CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

There are some literatures which related to this research, it includes definition of the classroom interaction, the definition of the functions of speech, and the definition of politeness strategies. The descriptions are as follow:

1. Definition of The Classroom Interaction

a. The Theory of Classroom Interaction

L2 classroom interaction research began in the 1960s with the aim of evaluating of effectiveness of different methods in foreign language teaching in the hope that the findings would show the "best" method and its characteristics. The methodology adopted was strongly influenced by firstlanguage (LI) classroom teaching research which was motivated by the need to assess objectivelythe teaching performance of student-teachers during practical teaching.¹

According to Tsui about Classroom Interaction, in the book of David Nunan and Ronald Carter, the term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Descriptions of classroom interaction focused initially on the language used by the teacher, especially

¹Amy, B.M, Tsui, Chapter 17 - Classroom Interaction. The Cambridge Guide to TESOL by David Nunan and Ronald Carter.

teacher questions and the learner responses elicited, teachers" feedback and turn-allocation behaviour.

sociolinguistic Language classroom can be seen environment and discourse communities in which interlocutors use various functions of language to establish a communication system, and the teacher-student interaction is believed to contribute on students" language development.² Therefore, the teacher-student interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts. Pragmatic competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar. Bardovi-Harlig argues that the classroom is a place where pragmatic instruction can occur.3

In analyzing classroom interaction research, it is important to consider what is observable in the research. It can be the teacher talk or student talk. It is supported by Tsui in the book of classroom interaction by Nunan and Carter, as quoted below:

"For more than two decades, the focus of classroom interaction research, be it teacher or student talk, had been on what is observable; more recently researchers have begun to question analyses of classroom processes based only the observable. It was felt that the 'unobservables'in the classroom - such as teachers' and learners' psychological states, including beliefs, attitudes, motivations, self perception and anxiety, learning

³Vittoria Grossi, *Teaching Pragmatic Competence: Compliments and Compliments responses in the ESL Classroom.* (Macquarie University. 2009)

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²Douglas Altamiro Consolo, Classroom Oral Interaction in Foreign Language Lessons and Implications for Teacher Development. (2006). p.34

styles and cultural norms - play an important part in shaping classroom interaction. Approaches to analyzing classroom interaction also moved from solely an observer's perspective to include a participant's perspective and using a variety of sources of data apart from classroom discourse data."

Lier states research on the observable aspects of classroom interaction pertains to three main aspects: input, interaction and output. Input refers to the language used by the teacher, output refers to language produced by learners and interaction refers to the interrelationship between input and output withno assumption of a linear cause and effect relationship between the two.⁴

b. The Classroom Interaction Related to the Classroom Instructions

In the classroom interaction may occur interpersonal communication. Larry states that interpersonal communication may occur in any face to face encounter and it is important medium of instruction in the classroom.⁵ There are three forms of interpersonal communication in the classroom, they are: teacher to student (T-S), student to teacher (S-T) and student to student (S-S).At this level of communication, the message is transmitted to a single student by teacher, to the teacher by a particular student, or from one student to another student.

Teacher – student interactions such as teacher's instructions, teacher's motivation, and teacher's evaluation in the classroom are the

⁴Nunan David – Ronald Carter, *Teaching English to Speakers of Other Language*. (Cambridge: Cambridge University Press. 2001)

⁵Larry L Barker, Communication in The Classroom. (USA: Prentice Hall. 1982)

important parts of classroom interaction. However, those parts can enhance the comprehension and the attention of the students. Tsui said that an important dimension of classroom interaction is teacher questions, which has received much attention in both L1 and L2 classroom studies. Both turn-allocation by the teacher and turn-taking by learners contribute to learners" opportunities to participate in the interaction.

Kasper states classroom instructions with awareness in pragmatic aspects of social interaction can be very useful for learners. It can be challenging to find useful teaching materials and to integrate pragmatics into an existing syllabus. The challenge for foreign language teaching is how to arrange learning opportunities in such a way that they benefit the development of pragamtic competence in foreign language.⁶

In this research, the researcher will be focuses only onteacher to students interaction in classroom. The teacher - students interactions in classroom includes the instructions used by the teacher to the students, the motivations that gave by the teacher to the students, the teacher's evaluation about the students responses in the class, and classroom management of the teacher.

