly help me with this because **there's no one else I could ask?**

Beg forgiveness: S asks for acquittal for doing FTA and begs forgiveness from H.

- **Excuse me**, but...
- **I'm sorry to bother** you but...
- **I hope you'll forgive me if...**
- **I beg your indulgence...**

a. Dissociate S and H from the particular infringement: While doing the FTA, S implies that he/she is not alone or S is not the person doing the act.

Strategy 7- Impersonalize S and H: Avoid the pronouns 'I' and 'you'

Performatives: By taking the performative verbs and the subjects from the sentence, FTA can be avoided.

'It is so.' instead of 'I tell you it is so.'

'Do this for me.' instead of 'I ask you to do this for me.'

Imperatives: By omitting the subject 'you' in imperative sentences, S avoids the FTA.

Impersonal verbs: In some situations which may intrinsically be FTAs, agent deletion is done in the sentences. There are some examples below:

- **It is obligatory** to ...
- **It is necessary** that ...
- **It seems** that ...
- **It would be perfect** ...
- **It is not possible** to do that.
- **It looks like** ...

Passive and circumstantial voices: Using the passive forms with some other structures may be used to redress the negative face wants of H. In English, this can be achieved by some expressions like that:

- **It is regretted** that ...
- **It would be appreciated** if you could help me.
- Let it **be done**.
- This **needs to be done** immediately.

Replacement of the pronouns 'I' and 'you' by indefinites: There are some impersonal versions of pronouns which can be used to prevent FTA.

- **One** shouldn't do things like that.
- **Someone** should help me.
- Ok, **folks**, let's finish this work.

Pluralization of the 'you' and 'I' pronouns: S can use 'we' as the object instead of 'I' and 'you' subjects.

- **We** cannot accept responsibility about your belongings.
- **We** regret to inform you that your request has been declined.
- **We** feel obliged to warn you that ...

Address terms as 'you' avoidance: While addressing H, using H's name or 'you' as the subject gives H no out and this threatens his/her negative face.

- Excuse me, **Sir**.
- Hey, **Mister**.

Reference terms as 'I' avoidance: When there is distinction between man and office, S distances himself/herself from H. "In the English of kings, his majesty might say" (Brown and Levinson, 1987, p. 204):

- His majesty is not amused.

Strategy 8- State the FTA as a general rule: In this strategy, S does not want to impinge on H and tries to show the FTA as general rule, regulation or obligation. As S is forced to do or say the FTA. Corporate groups and corporations act like individuals by using this strategy. Here are some examples:

- Passengers are not allowed to stand here.
- The committee requests the President ...
- Later-comers are cannot be seated till the next interval.
- We don't memorize, we learn.
- Regulations require ...

Strategy 9- Nominalize: Brown and Levinson (1987) have noticed that "degrees of negative politeness run hand in hand with degrees of nouniness" (p. 207). That is to say, using noun forms of words is called nominalization and it increases the degree of negative politeness. When the subject is nominalized, the sentence becomes more formal and thus more polite. There are some examples below retrieved from Brown and Levinson's theory (1987):

- Your good **performance** on the examination impressed us favorably.
Instead of:
- You performed well on the examinations and we were favorably impressed.
- I am surprised at your **failure** to reply.

Instead of:

- I am surprised that you failed to reply.

- It is **our regret** that we cannot ...

Instead of:

- We regret that we cannot ...

E. Redress other wants of H's, derivative from negative face: The last higher-order strategy of negative politeness requires redressing some other wants of H. If H is at a higher hierarchy than S, then S respects H's territory and preserve.

Strategy 10- Go on record as incurring debt, or as not indebting H: S can show his/her indebtedness to H by using some expressions in his/her sentences like that:

- I'd be **eternally grateful** if you would help me.
- I'll **never be able to repay** you if you ...
- I **could easily** do it for you.
- **It wouldn't be any trouble**; I have to go right by there anyway.

2.4 Critique of Brown and Levinson's Theory of Politeness

Meier states that "in spite of the existing frameworks and theories of politeness, there is still a disconcerting amount of divergence and lack of clarity concerning the meaning of the politeness" (p. 345). As politeness is such a complex phenomenon, it is not surprising that there is still lack of agreement among researchers.

All the different approaches and perspectives to politeness have some mutual relations about the concept or they are integrated with each other. The boundaries among these perspectives are not clear-cut at all. That is to say, other approaches to politeness either criticize some ways of Brown and Levinson's theory of politeness or some scholars make references to their theory by supporting their views. The most common criticism for the theory is its universality of face. There are also some studies criticizing the underlying interrelationship between rational strategy and face. Also, some scholars have studied on the notion of Face Threatening Act. They have argued

that sociolinguistic variables may change according to the production and interpretation of politeness.

Brown and Levinson approach to the politeness phenomenon as a strategic device which is used by interlocutors in order to achieve some certain goals. This view has been challenged by Kasper (1990) as she claims that politeness is not a strategic device which can only be used for some specific communicative goals but it is also a matter of social indexing. According to Kasper (1990), politeness as social indexing along with being strategic conflict-avoidance is also universal in various frameworks of politeness. What is meant by social indexing here is that politeness is socially appropriate behavior depending on the S's social position in relation to H.

Hill et al. (1986) first introduced the terms volition and discernment for linguistic politeness. Volition is a concept about choosing the appropriate strategy, which is suggested by Brown and Levinson before. Ide (1989) describes volition as a system in which S is not constrained by sociolinguistic criteria to choose an honorific or polite form of utterance, but rather by considerations of cost, benefits and face. On the other hand, discernment is described as "obligatory attention paid to social status in interaction" (De Kadt, 1998, p. 174). After Hill et al. (1986)'s study of politeness, there have been two kinds of politeness in literature: discernment politeness and volitional politeness. While discernment politeness can be seen as social indexing, volitional politeness is the strategic politeness. Brown and Levinson's theory of politeness is seen as volitional as it does not account for social indexing and some scholars (Wierzbicka, 1985; Gu, 1990) find it one-sided, Western culture biased. Based on this point of view, some Japanese scholars (Matsumoto, 1988; Ide, 1989) have proposed that Brown and Levinson's theory cannot adequately explain Japanese use of honorifics.

Matsumoto (1988) claims that Japanese is a sensitive language to social context and they use honorifics as 'relation-acknowledging devices' to show the status differences between interlocutors. However, contrary to the strategy in Brown and Levinson's theory, honorifics are not used as a redress for a FTA. In Japanese, they use honorifics to emphasize status differences in human relationships rather than minimizing the imposition or satisfy the face needs of the hearers.

Another Japanese scholar, Ide (1989), following the terms proposed by Hill et al. (1986), distinguishes politeness into two: volitional politeness and discernment politeness. She argues that Brown and Levinson's theory disregards the discernment politeness which has an important role in Japanese society. As mentioned above, volitional politeness aims at saving face of the interlocutors as in the theory of Brown and Levinson. On the other hand, Japanese use some linguistic forms according to interlocutors' social roles or status in the society and this usage is operated by discernment politeness which is missing in Brown and Levinson's theory. An appropriate form is selected on the basis of social convention and is independent of the S's rational intention (Ide, 1989, p. 242).

In Chinese culture, face means 'dignity, self-respect, prestige'. Mao (1994) criticizes Brown and Levinson's definition of face as it is only based on the individuals' own wants or desires. However, in Chinese culture face is not only about individuals' claims; it is also linked to the views of the community and to the community's judgment and perception of the individuals' behaviors and characters. That is to say, Chinese face heavily depends on the views and judgment of others. Another difference is about the negative face wants mentioned by Brown and Levinson. In negative politeness, an individual looks for freedom which can be described as 'territory integrity'. However, it is different for Chinese culture as an individual is dependent on society's recognition of his/her social standing and reputable existence. His/her desire is not to isolate himself/herself from the society; conversely, he/she seeks the respect of the group or the community that he/she is in.

There are four notions in Gu (1990)'s Chinese conception of politeness: respectfulness, modesty, attitudinal warmth and refinement. According to Gu (1990), sincerity and balance are two important concepts for Chinese culture's politeness. What makes Gu's Chinese politeness different from Brown and Levinson's is negative face. Some FTAs such as offering, inviting or promising are not seen as acts threatening H's negative face in Chinese culture.

Liao (1994)'s notion of face is different from Brown and Levinson's definition of face. She emphasizes that face refers to a person's dignity, self-respect, feeling and social esteem in front of other persons. According to her, this other person may be one's

husband or wife. A Chinese husband may feel loss of face as his wife has a higher educational background than him.

Another scholar, Escandell-Vidal (1996) makes the point that the hearer's processing of polite utterances is not different from his/her processing of any other kind of utterances. To interpret the intentions of the speakers, hearers use a set of cultural assumptions which are called 'frames'. So, like the others mentioned above, Escandell-Vidal (1996) criticizes the Anglocentricity of the theory and its failure to explain cross-cultural differences. However, what makes Escandell-Vidal's studies different from others is that she puts the focus on the hearers rather than the speakers.

Nwoye (1992) also adopted the view of politeness as social indexing in his studies on politeness. He developed the idea of group face which is contrary to Brown and Levinson's individual face. Like the Japanese and Chinese scholars mentioned above, he gives importance to the group interrelation and its linguistic expression. He claims that "if Brown and Levinson's interpretation of politeness was always right, it could rob social interaction of all elements of pleasure" (Nwoye, 1992, p. 311).

Van De Walle (1993) and O'Driscoll (1996) propose a view of politeness reconciling these two opposing views. They think that politeness as social indexing and politeness as a strategic device are not separate concepts but rather interrelated. They are both used to smoothen the communication; however, their focus is different. De Kadt (1998) and Kasper (1990) support this view with that all the languages have linguistic forms for both social indexing and volitional aspects.

On the other side, Thomas (1995) supports the interrelation between face and politeness system in Brown and Levinson's theory. She proposes her own theory of politeness based on Brown and Levinson's works on politeness theorizing and application. She views politeness under five inter-related phenomena: politeness as a real world goal, deference, register, politeness as a surface level phenomenon and politeness as an illocutionary phenomenon. Also, she studied the indirectness and argued that it is a universal phenomenon in all natural languages. According to Thomas (1995), indirectness occurs "when there is a difference between what is said and what is

meant or there is a mismatch between the expressed meaning and the implied meaning” (p. 119).

As stated earlier, Brown and Levinson’s theory of politeness is based on the studies of Goffman (1967). Contrary to the criticism about the theory of politeness, Bargiela-Chiappini (2003) states the point that Brown and Levinson’s understanding of ‘face’ and ‘politeness’ falls short of Goffman’s original ideas. Bargiela-Chiappini (2003) claims that the concept of negative politeness does not find correspondence in Goffman’s work. According to Goffman (1967), interaction is not about the individual and his psychology, but rather syntactical relations among the acts of different persons mutually present to one another. However, Brown and Levinson’s cognitive concept of face and rational actor does not fit into Goffman’s this view.

The other criticism to Brown and Levinson’s theory is that the “distinction between negative and positive politeness is dubious” (Meier, 1995, p. 384). Meier (1995) claims that Brown and Levinson categorize many FTAs as threatening both negative and positive faces of interlocutors. Also, these face wants may vary and these formal features may not have the same value across cultures. The other point Meier criticizes about Brown and Levinson’s theory is the principles governing the realization of indirect speech acts. He argues that languages may differ in directness and thus there cannot be some specific set of rules for directness or indirectness.

In 2001, Chen developed his own model of self-politeness by proposing four super-strategies: baldly, with redress, off record and withhold the Self-Face Threatening Acts (SFTAs). In Chen’s framework, the distinction of negative and politeness is missing as she believes that a speaker does not have to make a choice between these two strategies. The other difference from Brown and Levinson’s theory is that each of the super-strategies can be oriented towards the negative and positive faces of the addressee. So, the distinction between negative politeness and positive politeness is not only relevant in the strategy ‘with redress’.

Watts (2003) argues that it is necessary to make a clear distinction between the commonsense or lay notion of politeness and the theoretical notion of politeness. The commonsense notion is defined as first-order politeness and the theoretical notion is

defined as second-order politeness. First-order politeness is a socio-psychological concept used for the various ways in which the members of socio-cultural groups talk about polite language use. On the other hand, second-order politeness is the theoretical and linguistic notion in a sociolinguistic theory of politeness. Watts (2003) claims that “the terms polite and politeness may vary in the meanings and connotations associated with them from an individual speaker to the other” (p. 7). He criticizes Brown and Levinson as they change Goffman’s notion of face and he suggests a return to Goffman’s conceptualization of face. When Goffman’s definitions of face are taken into consideration, Watts states that a speaker will do everything to avoid face-threatening. Watts calls that kind of behavior as ‘politic behavior’ and describes it as the behavior which the participants construct as being appropriate to the ongoing social interaction.

Kerbrat-Orecchioni (1997) modified Brown and Levinson’s Face Threatening Acts by adding Face Enhancing Acts to the theory. Therefore, these acts are renamed as Face Flattering Acts (Kerbrat-Orecchioni, 2004). According to Kerbrat-Orecchioni polite communication consists of putting forward other people’s interest before one’s own. Pragmatic acts such as thanking, apologizing, wishing and complimenting can be given as examples of Face Flattering Acts.

In 2005, Locher and Watts proposed that Brown and Levinson’s theory is not a politeness theory but rather a theory on facework with a focus on the mitigation of face-threatening acts. According to Locher and Watts, politeness is just a small part of relational work which is more than the mitigation of face-threatening acts. Depending on different norms and contexts, they categorize politeness in four levels: normal, appropriate, unmarked and marked behaviors. Also, they put the focus on the concept of impoliteness. They claim that impoliteness is not a second-order concept; conversely, it is assessed by the judgments of the participants. Therefore, a socially appropriate behavior is assessed with the interactants’ judgments rather than being predicted universally. In this respect, the norms and expectations of individuals determine the socially appropriate polite behaviors. Locher and Watts (2005) state that:

Humans cannot limit themselves to following some theoretical rules in order to avoid face-threatening acts; instead, they take a discursive perspective on polite behavior by seeing it as a part of the relational work inherent in all human social interaction (p. 28).

Mills (2003) proposed her own model of politeness by criticizing many other theorists simply applying Brown and Levinson's theory of politeness without modifications. She criticized Brown and Levinson's theory as "it worked a little too well in some ways and the politeness is a much more complex phenomenon" (Mills, 2003, p. 57). Mills thus develops a far more complex model of politeness which is "concerned with the way that assessments of what politeness consists of are developed by individuals" (2003, p. 58). She asserts that decisions about what is appropriate or not are decided upon strategically within the parameters of the communities of practice rather than being decided upon by each individual once and for all. Mills' contribution in recognizing the complexity of politeness is crucial, and her emphasis on politeness being specific to Communities of Practice is an invaluable consideration. However, her model of politeness makes it essentially impossible to judge politeness as an outsider.

2.5 Studies on Brown and Levinson's Theory of Politeness in TEFL

Fukushima and Iwata (1985) investigated the production of politeness in English by Japanese advanced EFL students and pointed out the difficulties even advanced students have in producing polite expressions in English. They made a comparison between the ways native speakers of English made requests and invitations and the ways Japanese EFL students produced them. They believe that Japanese EFL learners know the structure of English and have quite large vocabulary. However, these students cannot use English communicatively as they lack communicative competence. Therefore, they claim that politeness plays a very important role for the students' communicative competences. They selected ten female students at advanced levels of English from an English language school in Tokyo. The students were asked to make some requests of their teacher and classmates in order to test their production of politeness features. The results showed that Japanese students could not use the polite expressions efficiently enough in their sentences. Also, they could not make any distinction between their teachers and classmates. By taking these results into consideration, Fukushima and Iwata (1985) propose that specific areas of politeness deserve greater emphasis in the EFL class in Japan.

