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HİZMET İÇİ ALANDAKİ TÜRK İNGİLİZCE ÖĞRETMENLERİNİN TÜRKÇE VE İNGİLİZCE'DE KULLANDIKLARI KİBARLIK STRATEJİLERİNİN KARŞILAŞTIRILMALI ANALİZİ

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Demet Ak

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INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A COMPARATIVE ANALYSIS OF POLITENESS STRATEGIES USED BY TURKISH IN-SERVICE EFL TEACHERS IN TURKISH AND ENGLISH

MA THESIS

Demet Ak

Supervisor

Asst. Prof. Dr. Emrah Görgülü

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Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan   Dr. Öğr. Üyesi Emrah GÖRGÜLÜ   (Danışman)

Üye   Dr. Öğr. Üyesi Dilek UYGUN GÖKMEN

Üye   Dr. Öğr. Üyesi Abdül Kasım VARLI

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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AUTHOR'S DECLARATION

I hereby declare that this thesis named as **"A Comparative Analysis of Politeness Strategies Used by Turkish In-Service EFL Teachers in Turkish And English"** is my unaided work that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that thesis has not been submitted to any other degree or award.

Demet Ak

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ÖZET

HİZMET İÇİ ALANDAKİ TÜRK İNGİLİZCE ÖĞRETMENLERİNİN TÜRKÇE VE İNGİLİZCE'DE KULLANDIKLARI KİBARLIK STRATEJİLERİNİN KARŞILAŞTIRILMALI ANALİZİ

Demet AK

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Dr. Öğr. Üyesi Emrah GÖRGÜLÜ

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İngilizce dünya nüfusunun çoğunluğu tarafından anadil, ikinci ya da yabancı dil olarak konuşulan etkili ve uluslararası bir dil olarak kabul görmektedir. Yabancı bir dilde uzmanlaşmak ise sadece o dili öğrenen bireyler için değil aynı zamanda öğretmenler için de büyük sorumluluklar içermektedir. Öğrencilerin, İngilizceyi anadil olarak konuşanlar ile bu dili yabancı dil ya da ikinci dil olarak konuşan bireylerle etkili iletişim kurabilmek için iletişimsel yeterliliğe sahip olmaları gerekmektedir. Dolayısıyla, bu yeterliliği öğrencilere kazandırmak yabancı dil öğretmenlerine önemli sorumluluklar yüklemektedir. Öğrenme eyleminin çoğunlukla sınıfta meydana gelmesi, bu ortamdaki dil kullanımını önemli kılmaktadır. Bu araştırmada Türk İngilizce öğretmenlerinin kibarlık stratejilerini bir eğitim ortamında nasıl kullandıkları incelenmiştir.

Bu çalışmanın amacı, akademik yönerge, motivasyon, değerlendirme ve sınıf yönetimi açısından düşünüldüğünde, dilin anadilden yabancı dile geçişinde kibarlık stratejilerinin kullanımında bir fark olup olmadığının incelenmesidir. Bu amaç doğrultusunda 2015-2016 eğitim-öğretim yılında iki parçadan oluşan bir anket, Anadolu İmam Hatip Lisesinde görev alan 96 İngilizce öğretmenine uygulanmıştır.

Toplanan veriler SPSS v24 (Sosyal Bilimler için İstatistiksel Paket) ile analiz edilmiştir. Araştırmaya katılan öğretmenlerin çoğunluğu İngilizce konuşurken dolaysız strateji kullanırken Türkçe konuşurken pozitif kibarlık kurallarını tercih etmiştir. Cinsiyet değişkeni farklı stratejiler kullanımında önemli bir faktör olarak gözlemlenmiş olup dil değişimi de bu değişimi destekler nitelik sergilemiştir. Akademik yönergeler, motivasyon, değerlendirme ve sınıf yönetimi için kullanılan kibarlık stratejileri farklılaşma göstermektedir.

Anahtar Terimler: kibarlık, söz edimi, yüz, yüz tehdit edici eylem, negatif yüz, pozitif yüz, kibarlık stratejisi, negatif kibarlık, pozitif kibarlık, dolaylı kibarlık, dolaysız kibarlık.

ABSTRACT

A COMPARATIVE ANALYSIS OF POLITENESS STRATEGIES USED BY TURKISH IN-SERVICE EFL TEACHERS IN TURKISH AND ENGLISH

Demet AK

M.A., Department of English Language Teaching

Supervisor: Asst. Prof. Dr. Emrah GÖRGÜLÜ

March, 2018 - Page: 108 + xii

English is a vibrant and international language with most of the world's population speaking it as native, second or foreign language. Majoring in a foreign language is a great responsibility not only for learners but also for teachers. Learners need to have a proper communicative competence to manage successful communication among the native speakers and users of the target language. Therefore, there appears responsibilities of teachers to teach the language to effectively. Most of the learning takes place in classrooms and the use of language plays a significant role in there. In this research, how Turkish in-service EFL teachers use the politeness strategies in an educational setting was investigated.

The aim of this study is to identify whether there were differences in terms of politeness strategies when the language shifts from native to non-native in terms of academic instructions, motivation, evaluation and classroom management. With respect to this aim, in the educational year of 2015-2016, a questionnaire which contained as two parts was used to gather data from 96 participants who are EFL teachers in Anatolian Religious Vocational High Schools.

The data was analyzed via SPSS v24 (Statistical Package for Social Sciences). The findings showed that the teachers participated this research mostly applied bald-on record strategies in English while positive politeness strategies in Turkish. The gender variable

was considered as an important factor in different strategies. The language shift variable also played a significant role in the study. The strategies were perceived differently when language shifted. Also, the use of the strategies for academic instruction, motivation, evaluation and classroom management was appreciated differently by the teachers.

Key terms: politeness, speech act, face, face threatening act, negative face, positive face, politeness strategy, negative politeness, positive politeness, bald-on record politeness, off-record politeness.

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LIST OF ABBREVIATIONS

ARHVS: Anatolian Religious Vocational High Schools

B&L: Brown and Levinson

BOR: Bald-on Record Strategy

CP: Cooperative Principle

EFL: English as a Foreign Language

FTA: Face Threatening Act

H: Hearer

MONE: Ministry of National Education

NP: Negative Politeness Strategy

OR: Off-Record Politeness Strategy

PP: Positive Politeness Strategy

S: Speaker

To my family and all the martyrs of education

CHAPTER I

INTRODUCTION

"Politeness is the flower of humanity."

Joseph Joubert

1.1 Introduction

Human beings have always been in the process of communication whether verbally or non-verbally. Communication is basically defined as the sender's transmission of his message through a suitable channel to the receiver. Keller (1994) defines communication as influencing people in our environment by means of certain signs and for certain purposes; it is also the other party's realization of a reason that is worth being aware of during our attempt to influence. It is always considered to be crucial for the message to be transmitted properly to the receiver. In this perspective, pragmatics is considered as a crucial dimension for communication as syntax and semantics. A native speaker or a non-native speaker has to consider all these dimensions from a unified perspective in order to communicate properly. Learning a language in today's world is not a final aim but a tool for communication and interaction.

It is important for a non-native speaker to have communicative competence which mostly consists of understanding how language is used in different contexts. Even native speakers have communication problems when communicating with the people of their culture. The studies of Brown and Levinson (1987) have shown that there are intercultural communication problems or pragmatic failure in teaching and learning a foreign language. This is related to the pragmatic competence of a language user. Politeness is one of the components to create pragmatic awareness and competence for a language user. It is the practical application of the detailed good manners culturally created and improved throughout history (Rukya, 2016). Politeness appears to be a universal concept and a significant factor in human interaction. It is a feature of language use that most clearly

reveals the nature of human sociality as expressed in speech. Politeness in general terms has to do with the ideas like being tactful, modest and nice to other people (Yule, 2006). It combines the interpersonal considerations and linguistic choices which also affect the form and the function of linguistic interactions. There have been many theories that emerged about politeness. As Brown and Levinson (1987) suggest, Politeness theory is universal for all languages, cultures and human beings. Theories on Politeness, (Austin (1962); Goffman (1967); Lakoff (1973); Leech (1983); Searle (1985); Brown and Levinson (1987)) attempt to explain how politeness is related to the pragmatic competence and the awareness.

Many cross-cultural studies have been carried out on politeness theories and speech acts such as requests, disagreements, apologies, invitations and so forth. The pioneering works have been based on the relations of how native speakers and non-native speakers use politeness strategies. In Turkey, the studies have been centered on "the acquisition of politeness (Dikilitaş, 2004)", "how the academicians employ politeness strategies (Zibande, 2005)", "the awareness level of the university students' on politeness (Ayduttu, 2013)" and "the effects of negative politeness strategies on oral communication of prospective EFL teachers (Kahraman, 2013)."

This research investigates how Turkish in-service EFL teachers use the politeness strategies in an educational setting.

1.2 The Statement of the Problem

In Turkey, foreign language teaching and learning generally occur in a classroom environment. It becomes a micro-world for language interaction and the teacher is in the center of the education most of the time. The classroom is a place where pragmatic instruction can occur. Therefore, the teacher becomes responsible for the pragmatic instruction as well. The language of the teacher is of crucial importance not only for the organization of the classroom, but also for the process of learning.

People generally learn a language to be able to communicate. Learning a foreign language involves not only knowing how to speak and write, but also how to behave linguistically. Therefore, the student-teacher interaction in class is influenced by the pragmatic knowledge of the teachers as well as the students. They have to know how to

behave and respond in various situations. Pragmatic competence is defined as the ability to communicate effectively and it requires knowledge beyond the level of grammar (Kasper, 2016). It is essential for foreign language learners to know not just grammar and text organization but also pragmatic aspects of the target language. The goal is to be able to express any type of speech act which is an essential topic of politeness. Politeness is a part of communication and it plays a vital role in the process of language learning in a classroom. Politeness is often considered socio-culturally appropriate behavior and is characterized as a matter of abiding by the expectations.

Since the 1990s, the terms of Politeness and the Politeness theory of Pragmatics have come into prominence. It is not only a universal virtue but a significant strategy to create an effective communication and atmosphere. Politeness is unrelenting, an institutionalized presence that systematically skewed the generation of every lesson. EFL classrooms are a special context for the application of politeness strategies in teachers' language. This means that when the teacher is polite and uses politeness strategies, the students act according to that discourse. In Turkey, most of the EFL teachers are non-native speakers of English and they are native speakers of Turkish.

In this study, the main objective is to identify whether there are any similarities and differences in terms of the politeness strategies when the language shifts from the native to non-native one. This notion is going to be analyzed from the points of academic instruction, motivation, evaluation and classroom management.

1.3 The Rationale of the Study

The aim of this study is to identify whether there are differences in terms of the politeness strategies when the language shifts from native to non-native from the points of academic instructions, motivation, evaluation and classroom management. Teacher Talk has drawn increasing attention in the classroom with respect to such categories as academic instruction, motivation, evaluation and classroom management.

Academic instructions show how teachers direct students' learning activity. They include the teacher's academic presentation, answering students' academic questions, and giving supportive and corrective feedback. Motivation refers to various illocutionary acts

which aimed at activating students such as their participation, academic questions, and initiative feedback. Evaluation refers to teacher's positive and negative feedback which can encourage as well as discourage students. Classroom management refers to disciplines of instructions or directives (orders, requests, questions, and calls) procedural instructions, and procedural directives (Peng, Xie, & Cai, 2014).

The Politeness strategies that a speaker uses depicts his status and the status of the hearer. It helps the establishment of a peaceful and comfortable atmosphere.

1.4   The Significance of the Study

There have been so many debates on Politeness theories. It is not only a universally valued virtue but also an effective strategy to achieve effective communication. Politeness is thus an important point in the classroom. This study investigates the politeness strategies the in-service teachers in public schools employ in teaching English to students. Thus, it is important to investigate whether politeness can promote a mutual relationship between the teacher and the learner. Yet it is an important point for teachers to be aware of the politeness strategies that they protect the "face" of the hearer. EFL teachers who teach English as a foreign language need to have effective communication skills in order to create a mutual relationship and protect the "face" of the hearer. Also, majoring in a foreign language is a great responsibility not only for students but also for teachers. Learners need to have a proper communicative competence to manage successful communication with the native speakers and users of the target language. Employing politeness strategies is just a point that helps to create communicative competence. The students do not only deal with grammar or lexis, but they become aware of the communicative usages of the language when they hear their teachers. It is assumed that EFL teachers use the strategies, it is an important point to investigate that whether the strategies change according to the situations which take place in a classroom environment. Also, this study assumes that the similarities and differences of politeness strategies when the EFL teachers shift their language to Turkish can be observed.

In this study, it is investigated if EFL teachers employ politeness strategies. It is assumed that EFL teachers exploit some strategies and the study will shed light on the use of politeness strategies of these non-native in service EFL teachers. They are non-native

English speakers and native Turkish speakers. This study aims to find out whether there are any differences and similarities in terms of the politeness strategies when the language shifts from native to non-native in the process of academic instructions, motivation, evaluation and classroom management. In Turkey, pioneering studies have been based on the relations of how native and non-native speakers use politeness strategies. These studies were mostly centered on the samples of the academicians and prospective EFL teachers. Yet there has been no study on in-service EFL teachers about politeness strategies and how they use English and Turkish in their classrooms. In that respect, it's important to analyze how Turkish EFL teachers use politeness strategies in classroom.

1.5 The Limitations of the Study

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

- Only secondary education teachers of English were included in the study.
- Only public schools were included in the study.
- The teachers are chosen from ARVHS to keep the study manageable.
- The study only investigated the situations that can be held in a classroom.

1.6 The Research Questions and The Hypotheses of the Study

This study will seek to find answers to these research questions.

RQ1: What kind of strategies do the teachers employ?

RQ2: Are there any differences or similarities among female and male teachers in the use of politeness strategies?

RQ3: Are there any significant differences or similarities when the language shifts from non-native to native one?

RQ4: Are there any differences or similarities in the strategies when teachers use the language for academic instruction, motivation, evaluation or classroom management?

Teachers are basically polite in the classroom where the language teaching and learning take place. They apparently employ some strategies. In order to investigate

the politeness strategies that teachers use, the hypotheses below are made. In order to investigate the second research question, four hypotheses are posed which are as follows:

1. There is no significant difference among female and male teachers in the use of the positive politeness strategies of Brown and Levinson.
2. There is no significant difference among female and male teachers in the use of the negative politeness strategies of Brown and Levinson.
3. There is no significant difference among female and male teachers in the use of the bald-on record strategies of Brown and Levinson.
4. There is no significant difference among female and male teachers in the use of the off-record strategies of Brown and Levinson.

In order to investigate the third research question, four hypotheses are posed which are as follows:

1. There is no significant difference in the use of positive politeness strategies when the language shifts from non-native to native one.
2. There is no significant difference in the use of negative politeness strategies when the language shifts from non-native to native one.
3. There is no significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one.
4. There is no significant difference in the use of off-record politeness strategies when the language shifts from non-native to native one.

In order to investigate the fourth research question, sixteen hypotheses are posed which are as follows:

1. There is no significant difference in the use of positive politeness strategies when the teachers shift language for academic instruction.
2. There is no significant difference in the use of negative politeness strategies when the teachers shift language for academic instruction.
3. There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for academic instruction.

4. There is no significant difference in the use of off-record politeness strategies when the teachers shift language for academic instruction.

5. There is no significant difference in the use of positive politeness strategies when the teachers shift language for motivation.

6. There is no significant difference in the use of negative politeness strategies when the teachers shift language for motivation.

7. There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for motivation.

8. There is no significant difference in the use of off-record politeness strategies when the teachers shift language for motivation.

9. There is no significant difference in the use of positive politeness strategies when the teachers shift language for evaluation.

10. There is no significant difference in the use of negative politeness strategies when the teachers shift language for evaluation.

11. There is no significant difference in the use of bald-on politeness strategies when the teachers shift language for evaluation.

12. There is no significant difference in the use of off-record politeness strategies when the teachers shift language for evaluation.

13. There is no significant difference in the use of positive politeness strategies when the teachers shift language for classroom management.

14. There is no significant difference in the use of negative politeness strategies when the teachers shift language for classroom management.

15. There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for classroom management.

16. There is no significant difference in the use of off-record politeness strategies when the teachers shift language for classroom management.

1.7 The Outline of the Study

This thesis consists of five chapters. The first chapter introduces the study and fleshes out the aim and significance of the study as well as the assumptions and the limitations of the study.

The second chapter, Literature Review, outlines the theoretical background of the study. The definition and the theories on politeness are produced.

The third chapter, Methodology, presents the research design, the sample of the research, data collection tools and data collection procedures.

The fourth chapter, Results and Discussions, evaluates findings of the research referring to the literature review, and discussions on it.

The last chapter, Conclusion and Recommendations, is about the conclusions drawn from the findings and gives some recommendations about further studies in the field of language teaching and politeness.

1.8 The Definitions of Key Terms

Politeness: "A system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange." (Lakoff, 1973)

Locutionary Act: mere acts of saying, or uttering words with sense and reference. (Crystal, 2008)

Illocutionary Act: the making of a statement, offer, promise, etc. in uttering sentence, by virtue of conventional force associated with it (Levinson, 1983).

Perlocutionary Act: the bringing about the effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance (Levinson, 1983)

Speech act: is "an utterance as a functional unit in communication." (Fasold, 1990)

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

Negative Face: "The basic claim to territories, personal preserves, right to non-distraction- i.e. to freedom of action and freedom from imposition. In brief, negative

face desires for separation, personal territory and freedom from unexpected impositions." (Brown & Levinson, 1987, p. 62)

Positive Face: "The positive consistent self-image or "personality" (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants." (Brown & 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 & 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 & Levinson, 1987, p. 70)

Bald-on Record Strategy: "Doing an act baldly, without redress" involves doing it in the most direct, clear, unambiguous and concise way possible" (p. 69). B&L (1987).

Off-record: It is a communicative act that is done in such a way that it is not possible to attribute only one clear communicative intention to the act.

CHAPTER II

LITERATURE REVIEW

"The only true source of politeness is consideration."

William Gilmore Simms.

2.1 Politeness

Politeness is the practical application of the detailed good manners culturally created and improved throughout history. The etymological root of the lexeme "polite" derives from the Latin past participle form of "politus" which means polished or refined (Watts, 2003). Watts explains the etymological roots of the terms 'polite' and 'politeness' in English as to be found in notions of cleanliness, a smooth surface and polished brightness which can reflect the image of the beholder (2003).

Yule (2006) defines politeness from two perspectives. Politeness in general terms is having to do with the ideas like being tactful, modest, and nice to other people. Politeness in linguistic term is showing awareness of, and consideration for, another person's face.

Robin Lakoff (1973) defined politeness as 'a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange'.

According to Verschueren (1999), another definition for the politeness is that:

> Politeness has become a cover term in pragmatics for whatever choices are made in language use in relation to the need to preserve people's face in general, i.e. their self-image. A distinction is made between negative face, a person's need to have freedom of action, and positive face, a person's need to be treated as an equal or insider. Any act that puts face wants at risk is a face-threatening act or FTA (Verschueren, 1999).

Crystal (2008) explains politeness as a term which characterizes linguistic features mediating norms of social behaviour in relation to such notions as courtesy, rapport, deference and distance. Some of these linguistic features include the use of special discourse markers e.g. (*please*), appropriate tones of voice and acceptable forms of address (e.g. the choice of intimate *vs.* distant pronouns, or of first *vs.* last names).

Politeness is considered both as an interdisciplinary and an intercultural phenomenon. Politeness has been studied from the perspectives of many scientific fields – psychology, philosophy, sociology, ethnomethodology, social anthropology and linguistics. The studies on politeness dates back to the second half of the 1960s. Austin, Goffman, Searle, Grice, Lakoff, Brown and Levinson, and Leech examined, applied, challenged, or modified the theory of politeness. They studied politeness from various perspectives and originated the theories such as: Speech Act Theory, Cooperative Principle, Politeness Principle, Conversational Maxims, and Face Theory.

2.2 The Roots of Linguistic Politeness: Austin, Searle, Grice

The framework of linguistic politeness which is going to be adopted in this work was first introduced by Austin, Searle and Grice. They are considered as the founders of linguistic politeness. John Langshaw Austin was a British philosopher of language and a leading proponent of ordinary language philosophy. He was mostly well-known for developing the theory of speech acts. The lecture series *How to Do Things with Words* (1962) reveals that human beings not only say things but also do things in the use of the language. A speech act is "an utterance as a functional unit in communication." (Fasold, 1990). This theory analyses the role of utterances in relation to the behaviour of the speaker and hearer in interpersonal communication (Crystal, 2008). Saaed (1997) exemplifies the speech acts as the functions of language such as asking questions, making suggestions, greeting and thanking and apologizing and so forth.