2. Definition of The Functions of Speech

a. The Notion of Speech

⁶Gabriele Kasper, *Second Language teaching and Curriculum Center, University of Hawaii.* (University of Hawaii. 1997)

Language is the system of communication used by a particular community or country. Language is a method of human communication. Language in wider sense refers to speaking, writing, and gesturing. In study of linguistics, linguistics deals with spoken language (speech) and written language. It is the relationship between language and speech, either spoken and written consisting of the use of words in a structured and convensional way.

In linguistics, writing related to sentences, while speaking related to utterances. The features of spoken language defined as utterances or speech. Sapir states that speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as waking, and only less so than breathing. In speaking to one another, we make use of sentences, or, to be more precise, utterances. Brazil defines speech as the following,

"Speech is charasteristically use in pursuit of a purpose... The practice of inventing a sentence... is a practice of the sentence grammarian, not the user".

According to Schiffer, he states with the speech speakers uttering sentences.

⁷Ronald Wardhaugh, *An Introduction to Sociolinguistics*. (Fifth Edition. Blackwell Publishing. 2006)

⁸David Brazil, A Grammar of Speech. (Oxford University Press. 1995) p 26-27

b. The Theories of the Functions of Speech Related to the Classroom Interaction

Janet Holmes in her book states that she considers the range of functions language may serve, and the variety of ways in which the "same" message may be expressed. In addition to distinguish a great variety of different functions which language serves, she classified six different categories for functions of speech, they are expressive, directive, referential, metalinguistic, poetic and phatic utterances. Nevertheless, in this research the researcher does not use the theory of the functions of speech from Janet Holmes, because the categories of the functions of speech by Janet Holmes are relate to Sociolinguistics, it means it closed to the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language. In other words, it means the object must be related to language and social or society.

The study that taken by the researcher here is about classroom interaction. It is different context with Sociolinguistics. Though, in the point of view of Sociolinguistics, the teacher's speech can be analyzed with the functions of speech by Janet Holmes, but it will be found the teacher used directive functions more than any other functions of

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⁹Janet Holmes, *Learning about Language*. *An Introduction to Sociolinguistics*. (Pearson. 2012)

speech. Thus the theory about the functions of speech above is not used in this research. This agreement supported by Janet Holmes in her book, she states that researchers have analysed the ways that particular speech functions are expressed in a variety of contexts, identifying the range of linguistic forms they take. The categories are useful as guides for analysis, but they are not mutually exclusive.

The classroom interaction refers to the interaction between the teacher and the students, and amongst the students, in the classroom. The interaction between the teacher and the students in the classroom is different from the common interaction in daily life or daily activities, and thus needs to be investigated under different functions of speech. According to Sulu, each utterances have different functions in speech; however, it is important toremember that the meaning of language depends on its actual use, and may not exactly coincide with an utterance.¹⁰

Jiang states that teachers have different roles in the class.¹¹ Based on her teaching experiences, she suggests the following functions for analyzing the classroom speech of teachers. Where the functions of speech based on Jiang are related to the teacher's roles in the class, they are: instructional, motivational, evaluative, and managerial. Jiang said that all classroom speech acts of the teacher can

¹⁰Ayfer Sulu, "Teacher"s Politeness in EFL Class". *Inonu University. International Online Journal of Education and Teaching*. 2015. 2(4). 216-221

¹¹ Xiaoqing Jiang, "A Case Study of Teacher"s Politeness in EFL Class". *Journal of Language Teaching and Research*, Vol. 1, No. 5, pp. 651-655, September 2010

be categorized according to these functions. Since traditionally, the teacher controls learning and behavior in the classroom with these kinds of speech acts. So, the control speech acts of the teacher can be referred to these acts.