Zhang (1988) investigated another aspect of politeness: teachers' being polite in the classroom and how this affects the students' positive emotions and compliance intention. He emphasizes that teachers' highly polite requests are more likely to elicit positive emotions such as happiness and joy. Teachers' polite request first elicits positive emotions from students and then this affects their compliance intention. As a practical implication for educators, she proposes that teachers should be very polite in their compliance-gaining requests and avoid the use of forceful, controlling and face-threatening language.

In her study on politeness and textbooks, Pichastor (1998) focuses on how the teaching of communicative competence and specially the teaching of politeness can be approached by teaching materials. She analyzed the textbooks of English and Spanish and the speech acts of requests and apologies in two languages as examples of the complexity of politeness. She investigated what kinds of strategies are used, how they are presented and whether they are effective or not. At that point, she questions whether politeness strategies as they are presented to learners in language textbooks are helpful. She looked for the strategies used in these textbooks and analyzed these structures. As a result of this analysis, she concludes that pragmatics needs to be taught in an organized and principled way so that the learner is presented with a coherent functional syllabus. She states that politeness strategies should be taught to non-native speakers for them to be able to communicate effectively in social situations. Understanding and learning politeness strategies mean gaining insights to help learners in the teaching of pragmatics. She (1998) claims understanding pragmatics is complex but the prize for understanding it is to lessen the real damage that can be done through pragmatic misunderstanding.

In his study on pragmatic failure in English as a second language, Aridah (2001) claims that failure in understanding the intention of the speakers will lead to failure in responding to the intended message and thus failure in using the language. Pragmatics focuses on how to use the language in appropriate situations and contexts and politeness phenomenon is concerned with pragmatics. Aridah tries to find out the relation between the politeness phenomenon and the students' degree of success in learning English. He defines politeness, politeness strategies and gives information about some culture-specific politeness items in Indonesia. In TEFL, politeness has some implications.

Thomas (1983) argues that it is teachers' task to teach students how to prevent pragmatic failure and to develop students' metapragmatic ability. However, before teaching students, teachers have to know what actually pragmatics and politeness are. Bardovi-Harlig (1992) makes the point that teachers should be introduced with the concepts of pragmatics and politeness as they can even lack pragmatic competence at advanced levels. Teachers need to be educated in order to be prepared to meet the needs of the students to acquire the pragmatics of the target language. At this point, textbooks play an important role in accurately portraying language use. Starting point of Aridah's study was whether the textbooks used in Indonesia really accurately portray the language use to convey politeness. For the analysis, he uses four dialogues from the textbooks in order to see how non-native speakers of English present utterances in dialogues and how a native speaker reacts to the utterances. The results show that authors of the textbooks lack pragmatic competence and politeness awareness.

Garcia-Pastor (2005) tries to theorize about the phenomenon of persuasion in ESL/EFL exchanges from Brown and Levinson's (1987) politeness perspective. She studied on daily conversational exchanges between learners of ESL/EFL and native speakers of English whom they are friends with. For this aim, she presented the definitions of politeness and persuasion and the interrelation between these concepts. She proposed a theoretical scheme on the potential enactment of persuasion in EFL/ESL with certain degree of success in the conversational exchanges. To implement this scheme in EFL classrooms, she provided some methodological guidelines for the teachers.

O'Sullivan (2007) also studied politeness and non-native speakers of English using politeness strategies. Her study focuses on politeness teaching to English learners in China in order to discuss the reason for the impolite use of English in China. She thinks that linguistically and culturally polite uses of language have to be a fundamental part of English teaching in China. In order to support her idea, she gives some examples of common inappropriate language use of the students in China. According to her, language learners should know that appropriate polite communication competence is an inseparable and integral part of social linguistic convention. They need to understand appropriate behavior in a given situation and know what is appropriate to say to whom. As a result of this, language teacher training must address and include the necessity of

culture, context and appropriate language awareness for the acquisition of communicative competence. She asserts that polite communication will not be obtained until and unless linguistic theory, which plays an important role in teaching ideology and methodology, emphasizes the role of culture and context in English language learning and teaching (O'Sullivan, 2007).

Studying phatic utterances as face-threatening/saving acts or politeness strategies, Cruz (2008) states the importance of the (im)politeness of the some expressions for teachers and students. By accounting for Brown and Levinson's face-saving theory, some teachers tell their students that using or avoiding phatic utterances may have positive or negative effects for social interaction. Cruz (2008) discussed when and why phatic utterances damage or favor social interaction in order to give some implications for teaching these utterances in L2 classes. However, Cruz emphasizes that politeness of an action or utterance depends on the context where it is produced and interpreted and on the social identities of interlocutors. Therefore, EFL teachers should firstly make their students aware of the necessity of evaluating contextual factors and sociological variables in social interaction. Then, they can teach their students how to decide on the convenience or inconvenience of using and choosing phatic utterances. For this reason, teachers should provide students with the necessary linguistic and cultural knowledge that allows them to interact in the L2 just in the way they think most convenient and adequate for a specific situation (Cruz, 2008).

Marazita (2009) studied negative politeness strategies that non-native speakers apply when performing requests. She aimed at analyzing whether non-native speakers of English are aware of negative politeness concept and how many different strategies they apply or fail to apply when doing requests. She applied a discourse completion test on seventy undergraduate students whose ages ranged from twenty two to fifty. They were all at advanced level of the target language in the English Training Course, in 3rd year. In the discourse completion test, there were seven situations which require a request from the subjects. When the answers of the students were analyzed in all the seven situations in the discourse completion test, Marazita (2009) concluded that non-native speakers were conscious of the negative politeness concept as they tried to apply some of the strategies in their requests. However, they did not succeed in using the requests in the right situations. They could not make a difference between the roles they

need to play, positions, roles of the hearer and the context presented to them. By taking these results into consideration, she gives some advices to EFL teachers. She emphasizes the use of authentic materials in the classroom in order to provide the learners with real and spontaneous speech. Also, non-native speakers should be advised to evaluate their own use of speech acts and monitor themselves while speaking. The course books need to support the students with the variety of politeness strategies and how to use these strategies in their real life communication.

Jiang (2010) focused on Chinese EFL teachers' linguistic politeness based on observation, recorded data and interview with both the teacher and the students. She states that the teacher controls learning and behavior in the classroom with some speech acts and thus these acts are called as control speech acts. Her study is about which politeness strategies are used and how they are employed in teachers' control speech acts in EFL classrooms. In order to get detailed data of the polite language that the teacher uses in classroom, she transcribed the records. In her study, any language that is to enhance the process of teaching and to benefit the interaction between teacher and students is classified as politeness (Jiang, 2010). She analyzed the teacher's politeness from the angles of the different classroom control speech acts; academic instructions, motivation, evaluation and classroom management. Academic instructions refer to the teacher's academic presentation, answering students' academic questions and supportive and corrective feedback. Motivation refers to various illocutionary acts aimed at activating students such as their participation, academic questions, and initiative feedback. Evaluation is teacher's positive and negative feedback to the students. Lastly, classroom management means discipline instructions, discipline directives, procedural instructions and procedural directives. When all these control speech acts are analyzed in terms of Brown and Levinson's politeness strategies, Jiang (2010) came to the conclusion that politeness does exist in the EFL class she studied with. She concludes that politeness enhances the mutual understanding and harmonious relationship between teachers and students. Also, teaching in EFL classroom is promoted and students benefit this. Politeness contributes to the effective instruction and friendly, lively atmosphere in EFL classroom.

Gürsoy (2011) emphasizes the importance of language teaching textbooks for the learners' pragmatic knowledge and competence. She believes that such pragmatic

knowledge and competence could be developed by the help of the teacher and the textbooks. However, Vellenga (2004) argues that the presentation of speech acts in textbooks is pragmatically not satisfactory, they are not supported well with contextual information and they are not given explicit metapragmatic discussion. Gürsoy's study aimed to investigate one of the features of language competence by focusing on the politeness strategies when making requests. She implemented a discourse completion test composed of 12 situations on 58 freshmen ELT students. She did the same discourse completion test orally with 10 other freshmen ELT students, too. The research results indicate that although the majority of the students use language forms and structures appropriately, these are very limited to information provided in the textbooks. It was seen that there were similarities between the oral and written responses. Another result of the study was that the students were not aware of the ways to reduce FTAs. According to these results, Gürsoy concludes that grammar based teaching needs to be replaced with the communicative approaches to meet the needs of the learners for learning a foreign language. So it is important for teacher trainees to gain extensive pragmatic knowledge and develop their own communicative competences before they teach these to their students.

Another study carried out by Phuong (2011) is about politeness strategies in the conversational activities of the coursebook 'New Headway' pre-intermediate (the third edition). She analyzed the negative and positive strategies in conversation of the course book 'New Headway' in order to help the students at Thang Long University improve their awareness of positive and negative politeness strategies in conversational activities. The research showed that the frequency of negative and positive strategies depends not only on the purpose of the interactions but also on the relationship between speakers and hearers in communication. According to the results, she suggested some effective and efficient ways of teaching positive and negative politeness strategies. The teachers need to help the students understand more about cultural values and be aware of cultural differences. They should instruct the students about what to say and how to say politely in English in a certain situation. They must be able to create chances of social interactions for students to teach social English. She claims that teaching English cannot be separated from teaching its culture and its politeness strategies.

Srisuruk (2011) carried out a study on politeness and pragmatic competence in Thai speakers of English. She examined the language use and the level of politeness of Thai speakers of English when confronted with face threatening acts related to their daily life and workplace. She collected data through role plays and a discourse completion test from people working in hotels and travel agencies and from Rajabhat university students. The most common strategy used by the subjects was negative politeness strategy followed by bald on record and positive politeness. As a result, it can be concluded that Thai people feel reluctant to bother or impose on other people and they show concern for the other's face in language use. As a practical implication of her study, she says students should be made aware of how to use English appropriately in requests and how to mitigate their speech when disagreeing or complaining. The development of pragmatic competence can be furthered by arranging appropriate learning opportunities.

2.6 Conclusion

As the review of literature shows, politeness is a concept which is studied by the scholars in many fields. It is widely focused on the TEFL studies in terms of producing polite expressions, teachers' politeness, textbooks, and students' degree of success in learning English. As it is most likely that foreign language learners lack pragmatic awareness and that they have intercultural communication problems, politeness has an important role for EFL teachers and learners. Teaching the strategies in Brown and Levinson's Politeness Theory can be a good pragmatic way of minimizing pragmatic failures and communication problems of prospective EFL teachers. In sum, all the researches on politeness concept indicate that teaching politeness concept and strategies appears to be a need for ELT programs.

CHAPTER III

METHODOLOGY

3.0 Introduction

This chapter comprises the research design, the study group of the research, data collection procedure and instruments; and the analysis and processes of data collection.

3.1 Research Design

The randomized pre-test post-test control group design out of the experimental research designs was used for this study. One control group and one experimental group were randomly chosen among five Oral Communication Skills II groups at Gazi University, ELT Program. Negative politeness strategies were integrated into the Oral Communication Skills II group of the experimental group. On the other side, the control group followed a traditional and ordinary oral communication skills course. In order to see the effectiveness of the treatment, pre-tests and post-tests were applied to both the experimental and control groups.

3.2 Study Group of the Research

For the study group of this research, two groups of first year pre-service English language teachers studying at ELT Program at Gazi University, Education Faculty were chosen. The study was carried out in the Oral Communication Skills II course at the Spring Semester of the 2012-2013 academic year. Group 101 as the experimental group and group 104 as the control group were randomly selected for the study. There were 21 participants in the experimental group while there were 20 participants in the control group.

The majority of the students in both groups were female; 20 in the experimental group and 17 in the control group. The ages of the students ranged from nineteen to twenty. The participants in the experimental group were taught negative politeness strategies which were integrated into the Oral Communication Skills II course for ten weeks throughout the academic semester. However, the participants in the control group followed the syllabus of usual Oral Communication Skills II course which does not include any information about Politeness Theory and the strategies. The students were not informed about the study they participated in till the end of the semester. Yet, at the end of the study, they were asked to sign a document showing their compliances with the study they were involved in.

As this study aims at increasing the oral communication skill levels of the students at ELT programs, it is important to determine their needs in order to improve their communication skills. With the purpose of satisfying their needs, the students were given a needs analysis form which included twenty speech acts requiring them to use negative politeness strategies. They were asked to choose ten of these speech acts in which they have the most difficulty while communicating in English with someone they do not know as they cannot find the appropriate expressions. The results of this needs analysis form led the formation of the DCT which was used as the data collection instrument in this study.

3.3 Data Collection Procedure

In order to measure whether the freshmen ELT students at Gazi University are aware of negative politeness strategies, a DCT was created for the data collection. There are ten situations in the DCT which were formed according to the needs analysis form filled in by the students. Twenty speech acts were involved in the needs analysis form and the students chose ten of these speech acts by considering their difficulties of use in the course of communication. These speech acts that were selected the most by the students were warning, excusing, disagreeing, informing, insisting, ordering, begging, forbidding, denying and instructing. According to Brown and Levinson (1987), all these selected speech acts are FTAs and require using negative politeness strategies. Each of

ten situations in the DCT included one of these FTAs. The DCT was given its final version after consulting my thesis supervisor.

The piloting process of the DCT was carried out at the beginning of Spring Semester of the 2012-2013 academic year. It was before the treatment process and performed in order to see whether enough data can be collected with this DCT or not. After this piloting process, it was observed that the students could understand the situations clearly and give answers to the situations.

For the treatment process, negative politeness strategies were integrated into Oral Communication Skills II course. As this study aims at improving prospective EFL teachers' communication skills, Oral Communication Skills II course is considered the most appropriate class to carry out this study. As stated before, politeness is an important concept for people's communicative competence. All the theories on politeness try to explain how to establish and maintain social relationships by using the most suitable communicative strategies. Therefore, it can be said that an Oral Communication Skills class is probably the most suited class for teaching the concept of politeness. Also, my own experience with this class in my undergraduate education and the informal discussions with these students involved in the study showed that the students did not find themselves competent in terms of oral communication. The study was not carried out in Oral Communication Skills I course as it was considered that the students may feel more prepared to involve in the study in Oral Communication Skills II course. The data were collected from two classes of the first year pre-service teachers at ELT Program at Gazi University via the DCT.

3.4 Data Collection Instruments

Qualitative methods were used for the data collection process of this study. The qualitative data were gathered through the DCT used as pre- and post-tests and through a written interview form.

3.4.1 Discourse Completion Test (DCT)

Billmyer and Varghese (2000) describe DCT as “a questionnaire containing a set of briefly described situations designed to elicit a particular speech act” (p. 517). It was adapted in 1982 by Blum-Kulka for the purpose of investigating speech acts. Participants read the situations in a DCT and respond by writing a prompt to these situations. The most well-known advantage of DCTs is its ease of use for the data collection. Beebe and Cummings (1996) state that DCTs allow researchers to collect a large corpus of data on a wide range of difficult-to-observe linguistic phenomena in a short period of time. Numerous speech act studies have been done using DCTs such as apologies (Olshtain & Cohen, 1983; Kasper, 1989), refusals (Beebe et al., 1990; Bardovi-Harlig and Hartford, 1991) and requests (Blum-Kulka and House, 1989; De Kadt, 1992). Due to the advantages of DCTs, a written DCT was created for this study (see Appendix I). There are ten socially differentiated incomplete situations in the DCT. Each item in the DCT includes a short description of the situation; it specifies the setting, the social distance between the interlocutors and their status relative to each other, followed by an incomplete dialogue or a response which would be written by the participants.