Austin (1962) classifies utterances into two groups as performatives and constatives. Crystal (2008) explains performatives as a type of sentence where an action is 'performed' by virtue of the sentence having been uttered. Austin identifies the utterances not to make true or false statements. The statements such as:

'I promise to buy a pair of shoes.'

'I pronounce you as man and wife.' are declaratives but they are not used to make true or false statements. Constatives are descriptive statements which can be analyzed in terms of truth values. The statement 'I cooked the cake' describes the action rather than explaining the action as being performed.

Austin suggests some grammatical properties for distinguishing performatives from constatives. When the adverb 'hereby' comes before the verb, the statement should be meaningful, for example:

'I *hereby* promise to buy a pair of shoes.'

'I *hereby* pronounce you as man and wife.'

These statements are described as performatives and seem unproblematic whereas the statement

'I *hereby* cooked the cake.' is inappropriate and classified as a constative.

According to Austin, there are three components in a speech act.

1. *Locutionary act*: mere acts of saying, or uttering words with sense and reference (Crystal, 2008). It means producing the actual meaningful utterance.
2. *Illocutionary act*: the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of conventional force associated with it (Levinson, 1983). It is the intended significance and socially valid verbal actions such as promising, warning, naming, offering, advising, ordering…etc.
3. *Perlocutionary act*: the bringing about the effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance (Levinson, 1983). It is the actual effect of the utterance, or what we achieve with an utterance such as convincing, persuading, deterring and so forth.

Austin simply exemplifies them in his work (How to Do Things with Words) as:

- *Act (A) or Locution:* He said to me 'shoot her!' meaning by 'shoot' *shoot* and referring by 'her' to *her*.
- *Act (B) or Illocution:* He urged (or advised, ordered, &…etc.) me to shoot her.
- *Act (C) or Perlocution:* He persuaded me to shoot her.

We can distinguish the locutionary act 'he said that…' from the illocutionary act 'he argued that…' and the perlocutionary act 'he convinced me that…' (1962)

The American philosopher John R. Searle expanded Austin's ideas, the necessity of the relating the function of signs and expressions to the social context in which they occur. Searle provided a theoretical framework binding the three dimensions of utterance, meaning and action involved in speech acts. Austin distinguished between locutionary, illocutionary and perlocutionary acts yet Searle was skeptical about this distinction. He preferred a rigorous approach to the description of illocutionary acts. Searle used the idea of illocutionary force as the central plank of his theory, particularly in his formal theory of illocutionary act. (Searle & Vanderveken, 1985)

He expanded the theory with the notion of "direction of fit". Searle and VanDerBeek (1985) assert that illocutionary act theory can be explained with only four possible "directions of fit" in the language. These are:

- *Word-to-World:* where the utterance fits an independently existing state of affairs in the world. The sample sentence "We are married." is used as a word-to-world direction of fit.
- *World-to-Word:* where the world is altered to fit the propositional content of the illocution. An example of such an act would be directive speech act, such as an order. The sentence "I want to marry her." is an example for the world-to-word direction of fit.
- *The double-direction of fit:* is when the world is altered to fit the propositional content of the utterance by being represented as so altered. "I declare you man and wife." is an example for the double-direction of fit.

- *The null-direction of fit:* where there is no question of achieving success of fit between the word and the world. An example of such an act would be expressive. The sentence "I am glad I married you." is an example for the null-direction of fit.

Searle used this notion of "direction of fit" to create taxonomy of illocutionary acts. Searle's taxonomy of speech acts consists of five broad categories like Austin's taxonomy. He strictly criticizes Austin's taxonomy (1969, as cited in Searle, 1979) which consists of:

- *Verdictives:* consist in the delivering of a finding, official or unofficial, upon evidence or reasons as to value or fact so far as these are distinguishable. Example verbs are acquit, hold, calculate, describe, analyze, estimate, date, rank, assess and characterize.

- *Exercitives:* consist in the giving of decision in favor of or against a certain course of action on advocacy of it. Some examples are: order, command, direct, plead, beg, recommend, entreat and advise.

- *Commissives:* is a group to commit the speaker to a certain course of action. Some of the obvious examples are promise, vow, pledge, covenant, contract, guarantee, embrace and swear.

- *Expositives:* are used in the acts of exposition involving the expounding of views, the conducting of arguments and clarifying of usages and references. Some of the examples are affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe, class, identify, and call.

- *Behabitives:* includes the notion of reaction to other people's behaviour and fortunes and of the attitudes and expressions of the attitudes to someone else's past conduct or imminent conduct. The verbs of this group are apologize, thank, deplore, commiserate, congratulate, felicitate, welcome, applaud, criticize, bless, curse, toast, and drink. But also dare, defy, protest and challenge are in this group.

Searle criticizes Austin's taxonomy in various ways. The most significant part of the criticism is that Austin made a taxonomy of English illocutionary verbs not the illocutionary acts. The criticism can be gathered under six main points as:

- Confusion between verbs and acts.
- The fault in the categorization of the illocutionary verbs.
- Too much overlap of the categories.
- Too much heterogeneity within the categories.
- Many of the verbs listed in the categories do not satisfy the definition given for the category.
- No consistent principle of classification.

Searle revised the theory of Austin taking these problematic situations into consideration. He conducted his taxonomy under five categories in his work (Expression and Meaning, 1979).

1. *Assertives (Represatatives):* are to commit the speaker to the truth of the expressed proposition. All of the members of the assertive class are assessable on the dimension of assessment which includes "true" and "false". The direction of fit is Word-to-World. The psychological state is expressed is Belief. The verbs such as assert, predict, insist, boast, complain, conclude and deduce are all determinates of a common determinable.

2. *Directives:* are attempts by the speaker to get the hearer to do something. The direction of fit is World-to-Word. The psychological state is Want (or Wish or Desire). Some of the verbs are ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, advise, dare, defy, and challenge.

3. *Commissives:* are to commit the speaker to some future course of action. The direction of fit is World-to-Word and the sincerity condition is Intention.

4. *Expressives:* are to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. There is no specific direction of fit. The existence of fit is presupposed as Word-to-World. The psychological state varies over the different possible properties. Some verbs are thank, congratulate, apologize, condole, deplore and welcome.

5. *Declaratives:* are the defining characteristics of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world. There is no sincerity condition for this class and the direction of fit goes both ways. Examples are fire, appoint, resign, christen, declare (war…etc), marry...etc.

The basis for the literary theories can be traced back to the Cooperative Principle of Herbert Paul Grice. He was a British philosopher of language. His work has influenced the philosophical study of semantics. The label of his theory can be illustrated by the sentence taken from his essay (Logic and Conversation):

"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."

The heart of the Gricean pragmatics, as described in (Logic and Conversation), is the Cooperative Principle. The Cooperative Principle, (abbreviated to CP) is analyzed into four conversational maxims:

1. Quantity Maxim: relates to the quantity of information to be provided, and under it fall the following maxim:
   a. Make your contribution as informative as is required (for the current purposes of exchange).
   b. Do not make your contribution more informative than is required.

2. Quality Maxim: falls a super maxim- 'Try to make your contribution one that is true.' and

   a. Do not say what you believe to be false.

   b. Do not say that for which you lack adequate evidence.

3. Relation Maxim: is itself a terse one, its formulation conceals a number of problems yet a single maxim is placed under this title

   a. Be relevant

4. Manner Maxim: is related to How what is said to be said. The supermaxim is 'Be perspicuous' and

   a. Avoid obscurity of expression.

   b. Avoid ambiguity.

   c. Be brief (avoid unnecessary prolixity)

   d. Be orderly.   (Grice, 1975)

Grice exemplifies the maxims with simple explanations. If you are assisting somebody to mend a car, s/he needs your contribution as much as required. If the person needs four screws, s/he needs you hand him/her four, rather than two or six. It exemplifies the quantity maxim. The quality maxim is just the expectation of the persona for your genuine contributions. If the persona needs the screws, you should not hand him/her the nails. The relation maxim is about the contributions to be appropriate and immediate needs at the stage of the transactions. If the persona is mending the car by using the screws, you are not expected to hand a good book or any other irrelevant item. The manner maxim is related to expecting a partner to make it clear what contributions s/he is making, and to execute his performance with reasonable dispatch.

These maxims can be observed by the participants in talk exchanges. These participants may fail to fulfill a maxim in various ways. The floating of these maxims can lead to violated communication or misunderstandings. When a speaker violates a maxim, the hearer starts thinking of the reasons why the speaker utters those sentences. The addressee starts to fill the missing parts of the conversations and the speaker wants totally to be understood. Grice explains these implicit parts as "conversational implicatures". For

instance, a speaker responds to the question "How did you like the guest lecturer?" with the following utterance: "Well, I am sure he was speaking English."[1] The speaker violates the CP and flouts the Maxim of Relevance. If the speaker followed the CP, the utterance must have an additional nonliteral meaning such as: "The content of the lecturer's speech was confusing." One other reason for violating a maxim or more can be "politeness". An example for this is when Mrs. Bennet[2] tells Elizabeth, "Mr. Darcy is coming over for the dancing ball." and she replies, "It will be nice to see Mr. Darcy." Her reply flouts the maxim of quantity but is politer than explicitly saying that "She does not like Mr. Darcy."

Grice explains that there are all sorts of maxims (aesthetical, social or moral in character), such as 'Be polite', that are also normally observed by the participants in talk exchanges, and these may also generate nonconventional implicatures. (Logic and Conversation, 1975). His emphasis on some sort of maxims has inspired many linguists to study on a new maxim "politeness". Robin Lakoff, Geoffrey Leech and Richard J. Watts and Penelope Brown and Stephen Levinson are the cornerstones connected with linguistic politeness theory.

2.3 Robin Lakoff and Politeness

Lakoff was considered one of the first linguists who studied politeness. She (1973) introduced two rules of politeness which aim at minimizing conflict in an interaction:

1.Be clear   2.Be polite.

Lakoff (1973) identified politeness as formal politeness, informal politeness and intimate politeness. When the relation between H and S is not close, S must perform social etiquette according to formal politeness. Informal politeness is typical of women because they use more indirect requests, apologies and qualifiers than men (1975). Women's language is considered as a representation of an overall conventional politeness. Intimate politeness is performed when equality exists between S and H.

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[1] The example is taken from the website https://en.wikipedia.org/wiki/Implicature
[2] The names of this example are inspired from the novel *Pride and Prejudice* by Jane AUSTEN.

Lakoff's (1973) politeness model did not a certain definition of politeness, but it was considered as one of the first studies that is related to the relation between gender and politeness.

2.4 Geoffrey Leech and Politeness Principle

As already mentioned, Gricean cooperative maxims do not apply to the evidence of real language use. For example, it has been argued that conversational constraints such as those of the CP do not work because the majority of the declarative sentences do not have an information-bearing function (Larkin & O'Malley, 1973 as cited in Leech, 1983). It has also been argued that the maxims of CP are not universal to language (Keenan, 1974 as cited in Leech, 1983). They do not consider the specific situations, such as moral and ethical issues of the linguistic communities. Therefore, adhering to all cooperative maxims in situations where polite social behaviour is required may not be a beneficial point of view. Leech (1983) proves this situation as "We need the CP to help to account for the relation between sense and force […] but the CP in itself cannot explain why people are so often so indirect in conveying what they mean, and what is the relation between sense and force when non-declarative types of sentence are being considered?" He adds "it must be admitted that the CP is in a weak position if apparent exceptions to it cannot be satisfactorily explained." For that reason, Leech forms the Politeness Principle in his book *Principles of Pragmatics* (1983). He sees the principle not just as another principle to be added to CP, but as a necessary complement, which rescues the CP from serious trouble. (Leech, 1983)

Leech repurposes the illocutionary acts, which Austin, Searle, and Grice studied, based on its functions. It is according to how illocutionary acts relate to the social goal of establishing and maintaining politeness. There are four categories for the illocutionary functions:

1. *Competitive:* aims at competing with the social goal; e.g. ordering, asking, demanding, begging, etc.
2. *Convivial:* aims at coinciding with the social goal; e.g. offering, inviting, greeting, thanking, congratulating, etc.
3. *Collaborative:* aims at ignoring the social purposes; e.g. asserting, reporting, announcing, instructing, etc.

4. *Conflictive:* aims at conflicting with the social goal; e.g. threatening, accusing, cursing, reprimanding. (Leech, 1983)

According to Leech, the first two types are related to politeness. When the illocutionary function is competitive, the politeness is of a negative character such as asking someone to lend you money. The convivial function is courteous; this takes a more positive form of seeking opportunities for politeness such as: "Do you want to read the text for us?", "Would you like to share your ideas with us?"

The last two types are largely irrelevant to politeness. The collaborative function just asserts the situation such as "I like this book." The conflictive function leaves the comity out such as threatening "if you say it again, I will take you to the principal's office."

These illocutionary functions lead Leech to formulate Politeness Principle by giving a set of maxims. His concept is based on the terms "*self*" and "*other*". Leech (1983) indicates that "politeness concerns a relationship between two participants whom we may call *self* and *other*. *Self* will be identified with speaker, and *Other* will be identified with hearer. Speaker has to be politer in referring to hearer's spouse than in referring to speaker's own spouse."

The Politeness Principle (abbreviated to PP) is formulated in a general way by Leech (1983): in negative form (*minimize* (other things being equal) the expression of impolite beliefs) and there is a corresponding positive version (*maximize* (other things being equal) the expression of positive beliefs). PP proposes how to produce and understand language based on politeness. Its purpose is to establish feeling of community and social relationship. Therefore, PP employs six maxims and sub-maxims to perform its functions.

The maxims are:

(I)   TACT MAXIM (in impositives and commissives)
      a. Minimize cost to the *other*
      b. Maximize benefit to the *other*

(II)   GENEROSITY MAXIM (in impositives and commissives)

     a. Minimize benefit to *self*

     b. Maximize cost to *self*

(III)   APPROBATION MAXIM (in expressives and assertives)

     a. Minimize dispraise of *other*

     b. Maximize praise of *other*

(IV)   MODESTY MAXIM (in expressives and assertives)

     a. Minimize praise of the *self*

     b. Maximize dispraise of *self*

(V)   AGGREEMENT MAXIM (in assertives)

     a. Minimize disagreement between *self* and *other*

     b. Maximize agreement between *self* and *other*

(VI)   SYMPATHY MAXIM (in assertives)

     a. Minimize antipathy between *self* and *other*

     b. Maximize sympathy between *self* and *other*

Examples of the maxims are:

- The sentence "Won't you sit down?" is a representative of tact maxim. It is the commissive or impositive utterance. This utterance asks the hearer to sit down. The speaker uses indirect utterance to be politer and minimizing cost to the hearer. This utterance implies 'sitting down' is a benefit to the hearer.

- The sentence "You must come and have dinner with us." It is an example of the generosity maxim. It is an advice utterance that is involved in directive illocutionary act. The speaker implies that the cost of the utterance is to his self. Meanwhile the utterance implies that the benefit is for the hearer.

- A: "The performance was great!"

  B: "Yes, wasn't it!"

  Persona A gives a good comment about the performance. He says the pleasant thing about other. This expression is a congratulation utterance that

maximizes praise of other. Thus, this utterance is included in the approbation maxim.

- "Please accept this small gift as a prize of your achievement." The approbation maxim and modesty maxim concern the degree of good or bad evaluation of other or self that is uttered by the speaker. The approbation maxim is sampled by courtesy of congratulations while the modesty maxim occurs in apologies. The sample sentence here is exploited as the modesty maxim. The speaker maximizes dispraise of himself. The speaker notices his utterance by using "small gift."

- A: "English is a difficult language to learn."
  B: "True, but the grammar is quite easy.
  The persona B actually does not agree that all part of English language is difficult to learn. He does not express his disagreement strongly to be polite. The polite answer will influence the effect of the hearer. In this case, B's answer minimizes this disagreement using partial agreement, "true, but …"

- "I am terribly sorry to hear that you failed your exam." The achievement being reached by other must be congratulated or the calamity that happens to *other*, must be given sympathy or condolences. The sentence above is a condolence expression which expresses the sympathy for misfortune. This utterance is uttered when the hearer gets calamity of failing. This expression shows the solidarity between the speaker and the hearer.

Leech argues that not all the maxims are equally important. One maxim can be more important than the other maxim. Politeness in general is predominantly concerned with the *other* and because the sub-maxim b is always more important than sub-maxim a, we can again say that in general the negative politeness (i.e. avoidance of conflict) is more significant than the positive one (seeking concord) (Leech, 1983).

Leech also acknowledges that interlocutors would never be able to communicate in the event that both participants of a conversation were equally determined to be polite which is called *pragmatic paradox* (Leech, 1983). Therefore, he (1983) introduces five scales to judge the appropriateness of the degree of politeness in a speech event.

1. *The Cost-Benefit Scale*: on which is estimated the cost or benefit of the proposed action, to the speaker or to the hearer. An offer (Take a seat, please) can bring more benefit to the hearer than a request (Bring me a cup of coffee, please) does.

2. *The Optionality Scale*: on illocutions are ordered according to the amount of the choice which the speaker allows the hearer. A request in imperative form (Come to the board!) gives the hearer a small chance of choice than the same request formulated as question (Could you come to the board, please?).

3. *Indirectness Scale*: on which from speaker's point of view, illocutions are ordered with respect to the length of the path (in terms of means-ends analysis) connecting the illocutionary act to its illocutionary goal. An interpretation of "Buy me a hamburger, please." Is easier than a request formulated "I am hungry."

4. *The Authority Scale*: on which is the 'power' of the authority of one participant over another is determined. (Brown & Gilman, 1960)

5. *The Social Distance Scale:* on which we ascertain the overall degree of respectfulness, which depends on relatively permanent factors of status, age, degree of intimacy, etc. but to some extent on the contemporary role of one person relative to another.

The PP, like any other theory attracted much criticism. The main critical points about his theory are that 1) PP is not able to explain different politeness values which are used by people within special social systems (e.g. soldiers of higher rank give orders and commands to soldiers of lower rank; priests command people at confession to do penance)

and, 2) PP fails to account for the 'bald' imperative which is uttered by the speaker but at the same time beneficial to the listener (e.g. "Have a nice day" or "Help yourself") (Mey, 2001). Brown and Levinson (1987) emphasized three critical areas: 1) PP makes it possible to invent a maxim for each regularity in language use, thus an infinite number of maxims will be created which makes the pragmatic theory too free and loose to permit the recognition of any other counter-examples; 2) the distribution of politeness is considered 'socially controlled'; 3) to produce a separable pattern of language use, it does not require a maxim or principle.

2.5 Penelope Brown & Stephen C. Levinson and Politeness Theory

Throughout their studies and observations across cultures, Penelope Brown and Stephen C. Levinson (henceforth B&L) represented one of the most influential, detailed and well-known models of linguistic politeness. They claimed that 'their initial problem derives from the observation that, across cultures, the nature of the transaction being conducted in a verbal interchange is often evident as much in manner in which it is done as in any overt performative acts. In other words, one recognizes what people are doing in verbal exchanges (e.g. requesting, offering, criticizing, complaining, suggesting) not so much by what they overtly claim to be doing as in the fine linguistic detail of their utterances (together with their kinesics clues). For instance, it is rarely that people actually say things like 'I hereby request…' and 'Look, I am terribly sorry to bother you, would it be awfully inconvenient if…' (1987, p. 56-57). The change between manner and verbal utterances can be seen and solved with some suggestions of B&L. "One will tend to use language that stresses in-group membership and social similarity when regulating a small request. On the other hand, when making a request that is somewhat bigger, one uses the language of formal politeness (1987, p. 57). They tried to create universal strategies in their book, *Politeness: Some Universals in Language Usage.* It was a response to the various objections to their theory. B&L were inspired from the works of Grice's CP, Austin and Searle's speech acts and also Erving Goffman's conception of face (1967).

Goffman (1967) defines 'face' as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. 'Line' in the definition refers to a pattern of verbal and non-verbal acts by which [a participant]

expresses his view of the situation and through this his evaluation of the participants, especially himself (p. 5).

Goffman constructs face in accordance with English folk terms, like losing face and saving face. He expresses that "In our Anglo-American society, as in some others, the phase "to lose face" seems to mean to be in the wrong face, to be out of face, or to be shamefaced. The phase "to save one's face' appears to refer to the process by which the person sustains an impression for others that he has not lost face (p.5).

The notion of face in B&L's work is described 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. If there appears a threat to the face of the person, s(he) is expected to defend his/her face by threatening the interlocutor. Following Goffman, they posited two kinds of face: positive and negative.