In this research, the researcher prefers use these functions of speech to analyze the teacher's speech in the class, because these functions are more appropriate to be use in analyzing the teacher's speech in the classroom interaction context.

c. The Functions of Speech by Jiang

As the researcher puts above, the classroom speech functions suggests by Jiang can be analyzed under four categories: instructions, motivation, evaluation, and classroom management.

1) Academic Instructions

This refers to the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback. Look at the following sentences:

- a) Let's begin today's class.
- b) We will learn a moving story today, it's about a widow.
- c) I'd like you to read the new words after me, please.
- d) So much for the new words, stop here, please.
- e) Please find a word which means "satisfactory".
- f) Please tell me what the author tell us in paragraph two.
- g) Shall we go on?

- h) Who would like to come to the blackboard?
- i) Can you show me the difference between the two words?
- j) Turn to page 115, look at the first line.
- k) Next time, we will study unit 9, preview it and hand in your homework as soon as possible.

2) Motivation

Motivation refers to various acts aimed at activating students such as their participation, academic questions, and initiative feedback. The following are the examples:

- a) Hey, guys, what are you doing? Why are you so sleepy?
- b) Wang Qun, you give us a presentation, ok?
- c) Chen Shuo, tell us the story "The yellow ribbon around the old oak tree", all right?
- d) Just say it in your own words, I know you can, have a try, will you?
- e) It's quite necessary to request English learners to speak English. Don't keep silent!
- f) It's not a good habit to memorize the new words from the word list. Get help from the text!

3) Evaluation

Evaluation is indispensable in English class. It refers to teacher's positive and negative feedback which is very important to students. It can encourage as well as discourage the students.

The examples of Evaluations:

- a) Good! You are right!
- b) Exactly!
- c) Well done!
- d) Perfect! Sit down please!
- e) Maybe first you should read the directions carefully.
- f) I am sorry, I mean translate this sentence into Chinese.
- g) Maybe it's my fault, I didn't emphasize that in the previous class.

4) Classroom Management

This refers to discipline instructions, discipline directives (orders, requests, questions, and calls), procedural instructions, and procedural directives. Examples:

- a) Be quite, please!
- b) Stop talking, please!
- c) Now talk with your partner about this problem.
- d) Divide into groups, please.
- e) Why don't you sit closer?
- f) Be quick, you have only five minutes.

g) Please stop here; we don't have enough time for you to remember all these new words in class.

These roles of classroom teacher's speech investigated in a linewith the politeness strategies used by the teacher in classroom interaction. In addition, teacher is as the model in theclass and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction.

3. Definition of Politeness Strategies

a. The Notion of Politeness

Politeness is a universal and best expressed as the practical application of good manners or ettiquette. In standard meaning of the word ,polite", at least three dimensions evan be identified: 1) polite as civil or socially correct; 2) polite as kind or friendly; and 3) polite as tactful or diplomatic. ¹²

Geoffrey Leech states in his book that politeness in broad sense, is a form of communicative behaviour found very generally in human languages and among human cultures. Leech defines it as "strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance of conflict, situation,

¹²Victoria Escandell, "Politeness: A Relevant Issue for Relevance Theory". *Revista Alicantina de Estuaios Ingleses*, 11, 1998, 45-57, p 46.

maintenance and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite.

Sum up from the literatures, that shows that different researchers have different senses. Richard, J Watts in his book states from a socio – psychological point of view, politeness is not a static logical concept, but a dynamic interpersonal activity that can be observed, described, and explained in functional interactional terms. ¹³

The knowledge of politeness is important in classroom teaching of a foreign language. Politeness strategies that used by the teacher and the studentds in the class can play an important role in learning and teaching process. Moreover, politeness can have an instrumental role in the social interaction. Brown and Levinson's theory places politeness as a universal face-threatening strategy.

b. Brown and Levinson's Politeness

Classroom is a place of the interaction process which happens between a teacher and students. It must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by the teacherwill be received by students well. Teacher professional role endows them with right to evaluate students behaviors, constrain their freedom of actions, control resources and give critical feedback,

¹³Richard J Watts, *Politeness in Language – Studies in Its History, Theory and Practice*. (New York: Mouton de Gruyter. 2005)

which unavoidablyposes threat to students" positive and negative face. 14

Politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when a speaker of relatively higher power makes a smaller request in a closer relationship. ¹⁵Politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are somestrategies that can be applied in specific context used by an individual in certain society.