The situations in the DCT were chosen according to the needs analysis form which was applied to the students in the Fall Semester of 2012-2013 academic year. They were given twenty speech acts and asked to choose ten of these speech acts which they found the most difficult to perform in the course of communication. The speech acts that were chosen most commonly by the students were warning, insisting, informing, ordering, begging, excusing, disagreeing, forbidding, denying and instructing. Then a checklist was prepared to compare these speech acts with the NPS in Politeness Theory. It was aimed to check whether these negative politeness strategies could be used for these speech acts or as Brown and Levinson states for these ‘FTAs’.

Table 1. The Appropriateness of the Strategies for the Speech Acts

Strategies Speech Acts	1. Be Conventionally Indirect	2. Question , Hedge	3. Be Pessimistic	4. Minimize The Imposition	5. Give Deference	6. Apologize	7. Impersonalize S and H	8. State the FTA as a General Rule	9. Nominalize	10. Go on Record as Incurring a Debt
Warning	√	√			√	√	√	√	√	√
Insisting	√	√	√	√	√	√				√
Informing	√	√	√		√	√	√	√	√	√
Ordering	√				√	√	√			
Begging	√		√	√	√	√	√	√	√	√
Excusing	√		√	√	√	√		√	√	√
Disagreeing	√	√		√	√	√	√		√	
Forbidding	√				√	√	√	√		√
Denying	√		√	√	√	√				
Instructing		√		√	√	√	√	√		

According to these FTAs, the situations in the DCT were gathered from previous studies on speech acts. The situations were modified with the aim of letting the students use NPS in their responses. These situations were warning (adapted from Srisuruk, 2011), excusing (adapted from Blum-Kulka and Olshtain, 1984, p. 198), disagreeing (adapted from Bardovi-Harlig and Hartford, 1993), informing (adapted from Srisuruk, 2011), insisting, ordering and begging (adapted from Jie, 2005), forbidding (adapted from Lee and McChesney, 2000) and denying (adapted from Billmyer and Varghese, 2000). One of the situations which takes place for ‘instructing’ was written by the researcher as there was no other DCT item written before for this FTA. After choosing the situations, a piloting process was needed in order to see the effectiveness of the DCT for the data collection process. Experimental group was chosen randomly to apply the DCT and it was seen that data could be collected via the DCT. This DCT was used as the pre- and post-tests of this research.

The DCT is comprised of two parts with five situations in each part. In the first part, the participants put themselves in the situations and respond to them as being themselves. In other words, they answer the question ‘What would you say?’. Here is an example:

You are applying for a scholarship, and you decide to ask Professor White, who knows you very well as your academic advisor, to write a recommendation letter for you. What would you say to get Professor White to do this favor to you?
(Lee, 2007)

In the second part, they respond to the situations by being one of the characters in the situation. The situations in this part are like incomplete dialogues (See Appendix I for the DCT). There is an example below for this type of DCT item:

Larry, John’s room-mate, had a party the night before and left the kitchen in a mess.

John: Larry, Ellen and Tom are coming for dinner tonight and I’ll have to start cooking soon;_____.

Larry: OK, I’ll have a go at it right away. (Blum-Kulka and Olshtain, 1984)

3.4.2 The Written Interview Form

The other qualitative method which was used in order to gather data from the participants was the written interview form (see Appendix II). This form was conducted one week after the post-test which had been applied to the students one week after the treatment. The written interview form was designed in order to find out whether the aims of the treatment were covered or not. There were three questions in the interview form requiring the students to answer them according to their experiences in Oral Communication Skills II course. The first question aimed at learning their opinions about the effectiveness of the treatment. They were asked whether that course had any negative or positive effects on their oral communication skills. The second question tried to find out their ideas about teaching politeness strategies in one of the courses at ELT Programs. They were asked whether politeness strategies should be taught in one of the courses at ELT Departments or not. The last question asked their opinions about the efficiency of the treatment to teach the negative politeness strategies clearly. The question was whether the lessons were efficient enough to understand the negative politeness strategies clearly and to improve their oral communication skills.

The interview was conducted in English and all the students gave answers in English, as well. In order to analyze the interview, descriptive analysis was used by accounting for the themes and codes in the literature.

3.5 Data Analysis

The qualitative analysis was carried out for the data collected thorough the DCT conducted with students in the experimental and control groups; and through the written interview form conducted with the students in the experimental group. Ten NPS were used as the codes and themes for the descriptive analysis of this study. Each student's answer to each situation was examined by finding out whether any negative politeness strategy was used in his/her utterances or not. Then, these answers were classified according to the codes and themes determined by NPS. All the NPS in the students' responses were counted and the numbers were used to give answers to the research questions.

3.6 Data Collection Process

The study was carried out in the Spring Semester of the 2012-2013 academic year at Gazi University, ELT Program. The treatment for the study was planned to last ten weeks. Before starting the treatment one week was devoted to the pre-test of the study. Also, the post-test was given to the students one week after the treatment. Each week of the treatment, one negative politeness strategy was taught to the students. The situations as included in the DCT were used as activities in the classroom in order to practice negative politeness strategies. The students did role-play activities by acting out the characters in these situations.

3.6.1 Weekly Treatment

For the theoretical part of the treatment, each week a slide show was prepared in order to give information about negative politeness strategies. In the first week of the term, the DCT was applied to the students and the following week, which was the first week of the treatment, the researcher made an introduction to the Politeness Theory of Brown and Levinson. FTAs and strategies for doing FTAs were clarified briefly. However, no information about the study which would be carried out was given to the students. The students just became aware that they would learn Politeness Theory and the strategies in this theory as a part of the Oral Communication Skills II course.

Pre-test week

The pre-test week was the first week of the term for both the experimental and control groups. The DCT was applied to the students and they were told to ask the researcher if there was any unknown vocabulary in the DCT. They were given half an hour to complete the DCT. The researcher explained the aim of the DCT to the students by stating that the answers of the students would help the researcher to design the course content.

Week 1

The students were introduced to the politeness and face concepts in the first week of the treatment. After giving information about Politeness Theory of Brown and Levinson (1987) and the strategies, the first negative politeness strategy was presented to the students: “Be conventionally indirect”. They were shown the ways of being conventionally indirect in the course of communication. The researcher wanted the students to brainstorm on the structures and expressions that could be used for being indirect. After this theoretical part of the lesson, an example situation was given to the students (see Appendix III) and they were asked how they would respond to the situation by being conventionally indirect. The researcher wanted the students to work in pairs and get ready for a role-play activity by acting out the characters in the situation. The situation is given below:

You need a ride home from school. You notice someone who lives down the street from you is also at school, but you haven't spoken to this person before. You think she might have a car. What would you say? (Billmyer and Varghese, 2000)

Week 2

In the second week, the topics of the previous week and the first negative politeness strategy were summarized briefly. The second week was for the strategy “Question, Hedge”. This was the first time the students encountered with the concept of ‘hedge’. Therefore, the researcher clarified the word meaning of the hedge and some examples were given for the hedges. The students are asked to brainstorm on the hedges in English and they came up with some structures and words labeled as ‘hedge’. As in the first week, another situation was given to the students (see Appendix IV) and the teacher asked what they would say in this situation. They also worked in pairs and played the roles of the characters in the situation. Here is the situation:

You are very much interested in joining a class taught by Professor Kim. You have already taken two classes from Professor Kim, and you know him personally well. So you decide to ask this professor's permission to join. In order to get this professor to allow you to join this class, what would you say? (Jie, 2005)

Week 3

After summarizing the first and second negative politeness strategies, the next strategy “Be pessimistic” was presented to the students. The researcher asked the students how they would be pessimistic after giving some theoretical information on the topic. For the theoretical part, the use of negative with a tag, the use of the subjunctive and the use of the remote-possibility markers were given as examples for being pessimistic. They did a role-play activity in pairs for the situation which was distributed by the researcher (see Appendix V). The situation is:

You are writing your graduate thesis and need to interview the president of your university. The president was your teacher and you know him quite well. You know the president is very busy and has a very tight schedule as he refused the interview before. You still want to ask him to spare one or two hours for your interview. What would you say in your e-mail? (Jianda, 2006)

Week 4

At the beginning of the lesson, the researcher asked the students about the three strategies they had learnt before. They also gave examples for these strategies. The fourth strategy was “Minimize the imposition”. The students were presented with the expressions used in order to minimize the imposition in their sentences. The researcher got their opinions by giving the example situation to them (see Appendix VI). They worked in pairs and played the roles of a teacher and a student as in the situation:

You received a low grade in your favorite subject. You believe you did very well on the exam and you never missed class. You are disappointed with your grade and want to ask your teacher what happened. What are you going to say? (Srisuruk, 2011)

Week 5

As in each week, the researcher again revised the previous strategies with the students. “Give deference” was the fifth strategy and honorifics in English were introduced to the students. An example situation (see Appendix VII) was given to the situations and the researcher asked them to use expressions to give deference to the H. There was a boss in the situation and they used honorifics while role-playing. The situation is below:

Your boss offers you raise and promotion but you have to leave the city where you stay. What would you say if you want to refuse? (Jie, 2005)

Week 6

After discussing what had been covered in the previous lessons, the sixth strategy “Apologize” was introduced to the students. As there were four sub-strategies under this strategy, they were also presented to the students. Sample expressions were discussed in the class for admitting the impingement, indicating reluctance, giving overwhelming reasons and begging forgiveness which were the four sub-strategies. This time the researcher assigned each sub-strategy to the pairs for the example situation (see Appendix VIII). The situation is:

You are going to apply for a job and would like to ask your favorite teacher to write a letter of recommendation for you. What are you going to say to him/her? (Srisuruk, 2011)

Week 7

Next strategy “Impersonalize S and H” was taught to the students in the seventh week after summarizing the previous strategies. Eight sub-strategies of this strategy were introduced to the students by giving examples to each sub-strategy. As the students were not familiar with some of these concepts, brief explanations were given for the sub-strategies. With an example situation (see Appendix IX), the students brainstormed on company worker’s response in the situation by using the strategy “Impersonalize S and H”. Here is the situation:

One customer has booked a plane ticket with your company. Before making the payment, she has called to make changes in the dates for departure four times already. You feel annoyed. What are you going to tell her? (Srisuruk, 2011)

Week 8

After the general summary, strategy “State the FTA as a general rule” was presented with example expressions. In the example situation (see Appendix X) given to the students, there was a boss and an employee who forgot a meeting. The researcher asked the students to use this strategy by stating the company rules. The situation is:

You are the boss of a company. One of your employees forgets a crucial meeting at the office with you. An hour later he calls you to apologize. The problem is that this is the second time he has forgotten such a meeting. What would you say?

Week 9

The ninth strategy “Nominalize” was also a new concept for the students. Some examples were given about how to nominalize verbs in English. After the theoretical part, the students worked on the example situation (see Appendix XI) in pairs. They prepared their roles and played them to their classmates. The situation is below:

You are watching a basketball game. A student you don't know comes and stands just in front of you blocking your view. You want to ask the student not to block your view. (Jianda, 2006)

Week 10

This was the last week of the treatment. Therefore, summarizing all the previous strategies was an important part of the lesson. The researcher asked students questions about the strategies and they gave examples. After this summary, the tenth strategy “Go on record as incurring a debt, or as not indebteding H” was presented to the students. Expressions of gratitude were used by the researcher and the students also gave some examples for this strategy. The last situation (see Appendix XII) of the treatment was:

You have just started working at a company. You need to take your son to the hospital. So, you will ask your boss to have a day off. What would you say?

Post-test week

The same DCT which was applied to the control and experimental groups at the beginning of the term was given to the both groups in this week. After getting all the tests from the students in the experimental group, the students were informed about the study they participated in. The researcher asked them to sign a document (see Appendix XIII) if they gave consent for the study they were involved in.

3.7 Conclusion

In this chapter, the methodology of the study was given by firstly presenting the research design used for this study. The research design had an important place for collecting data and reaching the goal of this research. Secondly, the study group of the research was presented by giving detailed information about the groups took part in the study. For the data collection procedure, a DCT and a written interview form were designed and these formation procedures were explained with all the steps in the data collection instruments part. Qualitative methods were used for the data analysis through the codes and themes determined by the NPS. While collecting the data, weekly treatment was applied to the students and the activities in each week were presented in the data collection process. All the stages to complete the research were given in the methodology chapter of the study.

CHAPTER IV

RESULTS AND DISCUSSION

4.0 Introduction

In this part, the results of the research and discussion based on these results are presented. The research questions of the study are used in order to present the findings and discussion.

4.1 Results and Discussion Related to the First Research Question

Research Question 1: What is the current status of Gazi University ELT freshmen students in terms of negative politeness strategies?

In order to find out the current status of the students in terms of NPS, the DCT designed for the data collection was used as the pre-test of the study. The test was applied to the both groups. The responses of the students to the situations in the DCT were analyzed and the NPS found in these utterances were grouped according to the NPS. The analyses of the pre-test answers of the both groups are presented below with the tables and sample utterances gathered from the students' responses.

4.1.1 Analysis of the Pre-test Answers of the Control Group

There were twenty-one participants in the control group taking part in the pre-test process. In order to measure these students' awareness of NPS, pre-test answers of the students were used. Students' answers for the each question were thoroughly analyzed in terms of NPS in their sentences. The analysis of the answers for each DCT item is presented below. Students' utterances are given as examples which were taken from the DCT much the same and with all the faults. Grammar and punctuation

mistakes are disregarded as this research aims at analyzing NPS in their utterances. The expressions that present the strategy are given in bold. Table 2 presents the NPS and their frequencies for each DCT item in the pre-test of the control group.

Table 2. Frequencies of NPS for each DCT Item in the Pre-test of the Control Group

NPS	Item Numbers										Total
	1	2	3	4	5	6	7	8	9	10	
Be Conventionally Indirect	3	7	10	2	10	-	-	6	-	-	38
Question, Hedge	2	9	1	-	1	-	-	-	-	-	13
Be Pessimistic	-	-	-	-	-	-	-	1	1	-	2
Minimize the Imposition	-	1	-	-	2	-	-	-	-	8	11
Give Deference	11	11	13	-	13	5	1	-	13	5	72
Apologize	11	23	9	1	4	5	2	-	-	-	55
Impersonalize S and H	9	1	1	-	4	2	3	7	2	-	29
State the FTA as a General Rule	11	-	-	-	-	-	-	5	-	-	16
Nominalize	-	-	1	-	3	-	-	-	-	-	4
Incurring a Debt / not Indebting H	-	1	-	-	-	-	-	-	-	-	1

DCT Item 1: It was seen that the most commonly used strategies for the first situation in the DCT were ‘apologize’, ‘give deference’ and ‘state the FTA as a general rule’ with the number of eleven. For the ‘apologize’ strategy, ‘beg forgiveness’ was the most popular sub-strategy. Nine of the eleven answers were “Excuse me” which is categorized under ‘beg forgiveness’ sub-strategy. Here is an utterance written by a student in the control group:

- **Excuse me**, sir. Smoking here is not allowed. Please put your cigarette off or go out and smoke it there.

The other two answers of the ‘apologize’ strategy belong to the ‘indicate reluctance’ sub-strategy as in the student’s answer:

- Excuse me Mr. Anderson, **I have to warn** you about rules required to be obeyed. You weren’t supposed to smoke in the hotel. It is against the rules.

For the ‘give deference’ strategy, the students used the word ‘sir’ nine times and ‘Mr.’ twice as expected.