> *Positive face:* the positive consistent self-image or "personality" (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants (p.61). In brief, positive face desires for affirmation and social closeness.

> *Negative face:* the basic claim to territories, personal preserves, right to non-distraction- i.e. to freedom of action and freedom from imposition. In brief, negative face desires for separation, personal territory and freedom from unexpected impositions.

From these notions, B&L developed a model of how speakers construct polite utterances in different contexts on the basis of assessment of three social factors:

- The Social Distance (D)
- The Relative Power (P)
- The Intrinsic Ranking (R)

Social distance is the relationship between the speaker and the hearer. If the interlocutors are intimate, there will be a low degree of social distance. If they are stranger to each other,

a high degree of social distance appears. As the social distance gets higher, a more formal language appears.

Relative power is related to the power relations between H&S. This relation can be categorized into three types: equal power, more power or less power. If there is more power, the language gets a more formal shape.

The intrinsic ranking is related to the importance or degree of difficulty in the situation. High ranks require more formal and politer language.

2.5.1 Face Threatening Acts (FTA)

B&L (1987) argued that the actions people do when talking with one another-for example, requesting, informing, offering, complaining- have implications for each other's face, and they identified a wide array of speech act types that have the potential to threaten face: 'face threatening acts or FTAs'. The acts can be done by a verbal or non-verbal communication; more than one speech act can be assigned to each utterance.

The distinction about the acts that primarily threaten the negative face do not avoid impeding the addressee's freedom of action. These acts include orders, requests, suggestions, advice, reminding, threats, warnings, dares, offers, promises, compliments, expressions of envy and admiration.

These acts that threaten the positive face-want of the members do not care about the addressee's feeling and wants. The acts include expression of disapproval, criticism, contempt or ridicule, complaints and reprimands, accusations, insults, disagreements, challenges and expressions of violent emotions, reverence, mention of taboo topics, bringing of bad news about hearer and so forth.

The other distinction is the one that primarily threatens the addressee's (hearer) face and those that threaten the primary speaker's face. The acts are expressing thanks, acceptance of thanks or apology, excuses, acceptance of offers, unwilling promises. The acts that directly damage speaker's face are apologies, acceptance of a compliment, self-humiliation, confessions and emotion leakage (p.65-68).

2.5.2 Strategies for FTAs

The other notion on which B&L's theory is based is the strategies for doing FTAs. In the context of vulnerability of face, anyone will seek to avoid face-threatening act or will employ certain strategies to minimize threat (p.68). To do this the participant will consider the relative weightings of at least three ways:

a. The want to communicate the content of the FTAs.

b. The want to be efficient or urgent

c. The want to maintain H's face to any degree (p.68).

The following figure will summarize the strategies for doing FTAs.

Figure 1: Possible strategies for Doing FTAs. / Source: (Brown & Levinson, 1987, p. 69)
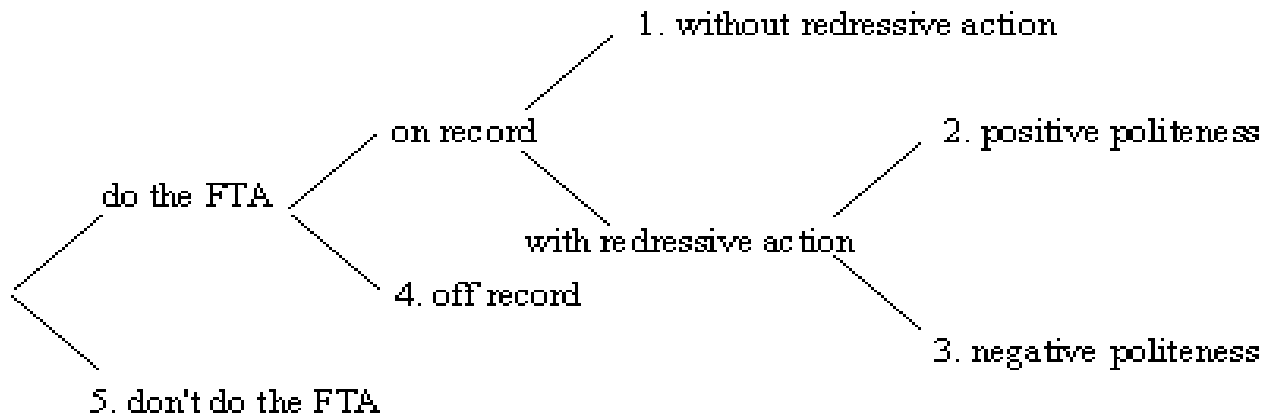
The first concept on record is related to the clearness of the communicative intention. If it is clear to participants, it shows what communicative intention led the actor to do. Consider the example of the 'I (hereby) promise to come tomorrow' and if participants would concur that, in saying that, I did unambiguously express the intention of committing myself to that future act, then I went 'on record' as promising to do so (p.69).

The second concept off-record is related to the idea that there is more than one unambiguously attributable intention. For example; the actor says 'Damn, I am out of cash, I forgot to go to the bank today' (p.69), here the actor may be intending someone to lend

him some cash. Linguistic realizations of 'off-record' include metaphor and irony, rhetorical questions, understatements, tautologies, all kind of hints as to what a speaker wants or means to communicate (p.69).

2.5.2.1   Bald-on Record Strategy

"Doing an act baldly, without redress" involves doing it in the most direct, clear, unambiguous and concise way possible (p.69). B&L (1987) claim that the primary reason for bald-on record usage may be generally stated as whenever the speaker wants to do FTA with maximum efficiency more than s/he wants to satisfy hearer's face, even to any degree, s/he will choose the bald on record strategy (p.95).

This strategy is most often utilized in situations where the speaker has a close relationship with the listener, such as family or close friends. There are, however, different kinds of bald-on record usage, mostly fall into two classes:

a) Those where the face threat is not minimized, where the face is ignored or is irrelevant; and,

b) Those where in doing the FTA baldly on record, S minimizes face threats by implication (p.95).

The cases in which one might use the bald-on record strategy are:

- Situations with no threat minimization
- Urgency or desperation: *Watch out!*
- When efficiency is necessary: *Hear me out!*
- Task-oriented: *Pass me the dictionary!*
- Little or no desire to maintain someone's face: *Don't forget to clean the blinds!*
- Doing the face-threatening act is in the interest of the hearer: *Your headlights are on!*
- Situations where the threat is minimized implicitly
- Welcomes: *Come in!*
- Offers: *Eat! Leave it, I will clean up later.*

2.5.2.2 Positive Politeness

The positive politeness tries to minimize the distance between interlocutors by expressing friendliness and solid interest in the hearer's need to be expected. According to B&L (1987), positive politeness is to redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/ acquisitions/ values resulting from them) should be thought of as desirable (p. 101). Positive politeness utterances are used to show the linguistic behaviour between intimates, shared wants and shared knowledge between interlocutors. B&L also point out that the positive politeness is not used for FTA redress but in general as a kind of accelerator, where S indicates he wants to come closer to H or audiences (p.103).

B&L divide positive politeness into three broad mechanisms and sub-mechanisms with their strategies. The strategies are explained as it is explained in the book (Politeness: some universals in language usage) and the examples are modified by the researcher.

A. *Claim "common ground":* indicating that S and H both belong to the same group sharing specific wants, goals, and values.

a. *Convey 'X is admirable, interesting':* conveying that some want of H's is admirable or interesting to S.

Strategy 1: *Notice, attend to H (his interests, wants, needs, goals):* S needs to notice about H's differences, changes, remarkable, possessions that H wants to be approved of:

- *Goodness, you have dyed your hair. It looks perfect. By the way, Can I borrow your car for today?*

Strategy 2: Exaggerate (interest, approval, sympathy with H): S uses exaggerated intonation, stress, and other aspects of prosodics, as well as, modifiers.

- *How absolutely extraordinary your project is!*

Strategy 3: Intensify interest to H: S draws H to conversation by making a good story.

- *I entered the class, and what do you think I see? All of my students were playing football.*

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: S can implicitly claim the common ground with H using address forms, language or dialect, jargon or slang and ellipsis.

- *Can you help me, bro?*

c. *Claim common point of view, options, attitudes, knowledge, empathy*

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

- A: I saw an accident on the road.
  B: Oh, God! An accident!

Strategy 6: Avoid disagreement: Here taken agreement, pseudo-agreement, white lies and hedging opinions are used to avoid disagreement between S and H.

- A: Can you hear me? B: Barely.
- I will be seeing you then.
- I really sort of think…

Strategy 7: Presuppose/ raise/assert common ground: Gossip small talk, point-of-view operations, personal-center switch, presupposition manipulations are used in this strategy.

- Don't you want some dinner now?

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

- How about lending me this old heap of Junk? (a new Cadillac in fact.)

B. *Convey that S and H are cooperators:* the want to convey that the speaker and the addressee are cooperatively involved in the relevant activity.

a. *Indicate S knows H's wants and is taking them account*
   Strategy 9: Assert or presuppose S's knowledge and concern for H's wants.
   - *I know you studied hard but they didn't let you in the project. I believe you will have many chances ahead.*

b. *Claim reflexivity (if H wants then S wants, if S wants then H wants)*
   Strategy 10: Offer, promise: Whatever H wants, S wants for him and will help to obtain.
   - *I promise to help you.*
   Strategy 11: Be optimistic: presumptuous or 'optimistic' expressions of FTAs.

   - *Look, I am sure you don't mind if I borrow your dictionary.*

   Strategy 12: Include both S and H in the activity: Using inclusive 'we' form instead of 'you'.

   - *Let's read the text.*

   Strategy 13: Give or ask for reasons: a way of assuming cooperation.

   - *Why don't you study for English exam?*

c. *Claim reciprocity*
   Strategy 14: Assume or assert reciprocity: FTA can be softened by negating the debt between S and H.
   - *I helped you yesterday, so you can help me today.*

C. *Fulfill H's want*
   Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)
   - *I understood that you want to help your brother.*

2.5.2.3 Negative Politeness

According to B&L (1987), negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Negative politeness is seen as the language of respect behaviour. Negative politeness is the most elaborate and the most conventionalized set of linguistic strategies for FTA redress (p.130). Positive politeness minimizes the social distance between interlocutors. On the other hand, negative politeness is used whenever S wants to put a social brake to the conversation.

B&L divide negative politeness into five broad mechanisms and some sub-maxims. The strategies are explained as it is explained in (Politeness: some universals in language usage) and the examples are modified by the researcher.

A. *Be direct:* The simplest way to convey an on-record message in the most direct way.

Strategy 1: Be conventionally indirect: S is faced with opposing tensions: the desire to give H an "out" by being indirect, and the desire to go on record.
- *Is there permission to take your pen for a minute?*
- *You couldn't possibly/ by any chance/ I suppose/perhaps pass the salt.*
- *What would you say if it is your turn?*
- *I don't think I could answer the question, could I?*
- *Do you mind if I go out?*

B. *Don't presume/ assume:* includes avoiding presumptions about H, and his wants, what is relevant or interesting or worthy of the attention.

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

Strategy 2: Question, hedge
- *You hate it, don't you?*
- *I wonder if you could lend me some money.*

- *Perhaps you may listen to her.*
- *Could you please help me?*
- *I suppose you should listen to your friend.*
- *I am sort of angry right now.*
- *That's just how it is in fact/ in a way/ in a sense.*
- *Listen to me if you can.*

C. **Don't coerce H**

   a. *Give H option not to do act:* Include being indirect and H is not likely to do A.

Strategy 3: Be Pessimistic: this strategy gives redress to H's negative face by expressing doubt that the conditions for the appropriateness of S's speech act obtain.

- *Here you wouldn't have brought the books, would you?*
- *I don't imagine there'd be any chance of you to promote.*
- *Perhaps you'd care for a lift.*

   b. *Minimize threat*

Strategy 4: Minimize the imposition: S tries to minimize the seriousness of the imposition in his/her expressions.

- *I just want to ask you if you could help me.*
- *Could I have a taste of that cake?*
- *Nothing, I just a want a little paper.*

Strategy 5: give deference: There are two sides while giving deference: 1) S humbles and abuses himself; 2) S raises H. Deference phenomena represent perhaps the most conspicuous intrusions of social factors into language structure in the form of honorifics. Honorifics are direct grammatical encodings of relative social status between participants.

- *It is not much, it's just a little thing I picked up for you to wear in the party.*

D. *Communicate S's want to not impinge on H:* S refrains from any infringement of H's territory and face wants.

Strategy 6: Apologize: There are four ways of apologizing:

1. <u>Admit the impingement</u>

- *I am sure you don't have any time for me, but I need your help.*

2. <u>Indicate reluctance</u>

- *I don't want to interrupt you but I need a second.*

3. <u>Give overwhelming reasons</u>

- *I can think of nobody else who could help me.*
- *I can't understand a word of his talking.*

4. <u>Beg forgiveness</u>

- *Excuse me, but…*
- *I am sorry to bother you but…*
- *I beg your pardon…*

a. *Dissociate S and H from a particular infringement.*

Strategy 7: Impersonalize S and H: Avoiding pronouns "I" and "you".

<u>Performatives:</u> *We don't use the structure 'I tell you that is' so but 'it's so'*

<u>Imperatives:</u> *We don't use the structure 'you take that out' but 'take that out'.*

<u>Impersonal Verbs:</u>

It is obligatory to…

It is necessary that…

It appears…

It seems…

It would be perfect…

It looks like…

<u>Passive and circumstantial voices:</u>

It is regretted that…

It would be appreciated that…

Let it be done.

Replacements of the pronouns 'I' and 'you' by indefinites:

One might think…

Someone…

Ok, you guys/ you all/folks…

Pluralization of the 'you' and 'I' pronouns:

We regret to inform you that…

Address terms as 'you' avoidance:

Excuse me, sir/miss/mister…etc.

Reference terms as 'I' avoidance:

His majesty

Your king

Strategy 8: State the FTA as a general rule:

- *Passengers are not allowed to board without passports.*
- *The committee requests the president*
- *Late-comers won't be allowed to enter the exam class.*

Strategy 9: Nominalize:

- *'I am surprised at your failure' instead of 'I am surprised that you failed to reply.'*

E. *Redress other wants of H's:* If H is at a higher hierarchy than S, then S respects H's territory and preserve.

Strategy 10: Go on record as incurring a debt or as not indebting H

- *I could easily do it for you.*
- *I will never be able to repay you if you…*

2.5.2.4 Off-record

It is a communicative act that is done in such a way that it is not possible to attribute only one clear communicative intention to the act. If the speaker wants to do a FTA, but wants to avoid the responsibility for doing it, he can do off-record FTA.

It has two maxims and sub-maxims. The strategies are explained as it is explained in (Politeness: some universals in language usage) and the examples are modified by the researcher.

A. Invite conversational implicatures via hints by violating the Gricean Maxims

    a. Violate Relevance Maxim:

    Strategy 1: Give hints- It is cold in here (It means 'Shut the window.')

    Strategy 2: Give association clues-My house is not very far away. (Please come and visit me.)

    Strategy 3: Presuppose- I washed the car again today.

    b. Violate Quantity Maxim:

    Strategy 4: Understate – A: What do you think of Ernest? B: Nothing wrong with him.

    Strategy 5: Overstate-I told you a million times.

    Strategy 6: Use tautologies- War is war.

    c. Violate Quality Maxim:

    Strategy 7: Use contradictions- A: Are you happy now? B: Yes, and no.

    Strategy 8: Be ironic- Jack is a genius. He got ten out of a hundred.

    Strategy 9: Use metaphors- Jane is a real goat. (He is as stubborn as a goat.)

    Strategy 10: Use rhetorical questions- How many times do I have to tell you? (So many.)

B. Be Vague or Ambiguous

    a. Violate Manner Maxim:

    Strategy 11: Be Ambiguous-John's a pretty sharp / smooth cookie.

    Strategy 12: Be vague- I am going you know where.

    Strategy 13: Overgeneralize- People who live in a glass house shouldn't throw stones

    Strategy 14: Displace H

    Strategy 15: Be incomplete, use ellipsis-Oh sir, a headache.

2.6 Conclusion

In this chapter, the theories of some linguists and philosophers who are thought to be the founders of the politeness strategy are outlined. The main reason for choosing these linguists and philosophers is that one theory is the essence of another. In the chapters following an analysis was made based on Brown and Levinson's theory (1987) which is regarded as the most common and influential theory of politeness. Austin (1962), Searle (1979) and Leech (1983) whose works form the basis of this theory were included. The results which are gathered from the questionnaires were analyzed in the light of Austin's speech act theory as well as Searle's taxonomy and Leech's maxims. A detailed analysis was done in the light of Brown and Levinson's theory. The language use of EFL teachers was checked against Positive Politeness, Negative Politeness, Bald-On Record, and Off-Record politeness strategies.

CHAPTER III

METHODOLOGY

"Politeness is the art of choosing among your thoughts."

Madame de Stael

3.1 Introduction

This chapter presents the research design, the sample of the study, the data collection instruments and data collection procedures as well as an overview of the data analysis.

The study was inspired by a case study which was carried out by Jiang (2010) in China. She conducted her study through classroom-based observations, recorded data and interviews with both the teacher and students. She observed an intensive reading class of non-English majors at a university and recorded their class and made interviews with them.

In this research, the politeness strategies employed by Turkish EFL in-service teachers in Turkish and in English were analyzed from the points of academic instructions, motivation, evaluation and classroom management in order to understand whether or not there are differences when the language shifts from native to non-native.

3.2 The Research Design

Research in its broadest sense refers to search for knowledge. There are two broad paradigms of research: quantitative and qualitative. This study is quantitative in nature. Quantitative research has been defined variously as:

Kothari (2004) defines quantitative research as "a research based on the quantitative measurements of some characteristics. It is applicable to phenomena that can be expressed in terms of quantities. We generate the data in a quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion (p.3)."

Quantitative research focuses more on the ability to complete statistical analysis. Cohen (1980) defines the term as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case.

Creswell (1994) gives a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.

Quantitative research is essentially about collecting numerical data to explain a phenomenon, verifying which of the hypotheses are true, asking particular questions suited to being answered using quantitative methods. A researcher in quantitative research is able to measure and analyze the data in an objective way. This method is fairly inflexible.

The benefits of employing quantitative method are various; however, the most distinctive advantages can be:

- It enables the researcher to gather information from a relatively large number of participants.
- It can be conducted in a number of groups which allows us for comparison.
- It allows the researcher to generalize the findings into a broader population.
- It provides numerical or rating information.
- The results of quantitative method are quite informative for instantiating policy or guidelines. (Anderson, 1990)

This study employed a questionnaire as the data collection tool. Questionnaire is a data collection tool commonly used in quantitative research. It consists of two sets of closed ended questions. Each set has twenty-five (25) structured, multiple-choice questions consisting of four categories academic instructions, motivation, evaluation, and classroom management. Both sets are for the same sample group of Turkish in-service EFL teachers. The first set of questions is answered as non-native teachers of English and the second set is answered as native Turkish teachers in order to analyze whether or not there are

differences in terms of politeness strategies when the language shifts from native to non-native.

3.2.1 The Research Setting

In this study, the politeness strategies used by Turkish in-service EFL teachers in Turkish and English are searched. Therefore, secondary education institutions are chosen as the study setting. All the schools are public schools.

In Turkey, secondary education institutions include all of the general, vocational and technical education institutions that provide at least four years of education after primary school. (Wikipedia: Free Encyclopedia, 2016). Secondary educations include a 4-year High School or Vocational High School education. The age range of the learners are from 14 to 18. Some of the secondary education institutions are Public High Schools (the last graduation will be in 2017), Anatolian Vocational High Schools (Religious or Technical), Anatolian High Schools, Science High Schools, and Private High Schools. Secondary education institutions are mostly state-run schools and provide free education. Only Private High Schools have tuition fees. The medium of instruction in Public High Schools is mostly Turkish. The learners have English classes as a foreign language. Their class hours range from 2 hours to 6 hours a week. In the 9th grade all the learners have 6 hours of language instruction and the credit lowers when the grade goes further. The study was carried out in some Anatolian Religious Vocational high schools in İstanbul. These schools were chosen because the number of the schools and the hours of the English lesson are more than many of the schools that are located in İstanbul.

