

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

**DAM THI QUYNH**

**AN ANALYSIS ON POLITENESS STRATEGIES USED BY  
TEACHERS AND STUDENTS IN ENGLISH CLASSES AT SCHOOL  
OF FOREIGN LANGUAGES, THAI NGUYEN UNIVERSITY**

**(Phân tích các chiến lược lịch sự được giảng viên và sinh viên sử dụng  
trong lớp tiếng Anh tại khoa Ngoại ngữ - Đại học Thái Nguyên)**

**M.A. THESIS**

**Field: English Linguistics**

**Code: 8220201**

**THAI NGUYEN – 2019**

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**Field: English Linguistics**

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**Supervisor: Bui Thi Huong Giang, Ph.D.**

**THAI NGUYEN – 2019**

## DECLARATION

I hereby declare that this minor thesis entitled “**An analysis on politeness strategies used by teachers and students in English classes at School of Foreign Languages, Thai Nguyen University**” is my own work and effort has not been submitted anywhere for any purpose. In addition, the contributions of my colleagues and students are involved. Other sources of information have been used and acknowledged.

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited.

*Thai Nguyen, June 2019*

**Approved by  
Supervisor,**

**Submitted by,**

**Bui Thi Huong Giang, Ph.D.**

**Dam Thi Quynh**

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## ABSTRACT

This research was conducted to analyze the politeness strategies used by teachers and students in English classes at School of Foreign Languages, Thai Nguyen University. The research describes what types of politeness strategy used by teachers and what types of politeness strategy used by students in English classes.

This research was descriptive qualitative research. The subject of the study was two English teachers and forty-six students of two English classes at School of Foreign Languages, Thai Nguyen University. To collect the data, researcher did observation by recording video and interview through several steps to analyze the data, namely data reduction, data display, conclusion drawing and verification. Researcher used Brown & Levinson's and Q. Nguyen's theory of politeness strategies.

The result of this research showed that there are four main strategies employed by the teachers and students in English classes at School of Foreign Languages, Thai Nguyen University. They are bald on record, positive politeness, negative politeness, and off record strategy, in which, positive politeness strategy dominated the use of politeness strategy by teachers as well as students during teaching process.

**Key words:** *politeness strategy, bald on record, positive politeness, negative politeness, off record, teachers, students.*

## TABLE OF CONTENTS

DECLARATION .....	i
ACKNOWLEDGEMENTS .....	ii
ABSTRACT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF ABBREVIATIONS .....	vi
LISTS OF FIGURES, TABLES .....	vii
PART I: INTRODUCTION .....	1
1. Rationale of the study.....	1
2. Objectives of the study.....	2
3. Scope of the study .....	2
4. Significance of the study .....	2
5. Design of the study.....	2
PART II: DEVELOPMENT .....	4
CHAPTER 1: LITERATURE REVIEW .....	4
1. Theoretical framework .....	4
1.1 Definitions of politeness .....	4
1.2 Approaches to politeness.....	5
1.2.1 Grice’s approach to politeness .....	5
1.2.2 Lakoff’s approach to politeness .....	5
1.2.3 Leech’s approach to politeness .....	6
1.2.4 Brown & Levinson’s approach to politeness .....	7
1.2.5 Q. Nguyen’ s approach to politeness.....	10
2. Previous studies in the scope of politeness strategies .....	13
CHAPTER 2: RESEARCH METHODOLOGY .....	16
1. Research questions .....	16
2. The research design.....	16
3. Context of the study .....	16
4. Data collection instruments.....	17
5. Data collection procedure .....	17
5.1 Observation by video recording .....	17
5.2 Interview .....	18
6. Data analysis procedure .....	18
6.1 Observation by video recording .....	18

6.2 Interview .....	18
6.1 Data reduction .....	19
6.2 Data display.....	20
6.3 Conclusion drawing and verification .....	20
CHAPTER 3: RESEARCH FINDINGS AND DISCUSSION .....	21
1. Research findings .....	21
1.1 Video recording findings.....	21
1.1.1 The politeness strategies used by teachers during teaching process in English classes .....	21
1.1.2 The explanation of politeness strategies used by students during learning process in English classes.....	32
1.2 Interview findings .....	38
1.2.1 Interview the teachers.....	38
1.2.2 Interview the students.....	39
2. Discussion .....	40
PART III: CONCLUSION AND SUGGESTION .....	43
I. Conclusion .....	43
II. Limitation of the study .....	43
III. Suggestion .....	44
1. For the teachers .....	44
2. For the students .....	45
3. For the other researchers .....	45
REFERENCES.....	46
APPENDICES.....	I
APPENDIX 1: INTERVIEW QUESTIONS .....	II
APPENDIX 2: SCRIPT OF CLASSROOM OBSERVATION .....	III
APPENDIX 3: ANALYSIS OF POLITENESS TRATEGIES USED BY TEACHERS AND STUDENTS .....	XIX
APPENDIX 4: INTEVIEW TRANSCRIPTION OF TEACHERS AND STUDENTS .....	XXVI

## **LIST OF ABBREVIATIONS**

1. SFL-TNU : School of Foreign Languages, Thai Nguyen University
2. CP : Cooperative Principle
3. PP : Positive politeness
4. NP : Negative politeness
5. BOR : Bald on record
6. OR : Off record
7. FTAs : Face Threatening Acts
8. S : Speaker
9. H : Hearer
10. T : Teacher
11. St : Student



## LISTS OF FIGURES, TABLES

Table 1: The frequency of the use of politeness strategy by teacher .....	23
Table 2: The frequency of the use of politeness strategy by teacher .....	25
Table 3: The frequency of the use of politeness strategy by teacher in the third conversation .....	28
Table 4: The frequency of the use of politeness strategy by teacher in the fourth conversation .....	30
Table 5: Frequency of the use of politeness strategy by teachers in uttering politeness strategies during teaching process. ....	31
Table 6: The frequency of the use of politeness strategy by students in the first conversation .....	33
Table 8: The frequency of the use of politeness strategy by students in the third conversation .....	35
Table 9: The frequency of the use of politeness strategy by students in the fourth conversation .....	36
Table 10: The frequency of the use of politeness strategy by students in uttering politeness strategy during learning process was ongoing .....	37

## **PART I: INTRODUCTION**

This part is divided into five sections: rationale of the study, objectives of the study, scope of the study, significance of the study and design of the study.

### **1. Rationale of the study**

Over the last four decades, together with many other aspects of pragmatics, politeness is one of the most popular areas. It has been traditionally studied on the basis of ordinary conversation. Studies on politeness have been recently conducted worldwide especially in the area of sociolinguistics and anthropolinguistics. First illuminated by Brown & Levinson (1987) with the idea of “face-saving view”, politeness issues have been further explored in many different languages and contexts. According to Yule (1996), politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say, and to be with other people.

Politeness issues do not merely attract attentions of scholars in the field of sociolinguistics and anthropolinguistics as explained above. Other settings of communication, such as education and classroom setting, also highlight the important roles of politeness. Maintaining politeness in the class is a good strategy to reach effective classroom interaction. A study by Ayu (2018) on politeness just focused on lecturer in speaking class but did not specifically explore the potential strategies employed by the students in the class. In addition, Murni (2019) had explored the English students’ perspectives on politeness; however, the focus was not on teachers’ perspectives on politeness. It focused only on the English students’ perception of how to be polite in the class.

In Vietnam, there are some works of Vietnamese scholars and writers on the politeness and language such as T. G. Nguyen (1976), T. T. H. Vu (1997) and Q. Nguyen (2003). Politeness studies which explore deeply about the teachers and students’ politeness strategies are still limited, especially politeness strategies used by teachers and students in university.

Therefore, a desire to have a further insight into major problem the writer develops the research entitled **“An analysis on politeness strategies used by**

**teachers and students in English classes at School of Foreign Languages, Thai Nguyen University” (SFL-TNU)** to investigate and emphasize the vital role of politeness strategies in education in general and the use of politeness strategies by English university teachers and students in the classroom context in particular.

## **2. Objectives of the study**

- To identify and analyze politeness strategies used by teachers and students in English classes at SFL-TNU.

- To offer suggestions for teachers and students in using politeness strategies in a more effective way.

## **3. Scope of the study**

As many concepts in pragmatics, analysis discourse and linguistics, the concept of politeness is not easy to define. Due to its complexity, limited material resource as well as the writer’s knowledge, this thesis only focuses on the politeness strategies used by teachers and students in SFL-TNU after the relating concepts are made clearly. It is only intended for the first year students in SFL-TNU.

## **4. Significance of the study**

This study is expected to have theoretical and practical benefits in using politeness strategies during English teaching and learning process. First, hopefully, it is not only a source for other researchers in their paper but also a provision of knowledge for the teachers and students in teaching and learning process by applying the research findings. For the teachers, the results of this research can be used as reference in English teaching, especially on the using of politeness strategies. For the students, they will understand more about the applications and types of politeness strategies. Second, the research findings can be a practical choice for other researchers and the author. For other researchers, the results of this research can support them to get needed information relating to the use of politeness strategies. The author can get in-depth knowledge and experience about usage of politeness strategies.

## **5. Design of the study**

The study is composed of three parts:

- ❖ **Part I: Introduction:** presents the rationale, objectives, scope, significant, and the design of the study.

❖ **Part II: Development:** This part consists of three chapters:

+ **Chapter 1: Literature review**

This chapter discusses the notions of politeness theory, face, politeness strategies and explores previous works of politeness strategies from pragmatic perspective.

+ **Chapter 2: Research methodology**

This chapter states the chosen methods to carry out the study and to analyze the collected data. It also deals with informants and procedures of the data collection.

+ **Chapter 3: Research findings and discussion**

This chapter analyses collected data to find out major politeness strategies used by teachers and students. After having the findings, the discussion will be done by researcher.

❖ **Part III: Conclusion and suggestion**

This part summarizes the main findings of the study, and offers some suggestions for further research.

## **PART II: DEVELOPMENT**

### **CHAPTER 1: LITERATURE REVIEW**

This section includes two main parts. Part 1 reviews theoretical framework. Part 2 reviews some previous studies.

#### **1. Theoretical framework**

##### **1.1 Definitions of politeness**

Politeness is one of the most important aspects of human communication. Recently politeness has been considered as a pragmatic phenomenon, requiring a great deal of research to improve human's interaction and therefore reinforced the study of language in its social context. Although the essence of politeness is popular in all cultures, it is expressed differently in different cultures. Politeness has been defined by many different scholars.

In the Longman dictionary of contemporary English, politeness is defined as "having or showing good manners, consideration for others, and/or correct social behavior". Politeness is the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context.

Most scholars agree that politeness is used to avoid conflicts. Lakoff (1975:64) saw "politeness is developed by societies in order to reduce friction in personal interaction", thus indirectly claiming politeness universality. Similarly, Leech (1983:104) defined politeness is "strategic conflict avoidance" which "can be measured in terms of the degree of effort put into the avoidance of a conflict situation". The notion of politeness has been also defined in accordance to face. Brown & Levinson (1987:01) defined the politeness "as a complex system for softening face threats". Face is a picture of self-image in the social attributes. In other words, the face could mean honor, self-esteem, and public self-image.

It can be summarized that politeness is the usage of an appropriate word or phrase in the appropriate context, which is determined by the rules that are prevalent in society. In social interaction, to maintain politeness is to maintain harmonious and smooth social interaction, and avoid the use of speech acts that are potentially face-threatening or damaging.

## **1.2 Approaches to politeness**

Since the late 1970's, various politeness theories have been proposed within pragmatics to explain interactional conventions of language use both universal and culture specific. There are four main current theories to the phenomenon of politeness: the social-norm view; the conversational-maxim view; the face-saving view; and the conversational-contract view.

Due to the scope of study, this research only concentrates on conversational-maxim and face-saving view which have had the most adherent among researchers. The conversational-maxim view was principally based on the framework of Grice (1975) and his Cooperative Principle (CP). This principle was also adopted by Lakoff (1973) and Leech (1983). The face-saving view was one of the major approaches to politeness which was put forward by Brown & Levinson (1978).

### ***1.2.1 Grice's approach to politeness***

One of the most important contributions to the study of pragmatics has been that of Grice's (1975) Co-operative Principle (CP) and his Maxims of Conversation. Grice proposed four conversational Maxims which are a way of explaining the link between utterances and what is understood from them. The Maxims are based on his cooperative principle, including maxim of quantity, quality, relevance and manner. He insisted that the cooperative principle and its conversational maxims governed conversation.

Although Grice's maxims did not address the notion of politeness directly, they became the basis of subsequent studies investigating politeness. Indeed, Grice's maxims are very crucial in formulating polite language, behavior and have been availed by other scholars. Lakoff and Leech are among scholars who dealt with politeness in departure from the cooperative principle. Thus, they tried to have their own model of politeness by mean of rules, principles, or maxims.

### ***1.2.2 Lakoff's approach to politeness***

Lakoff was the first person who developed Grice's idea into a theory of politeness built on the Cooperative principle. Lakoff proposed two rules of pragmatics competence, namely: Be clear, and Be polite. She explained that these two rules were at time reinforcing and at other times in conflict with each other. The clarity rules were rules of conversation and were essentially the same as Grice's

maxims. They are: Don't impose (used in a formal context); Give options (used in an informal context); and Make a feel good – Be friendly (used in an intimate circle). These three rules are applicable depending on the type of politeness required as understood by the speaker. The choice of any of these politeness rules will depend on the speaker's assessment of the situation and interpersonal relationships.