- Excuse me, **sir**, but you’re in non-smoking area.
- Excuse me, **Mr. X**. I’m afraid smoking in the lobby is not permitted. Would you, please put it out or smoke outside?

While using the strategy ‘state the FTA as a general rule’, students used utterances like:

- I am sorry, but **smoking is banned in the lobby**.
- I’m sorry sir but **it is against the rules to smoke in the lobby**.

Another strategy used widely by the students was ‘impersonalize S and H’. All the expressions used for this strategy were under the ‘passive and circumstantial voices’ sub-strategy. While students stating the FTA as a rule, nine of them used passive structures in their utterances as in this one:

- Hello, I should say that smoking **is banned** here, so please take this into account.

Three students used the strategy ‘be conventionally indirect’ in their utterances such as:

- **Would you mind not smoking here**, sir?

The last strategy used by the students was ‘question, hedge’ which was used only in one of the utterances:

- Excuse me! Smoking in here is forbidden. So **may I ask** you to smoke outside?

The other four negative politeness strategies were not elicited in the answers of the students.

DCT Item 2: The most commonly used strategy in this item was the sub-strategy ‘give overwhelming reasons’ of ‘apologize’ strategy. Nearly all of the students expressed that they needed to take this history lesson in order to graduate. Some of them also used the ‘beg forgiveness’ sub-strategy as in this utterance:

- **Excuse me**, I have a problem, the history course is already closed but **I have to take this course in order to graduate**. Could you help me?

One student used the ‘admit the impingement’ sub-strategy of ‘apologize’ strategy:

- **I’m aware that this is an odd question** but may I take the course although it is already closed? I need it in order to graduate.

Following the ‘apologize’ strategy, ‘give deference’ was elicited in eleven answers. Nine of these usages were the honorific ‘Sir’. The other two students used the honorific ‘Professor’. Students’ utterances were like that:

- **Sir**, I came here to ask if I could attend your history course. I know that it was closed but if I couldn’t take this course I won’t be able to graduate. So please give me permission to join course.
- **Professor**, as I need to take this course to graduate, will you let me take it, because this course is already closed.

‘Question, hedge’ strategy was used by nine students and it was followed by ‘be conventionally indirect’ strategy with the number of seven. The examples respectively:

- Hello, I have a problem which is vital for me. I need to take a history course but the course has already been closed. If I don’t take the course, I cannot graduate, so **may I ask your permission to participate in this course?**
- I need this course to graduate. **Would you mind it if I took history course from you?**

‘Minimize the imposition’, ‘impersonalize S and H’ and ‘go on record as incurring a debt, or as not indebting H’ were other strategies each of which were used just once. Here are the students’ responses respectively:

- Excuse me sir. May I take you’re **a few minutes?** I need participate that history course but the course is closed. Please you help me.
- Hello sir, I’m Y from X class and I have to take this course in order to graduate. I’d like to ask, if **it’s possible**. (Passive and circumstantial voices sub-strategy)
- I really need to participate this course and **I can do for it whatever you want**.

DCT Item 3: For the third situation in the DCT, students used honorifics which were ‘madam, lady, Miss and Mrs.’ Therefore ‘give deference’ was the most common strategy elicited in the answers of the students. Here is an example:

- Sorry **madam!** Other guests have complaints about loud noise. Please, could you be a bit silent?

Following this strategy which was used by thirteen students, ‘apologize’ with the number of nine is the other strategy used widely. Two sub-strategies ‘indicate reluctance’ and ‘beg forgiveness’ were chosen by the students which are given below:

- Mrs. Singer. **I didn’t want to disturb** you but other guest is very disturbing. Please be quiet.
- **I’m sorry to disturb** but could you be more silent?

Ten students also preferred the strategy ‘be conventionally indirect’ while informing the singer about the complaints. One of these utterances is:

- Excuse me, **would you mind not making noise in case our guests wouldn’t disturb?**

‘Question, hedge’ strategy was used by one student:

- Mrs. -, I have to say that we received a complaint about noise. Would you mind **if I asked you whether you could be careful about it?**

Lastly, one student used two different strategies in his/her utterance which were not used by any other students in the control group. The strategies were ‘impersonalize S and H’ and ‘nominalize’. While applying the strategy ‘impersonalize S and H’, he/she chose the sub-strategy ‘pluralization of the “you” and “I” pronouns’. His/her utterance is:

- Miss Smith, I have to inform you about the complaints we are taking from the people staying in the room next to your room. They are about the noise coming from your room. So for everyone’s comfort **we** want your **understanding** madam.

DCT Item 4: This DCT item is one of the situations in which the least NPS were used by the students. In all the answers gathered from the students, there were only three NPS elicited. Two of these NPS belonged to the ‘be conventionally indirect’ strategy. Here are these utterances:

- Hey, guys! **Are you aware of you are in the library?** It seems you aren't. Please, don't disturb other students!
- Please, I hope that you know you are in the library. You know rules, you disturb other student. **Could you be quiet?**

Another strategy used by a student was 'apologize'. 'Beg forgiveness' sub-strategy was used in this utterance:

- **Excuse me**, but you should take your voice down please. Here is library.

For this situation, it was seen that more than half of the students in the control group used a Turkish like expression which is commonly used by the librarians in Turkey. Thirteen out of twenty-one students used such expressions:

- **You are in the library** and you must be quiet! If you wanna discuss, you can go outside!
- Guys, please be quiet down. **Here is a library** and you can't make noise.
- **We are in the library!** Would you please be quiet?

DCT Item 5: As in other DCT items, students mostly applied 'give deference' strategy by using honorifics in their utterances. They employed the honorifics: 'Sir, Madam and Professor' as in the examples below:

- **Sir**, can't you do some extension? I will be finished it in a few days.
- **Professor**, please let me give my assignment to you after a while. Believe in me.
- **Madam**, could you give me an extension. Because I couldn't finished my term paper. If you won't I can explain my sensible excuse.

Following the thirteen usages of 'give deference' strategy, next strategy used highly by the students was 'be conventionally indirect' with the number of ten. They used expressions such as:

- **Could you give me more extra time?**
- So, I'm sorry! I can't finish my term paper, for my mother was so ill. **Would you mind extending the time?**

Four of the students applied the ‘give overwhelming reasons’ and ‘beg forgiveness’ sub-strategies of ‘apologize’ strategy. Two usages for each sub-strategy are below:

- So, I’m sorry! **I can’t finish my term paper, for my mother was so ill.** Would you mind extending the time?
- Sir, I know I should have finished and given you the term paper but **I’ve just recently lost my mother and father in a car crash.** Could you please give me an extension.
- **Excuse me**, could I get more time to give it to you?
- **Please forgive me**, but I couldn’t finish my term paper yet, so could you give me an additional duration for this?

‘Impersonalize S and H’ was the other strategy elicited four of the students’ answers. ‘Passive and circumstantial voices’ was the sub-strategy in these utterances as in this one:

- **It is possible** to make an extension for my paper, sir?

While requesting extra time from the professor, three students used the ‘Nominalize’ strategy with the noun form of the verb ‘extend’. Here is an example:

- Madam, could you give me an **extension**. Because I couldn’t finished my term paper. If you won’t I can explain my sensible excuse.

The last and least strategies in this item are ‘minimize the imposition’ and ‘question, hedge’ with the numbers of two and one respectively. The examples are:

- I **just** want you an extension for my term paper, sir. I promise it will be in your hands in two days.
- Sir, **may I have** a few more days for my term paper?

DCT Item 6: Students in the control group preferred ‘apologize’ and ‘give deference’ strategies for this situation with the number of five for each strategy. While giving deference, they again employed honorifics ‘Sir’ and ‘Madam’ in their utterances. There are examples below:

- Oh, I’m so sorry about it, **sir**. If you let me, I will go and bring it now.

- Ouw, I'm so sorry **ma'am** but I forgot it. I promise I will bring it to you tomorrow.

They applied 'beg forgiveness' sub-strategy of 'apologize' strategy:

- Oh, **please forgive me!** Unfortunately, I forgot it but tomorrow, I will certainly give it to you.

'Impersonalize S and H' strategy was elicited in two of the students' answers. They used the sub-strategy of 'passive and circumstantial voices'. Here is one of the utterances:

- I'm so sorry teacher, but I forgot to bring it today. **Is it okay** for you that I bring it tomorrow please?

DCT Item 7: As in the DCT item 4, students in the control group also did not use NPS commonly for this situation. Only three students used 'passive and circumstantial voices' sub-strategy of 'impersonalize S and H' strategy in their utterances as in the example:

- I'd like to keep my summer time course free. **Is it possible** to take the course next year?

Next strategy elicited in two of the answers was 'give overwhelming reasons' of 'apologize' strategy. One of the students expressed his/her reason like this:

- **I can't concentrate well in summer**, so I wouldn't prefer taking a course during summer.

Only one student preferred the strategy 'give deference' by using the honorific 'Madam':

- No way, **madam!** I've been away from home in winter. I miss my family so much. I want to be with them in summer.

DCT Item 8: For the dialogue between the boss and employee, seven students applied 'passive and circumstantial voices' sub-strategy of 'impersonalize S and H'. They heavily used passive voice in their utterances while forbidding smoking. Here is the example:

- Smoking **is forbidden** here. You mustn't smoke there. Be careful about that, please!

Six students preferred the strategy ‘be conventionally indirect’ as in the example:

- **I don’t want to see you smoking in the office anymore.**

While forbidding smoking, they used the ‘state the FTA as a general rule’ strategy following the strategy below with the number of five. One of them said:

- As I said several times **smoking is forbidden here** if you smoke on more time I will dismiss you!

Last strategy used by only one student was ‘be pessimistic’ which is not commonly used throughout the DCT. The utterance is:

- I have mentioned about smoking policy. However, **I think you forget about it.** You need to stop smoking in this area.

DCT Item 9: Honorifics, namely ‘give deference’ strategy was the most preferred one by the students. Thirteen students used the honorifics ‘Sir’ and ‘Professor’ in their utterances. Here are the examples:

- **Sir**, my presentation will be next week. This week isn’t my turn.
- Sorry, **professor** but I was strongly sure it would be presented next year so I didn’t prepare at all.

Next strategy was ‘impersonalize S and H’ that was used by only two students. They applied the sub-strategy of ‘passive and circumstantial voices’. One of the utterances is:

- Professor, I am sorry but **there must be a mistake** because according to my agenda. I’m sure my presentation date is next week. I wish you to check your notes again, please.

Just one student used ‘be pessimistic’ strategy:

- But we are not supposed to do it this week. **I am afraid you couldn’t remember the time correctly, could you?**

DCT Item 10: For the last item in the DCT, eight students in the control group used the strategy ‘minimize the imposition’. The expressions that minimize the imposition in their utterances were:

- **Just** take the remote control and push this button.
- Firstly, you will open it by pressing the power button on remote control, then if you want you can adjust the heat by pressing the up and down buttons on remote control. **That’s all. It is very easy.**
- To turn on the air conditioner press the green button and after change the level of heat by pressing small buttons around it. **It is simple.**

The other strategy used in the utterances was ‘give deference’. Students employed the honorific ‘Sir’ in their utterances as they did in the other items. Here is an example:

- **Sir**, you should push this button to open it. You’ll change the temperature by pushing the buttons. OK?

4.1.2 Discussion of the Pre-test Answers of the Control Group

According to the analysis, pre-test results of the control group show that Gazi University ELT freshmen students use some of the NPS in the course of communication. ‘Give deference’ and ‘apologize’ were the strategies that were used most commonly by the students. ‘Give deference’ strategy was elicited 72 times in the utterances and ‘apologize’ was seen 55 times. While doing a FTA, they used honorifics such as ‘Sir, Madam, Professor’, which are also widely used in Turkish language for the FTAs. To redress the faces of their interlocutors, students chose to use the sub-strategies of ‘beg forgiveness’ and ‘give overwhelming reasons’. They used expressions such as “Excuse me” and “Forgive me”. The other two sub-strategies of the ‘apologize’ strategy were not elicited in the utterances. The third strategy that was elicited most in the utterances of the students is ‘be conventionally indirect’ which was elicited in 38 times in the utterances. Students used some different expressions to be indirect for the speech acts that are involved in the DCT.

The students used NPS heavily in some of the items when compared to the other items in the DCT. The students used the most NPS in the second item which was

included in the DCT for ‘insisting’. It was a situation between a student and a professor. In the same way, NPS were elicited heavily in the first item between a receptionist and a coach which was a ‘warning’ act. On the contrary, while ‘ordering’ in the fourth item only three NPS were elicited in all the utterances of the students. The librarian needed to order the students to quiet down in the situation.

It was also concluded that the students used some Turkish like expressions for the FTAs. ‘Teacher’ was one of these expressions which was used as an honorific by these students. Also for the situation between the librarian and the students, they answered by making utterances such as “Here is the library.”, “This is the library.” and “You are in the library.” This is an utterance widely used by the librarians or teachers in Turkey as in the Turkish equivalence “Burası kütüphane.” The students tend to use less NPS when the S is at a higher hierarchy than the H. In the DCT items 4 and 8, Ss are at higher hierarchies than the Hs and these are the situations in which the students used the least NPS.

To sum up, it can be claimed that the students used just some of the NPS (etc. ‘give deference’, ‘apologize’, ‘be conventionally indirect’) in their utterances and they used these NPS heavily in specific items in the DCT. Most of the NPS (etc. ‘go on record as incurring a debt or as not indebting H’, ‘nominalize’, ‘be pessimistic’) were just elicited in a few utterances and the students used just a few NPS in some of the items in the DCT.

4.1.3 Analysis of the Pre-test Answers of the Experimental Group

There were twenty participants in the experimental group taking part in the pre-test process. The same analysis and measurement have been done for the experimental group in order to see the students’ awareness of NPS. The answers gathered from the students are analyzed below with the examples taken from the DCT. The researcher did not do any changes on the students’ utterances as grammar and punctuation mistakes are not taken into consideration for this research. The expressions that present the strategies

used in the utterances are given in bold. Table 3 presents the NPS and their frequencies for each DCT item in the pre-test of the experimental group.

Table 3. Frequencies of NPS for each DCT Item in the Pre-test of the Experimental Group

NPS	Item Numbers										Total
	1	2	3	4	5	6	7	8	9	10	
Be Conventionally Indirect	3	9	7	-	12	2	-	3	1	-	37
Question, Hedge	-	7	-	1	2	1	-	-	2	-	13
Be Pessimistic	1	-	-	1	-	-	-	1	-	-	3
Minimize the Imposition	-	-	-	-	2	-	-	-	-	7	9
Give Deference	10	12	6	-	9	4	-	-	11	2	54
Apologize	5	17	6	2	5	1	1	-	2	-	39
Impersonalize S and H	6	-	-	1	1	-	-	7	4	-	19
State the FTA as a General Rule	9	-	-	1	-	-	-	3	-	-	13
Nominalize	-	-	-	-	-	-	-	-	2	-	2
Incurring a Debt / not Indebting H	-	-	-	-	-	-	-	-	-	-	-

DCT Item 1: The most favorite strategy elicited in the utterances of the students was ‘give deference’ namely honorific ‘Sir’ which was used by ten students out of twenty. Here is an example:

- **Sir**, it’s against the rules to smoke in the lobby.

While warning the coach smoking in the lobby, ‘state the FTA as general rule’ was the next strategy employed by nine students in the experimental group. They used expressions such as:

- I am so sorry but **it is forbidden to smoke here**. So please don’t smoke here.
- **Smoking in the lobby is against the rules**, please don’t smoke.