3.3 The Sample of the Research

The population of the study is teachers of English who speak Turkish as their first language and English as a foreign language. However, it is not always possible and practical to collect data from such a population (Cohen & Manion, 1980). Therefore, a researcher needs a small group called sample. The sample of the study is in-service Turkish EFL teachers who teach at Anatolian religious vocational high schools. Sampling methods are classified as probability sampling or nonprobability sampling. Probability sampling is used when a researcher seeks a strong correspondence between their research population

and sample drawn from it. (Lynch, 2011) In this study, the secondary education institutions and the teachers were chosen randomly. Random sampling is a type of probability sampling method in which each member of the population under study has an equal chance of being selected. (Cohen & Manion, 1980)

If the probability-based sampling is properly carried out, there will be none of the bias which can arise from subjective judgments in sample selection. The bias occurs because the researcher draws participants from the same population, but the participants have individual differences. Also, the participants might not be representatitve of the population. With probability sampling we use the randomization distribution to draw conclusions. (Doherty, 1994) It allows the researcher to obtain objective data representing the population and statistically whether or not a sample is the representative of the larger population.

The schools of the study were chosen randomly from among many secondary education institutions. The teachers from various Anatolian Religious Vocational High Schools (hence ARVHS) were asked to participate in the study through mails and the social network called "Facebook". 96 teachers- mainly from the same schools- responded that they would be happy to participate in this study. They did not want to name their schools in which they were working at that time, yet, they guaranteed that they were working at ARVHS. These 96 teachers were working at different ARVHS. The questionnaire was sent to the participants via e-mail or given by hand.

The data that were collected are based on the responses given to the questionnaires by Turkish EFL teachers. Since the objective of the study is to focus on and analyze the differences of teachers' use of politeness strategies in an English and a Turkish classroom, only teachers of English were included the study.

The participants in this study included 96 voluntary teachers. All the teachers were currently employed as the teachers of English in Anatolian Religious Vocational High Schools during the educational year of 2015-2016 in İstanbul. They all reported that their first language is Turkish, and the language spoken at home is Turkish. All the participants are non-native speakers of English and native speakers of Turkish. Their educational background differs from BA to Ph.D. yet most of the participants have a BA in English

Language Teaching from the Faculty of Education or BA in English Language and Literature or American Culture and Literature from the Faculty of Letters.

3.4 Instruments

There are various procedures for collecting data: tests, questionnaires, interviews, classroom observations, diaries, journals, so forth. Wilkinson and Birmingham (2003) define the term research instruments as simply the devices for obtaining information relevant to the research subject. According to O'Leary (2004), "Collecting credible data is a rough task and it is worth remembering that one method of data is not inherently better than another" (p.150). Therefore, it depends on the researcher to find out and decide which method to choose in the data collection process.

Quite often quantitative designs use tests and closed-ended questions in order to gather, analyze and interpret data (Zohrabi, 2013). In this study, a questionnaire was used. A questionnaire is a data collection instrument mostly used in normative surveys. It contains well-organized series of questions to provide data for the researcher. It should always have a definite purpose. Wilkinson and Birmingham (2003) identify the questionnaire as "the favoured tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form" (p.7).

Questionnaires usually are comprised of a number of different approaches to asking questions ─ the essential ones: closed questions, multiple choice or ranking questions, and open-ended questions (Wilkinson & Birmingham, 2003). The questionnaire of this study consists of two sets of closed-ended questions. Each set has twenty-five (25) structured, multiple-choice questions. Multiple-choice questions are questions to which all possible answers are provided. They provide the inquirer with quantitative or numerical data. Seliger and Shohamy (1989) are of the opinion that closed ended and multiple-choice questions are more efficient because of their ease of analysis. The questionnaire of the study is assumed to be a self-administered one because it allows the participants to take their time and respond the questions on their own.

In the process of the questionnaire design, 5 non-native EFL teachers whose native languages were Turkish and were working at MONE were observed. Their classroom activities whether in English or Turkish were observed and noted. They did not want to be

recorded. The structures that they used in the classroom were grouped in the process of designing the questionnaire and they provided a basis for the study. A number of draft questionnaires were constructed in order to enhance the validity and the reliability. After making necessary corrections, additions or removals, the final questionnaire was prepared by the researcher.

The questionnaire contains two parts and each part contains 25 multiple choice items (Appendix A and B). The questionnaire was prepared for some situations that can occur in the classroom or outside the classroom by the researcher. In each part, the items related to the academic instructions, motivation, evaluation, and classroom management. The participants responded the first part of the questionnaire as non-native teachers of English and the second part as native speakers of Turkish. The questionnaire was administered to 96 participants. The items were structured as if a lecture takes place. The items start with a greeting situation and finish with a farewell situation. Both parts of the questionnaire are about four pages long. Each item has four options. One of the options is nominated as 'other' to give a chance to the participants to write different answers to the situations that are given to the teachers. In appendix A and B the options were distributed as the 'a' for positive politeness strategy, 'b' for negative politeness strategy, 'c' for off-record or bald-on politeness strategies. The option for the off-record politeness was used less than the other strategies. The question items and the options were designed according to the observations that were made in the classroom. The teachers who were observed used off-record politeness strategies less than the other strategies. Therefore, off-record strategy was applied less than other strategies. Different from other items, the option 'a' was used for negative politeness, 'b' for off-record politeness, 'c' for bald-on in items 16 and 23. In item 17 the options 'b' anc 'c' were used as bald-on record strategy because the item is related to classroom management and the teachers who were observed used bald-on record strategy more than other strategies.In the administration of the questionnaire, the options were distributed in a mixed way. The situations in the questionnaire are distributed as eight (8) items for academic instruction, seven (7) items for classroom management, five (5) items for motivation and four (4) items for evaluation in the questionnaire. The items were not labelled as academic instructions, evaluation, and so forth or they were not grouped in

the questionnaire according to the situations which were mentioned above. Table 1 shows distribution of questionnaire items and classroom activities in English and Turkish.

Table 1: Classroom Activities and Questionnaire Items

Activities in the classroom	Questionnaire Items
Academic Instruction	3, 4,7,8,13,15,19,21
Classroom Management	6,11,12,17,18,20,24
Motivation	1,2,5,22,23,25
Evaluation	9,10,14,16

3.5 The Pilot Study

The pilot study of the questionnaire was conducted with 5 EFL teachers working in secondary education institutions and they were not included in the main study. They were asked to report any problems that they encountered while responding to the questions. As the questionnaire contained with multiple-choice items, the respondents recommended the researcher to add an "other" option in case there may be some other responses. Adding a choice of "other" would relax the participants of the study.

3.6 Data Collection

Before conducting a study, one of the most important issues is how the researcher will gather the data needed. In this study, a questionnaire was chosen as the data collection instrument and the data was gathered from participants working at different Anatolian Religious Vocational High Schools. The questionnaire was transformed into an online form for the participants. The participants were free to contact the researcher while responding to the questions if they had any problems. They were free to respond to the questionnaire when they had time. 35 EFL teachers out of the total number 96 responded the questionnaire on the paper while the others did it online.

3.7 An Overview of the Data Analysis

This is a quantitative research that was designed to find out the politeness strategies employed by Turkish in-service EFL teachers in Turkish and in English from the points of academic instructions, motivation, evaluation and classroom management in order to see

whether or not there are any differences when the language shifts from native to non-native. Thus, the data was gathered through a questionnaire with closed-ended items. The data were analyzed using the Statistical Package for Social Sciences (SPSS v24). The Chi-Square test was used to analyze the data to understand whether there are differences or similarities when the language shifts from native to non-native. The questionnaire consisted of two parts and each part contained 25 multiple-choice items. All the responses were entered into SPSS program and frequencies, percentages and standard deviations were obtained. The responses which were written in "other" option were categorized under the strategy that they belong. The teachers who responded 'other' wrote almost the same responses that were written in the options 'a', 'b' or 'c'. The relevance between Turkish and English was analyzed through Chi-Square test by referring to the asymptotic significance which assumes that the sample size is adequate to be analyzed. The tables of these calculations were drawn according to the data.

3.8 Conclusion

This section introduced the research design, the study group of the research, the instrument, data collection procedure, and the overview of the data analysis in detail. In the next chapters, the results obtained from the questionnaire are going to be interpreted.

CHAPTER IV

RESULTS AND DISCUSSION

"Politeness is the chief sign of culture."

Baltasar Gracian

4.1 Introduction

This study aimed to investigate the differences or similarities of politeness strategies of the in-service EFL teachers when they shift their language from non-native to native. This chapter presents the results of the analyses are discussed in line the order of questions and hypotheses posed in Chapter I. As mentioned in Chapter I, in order to answer the research questions some hypotheses were posed. The first research question 'What kind of strategies do the teachers perform?' was answered considering the situation that using politeness strategies is inevitable. In order to answer the second question, 'Are there any similarities or differences among female and male teachers in the use of politeness strategies?', four null hypotheses were analyzed. In order to answer the third questions, 'Are there any significant differences or similarities when the language shifts from non-native to native one?', four null hypotheses were posed. Then in order to answer the fourth question, 'Are there any differences or similarities in the strategies when the teachers shift language for academic instruction, motivation, evaluation or classroom management?', sixteen null hypotheses were posed. Discussions related to the hypotheses follow the results. For each hypothesis, some sample responses of the participants are given.

4.2 Research Question 1

In order to answer the first research question 'What kind of strategies do the teachers employ?', one should consider the fact that using politeness strategies is inevitable. While having communication with people, the speaker always considers the hearer's face. Face is defined by Brown and Levinson as "something that is emotionally invested, and that can be lost, maintained or enhanced, and must be constantly attended to in interactions (p. 61).

The face can be positive or negative, yet it is constructed by 'the social power, the relative power and the intrinsic ranking' (Brown & Levinson, 1987). In a classroom environment, the interlocutors can be intimate and there can be lower degree of social distance. On the other hand, the interlocutors can be strangers to each other and a higher degree of social distance can appear. The power relations between the hearer and the speaker can be equal, it can be more, or it can be less. The situation between the hearer and the speaker is another aspect of politeness. The more the power differential, the more formal and polite the language is. Therefore, it is expected that the strategies appear between the hearer and the speaker. Considering these points in an environment which is the school in our study, the use of the politeness strategies is inevitable because politeness strategies are used to protect the hearer's face. Speaker uses politeness strategies consciously or unconsciously to avoid face threatening acts. The researcher concentrates on the politeness theory of Brown and Levinson (1987), maxims of Leech (1983), speech acts of Austin (1962), and Searle (1985). The method that the researcher used to gather data was a multiple-choice questionnaire. Therefore, the possible responses that teachers can give were prepared. In each sentence, there are examples of different strategies.

4.2.1 The Analysis of The Strategies of the Items in the Questionnaire

As it was told, the use of the strategies is inevitable. Therefore; the distiribution of strategies were given in Table 2. While using English, the number of positive politeness strategies was found to be 691, negative politeness strategies to be 739, off-record politeness strategies to be 179, and bald-on record strategies to be 791. While using Turkish, the number of positive politeness strategies was found to be 1043, negative politeness strategies to be 719, off-record politeness strategies to be 127, and bald-on record strategies to be 511.

Table 2: Strategy Preferences across Classroom Situations in English and Turkish

Classroom Situations	Academic Instruction		Classroom Management		Motivation		Evaluation		Total English	Total Turkish
Strategy Type	English	Turkish	English	Turkish	English	Turkish	English	Turkish		
Positive Politeness	199	275	206	332	172	272	133	232	691	1043
Negative Politeness	286	308	171	187	144	104	111	101	739	719
Bald-on Record Politeness	283	185	220	105	176	112	120	36	791	511
Off-record Politeness	—	—	75	48	84	88	20	15	179	127

4.2.1.1 Questionnaire Item 1

The first item which is given below is about how the teachers greet their students when they enter the classroom.

"You enter your classroom and greet your students by saying:"

"Sınıfınıza girdiniz ve öğrencilerinizi şu şekilde selamladınız:"

The greeting sentences of the teachers for this occasion could be the examples of 'locutionary act' which is explained by Austin (1962). The sentences are produced for their actual meaning. They are used as a way of welcoming which is labelled as 'expressives' by Searle (1979). This item of the questionnaire unveils how the power relation in a classroom takes place. The sentence "Good morning, class!" in English and "Günaydın arkadaşlar!" in Turkish exemplify the use of the positive politeness strategy according to Brown and Levinson (1987). The PP is done by using the group identity marker 'class' in English and 'arkadaşlar' in Turkish for calling students. It is the "strategy 4: Use in-group identity marker: S can implicitly claim the common ground with H using address forms, language or dialect, jargon or slang and ellipsis" (Brown & Levinson, 1987). Calling 'class' could be categorized as a positive politeness strategy because a teacher does not position herself/himself as the more powerful agent or tries to keep the students at a distance. The strategy can be associated with the reduction of the threat of face to students. These sentences are the examples that teachers employ Leech's (1983) 'the approbation principle

and sympathy principle' to maintain students' positive face. These structures maximize praise of the other and sympathy between self and other.

The other option for greeting the students "Good morning, children/students!" in English and "Günaydın, çocuklar/gençler!" in Turkish exemplify the use of negative politeness strategy of number 7. It is "Impersonalize S and H: Avoiding "I" and "you"" (1987). Teachers prefer "children/students" in English and "çocuklar/gençler" in Turkish to position themselves as the more powerful or they keep their distance from students. These sentences employ the approbation maxim of Leech (1983). Keeping the distance between the teacher and the student minimizes the dispraise of the other.

"Hello!", "Hi!" or "Good morning!" in English and "Günaydın!" or "Merhaba!" in Turkish exemplify bald-on record strategy of Brown and Levinson (1987). It is the strategy of "Welcoming". This strategy is used when the speaker has a close relationship with the hearer. In this case, teachers and students are the ones who have close relationships. This strategy is used not to minimize the face threat where the face is ignorant or irrelevant. Leech's (1983) maxim of approbation is used here to minimize the dispraise of the other.

4.2.1.2 Questionnaire Item 2

The second item which is given below is about how the teachers react to their students' physical reflection of something has happened to them.

"At the very beginning of your course, you see your students smiling at you and you don't know the reason. You ask:"

"Derse başlamak üzeresiniz ve öğrencilerinizin size sebepsiz bir şekilde gülümsediğini gördünüz. Durumu anlamak için öğrencilerinize şu soruyu sorarsınız:"

The respenses to this situation "What is going on? Why are you smiling?" and "Is there something funny?" in English; and "Ne oluyor? Neden gülüyorsunuz?" and "Komik bir şey mi var?" in Turkish could be the examples of "locutionary act" of Austin (1962). They are produced for their actual meaning. The last response "It is very good for me to see your smiling faces today so what is the good news?" in English and "Güler yüzünüzü görmek beni çok memnun etti. Güzel haber nedir?" in Turkish could be associated with the

"illocutionary act" of Austin (1962). "Illocutionary act is the intended significance and socially valid verbal actions such as promising, warning, naming, offering, advising…etc" (Austin, 1962). In this sentence, there is a sense of promising voice 'It is very good for me to see your smiling faces…' and a sense of offering 'What is the good news?'. Therefore, it could be associated with the illocutionary act of Austin.

When the responses were analyzed from the point of Searle, it could be seen that the response "What is going on? Why are you smiling?" or "Ne oluyor? Neden gülüyorsunuz?" are the examples of directives. Directives need the hearer to do something. The teacher wants her/his students to explain why they are smiling. Searle (1979) states that this category is the speaker's psychological state as "Want, Wish, or Desire". This sentence could be associated with the tact maxim of Leech (1983) which minimizes the cost to the other. The speaker here minimizes the cost to the other trying to learn the reason. The hearer wants the speaker to explain why s/he is smiling. The other response "Is there something funny?" or "Komik bir şey mi var?" could be an example of assertives of Searle. The speaker in this sentence wants to learn the truth and insisting on having the information. This sentence minimizes the benefit to self and applies generosity maxim (1983). It is a way of teacher to have information. S/he only has interest in having the knowledge about the smiling faces. "It is very good for me to see your smiling faces so what is the news?" or "Güler yüzünüzü görmek beni çok memnun etti. Güzel haber nedir?" sentences could be associated with the expressives. It starts with a welcoming act and relieves the students before showing her/his desire to know the reason. Leech's (1983) theory exemplifies the approbation maxim here. It maximizes the praise of the other. "Seeing the smiling faces" is a way of maximizing the praise of the other. It shows sympathy towards the hearer.

The first response "What is going on? Why are you smiling?" or "Neler oluyor? Neden gülümsüyorsunuz?" is related to the negative politeness "strategy of number 7: Impersonalize S and H-pluralization of the "you" and "I" pronouns" (1987). It could be an example of negative politeness because in this sort of cases, teachers prefer not to call the students by name. Instead they prefer using "you"; "siz" to pluralize the subject and they do not want to draw the attention of a single student. The response "Is there something

funny?" or "Komik bir şey mi var?" could be an example of off-record strategy which is related to the "violating the quality maxim, strategy 10: use rhetorical question" (1987). The teacher sees the classroom smiling and asks, "Is there something funny?" or "Komik bir şey mi var?". If people are smiling or laughing, there can be something funny or laughable so asking such a question is just a way to apply a rhetorical question. "It is very good for me to see your smiling faces so what is the news?" or "Güler yüzünüzü görmek beni memnun etti. Güzel haber nedir?" could be an example of "positive politeness strategy number 1: Notice, attend to H (his interests, wants, needs, goals)" (1987). The teacher notices how good it is to see happy faces of the learners but adds that s/he wants to learn why they are smiling.

4.2.1.3 Questionnaire Item 3

The item which is given below is about how teachers start their lesson. It is related to the academic instruction.

"You start your lesson with the words:"

"Dersinize şu cümle ile başlarsınız."

The responses to this situation are:

Response 1 English: "Ok! Today's subject is a reading passage about Aztecs. Open and read the page!"

Response 1 Turkish: "Evet, bugünün konusu Aztek uygarlığı. Sayfayı açıp, okuyun."

Response 2 English: "Let's begin our class with the reading passage about Aztecs."

Response 2 Turkish: "Dersimize Aztek uygarlığı ile ilgili metin ile başlayalım."

Response 3 English: "Today, you will read and learn about Aztecs."

Response 3 Turkish: "Bugün, Aztekler hakkında bir metin okuyacaksınız."

All the responses could be the examples of 'locutionary act' of Austin (1962). These sentences are produced for their actual meaning and used as a way of ordering or commanding which are labelled as "directives" by Searle (1979). Teachers in these sentences have been trying to get the students to do something. They are in the

psychological state of "want" (Searle, 1979). These are used as the representatives of 'tact maxim' (Leech, 1983). They minimize the cost to the other. It's his/her responsibility to open and read the passage.

Response 1 exemplifies the use of bald-on record strategy according to B&L (1987). It is one of the bald-on record strategy cases named "Task-oriented". Teachers use the structure of imperatives "open and read" which show that there might be a close relationship between the S and the H. Response 2 could be associated with positive politeness. It is the "Strategy 12: Include both S and H in the activity: Using inclusive 'we' form instead of 'you'. The distance between the S and the H shortens in this strategy. It claims reflexivity. The S (teacher) and the H (student) want to do the task as B&L (1987) states "If H wants then S wants, if S wants then H wants." Response 3 exemplifies the negative politeness of B&L (1987). It is the "Strategy 7: Impersonalize S and H: Pluralization of the "you" and "I" pronouns." Not all the students attend all the activities but the teacher here uses the pronoun "you" to indicate that all of the students are expected to attend.

4.2.1.4 Questionnaire Item 4

The item which is given below is about a desire that a teacher directs to his/her students. It is about the academic instruction.

"You want your student to read the first paragraph in the passage. You say:"

"Öğrencinizin okuma parçasındaki ilk paragrafı okumasını şu şekilde istediniz:"

The responses are:

Response 1 English: "Could you please read the first paragraph for us?"

Response 1 Turkish: "Bize ilk paragrafı okuyabilir misin?"

Response 2 English: "I'd like you to read the first paragraph for us."

Response 2 Turkish: "İlk paragrafı bizim için okumanızı istiyorum."

Response 3 English: "Read the first paragraph for us."

Response 3 Turkish: "İlk paragrafı bizim için oku."

Response 1 and 2 could be associated with 'illocutionary act' of Austin (1962). These sentences are exemplifying "the intended significance and socially valid verbal actions such as ordering" (Austin, 1962). The other option, response 3, could be seen as 'locutionary act' (Austin, 1962). It is the mere speech. It has the true meaning of the word. All the options to this situation are the examples of 'directives' within the theory of Searle (1979). In such kind of sentences the speaker wants hearer to do something. The options are exemplifying the 'tact maxim' of Leech (1983). The utterances want the hearer to act. Response 1 merely exemplifies the "the optionality scale of" of Leech. The S wants hearer to do something but gives H a chance of choice formulated in question. Response 2 and 3 exemplify "the authority scale". These sentences give a small chance of choice to the H. The power of the authority could be sensed in them.