In general, Lakoff's notion of politeness is viewed as conversation that is conflict-free with interlocutors being able to satisfy each other's needs and interests by means of employing politeness strategies that preserve harmony and cohesion during social interaction.

### ***1.2.3 Leech's approach to politeness***

Leech (1983) also adopted Grice's conversational maxims and analyzed politeness in terms of maxims within a pragmatic framework. Leech explained that politeness concerns a relationship between two participants, but speakers also show politeness to third parties who may or may not be present in the speech situation.

Based on the foundation of the Cooperative principle (CP) and its maxims, Leech proposed his Politeness principle (PP) as a necessary complement to the CP. There are six maxims of the politeness principle that are used to explain relationship between sense and force in daily conversation.

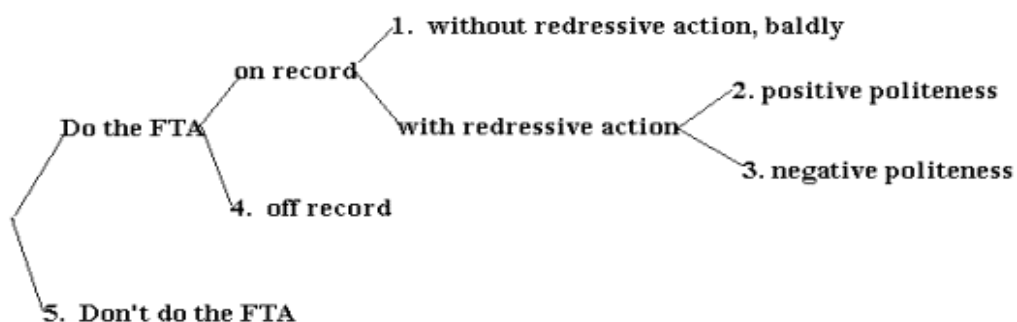
1. Tact maxim - minimizing cost to other and maximizing benefit to other;
2. Generosity maxim - minimizing benefit to self and maximizing cost to self;
3. Approbation maxim - minimizing dispraise of other and maximizing praise of other;
4. Modesty maxim - minimizing praise of self and maximize dispraise of self;
5. Agreement maxim - maximizing agreement between self and other people and minimizing disagreement between self and other;
6. Sympathy maxim - minimizing antipathy between self and other and maximizing sympathy between self and other.

According to Leech, the CP and the PP interacted with each other in communication; the CP and its maxims were used to explain how an utterance may be interpreted to convey indirect messages and the PP and its maxims were used to explain why indirectness was to be taken place. Indeed, Leech's approach has made important contributions to politeness theory.

### 1.2.4 Brown & Levinson's approach to politeness

By and large, the most influential of all views has been Brown & Levinson's face-saving approach to politeness (1987). This politeness model is no doubt the most influential approach to politeness to date because it satisfies the demands for metatheoretical parsimony and explicitness. Brown & Levinson's politeness model is founded on the notions of face. According to them, all the speakers of a language have both a positive and a negative face. Positive face is the desire to be liked, appreciated or approved. Negative face is the desire not to be imposed upon, intruded, or otherwise put upon. There are acts that intrinsically threaten the interlocutor's face, which are called *Face Threatening Acts* (FTAs).

Following is the figure of possible strategies for doing FTAs by Brown & Levinson (1987):



**Figure 1: Possible strategies for doing FTAs (adapted from Brown & Levinson, 1987: 69)**

Brown & Levinson outlined four main types of politeness strategies including bald on-record (without redressive action, baldly), positive politeness, negative politeness, and off-record (indirect). The main idea is realizing various strategies used by various people in their interactional behavior to satisfy specific wants of face.

Brown & Levinson have divided the politeness strategies according to how much the speaker and the hearer minimize the threat when they are having conversation. The strategies range from doing the Face Threatening Acts (FTAs) directly without minimizing the threat at all to not doing the FTAs. They are bald on record, positive politeness, negative politeness, and off record strategy.



#### ***1.2.4.1 Bald on record strategy***

This strategy is ranked as the most direct strategy. The aim of bald on record strategy is not minimizing the threat to the hearer's face and they are used to directly address the other person to express his/her needs. In the bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. There are two kinds of bald on record usage as followings.

##### ***a. Non-minimization of the face threat***

This sub-strategy is mostly used in emergencies, military or intimate contexts where the speaker has a higher status or power than the speaker. Sometimes, people can use some **mitigating devices** such as: *please, would you, could you, etc.* to soften the demand. However, in daily interaction between social equals, bald-on-record behavior would threaten the hearer's face and should be avoided.

For example: *Raise your hand!*

##### ***b. FTA- oriented bald on record usage***

The theory of Brown and Levinson (1987:98) stated the use of bald on record is actually oriented to face and it is divided into 3 sub-strategies as follows.

1. Welcoming: it is used when speaker insist that hearer may impose on his negative face. For example, "Good evening".

2. Farewells: it is used when the speaker insists that the hearer may transgress on his positive face by taking his leave. For example, "See you when I see you".

3. Offers: it is used when speaker insist that hearer may impose on speaker's negative face. For example: "Take this!"

#### ***1.2.4.2 Positive politeness strategy***

Positive politeness strategy is used to reduce the threat to the hearer's positive face. It makes the hearer feel appreciated by the speaker, and this can express solidarity and familiarity between individuals.

Brown & Levinson (1987: 103-129) divide positive politeness strategy into 15 sub-strategies as follows.

1. Notice and attend to the hearer (his interests, wants, needs, goods)
2. Exaggerate (interest, approval, sympathy with hearer)
3. Intensify interest to hearer

4. Use in-group identity markers
5. Seek agreement
6. Avoid disagreement
7. Presuppose/raise/assert common ground
8. Joke
9. Assert or presuppose speaker's knowledge of and concern for hearer's want
10. Offer and promise
11. Be optimistic
12. Include both the speaker and the hearer in the activity
13. Give or ask for reasons
14. Assume or assert reciprocity
15. Give gifts to the hearer (goods, sympathy, understanding, cooperation).

#### ***1.2.4.3 Negative politeness strategy***

In contrast to positive politeness that aims at the realization of solidarity, negative politeness functions to increase the social distance between interlocutors. The main focus for using this strategy is to assume that you may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. Negative politeness makes a request less infringing, such as "If you don't mind..." or "If it isn't too much trouble..." or respects a person's right to act freely.

Brown & Levinson (1987:132-211) divided negative politeness strategy into 10 sub-strategies as follows.

1. Be conventionally indirect
2. Question, hedge
3. Be pessimistic
4. Minimize the imposition
5. Give deference
6. Apologize
7. Impersonalize speaker and hearer (avoid the pronouns "I" and "you")
8. State the FTA as a general rule
9. Nominalize
10. Go on record as incurring a debt, or as not indebted hearer

#### ***1.2.4.4 Off record strategy***

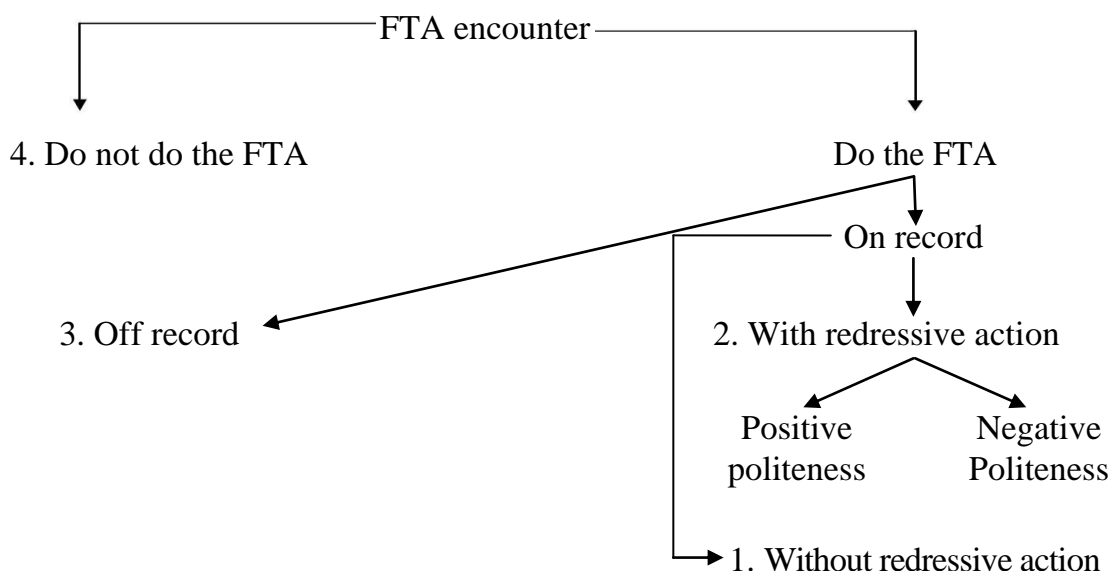
Off-record strategy was explained by Brown & Levinson (1987) as the use of indirect language to remove the speaker from the potential to be imposing. There are fifteen sub-strategies indicating off-record politeness as is expressed in Brown and Levinson's theory (1987). These strategies are the followings.

1. Give hints
2. Give association clues
3. Presuppose
4. Understate
5. Overstate
6. Use tautologies
7. Use contradictions
8. Be ironic
9. Use metaphor
10. Use rhetorical questions
11. Be ambiguous
12. Be vague
13. Over-generalize
14. Displace hearer
15. Be incomplete, use ellipsis

Overall, the above politeness strategies by Brown & Levinson equate to an "estimation of face risk" scale with the on record strategy being used in situations deemed to be of middle risk (in the case of positive politeness and negative politeness) and minimal risk (in the case of bald on record). The off record, in contrast, is used when the risk to face is deemed to be quite high. The researcher will apply four main mentioned-above strategies, namely bald on record, positive politeness, negative politeness and off record strategy as the measure and reference units in analyzing data in next chapter.

#### ***1.2.5 Q. Nguyen's approach to politeness***

Although highly appreciating Brown & Levinson's theory of politeness, Q. Nguyen proposes another model which is described in figure 2.



**Figure 2: Strategies to minimize risk of losing face (Q. Nguyen, 2003)**

As shown in the Figure 2 above, there are four main politeness strategies when doing the FTA, including: without redressive action (bald on record), with redressive action (positive politeness and negative politeness) and off record strategy. In agreement with Brown and Levinson, Q. Nguyen numbers the strategies from greater to lesser risk of face losing, but based on the nature of “making other(s) feel good” of polite behaviors in different cultures. He grades positive politeness and negative politeness equally.

Q. Nguyen highly appreciated Brown & Levinson’s schema of politeness strategies. However, viewing that the Vietnamese always want to show their concern to other and give them help whenever needed, Q. Nguyen revised and extended Brown & Levinson’s research. He suggests 17 positive politeness sub-strategies and 11 negative politeness sub-strategies.

### **1.2.5.1 Positive politeness strategy**

Q. Nguyen suggested 17 positive politeness sub-strategies of which the first fifteen ones were adopted originally from Brown & Levinson (1987). The two last sub-strategies are as followings.

- 16. Comfort and encourage
- 17. Ask personal questions

These sub-strategies seem very common in oriental cultures where privacy expression may be seen as a sign of trusting each other. People will only tell others

about their own secret when they trust their contact. By making others answer personal questions, the speaker may gain much of trust from the hearer.

Example: Are you married?

#### ***1.2.5.2 Negative politeness strategy***

Agreeing with Brown & Levinson on definition of negative politeness, Q. Nguyen (2003) emphasized that "*negative politeness is any communicative act which is appropriately intended to show that the S does not want to impinge on the addressee's privacy, thus enhancing the sense of distance between them*".

He suggested 11 negative sub-strategies, of which the first ten ones were adopted from Brown and Levinson (1987). The last strategy is as follows.

##### 11. Avoid asking personal questions

Positive politeness strategy No. 16 and 17 and negative strategy No. 11 proposed by Q. Nguyen can highlight the opposite functions of the two kinds of politeness strategy, which are commonly used in two different cultures (Western and non-Western). Because for communicators in non-western cultures including Vietnam, personal questions are used as a mark of friendship or interest in hearer.

To sum up, "politeness" in communication is viewed from different angles. Grice, Lakoff, Leech, and Brown & Levinson are the persons who laid the foundation for this domain. In comparison with Grice's, Lakoff's and Leech's approaches, the approaches by Brown & Levinson and Q. Nguyen appear more practical and universal. The way they approach and posit the strategies of politeness is more appropriate because it is based on the notion of "human being" with thoughts and face-wants. In other words, their approaches allow us to conduct cross-cultural contrastive analyses, to discover cross-cultural differences in interpreting, appreciating and to employ politeness and politeness strategies.