When stating the FTA as a rule of the hotel, six students used ‘passive voice, which is a sub-strategy of ‘impersonalize S and H’. One of these utterances is below:

- Excuse me sir, it **is banned** to smoke in the lobby.

Five of the students applied the ‘beg forgiveness’ sub-strategy of ‘apologize’ strategy as in the example:

- **Excuse me, I’m sorry.** Smoking is against to the hotel rules.

‘Be conventionally indirect’ was the other strategy used by three students in the experimental group. One of the students asks:

- **Do you think that smoking in the lobby is true?**

As the last strategy, ‘be pessimistic’ was chosen by only one student in the group. His/her utterance is:

- I beg your pardon, **I think you might not see the rule prohibiting smoking here.**

DCT Item 2: ‘Apologize’ strategy with its sub-strategies ‘beg forgiveness’ and ‘give overwhelming reasons’ was elicited seventeen times in the students’ utterances. While begging forgiveness, they used expressions such as:

- **Excuse me** Mr. X. I have to take a history course in order to graduate but the course is already closed. Could you help me?

The students explained their reasons like this:

- **Sir, I have to take this history course to be able to be graduated from here** but the course is already closed. So, may I participate in this course?

Honorifics of ‘give deference’ strategy were used by the twelve students out of twenty. While addressing to the professor, they applied honorifics ‘Sir’, ‘Mr.’ and ‘Professor’. Here is an example:

- **Mr. Professor**, I have to take this history course. Please allow me to take this course.

Seven students used the ‘question, hedge’ strategy by using ‘may’ in their utterances. One student asks:

- Sir, I have to take this history course to be able to be graduated from here but the course is already closed. So, **may I participate in this course?**

Following this strategy, 'be conventionally indirect' was the other strategy employed by six students in the experimental group. There is an example below:

- Excuse me, Professor. May I ask you something? I have to take this course to be able to graduate. **Would you mind giving me permission to participate in your course?**

DCT Item 3: For this DCT item, 'be conventionally indirect' was the most popular strategy preferred by seven students in the experimental group. An example is below:

- **Would you mind being silence a little bit?** Other guests are disturbed because of loud noise.

With the number of six, 'apologize' and 'give deference' were the next strategies elicited in the answers of the students. Honorifics 'Miss', 'Madam', 'Sir' and 'Mrs.' were chosen by the students as in the example:

- Hi, **madam!** I have to say that we receive a complaint about loud noise, so we are sure to be careful about it.

For the 'apologize' strategy, five students chose 'beg forgiveness' sub-strategy and only one student used the 'indicate reluctance' sub-strategy. Here is an example of 'beg forgiveness' sub-strategy:

- **Excuse me**, you are already very successful in the concerts and think others at the hotel, so you needn't prepare for the concert.

DCT Item 4: As in the control group, the students in the experimental group did not use many NPS for this situation. Only two students in the experimental group used the 'beg forgiveness' sub-strategy of 'apologize' strategy. Here is an example:

- **Excuse me!** You should be quiet in the library.

One student in the group applied the 'question, hedge' strategy as illustrated below:

- **May you quiet down**, you are in library, please.

‘Passive and circumstantial voices’ sub-strategy of ‘impersonalize S and H’ and ‘state the FTA as a general rule’ were the strategies both of which were employed by a student. His/her utterance is:

- Can you please study more quietly? **It’s forbidden to speak aloud here.**

One last strategy elicited in the answers of the students was ‘be pessimistic’ which was used only once. The utterance is:

- Excuse me, **I think you have forgotten that you are in the library.**

DCT Item 5: More than half of the students in the experimental group used ‘be conventionally indirect’ strategy in their utterances. One example is given below:

- I have some problems, so I couldn’t finish my term paper. **Could you extend the due day?**

Following this strategy, ‘give deference’ were employed by nine students with the use of honorifics ‘Sir’, ‘Professor’, ‘Madam’ and ‘Mr. Professor’. Here is an example:

- **Professor** I know I suppose to deliver my term paper but I couldn’t finish it yet. If you let me 5 days more, I can finish it.

‘Apologize’ strategy with its sub-strategies ‘beg forgiveness’ and ‘give overwhelming reasons’ was used five times in the utterances of the students. Here are the examples:

- **Excuse me**, Professor. I know my term paper is due but I haven’t finished it yet. Could you please give a few more days?
- Excuse me. This term paper is very important for me. I know, I should have taken the responsibility. **But I caught a bad cold so I couldn’t finish it.** Please can you extent it a little more?

‘Question, hedge’ was the other strategy elicited in two of the students’ answers. One student says:

- I haven’t finished my work yet. Could I hand it two days later **if you have no problem about it?**

One student used ‘minimize the imposition’ strategy in his/her utterance twice:

- Would you mind if you waited for **just a few minutes** so that I can finish my exam.

The last strategy used by only one student was the sub-strategy 'passive and circumstantial voices' of 'impersonalize S and H' strategy. The utterance is:

- **Is it possible** to give some more time?

DCT Item 6: NPS were not used commonly for this item in the DCT. Honorifics of 'give deference' strategy were chosen by four students in the experimental group. They gave deference to the professor by using 'Sir' or 'Madam' as in the example below:

- Oh! I am so sorry **sir**. I forgot it. What if I bring it tomorrow?

Two students out of twenty used the 'be conventionally indirect' strategy. One of these utterances is:

- Oh. I am very sorry. **It will show your kindness if you give me permission to give you it tomorrow.**

Other student who applied the 'be conventionally indirect' strategy also used the 'question, hedge' strategy in his/her utterance:

- I'm sorry my teacher, I forgot, would you mind **if I took it tomorrow?**

The last strategy elicited for this situation was 'apologize' strategy. The sub-strategy was 'beg forgiveness' as shown below:

- Eh, **excuse me** sir but I forgot it.

DCT Item 7: According to the analysis, it was seen that only one strategy was used by the students for this DCT item. Just one of the students in the experimental group applied the strategy of 'apologize'. He/she used the sub-strategy 'give overwhelming reasons'. The utterance is:

- I don't think because **I have to work during the summer.**

DCT Item 8: For this situation in the DCT, seven students used the ‘impersonalize S and H’ strategy. Six of these students applied the ‘passive and circumstantial voices’ sub strategy as in the following example:

- You should be careful because smoking **is forbidden** here. If it is not, you have to quit your job.

Another student used the ‘pluralization of the “you” and “I” pronouns’ in his/her utterance:

- You know **we** have no-smoking policy in this company. You shouldn’t be smoking in here.

The next strategy which is widely accompanied with the ‘passive and circumstantial voices’ sub-strategy was ‘state the FTA as a general rule’ used by three students in the experimental group. Here is an example:

- You know **it is forbidden to smoke in the office**, but why do you still smoke?

‘Be conventionally indirect’ was the next strategy elicited in three utterances. One student says:

- I observed you for a long time. I caught you smoking on numerous occasion. I mentioned the no-smoking policy and **I invite you to obey this policy**.

The last strategy used by only one student in the experimental group was ‘be pessimistic’. The utterance is below:

- Over the course of working time, I have mentioned the no-smoking policy, **but I think you haven’t heard it** since you continue to smoke.

DCT Item 9: Eleven students out of twenty addressed to the professor by using honorifics of ‘give deference’ strategy. Here is an example:

- Excuse me **sir**, but I told you that I couldn’t finish it at this time.

‘Impersonalize S and H’ was the strategy used by four students in the experimental group. The students chose ‘passive and circumstantial voices’ sub-strategy. One of these utterances is:

- **There must be a mistake**, Professor. I will present my paper next week, not today.

Just two students in the group employed the ‘beg forgiveness’ sub-strategy of ‘apologize’ strategy. Both of them used the same expression as in this one:

- **Excuse me** professor but I am responsible for next week. I guess you mix it up.

‘Nominalize’ strategy was elicited in two of the utterances. Here is one of these:

- But sir my presentation date is in next week not this week. There must be a **misunderstanding**.

The last strategy elicited was ‘question, hedge’ which was seen in two of the students’ answers. One student used a hedged expression like this:

- Well, sir, **I suppose** there is a mistake. Because you said that it is not for this week.

DCT Item 10: The most favorite strategy used for this situation was ‘minimize the imposition’ as in the control group. Five students used expressions such as:

- You should **only** press this button.
- **Just** take the remote control and press that button. **That’s all!**
- **It is very easy to use.** You will take the remote control and press on the button. **That’s all.**

The other strategy used for this situation was ‘give deference’. Two students applied the honorific ‘Sir’ in their utterances. Here is one of them:

- By pressing the red button **sir**.

4.1.4 Discussion of the Pre-test Answers of the Experimental Group

The analysis of the pre-test results of the experimental group shows that the students use some of the NPS in their utterances like the students in the control group. These strategies that were commonly seen in the utterances were ‘give deference’ and ‘apologize’. ‘Be conventionally indirect’ was the third strategy that was also elicited most in the answers of the students. This order was exactly the same in the control group. The frequencies were also similar. ‘Give deference’ was elicited 54 times with

the highest number , ‘apologize’ and ‘be conventionally indirect’ were seen 39 and 37 times respectively as shown in Table 3. However, it is concluded that the other seven NPS are not preferred by the students as much as the strategies mentioned above. For instance, ‘go on record as incurring a debt, or as not indebting H’ was not used by any of the students in the experimental group while it was only used once in the control group.

The strategies elicited in the utterances were heavily used in some of the items while they were rarely used in the other items. For example, as in the control group, the second situation between a student and a professor is the one which had the most NPS with the frequency of 45. Similarly, the first item which was a ‘warning’ situation between a receptionist and a coach was in the second order in the use of frequency. On the contrary, just one negative politeness strategy was elicited in all the utterances of the students in the seventh item which was an incomplete dialogue between a student and a professor. As in the control group, the fourth situation which was an ‘ordering’ between a librarian and students was the item in which just six NPS were elicited in the utterances.

The results indicate that the frequency of each strategy is nearly the same in both of the groups. For instance, ‘question, hedge’ strategy was employed thirteen times in both of the groups. In the same vein, ‘give deference’ is the mostly used strategy and ‘go on record as incurring a debt, or as not indebting H’ is the least used strategy by the students in both groups.

All in all, the students in the experimental group used only some of the NPS widely in their sentences. These were the strategies which were also used in Turkish language. For example, honorifics of ‘give deference’ strategy are used in most of the polite conversations in Turkish. They also used these NPS heavily in some of the items in the DCT. For the other items, they did not prefer to use NPS. The results show that the current status of the control and experimental groups are nearly the same in terms of the use of NPS. They just use the strategies which are also commonly used in Turkish daily polite conversations.

4.2 Results and Discussion Related to the Second Research Question

Research Question 2: Does teaching negative politeness strategies contribute to the oral communication skills of these students?

In order to find out whether teaching NPS contribute to the oral communication skills of the students, the post-test results of the experimental group were analyzed. As they were the students who had weekly treatment for the NPS, their pre- and post-test results were compared. The differences between the analysis results were presented in the discussion part below. The utterances of the students were analyzed in terms of NPS and the frequencies of the NPS in the utterances were given with the example sentences.

4.2.1 Analysis of the Post-test answers of the Experimental Group

Post-test answers of the experimental group were analyzed in order to whether there is a difference between pre-test and post-test results of the students. Post-test was applied one week after the treatment process. The same DCT was used for data collection. Each DCT item is analyzed below in terms of the NPS in the students' answers. Grammar and punctuation mistakes were not taken into consideration as main concern of this research is NPS. The utterances given as examples are just the same as in the DCT. The expressions that present the strategies in the utterances are given in bold. Table 4 presents the NPS and their frequencies for each DCT item in the post-test of the experimental group.

Table 4. Frequencies of NPS for each DCT Item in the Post-test of the Experimental Group

NPS	Item Numbers										Total
	1	2	3	4	5	6	7	8	9	10	
Be Conventionally Indirect	3	10	5	3	7	2	-	-	2	1	33
Question, Hedge	9	12	2	-	3	4	5	2	12	2	51
Be Pessimistic	-	2	-	-	9	2	2	-	-	-	15
Minimize the Imposition	-	-	1	-	5	-	-	-	-	9	15
Give Deference	5	5	4	1	1	1	1	-	8	3	29
Apologize	1	4	13	1	7	14	2	6	6	1	55
Impersonalize S and H	12	1	22	15	3	-	2	15	7	4	81
State the FTA as a General Rule	7	-	3	17		-	-	12	-	-	39
Nominalize	-	-	-	-	7	-	-	-	-	-	7
Incurring a Debt / not Indebting H	-	1	-	-	2	2	-	1	-	-	6

DCT Item 1: For the first situation in the DCT, the most favorite strategy employed by the students was ‘impersonalize S and H’ strategy which was elicited twelve times in the answers of the students. Five sub-strategies of the strategy were elicited in the answers. The first sub-strategy of ‘impersonalize S and H’ was ‘passive and circumstantial voices’. Here is an example:

- Sorry, but it **is forbidden** to smoke here.

Next sub-strategy elicited in the utterances was ‘replacement of the pronouns “I” and “you” by indefinites’. One student says:

- Pardon sir, **one** should not smoke here.

The other sub-strategy which was ‘impersonal verbs’ was employed by a student. The utterance is:

- Sorry for that but **it is obligatory** not to smoke here.

Another student used the sub-strategy of ‘performatives’ in his/her utterance:

- It’s forbidden to smoke here, sir. **This is so.**

The last sub-strategy that was seen in the answers was ‘pluralization of the “I” and “you” pronouns’. Here is the utterance:

- I’m sorry sir, **we** have a policy that forbids smoking indoors in this hotel. I’m going to ask you not to smoke here.

The next strategy used commonly in the utterances was ‘question, hedge’. Nine students out of twenty used expressions such as:

- **I sort of feel** I must tell you this. You aren’t allowed to smoke here.
- Could you smoke out of this area, **if you forgive my asking?**

‘State the FTA as a general rule’ was the strategy which was seen seven times in the answers. Here is an example:

- **It is forbidden to smoke here.**

Five students in the experimental group used the honorific ‘Sir’ of the ‘give deference’ strategy as in the example:

- **Sir**, one never smoking here. It is forbidden.

‘Be conventionally indirect’ was the other strategy used by three students in the group. Here is one these utterances:

- **Could you please be kind enough to not smoking?**

The last strategy elicited in the utterances was ‘beg forgiveness’ sub-strategy of ‘apologize’ strategy. The utterance is:

- **Please forgive me** but you’re not allowed to smoke here.

DCT Item 2: The strategy used most commonly for this DCT item was ‘question, hedge’. Twelve students out of twenty used expressions such as:

- I normally wouldn’t ask you to do this, but **I’ve been wondering if you could let me to your class?**
- **May I take this course if you don’t mind?**
- Sir, could I take history course **if you don’t mind.**

Following this strategy, 'be conventionally indirect' was the next strategy elicited in the utterances. Here is an example:

- **Could you please be kind enough to give me permission to participate this course?**

Five students in the group employed honorifics 'Sir' and 'Professor' of 'give deference' strategy in their utterances. The example is below:

- **Mr. Professor** may I take this course if you don't mind?

Four students used 'apologize' strategy by applying three different sub-strategies of it. The first sub-strategy was 'admit the impingement' as in the example:

- **I know this sounds strange** but I really have to take this class. I would be very grateful if you let me.

The second sub-strategy used by two students was 'indicate reluctance':

- **I normally wouldn't ask you to do this**, but I am in trouble.

The last sub-strategy was 'beg forgiveness' as in the example:

- **Sir, I'm sorry to bother you**, is it possible that I participate in this course?