When the sentences are analyzed by using the theory of B&L (1987), one could say that response 1 is an example of negative politeness strategy. It is the "Strategy 2: Question, hedge" which makes minimal assumptions about H's wants or what is relevant to H (1987). Response 2 could be associated with the positive politeness strategy 13: Give or ask for reasons: a way of assuming cooperation (1987). Response 3 could be an example of bald-on record strategy. It is a task-oriented sentence like "Pass me the dictionary!"

4.2.1.5 Questionnaire Item 5

The fifth item which is given below is about motivating your students to participate in the procedures.

"In the middle of the lesson, you see that one of your students is hesitating to utter the words about the story. You say:"

"Dersinizin ilerleyen dakikalarında bir öğrencinizin parça ile ilgili cümle kurmaya çekindiğini fark ettiniz ve dediniz ki:"

Response 1 English: "Would you like to say a few words about Aztecs?"

Response 1 Turkish: "Aztekler hakkında bizimle bir şeyler paylaşmak ister misin?"

Response 2 English: "Tell us what you want to say about the story."

Response 2 Turkish: "Parça ile ilgili söylemek istediklerini bize anlat."

Response 3 English: "Will you please tell us what you think about Aztecs?"

Response 3 Turkish: "Aztekler ile ilgili ne düşündüğünü bizimle paylaşır mısın?"

All the responses to this situation are the examples of 'illocutionary act' of Austin (1962) which shows the significance of intended and socially verbal actions. They consist of the "promises, warnings, namings, offerings and advisings" (Austin, 1962). All of the responses chosen for this occasion are the examples of 'directives' of Searle (1979). These sentences are used to show the psychological state of "want". The speaker uses the sentences to show his/her "want" to the hearer. They could be associated with the tact maxim of Leech (1983) which maximizes benefit to the other. These sentences could be seen as a polite manner and maximize the benefit through allowing the H to utter words about the subject. It could enable the hearer to relieve with offers. The cost-benefit scale was applied here. Response 1 exemplifies positive politeness strategy of B&L. It is the "Strategy 10: Offer, promise. It is related to both H and S's wants. The teacher offers the student to say a few words about the subject and the teacher motivates the student in a sense. Response 2 exemplifies the bald-on record strategy: task-oriented. The teacher who has a higher status in class uses the strategy to display his/her power to make the student accomplish the task. Response 3 is the example of negative politeness strategy 2: Question, hedge. The teacher makes minimal assumptions about students' wants or what is relevant to students in these sentences. S only pays attention to the task and wants the hearer to do something.

4.2.1.6 Questionnaire Item 6

The sixth item which is given below is about a case that the classroom management is required.

"One of your students suddenly stands up and you want him/her to sit down. You say:"

"Dersiniz esnasında bir öğrenciniz aniden ayağa kalktı ve siz onun oturmasını istiyorsunuz. Cümleniz:"

Response 1 English: "Is there something wrong? Why don't you sit down?"

Response 1 Turkish: "Bir problem mi var? Neden oturmuyorsun?"

Response 2 English: "Would you please take your sit?"

Response 2 Turkish: "Rica etsem lütfen oturur musunuz?"

Response 3 English: "Sit down, please."

Response 3 Turkish: "Otur, lütfen."

Response 1 and 2 are the examples of illocutionary act of Austin. These sentences are exemplifying the "offers" of the illocutionary act (1962). Response 3 is associated with the loccutionary act which gives the actual meaning of an "order" to sit down. All of the responses to this situation could be associated with "directives" as Searle (1979) says. Directives need the H to do something. In these sentences, it is seen that teachers want their student to sit down. Leech's theory (1983) exemplifies the maxims of the tact and generosity with these responses. The former responses exemplify "generosity maxim" which minimize benefit to self. Teacher offers the student to take his/her sit. The situation cannot be associated with the S's benefit but the benefit of the H. The latter response is related to the "tact maxim" which minimizes cost to the other and maximizes the benefit in a sense.

When the responses are considered from the theory of B&L (1987), one could say that response 1 is the example of positive politeness "strategy 13: Give or ask for reasons: a way of assuming cooperation." (1987). Teachers try to protect the positive face of the student via using the strategy of "giving or asking for reasons." They try to figure out a way of assuming cooperation. They show the need that they yearn to learn the reason then make an offer to the H. Response 2 could be associated with negative politeness "strategy 2: Question-hedge" (1987). This leads the H to do something or completely reject it and protect the negative face of the H. The last response is an example of bald-on record strategy: when efficiency is necessary. The teacher isn't interested in the situation if the student has a problem. S/he is just interested in getting the student to sit down immediately. Bald-on record strategy is used when the S and the H know each other and do not need any former information about each other.

4.2.1.7 Questionnaire Item 7

The seventh item which is given below is related to academic instruction.

"You started pronunciation exercises and want your students to repeat the words after you. You say:"

"Telaffuz alıştırması yaptırıyorsunuz ve öğrencilerinizin kelimeleri sizden sonra tekrar etmesini şu cümle ile belirtiyorsunuz:"

Response 1 English: "Repeat after me."

Response 1 Turkish: "Benden sonra tekrar edin."

Response 2 English: "I'd like you to read the vocabulary after me."

Response 2 Turkish: "Kelimeleri benden sonra tekrar etmenizi istiyorum."

Response 3 English: "Could you please repeat the vocabulary after me?"

Response 3 Turkish: "Benden sonra kelimeleri lütfen tekrar eder misiniz?"

Response 2 and 3 are the examples of illocutionary act while response 1 is the example of locutionary act according to Austin (1962). All the responses represent the "tact maxim" which maximize the benefit to the other according to Leech (1983). They represent the psychological state of "want". Response 3 merely exemplifies the "the optionality scale of" of Leech. The S wants the hearer to do something but gives H a chance of choice formulated in question. Response 1 and 2 exemplify "the authority scale". These sentences give a small chance of choice to the H. The power of the authority could be sensed in them. The responses are the examples of "directives" according to Searle (1979). The speaker wants the H to repeat the vocabulary.

When the responses are analyzed from the perspective of B&L's theory (1987) it is seen that Response 1 is associated with bald-on record strategy. The sentence is an example of a task-oriented strategy. Response 2 is related to positive politeness "strategy 10: Offer, promise" (1987). Teachers offer their students to repeat the vocabulary via protecting their positive face. Teachers aren't totally using their social power on students by this strategy. Response 3 is associated with negative politeness "strategy 2: Question, hedge". Teachers

use the question form to emphasize that they want their students to repeat the vocabulary that they teach. Using the word 'please' or 'lütfen' in the middle of the sentence is a way of emphasizing how the S is yearning for the repetition of the vocabulary by the H.

4.2.1.8 Questionnaire Item 8

The item which is given below is one of the examples that teachers use for academic instructions.

"You want your students to find a synonym for the word "primary" from the text."

"Öğrencilerinizin parçada geçen "kaynak" kelimesini açıklamalarını şu cümle ile istiyorsunuz."

Response 1 English: "Please, find a word which means "primary".

Response 1 Turkish: "Kaynak" anlamına gelen bir kelimeyi parçadan bulun,lütfen."

Response 2 English: "Please read the text and find a similar word for "primary"

Response 2 Turkish: "Parçayı okuyup "kaynak" anlamına gelen bir kelimeyi parçadan bulun, lütfen."

Response 3 English: "Find the similar word for "primary" as soon as possible."

Response 3 Turkish: "Parçadan "kaynak" anlamına gelecek kelimeyi hemen bulunuz."

All the responses that are provided for these situations could be classified as locutionary act according to Austin (1962). They all share the actual meaning that the S presents. They all represent "directives" according to Searle (1979). "They are attempts by the speaker to get the hearer to do something." (1979). The S order or command the H to do something. Leech's theory shows us that the responses could be associated with tact maxim which minimizes cost to the other and maximizes benefit to the other. The teacher wants her students to find a vocabulary which is synonym for "primary". The search for a vocabulary will be a beneficial act for the student and minimizes the cost for them.

When the responses are investigated from the point of B&L (1987), one could mention that the response 1 is an example of negative politeness "strategy 7: Impersonalize S&H." (1987). The teacher tries to get her students to find the vocabulary by avoiding the

use of the pronoun 'you' or 'I' and impersonalizes the S&H. Response 2 is an example of positive politeness "strategy 10: offer, promise." (1987). The teacher offers her/his students to read the text again and find the synonym word for "primary" in a way which protects the positive face of the H. The last response is the example of bald-on record strategy. This strategy is used when efficiency is necessary. The teacher puts the emphasis on the situation and wants an immediate response to the situation.

4.2.1.9 Questionnaire Item 9

The item nine which is given below is about an evaluation of a teacher in class.

"Your students are giving the right answers and you want to show your appreciation. You say:"

"Öğrencileriniz doğru cevabı veriyor ve siz onları şu şekilde takdir ediyorsunuz:"

Response 1 English: "Excellent!"

Response 1 Turkish: "Mükemmel!"

Response 2 English: "Well done! You are a great learner!"

Response 2 Turkish: "Çok güzel. Siz çok iyi öğrencilersiniz."

Response 3 English: "Good!"

Response 3 Turkish: "İyi!"

All the responses to this situation represent the locutionary act of Austin (1962). When a person appreciates somebody about a work, they refer to the actual meaning of the word. The responses can be categorized as "expressives" according to Searle (1979). The psychological state of the condition is related to the sincerity. The teachers congratulate their students in these situations. Leech's theory shows that all the exclamations represent approbation maxim which maximizes the praise of other and sympathy maxim which maximizes sympathy between self and other. In saying these praise words, the teacher tries to maintain positive face of the students. According to B&L (1987), these exclamations

show the positive politeness "strategy 2: Exaggerate: (Interest, approval, sympathy with H).

4.2.1.10 Questionnaire Item 10

Another situation that is related to evaluation is given by the sentences:

"Your student is wrongly forming the sentence 'The crops growed in this area.' You say:"

"Öğrencilerinizden biri 'Yarın, araziyi aldılar.' cümlesini kurdu ve siz düzeltmenizi şu şekilde yaptınız:"

Response 1 English: "The crops grew in this area, didn't they?"

Response 1 Turkish: "Yarın araziyi alacaklar, değil mi?"

Response 2 English: "Grow is an irregular verb. Perhaps you may pay attention to this."

Response 2 Turkish: "Aldılar fiilinde -dı geçmiş zaman ekidir. Lütfen daha dikkatli olun."

Response 3 English: "Find the mistake and repeat the sentence."

Response 3 Turkish: "Hatayı bulup cümleyi tekrar et."

Response 1 could be associated with perlocutionary act of Austin (1962). It brings the effect of the utterance to the H. The teacher tries to convince the learner about the corrected form of the verb with a gentle correction. Response 2 and 3 could be associated with illocutionary act.

The first response is an example of assertive while the latter responses are exemplifying the directives. Assertives are used to conclude or deduce something while the directives are used to get H to do something. The former response is associated with approbation maxim which minimizes dispraise of other. The teacher uses gentle correction to minimize the humiliation maintain the positive face of the H. The latter responses are associated with tact maxim which maximizes benefit to the other. The desire of teacher to get students to correct the mistake maximizes the benefit for H. They learn the corrected form of the verb and learn the utterance.

According to B&L (1987), response 1 is an example of positive politeness "strategy 7: Presuppose/raise/assert common ground." S tries to manipulate the presupposition by using small hint(s). Response 2 exemplifies the negative politeness "strategy 2: Question-hedge". It makes minimal assumptions about H's wants. Response 3 exemplifies bald-on record strategy: task-oriented category. Teachers and students allow them to speak in that manner.

4.2.1.11 Questionnaire Item 11

The item which is given below is about classroom management.

"After a little interruption (students have been talking among themselves), you want to continue the class and say:"

"Kısa bir aradan sonra (öğrencilerinizin kendi aralarında konuşmaları vb…), derse devam etmek istediğinizi şu şekilde belirttiniz."

Response 1 English: "Shall we go on?"

Response 1 Turkish: "Devam edelim mi?"

Response 2 English: "Shall we move on to the topic?"

Response 2 Turkish: "Konuya geçelim mi?"

Response 3 English: "OK! Follow the topic now."

Response 3 Turkish: "Evet. Şimdi konuyu takip edin."

Response 1&2 are the examples of illocutionary act while Response 3 is an example of locutionary act (Austin, 1962). Illocutionary act carries the intended significance and conventional force. The teacher makes an offer to the students. The offer or the force could be associated with directives of Searle (1979). S wants to get H to do something. Response 1 and 2 exemplify generosity maxim of Leech which minimizes benefit to self by disturbing the H. The act of speaking is interrupted by S. Response 3 exemplifies tact maxim (Leech, 1983) which maximizes benefit to the other.

According to B&L (1987), Response 1 and 2 could be both negative and positive politeness strategy. Negative politeness "strategy 7: Pluralization of I and you" and positive

politeness "strategy 12: Include both S and H in the activity." Response 3 could be associated with bald-on record strategy: task oriented.

4.2.1.12 Questionnaire Item 12

Item 12 is about classroom management.

"While you are reading some sentences, you see some of your students are sleepy. So, you say:"

"Siz parçadan bazı cümleler okurken öğrencilerinizden birkaçının uyukladığını gördünüz ve dediniz ki:"

Response 1 English: "Hey guys! Why are you sleepy? Is everything Ok?"

Response 1 Turkish: "Arkadaşlar! Neden uyukluyorsunuz? Her şey yolunda mı?"

Response 2 English: "Don't sleep and please pay attention to the course."

Response 2 Turkish: "Uyumayın ve derse konsantre olun lütfen."

Response 3 English: "Ladies and gentlemen, will you stop sleeping and listen to me, please."

Response 3 Turkish: "Baylar ve bayanlar, uyumayı bırakıp beni dinler misiniz, lütfen?"

Response 1 is about perlocutionary act which means that the actual effect of the utterance is used by convincing or persuading. The teacher tries to persuade the students to explain the reason for their sleep. Response 2 is about locutionary act which gives the actual meaning of the act while response 3 is about illocutionary act which gives the intended significance of a warning.

All of the responses represent directives of Searle (1979). Classroom management utterances are mostly used with the logic of directives, trying H to do something. Response 1 is representing the generosity maxim which is minimizing benefit to self while response 2 and 3 represent tact maxim which maximize the benefit to the other.

According B&L (1987), response 1 represents the positive politeness "strategy 4: Use in-group identity markers.". Teachers try to minimize the distance between

themselves and the students. Using "Hey, guys!" expresses the friendliness of the teachers and raises the H's need to be respected and minimizes the FTA. Response 2 represents bald-on record "strategy: little or no desire to maintain someone's face." Teachers use social distance here and they do not try to maintain H's face. Response 3 represents negative politeness "strategy 7: Impersonalize S and H: address terms as 'you' in avoidance by using 'ladies and gentlemen'.

4.2.1.13 Questionnaire Item 13

The item which is given below is about academic instruction.

"You write a question on the board and want one of your students to come to the board and answer it. You say:"

"Tahtaya bir cümle yazdınız ve öğrencilerinizden birinin tahtaya gelip soruya cevap vermesini istediniz:"

Response 1 English: "Come to the board!"

Response 1 Turkish: "Tahtaya gel."

Response 2 English: "Could you come to the board, please?"

Response 2 Turkish: "Tahtaya gelir misin, lütfen?"

Response 3 English: "Who would like to come to the board?"

Response 3 Turkish: "Tahtaya kim gelmek ister?"

Response 1 represents the locutionary act. All the responses are used in order to get H to do something. Therefore, they represent 'directives' of Searle and 'tact maxim' of Leech. When the sentences are considered from the point of B&L (1987), response 1 is representing bald-on record strategy. It is related to the situation when efficiency is necessary. Response 2 is representing negative politeness strategy 2: Question-hedge while the response 3 is representing positive politeness strategy 5: Seek agreement. (1987) This is used to appeal the H's desire not to be impeded or put on but to act freely to maintain students' positive face.

4.2.1.14 Questionnaire Item 14

The item fourteen which is given below about academic instruction.

"When you ask a question, one of your students always uses his/her native language and you say:"

"Siz soru sorduğunuzda öğrencilerinizden biri Türkçe olarak size cevap veriyor. Bu surumu önlemek için sizin cümleniz:"

Response 1 English: "Ok! Why don't you translate your words into English?"

Response 1 Turkish: "Evet, neden bu cümleni İngilizce'ye çevirmiyorsun?"

Response 2 English: "The students have to try speaking English to learn this language."

Response 2 Turkish: "Öğrenciler bu dili öğrenebilmek için İngilizce konuşmaya çalışmalıdır"

Response 3 English: "Don't speak Turkish, just English."

Response 3 Turkish: "Türkçe kullanma, sadece İngilizce."

Response 1 and 2 are associated with illocutionary act while the response 3 is associated with locutionary act. All the responses are representing directives and tact maxim. According to B&L (1987), response 1 is representing positive politeness "strategy 13: Give or ask for reasons." while response 2 is representing negative politeness "strategy 8: State FTA as a general rule". Teachers try to maintain the negative face of the student by uttering the sentence as a general warning or a rule. The phrase "the students have to" shows the structure as a general rule. Response 3 is representing bald-on record strategy: offers. Teachers warn and also offer the students to use the target language.

4.2.1.15 Questionnaire Item 15

This item is about an academic instruction.

"You want your students to work in groups. You say:"

"Öğrencilerinizin grup halinde çalışmasını şu şekilde istersiniz:"

Response 1 English: "Now, group work time. You, three are group one."

Response 1 Turkish: "Şimdi grup çalışması zamanı. Siz üçünüz bir grupsunuz."

Response 2 English: "Now, please work in groups."

Response 2 Turkish: "Şimdi, lütfen gruplar halinde çalışınız."

Response 3 English: "Now, divide into five groups!"

Response 3 Turkish: "Şimdi beş gruba ayrılın!"

Response 1 is representing the illocutionary act while response 2 and 3 are representing the locutionary act of Austin. Response 1 lowers the social degree between teacher and the students. It shows the intended meaning of an offering. Response 2 and 3 are representing the actual meaning of the sentence. All of the responses are representing 'directives' of Searle and employing 'tact maxim' of Leech.

According to B&L's theory (1987), response 1 represents positive politeness "strategy 6: Avoid disagreement". The sentence is not just an order. It motivates the student in the first place then gives the order. Teachers prevent a possible disagreement between themselves and the students. Response 2 represents negative politeness "strategy 2: Question, hedge". The phrase 'please' used as an emphasis, as a hedge. Response 3 represents bald-on record strategy which is related to task-oriented category.

4.2.1.16 Questionnaire Item 16

The item is about evaluation.

"Your student is explaining the main idea/main theme of the reading passage but s/he is giving irrelevant responses. You say:"

"Bir öğrenciniz okuma parçasının konusunu ve ana fikrinizi belirtirken yanlış cevaplar veriyor. Siz de düzeltmeyi şu şekilde yapıyorsunuz:"

Response 1 English: "I appreciate your trying but you should be more careful."

Response 1 Turkish: "Çabanı takdir ediyorum ama daha dikkatli olmalısın."

Response 2 English: "Well, I agree with you to a certain point. However,…"

Response 2 Turkish: "Aslında sana bazı noktalarda katılıyorum ancak…"

Response 3 English: "No, dear. You are wrong at this. Read the text carefully!"

Response 3 Turkish: "Hayır, canım. Bu konuda yanılıyorsun. Lütfen parçayı dikkatli bir şekilde oku."

Response 1 represents illocutionary act while response 2 represents perlocutionary act. Response 3 represents locutionary act (Austin, 1962). All the responses are representing the directives of Searle which means getting H to do something. According to the theory of Leech (1983), response 1 starts with approbation maxim but ends with tact maxim. It maximizes the praise of other with approbation maxim and maximizes benefit to the other by tact maxim. Response 2 starts with sympathy maxim which maximizes sympathy between self and other while response 3 represents tact maxim of maximizing benefit to other.

When the responses were considered from the angle of B&L (1987), one could say that response 1 represents negative politeness "strategy 5: give deference to maintain the negative face of the H". Response 2 represents off-record politeness "strategy 1: Give hints". The conjunction "However" shows that the response is wrong. This strategy is used to avoid the responsibility of doing FTA but wants to emphasize that (Brown & Levinson, 1987). Response 3 is an example of bald-on record strategy: task oriented. The teacher wants the student to do something.

4.2.1.17 Questionnaire Item 17

This item is about the classroom management.

"Some of your students are talking in the middle of the lesson. You say:"

"Ders devam ederken bir öğrenciniz sürekli konuşuyor. Tepkinizi şu cümle ile gösterirsiniz:"

Response 1 English: "You are very silent today."