In this study, the writer uses Brown & Levinson and Q. Nguyen's politeness theory because of some following reasons. First, although different aspects of Brown & Levinson's approach have been criticized by many researchers it has been the preferred model focusing on the notion of politeness and has been the most influential theory of politeness up to now. As Watts (2003) said that most of the research into politeness might be characterized as somehow related to Brown and Levinson's theory. Second, Q. Nguyen's approach of politeness is mainly based on

Brown & Levinson's theory, however, he raises his doubt of its universal validity to follow the rules of social behavior and cultural context which Brown & Levinson's approach have been criticized for claiming that their theory has a universal value, for being ethnocentric, for assuming an individualistic concept of face and for having ignored the social and cultural aspects of politeness.

## **2. Previous studies in the scope of politeness strategies**

In this research, the researcher took three theses and two journals as the previous studies to support her study in the scope of politeness strategies.

The thesis by *Nguyen T.T.V (2009)* was conducted to focus on positive and negative politeness strategies in conversational activities of the course book "Market leader". The theoretical framework of the study was politeness theories proposed by Brown & Levinson (1978, 1987) and Q. Nguyen (2003). The major method employed was quantitative with due reference to qualitative method. The research showed that positive politeness strategies are used more frequently than negative politeness strategies.

*S. Adel et al.'s study (2016)* aimed at analyzing politeness strategies including negative politeness, positive politeness, bald on record, and bald off record strategies in posts written by Iranian EFL learners in a class blog as an opportunity for asynchronous interaction in response to their teachers and peers. The theory used in the study is the model of politeness strategy offered by Brown and Levinson (1987). The participants of the study were 14 Iranian EFL learners selected based on their level of language proficiency. The collected data were analyzed using content analysis as well as Computer-Mediated Discourse Analysis (CMDA). The results revealed that learners frequently used positive strategies as signs of psychologically close relationship, reciprocity and friendship in a group.

*Kurniatin's study (2017)* was conducted to analyze the politeness strategy used by teacher and students in English class. The research described what kinds of politeness strategy used by teacher and what kinds of politeness strategy used by students in English class. This research was descriptive qualitative research. To collect data, researcher did observation by video recording and interview. The subject of this research was an English teacher and 30 students of 9C class of MTs NU. Researcher used Brown and Levinson's politeness strategies theory, namely

bald on record, positive politeness, negative politeness, and off record. The result of this research showed that there are four strategies employed by the teacher and students in English class. The strategies are bald on record, positive politeness strategy, negative politeness strategy, and off record strategy. The positive politeness strategy is mostly used by the students in learning process and the bald on record strategy is mostly used by the teachers in teaching process.

Another research was done by *Ayu (2018)*. The aims of this study were to describe the types of politeness strategies employed by lecturer in speaking class and to discuss the most frequent politeness strategies employed by lecturer in speaking class. In data collecting procedure, the researcher used observation techniques. The observation was used to record the audio of teaching and learning process from the beginning until the end of the class. The theoretical framework of the study is politeness theories proposed by Brown and Levinson (1978, 1987). The samples used in this study were two English speaking lecturers in two Basic speaking classes of English Language Education Department of UIN Ar-Raniry. The result showed that four types of politeness strategies, namely bald on record, positive politeness, negative strategies and off record employed by lecturers in speaking classes. The most frequent of politeness strategy employed by the lecturers in basic speaking is bald on record.

*Murni's study (2019)* aimed to explore the politeness strategies of English students at one of the universities in Makassar. The researcher applied a descriptive qualitative research method to explore the politeness phenomena in EFL classroom interaction. The participants of this research were two classes of English literature program consisting of 50 students. The primary sources of data were the individual student presentations which had been recorded. There were fifty transcriptions of the recording which lasted for five to seven minutes for each presentation. The transcriptions were analyzed and discussed based on the theory of politeness of Brown & Levinson (1987). The findings from this study revealed that English students used different kinds of expressions to encode their politeness in the class. Those expressions were in the forms of greetings, thanking, addressing terms, apologizing, and fillers. These expressions were categorized as positive and

negative politeness. The findings of this study might be used as an input for teachers and students in an effort to create effective classroom interaction.

Overall, regarding previous studies on related issues, the researcher comes to several conclusions. To begin with, although the above studies were carried out by different researchers in different areas around the world, universities, and schools, administered on different students in different levels, most of these studies employed both quantitative and qualitative research methods based on Brown & Levinson's theory of politeness strategies, the most influential approach to politeness so far. Data collection instruments were often in the forms of observation, video recording, audio recording and interview. There is only the first one focusing on negotiating conversations in the course book "Market leader" and used Brown & Levinson's and Q. Nguyen's approaches of politeness strategies. Four last studies mention on politeness strategies used by teacher and/or student in classroom context. Secondly, most of the studies showed that there are three out of four main politeness strategies are used in studies, they are: bald on record, positive politeness and negative politeness strategy.

In addition, there had not been any research in Viet Nam about the use of politeness strategy used by teachers and students in English class so far, so that it is also a very new aspect that the researcher wanted to carry out in her study. Reviewing previous studies directly relevant to the theme of this study has enriched the researcher's background and extended her scope of this issue. At the same time, it can lead the way for the researcher to decide the best methodology used in her study.



## CHAPTER 2: RESEARCH METHODOLOGY

This chapter deals with all the matters related to methodology applied to get the final findings of the study, namely research questions, research design, context of the research, data collection instruments, data collection procedure, and technique of analyzing data.

### **1. Research questions**

With the objectives stated above, the study aims to answer the following research questions:

1. What types of politeness strategies are used by teachers and students in English classes at SFL-TNU?
2. In what ways should teachers and students use their politeness strategies toward each other on teaching and learning process?

### **2. The research design**

The research method used in this study is descriptive qualitative research where the researcher can describe holistically the use of politeness strategies used by the teachers and students in English classes.

The researcher collected the data, transcribed and then descriptively reported the findings. The condition of the object of the research should be natural, so that the research could get a representative result. The representative result would be the source of the conclusion of the research.

### **3. Context of the study**

#### ***3.1 Participants***

The researcher randomly selected two English teachers and 46 first year students from two English classes of SFL-TNU. Their English proficiency ranged from A2 to B1 (based on the Common Vietnamese Framework of Reference).

Most of them have studied English at least for 3 - 5 years. Therefore, they are easy to adapt with new environment and knowledge. However, they have not yet been proficient in special English, such as the notion of pragmatic, discourse analysis or politeness strategy, etc.

### ***3.2 Place of the research***

The research took place in 2 English classes. The first one is English pedagogy class and the second one is English bachelor class No 02 in SFL-TNU.

### ***3.3 Time of the research***

The time of research is ongoing teaching English time. Research will be held two times for each class.

+ English pedagogy class (first class): The first is on Thursday, May 9<sup>th</sup> 2019, at 14:00 -14:45 PM. The second is on Thursday, May 16 2019, at 7:30 - 8:15 AM.

+ English bachelor class No 02 (second class): The first is on Monday, May 13 2019, at 14:00 -14:45 PM. The second is on Friday, May 17 2019, at 9:00 – 9:45 AM.

## **4. Data collection instruments**

In identifying the research, the researcher needed some supporting instrument like video recorder, note, and set of interview questions. The researcher used video recorder to take a recording during the lesson from opening until closing activity. The researcher recorded four meeting videos (each class recorded 2 times) then classified the video records into CD I, CD II, CD III and CD IV. CD I and III mean the conversation are occurred in the first and second meeting of English pedagogy class. CD II and IV mean conversations are occurred in the first and second meeting of English bachelor class.

## **5. Data collection procedure**

The researcher used the descriptive method in this research, so in conducting this research the researcher did some ways to collect data, such as doing video recording and interview.

### **5.1 Observation by video recording**

This technique used to investigate the use of politeness strategies by teachers and students in English classes. The observation by video recording is done two times for each class by recording the utterances used by teachers and students during English teaching process.

The researcher came to the classroom activity when teaching learning process was started. During observation, the researcher took a seat at the back to investigate the use of politeness strategies in teachers and students' utterances.

Then, the researcher recorded the conversation between teachers and students during learning process by using a recorder.

After collecting the data, the researcher wrote the script from the video record to simplify the data collecting process and to determine the parts of the dialogues which contain the certain forms of politeness strategies employed by teachers and students. The last, the researcher identifies the data by giving code on each data based on politeness strategies theory by Brown & Levinson and Q. Nguyen.

## **5.2 Interview**

The researcher invited two teachers and five students to take part in the interview. After getting positive responses from the participants, interview times were established. The time for the interview was beginning of June while the teachers and students were on summer vacation. Therefore, the researcher collected data through telephone.

The interviews were taped and then transcribed. Data was collected in two days by interviewing each participant. The researcher took the result of interview to reinforce the research findings obtained from video recording.

## **6. Data analysis procedure**

To collect data for analysis, the researcher use following methods.

### ***6.1 Observation by video recording***

The recording was done four times by observing the utterances used by 02 teachers and 46 first year students during English teaching process.

The steps in analyzing the data are followings.

(1) Step 1: the researcher collected the data through observation by recording video. Then, the researcher selected, identified, and focused on the data by referring to formulation of the research problem;

(2) Step 2: after selecting the data, the researcher reduced and displayed those data into table form;

(3) Step 3: after displaying the data, the conclusion was drawn.

### ***6.2 Interview***

The researcher took the result of interview to reinforce the research findings obtained from video recording.

## 7. Data reduction

After collecting the data of teachers' utterances, the researcher continued the study by selecting, and simplifying the data of the English teacher's utterances. The last step is codifying the data. The data coding is to simply the data classification and the data analysis. The data coding is as follows.

1. The number of each datum.
2. The number of disc where the politeness strategies occurred. It is classified the data whether occurred in CD I, CD II, CD III or CD IV.
3. The type of politeness strategies

The form of politeness used by teacher and students as follows: bald on record (BOR), positive politeness (PP), negative politeness (NP), off record (OR).

a. The form of bald on record strategies used by teacher and students as follows: cases of non-minimization of the threat (MINTH), cases of FTA-oriented bald on record usage (ORBOR).

b. The form of positive politeness strategies used by teachers and students as follows: Notice or attend to H (NATH), Exaggerate (EXAG), Intensify interest to H (IITH), Use in-group identity markers (UGIM), Seek agreement (SAGR), Avoid disagreement (AVDG), Presuppose/ raise/ assert common ground (ASCG), Joke (JOKE), Assert S's knowledge of H's wants and willingness (ASKNW), Offer and promise (OFPR), Be optimistic (BOPT), Include both S and H in the activity (SHACT), Give or ask reason (GAFR), Assume or assert reciprocity (ASREC), Give gifts to H (GVGF).

c. The form of negative politeness strategies used by teachers and students as follows: Be conventionally indirect (CNVI), Question and hedge (QSHD), Be pessimistic (BPES), Minimize the imposition (MINIM), Give deference (GVDF), Apologize (APLG), Impersonalize S and H (IMPR), State the FTA as general rule (GNRL), Nominalize (NOMZ), Go on record as incurring debt or as not indebting H (INCDB).

d. The form of Off record strategies used by teacher and students as follows: Give hints (GVHN), Give association clues (GVCL), Presuppose (PRSP), Understate (UDRT), Overstate (OVRS), Use tautologies (UTTL), Use contradictions (UCTR), Be Ironic (BIRN), Use metaphor (UMTP), Use rhetorical

questions (URTQ), Be ambiguous (BAMB), Be vague (BVGU), Over-generalize (OGNR), Displace H (DSPL), Be incomplete or use ellipsis (INELP).

The following is the example of coding:

**CD1-Datum4/PP-SAGR**

The coding means it is datum number 4 in the data found in the dialogue. The dialogue happens on first meeting of English pedagogy class. PP means the teachers/students used positive politeness strategy in the conversation. SAGR means the teacher/students used “Seek Agreement” strategy.

**8. Data display**

After collect and reduces the data, the researcher displays the amassed data in organized and compressed information that will leads to conclusion. The researcher classified the data of the English teachers’ directive speech acts and displayed them in informative tables. For example:

No	Disc	Classification		Utterance
		Type of politeness	Type of politeness strategy	
1	1	PP	OFPR	T: I need a projector. S: <i>I can borrow it for you.</i>

The example above is a conversation between teacher and student.

Before the learning is started, the teacher said that she needs a projector.

Then, a student said “I can borrow it for you”. It means that the student offered himself to take the projector for the teacher.

**9. Conclusion drawing and verification**

After the data displayed in a form of table, then the researcher would able to interpret it and reach conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the researcher is describing and interpreting the data so that the conclusions and verifications of the use of directive speech act by English teachers can be drawn.

In short, the steps in analyzing the data are: (1) the researcher collect the data through observation by video recording. Then, the researcher selects, identifies, and focuses on the data by referring to formulation of the research problem; (2) after selecting the data, the researcher displays those data into table form; (3) after displaying the data, the conclusion is drawn.

## CHAPTER 3: RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research and is divided into two sections. The first section presents and describes the examined data from video recording and interview. The data found are related to the politeness strategies used in teachers and students' utterances during teaching process. The second section consists of discussion of the data found in teachers and students' utterances. This section provides a deep explanation on the politeness strategies used by teachers and students.

### 1. Research findings

This section consists of two parts. The first part describes the findings of video recording for the types of politeness strategies used by teachers and students in English classes. The second part describes the findings of interview teachers and students.

The researcher did the video recording first and then interviewed teachers and students. After the data interview collected, checking trustworthiness of data is done by comparing data interview and data video recording.