The next strategy used by two students in the experimental group was 'be pessimistic'. Here are the utterances:

- **I know you won't admit** but can I participate this course?
- Sir, I suppose **there'd be no chance of** me to take the history course.

'Impersonalize S and H' was the other strategy used by a student with its sub-strategy 'passive and circumstantial voices'. This is the utterance:

- Sir, I'm sorry to bother you, **is it possible** that I participate in this course?

The last strategy that was elicited in the answers was 'go on record as incurring a debt, or as not indebting H'. Only one student answered like this:

- I know this sounds strange but I really have to take this class. **I would be very grateful if you let me.**

DCT Item 3: The strategy which was used the most by the students was ‘impersonalize S and H’. This strategy was elicited twenty-two times in the utterances with its sub-strategies ‘pluralization of the “you” and “I” pronouns’, ‘passive and circumstantial voices’, ‘replacement of the pronouns “I” and “you” by indefinites’ and ‘impersonal verbs’. The examples respectively:

- **We** regret to inform you but it is necessary not to make noise in late hours in hotel.
- We regret to inform you but **it is expected** to be quiet when you are studying.
- I am sorry madam. **One** shouldn’t be allowed to do that here.
- We regret to inform you, but it **seems** that singing song in your room maybe disturb people.

Following ‘impersonalize S and H’ strategy, the next strategy used commonly was ‘apologize’. Three sub-strategies that were ‘admit the impingement’ ‘indicate reluctance’ and ‘beg forgiveness’ were applied by thirteen students in the experimental group. The examples respectively:

- Sorry, good evening. **I know this is a bore for you**, but could you be more silent?
- **We regret to inform you**, but I think you don’t want to disturb anybody.
- **I beg your indulgence** but other guests are disturbed by the loud noise.

‘Be conventionally indirect’ was elicited in five of the utterances. Here is an example:

- I don’t want to disturb you, but **could you be silent please?**

Four students used ‘give deference’ strategy with the honorifics ‘Sir’ and ‘Madam’. One of these utterances is:

- I am sorry **madam/sir**. One shouldn’t be allowed to do that here.

While informing the singer in the situation, three students preferred to use ‘state the FTA as a general rule’ strategy. One of these utterances is:

- Sorry, but I sort of feel like I must say that **it is forbidden to make noise here**.

The next strategy used by two students was ‘question, hedge’ as in the utterance of a student:

- I **sort of feel** I must tell you this, you should be quiet.

The last strategy that was used by only one student in the group was ‘minimize the imposition’ and his/her utterance is:

- Sorry to bother you but we will be very glad if you be **a bit** more quite.

DCT Item 4: Nearly all the students in the experimental group used the strategy ‘state the FTA as a general rule’ for this situation. Seventeen out of twenty students employed expressions such as:

- *Students will refrain from talking loudly in the library.*
- *I want to warn you please. All the students have to be quiet in the library.*

‘Impersonalize S and H’ was the next strategy elicited fifteen times in the utterances of the students. The sub-strategies were ‘impersonal verbs’, ‘passive and circumstantial voices’ and ‘replacement of the pronouns “I” and “you” by indefinites. The examples of the sub-strategies are below respectively:

- It is **obligatory** be quiet in the library.
- It **is not allowed** to talk loudly here.
- It is obligatory that **everyone** in the library must be quiet.

Three students in the experimental group used the ‘be conventionally indirect’ strategy’. Here is one of these utterances:

- **Would you mind speaking more quietly?**

Lastly, one student in the group applied the ‘apologize’ and ‘give deference’ strategies in his/her utterance. The sub-strategy of ‘apologize’ was ‘beg forgiveness’. Here is the utterance:

- **Excuse me youngsters**, but it is necessary to be quiet in the library.

DCT Item 5: For the fifth situation in the DCT, the most popular strategy was ‘be pessimistic’ which was seen in nine of the utterances. The students used expressions such as:

- You **couldn’t possibly** postpone term paper, **could you?**
- **I imagine there would be no chance of** you to give me an extension?

‘Be conventionally indirect’ was the next strategy elicited in seven of the utterances. Here is an example:

- I normally wouldn’t ask you to this but I **want** an extension from you.

Like this strategy, ‘apologize’ was also used seven times by the students. The sub-strategies were ‘admit the impingement’ and ‘indicate reluctance’ as in the examples:

- **I would like to ask you a big favor.** It is possible for you to give me some more time?
- **I normally wouldn’t ask you to this** but I want to an extension from you.

The other strategy which was also employed seven times was ‘nominalize’. The students used the noun form of the verb ‘extend’ in their utterances. It is illustrated below:

- You couldn’t possibly give me an **extension** for term paper, could you?

Next strategy which was used five times by the students was ‘minimize the imposition’. They used expressions such as:

- I **just** want to ask. Can I have **a little** time for my term paper or can I **just drop for a minute** to look at my paper?

‘Question, hedge’ was the other strategy which was elicited three times in the utterances. Here is an example:

- I’ve been **wondering if you could** give me some more time.

‘Passive and circumstantial voices’ sub-strategy of ‘impersonalize S and H’ was used by three students in the experimental group. One student asked:

- I am sure you must be very busy but **is it possible** to extend term paper?

‘Go on record as incurring a debt, or as not indebting H’ was the other strategy elicited twice in the utterances. One of these is:

- I know that it is impossible but **I would be really grateful if you postpone the deadline.**

Just one student in the group used ‘give deference’ strategy with an honorific ‘Sir’:

- I know this is due but I haven’t finished. **Sir**, is it possible for an extension?

DCT Item 6: Fourteen students out of twenty used the ‘apologize’ strategy with its sub-strategy ‘beg forgiveness’. Here are the examples:

- **I beg your indulgence**, I completely forgot the book, pardon.
- I forgot it, **would you forgive me my teacher?**

‘Question, hedge’ was the next strategy elicited in four of the students’ utterances. They used expressions such as:

- I’m sorry, I’d be eternally grateful **if you could** give me permission to give you it tomorrow.

‘Be conventionally indirect’ was employed by two students for this situation. Here is one of these utterances:

- I know that you will get angry but I forgot to return it. **Would you mind** if I brought it tomorrow?

Like the strategy above, ‘be pessimistic’ was elicited in two students’ utterances. One of these utterances is:

- I’m very sorry, **I know you won’t forgive me**, but I forgot it.

‘Go on record as incurring a debt, or as not indebting H’ was also used by two students. The example is below:

- I regret to say you I forgot to bring it. **I’d be grateful** if you give me another day to give it back.

Just one student applied the ‘give deference’ strategy with the honorific ‘Sir’. The utterance is:

- Please forgive me **sir**. I forgot to bring it, would you mind if I brought it tomorrow?

DCT Item 7: Five students employed the ‘question, hedge’ strategy in their utterances for this situation. Here is an example:

- Sorry but **may** I take this course in the winter.

‘Be pessimistic’ strategy was elicited in the utterances of two students. One of these utterances is:

- I suppose **there’d be no possibility** to take classes during the summer.

‘Beg forgiveness’ sub-strategy of ‘apologize’ strategy was used by two students in the experimental group as in the example:

- It sounds really cool. **But please forgive me**, I’m planning something different for this summer.

‘Impersonalize S and H’ was also employed by two students with the sub-strategy of ‘impersonal verbs’. One of these utterances is below:

- It **seems** I need a rest during summer.

As in the DCT items 5 and 6, only one student used the strategy ‘give deference’ by an honorific ‘Mr.’:

- **Mr Jackson**, I guess there’d be no chance of attending the class during the summer.

DCT Item 8: ‘Impersonalize S and H’ was the most commonly used strategy by the students for this situation. There were fifteen usages of the strategy with its sub-strategies ‘passive and circumstantial voices’, ‘replacement of the pronouns “I” and “you” by indefinites’, ‘performatives’ and ‘impersonal verbs’. The utterances of the students respectively:

- I am sorry but it **is not allowed** to smoke here. You can go on it outside.
- **All** the employers who smoke in here will be fired.
- Smoking is forbidden in company. **This is so.**
- It is **essential** to not to smoke in here you know that right? It is the policy here.

While forbidding smoking in the situation, twelve students used the strategy ‘state the FTA as a general rule’ as in the example given below:

- This is a rule not my opinion, **office members cannot smoke in office.**

Six students applied the ‘apologize’ strategy with its sub-strategies ‘admit the impingement’ and ‘indicate reluctance’. The examples of the sub-strategies are below respectively:

- **I’m afraid I will bore you** but you can’t smoke here.
- **I regret to inform you**, but you shouldn’t smoke in the office.

There were two utterances having the strategy ‘question, hedge’. One of these is:

- Employees will refrain from smoking in the office. **I am wondering whether** you know or not.

The last strategy elicited in the answers of the students was ‘go on record as incurring a debt, or as not indebting H’ which was used by only one student:

- **I’ll be eternally grateful** if you smoke out.

DCT Item 9: The most popular strategy for this DCT item was ‘question, hedge’ which was elicited twelve times in the utterances of the students. Here is an example:

- **I suppose** there is a mistake about presentation time.

‘Give deference’ was the next strategy used commonly by the students. Eight students used the honorifics ‘Sir’, ‘Mr.’ and ‘Professor’ as in the example:

- **Mr. Professor**, I sort of feel I must tell you this. You told me to present it next week. Why don’t we ask my friends about it?

There were seven usages of ‘impersonalize S and H’ strategy with its sub-strategy ‘passive and circumstantial voices’. Here is an example:

- It **is expected** from me to present next week.

‘Apologize’ strategy was the next used by six students with its sub-strategies ‘admit the impingement’, ‘indicate reluctance’ and ‘beg forgiveness’. The examples respectively:

- **I’m sure you are busy**, but you ask us to present the paper for next week.
- I am sorry but I am pretty sure it is going to be next week. **I hate to say this** but I’m not prepared.
- **I beg your indulgence of tolerance** Professor, but there might be a mistake, I am supposed to present it next week.

‘Be conventionally indirect’ was the last strategy elicited in two of the utterances. One of these is:

- I would, but the deadline is next week. **Would you mind** if I wanted you to look at schedule?

DCT Item 10: For the last item in the DCT, the most popular strategy was ‘minimize the imposition’ which was used nine times in the utterances. Here are two examples:

- You **just** have to press this button, **that’s all**.
- Well **the only thing** you are supposed to press red button.

‘Impersonalize S and H’ was the next strategy used by four students in the group with its sub-strategies ‘impersonal verbs’ and ‘passive and circumstantial voices’. The examples respectively:

- It is **necessary** to turn on this button.
- It **is expected** to press this button.

Three students used the ‘give deference’ strategy with an honorific ‘Mr.’ as in the example below:

- **Mr** Corn just you are expected turn on this button.

The next strategy was ‘question, hedge’ which was elicited in two of the utterances. Here is one of them:

- **May I show you?** You just have to turn it on with this remote control by pushing this button.

‘Be conventionally indirect’ strategy was used by only one student and his/her utterance is:

- **Could you please** turn on it by the remote control and press the button?

The last strategy ‘apologize’ was also used by only one student and the sub-strategy was ‘give overwhelming reasons’. The utterance is:

- **I can think of nobody else who could do this very well like you.**

4.2.2 Discussion of the Post-test Answers of the Experimental Group

To sum up the results of the post-test of the experimental group, it can be said that the frequencies of the strategies used in the utterances were different from the frequencies in the pre-test of the group. The analysis results show that the students used all the NPS with similar frequencies and there were much more NPS elicited.

The most popular strategy employed by the students in the experimental group was ‘impersonalize S and H’ with the frequency of 81. However, this strategy was used only nineteen times by the same students in the pre-test. There was ‘apologize’ strategy in the second order which was also in the same order in the pre-test results. Yet, the most commonly used sub-strategy in the pre-test was ‘beg forgiveness’. In the post-test, the students used all the sub-strategies with nearly the same frequencies. The frequencies of ‘apologize’ strategy for the pre-post tests were 39 and 55 respectively, which indicates that the students applied much more sub-strategies of ‘apologize’ in the post-test. The third strategy that was elicited 51 times in the post-test answers was ‘question, hedge’ which was only used 13 times in the pre-test. Similarly, ‘state the FTA as a general rule’ was the strategy elicited 39 times in the post-test results while it was seen in only 13 utterances in the pre-test.

Different from those results, ‘be conventionally indirect’ was the strategy which nearly had the same frequency in both the pre- and post-tests. The frequencies were 33 for the post-test and 37 for the pre-test. As mentioned before, the most favorite strategy in the pre-test was ‘give deference’ with the number of 54 although it was elicited 29 times in the post-test. ‘Be pessimistic’, ‘minimize the imposition’ and ‘nominalize’ were the other strategies that were also used more in the post-test. While ‘go on record as incurring a debt, or as not incurring H’ was not elicited in any of the utterances in the pre-test, there were six expressions in the post-test.

Another difference between the pre- and post-test results of the students was the total NPS used in each item in the DCT. As stated before, students used NPS heavily in some of the items which were the first and second items in the DCT. Contrary to these results, the frequencies of the NPS in each item were similar in the post-test. The items that had the most NPS were the third and fifth items.

When the total NPS used in the pre- and post-tests were figured, it was seen that this number was 189 for the pre-test and 331 for the post-test. Therefore, it is concluded that teaching NPS to the students contributed to their oral communication skills as they used the appropriate expressions and strategies according to the situations and thus there was a polite communication.

4.3 Results and Discussion Related to the Third Research Question

Research Question 3: Does teaching negative politeness strategies cause any differences between the oral communication skills of the students who are taught these strategies and those who are not?

The post-test results of the control and experimental groups were compared in order to find out whether teaching NPS cause any differences between the oral communication skills of the students who are taught these strategies and those who are not. For this aim, the post-test results of the control group were analyzed firstly. The analysis results were given in detail below. As the post-test results of the experimental

DCT Item 1: For the first item in the DCT, ‘give deference’ was the most popular strategy in the answers. The students used honorifics ‘Sir’ and ‘Mr.’ in their utterances as in the example:

- Excuse me **sir**! It is not allowed to smoke in here, please put that cigarette down.

The strategies following ‘give deference’ were ‘state the FTA as a general rule’ and ‘apologize’ with the numbers of ten. Here is an example for ‘state the FTA as a general rule’:

- Excuse me! But I have to say that **smoking is banned in here**. Please do not smoking.

The sub-strategies of ‘apologize’ elicited in the utterances were ‘beg forgiveness’ and ‘indicate reluctance’. The examples respectively:

- **I am sorry to disturb you** sir, but it is forbidden to smoke in the lobby.
- Hello Mr Coach **I regret to say this** you mustn’t smoke in the lobby.

‘Impersonalize S and H’ was the other strategy applied eight times in the utterances. The sub-strategy in all of the utterances was ‘passive and circumstantial voices’ as in the example:

- I’m sorry but smoking **is not allowed** at this hotel, sir. You can smoke in the smoking room on 5th floor.

Four students employed the ‘be conventionally indirect’ strategy in their answers. Here is one of these utterances:

- I’m sorry smoking here is banned. **Would you mind** if you stopped it?

The last strategy elicited in the answers was ‘question, hedge’ which was used by only two students. One of these utterances is:

- Would you mind **if you smoking out**, sir?

DCT Item 2: The strategies used most commonly by the students was ‘apologize’ and ‘give deference’ with the numbers of fifteen.

The sub-strategies of ‘apologize’ were ‘beg forgiveness’ and ‘give overwhelming reasons’. The examples respectively:

- I really need to take this course, so **I beg you please give me a chance to participate it.**
- Excuse me I want to talk you about something. **I have to take a history course in order to graduate**, but I couldn’t find the course. Could you help me?