According to Brown and Levinson, politeness is defined as redressive action taken to counter-balance the disruptive effect of *face-threatening acts* (FTAs). He describes "face" as "the public self-image that every member wants to claim for himself, consisting in two related aspects: negative face and positive face. Negative face is the want of every "competent adult member" that his actions be unimpeded by others. Positive face is the want of every member that his wants be desirable to at least some others.

Brown and Levinson also states that in human communication, either spoken or written, people tend to maintain one another's face continuously, and this tendency adds up to politeness. If the hearers"

¹⁴Qin Zhang, Teacher Request Politeness: Effect on Students' Positive Emotions and Compliance Intention. (Fairfield University: Mexico. 2009)

¹⁵Brown Penelope – Stephen, C. Levinson, *Politeness: Some Universals in Language Usage*. (United Kingdom: Cambridge University Press. 1987). cited from Iranian Journal of Language Teaching Research.

need to maintain his/her self-esteem, and be respected is violated by an act during conversation, they call these acts as "Face Threating Acts" (FTAs). And in order to deal with these FTAs, Brown and Levinson outline four main types of politeness strategies, they are: bald on record, positive politeness, negative politeness and off-record indirect.

Bald on record strategies usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on record politeness can be used in trying to minimize FTAs implicity. Often using such a strategy will shock or embarass the addressee, and so this strategy is most often utilized in situations where the speaker has a close relationship with the audience, such as family or close friends.¹⁶

Positive politeness usually seen in groups or friends, or where people in the given social situation know each other fairly well. It usually try to minimize the distance between them by expressing friendlines and solid interest in the hearer's need to be respected (minimize the FTA). In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statement of friendships, solidarity, and compliments. Positive politeness techniques are usable not only for FTA redress, but in general as a kind of social accelerator, where speaker, in using them, indicates he wants to "come closer" to hearer.¹⁷

¹⁶Brown Penelope - Stephen, C. Levinson, *Politeness: Some Universals in Language Usage*. (United Kingdom: Cambridge University Press. 1987). p. 69.

¹⁷Brown Penelope - Stephen, C. Levinson, *Politeness: Some Universals in Language Usage*. (United Kingdom: Cambridge University Press. 1987). p. 103.

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarassment than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous so the speaker is more apt to include to include an out for the listener, through distancing styles like apologies. ¹⁸

Off record strategies can be done where the speaker wants to do an FTA, but wants to avoid the responsibility for doing it. After doing off record, the speaker can leave it up to the addressee to decide how to intrepet it. Such off record utterances are essentially indirect uses of language. To construct an off record utterance one says something that is either more general or actually different from what one means. Therefore, the hearer must make some inference to recover what was in fact intended.¹⁹

c. Brown and Levinson's Politeness Strategy Related to the Classroom Interaction.

Based on the Brown and Levinson's theory of politeness strategy as stated above, there are four types of politeness strategies.

But, four types of those strategies are too general to be applied all in

¹⁹Brown Penelope - Stephen, C. Levinson, *Politeness: Some Universals in Language Usage*. (United Kingdom: Cambridge University Press. 1987). p.211

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¹⁸Foley Wiliam, *Anthropological Linguistics: An Introduction*. (Indiana: Wiley-Blackwell Publishing. 1997) p. 77

the classroom interaction. And there are two strategies that more appropriate than other strategies to the classroom interaction context; they are positive politeness strategy and negative politeness strategy. Because both of these strategies are most frequently used by the teachers in the classroom and most related to the classroom interaction context.