#### 1.1 Video recording findings

The researcher did the video recording four times (two times for each class), so the research findings were presented into several parts. The detail explanation is as follows.

##### 1.1.1 The politeness strategies used by teachers during teaching process in English classes

###### 1.1.1.1 First conversation (CD1)

The researcher found 31 utterances of politeness strategies used by teacher in the first observation. The detail as below.

Description of context

Day, Date : Thursday, 09<sup>th</sup> May 2019

Time : 14:00 -14:45 PM (45 minutes)

Class : English pedagogy

###### ❖ **Bald on record**

There is 5 utterances used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

CD1- DATUM2/BOR-MINTH

*"Please raise your hand"*

The utterance above belongs to Bald on record strategy – *Non-minimization of the face threat*. The utterance above shows that the teacher asks to the students to raise their hand if they know the answer. The teacher uses the word “please” to minimize the threat to the student’s face.

It also applies in data 01, 08, 11, 13.

❖ **Positive politeness strategy**

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

➤ **Give or ask for reasons**

CD1-DATUM3/PP-GAFR

*“Number 3: Why did they buy a camping van?”*

The utterance above belongs to Positive politeness strategy – Give or ask for reasons. The teacher ask students to give answer the reason why they buy a camping van.

➤ **Seek agreement**

There are 14 utterances used Seek agreement strategy.

CD1-DATUM10/PP-SAGR

*“To Africa, alright”*

The teacher used positive politeness while uttering the utterance above. It belongs to seek agreement. Seek agreement may also be stressed by repeating part or all of what the preceding S has said. In this conversation, the teacher agrees with what student said by repeating what he said. The context is the teacher asked to the students “Where did they plan to travel to by container ship?” Then student answers “to Africa” and the teacher repeat the answer “To Africa, alright” again to assert that she agrees with what student said.

It also applies in data 06, 09, 14, 19, 20, 23, 24, 25, 26, 27, 30, 31, 35.

➤ **Include both S & H in the activity**

There are 04 utterances used Include both S & H in the activity strategy.

CD1-DATUM22/PP-SHACT

*“Now, let’s think about the bright side”.*

In the example above, the teacher wants students to think about the other side (bright side) that different from the bad side before. The use of the word “let’s” in that sentence shows that the teacher includes the H in his or her activity. It makes the request more polite because it indicates the cooperation between the teacher and students that the goals not only for the students but also for both of them.

It also applies in data 29, 32, 36.

❖ **Negative politeness strategy**

CD1-DATUM18/NP-CNVI

*“Could you please move your seat? So you two work together.”*

That utterance belongs to Be conventionally indirect strategy. The teacher means to ask the student to move her seat to make a pair with another student to discuss more effective.

The insert of “please” in the sentence above shows that there is a willingness to ask directly and give choices to the H.

It also applies in data 04,15,16,17.

❖ **Off record strategy**

CD1-DATUM12/OR-GVCL

*“The next question, number 6”.*

The utterance above belongs to Give association clues strategy. It shows that the teacher conveys a command to the students to read and answer the question number 6. This strategy also applies in data 34.

**Table 1: The frequency of the use of politeness strategy by teacher in the first conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Bald on record	Non-minimization of the face threat	1,2,8,11,13	05
2.	Positive politeness strategy	Give or ask for reasons	03	01
		Seek agreement	06, 09, 10, 14, 19, 20, 23, 24, 25, 26, 27, 30, 31, 35	14
		Include both S & H in the activity	22, 29, 32, 36	04
3.	Negative politeness strategy	Be conventionally indirect	04, 15, 16, 17, 18	05
4.	Off record strategy	Give association clues	12, 34	02
<b>Total</b>				<b>31</b>



### ***1.1.1.2 Second conversation (CD2)***

The researcher found 46 utterances of politeness strategies used by teacher in the first observation. The detail as below:

Description of context

Day, Date : Monday, May 13, 2019

Time : 14:00 -14:45 PM (45 minutes)

Class : English bachelor

#### **❖ Bald on record**

There are 14 utterances used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

CD2- DATUM 67/BOR-MINTH

*“Be silent! Please, to prepare to listen”*

The utterance above belongs to Bald on record strategy – *Non-minimization of the face threat*. The utterance above shows that the teacher requires the students to keep silent to listen to other students. The teacher uses the word “please” to minimize the threat to the student’s face.

It also applies in data 11, 12, 14, 39, 56, 47, 50, 52, 23, 37, 42, 24, 25.

#### **❖ Positive politeness strategy**

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

##### **➤ Give or ask for reasons**

CD2-DATUM 59/PP-GAFR

*“Why you choose it is false?”*

The utterance above shows that teacher employs positive politeness strategy 13, namely give or ask for reason. The teacher asks the student about the reason why she choose the answer is false.

It also applies in data 16, 32, 33, 36, 51, 53, 66.

##### **➤ Seek agreement**

There are 15 utterances used Seek agreement strategy.

CD2-DATUM 04/PP-SAGR

*“Seed? So, what is this?”*

In this context, the teacher asks the students “When you look at the picture, can you recall the topic of unit 1 that you learned last time?”

Then the students answer “Seed”. And teacher repeat the answer “seed” again to confirm the answer.

That utterance shows how the teacher uses seek agreement strategy by repeating what students said.

It also applies in data 21, 64, 29, 02, 06, 08, 18, 31, 34, 43, 44, 55, 38, 41.

➤ **Include both S & H in the activity**

There are 07 utterances used Include both S & H in the activity strategy.

CD2-DATUM 09/PP-SHACT

*“So, let’s think about it”.*

The use of the word “let’s” in that sentence shows that the teacher includes the H in his or her activity. It makes the request more polite because it indicates the cooperation between the teacher and students that the goals not only for the students but also for both of them.

It also applies in data 01, 09, 19, 20, 48, 28, 49.

❖ **Off record strategy**

CD2-DATUM 15/OR-GVCL

*“OK. The time is over”.*

The teacher said this utterance not only for giving information, but also to give a command by give a clue “time is over” and hopes the students will finish their discussion and answer the question.

It also applies in data 57.

**Table 2: The frequency of the use of politeness strategy by teacher in the second conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Bald on record	Non-minimization of the face threat	11, 12, 14, 39, 56, 47, 50, 52, 23, 37, 42, 24, 25, 67	14
2.	Positive politeness strategy	Give or ask for reasons	16, 32, 33, 36, 51, 53, 59, 66	08
		Seek agreement	04, 21, 64, 29, 02, 06, 08, 18, 31, 34, 43, 44, 55, 38, 41	15
		Include both S & H in the activity	01, 09, 19, 20, 48, 28, 49	07

No	Types of politeness strategy		Data number	Frequency
3.	Off record strategy	Give association clues	15, 57	02
<b>Total</b>				<b>46</b>

### ***1.1.1.3 Third conversation (CD3)***

The researcher found 12 utterances of politeness strategies used by teacher in the second observation. The detail as below:

Description of context

Day, Date : Thursday, May 16, 2019

Time : 14:00 -14:45 PM (45 minutes)

Class : English pedagogy class

#### **❖ Bald on record**

There are 03 utterances used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

CD3- DATUM 08/BOR-MINTH

*“Now, tell me”*

The utterance above belongs to Bald on record strategy – *Non-minimization of the face threat*. The utterance above shows that the teacher asks to the students if they understand what she means (why they smile? “Don’t smile. That make me don’t understand what you are thinking about”.)

It also applies in data 02, 04.

#### **❖ Positive politeness strategy**

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

##### **➤ Seek agreement**

There are 02 utterances used Seek agreement strategy.

CD3-DATUM 03/PP-SAGR

*“Each of you will think about your own festival or celebration and then base on this outline, you should take note the main idea in phrase, not sentence, not full sentence.”*

The teacher used positive politeness while uttering the utterance above. It belongs to seek agreement strategy. In this conversation, the teacher suggests to students to do their own speaking about festival or celebration. And the teacher repeats the phrase “*not sentence, not full sentence*” again to assert that students should take note “in phrase”.

It also applies in data 12.

➤ **Give or ask for reasons**

CD3-DATUM 06/PP-GAFR

*“Understand? Why do you smile?”*

The utterance above shows that teacher employs positive politeness strategy 13, namely give or ask for reason. The teacher asks the student about the reason why she smile while teacher is teaching, if student understand or not what she means.

➤ **Include both S & H in the activity**

There are 03 utterances used Include both S & H in the activity strategy.

CD3-DATUM 01/PP-SHACT

*“Now, let’s turn to Part 5: Work in pair, not work in group”.*

The use of the word “let’s” in that sentence shows that the teacher includes the H in his or her activity. It makes the request more polite because it indicates the cooperation between the teacher and students that the goals not only for the students but also for both of them.

It also applies in data 10, 11.

➤ **Encourage**

CD3-DATUM 13/PP-ENCOUR

*“You should prepare another kind outline, like: wedding, birthday, etc.”.*

By using this strategy 16, the teacher encourages students to prepare at home another outline of festival or celebration basing on the out line studied on class.

It also applies in data 14.

❖ **Off record strategy**

CD3-DATUM 07/OR-GVCL

*“Don’t smile”.*

The utterance above belongs to Give association clues strategy. It shows that the teacher ask student “why do you smile?” while teacher is teaching and it make teacher don’t know what student is thinking about.

**Table 3: The frequency of the use of politeness strategy by teacher in the third conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Bald on record	Non-minimization of the face threat	02, 04, 08	03
2.	Positive politeness strategy	Seek agreement	03, 12	02
		Give or ask for reasons	06	01
		Include both S & H in the activity	01, 10,11	03
		Encourage	13, 14	02
3.	Off record strategy	Give association clues	07	01
<b>Total</b>				<b>12</b>

#### ***1.1.1.4 Fourth conversation (CD4)***

The researcher found 21 utterances of politeness strategies used by teacher in the second observation. The detail as below:

Description of context

Day, Date : Friday, May 17, 2019

Time : 09:00 - 09:45 AM

Class : English bachelor

#### **❖ Bald on record**

There are 02 utterances used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

CD4- DATUM 15/BOR-MINTH

*“Now look at the picture on the book. Please open the book, page 50”*

The utterance above belongs to Bald on record strategy – *Non-minimization of the face threat*. The utterance above shows that the teacher requires the students to look at the picture on page 50 in the text book. The teacher uses the word “please” to minimize the threat to the student’s face.

It also applies in data 16.

❖ **Positive politeness strategy**

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

➤ **Offer, promise**

CD4-DATUM 33/PP-OFPR

*“Now, I will give you 15 minutes write a paragraph with 100 words”.*

The context of that utterance is the teacher told about the practice to write a paragraph. The teacher promises to give students 15 minutes do to. Thus, the teacher’s positive face has been fulfilled because the student has appreciated her. It also applies in data 05, 32.

➤ **Include both S & H in the activity**

CD4-DATUM 01/PP-SHACT

*“Now, we are going to learn writing task”.*

In the example above, the teacher talks about the plan they are going to learn that day. The use of the word “we” in that sentence shows that the teacher includes the students in her activity. It makes the request more polite because it indicates the cooperation between the teacher and students that the goals not only for the students but also for both of them.

❖ **Negative politeness strategy**

➤ **Impersonalize S and H**

CD4-DATUM 17/NP-IMPR

*“OK. It’s time for answering the question.”*

The utterance above shows that teacher employs negative politeness strategy 7, namely impersonalize S and H in expressing this strategy, the S safe the H’s negative face by avoiding “I” and “you”. The S is demonstrating the H by not using the pronouns “I” and “you”.

➤ **Question and hedge**

CD4-DATUM 22/NP-QSHD

*“At what special celebrations or events it is eaten?”*

The context of that utterance is the teacher told about the “Chung cake”. It is one of the traditional dish in Vietnam. And the teacher asks students that It is eaten

on what special celebration or event in Vietnam. It also applies in data 02, 03, 04, 07, 09, 11, 18, 20, 22, 24, 26, 28, 30.

❖ ***Off record strategy***

CD4-DATUM 13/OR-GVCL

*“One more please”.*

The utterance above shows that teacher employs Give association clues strategy. The context of that utterance is the teacher asked student to talk about foreign dish. And student about sushi, kimbap, etc.

The teacher said this utterance not only for giving information, but also to give a command by give a clue “one more please” and hopes the students will add more dish to answer the question.