‘Give deference’ was used in the utterances with the honorifics ‘Sir’, ‘Professor’, ‘Mr.’ and ‘Madam’. Here is an example:

- **Professor**, I have to take a history course to be able to graduate but it is closed. Can u please do sth about that trouble I face as I really need it.

Following these strategies, ‘be conventionally indirect’ was the next strategy used in eight of the answers. An example is given below:

- Hello, I have to want something from you. I need to take a history course to graduate but it is closed. **Is there anything that you can about this matter?**

Five students in the group applied the ‘question, hedge’ strategy in their utterances. Here is one of these utterances:

- Mr. ..., I have to take this course in order to graduate. However it is already closed. **I wonder that whether you could** give me permission to participate in this course or not.

The last strategy was ‘impersonalize S and H’ for this item in the DCT. The sub-strategies in the utterances were ‘impersonal verbs’ and ‘passive and circumstantial voices’ as in the examples respectively:

- It is **obligatory** for me to participate in it to graduate. May I take this course?
- Professor, I have to take a history course, but it is already closed. **It is possible** for me to take this course? Would you mind helping me?

DCT Item 3: For the third item in the DCT, twelve students in the group used the ‘give deference’ strategy with the honorifics ‘Sir’, ‘Madam’, ‘Miss’ and ‘Mr.’. Here is an example:

- Sorry **madam**. I know you are a singer. However, people are complaining about the loud. Can you do anything for this?

The other strategy was ‘apologize’ with its sub-strategies ‘beg forgiveness’ and ‘indicate reluctance’. The examples respectively:

- **I’m sorry for disturbing you**, but there are some people who are disturbed by the noise that you might make.
- Sorry madam, but **I have to warn you about something**. I heard you’re disturbing other people a little bit. Please pay attention from now on.

Just one student in the group employed the ‘be conventionally indirect’ strategy and his/her utterance is:

- Hello, I’m one of your fan but you disturb other guests. **Could you think about that?**

The last strategy which was also applied by only one student was ‘question, hedge’ and this utterance is:

- Mr X, we’ve received a complain about noise from your room. **May I ask you to please lower the noise?**

DCT Item 4: As in the pre-test, the students did not use many NPS for this item in the DCT. The strategy which was used most was ‘apologize’ strategy with the number of four. The sub-strategies were ‘beg forgiveness’ and ‘indicate reluctance’ as in the examples respectively:

- **Pardon but I should say that** this is a library and people come here for this is a quiet place, so please be quiet.
- Excuse me guys! **But I have to recall you** that you are in the library. So please be quiet. Otherwise, I will send you go out.

After this strategy, ‘be conventionally indirect’ was the next strategy used by three students in the group. One of these utterances is:

- **Would you mind speaking a little more quietly?**

The last strategy which was employed by one student was ‘be pessimistic’ and his/her utterance is:

- **I think you forgot that you are in the library.**

DCT Item 5: The most popular strategy for this item was ‘give deference’ as in most of other items. This strategy was used by fifteen students with the honorifics ‘Sir’, ‘Professor’ and ‘Mrs.’. Here is an example:

- Excuse me **sir!** I know it is due date but I want an extension from you. I have finished my term paper but I have to correct something.

The next strategy elicited ten times in the utterances was ‘be conventionally indirect’. One of these utterances is below:

- Sorry teacher. But I couldn’t finish my term paper. **Would you mind** if I gave it to you a few days later?

Seven students applied the ‘question, hedge’ strategy in their utterances as in the example below:

- Professor, I know that my paper need to be finished by now. But there was unexpected changes. So, **I wonder if** you can give me more time. Maybe 3 days?

‘Nominalize’ strategy was elicited five times in the utterances with noun form of ‘extend’. Here is an example:

- Excuse me sir do you mind giving me an **extension** for my term paper?

Only one student in the group used the ‘impersonalize S and H’ strategy with its sub-strategy ‘passive and circumstantial voices’. The utterance is:

- **Sir is it possible** if I get an extension I haven’t finished yet.

The last strategy which was also used by only one student in the group was ‘minimize the imposition’. His/her utterance is:

- I strongly want you to give me some time for term paper. **Just** in two days, I’ll deliver it to you, believe me.

DCT Item 6: There were only two strategies used in this item of the DCT. These strategies were ‘give deference’ and ‘apologize’.

‘Give deference’ strategy was employed by seven students with the honorifics ‘Sir’ and ‘Madam’. Here is an example:

- I'm sorry, so sorry **madam**, I just forgot to bring it. I promise I will give it to you next morning.

The other strategy 'apologize' was used with its sub-strategies 'beg forgiveness' and 'give overwhelming reasons'. The examples respectively:

- Oh teacher. **I am sorry for letting you down**. I promise that I will bring it tomorrow.
- I was going to teacher, but when **I looked in my bag when I came to school, I realized it was stolen!** I'll get you the same book from the store. I'm sorry for this.

DCT Item 7: The students in the group applied only two of the strategies in their utterances for this item. The first strategy used twice was 'be conventionally indirect' as in the example:

- Oh, unfortunately, I have planned so many things for this summer. **Do I have any chance to take classes next summer?**

The other strategy was 'question, hedge' which was also elicited twice in the utterances. Here is one of these utterances:

- I prefer not to take a course in the summer **if you ask me**.

DCT Item 8: The most favorite strategy for this item was 'impersonalize S and H'. Seven students used the sub-strategies 'passive and circumstantial voices' and 'pluralization of the "you" and "I" pronouns'. The examples respectively:

- I heard you smoke in the office but it **is forbidden** please be careful.
- **We** have no-smoking policy there. Because of that, you mustn't smoke in the company. Please respect it.

In three of the utterances, 'state the FTA as a general rule' was elicited. Here is one of these utterances:

- I told you that **smoking is not permitted in my company**. You are still breaking the rules. If you keep on like this, I will have to look for a new assistant.

Two students applied 'be conventionally indirect' strategy in their utterances as in the example:

- **Could you please smoke outside?** I think I have mentioned it before. It's forbidden.

The last strategy elicited in one of the utterances was 'apologize' with its sub-strategy 'indicate reluctance'. This utterance is:

- Good, but **I have to say something vital**. You shouldn't smoke here. I have mentioned the policy before.

DCT Item 9: Nine students in the control group used the 'give deference' strategy in their statements. They applied the honorifics 'Sir', 'Madam', 'Mr.' and 'Professor' as in the example below:

- **Professor**, there must be something wrong. My presentation will be shown next week. I'm sure about this. Please check the duty list of us to be sure.

'Apologize' was the next strategy used by two students in the group. The sub-strategies were 'beg forgiveness' and 'indicate reluctance'. These utterances are:

- **Excuse me** but you wanted me to present it next week so I'm not prepared.
- Professor, there is a problem about the date of my presentation so **I have to ask you** for checking the date sheet again.

Another strategy which was also used twice was 'impersonalize S and H'. the sub-strategy in these utterances was 'replacement of the pronouns "I" and "you" by indefinites'. One of these utterances is:

- But, **there is a mistake**, you said to me that "you will present a paper in class next week not this week". I am certain about it.

Just one students applied 'be conventionally indirect' and 'question, hedge' strategies in his/her . This utterance is:

- I am not ready for presentation, sir. Because I am sure that it is going to next week. **Would you mind if I presented it next week.**

DCT Item 10: 'Minimize the imposition' strategy was elicited eight times in the utterances. Here is an example:

- **It is so easy**. You can turn on with **just** a button. It is here.

The other strategy used in the utterances was ‘give deference’ elicited in four of the utterances. They used honorific ‘Sir’ as in the example:

- Here is the remote control, **sir**. With these buttons you can turn on this air-conditioner.

4.3.2 Discussion of the Post-test Answers of Control and Experimental Groups

The analysis results indicate that the frequencies of NPS in pre- and post-tests of the control group share similarities. For instance, the most commonly used strategy for both of the tests was ‘give deference’ with 72 for the pre-test and 73 for the post-test. Along the same line, the least elicited strategy in both of the tests was ‘go on record as incurring a debt, or as not indebting H’. While it was only used once in the pre-test, none of the students used it in the post-test. All the frequencies of other strategies used by the students were nearly the same for both of the tests. Therefore, by taking these results into consideration, it can be concluded that there is no significant difference between the frequencies of NPS in the pre- and post-tests.

In order to see whether teaching NPS contribute to the oral communication skills of the students, post-test results of the control and experimental groups are compared. As stated above, the results are nearly the same for pre- and post-test of the control groups. However, post-test results of the control and experimental group differ greatly in terms of the frequencies of NPS. As in the pre-test, ‘give deference’ was the most popular strategy used by the students in the post-test with the number 73. Yet, the students in the experimental group chose ‘impersonalize S and H’ strategy the most which was elicited 81 times. The second strategy used commonly by the students in the post-test was ‘apologize’ with different frequencies in each group. While this number was 55 for the experimental group, it was 41 for the control group. There was a big difference between the frequencies of ‘question, hedge’ strategy in the experimental and control groups with the numbers 51 and 18 respectively. This difference between the frequencies were the same for the strategies ‘be pessimistic’, ‘minimize the imposition’, ‘give deference’, ‘state the FTA as a general rule’ and ‘go on record as incurring a debt, or as not indebting H’. For instance, while the frequency of the ‘give deference’ strategy

was 73 in the post-test of the control group, this frequency was only 29 in the post-test of the experimental group.

There were two strategies that did not show significant differences between the post-test results of the groups. These strategies were ‘be conventionally indirect’ and ‘nominalize’. The frequency of ‘be conventionally indirect’ was 33 in the experimental group and 31 in the control group. Similarly, while the frequency of ‘nominalize’ strategy was 7 in the experimental group, it was 5 for the control group.

All in all, the total numbers of frequencies were 211 and 331 for the control and experimental groups respectively which shows that there were much more NPS in the test results of the experimental group. The utterances of the students in the experimental group indicate that they used the appropriate NPS in their responses without pragmatic failures. Even if the S is at a higher hierarchy as in the items 4 and 8, the students used NPS in their responses, which was the opposite in the pre-test results. When these results are taken into consideration, it can be claimed that students’ awareness about polite communication are raised thanks to the treatment process. Therefore, it can be inferred that teaching NPS contribute to the oral communication skills of the students in the experimental group.

4.4 Results and Discussion Related to the Fourth Research Question

Research Question 4: How do the students reflect on learning negative politeness strategies?

In order to see how the students in the experimental group reflect on the course and learning NPS, a written interview form was applied to the students. There were three open-ended questions in the interview inquiring the students’ ideas about the effectiveness of the course and NPS. Each question in the interview aimed at finding out about the three main components of this research. The first question was designed in order to gather students’ ideas on learning NPS and its positive or negative effects on

their oral communication skills. The second question asked their opinions about teaching NPS in one of the courses at ELT Programs. The last question was used to learn their ideas about the course content and teaching process. As a result, the interview data can be grouped under three themes which are oral communication skills, ELT curriculum and course content.

4.4.1 Oral Communication Skills

Interview Question 1: Do you think that this course has had any negative or positive effects on your oral communication skills?

All the students in the experimental group said that this course had positive effects on their oral communication skills. Nearly all of them expressed that they had some difficulties while communicating with people in some situations. According to their ideas, they improved their oral communication skills thanks to this course and strategies they learnt. One student says:

- *I think that it has had positive effects on my oral communication skills. Because sometimes I had never know to address to somebody and how to get permission from somebody to do something by convincing him/her.*

Another student emphasizes three points:

- *Certainly, there are a lot of positive effects on me. Firstly, it improve my address skills. Then I can feel more comfortable while talking to some instructors or stranger thanks to this course. After all, it is very beneficial to take this course, it increases the quality of language which we have.*

One student draws attention to differences between Turkish and English languages:

- *It has positive effects because we learn how to address people in a polite way. We express our thoughts different from Turkish.*

Another student stated that he/she had never used these kinds of structures in his/her utterances before. He/she remarks:

- *It has definitely a positive effect of course. I realized that I have never use these kinds of structure in my daily life. It is very useful for me.*

One student stated that he/she learnt many new structures in this lesson:

- *I think this course has had many positive effects on my oral communication skills. For example, I learned many clauses and I learned how I address people.*

As a result, it can be claimed that teaching NPS had positive effects on oral communication skills of the students as they also expressed. They stated that they had learnt how to be polite in different situations and they improved their speaking skills. They believe that learning NPS developed their communication skills as they had some difficulties while communication in some oral situations. They also tend to think much more politely.

4.4.2 ELT Curriculum

Interview Question 2: Do you think that ‘politeness strategies’ should be taught in one of the courses at ELT Programs?

All the students in the experimental group support teaching and learning NPS in one of the courses at ELT departments. Their ideas about teaching Politeness Theory and its theories in a course reinforce the aim of this research as it tries to enrich the syllabus of the course Oral Communication Skills. The students especially draw attention to the point that these strategies help them improve their communication skills. One of the students says:

- *I think this should be mandatory at ELT Departments. If we really want to communicate effectively and truly, we should know politeness strategies.*

Similarly, another student expressed that:

- *I think it should be taught in the courses, because it consists of daily life conversations and it is really beneficial to our communication skills.*

One student makes comments on spoken English:

- *Undoubtedly, it should be taught because these kinds of strategies broaden our horizons in terms of spoken English.*

Some other students especially state that these strategies are needed to be learnt as they will be English teachers in the future. They think that they need to learn these strategies in order to have effective communication skills and to teach them to their students. One of them says:

- *I think it should be. Because many of us will be teacher and we need this course to communicate with our students.*

Another student mentions 'effective teachers' and comments as:

- *Yes, I think that it should be a course to graduate. Because we can't be effective teachers and we can't address to somebody whom we should speak to.*

One other student believes that these strategies will be beneficial when he/she is a teacher:

- *Definitely, politeness strategies in ELT Departments is so essential that it will help how I could speak in front of the people when I am a teacher.*

One student thinks that politeness strategies are for everyone. He/she remarks:

- *Certainly, yes because especially ELT students should know this kind of strategies. It provides more respects to us. Politeness strategies are very useful for all people.*

Another student indicates the necessity of learning strategies as they learn new vocabulary and structures thanks to the strategies. He/She comments as:

- *Yes, politeness strategies are useful and they broaden our vocabulary and provide different usage of 'simple utterances'.*

The students' views show that they find learning strategies beneficial for their oral communication skills. They think that they can improve their communication skills thanks to the strategies and hence they need to learn these strategies in one of the courses at ELT program. They plan using these strategies when they become teachers of English in the future and teaching them also to their students. All in all, it can be said that they are keen on learning the strategies as they find them useful for their communication skills.

4.4.3 Course Content

Interview Question 3: Do you find the lessons efficient enough to understand the politeness strategies clearly and to improve your oral communication skills?

The last question in the interview was designed to find out whether the lessons were efficient enough to learn the strategies and to improve their oral communication skills. When the students' comments were analyzed, it was concluded that all the students in the experimental group found the lessons efficient enough to understand the strategies and to improve their skills. Some of them even told that they wanted to learn positive politeness strategies, too. The students state that they learnt the strategies well and thus they can develop their skills. One student says:

- *Yes of course and also I started to use these strategies in my social oral communication skills.*

Another student in the group states his/her ideas with a Turkish proverb and he/she depicts it:

- *Yes, because we learn how to be polite while addressing to somebody. There is a proverb for this situation 'Being polite removes the snake from its place.'*

Some other students in the group draw attention to the instructor. They think that the instructor was good at teaching strategies to them. One student remarks:

- *Yes, of course. The instructor gives us main points clearly and so I feel comfortable now.*

Another student says:

- *Yes, I understood everything clearly thanks to our teacher. She's helped us improve ourselves with those strategies.*

In sum, it can be claimed that the students found the course content and the instructor efficient enough to learn the strategies. Even one of them expressed his/her wish in the 'other comments' part of the interview. He/She says:

- *I wish these kinds of courses put into our education system in near future.*

4.5 General Discussion

In order to reach the aim of this research, it is needed to find answers to the research questions. Pre- and post-test results and the written interview form results were analyzed for these research questions. The analysis results show that teaching NPS create differences in the oral communication skills of the students in the experimental group.