In addition, it is supported by Peng, Cai, and Tan that conducted the other research about teacher's politeness strategies in EFL classroom which claims that teachers in EFL classroom are highly aware of politeness strategies and often used negative politeness and positive politeness as their strategies in classroom. So that is why the researcher prefer used two types strategies in this research; they are positive politeness strategy and negative politeness strategy. And the descriptions of positive politeness and negative politeness strategies by Brown and Levinson are as follow:

Brown and Levinson's Positive and Negative Politeness

Strategies

1) Positive Politeness Strategies

Positive politeness strategies are used to reduce the threat to the hearer's positive face. Positive politeness usually seen in groups or friends, or where people in the given social situation know each other

²⁰Liu Peng, Lingling Cai, and Xianjun Tan, "Teacher"s Politeness Strategies in EFL Classrooms". Vol. 3, No. 5, 2012.

fairly well. It usually try to minimize the distance between them by expressing friendlines and solid interest in the hearer's need to be respected (minimize the FTA). In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statement of friendships, solidarity, and compliments. It is used as a kind of metaphorical extension of intimacy, to imply common ground or sharing of wants, including goals and values.

Positive politeness techniques are usable not only for FTA redress, but in general as a kind of social accelerator, where speaker, in using them, indicates he wants to "come closer" to hearer.²¹Fifteen strategies can be used to indicate positive politeness as is expressed by the theory of Brown and Levinson. These strategies include the following ones:

 a) Noticing and attending to the hearers (their intersts, wants, needs, and goods)

E.g.: What a beautiful case this is! Where did it come from?

Goodness, you cut your hair! By the way, I came to borrow some flour.

 Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers.

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²¹Brown Penelope - Stephen, C. Levinson, *Politeness: Some Universals in Language Usage*. (United Kingdom: Cambridge University Press. 1987). p. 103.

(interests, approval, sympathy with the hearer)

E.g.: How absolutely incredible!What a fantastic garden you have!

c) Intensifying interest to hearer.

E.g.: You *always* do the dishes! I'll do them this time.

d) Using in-group identity markers.

E.g.: Come here, buddy!

e) Seeking agreement by the addressee's statements through using specific statements or repetition.

E.g.: A: She had an accident last night.

B: Oh My Gog, an accident!

f) Avoiding disagreement by using false agreement, by expressing pseudo-agreement, by using hedge or by making white lies.

E.g.: (1) It's really beautiful in a way!

(2) A: You had your Mom and Dad.

B: Oh, sometimes.

g) Showing common ground.

E.g.: (1) Personal center switch. "Yes, dear. It hurts terribly, I know."

(2) Time switch. "John says do you want to come to?"

(3) Place switch. "This was a lovely party."

- h) Joking.
- i) Showing the speaker's concern for the hearer's wants.
- j) Offering and promising.

E.g.: I'll drop by sometime nextweek.

- k) Being optimistic.
- 1) Including both the speaker and the hearer in the activity.

E.g.: T: Now, are we all sitting comfortably?

Let's see who is here.²²

- m) Telling or asking the reason.
- n) Assuming reciprocity.
- o) Giving gift to the hearer in the form of sympathy, understanding and cooperation in the conversation.

2) Negative Politeness

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarassment than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous so the speaker is more apt to include to include an out for the listener, through distancing styles like apologies.²³

²³Foley Wiliam, *Anthropological Linguistics: An Introduction*. (Indiana: Wiley-Blackwell Publishing. 1997) p. 77

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²²Jane J. White, "The Power of Politeness in The Classroom". *University of Maryland Baltimore County. Journal of Curriculum and Supervision*. Summer 1989. Vol. 4. No. 4. 298 – 321.

Negative politeness strategies refer to the avoidance of imposition on the hearer and can be considered as is the desire to remain autonomous using distancing styles like using modal verbs or hesitation, apologizing for imposition, asking questions or asking for permission to ask a question. Koikedefined negative politeness as "consideration of the listener"s wish to be unimpeded in taking action and having attention".

Based on Brown and Levinson's theory of politeness, ten strategies which can be used to show negative politeness including the following ones:

a) Being indirect.

E.g.: Could you pass the salt?

b) Using questions and hedges.

c) Being pessimistic (i.e. being pessimistic whether the hearer wants to do what we ask or not).

E.g.: Perhaps, You'd care to help me.

d) Minimizing the imposition.