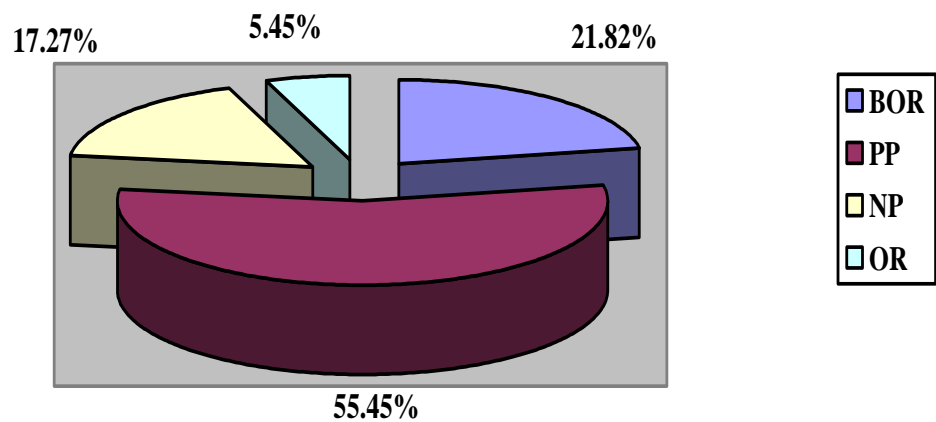
**Table 4: The frequency of the use of politeness strategy by teacher in the fourth conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Bald on record	Non-minimization of the face threat	15, 16	02
2.	Positive politeness strategy	Offer, promise	05, 32, 33	03
		Include both S & H in the activity	01	01
3.	Negative politeness strategy	Impersonalize S and H	17	01
		Question and hedge	02, 03, 04, 07, 09, 11, 18, 20, 22, 24, 26, 28, 30	13
4.	Off record strategy	Give association clues	13	01
<b>Total</b>				<b>21</b>

To sum up, from the analysis of four conversations, the researcher found the result which is shown in the table 1 to 4. And the frequency of the use of politeness strategy by teachers in uttering politeness strategies during teaching process was ongoing will be illustrated in table 5 and converted into figure 3 as below:

No	Types of politeness strategy		Conversation				Total	Percent
			1	2	3	4		
1	Bald on record (BOR)	Non-minimization of the face threat	5	14	3	2	24	21,82
2	Positive politeness strategy (PP)	Seek agreement	14	15	2		61	55,45
		Offer, promise				3		
		Include both S & H in the activity	4	7	3	1		
		Give or ask for reasons	1	8	1			
		Encourage			2			
3	Negative politeness strategy (NP)	Be conventionally indirect	5	0			19	17,27
		Question and hedge				13		
		Impersonalize S and H				1		
4	Off record strategy (OR)	Give association clues	2	2	1	1	6	5,45
<b>Total</b>							<b>110</b>	<b>100,00</b>

**Table 5: Frequency of the use of politeness strategy by teachers in uttering politeness strategies during teaching process.**



**Figure 3: The frequency of the use of politeness strategy by teacher**



As drawn in Table 5 and Figure 3, there are 110 utterances of politeness strategies used by the teacher during teaching process in English classes. From the total number of 110 utterances, the researcher found 61 utterances are used positive politeness strategy and counted for 55.45 percent; 24 utterances used bald on record strategy, counted for 21.28 percent; 19 utterances used negative politeness strategy, counted for 17.27 percent and 06 utterances used Off record strategy, counted for 5.45 percent. The use of politeness strategy is dominated by positive politeness strategy.

The findings clearly show that the teacher applies most of positive strategy in teaching process. It is observed that positive politeness strategy is employed more frequently than other politeness strategies. It counts for 55.45%. And the second is bald on record strategy which counts for 21.82%. The negative politeness and the off record strategy count for 17.27% and 5.45% alternately.

### **1.1.2 The explanation of politeness strategies used by students during learning process in English classes**

#### ***1.1.2.1 First conversation (CD1)***

The researcher found 05 utterances of politeness strategies used by students in the first observation. The detail as below:

Description of context

Day, Date: Thursday, 09<sup>th</sup> May 2019

Time: 14:00 – 14:45 PM (45 minutes)

Class: English pedagogy

#### **❖ Positive politeness strategy**

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

##### **➤ Give or ask for reasons**

CD1-DATUM 05/PP-GAFR

*“Because they want to travel from bottom the last part of the South America to Brazil?”*

The utterance above shows that teacher employs positive politeness strategy 13, namely give or ask for reason. The teacher asks the student “Why did they buy a camping van?” And students answer the question by using the word “because” to express the reason. By this way it seems to be very common and polite.

##### **➤ Seek agreement**

There are 04 utterances used Seek agreement strategy.

CD1-DATUM 07/PP-SAGR

“Yes”

In this context, the teacher asks the students “So, do you think that it is a long journey? Is this a long journey? Yeah, of course” then the students answer “Yes”.

That utterance shows how the students use seek agreement strategy by repeating what teacher said.

It also applies in data 21, 28, 33.

**Table 6: The frequency of the use of politeness strategy by students in the first conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Positive politeness strategy	Give or ask for reasons	05	01
		Seek agreement	07, 21, 28, 33	04
<b>Total</b>				<b>05</b>

#### ***1.1.2.2 Second conversation (CD2)***

The researcher found 16 utterances of politeness strategies used by students in the first observation. The detail as below:

Description of context

Day, Date : Monday, May 13, 2019

Time : 14:00 -14:45 PM

Class : English bachelor

#### ***❖ Positive politeness strategy***

##### ***➤ Give or ask for reasons***

CD2-DATUM 17/PP-GAFR

S: “*I think some reasons that food is over is some places, food is not available. So we need transport some food from this place to other to make them available there*”.

Students use the phrase “I think some reason that ...” to answer the question “Could you give me some reasons that food is over on it?” by the teacher.

It also applies in data 54, 60.

##### ***➤ Seek agreement***

There are 12 utterances used Seek agreement strategy

CD2-DATUM 07/PP-SAGR

S: “*Yes*”

Seek agreement may be stressed by repeating a part or what the entire preceding the S has said in a conversation. It is not only used to demonstrate that one has correctly what was said but also used to stressed emotional agreement with the utterance.

In this context, the teacher asked the students “When you look at the picture, can you recall the topic of unit 1 that you learned last time?” she also added one more question “In the field? Right?” then the students answer “Yes”.

The utterance above shows that actually the students want to say “Yes”. In order to safe teacher’s positive face.

It also applies in data 03, 05, 58, 10, 13, 26, 30, 35, 40, 45, 65.

➤ **Question and hedge**

CD2-DATUM 63/PP-QSHD

S: “*In my opinion, it is true*”

In this context, the student uses the phrase “in my opinion” to be a hedge and it may be functioned to soften command and turn it into a polite suggestion.

**Table 7: The frequency of the use of politeness strategy by students in the second conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Positive politeness strategy	Give or ask for reasons	17, 54, 60	03
		Seek agreement	03, 05, 07, 58, 10, 13, 26, 30, 35, 40, 45, 65	12
		Question and hedge	63	01
<b>Total</b>				<b>16</b>

**1.1.2.3 Third conversation (CD3)**

The researcher found 02 utterances of politeness strategies used by students in the second observation. The detail as below:

Description of context

Day, Date : Thursday, May 16, 2019

Time : 14:00 -14:45 PM (45 minutes)

Class : English pedagogy

❖ **Positive politeness strategy**

➤ **Seek agreement**

CD2-DATUM 05/PP-OFPR

S: “Yes”

In this context, the teacher asks the students “Do you know “Phrase” – mean group of words, group of key words” then the students answer “Yes”.

That utterance shows how the students use seek agreement strategy by repeating what teacher said. It also applies in data 09.

**Table 8: The frequency of the use of politeness strategy by students in the third conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Positive politeness strategy	Give or ask for reasons	05, 09	02
<b>Total</b>				<b>02</b>

### 1.1.2.4 Fourth conversation (CD4)

The researcher found 12 utterances of politeness strategies used by students in the second observation. The detail as below:

Description of context

Day, Date : Friday, May 17, 2019

Time : 09:00 -09:45 PM

Class : English bachelor

#### ❖ Positive politeness strategy

##### ➤ **Seek agreement**

There are 10 utterances used Seek agreement strategy

CD4-DATUM 06/PP-SAGR

S: “*sushi*”

In this context, the teacher asked the students “Have you ever hugged or seen any foreign dishes?”, then the students answer “sushi”. The utterance above shows that actually the students use seek agreement strategy to stress by raising of safe to stress their answer to agree with teacher’s opinion. The students corroborate in their opinions and therefore to satisfy the teacher’s positive face.

It also applies in data 10, 12, 08, 14, 19, 21, 23, 25, 27.

##### ➤ **Include both S & H in the activity**

CD4-DATUM 29/PP-SHACT

S: “*We can buy from market*”.

In the example above, the use of the word “we” in that sentence shows that the teacher includes the students in her activity. It makes the request more polite because it indicates the cooperation between the teacher and students that the goals not only for the students but also for both of them.

It also applies in data 31.

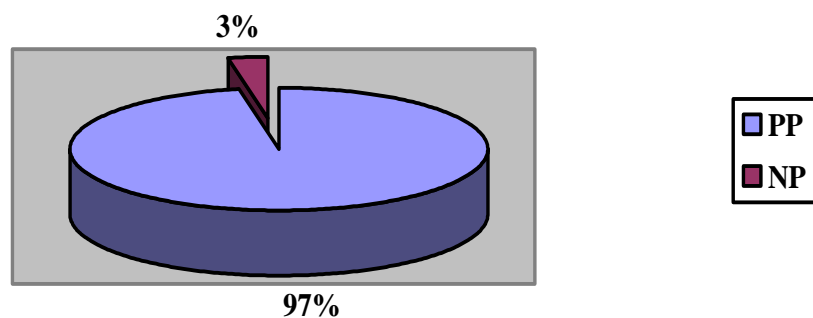
**Table 9: The frequency of the use of politeness strategy by students in the fourth conversation**

No	Types of politeness strategy		Data number	Frequency
1.	Positive politeness strategy	Seek agreement	06, 10, 12, 08, 14, 19, 21, 23, 25, 27	10
		Include both S & H in the activity	29, 31	02
<b>Total</b>				<b>12</b>

To sum up, from the analysis of four conversations, the researcher found the result which is shown in the table 6 to 9. And the frequency of the use of politeness strategy by students in uttering politeness strategies during learning process was ongoing will be illustrated in table 10 and converted into figure 4 as below:

No	Types of politeness strategy		Conversation				Total	Percent
			1	2	3	4		
1.	Positive politeness strategy (PP)	Seek agreement	4	12		10	34	97
		Give or ask for reasons	1	3	2			
		Include both S & H in the activity				2		
2.	Negative politeness strategy (NP)	Question and hedge		1			1	3
<b>Total</b>			<b>5</b>	<b>16</b>	<b>2</b>	<b>12</b>	<b>35</b>	<b>100,00</b>

**Table 10: The frequency of the use of politeness strategy by students in uttering politeness strategy during learning process was ongoing**



**Figure 4: The frequency of the use of politeness strategy by students**

As drawn in Table 10 and Figure 4, there are 35 utterances of politeness strategies used by the students during learning process in English class. The finding clearly showed that the students apply most of positive politeness strategy in learning process. It counts for 97%. In which, the strategy of Seek agreement is in

the highest rank with 26 data out of the 34 data. The negative politeness strategy only counts for 3%.

## **1.2 Interview findings**

With the aim of collecting further information to reinforce the result of video recording analysis, an interview was employed to investigate the teachers and students' opinions on politeness strategies used in English class. The time for the interview is beginning of June, the teachers and students are on summer vacation, therefore the researcher interview through telephone.

The researcher interviewed 02 teachers and 05 students from two classes. An interview questionnaire was prepared containing questions on major themes of politeness strategies. After each interview, the researcher transcribed the recorded interview. The findings that the researcher found as below.

### ***1.2.1 Interview the teachers***

#### **+ Description of context**

Researcher : R

Teacher 1 : T1

Teacher 2 : T2

The researcher interviewed 2 teachers and the content of the interview is related to the politeness strategies. The first question is focus on the definition of "politeness".

*R: In your opinion, what is politeness?*

*T1: I think politeness is the way we behave respectfully.*

*T2: I think politeness is behaving in a way that is socially correct and shows respect for other people's feelings.*

The second question is "How can people keep polite in communication". To answer the question, two teachers gave a lot of ways to keep polite in communication, such as to listen and be understanding; Avoid negative words - instead use positive words in a negative form; Say the magic word: Sorry (or to interrupt, to apologize, to show you don't understand, to disagree), etc. For more information about politeness and politeness strategies, the researcher explain definition and types of politeness strategies based on Brown & Levinson and Q. Nguyen' theory of politeness. And the last questions of the interview which the

researcher used to ask the teachers is about politeness strategies that they often use during the teaching process

*R: What politeness strategies do you think you often use in English class during teaching process?*

*T1: I think ... It is positive politeness strategy*

*T2: In my opinion, ah ... It's positive politeness strategy*

After the interview, the researcher found that teachers often use positive politeness strategy in English classes during teaching process.

### **1.2.2 Interview the students**

The researcher randomly interviewed 5 students from 2 English classes. The questions of the interview for students and steps carrying out were similar to the interview for teachers.

*R: What politeness strategies do you think you or students often use in English class during learning process?*

*St1: In my opinion, ah ... It's positive politeness strategy*

*St2: I think, ah ... the first and the last one will be used not often as the second and the last one.*

*St3: In my opinion, the positive politeness strategy will be used usually in class.*

*St4: I think, ah ... we should use the first and the second one (the bald on record and the positive strategy).*

*St5: I think, ah ... Both bald on record and positive politeness strategy*

The results of the students' interview show that three out of five students have the answers that they use positive politeness strategy during learning process and two last ones have answers that they use bald on record and positive politeness strategy during learning process.