Response 1 Turkish: "Bugün çok sessizsiniz."

Response 2 English: "Would you please stop talking?"

Response 2 Turkish: "Konuşmayı bırakır mısınız lütfen?"

Response 3 English: "Stop talking!"

Response 3 Turkish: "Konuşmayı kes!"

Response 1 and 3 are representing the locutionary act which are giving the actual meaning while response 2 is representing illocutionary act which is representing the intended significance (Austin, 1962). All the responses represent directives of Searle and tact maxim of Leech. All the responses are uttered for getting the H to do something.

According to B&L (1987), response 1 is representing off-record strategy 10: Use rhetorical questions. Teachers are not asking this question to get a real response but getting the attention of the hearer. Response 2 is representing the negative politeness strategy 2: Question, hedge while response 3 is representing the bald-on record strategy: when efficiency is necessary.

4.2.1.18 Questionnaire Item 18

The item is about the classroom management.

"Your talkative student continues talking and you want to change his/her place. You say:"

"Konuşkan öğrenciniz hala sohbetine devam ediyor. Siz de çözüm olarak yerini değiştirmek istediniz ve dediniz ki:"

Response 1 English: "Why don't you come closer to the board? I want to see your face."

Response 1 Turkish: "Neden tahtaya yaklaşmıyorsun? Yaklaş da yüzünü göreyim."

Response 2 English: "Can you come closer and sit here?"

Response 2 Turkish: "Daha yakına gelip oturabilir misin?"

Response 3 English: "Come and sit here, please."

Response 3 Turkish: "Gel ve buraya otur, lütfen."

Response 1 and 2 represent illocutionary act while response 3 represents locutionary act of Austin (1962). All the responses exemplify directives of Searle and tact

maxim of Leech. According to Brown and Levinson (1987), response 1 represents the negative politeness strategy 4: minimize the imposition. Teachers are trying not to employ social power towards students here. They are employing this strategy to maintain the negative face of the learner. Response 2 represents bald-on record strategy: little or no desire to maintain someone's face. Teachers do not try to maintain the student's face here just wants him/her to act according to the orders. Response 3 represents positive politeness strategy 10: Offer or promise.

4.2.1.19 Questionnaire Item 19

The item nineteen is about academic instructions.

"You are administering a vocabulary quiz. They are in the last five minutes. You say:"

"Bir kelime sınavı yapıyorsunuz ve sınavın bitmasine 5 (beş) dakika kaldığını belirtiyorsunuz:"

Response 1 English: "It appears to be your last five minutes!"

Response 1 Turkish: "Son beş dakikanız kalmış."

Response 2 English: "Please, finish what you are writing. We are in the last five minutes."

Response 2 Turkish: "Cevaplamanızı bitirmeye çalışınız. Son beş dakikanın içindeyiz."

Response 3 English: "Be quick, you have just five minutes!"

Response 3 Turkish: "Acele edin, sadece beş dakikanız var."

These responses are exemplifying locutionary act which is used to utter words for their actual meaning by Austin (1962). They are associated with directives of Searle (1979) and tact maxim of Leech (1983). The sentences are uttered to maximize benefit to the other. They are used to get H to do something. When the sentences were considered according to the theory of B&L (1987), one could say that response 1 represents negative politeness strategy 7: Impersonalize S&H: avoiding I & you: impersonal verbs. Teachers use this strategy to dissociate themselves and the students from a particular infringement. Response 2 represents positive politeness strategy 10: Offer or promise while Response 3 represents bald-on record strategy: urgency or desperation.

4.2.1.20 Questionnaire Item 20

It is about classroom management.

"Time is up for the quiz. Some of your students continue to answer the questions. You say:"

"Sınav süresi dolmasına rağmen bir öğrenciniz soruları cevaplamaya devam ediyor. Siz de öğrencinizi uyarıyorsunuz:"

Response 1 English: "Time is up! Please give your paper."

Response 1 Turkish: "Süre doldu. Lütfen kağıtlarınızı getirin."

Response 2 English: "The quiz is over. Would you please bring your paper here?"

Response 2 Turkish: "Sınav sona erdi. Kağıtlarınızı buraya getirebilir misiniz?"

Response 3 English: "Time is up! Don't write anything else."

Response 3 Turkish: "Süre doldu. Cevaplamayı bırakın."

Responses 1 and 3 are representing locutionary act while response 2 is related to illocutionary act. They are representing directives of Searle and tact maxim of Leech. When the sentences are considered from the theory of B&L, response 1 exemplifies negative politeness "strategy 2: Question-hedge". The word "please" is used to emphasize the urgency of finishing and bringing the paper to the teacher. It is used as a hedge to put an emphasis on it. Response 2 exemplifies positive politeness "strategy 10: Offer or promise". Teachers who prefer that option offer the students to finish what they are writing and bringing the paper by maintaining the positive face of the learner. Response 3 exemplifies bald-on record strategy. It shows the category of urgency or desperation. The use of instruction "don't" and "bırakın" are showing the urgency of the situation.

4.2.1.21 Questionnaire Item 21

This item is about academic instruction.

"You are going to finish your course and want to assign your students the next topic. You say:"

"Dersinizi gelecek hafta için yapılacak ödevi vererek bitirmek istediniz ve dediniz ki:"

Response 1 English: "Next time, we will read about Pyramids in Egypt. It would be very clear for us if we do a search about them and write a paragraph as homework."

Response 1 Turkish: "Gelecek dersimizde, Mısır Piramitleri ile ilgili parka okuyacağız. Konu ile ilgili ön araştırma yapıp ödev olarak bir paragraf yazarsak konuyu daha rahat öğreniriz."

Response 2 English: "Next time you will read about Pyramids in Egypt, please do a search about them and hand in your paragraph."

Response 2 Turkish: "Gelecek dersimizde Mısır Piramitleri ile ilgili bir parka okuyacaksınız. Konu ile ilgili bir araştırma yapıp paragrafınızı teslim ediniz.

Response 3 English: "Pyramids in Egypt is our next topic. Do a search about them and try to write a paragraph."

Response 3 Turkish: "Mısır piramitleri gelecek konumuz olacak. Onlarla ilgili bir araştırma yapıp bir paragraf yazınız."

According to the theory of Austin (1962), Response 2 and 3 could be associated with locutionary act which are used for their actual meaning while response 1 could be associated with illocutionary act which is used for the intended meaning of the sentence. All the responses are associated with directives of Searle (1979) and also, they represent the tact maxim of Leech (1983). When the responses are considered from the perspective of B&L's theory (1987), response 1 represents positive politeness "strategy 12: Include both S&H in the activity". Teachers prefer the pronoun "we" instead of "you" to emphasize that they are not the only responsible part of the duty. This strategy is used to display that teachers are not emphasizing their social power upon the students. Response 2 represents negative politeness "strategy 2: Question-hedge". Teachers prefer the pronoun "you" to emphasize that they are not responsible for the duty but the students are. The use of "please" is used as a hedge in this sentence and it is related to NPS. Response 3 represents bald-on record strategy. It can be seen as a task-oriented bald-on record strategy. Teachers prefer that response to emphasize the task.

4.2.1.22 Questionnaire Item 22

This item is related to motivation that takes place outside the classroom.

"One of your students says that he has some difficulties learning new vocabulary. He cannot keep them in mind. So, you say:"

"Ders çıkışında bir öğrenciniz kelime öğrenmede sıkıntı yaşadığını ve kelimeleri ezberleyemediğini belirtti. Siz de öğrencinize şöyle bir tavsiyede bulundunuz:"

Response 1 English: "It is not such a difficult thing. Find some methods to memorize them."

Response 1 Turkish: "Kelime ezberlemek çok zor bir şey değil. Bazı methodlar bulabilirsin."

Response 2 English: "Oh, there is nothing to worry about it. we could use this … method to learn them."

Response 2 Turkish: "Endişelenecek bir şey yok. … methodunu ezberlemene yardımcı olması için kullanabiliriz."

Response 3 English: "I think you should study more."

Response 3 Turkish: "Bence daha çok çalışmalısın."

These three responses are exemplifying illocutionary act which is related to the intended significance of the utterance (Austin, 1962). These sentences are used as "advising" to the student. All the responses represent directives of Searle which is connected to the "advising" and they represent tact maxim of Leech by maximizing benefit to the other. When one considers B&L's (1987) theory, response 1 symbolizes bald-on record strategy: task oriented. Response 2 exemplifies positive politeness "strategy 12: Include both S&H in the activity". Teachers use "we" instead of "you" to maintain students' positive face. Teachers here do not position themselves as the more powerful one or do not try to use their social power. Response 3 exemplifies negative politeness "strategy 2: Question, hedge". "I think" is a phrase that is used as a hedge to maintain negative face

of the students. This phrase does not leave the student to think that teachers just giving advise but putting themselves in the action.

4.2.1.23 Questionnaire Item 23

This item is related to the motivation for a student who has difficulty about getting high marks in exams.

"One of your students is very active in lesson. He gives the right responses and explains the reasons very well. But when he has the exam, he gets low marks. He asks you for advice. You say:"

"Öğrencilerinizden biri dersinizde aktif katılım gösteriyor, sorulara doğru cevaplar veriyor ve doğru açıklamalar yapıyor; fakat sınavınızdan düşük notlar alıyor. Öğrenciniz rehberliğinize ihtiyaç duyuyor ve siz tavsiyenizi şu şekilde veriyorsunuz:"

Response 1 English: "I think you are doing great in the lesson but you should lower your stress in the exam."

Response 1 Turkish: "Bence derslerde çok iyisin ancak sınavlarda endişelenmemelisin."

Response 2 English: "It is not difficult. You shouldn't worry about your grades."

Response 2 Turkish: "Zor bir şey değil. Notların için endişelenmemelisin."

Response 3 English: "Just be careful in the exams."

Response 3 Turkish: "Sadece sınavlarda daha dikkatli ol."

Response 1 and 2 exemplify illocutionary act while response 3 exemplifies locutionary act. They are representing directive of Searle and tact maxim of Leech. All the sentences have the same intention of getting H to do something. These sentences are used to "maximize cost to self". According to B&L (1987), response 1 exemplifies off-record politeness strategy: using contradictions. The first part of the response "I think you are doing great" can be associated with giving hints. Yet, the use of the conjunction "but" turns the sentence into the "strategy 7: Using contradiction" (Brown & Levinson, 1987) which violates quality maxim. Quality maxim has one super maxim that "try to make your contribution one that is true." Response 2 exemplifies negative politeness "strategy 4:

minimize threat the imposition" (Brown & Levinson, 1987). Teachers are starting their sentences as motivation and true judgment to the end. "You are doing great" is related to the observation that teachers do in the class and "you should lower your stress" is the true judgment. The structure "It is not difficult" supports the idea of minimizing the threat. Response 3 exemplifies bald-on record strategy: little or no desire to maintain someone's face. Teachers are not paying attention to the face of the student, yet they are trying to warn the students.

4.2.1.24 Questionnaire Item 24

This item is related to classroom management.

"A student comes to your class to make an announcement, but your students are not listening to him/her. You warn your class and say:"

"Bir öğrenci sınıfınıza bir duyuru yapmak için geldi ancak öğrencileriniz dinlememektedir. Sınıfınızı uyardınız ve dediniz ki:"

Response 1 English: "We should listen to our friend. It is an important issue."

Response 1 Turkish: "Evet, arkadaşımızı dinlemeliyiz. Duyuru önemliye benziyor."

Response 2 English: "Maybe, you should listen to your friend. It is an important issue."

Response 2 Turkish: "Arkadaşınızı dinlemelisiniz. Duyuru önemli bir konuyu içeriyor."

Response 3 English: "Ladies and gentlemen, would you mind listening to your friend? It seems to be an important issue."

Response 3 Turkish: "Bayanlar ve baylar, arkadaşınızı dinler misiniz? Duyuru önemli görünüyor."

All the responses could be associated with illocutionary act of Austin. The intended meaning of the sentence has the significance. They exemplify directives of Searle and tact maxim of Leech. The sentences maintain the meaning of both warnings and offerings which are used to get H to do something. According to B&L (1987), response 1 represents positive politeness "strategy 12: Include both S and H in the activity". Teachers employ the subject pronoun "we" to lower the social degree between themselves and the students.

Response 2 represents off-record politeness "strategy 8: Be ironic". The phrase "Maybe" is used as an ironic figure which violates quality maxim. If there is an announcement, the students have to listen to it. Yet, the teacher acts ironically to draw attention of the students. Response 3 represents negative politeness "strategy 7: Impersonalize S&H: avoiding pronouns "I" and "you". Teachers use "ladies and gentlemen"; "baylar ve bayanlar" to position themselves in a higher position and keep the distance from students.

4.2.1.25 Questionnaire Item 25

This item is the farewell of teachers which is associated with motivation.

"You finish your lesson and it is time to leave the class. You say:"

"Dersinizin sonuna geldiniz ve sınıftan ayrılıyorsunuz. Sınıfa dediniz ki"

Response 1 English: "It was a nice lesson. I wish you a nice day."

Response 1 Turkish: "Çok iyi bir dersti. Hepinize iyi günler dilerim."

Response 2 English: "Have a nice day students."

Response 2 Turkish: "İyi günler çocuklar."

Response 3 English: "Have a nice day!"

Response 3 Turkish: "İyi günler."

All the responses are representing illocutionary act of Austin and expressives of Searle. These sentences are used as farewells which could be labelled as "welcoming" of Searle (1979). Teachers employ Leech's approbation maxim to maintain the students' positive face. They are used to "maximize agreement between self and other" (1983). Response 1 exemplifies positive politeness "strategy 1: Notice, attend to H". the appreciation of teachers "it was a nice lesson"; "çok iyi bir dersti" are used to attend to H while Response 2 exemplifies negative politeness "strategy 7: Impersonalize S and H: Avoiding pronouns "I" and "you". The use of "students" defines a social rank between teachers and the students. Response 3 exemplifies bald-on record strategy: welcoming. This strategy is used when the speaker has a close relationship with the hearer. In this case,

we have teachers and students who have close relationships. This strategy is used not to minimize the face threat where the face is ignorant or irrelevant.

4.3 Research Question 2

In order to response the second research question "Are there any significant differences or similarities among female and male teachers in the use of politeness strategies?", four null hypotheses are posed. Table 3 shows the male and female preferences for the strategies. Figure 2 and Figure 3 show the distribution of politeness strategies in terms of gender in Turkish and in English.

Table 3: Male and Female Preferences for The Strategies

Politeness Strategy	Positive Politeness		Negative Politeness		Bald-on Record Politeness		Off-Record Politeness	
Gender	English	Turkish	English	Turkish	English	Turkish	English	Turkish
Male	287	345	270	258	444	176	69	46
Female	468	692	484	448	513	312	110	96

Figure 2: The Distribution of Politeness Strategies in terms of Gender in Turkish

The Distribution of Politeness Strategies in terms of Gender in Turkish
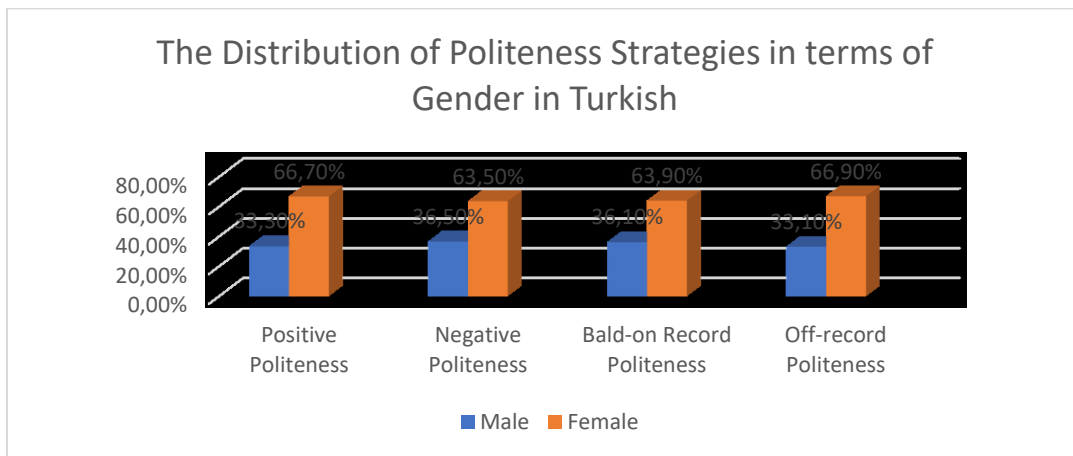
Figure 3: The Distribution of Politeness Strategies in terms Gender in English

The Distribution of Politeness Strategies in terms of Gender in English
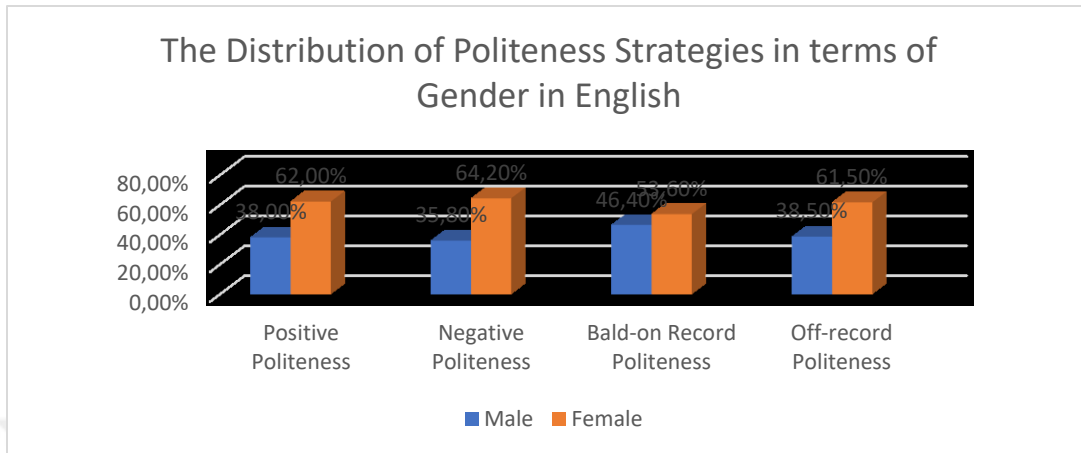
4.3.1 Hypothesis 1

In order to test the first null hypothesis, "There is no significant difference among female and male teachers in the use of positive politeness strategies of Brown and Levinson (1987), a Chi-Square test was applied. Table 4 displays the results:

Table 4: Gender- Language Chi-square Test Result of PP

Chi-square	df	Asymptotic Significance
4.307	1	.03

As Figure 2 shows, 33,30 % of the male teachers used positive politeness strategies in Turkish while 66,70% of the female teachers used them. In English 38 % of the male teachers used positive politeness strategies while 62 % of the female teachers used them as it is shown in Figure 3. As Table 4 shows, Chi-Square statistics is '4.307' and the asymptotic significance is '.03'. If the asymptotic significance is smaller than '.05', the alternative hypothesis is valid. This indicates that there is a statistically significant difference among female and male teachers in the use of positive politeness strategies. In other words, to understand the difference between these two groups, one could say that that female EFL teachers deviated significantly from male EFL teachers. Female EFL teachers' use of positive politeness strategies in Turkish and English outnumbered the male teachers' use of positive politeness strategies in Turkish as well as in English. The female teachers

use positive politeness strategies to show that they are establishing a close relationship and showing respect to the students.

4.3.2 Hypothesis 2

In order to test the second null hypothesis, "There is no significant difference among female and male teachers in the use of the negative politeness strategies of Brown and Levinson (1987), a Chi-Square test was applied. Table 5 shows the results:

Table 5: Gender- Language Chi-square Test Result of NP

Chi-square	df	Asymptotic Significance
.085	1	.07

Figure 2 shows, 36,50 % of the male teachers use negative politeness strategies while 63,50% of the female teachers use them in Turkish. 35,80 % of the male teachers use negative politeness strategies while 64,20% of the female teachers use them in English as seen in Figure 3. As Table 5 shows, Chi-Square statistics is '.085' and the asymptotic significance is '.07'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference among female and male teachers in the use of negative politeness strategies. In other words, one could say that female and male teachers do not deviate from each other when they use negative politeness strategies.