According to pre-test results, the students used only some of the NPS in their utterances. These strategies were ‘give deference’, ‘apologize’ and ‘be conventionally indirect’ which were also commonly used in Turkish language. Therefore, it can be claimed that they used their own experiences for polite communication in their own language. They also used the NPS heavily in some of the items in the DCT. Their favorite situation, in which the most NPS were elicited, was the second situation between a student and a professor. They needed to ‘insist’ for attending a lesson given by the professor. On the other hand, the students did not use some of the NPS as much as the others. These strategies were ‘nominalize’, ‘be pessimistic’ and ‘go on record as incurring a debt or as not indebted H’. Also for some situations in the DCT, especially when the S is at a higher hierarchy, they preferred to use just a few NPS.

Contrary to the pre-test results, there were important differences between the post-test results of the control and experimental groups. As the control group followed a traditional Oral Communication Skills II course, their use of NPS was nearly the same in both of the tests. As in the pre-test, they used the same NPS with similar frequencies. They also used these NPS in some specific items in the DCT as they did in the pre-test. On the other hand, this was not the same for experimental group. The analysis results show that the frequencies of all the NPS were much more in the post-test. There were more NPS elicited in the utterances of the students and their frequencies were close to each other. In the same way, they used these strategies for all of the situations in the DCT. Moreover, the strategies used for the situations were pragmatically appropriate and polite. According to these analysis results, it is concluded that the awareness of the students on NPS were raised thanks to the weekly treatment process in Oral Communication Skills II course. It can be claimed that raising this awareness

contributed to the oral communication skills of the students as they used the appropriate NPS for the situations by eliminating the pragmatic failures and intercultural communication problems.

The data collected through the written interview form were presented for the last research question in this study. There were three questions in the form and each of them aimed different aspects; oral communication skills, ELT curriculum and course content. Students' comments on these three questions were analyzed and it was concluded that the students had positive attitudes towards learning NPS. They all think that they improved their oral communication skills thanks to the lessons as they had some difficulties while communicating in English. They claim that they learnt what to say and how to behave in some oral situations in these lessons. They emphasize the need for learning these strategies in one of the lessons in the ELT curriculum. They also state that the lessons were efficient enough for learning these strategies and improving their oral communication skills.

4.6 Conclusion

In this part of the study, findings and discussions were presented in detail. The analysis results show that the students improved their oral communication skills after the treatment while their comments seem to be subjective for assessing the course and the teaching process. When the analysis results and students' responses were regarded as a whole, it can be concluded that the treatment in the course met its objectives.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this part of the study, the summary is presented first. Then, pedagogical implications and recommendations for further research are included.

5.1 Summary of the Study

This study aimed at investigating whether teaching NPS in Oral Communication Skills course is effective for improving oral communication skills of the prospective EFL teachers. Randomized pre-test post-test control group design, which is one of the experimental research designs, is used for the study. The data needed for the study were gathered through a DCT which was applied as pre- and post-tests and through a written interview form conducted after the treatment process. The frequencies of NPS elicited in the students' answers to the situations in the DCT were given in tables both for control and experimental groups. All the NPS elicited in the pre- and post-tests were given in detail with these frequencies and the comparisons between the control and experimental groups were presented. Students' self-perceptions of the course and the content were gathered with an interview and they were also presented under three themes.

The treatment process took ten weeks to complete. The whole semester was fourteen weeks and the pre-test was conducted in the first week. Throughout ten weeks, the students had theoretical information about Politeness Theory and NPS. The

researcher used sample situations and role-plays as the activities in the classroom. One week after the treatment process, the post-test was applied to the students. The written interview form was conducted in the last week of the semester.

The first research question aimed to find out the current status of Gazi University ELT freshmen students in terms of NPS. The results of this research question showed that both the students in the control and experimental groups used the NPS in their utterances in a limited way. They just used some of the NPS such as ‘give deference’, ‘apologize’ and ‘be conventionally indirect’, which are also commonly used in Turkish. On the contrary to this result, they did not use or rarely used some other NPS in their utterances. These NPS were ‘go on record as incurring a debt or as not indebted H’, ‘be pessimistic’ and ‘nominalize’. Also, the students employed these strategies heavily in some of the situations in the DCT while only a few of the students used the NPS in the other situations. Hence, it was concluded that the students were not able to employ the politeness strategies in their utterances.

With the second research question, it was aimed to find out whether teaching NPS contributes to the oral communication skills of these students. For this research question, the pre- and post-test results of the experimental group were analyzed and the results revealed that there were important differences between the pre- and post-test results. According to the post-test results, it was explored that the students used much more NPS than the pre-test and the frequencies of these NPS were similar in their utterances. While they used the NPS heavily in some of the situations in the DCT, it was seen in the post-test results that they used the NPS with similar frequencies for each situation in the DCT. Therefore, it can be claimed that teaching NPS contributed to the oral communication skills of these students as they used the appropriate expressions and strategies according to the situations and thus there was a polite communication.

The third research question of the study aimed to explore whether teaching NPS causes any differences between the oral communication skills of the students who are taught these strategies and those who are not. In order to find this out, the post-test results of the control and experimental groups were compared and the analysis results

indicated that the use of NPS were different in the groups in terms of frequency and distribution of the strategies. The students in the control group used only some of the strategies heavily in some of the situations in the DCT as in the pre-test. Hence, it can be inferred that there was no significant difference between the pre- and post-test results of the control group. However, the comparison of the post-test results of the control and experimental groups revealed that the students in the experimental group used much more NPS in an appropriate way in their utterances than the students in the control group. Hence, it can be said that the awareness of the students in the experimental group about the polite communication were raised thanks to the treatment process. According to these results, it was concluded that teaching NPS caused differences between the oral communication skills of the control and experimental groups.

The fourth research question sought the students' reflections on learning NPS. The written interview results showed that the students had positive comments and attitudes towards learning NPS. All the students in the experimental group stated that learning NPS improved their oral communication skills as they learnt what to say and how to behave in daily oral communication. They emphasized the need for teaching these strategies in one of the courses at ELT curriculum. They believed that they needed to first learn and then teach to their students how to be polite in English. They also think that the lessons given by the researcher were efficient enough to learn the strategies and improve their oral communication skills. All in all, it can be concluded that the students were satisfied with learning the NPS and the lessons throughout the semester.

In line with all the answers to the research questions of the study, it can be claimed that it is possible to teach NPS to the pre-service English language teachers in order to improve their oral communication skills. Teaching politeness strategies to these students raise their awareness about pragmatic failures and intercultural communication problems.

5.2 Pedagogical Implications

As English has become a ‘lingua franca’, it is important to teach and learn this language in an efficient way in order not to have intercultural communication problems. English language learners of today’s age are likely to communicate in English with native and non-native speakers of this language. Then, the responsibility of English language teachers get much more important as they are the people to enable this intercultural communication for all the people around the world. At this point, the education of these language teachers comes into prominence as they firstly need to learn how to enable their students to have effective oral communication skills. As politeness is a part and parcel of this communication, politeness training should be integrated to the courses in ELT curriculums for the development of oral communication skills.

Starting point of this research has a lot to do with Fukushima and Iwata (1985)’s study as they also emphasize the difficulties even the advanced students have in producing the polite expressions in English. The findings of the present study can be claimed to reveal the lack of students’ communicative competences although they know all the structures of English and have quite large vocabulary. Fukushima and Iwata (1985) explored that Japanese students could not use the polite expressions efficient enough in their utterances like the Turkish students in this study. As politeness plays a very important role for the students’ communicative competences, both Fukushima and Iwata (1985)’ study and the present study propose that politeness phenomena deserve greater emphasis in EFL classes.

The findings of the study reveal that pre-service EFL teacher’s learning how to be polite is an important factor for their future classroom practices as Zhang (1988) also emphasized in his study about teachers’ being polite. Similarly, Thomas (1983) claims that it is teachers’ task to teach students how to prevent pragmatic failures and to develop students’ oral communication skills. Therefore, as the present study suggests, Bardovi-Harlig (1992) and Aridah (2001) state the point that EFL teachers should be introduced with the concept of politeness and its practices in EFL classrooms.

The findings of the present study also demonstrate that language learners need to have appropriate polite communication competences as it is an inseparable and integral part of social linguistic convention. As O'Sullivan (2007) also stated, these language learners are supposed to understand appropriate behavior in a given situation and know what is appropriate and polite to say to whom.

The present study revealed that polite communication can be taught and learnt through the theoretical lessons in a student-centered environment. The activities applied in the classroom seem to allow for a development in the students' use of politeness strategies. As Gürsoy (2011) also pointed out, grammar-based teaching needs to be replaced with the communicative approaches to meet the needs of the learners for learning a foreign language in an efficient and competent way.

5.3 Recommendations for Further Research

This study was carried out in an Oral Communication Skills course by taking the interactive nature of this course. However, politeness training can be integrated into other courses such as Effective Communication Skills or skills-based courses such as Reading, Writing and Listening.

NPS were taught to the students in this study and its effects on oral communication skills of the students were sought to find out. The same study can be done by teaching positive politeness strategies to the students in order to see its effects on communication skills.

In this study, ELT freshmen students were chosen as the study group of the research. Further studies can be managed on the students learning English as a foreign language by teaching them these strategies. The strategies can be taught to these students and its effects and students' comments can be gathered as the data of the research as in Marazita (2009)'s study.

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APPENDICES

Appendix I

Discourse Completion Test (DCT)

Discourse Completion Test

INSTRUCTIONS: Please read each situation and imagine yourself in it. Then write down what you think that you or the person in the situation would say. Use as much or as little space as you need.

PART A

1) You are the receptionist at a hotel. The most famous football team of your country is staying at your hotel. The coach has been smoking in the lobby, which is against the rules. You need to tell him. What are you going to say to him?

YOU:

2) You really have to take a history course in order to graduate, but you find that the course is already closed. So, you decide to ask the professor, whom you do not know personally, to allow you to take this course. In order to get this professor to give you permission to participate in this course, what would you say?

YOU:

3) Working at the front desk, you receive a complaint about loud noise coming from another room. A famous singer is staying in this room and she always stays at your hotel when she has a concert in the city. How will you inform the singer that she is disturbing other guests?

YOU:

4) Two students are discussing something loudly in the library. You are the librarian and decide to ask the students to quiet down. What would you say?

YOU:

5) Your term paper is due, but you haven't finished it yet. You want to ask your professor for an extension. What would you say?

YOU:

PART B

6) A student has borrowed a book from her teacher, which she promised to return today. When meeting her teacher, however, she realizes that she forgot to bring it along.

Teacher: Miriam, I hope you brought the book I lent you.

Miriam:

7) Your advisor suggests that you take a course during summer. You prefer not to take classes during the summer.

Advisor: What about taking a course in the summer?

You:

8) Bob is the boss in the company and has worked there for six years. Barbara, a graduate student, is in the middle of a three-month internship there. Several people have observed Barbara smoking in the office on numerous occasions. Although Bob has mentioned the no-smoking policy, she continues to smoke. Bob will talk to her and forbid smoking.

Bob: Barbara, can I talk to you for a minute?

Barbara: Sure, what's up?

Bob:

9) A professor wants you to present a paper in class a week earlier than scheduled. He insists that you have scheduled the presentation for this week. But you are sure it is going to be next week. So, tell him that you he told you to present it next week, not this week.

Professor: Can you come and do your presentation to us?

You:

10) You have just started working as an assistant at an ad agency and your boss doesn't know how to turn on the air-conditioner in his room. He wants to learn it and asks you. Just give him the instructions to turn on it by giving the remote control and showing the button to him.

Boss: How will I turn on this air-conditioner?

You:

Appendix II

Written Interview Form

WRITTEN INTERVIEW FORM

Please answer the questions below according to your experiences in the course ‘Oral Communication Skills’.

- 1) Do you think that this course has had any negative or positive effects on your oral communication skills?
- 2) Do you think that ‘politeness strategies’ should be taught in one of the courses at ELT Departments?
- 3) Do you find the lessons efficient enough to understand the politeness strategies clearly and to improve your oral communication skills?

Other Comments:

Appendix III

First Week's Worksheet

WEEK 1

Situation 1:

You need a ride home from school. You notice someone who lives down the street from you is also at school, but you haven't spoken to this person before. You think she might have a car. What would you say?

Strategy 1: Be Conventionally Indirect

Appendix IV**Second Week's Worksheet****WEEK 2****Situation 2:**

You are very much interested in joining a class taught by Professor Kim. You have already taken two classes from Professor Kim, and you know him personally well. So you decide to ask this professor's permission to join. In order to get this professor to allow you to join this class, what would you say?

Strategy 2: Question, Hedge

Appendix V**Third Week's Worksheet****WEEK 3****Situation 3:**

You are writing your graduate thesis and need to interview the president of your university. The president was your teacher and you know him quite well. You know the president is very busy and has a very tight schedule as he refused the interview before. You still want to ask him to spare one or two hours for your interview. What would you say in your e-mail?

Strategy 3: Be Pessimistic

Appendix VI**Fourth Week's Worksheet****WEEK 4****Situation 4:**

You received a low grade in your favorite subject. You believe you did very well on the exam and you never missed class. You are disappointed with your grade and want to ask your teacher what happened. What are you going to say?

Strategy 4: Minimize the Imposition

Appendix VII**Fifth Week's Worksheet****WEEK 5****Situation 5:**

Your boss offers you raise and promotion but you have to leave the city where you stay.

What would you say if you want to refuse?

Strategy 5: Give Deference

Appendix VIII**Sixth Week's Worksheet****WEEK 6****Situation 6:**

You are going to apply for a job and would like to ask your favorite teacher to write a letter of recommendation for you. What are you going to say to him/her?

Strategy 6: Apologize

Appendix IX**Seventh Week's Worksheet****WEEK 7****Situation 7:**

One customer has booked a plane ticket with your company. Before making the payment, she has called to make changes in the dates for departure four times already. You feel annoyed. What are you going to tell her?

Strategy 7: Impersonalize S and H

Appendix X**Eighth Week's Worksheet****WEEK 9****Situation 9:**

You are watching a basketball game. A student you don't know comes and stands just in front of you blocking your view. You want to ask the student not to block your view.

Strategy 9: Nominalize

Appendix XI**Ninth Week's Worksheet****WEEK 9****Situation 9:**

You are watching a basketball game. A student you don't know comes and stands just in front of you blocking your view. You want to ask the student not to block your view.

Strategy 9: Nominalize

Appendix XII**Tenth Week's Worksheet****WEEK 10****Situation 10:**

You have just started working at a company. You need to take your son to the hospital. So, you will ask your boss to have a day off. What would you say?

Strategy 10: Go on record as incurring a debt, or as not indebting the hearer

Appendix XIII**Students' Declaration of the Treatment**

İlgili makam ya da kişilere,

Arş. Gör. Sibel Kahraman tarafından yapılan 10 haftalık uygulamaya gönüllü olarak katıldığımı beyan ederim.

07.06.2013

Ad-Soyad

İmza