To sum up, the findings from video recording clearly show that the teachers apply most of positive strategy in teaching process and students apply most of positive politeness strategy in learning. The findings from teachers and students' interviews show that most of teachers and students choose positive politeness and bald on strategy on English classes. It means that the findings which researcher found by video recording coincide with the findings of interview. Positive



politeness strategy is used by teachers and students in English classes more frequently than other politeness strategies, such as negative politeness, bald on record and off record strategy.

## **2. Discussion**

In this part, the researcher would like to discuss three significant points. The first one is types of politeness strategies used by teachers. The second one is types of politeness strategies used by students. And the last issue is issue how this study is similar to and different from others.

First, the strategy of positive politeness is in the highest rank with 61 data out of the 110 data. This seems to suggest that teachers tend to employ more positive politeness in order to be closer to their students (sense of solidarity) so that they are more likely to reach the final agreement. The teachers use positive politeness strategies because she can satisfy students' positive face, to some respect (Brown and Levinson, 1992:72). In the second rank, there is a strategy of "bald on record" which have 24 data which is counted for 21.28 percent. Bald on record is related with directness. Directness commonly is employed by S who has higher authority than H. Thus, bald on record commonly uttered by S who has higher authority or more powerful than H. The use of bald on record strategy was reflected when the teachers uttered command to the students. By using this strategy, the addressee possible to easy catch the S mean, so misunderstanding can be avoided (Brown and Levinson, 1992: 71). So, the teacher often used this strategy to do her instruction.

Second, from the total number of 35 utterances used by students, there are 34 utterances used positive politeness strategies, and only one utterance used negative politeness strategy. The use of politeness strategy was dominated by positive politeness strategy which is counted for 97%. This strategy is usually seen in groups of friends or where people given social situation know each other fairly well. Yule (1996:111) says that positive politeness strategy intends a supplicant to draw general purpose and even friendship. The use of positive politeness is seen from the intimacy between the speaker and the listener. The positive politeness utterance describes a high risk for a pain from rejection. Thus, it perhaps can be formed by a courtesy as the speaker's effort to recognize a face of a listener. From

doing this strategy, the students can give a respect to the teachers and minimize the face threatening acts by assuring the teachers that they consider them to be of a same kind; they like them and want their wants.

Overall, the findings of this research are consistent with many previous studies. The biggest similarity is that all of the studies utilized qualitative research method. The framework theoretical is based on Brown & Levinson's theory of politeness. The data were basically collected through observation, video recording or audio recording, interview.

These findings were in agreement with the study conducted by Nguyen T.T.V (2009). Both studies used the framework theoretical proposed by Brown & Levinson's and Q. Nguyen's theory of politeness. The major method employed is quantitative and qualitative methods. The findings show that positive politeness strategy is used more frequently than other strategies.

The obtained findings were also in line with the results of the studies conducted by S. Adel et al. (2015) and Murni (2019). The findings from these studies revealed that students used different kinds of politeness strategies in class, including positive and negative politeness strategies. However, the positive strategy is frequently used positive strategies in class as opportunity for asynchronous interaction in response to their teachers and peers.

The result of this study was in contrast with the studies conducted by Kurniatin (2017), Ayu (2018). The results of these studied showed that four types of politeness strategies, namely bald on record, positive politeness, negative politeness and off record employed by lecturers/teachers and students in classes. However, based on the findings of these two previous studies, the teachers/lecturers primarily used bald on record strategy. Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald on record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected when the teacher uttered command to the students. Therefore, the teacher often used this strategy to do her instruction. The differences in the results may be attributed to the collective effect of different factors including the research context, participant, age, gender and culture. In the study by Kurniatin (2017), there is only one teacher took part in

the study and students were in 9 class. Moreover, the research place is in Indonesia. Therefore, these factors make the differences in the results.

The findings of the study show that there are four main types of politeness employed by the teachers and students in English classes at SFL-TNU. They are bald on record, positive politeness, negative politeness and off record strategy, in which positive politeness strategy is used more frequently. These findings are in line with some other studies and in contrast with others. However, these findings are in agreement with researcher's culture context as Q. Nguyen has explained, while negative polite strategies seem to be preferred in Western countries, positive politeness strategies tend to be more commonly used in non-western communities including Vietnam.

## **PART III: CONCLUSION AND SUGGESTION**

This chapter is the last chapter of this research. After the researcher explored the discussion of the research findings which focus on the explanations of politeness strategies used by teachers and students in English classes, then some conclusions, limitation and suggestions for some parties are made below.

### **I. Conclusion**

The study aims at identifying the importance of politeness in communication. It investigates 4 politeness strategies, they are: bald on record strategy, positive politeness strategy, negative politeness strategy and off record strategy; and examines their frequency of occurrence by teachers and students in uttering politeness strategy during teaching process was ongoing which is based on the theoretical background of politeness proposed by Brown & Levinson (1987) and Q. Nguyen (2003).

Based on the research findings and discussions, the result of this research shows two important points as follows.

Regarding to the application of politeness strategies used by teachers, the findings show that all politeness strategies can be found in the teachers' utterances. The researcher found out that there are 110 data of teachers' utterances on teaching process during four observations. The data contain 61 data of positive politeness strategy, 24 data of bald on record strategy, 19 data of negative politeness strategy, and 06 data of off record strategy. It means that positive politeness strategy noted as the high rank. Meanwhile, off record strategy is in the lowest rank.

The researcher found 35 utterances containing politeness strategy used by students. There are 34 utterances of positive politeness strategy, and 01 utterance of negative politeness strategy. The data show that the students preferred positive politeness strategy to other strategies in conducting communication with the teacher during teaching process.

### **II. Limitation of the study**

In spite of the author's all-out efforts, mistakes and shortcomings are unavoidable. Firstly, due to time and space constraints cannot cover all aspects of politeness strategies in daily communication. Moreover, the sample collection is

taken from only two English teachers and two English classes. It is not large enough to assure a complete generalization.

In this research, the researcher analyzed politeness strategies used by teachers and students in English classes at SFL-TNU. The analysis would be based on the conversational data related with teachers and students' utterances. However, the object of the study is first year students in English classes, therefore, the English level and the use of English is not fluently.

### **III. Suggestion**

In communication, politeness strategies have aroused much more attention. People often fail to achieve the communicative goal due to misunderstanding with each other. Therefore, having good knowledge of politeness strategies is essential because politeness strategies help to keep the conversations going in a smooth, natural and effective way.

From the analysis about the politeness strategies, the researcher has some suggestions as follows:

#### **1. For the teachers**

Obviously, English is quite different from Vietnamese. Therefore, when teaching politeness or politeness strategies used in communication, teachers should have a deep understanding of English speaking cultures which tend to consider negative politeness as a polite and formal way of communicating. Meanwhile, Vietnamese people seem more comfortable with positive politeness in social interactions.

Teachers should use positive politeness especially to make the students feel good about themselves, their interests or possessions and also to make good interaction between teacher and students while teaching learning process in order to encourage students motivation to learn. Negative politeness should be used to avoid imposition to the students in learning, bald on-record should be used when efficiency is necessary, task-oriented, and when information needs to be shared quickly, as the reasons of the teacher and the students felt that they had a close relationship. Further, teachers' politeness strategies will motivate the students to learn and practice how the language is used not only grammatically correct, but also appropriately and politely according to the context and the situation.

The teacher who teaches especially English should consider the usage of politeness strategies in providing material in the classroom with the students. In

addition, the function of politeness strategy is to improve students' skill. Moreover, the way the teacher giving materials or giving motivations and managing the class through the language used by the teachers in the classroom is potentially to influence the students' characters in life.

## **2. For the students**

This research can be an additional reference for students especially for linguistic students. The students are supposed to learn pragmatics seriously. It is important because pragmatic is a study which exams the meanings behind sentences.

When learning, the students are advised to take part in learning activities and interaction with teachers and other students. Under the teacher's instruction the students are given situations and encouraged to join the conversations. Through daily conversations with the support of teacher, students may recognize which utterances are acceptable or polite in English.

## **3. For the other researchers**

This research emphasizes on what kinds of politeness strategies used by teachers and first year students in English classes. This study can lead other researchers to conduct research on politeness strategies in the other objects, such as English final year students or English master, etc. or in other form of literary works, such as poetry and drama in the purpose of enriching the discourse studies. It is also hoped that the study on politeness involves language other than English; so, it can broaden the knowledge in applying linguistic aspects in various languages.

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# **APPENDICES**

## **APPENDIX 1: INTERVIEW QUESTIONS**

1. In your opinion, what is politeness?
2. What politeness strategies do you think you often use in English class during teaching process?

## APPENDIX 2: SCRIPT OF CLASSROOM OBSERVATION

### 1. FIRST OBSERVATION

Day, Date : Thursday, May 09, 2019

Time : 14:00 -14:45 PM

Class : English pedagogy

T : Teacher

S : Student

CLASSROOM ACTIVITY	UTTERANCES	
OPENING	T	Answer the questions
CORE		Number 1: What did they intend to do at the weekend?
		Who can answer this question? So, please raise your hand.
	St	They intended to do something fun and exciting at the weekend.
	T	Number 2: What did they realize they wanted to do?
	St	They realize that they wanted stop working and to go travelling
	T	Good
		Number 3: Why did they buy a camping van?
		A camping can is a kind of bus or car to go camping
		So, who can answer this question?
		Yeah, Could you please?
	St	Because they want to travel from bottom the last part of the South America to Brazil
	T	The bottom? You know? The end
		Thank you
		So, do you think that it is a long journey? Is this a long journey? Yeah, of course.
	St	Yes
	T	Number 5: What did ... sorry, number 4
	T	Number 4: Where did they plan to travel to by container ship
		Who can?
	T	Look at number 4 and answer this question please.
		OK, good
St	To Africa	
T	To Africa, alright	

CLASSROOM ACTIVITY	UTTERANCES	
		The next question. What did colleague at work find difficult?
		Who can?
		What?
		Phuong Anh, What do you say?
	St	They find difficult to understand their decision
	T	The next question, number 6
		What did Fred think they were crazy to do?
		Who can?
		Mai Anh, what do you say?
		Look at the key word in question.
	St	To know more about this kind of journey
	T	Very good. And the last question.
		What did Rich and Mary start to do after they left home
		Could you please?
	St	They started to learn their dream
	T	So, that is all about the tape about changing your life.
		Could you please look at the question in part 5
		Could you please talk to your partner and answer the questions? Just 2 minutes for you and after that could you please share your idea and talk
		Everyone try to think about the advantages and disadvantages of making this kind of dream when you decide to stop working to go travelling
		What else or what advantages can you guess?
		What benefit can you obtain and what disadvantages?
		Could you please move your seat? So you two work together
		OK. Everyone tell me who do you think the richest, Dicks or their colleague, their friend?
		So, what do you say?
	St	They are the most similar to their colleague, their friend.
	T	Ah, OK. So you think about the bad side of stop working
		When you stop working, of course, it is hard to find out another job and the result is there is no money to do anything.
		Do you think so?
	St	Yes
	T	OK.

CLASSROOM ACTIVITY	UTTERANCES
	Who have another idea, the different idea from her?
	Now, let's think about the bright side.
	When you stop working, may be another chance open to you. Maybe, someone, something interesting happen to your life. You will get experiences, and maybe, who know, you will get another interesting job.
	Do you think so?
	Yes, you all agree that we should not stop working to go travelling.
	Is it right? Yes?
	Do you think so? Yes?
	How about this side? What do you think?
St	Yes
T	So, that mean you are so careful. You are not a kind of person who want to take rich.
	Is that right?
T	Do you remember about the lesson "Taking rich"?
	Yeah, If you want to get success, sometime, you want to take rich but if you are so careful, maybe, you have no chance to get something interesting.
	Now, Let's think about this question.
	And Dicks said to buy a film.
	So they are in workplace form Monday to Friday or Saturday, for example.
	So, one day, ask themselves: Is this all?
	That mean that they don't have much time to get fill.
	So that they choose another chance, they want to start to change their life. Start a new life when they are mid.
	Do you think so?
	Yeah. So they think about the bright side.
	They make more experiences for travelling and who know, maybe, in the future, they will get another job related to plan and travelling.
T	So that is all about the text about "Changing the life"
	Now, Let's listen to 3 people talking about their plan and intention. Before listening to the recording, could you please look at Part 6
	When you want to talk about your purpose, so you will use to +V (inf) to explain the purpose.

<b>CLASSROOM ACTIVITY</b>	<b>UTTERANCES</b>	
		Now, you have 1 minute to read and then we start listening.
	T	Are you ready?
	St	Yes
	T	Do you want to listen again?
	St	Yes
	T	Ok, one more time.
<b>CLOSING</b>	T	Alright. That is all for Part 6. Now, let's turn to Part 7
	T	Beak time.