4.3.3 Hypothesis 3

In order to test the third null hypothesis, "There is no significant difference among female and male teachers in the use of the bald-on record strategies of Brown and Levinson (1987), a Chi-Square test was applied. Table 6 shows the results:

Table 6: Gender- Language Chi-square Test Result of BOR

Chi-square	df	Asymptotic Significance
14 .07	1	.00

Figure 2 shows,36,10 % of the male teachers use bald-on record strategies while 63,90% of the female teachers use them in Turkish. As Figure 3 shows, 46,40 % of the male teachers use bald-on record strategies while 53,60 % of the female teachers use them in English. As Table 6 shows, Chi-Square statistics is '14.07' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the alternative hypothesis is valid. This indicates that there is a statistically significant difference among female and male teachers in the use of bald on record strategies. In other words, to understand the difference between these two groups, one could say that female EFL teachers deviated significantly from male EFL teachers. In total male teachers are using bald-on record strategies more than female teachers.

4.3.4 Hypothesis 4

In order to test the fourth null hypothesis, , "There is no significant difference among female and male teachers in the use of the off-record strategies of Brown and Levinson (1987), a Chi-Square test was applied. Table 7 shows the results:

Table 7: Gender- Language Chi-square Test Result of OR

Chi-square	df	Asymptotic Significance
1.00	1	.31

Figure 2 shows, 33,10% of the male teachers use off-record politeness strategies while 66,90% of the female teachers use them in Turkish. As Figure 3 shows, 38,5 % of the male teachers use off-record politeness politeness strategies while 61,5% of the female teachers use them in English. As Table 7 shows, Chi-Square statistics is '1.00' and the asymptotic significance is '.31'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference among female and male teachers in the use of off-record strategies. In other words, one could say that female and male teachers do not deviate from each other when they use off-record politeness strategies.

4.4 Research Question 3

In order to response the third research question "Are there any significant differences or similarities when the language shifts from non-native to native one?", four null hypotheses are posed.

4.4.1 Hypothesis 1

In order to test the first null hypothesis "There is no significant difference in the use of positive politeness strategies when the language shifts from non-native to native one" of Brown and Levinson (1987), a Chi-Square test was applied. Table 8 shows the results:

Table 8: Language Shift Comparison of PP

Chi-square	df	Asymptotic Significance
71.00	1	.00

As seen in Table 8, Chi-Square statistics is '71.00' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the alternative hypothesis is valid. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one. In other words, to understand the difference between these two groups, one could mention that when the language changes from non-native (English) to native language (Turkish) in the use of positive politeness strategies according to B&L (1987), there appears a difference. In other words, when EFL teachers use their native language, they employ positive politeness strategies more than they use their non-native language. They try to protect the positive face of the students while they are using Turkish.

4.4.2 Hypothesis 2

In order to test the second null hypothesis, "There is no significant difference in the use of negative politeness strategies when the language shifts from non-native to native one." of Brown and Levinson (1987), a Chi-Square test was applied. Table 9 shows the results:

Table 9: Language Shift Comparison of NP

Chi-square	df	Asymptotic Significance
.27	1	.60

As seen in Table 9, Chi-Square statistics is '.27' and the asymptotic significance is '.60'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of negative politeness strategies when the language shifts from non-native to native one. In other words, EFL teachers do not be differ in their use of negative politeness strategies when language shifts from non-native to native one.

4.4.3 Hypothesis 3

In order to test the third null hypothesis, "There is no significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one." of Brown and Levinson (1987), a Chi-Square test was applied. Table 10 shows the results:

Table 10: Language Shift Comparison of BOR

Chi-square	df	Asymptotic Significance
60.21	1	.00

As seen in the Table 10, Chi-Square statistics is '60.21' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected so the alternative hypothesis is valid. This indicates that there is a statistically significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one. In other words, EFL teachers employ bald-on record politeness strategies in English more than they use in Turkish. Bald-on record strategy is used within the communities who knows each other well and do not hesitate to use instructions among themselves. In this hypothesis, it is seen that teachers employ bald-on record strategies while using English which could be associated with the idea that teachers want their students to get the idea about the situation and do the task as it is required.

4.4.4 Hypothesis 4

In order to test the fourth null hypothesis, "There is no significant difference in the use of off- record politeness strategies when the language shifts from non-native to native one." of Brown and Levinson (1987), a Chi-Square test was applied. Table 11 shows the results:

Table 11: Language Shift Comparison of OR

Chi-square	df	Asymptotic Significance
8.83	1	.00

As seen in Table 11, Chi-Square statistics is '8.83' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of off-record politeness strategies when the language shifts from non-native to native one. In other words, EFL teachers employ off record politeness strategies in English more than they do in Turkish. Off-record politeness strategies are used in situations where the face of the H is not considered. It is an unexpected finding that teachers apply off-record politeness strategies in English but not in Turkish. People generally use off-record strategies where S and H are proficient in the language. In this case there are learners of the language and the teachers of the language, yet the strategy has been mostly employed in the target language.

4.5 Research Question 4

In order to investigate the fourth research question "Are there any differences or similarities in the strategies when the teachers use the language for academic instruction, motivation, evaluation or classroom management?", sixteen hypotheses are posed.

4.5.1 Hypotheses 1-4

In order to test the four null hypotheses about the language shift for academic instruction, Chi-Square tests were applied. Academic instructions are inevitable parts of a classroom communication. Table 12 through 14 show the results.

The test results of hypothesis 1, "There is no significant difference in the use of positive politeness strategies when the teachers shift language for academic instruction.", are shown in Table 12.

Table 12: Language Shift Comparison of PP for Academic Instruction

Chi-square	df	Asymptotic Significance
12.18	1	.00

As seen in Table 12, Chi-Square statistics is '12.18' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one for academic instruction. In other words, EFL teachers employ positive politeness strategies in Turkish more than they do in English. Positive politeness strategies are used in situations where the positive face of the H is considered.

The test results of hypothesis 2, "There is no significant difference in the use of negative politeness strategies when the teachers shift language for academic instruction.", are shown in Table 13

Table 13: Language Shift Comparison of NP for Academic Instruction

Chi-square	df	Asymptotic Significance
.81	1	.36

As seen in Table 13, Chi-Square statistics is '.81' and the asymptotic significance is '.36'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of negative politeness strategies when the language shifts from non-native to native one for academic instruction. When the teachers shift their language from English to Turkish, they do not consider protecting the negative face of the H.

The test results of hypothesis 3, "There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for academic instruction.", are shown in Table 14.

Table 14: Language Shift Comparison of BOR for Academic Instruction

Chi-square	df	Asymptotic Significance
20.52	1	.00

As seen in Table 14, Chi-Square statistics is '20.52' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of bald-on politeness strategies when the language shifts from non-native to native one for academic instruction. In other words, to understand the hypothesis, EFL teachers employ positive politeness strategies in English more than they do in Turkish. Bald-on record strategies could be seen where the groups of communication know each other, and they do not need to maintain the face of the H.

The results of hypothesis 4, "There is no significant difference in the use of off-record politeness strategies when the teachers shift language for academic instruction.", could not be observed through the responses. Off-record politeness strategies could not be seen through the act of academic instruction in the classroom. These strategies do not attribute to clear communication. The teachers who participated the pilot study do not use off-record strategy while they are giving academic instructions. Therefore, off-record strategy was not included in the responses as an option. The teachers expect their students to understand the academic instructions clearly and they avoid the misunderstandings that can arise out of off-record politeness strategy.

4.5.2 Hypotheses 5-8

In order to test the four null hypotheses about the language shift for motivation, Chi-Square tests were applied. Motivation is an inevitable act of in-class and outside the class communication. Table 15 through 18 show the results.

The test results of hypothesis 5, "There is no significant difference in the use of positive politeness strategies when the teachers shift language for motivation" are shown in Table 15.

Table 15: Language Shift Comparison of PP for Motivation

Chi-square	df	Asymptotic Significance
20.52	1	.00

As seen in Table 15, Chi-Square statistics is '20.52' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one for motivation. In other words, EFL teachers employ positive politeness strategies in Turkish more than they do in English. Motivating sentences which are associated with the positive politeness strategies were used mostly in Turkish. Teachers employ positive politeness in their native language to maintain the positive face of the H.

The test results of hypothesis 6, "There is no significant difference in the use of negative politeness strategies when the teachers shift language for motivation" are shown in Table 16.

Table 16: Language Shift Comparison of NP for Motivation

Chi-square	df	Asymptotic Significance
6.45	1	.01

As seen in Table 16, Chi-Square statistics is '6.45' and the asymptotic significance is '.01'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of negative politeness strategies when the language shifts from non-native to native one for motivation. In other words, EFL teachers employ positive politeness strategies English in more than they do in Turkish. Motivating sentences which are associated with the negative politeness

strategies were used mostly in English. Teachers employ negative politeness in their native language to maintain the negative face of the H.

The test results of hypothesis 7, "There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for motivation" are shown in Table 17.

Table 17: Language Shift Comparison of BOR for Motivation.

Chi-square	df	Asymptotic Significance
14.22	1	.00

As seen in Table 17, Chi-Square statistics is '14.22' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one for motivation. In other words, EFL teachers employ bald-on record politeness strategies English in more than Turkish. Motivating sentences which are associated with the bald-on record politeness strategies were used mostly in English. Teachers employ bald-on record politeness when it is not necessary to maintain the face of the H.

The test results of hypothesis 8, "There is no significant difference in the use of off-record politeness strategies when the teachers shift language for motivation" are shown in Table 18.

Table 18: Language Shift Comparison of OR for Motivation

Chi-square	df	Asymptotic Significance
.09	1	.07

As seen in Table 18, Chi-Square statistics is '.09' and the asymptotic significance is '.07'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of off- record politeness strategies when the language shifts from non-native to native one for motivation. The use of the strategy is significantly similar both for Turkish and English. When teachers

do not consider the face of the student (H), the change in the language does not affect the situation.

4.5.3 Hypotheses 9-12

In order to test the four null hypotheses about the language shift for evaluation, Chi-Square tests were applied. Table 19 through 22 show the results.

The test results of hypothesis 9, "There is no significant difference in the use of positive politeness strategies when the teachers shift language for evaluation" are shown in Table 19.

Table 19: Language Shift Comparison of PP for Evaluation

Chi-square	df	Asymptotic Significance
26.85	1	.00

Table 19 shows that Chi-Square statistics is '26.85' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one for evaluation. The use of the strategy is significantly different from each language for positive politeness. In other words, EFL teachers employ positive politeness strategies in Turkish more than they do in English.

The test results of hypothesis 10, "There is no significant difference in the use of negative politeness strategies when the teachers shift language for evaluation" are shown in Table 20.

Table 20: Language Shift Comparison of NP for Evaluation

Chi-square	df	Asymptotic Significance
.47	1	.49

Table 20 shows that Chi-Square statistics is '.47' and the asymptotic significance is '.49'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of negative politeness

strategies when the language shifts from non-native to native one for evaluation. The use of the strategy is significantly similar in both Turkish and English. EFL teachers are trying to maintain the negative face of the H significantly similar way for evaluations.

The test results of hypothesis 11, "There is no significant difference in the use of bald-on politeness strategies when the teachers shift language for evaluation" are shown in Table 21.

Table 21: Language Shift Comparison of BOR for Evaluation

Chi-square	df	Asymptotic Significance
45.23	1	.00

Table 21 shows that Chi-Square statistics is '45.23' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one for evaluation. The use of the strategy is significantly different from each language for bald on record politeness strategies. In other words, EFL teachers employ bald-on record politeness strategies in English more than they do in Turkish for evaluation purposes. They might use this strategy to that they are appreciating or gently correcting intermediate level students.

The test results of hypothesis 12, "There is no significant difference in the use of off-record politeness strategies when the teachers shift language for evaluation" are shown in Table 22.

Table 22: Language Shift Comparison of OR for Evaluation

Chi-square	df	Asymptotic Significance
.71	1	.39

Table 22 shows that Chi-Square statistics is '.71' and the asymptotic significance is '.39'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of off-record

politeness strategies when the language shifts from non-native to native one for evaluation. The use of the strategy is significantly similar for both Turkish and English.

4.5.4 Hypotheses 13-16

In order to test the four null hypotheses about the language shift for classroom management, Chi-Square tests were applied. Table 23 through 26 show the results.

The test results of hypothesis 13, "There is no significant difference in the use of positive politeness strategies when the teachers shift language for classroom management" are shown in Table 23.

Table 23: Language Shift Comparison of PP for Classroom Management

Chi-square	df	Asymptotic Significance
29.50	1	.00

Table 23 shows that Chi-Square statistics is '29.50' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one for classroom management. In other words, EFL teachers employ positive politeness strategies in Turkish more than English for classroom management.

The test results of hypothesis 14, "There is no significant difference in the use of negative politeness strategies when the teachers shift language for classroom management" are shown in Table 24.

Table 24: Language Shift Comparison of NP for Classroom Management

Chi-square	df	Asymptotic Significance
.71	1	.39

Table 24 shows that Chi-Square statistics is '.71' and the asymptotic significance is '.39'. If the asymptotic significance is greater than '.05', the null hypothesis is valid. This indicates that there is no statistically significant difference in the use of negative politeness

strategies when the language shifts from non-native to native one for classroom management. The use of the strategy is significantly similar both for Turkish and English.

The test results of hypothesis 15, "There is no significant difference in the use of bald-on record politeness strategies when the teachers shift language for classroom management" are shown in Table 25.

Table 25: Language Shift Comparison of BOR for Classroom Management

Chi-square	df	Asymptotic Significance
40.69	1	.00

Table 25 shows that Chi-Square statistics is '40.69' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of bald-on record politeness strategies when the language shifts from non-native to native one for bald-on record strategies. In other words, EFL teachers employ bald-on record politeness strategies in English more than they do in Turkish for the purpose of classroom management.

The test results of hypothesis 16, "There is no significant difference in the use of off record politeness strategies when the teachers shift language for classroom management" are shown in Table 26.

Table 26: Language Shift Comparison of OR for Classroom Management

Chi-square	df	Asymptotic Significance
5.92	1	.01

Table 26 shows that Chi-Square statistics is '40.69' and the asymptotic significance is '.00'. If the asymptotic significance is smaller than '.05', the null hypothesis is rejected. This indicates that there is a statistically significant difference in the use of off-record politeness strategies when the language shifts from non-native to native one for off-record politeness strategies. In other words, EFL teachers employ off-record politeness strategy in English more than Turkish for classroom management.

4.6. Summary of Findings

The result of the study which intends to find out if there is a relationship between the use of politeness strategies when the language shifts from English to Turkish shows that the use of politeness strategies is inevitable.

The outcomes of the data show that bald-on record strategy is one of the most applied strategy when the participants speak English. BOR strategy indicates that the speaker minimizes the face threatening acts or ignores the face. When the speakers shift language into Turkish, the use of PP increase. PP minimizes the threat between the hearer and speaker.

The other implication of this study is the difference of strategies between male and female speakers. It is concluded that the female speakers use PP and BOR strategy more than the male speakers do. There appears no difference in the use of NP and OR politeness strategies. The results of the study show that female teachers are more sensitive about protecting the positive face of the students. Female teachers attempt to minimize disagreement between themselves and the students more than male teachers. They do not want to keep a distance from students. Despite Lakoff (1973)'s politeness model, women use directive forms as bald-on record strategies more than men use.

Additionally, the findings show that there appears no difference when the speakers use NP strategies in Turkish or in English, yet it was found that there appears a difference when the speakers use PP, BOR and OR politeness strategies. The shift from English to Turkish makes no difference in the use of the NP strategies.

The other implication about the difference of the use of the strategy are that the speakers' attitudes towards the use of the strategies differ when they use the language for different purposes. It was found that there are statistically significant differences in the use of PP and BOR politeness strategies which are used for academic purposes. It is apparent from the study that there is no difference in the use NP and OR politeness strategies for academic purposes. The same results were found when language is used for evaluation. When the speakers use the language for motivation, there appears statistically significant difference in the use of PP, NP and BOR strategies while there is no statistically significant

difference in the use of OR politeness strategies. When the language is used for classroom management, there is no statistically significant difference in the use of NP strategy while there are statistically significant differences in the use of PP, OR and BOR strategies.

In the light of the findings, one may see that in the classrooms the use of politeness strategies is inevitable. The use of politeness strategies changes according to the purpose of the speaker and language use. Teachers sometimes pay attention to negative face of the learners or the positive one. They sometimes minimize the act of face, yet there are no clear-cut differences in the use of the strategies or why teachers prefer particular ones.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

"The truest politeness comes of sincerity."

Samuel Smiles

5.1 Introduction

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

5.2 Summary of the Study

This study aimed at identifying whether there were differences that teachers exhibited in terms of the use of politeness strategies when the language shifted from native to non-native from the points of academic instructions, motivation, evaluation and classroom management. Teacher Talk has drawn increasing attention in the classroom from such categories as academic instruction, motivation, evaluation and classroom management.

This study employed a questionnaire, which is a common method of quantitative research. It consisted of two sets of closed-ended questions. Each set had twenty-five (25) structured, multiple-choice items consisting of four categories: academic instructions, motivation, evaluation, and classroom management. Both sets were for the same sample group of Turkish in-service EFL teachers. The first set of questions was responded as non-native English teachers and the second set was responded as native Turkish teachers in order to analyze whether or not there are differences when the language shifts from native to non-native.

The schools were chosen randomly among many secondary education institutions. The teachers from various ARVHS participated in the study. All Turkish EFL teachers who were working in the chosen schools participated the study and responded the questionnaire. The research data were based on the responses given to the questionnaires by Turkish EFL teachers.

The first research question aimed to find out the kind of strategies that the teachers use. The results of this question showed that using politeness strategies in school environments is inevitable. Teachers mostly applied bald-on record strategy in English while they were applied positive politeness strategy in Turkish. They used all the strategies yet bald-on record in English and positive politeness in Turkish were the most preferred strategies among others. Bald-on record strategy is accepted as strategy that is used between the interlocutors who have close relationships. It is used when the face is not considered as an important factor. In classroom the teachers apply bald-on record politeness strategy when efficiency is necessary or when they need to accomplish a task. Because English is the target language, the teachers want their students to understand the task or situation clearly. Therefore, bald-on record politeness strategy was used more than the other strategies. The teachers used positive politeness strategies when they used their native language to protect the positive face of the hearer. In other words, they want to claim a coomon ground. They seek agreement and share interests to show that they are co-operators in classroom.

The second research question aimed to find out whether there were any differences or similarities among female and male teachers in the use of politeness strategies. Chi-square test was applied, and this research question was analyzed in terms of politeness strategies of positive, negative, bald-on and off-record. The analysis showed that there were no statistically significant differences among female and male teachers in the use of negative and off-record strategies while there were statistically significant differences in the use of positive and bald-on record strategies. Female EFL teachers' use of positive politeness strategies in Turkish and English outnumbered the male teachers' use of positive politeness strategies in Turkish and in English while male teachers outnumbered the female teachers in the use of bald-on record strategies. Female teachers use positive politeness strategies to show that they are establishing a close relationship and showing respect to the students. Female teachers use less directive forms while male teachers use more directive forms. Female teachers try to soften direct expresions by using more positive politeness strategies than male teachers use. They do not want to keep a distance from students. Female and male teachers did not show a statistically significant difference in the use of negative and off-record strategies.

The third research question of the study aimed to find out whether there were any statistically significant differences or similarities when the language shifted from non-native to native. The Chi-square test was applied, and this research question was analyzed in terms of the positive, negative, bald-on and off-record politeness strategies. There was a statistically significant difference in the use of positive, bald-on record and off-record politeness strategies when the language shifted from non-native to native. There was no statistically significant difference in the use of negative politeness strategies when the language shifted from non-native to native. It can be concluded from the responses and the results that the teachers change their attitudes when they use positive, bald-on and off-record politeness strategies when they use English or Turkish. Yet, they do not differ when they use negative politeness strategies when they use English or Turkish. There appears no difference when they soften the direct expressions with the strategies of negative politeness.

The fourth research question sought to find out differences or similarities in the use of strategies when the teachers use the language for academic instruction, motivation, evaluation or classroom management. The speech acts of teachers could be categorized under these groups. According to the findings, there appeared that there was a statistically significant difference in the use of positive and bald-on record politeness strategies when the language shifted from non-native to native one for academic instruction while there was no statistically significant difference in the use of negative politeness strategies. There was a statistically significant difference in the use of positive, negative, and bald-on record politeness strategies when the language shifts from non-native to native one for motivation while there was no statistically significant difference in the use of off-record politeness strategies. There appeared that there was a statistically significant difference in the use of positive and bald-on record politeness strategies when the language shifted from non-native to native one for evaluation while there was no statistically significant difference in the use of negative and off-record politeness strategies. It was concluded that there was a statistically significant difference in the use of positive and bald-on record politeness strategies when the language shifted from non-native to native one for classroom management while there was no statistically significant difference in the use of negative and off-record politeness strategies.