E.g.: I just want ask you if you could lend me a single sheet of paper.

e) Giving deference and being deferent to the hearer.

E.g.: Yes, Sir!

f) Apologizing.

E.g.: I hope you'll forgive me.

- g) Impersonalizing speaker and hearer by making your addressee unmentioned.
- h) Generalizing expression rather than mentioning addressee directly.
- i) Nominalizing.
- j) Going on record as incurring a debt, or as not indebting the hearer.

B. Review of Previous Studies

There are several studies that has been conducted by researchers concerning to the speech functions and politeness strategy. The first one has been done by Luh Putu Ayu Adhika Putri, with her thesis entitled "Analysis of Politeness StrategiesUsed in Oprah Winfrey's Talk Show with Ricky Martinas Guest Star". She has presented the analysis of the script of Oprah Winfrey's Talk Show with her guest star use the theory of politeness strategy by Brown and Levinson. And she concludes that the politeness strategy which dominant in her study is positive politeness strategy. It can be seen from the use of jokingto break the formal conversation in term of a small distance between speaker and hearer. ²⁴

The secondis "Teachers Politeness in EFL Class" by Ayfer Sulu.

The findings of his study is politeness exists in the EFL class and it

promotes the mutual understanding and harmonious relationship between

²⁴Luh Putu Ayu Adhika Putri, "Analysis of Politeness Strategies Used in Oprah Winfrey's Talk Show with Ricky Martinas Guest Star". (Udayana: Udayana University)

teacher and students, and he said that cultural or contextual differences do not make any change in the effects of politeness in class.²⁵

The third comes from Nur Hidayah with a thesis "The Analysisof Speech Function Used By English Teachers" InstructionsatSMPN 6 Salatigainthe academic year of 2011/2012". She analyze the instruction of teachers using Janet Holmes theory about speech functions in Senior High School at Salatiga. She founds the dominant types of speech functions in the class are four types. They are expressive, directive, referential, and phatic. ²⁶

The fourth study comes from Seyyed Mohammad Reza Adel, Mohammad Davoudi, Akram Ramezanzadeh, entitled "A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog". Based on the findings of the study, the participants primarily used indirectness strategies. Students also frequently (in 60% of their posts) used emoticons when they were interacting with their peers. According to Skovholt, Grønning and Kankaanranta, the word "emoticon,"" a construction of the words "emotion" and "icon," means graphic representations of facial expressions, which often follow utterances in written Computer-Mediated Communication (CMC). They also added that

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²⁵Ayfer Sulu, "Teacher"s Politeness in EFL Class". *Inonu University. International Online Journal of Education and Teaching.* 2015. 2(4). 216-221

²⁶Nur Hidayah, "The Analysisof Speech Function Used By English Teachers' Instructionsat SMPN 6 Salatigainthe academic yearof 2011/2012". (Salatiga: STAIN Salatiga. 2012).

emoticons reflect sincerity of users in their expression and are used for the purpose of collaboration.²⁷

The fifth study is "The Power of Politeness in The Classroom" by Jane J. White. In the findings of her analysis, she claims that the form of communication used in the classroom affects the content of the knowledge that the teacher and students mutually construct.²⁸

The sixth study comes from Liu Peng, Lingling Cai, and Xianjun Tan with a study about "Teacher's Politeness Strategies in EFL Classrooms". They claims that teachers in EFL classroom are highly aware of politeness strategies and often used negative politeness and positive politeness as their strategies in classroom.²⁹

²⁷Seyyed Mohammad Reza Adel, Mohammad Davoudi, Akram Ramezanzadeh, "A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog". *Urmia University. Iranian Journal of Language Teaching Research*. Jan 2016. 4(1). 47 – 62.

²⁸Jane J. White, "The Power of Politeness in The Classroom". *University of Maryland Baltimore County. Journal of Curriculum and Supervision*. Summer 1989. Vol. 4. No. 4. 298 – 321.

²⁹Liu Peng, Lingling Cai, and Xianjun Tan, "Teacher"s Politeness Strategies in EFL Classrooms". Vol. 3, No. 5, 2012.