## 2. SECOND OBSERVATION

Day, Date P: Monday, May 13, 2019

Time : 14:00 -14:45 PM

Class : English bachelor

T : Teacher

S : Student

<b>CLASSROOM ACTIVITY</b>	<b>UTTERANCES</b>	
<b>OPENING</b>	T	So today we are going to continue unit 1 and the first of all, look at the picture.
		When you look at the picture, can you recall the topic of unit 1 that you learned last time?
		Can you recall?
		Do you remember the topic of the lesson that you learned last time of unit 1.
		Remember?
		What is the topic of unit 1?
		What can you see here?
	St	Seed
	T	Seed? So, what is this?
	St	Rice
	T	Where is it produced?
	St	In the field
	T	In the field? Right.
		In the farm and is this important to you?
	S	Yes
	T	Yes. You eat it to live. Right?
		And as usual the first part is reading, the second part is

CLASSROOM ACTIVITY	UTTERANCES	
		writing
CORE		So, let's think about it. How rice or other farming product are produced in Vietnam?
		Do people use a lot of machine?
	St	Yes
	T	Yes, So what kind of machine? OK. Name?
		You know harvesting machine? A machine which is use to harvest.
		However, what happen in the future? Do you think that they will be change?
	St	Yes
	T	Yes. So, in what way? Can you guess it will be more modern or less modern
	St	More modern
	T	Of course, modern. More machine or fewer machine.
	St	More machine
	T	Ah, more machine. Fewer people or more people working in
	St	Fewer people
	T	Ah, there will be fewer people working in. Right?
	T	OK, now work in pair please.
		Look at your book, page 10
		Can you see two questions?
	S	Yes
	T	Now work in pair to discuss two questions
		I will give you 5 minutes
		You two, you two ...
	T	OK. The time is over
		I will get some pairs to ask and answer question.
		One of you ask and one of you answer
		The first question: Which pair want to answer it?
		You two please.
		Could you give me some reasons that food is over on it?
	St	I think some reasons that food is over is some places, food is not available. So we need transport some food from this place to other to make them available there.
	T	Good
		And the question 2. I want to ask you ask and answer about the advantages first and then disadvantages.
T	The skill that we are learning today is to identify the purpose task of text and in reading passage when it is	

CLASSROOM ACTIVITY	UTTERANCES
	underlined in different paragraph.
	We will see that each paragraph will have a purpose and here you are introduced 6 purposes and I want one of you read the theory in the box here. So that other members of the class can be aware of 6 purposes here
	I will give you a simple example:
	What is the function of the first paragraph of this passage?
	What is it used for?
	It is used to introduce about the topic. Right?
	So it is the function of the first paragraph.
	OK. I need one of you read.
	Can you please?
	...
T	So how many purposes are there?
	Can you see?
St	6
T	And we explain the purposes that are not familiar with.
	So introduce the topic is often the function of the first paragraph of critic passage
T	And what about reporting data?
	You know data?
	Data include figure, number, proportion, statistic.
T	In giving supporting information, you often have ... what
	- Main idea
	- Other idea to support it
	- And present an argument
	You know an argument?
	You show your opinion if it is right or wrong, if it is good or bad.
	Right?
	And present another side of the issue
	One issue often has two sides
	Like, maybe ... Advantages and disadvantages, etc
	You may discuss this and then ask
T	Now read the passage on the next page
	In this activity, you will see a number of paragraph here. Match the paragraph with the correct purpose.
	Understand?
St	Yes
T	OK. So I will give you 10 minutes to do this.



CLASSROOM ACTIVITY	UTTERANCES	
		After you finish the answer. I will ask some of you to come here write the answer for each question.
	T	You please, paragraph 1
		Paragraph 2
		Paragraph 3
		Paragraph 4 and 5
		Paragraph 6 and 7
		And the last one, paragraph 8
		....
	T	Now, Let's look at all the answers here.
		I'm going to check the first to the last one
		Paragraph 1: The purpose of this is "to introduce the topic"
		Do you agree?
	St	Yes
	T	Yes. Right.
		The first one is the introduction.
		And what about the paragraph 2?
		The purpose is to support data?
		So you agree or not?
	St	Yes
	T	Yes. Why?
		Why do you think that its purpose is reporting data
	St	There are some figure, like: 88 percent, 9.21 million ...
	T	The paragraph 3: The answer is giving supporting information. Do you agree?
		If she chose supporting information, there must be some main idea before that.
		Right?
		So can you recognize any main idea before paragraph here?
		Which one is better? "Present another side"
		Yes or No?
		Now who tell "giving information", please raise your hand.
		One
		One only?
		Who tell "present another side"
		1, 2, 3 .... 7, 8
	What about "explain fact"? Who tell "explain fact"?	
	1, 2 3 ... 8,9 ...	

CLASSROOM ACTIVITY	UTTERANCES
	What about others?
	The majority is correct.
	So, what is the answer here?
	That is explain fact.
T	Paragraph 4 and 5.
	She tells “present an argument”
	Is this OK?
St	Yes
T	Why do you think that?
	Look at the paragraph 4. What words do you have here?
St	Advantages
T	Ah, right.
	The first sentence show you that future farm has many advantages
	So it is correct
T	Look at the paragraph 6 and 7
	She tell the purpose is “reporting data”
	Is this correct?
	Can you see any figure?
St	No
T	No? So. This is not correct
	In your opinion which one is correct here?
	“Present another side” or “supporting information”
T	Now, look at the paragraph 6
	What is the first sentence? Can you read the first sentence?
	“Critic of vertical of farming point out that ...”
	Do you know the word “critic”?
	It means the people who are against or who disagree or object to the idea.
	So, which one will you choose here?
St	“the other side”
T	Yes, this one must be: to present “the other side”
T	And the last one. She chose: The purpose is present “the argument”
	Yes or No?
St	Yes
T	You all agree?
	Now look at: Another way ...
St	Explain the fact
T	Yes, explain fact

CLASSROOM ACTIVITY	UTTERANCES
	So, we have finished all the exercises here.
	Now you can realize the purpose of each paragraph and one tip when you want to realize the correct purpose of paragraph is to underline the structure of critic passage. And from this you will see that the first paragraph is introduction, then report some data, then some facts and one side of argument and the other side of argument and then some fact and the last is conclusion.
	That is the structure of critic passage.
T	Now, Let's look at close reading activity
	With the close reading activity, we are going to find out some detail of the close reading.
	So, global reading is for purpose, closing reading is for detail
	Now, open the next page please
	This exercise requires you to recognize the true information and false information
	And I will let's you read The farm of future again then you save information in the passage to answer the question from number 1 to number 6
	You will see that if the statement here is true or false
	Because this is the second time you read the passage so it will be faster
	I will give you ....
	How many minutes do you need? 4, 5 minutes
	Is it OK?
	I will give you 5 to 7 minutes to finish the activity
	So I have 2 groups of information: One is true and one is false
	You have to classify the statement into 2 groups here.
	OK?
	I will read each statement and you will decide it is true or false
T	The first one: The world population is 9.1 billion ....
	You put it on the 1 <sup>st</sup> or 2 <sup>nd</sup> group her.
	True or false?
St	False
T	False? Why is it false?
St	"Could" is possibility not reality or not a fact
T	OK. Thank you. Sit down please.
T	The second one: Environmental health experts support

CLASSROOM ACTIVITY	UTTERANCES	
		vertical farming”
		Do you think that it is true or false
	St	It is true
	T	True? Why it’s true?
		You, please. What’re your opinion?
	St	Because in paragraph 3...
	T	Alright. So, this only piece of information show you that number 2 is true
		Can you have another evidence?
		Look at the paragraph 4, second sentence “vertical minimal effect on the environment”
		That mean it is not effected on the environment
		So that is true
	T	Number 3
	St	False
	T	Why you choose it is false?
	St	Because in paragraph 8, they say: However group top farming is passive
	T	Vertical farming would improve food safety
		Do you think that it is true of false here?
		What is your opinion?
	St	In my opinion, it is true
	T	OK
	T	Number 5: “natural sunlight is sufficient on the sky ... farm”
		What is your opinion?
		Do you think that it is true or false?
	St	False
	T	You all say false. Why?
	St	In the paragraph 6: It wouldn’t be enough ...
	T	“It” means “natural sunlight” ...
		OK that is correct. So, number 5 is false
	T	What’s about number 6
		Do you think that it is true or false
	St	False
	T	False? Why it is false?
		Who can explain it to me and whole class?
		The boy over there please?
	St	Because it is not 20 percent but 50 percent
	T	That is good.
		So all the answers you chose here are correct.
		We have finished the closing reading part. The last part

CLASSROOM ACTIVITY	UTTERANCES	
		of lesson will be talking
		I'd like you to work for group of four and you'll discuss the question in group
		Remember to have a group leader, the group leader will ask other member in group to answer the question in the discussion part here.
		...
	T	Now, 2 group will be here.
		Be silent! Please, to prepare to listen
		The first question: You first
		Do you think we need to produce more food or change our consumption habit and why?
	St	I think we need change the consumption habit
	T	How can we can change our habit?
		We will eat more or less?
	St	We will buy enough to use
	T	OK. We will buy enough for use, buy enough only. Don't buy too much.
		OK. That's right
		What's about your idea? Do you think we need produce more food or change our consumption habit and why?
	St	Because the area for growing food is smaller and smaller
	T	So, these two group have completed task already
		And now this group leader and this group leader will go to the stage
		Now you will have opportunity to show your idea
		You first
		Are you willing to pay more for locally grown food?
		Why and why not?
	St	Yes, I'm willing to pay more for locally food because I think its safe way to help my local to be more developed.
		I think locally food is very clean and fresh
	T	Both of you agree pay more money for locally grown food
	St	Yes
	T	OK. Thank you. That is good.
CLOSING		I think the group leaders have performed very well and we will have 3 more, however we will leave the activity later in the next class.
		That is enough for reading and we can take the break now.

### 3. THIRD OBSERVATION

Day, Date : Thursday, May 16, 2019

Time : 14:00 -14:45 PM

Class : English pedagogy

T : Teacher

S : Student

CLASSROOM ACTIVITY	UTTERANCES	
OPENING	T	Now, let's turn to Part 5: Work in pair, not work in group
		So, the task ask you work in group but here in the task group, should work in pair.
		So, the topic of our speaking task today is about Favorite festival or celebration.
CORE		Think about these things.
	T	What we are going to talk about?
		History
		Traditional food
		Clothes
		Parades
		Live music and of course, we will add "the others"
		For example: activity, non activity, etc.
		Each of you will think about your own festival or celebration and then base on this outline, you should take note the main idea in phrase, not sentence, not full sentence.
		Just take note the main idea in phrases.
		Do you know "Phrase" – mean group of words, group of key words
	St	Yes
	T	Understand? Why do you smile?
		Now, I check whether you understand what I'm saying. Yes or No
		Don't smile. That make me don't understand what you are thinking about.
		Now, tell me.
		Understand? Yes or No?
St	Yes	
T	So, "take note" mean write down the main idea in group of words	
	OK. How much time do you need to make an outline?	

CLASSROOM ACTIVITY	UTTERANCES	
		Fifteen or fifty?
		Thirty or thirteen?
		Fifteen minutes
		Now is the time for practicing the conversation you are taking note
		You will change your idea to your partner. Talk to your partner if you finish.
		You will have 10 minute to practice on the note that you have written down.
		....
	T	Now Let's turn to task 4. 01 minute for you to start
		We're going to listen to the tape and answer the question with "Yes, No or Don't know"
	T	Number 1: Are a lot of people going to come?
	St	Yes
	T	Number 2: Is the woman riding on the float on her own?
	St	No
	T	Number 3: Is she wearing her mask when the interview starts?
	S	Yes
T	Number 4: Does she think she'll have a good time?	
St	Don't know	
CLOSING	T	So, your homework, task 11, you are going to work in pair and then talk to your partner about the celebration. You should decide what's you are going to talk about.
		For example: type of celebration, type of food, music, location, date and time, items to buy, who will buy, anything else.
		You should prepare another kind outline, like: wedding, birthday, etc.

#### 4. FOURTH OBSERVATION

Day, Date : Friday, May 17, 2019

Time : 09:00 -09:45 PM

Class : English bachelor

T : Teacher

S : Student

CLASSROOM ACTIVITY	UTTERANCES	
OPENING	T	Now, we are going to learn writing task
		I want to ask you this question: Have you ever tasted any foreign dishes?
		Yes or No?
		However, have you ever hugged or seen any foreign dishes?
		Yes. Ms. Tam please.
	St	Sushi
	T	Where is it from?
	St	It's from Japan.
	T	It's Japanese dish
		Any other dish you know?
	St	Spaghetti
	T	Do you know Mango sticky rice in Thailand?
	St	Yes
	T	Any other dish you know?
	St	Kimbap
	T	This is Korean dish
		One more please.
	St	Pho
	T	Foreign dish not Vietnamese
		Do you know French fries?
	Actually it is Fried potato.	
	And have you ever heard "Haggis"?	
	It's also a foreign dish and it is Scottish dish, maybe it is not familiar to you	
CORE	T	You look at the picture on the book. Please open the book, page 50
		On the book, the picture is little bit fleur however my computer doesn't work now, so I can't show you a real picture of Haggis
		And the origin of Haggis is from Scottish
		When you look at the man here, you can see t hat the man is very traditional costume of Scotland
	T	Because all of us are not familiar with the dish
		So, now you'll spend time to read about it
		Now, read the paragraph and underline any compound sentences joined by "and, but or so" and after that tell me what content are shown in paragraph be answering question from number 1 to number 6
		So, how many things do you have to do now?
		2 things



CLASSROOM ACTIVITY	UTTERANCES
	First one: Identify compound sentences
	Second one: Answer the question from number 1 to number 6
T	You will have 20 minutes
	...
T	OK. Can you find out the compound sentences in the paragraph?
	What are they?
	I need one of you read all compound sentences
St	...
T	We have more, however, that is enough because when we read all the sentences, we can see that the function of the compound sentences are to be the structure of sentence to make the meaning more interesting
T	The second part: Answer the question
	What is the name of the dish?
St	Haggis
T	So we have different dishes with different celebrations or events
	Now I want you choose one dish that you like, after that answer the question from number 1 to number 6
	After answer the questions, you will have idea for the writing then arrange the idea in a composition.
	OK. The first step is choosing the dish in several seconds
T	Have you got the dish?
	After choosing the dish, I will give you 5 minutes to answer the question from number 1 to 6 with the dish that you have chosen
	5 minutes for you
	...
T	OK. It's time for answering the question
	You, please
	What is the name of dish?
St	Chung cake
T	What region of the country that the dish come from?
St	It's from Vietnam
T	At what special celebrations on events is eaten?
St	Tet holiday
T	Who usually prepare the dish?
St	My grandmother or mother
T	What are the key ingredients?