The differences mostly appeared in the use of positive and bald-on record politeness strategies while the similarities mostly appeared in the use of negative and off-record politeness strategies.

5.3 Pedagogical Implications

As pragmatic competence is regarded as one of the most difficult aspects of language learning, it is important for EFL teachers to learn and teach pragmatics. It is important for non-native speakers to have a communicative competence even the native speakers have communication problems.

As the politeness accepted as a universal concept and a significant factor, EFL teachers get a significant role in language teaching. EFL teachers should pay attention to the usage of the speech acts to show how the structures are used within a certain context. In Turkey, most of the language learning takes place in classrooms. Therefore, the learners may only encounter the examples of this foreign language use in the classroom. In this context the role of the teachers in classrooms gains more importance. Teachers should produce appropriate use of speech acts since learners will be exposed to pragmatic functions. Therefore, they have to get opportunities to learn pragmatic competence in detail while they are pre-service EFL teachers. It is the teachers' task to show the learners how to use a language so an inclusive education about pragmatic competence could be an effective way. To conclude, teaching or learning politeness strategies is an important factor for communicative competence.

5.4 Recommendations for Further Research

This study was carried out about classroom language of in-service EFL teachers. However, it can be integrated into other situations not just classroom acts such as classroom management, academic instruction, motivation and evaluation. It can be integrated into situations that can occur between teachers and the responses can be gathered as the data.

The study included only Turkish EFL teachers. For further research, two groups of EFL teachers can be invited to participate who are native speakers of Turkish and English.

In this study, only teachers' use of politeness strategies was investigated, for further research the conversations between teachers and students can also be observed and used as data. This study was conducted only in public schools therefore private schools can be chosen as a setting.

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APPENDIX-A The Questionnaire

A COMPARATIVE ANALYSIS OF POLITENESS STRATEGIES USED BY
TURKISH IN-SERVICE EFL TEACHERS IN TURKISH AND ENGLISH

Dear colleague,

I am a teacher of English at a Vocational and Technical Anatolian High School, İstanbul, Turkey, and I have been doing my MA in the Teaching English as a Foreign Language (TEFL) at İstanbul Sabahattin Zaim University, İstanbul. My thesis title is "A Comparative Analysis of Politeness Strategies Used by Turkish In-Service EFL Teachers in Turkish And English", and as part of my study, I have prepared this questionnaire. The aim of the questionnaire is to elicit mainly the differences in the use of politeness strategies. Your answers are of the highest value to me and they will constitute the backbone of this MA study. Please answer all the questions in the questionnaire. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL AND ALL RESPONDENTS ANONYMOUS, NO ONE OF THE RESPONDENTS WILL BE REVEALED IN ANY WAY IN THE STUDY. Please remember that your responses are very important for me. Thank you in advance for your co-operation.

<div align="center">

Demet AK
Istanbul Sabahattin Zaim University
Faculty of Education
ISTANBUL
E-mail: demet.ak@std.izu.edu.tr

</div>

This questionnaire is prepared for a research about the structures that in-service teachers use while they are in the classroom and out of the classroom. The questions or structures are about the use of English and Turkish.

Please specify your gender:

☐ **Male**   ☐ **Female**

Please specify the type of the institution you work for:

☐ **Primary/Elementary School**   ☐ **Middle School**   ☐ **Secondary Education**

You are a non-native English teacher of non-native learners. We expect you to use English structures for the situations below.

1. **You enter your classroom and greet your students by saying:**
   a. Good morning class.
   b. Good morning children/students.
   c. Good morning.
   d. Other …………………………………………

2. **At the very beginning of your course, you see your students smiling at you and you don't know the reason. You ask:**
   a. It is very good for me to see your smiling faces today so what is the good news?
   b. What is going on? Why are you smiling?
   c. Is there something funny?
   d. Other……………………………………………

3. **You start your lesson with the words:**
   a. Let's begin our class with the reading passage about Aztecs.
   b. Today, you will read and learn about Aztecs.
   c. Ok! Open and read the page.
   d. Other…………………………………………..

4. **You want your student to read the first paragraph in the passage. You say:**
   a. I'd like to you to read the first paragraph for us.
   b. Could you please read the first paragraph for us?
   c. Read the first paragraph for us.
   d. Other………………………………………….

5. **In the middle of the lesson, you see one of your students is hesitating to utter the words about the story. You say:**
   a. Ok, (name of the student). Would you like to say a few words about Aztecs?
   b. Ok. Please, (name of the student). Will you please tell us what you think about Aztecs?
   c. Ok, (name of the student). Tell us what you want to say about the story.
   d. Other………………………………………….

6. **One of your students suddenly stands up and you want him/her to sit down. You say:**
   a. (name of the student). Is there something wrong? Why don't you sit down?
   b. (name of the student). Would you please take your sit?
   c. (name of the student). Sit down, please.
   d. Other…………………………………………..

7. **You started pronunciation exercises and want your students to repeat the words after you. You say:**
   a. I'd like you to read the vocabularies after me.
   b. Could you repeat the vocabularies after me, please?
   c. Repeat after me.
   d. Other…………………………………………..

8. **You want your students to find a synonym for the word "primary" from the text. You say:**
   a. Please read the text and find a similar word for "primary".
   b. Please, find a word which means "primary".
   c. Find the similar word for "primary" as soon as possible.
   d. Other…………………………………………..

9. **Your students are giving the right answers and you want to show your appreciation. You say:**

   a. Excellent!
   b. Well done! You are a great learner!
   c. Good!
   d. Other…………………………………………..

10. **Your student is wrongly forming the sentence "The crops _growed_ in this area." You say:**

    a. The crops _grew in this area, didn't they? (name of the student)._
    b. Grow is an irregular verb. Perhaps you may pay attention to this.
    c. Find the mistake and repeat the sentence, please.
    d. Other…………………………………………..

11. **After a little interruption (students have been talking among themselves), you want to continue the class and say:**
    a. Shall we move on to the topic?
    b. Shall we go on?
    c. Ok. Follow the topic now.
    d. Other………………………………………….

12. **While you are reading some sentences, you see some of your students are sleepy. So, you say:**
    a. Hey guys! Why are you sleepy? Is everything Ok?
    b. Ladies and gentlemen, will you stop sleeping and listen to me, please?
    c. Don't sleep and pay attention to the course.
    d. Other…………………………………………..

13. **You write a question on the board and want one of your students to come to the board and answer it. You say:**
    a. Who would like to come to the board?
    b. (Name of the student), Could you come to the board, please?
    c. (Name of the student), please come to the board.
    d. Other…………………………………………..

14. **When you ask a question, one of your students always uses his/her native language(Turkish) and you say:**
    a. Ok! Why don't you translate your words into English?
    b. The students have to try speaking English to learn this language.
    c. Don't speak Turkish, just English, please.
    d. Other…………………………………………………..

15. **You want your students to work in groups. You say:**
    a. Now, group work time. You three are group one.
    b. Now, please work in groups.
    c. Now divide into five groups.
    d. Other…………………………………………………..

16. **Your student is explaining the idea/main theme of the reading passage, but s/he is giving irrelevant answers. You say:**
    a. I appreciate your trying but you should be more careful.
    b. Well, I agree with you to a certain point. However,……..
    c. No, dear. You are wrong at this point. Read the text carefully.
    d. Other………………………………………………………….

17. **Some of your students are talking in the middle of the lesson. You say:**
    a. Would you please stop talking?
    b. You are very silent today.
    c. Stop talking, please!
    d. Other…………………………………………………..

18. **Your talkative student continues talking and you want to change his/her place. You say:**
    a. Come and sit here, please.
    b. (name of the student) Why don't you come closer to the board? I want to see your face.
    c. Can you come closer and sit here?
    d. Other……………………………………………………………

19. **You made a vocabulary quiz. They are in the last five minutes. You say:**
    a. Please, finish what you are writing. We are in the last five minutes.
    b. It appears to be your last five minutes!
    c. Be quick, you have just five minutes!
    d. Other…………………………………………………………..

20. **Time is up for the quiz. Some of your students continue to answer the questions. You say:**
    a. The quiz is over. Would you please bring your paper here?
    b. Time is up! Please give your paper.
    c. Time is up! Don't write anything else.
    d. Other………………………………………………………….

21. **You are going to finish your course and want to assign your students the next topic. You say:**

   a. Next time, we will read about Pyramids in Egypt, it would be very clear for us if we do a search about them and write a paragraph as homework.
   b. Next time, you will read about Pyramids in Egypt, please do a search about them and hand in your paragraph.
   c. Pyramids in Egypt is our next topic. Do a search about them and try to write a paragraph.
   d. Other…………………………………………………..

22. **One of your students says that he has some difficulties learning new vocabulary. He cannot keep them in mind. So, you say:**
   a. Oh, there is nothing to worry about it. We could use this…… method to learn them.
   b. I think you should study more.
   c. It is not such a difficult thing. Find some methods to memorize them.
   d. Other……………………………………………

23. **One of your students is very active in the lesson. He gives the right answers and explains the reasons very well. But when he has the exam, He gets low marks. He asks you for advice. You say:**
   a. (name of the student) You should not worry about your grades
   b. (name of the student) I think you are doing great in the lesson, but you should lower your stress in the exam.
   c. (name of the student) it is not difficult. Just be careful in the exams.
   d. Other…………………………………………………..

24. **A student comes to your class to make an announcement, but your students are not listening to him/her. You warn your class and say:**
   a. Ok, we should listen to our friend. It is an important issue.
   b. Ladies and gentlemen, would you mind listening to your friend? It seems to be an important issue.
   c. Maybe, you should listen to your friend. It is an important issue.
   d. Other……………………………………………………

25. **You finish your lesson and it is time to leave the class. You say:**
   a. It was a nice lesson. I wish you a nice day.
   b. Have a nice day, students.
   c. Have a nice day.
   d. Other…………………………………..

Anadili Türkçe olan İngilizce öğretmenlerimizin, anadili Türkçe olan öğrencilere Türkçe olarak verdikleri tepkileri ölçmek üzere hazırlanmış bir ankettir.

1. **Sınıfa girdiniz ve öğrencilerinizi şu şekilde selamladınız:**
   a. Günaydın arkadaşlar.
   b. Günaydın çocuklar/gençler.
   c. Günaydın.
   d. Diğer …………………………………………….

2. **Derse başlamak üzeresiniz ve öğrencilerinizin size sebepsiz bir şekilde gülümsediğini gördünüz. Durumu anlamak için öğrencilerinize şu soruyu sorarsınız:**
   a. Güler yüzünüzü görmek beni çok memnun etti. Güzel haber nedir?
   b. Ne oluyor? Neden gülüyorsun?
   c. Komik bir şey mi var?
   d. Diğer …………………………………………………..

3. **Dersinize şu cümle ile başlarsınız:**
   a. Dersimize Aztek uygarlığı ile ilgili metin ile başlayalım.
   b. Bugün, Aztekler hakkında bir metin okuyacaksınız.
   c. Evet, Bugünün konusu Aztek uygarlığı.
   d. Diğer………………………………………………….

4. **Öğrencinizin okuma parçasındaki ilk paragrafı okumasını şu cümle ile istiyorsunuz:**
   a. (Öğrencinizin adı) İlk paragrafı bizim için okumanızı istiyorum.
   b. (Öğrencinizin adı) Bize ilk paragrafı okuyabilir misin?
   c. (Öğrencinizin adı) İlk paragrafı bizim için oku.
   d. Diğer…………………………………………………..

5. **Dersinizin ilerleyen dakikalarında, bir öğrencinizin parça ile ilgili cümle kurmaya çekindiğini fark ettiniz ve dediniz ki:**
   a. Evet, (Öğrencinizin adı) Aztekler hakkında bizimle bir şeyler paylaşmak ister misin?
   b. Evet, (Öğrencinizin adı) Aztekler ile ilgili ne düşündüğünü bizimle paylaşır mısın?
   c. Evet, (Öğrencinizin adı) Parça ile ilgili söylemek istediklerini bize anlat, lütfen.
   d. Diğer…………………………………………………

6. **Dersiniz esnasında bir öğrenciniz aniden ayağa kalktı ve siz onun oturmasını istiyorsunuz. Cümleniz:**
   a. (Öğrencinizin adı). Bir problem mi var? Neden otur muyorsun?
   b. (Öğrencinizin adı). Rica etsem oturur musunuz, lütfen?
   c. (Öğrencinizin adı). Otur, lütfen.
   d. Diğer…………………………………………….......

7. **Telaffuz alıştırması yaptırıyorsunuz ve öğrencilerinizin kelimeleri sizden sonra tekrar etmesini şu cümle ile belirtiyorsunuz:**
   a. Kelimeleri benden sonra tekrar etmenizi istiyorum.
   b. Benden sonra kelimeleri tekrar eder misiniz lütfen?
   c. Benden sonra tekrar edin.
   d. Diğer……………………………………………………..

8. **Öğrencilerinizden parçada geçen "kaynak" kelimesini açıklamalarını şu cümle ile istiyorsunuz:**
   a. Parçayı okuyup "kaynak" anlamına gelen bir kelimeyi parçadan bulun, lütfen.
   b. "Kaynak" anlamına gelen bir kelimeyi parçadan bulun, lütfen.
   c. Parçadan "kaynak" anlamına gelecek kelimeyi hemen bulunuz.
   d. Diğer……………………………………………………………

9. **Öğrencileriniz doğru cevabı veriyor ve siz onları şu şekilde takdir ediyorsunuz:**
   a. Mükemmel!
   b. Çok güzel. Siz çok iyi öğrencilersiniz.
   c. İyi!
   d. Diğer…………………………………………

10. **Öğrencilerinizden biri "Yarın, araziyi aldılar" cümlesini kurdu ve siz düzeltmenizi şu şekilde yaptınız:**
    a. Yarın, araziyi alacaklar, değil mi?
    b. Aldılar fiilinde -dı geçmiş zaman ekidir. Lütfen daha dikkatli olun.
    c. Hatayı bulup cümleyi tekrar et.
    d. Diğer……………………………………………..

11. **Kısa bir aradan sonra (öğrencilerinizin kendi aralarında konuşmaları vb…), derse devam etmek istediğinizi şu şekilde belirttiniz:**
    a. Konuya geçelim mi?
    b. Devam edelim mi?
    c. Evet. Şimdi konuyu takip edin.
    d. Diğer……………………………………………..

12. **Siz parçadan bazı cümleler okurken öğrencilerinizden birkaçının uyukladığı gördünüz ve dediniz ki:**
    a. Arkadaşlar! Neden uyukluyorsunuz? Her şey yolunda mı?
    b. Baylar ve bayanlar, uyumayı bırakıp beni dinler misiniz, lütfen?
    c. Uyumayın ve derse konsantre olun, lütfen.
    d. Diğer……………………………………………..

13. **Tahtaya bir cümle yazdınız ve öğrencilerinizden birinin tahtaya gelip soruya cevap vermesini istediniz:**
    a. Tahtaya kim gelmek ister?
    b. (Öğrencinizin adı) tahtaya gelir misin lütfen?
    c. (Öğrencinizin adı), tahtaya gel.
    d. Diğer…………………………………………

14. Siz soru sorduğunuzda öğrencilerinizden biri anadilinde (Türkçe) cevap veriyor. Bu durumu önlemek için sizin cümleniz:
   a. Evet, neden bu cümleni İngilizce'ye çevirmiyorsun?
   b. Bu dili öğrenebilmek için İngilizce konuşmaya çalışmalısın.
   c. Türkçe yerine İngilizce kullan, lütfen.
   d. Diğer……………………………………

15. Öğrencilerinizin grup halinde çalışmasını şu şekilde istersiniz:
   a. Şimdi, grup çalışması zamanı. Siz üçünüz bir grupsunuz.
   b. Şimdi, lütfen gruplar halinde çalışınız.
   c. Şimdi, beş gruba ayrılın.
   d. Diğer…………………………………….

16. Bir öğrenciniz okuma parçasının konusunu ve ana fikrini belirtirken yanlış cevaplar veriyor. Siz de düzeltmeyi şu şekilde yapıyorsunuz:
   a. Çabanı takdir ediyorum ama daha dikkatli olmalısın.
   b. Aslında sana bazı noktalarda katılıyorum ancak……….
   c. Hayır, canım. Bu konuda yanılıyorsun. Lütfen parçayı dikkatli bir şekilde oku.
   d. Diğer…………………………………………….

17. Ders devam ederken bir öğrenciniz sürekli konuşuyor. Tepkinizi şu cümle ile gösterirsiniz:
   a. Konuşmayı bırakır mısınız lütfen?
   b. Bugün çok sessizsiniz.
   c. Konuşmayı kes, lütfen.
   d. Diğer…………………………………….

18. Konuşkan öğrenciniz hala sohbetine devam ediyor. Siz de çözüm olarak yerini değiştirmek istediniz ve dediniz ki:
   a. Gel ve buraya otur, lütfen.
   b. (Öğrencinizin adı) neden tahtaya yaklaşmıyorsun? Yaklaş da yüzünü göreyim.
   c. Daha yakına gelip oturulabilir misin?
   d. Diğer……………………………………

19. Bir kelime sınavı yapıyorsunuz ve sınavın bitmesine 5 (beş) dakika kaldığını belirtiyorsunuz:
   a. Cevaplamanızı bitirmeye çalışınız. Son beş dakikanın içindeyiz.
   b. Son beş dakika!
   c. Acele edin, sadece beş dakikanız var.
   d. Diğer…………………………………………

20. **Sınav süresi dolmasına rağmen bir öğrenciniz soruları cevaplamaya devam ediyor. Siz de öğrencinizi uyarıyorsunuz:**
    a. Sınav sona erdi. Kâğıtlarınızı buraya getirebilir misiniz?
    b. Süre doldu. Lütfen kâğıtlarınızı getirin.
    c. Süre doldu. Cevaplamayı bırakın.
    d. Diğer……………………………………………

21. **Dersinizi gelecek hafta için yapılacak ödevi vererek bitirmek istediniz ve dediniz ki:**
    a. Gelecek dersimizde, Mısır piramitleri ile ilgili parça okuyacağız. Konu ile ilgili ön araştırma yapıp ödev olarak bir paragraf yazarsak konuyu daha rahat öğreniriz.
    b. Gelecek dersimizde Mısır piramitleri ile ilgili parça okuyacaksınız. Konu ile ilgili bir araştırma yapıp paragrafınızı teslim ediniz.
    c. Mısır piramitleri gelecek konumuz olacak. Onlarla ilgili araştırma yapıp bir paragraf yazın.
    d. Diğer…………………………………….

22. **Ders çıkışında bir öğrenciniz kelime öğrenmede sıkıntı yaşadığını ve kelimeleri ezberleyemediğini belirtti. Siz de öğrencinize şöyle bir tavsiyede bulundunuz:**
    a. Endişelenecek bir şey yok. …… metodunu ezberlemene yardımcı olması için kullanabiliriz.
    b. Bence daha çok çalışmalısın.
    c. Kelime ezberlemek çok zor bir şey değil. Sana yardımcı olacak bazı metotlar bulabilirsin.
    d. Diğer…………………………………

23. **Öğrencilerinizden biri dersinizde aktif katılım gösteriyor, sorulara doğru cevaplar veriyor ve doğru açıklamalar yapıyor; fakat sınavınızdan düşük notlar alıyor. Öğrenciniz rehberliğinize ihtiyaç duyuyor ve siz tavsiyenizi şu şekilde veriyorsunuz:**
    a. (Öğrencinin adı) notların için endişelenmemelisin.
    b. (Öğrencinin adı) bence derslerde çok iyisin ancak sınavlarda endişelenmemelisin.
    c. (Öğrencinin adı) zor bir şey değil. Sadece sınavlarda daha dikkatli ol.
    d. Diğer…………………………………………

24. **Bir öğrenci sınıfınıza bir duyuru yapmak için geldi ancak öğrencileriniz dinlememektedir. Sınıfınızı uyardınız ve dediniz ki:**
    a. Evet, arkadaşımızı dinlemeliyiz. Duyuru önemli bir konuyu içeriyor.
    b. Bayanlar ve baylar, arkadaşınızı dinler misiniz? Duyuru önemli bir konuyu içeriyor.
    c. Evet, arkadaşınızı dinlemelisiniz. Duyuru önemli bir konuyu içeriyor.
    d. Diğer…………………………………………

25. **Dersinizin sonuna geldiniz ve sınıftan ayrılıyorsunuz. Sınıfınıza dediniz ki:**
    a. Çok iyi bir dersti. Hepinize iyi günler dilerim.
    b. İyi günler çocuklar.
    c. İyi günler.
    d. Diğer………………………………………..