<b>CLASSROOM ACTIVITY</b>	<b>UTTERANCES</b>	
	St	Pork, sticky rice, spicy, pepper, salt, etc
	T	When are they grown or made?
	St	We can buy from market
	T	How should you eat the dish?
	St	We use bamboo stick for cutting and use.
CLOSING	T	So, you can use information here to write a paragraph
	T	Now, I will give you 15 minutes write a paragraph with 100 words.

**APPENDIX 3: ANALYSIS OF POLITENESS TRATEGIES USED BY  
TEACHERS AND STUDENTS**

**1. FIRST OBSERVATION**

Day, Date : Thursday, May 09, 2019

Time : 14:00 -14:45 PM

Class : English pedagogy

Code : CD1

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
OPENING	1.	T Answer the questions	BOR	MINTH
	2.	T Please raise your hand.	BOR	MINTH
	3.	T Number 3: Why did they buy a camping van?	PP	GAFR
	4.	T Yeah, Could you please?	NP	CNVI
	5.	St Because they want to travel from bottom the last part of the South America to Brazil	PP	GAFR
	6.	T The bottom? You know? The end	PP	SAGR
	7.	St Yes	PP	SAGR
	8.	T Look at number 4 and answer this question please.	BOR	MINTH
	9.	T OK, good	PP	SAGR
	10.	T To Africa, alright	PP	SAGR
	11.	T The next question.	BOR	MINTH
	12.	T The next question, number 6	OR	GVCL
	13.	T Look at the key word in question.	BOR	MINTH
	14.	T Very good.	PP	SAGR
	15.	T Could you please?	NP	CNVI
	16.	T Could you please look at the question in part 5	NP	CNVI
	17.	T Could you please talk to your partner and answer the questions? Just 2 minutes for you and after that could you please share your idea and talk	NP	CNVI
	18.	T Could you please move your seat? So you two work together	NP	CNVI
	19.	T Ah, OK. So you think about the bad side of stop working	PP	SAGR

Classroom activity	Datum No	Utterances	Classification		
			Type of politeness	Type of politeness strategy	
	20.		Do you think so?	PP	SAGR
	21.	St	Yes	PP	SAGR
	22.	T	Now, let's think about the bright side.	PP	SHACT
	23.	T	Do you think so?	PP	SAGR
	24.	T	Yes, you all agree that we should not stop working to go travelling.	PP	SAGR
	25.	T	Is it right? Yes?	PP	SAGR
	26.	T	Do you think so? Yes?	PP	SAGR
	27.	T	How about this side? What do you think?	PP	SAGR
	28.	St	Yes	PP	SAGR
	29.	T	Now, Let's think about this question.	PP	SHACT
	30.	T	Do you think so?	PP	SAGR
	31.	T	Yeah. So they think about the bright side.	PP	SAGR
	32.	T	Now, Let's listen to 3 people talking about their plan and intention. Before listening to the recording, could you please look at Part 6	PP	SHACT
	33.	St	Yes	PP	SAGR
	34.	T	Ok, one more time.	OR	GVCL
	CLOSING	35.	T	Alright. That is all for Part 6	PP
36.		T	Now, let's turn to Part 7	PP	SHACT

## 2. SECOND OBSERVATION

Day, Date : Monday, May 13, 2019

Time : 14:00 -14:45 PM

Class : English bachelor

Code : CD2

Classroom activity	Datum No	Utterances	Classification		
			Type of politeness	Type of politeness strategy	
OPENING	1.	T	So today we are going to continue unit 1 and first of all, look at the picture.	PP	SHACT
	2.	T	When you look at the picture, can	PP	SAGR

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
		you recall the topic of unit 1 that you learned last time?		
	3.	St Seed	PP	SAGR
	4.	T Seed? So, what is this?	PP	SAGR
	5.	St Rice	PP	SAGR
	6.	T In the field? Right.	PP	SAGR
	7.	St Yes	PP	SAGR
	8.	T Yes. You eat it to live. Right?	PP	SAGR
CORE	9.	T So, let's think about it.	PP	SHACT
	10.	St Yes	PP	SAGR
	11.	T OK, now work in pair please.	BOR	ORBOR
	12.	T Look at your book, page 10	BOR	ORBOR
	13.	St Yes	PP	SAGR
	14.	T Now work in pair to discuss two questions	BOR	ORBOR
	15.	T OK. The time is over	OR	GVCL
	16.	T Could you give me some reasons that food is over on it?	PP	GAFR
	17.	St I think some reasons that food is over is some places, food is not available. So we need transport some food from this place to other to make them available there.	PP	GAFR
	18.	T Good	PP	SAGR
	19.	T The skill that we are learning today is to identify the purpose task of text and in reading passage when it is underlined in different paragraph.	PP	SHACT
	20.	T We will see that each paragraph will have a purpose and here you are introduced 6 purposes and I want one of you read the theory in the box here. So that other members of the class can be aware of 6 purposes here	PP	SHACT
	21.	T OK. I need one of you read.	PP	OFPR
	22.	T And what about reporting data?		
	23.	T Now read the passage on the next page	BOR	ORBOR
	24.	Match the paragraph with the correct purpose.	BOR	ORBOR
	25.	Understand?	BOR	ORBOR
	26.	St Yes	PP	SAGR

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
	27.	....		
	28.	T Now, Let's look at all the answers here.	PP	SHACT
	29.	T I'm going to check the first to the last one	PP	OFPR
	30.	St Yes	PP	SAGR
	31.	T Yes. Right.	PP	SAGR
	32.	T Yes. Why?	PP	GAFR
	33.	T Why do you think that its purpose is reporting data	PP	GAFR
	34.	T Right?	PP	SAGR
	35.	St Yes	PP	SAGR
	36.	T Why do you think that?	PP	GAFR
	37.	T Look at the paragraph 4	BOR	ORBOR
	38.	T Ah, right.	PP	SAGR
	39.	T Look at the paragraph 6 and 7	BOR	ORBOR
	40.	St No	PP	SAGR
	41.	T No? So, This is not correct	PP	SAGR
	42.	T Now, look at the paragraph 6	BOR	ORBOR
	43.	T Do you know the word "critic"?	PP	SAGR
	44.	T Yes or No?	PP	SAGR
	45.	St Yes	PP	SAGR
	46.	T You all agree?		
	47.	Now look at: Another way ...	BOR	ORBOR
	48.	T Now, Let's look at close reading activity	PP	SHACT
	49.	T With the close reading activity, we are going to find out some detail of the close reading.	PP	SHACT
	50.	Now, open the next page please	BOR	MITH
	51.	T False? Why is it false?	PP	GAFR
	52.	Sit down please.	BOR	MITH
	53.	T True? Why it's true?	PP	GAFR
	54.	St Because in paragraph 3...	PP	GAFR
	55.	T Alright. So, this only piece of information show you that number 2 is true	PP	SAGR
	56.	T Look at the paragraph 4, second sentence "vertical minimal effect on the environment"	BOR	ORBOR
	57.	T Number 3	OR	GVCL
	58.	St False	PP	SAGR

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
	59.	T Why you choose it is false?	PP	GAFR
	60.	St Because in paragraph 8, they say: However group top farming is passive	PP	GAFR
	61.	T Do you think that it is true of false here?		
	62.	T What is your opinion?		
	63.	St In my opinion, it is true	NP	QSHD
	64.	T OK	PP	OFPR
	65.	St False	PP	SAGR
	66.	T You all say false. Why?	PP	GAFR
	67.	T Be silent! Please, to prepare to listen	BOR	ORBOR

### 3. THIRD OBSERVATION

Day, Date : Thursday, May 16, 2019

Time : 14:00 -14:45 PM

Class : English pedagogy

Code : CD3

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
OPENING	1.	T Now, let's turn to Part 5: Work in pair, not work in group	PP	SHACT
CORE	2.	T Think about these things	BOR	MINTH
	3.	T Each of you will think about your own festival or celebration and then base on this outline, you should take note the main idea in phrase, not sentence, not full sentence.	PP	SAGR
	4.	T Just take note the main idea in phrases.	BOR	MINTH
	5.	St Yes	PP	SAGR
	6.	T Understand? Why do you smile?	PP	GAFR
	7.	T Don't smile.	OR	GVHN
	8.	T Now, tell me.	BOR	MINTH
	9.	St Yes	PP	SAGR
	10.	T Now Let's turn to task 4. 01 minute	PP	SHACT

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
		for you to start		
	11.	T We're going to listen to the tape and answer the question with "Yes, No or Don't know"	PP	SHACT
CLOSING	12.	T So, your homework, task 11, you are going to work in pair and then talk to your partner about the celebration.	PP	SAGR
	13.	T You should decide what's you are going to talk about.	PP	ENCOUR
	14.	T You should prepare another kind outline, like: wedding, birthday, etc.	PP	ENCOUR

#### IV. FOURTH OBSERVATION

Day, Date : Friday, May 17, 2019

Time : 09:00 -09:45 AM

Class : English bachelor

Code : CD4

Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
OPENING	1.	T Now, we are going to learn writing task	PP	SHACT
	2.	T I want to ask you this question: Have you ever tasted any foreign dishes?	NP	QSHD
	3.	T Yes or No?	NP	QSHD
	4.	T However, have you ever hugged or seen any foreign dishes?	NP	QSHD
	5.	T Yes. Ms. Tam please.	PP	OFPR
	6.	St Sushi	PP	SAGR
	7.	T Any other dish you know?	NP	QSHD
	8.	St Spaghetti	PP	SAGR
	9.	T Do you know Mango sticky rice in Thailand?	NP	QSHD
	10.	St Yes	PP	SAGR
	11.	T Any other dish you know?	NP	QSHD



Classroom activity	Datum No	Utterances	Classification	
			Type of politeness	Type of politeness strategy
	12.	St Kimbap	PP	SAGR
	13.	T One more please.	OR	GVCL
	14.	St Pho	PP	SAGR
	15.	T Now look at the picture on the book. Please open the book, page 50	BOR	MINTH
	16.	T Please read the paragraph and underline any compound sentences joined by “and, but or so” and after that tell me what content are shown in paragraph be answering question from number 1 to number 6	BOR	MINTH
	17.	T OK. It’s time for answering the question	NP	IMPR
	18.	T What is the name of dish?	NP	QSHD
	19.	St Chung cake	PP	SAGR
	20.	T What region of the country that the dish come from?	NP	QSHD
	21.	St It’s from Vietnam	PP	SAGR
	22.	T At what special celebrations or events it is eaten?	NP	QSHD
	23.	St Tet holiday	PP	SAGR
	24.	T Who usually prepare the dish?	NP	QSHD
	25.	St My grandmother or mother	PP	SAGR
	26.	T What are the key ingredients?	NP	QSHD
	27.	St Pork, sticky rice, spicy, pepper, salt, etc	PP	SAGR
	28.	T When are they grown or made?	NP	QSHD
	29.	St We can buy from market	PP	SHACT
	30.	T How should you eat the dish?	NP	QSHD
	31.	St We use bamboo stick for cutting and use.	PP	SHACT
	32.	T So, you can use information here to write a paragraph	PP	OFPR
	33.	T Now, I will give you 15 minutes write a paragraph with 100 words.	PP	OFPR

## APPENDIX 4: INTEVIEW TRANSCRIPTION OF TEACHERS AND STUDENTS

1. Interviewer: Researcher (R)
2. Interviewee: Teacher (T1) and students (St)

### I. Interview transcription of teachers

#### 1. Teacher 1 (from English pedagogy class)

Day, Date :

Time :

Participants	Conversation
R	Good morning, Ms. H. How are you today?
T1	Yeah. Hello Ms. Q. I'm fine, thanks. And you?
R	I'm very well. Thank you very much.
	Ms. H, I'm very happy to meet you again. Thank you very much for your cooperation to allow me to make video recording of your English class.
	Thank you again for your kindness.
T1	You're welcome
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
T1	I think politeness is the way people behave each other respectfully and considerately
R	Yeah. That's right. It is behavior that is respectful and considerate of other people. So, according to you, how to be polite in communication. I mean ... in what way, people can keep polite?
T1	I think ... there are many ways, like: listen and be understanding; Avoid negative words - instead use positive words in a negative form; Say the magic word: Sorry (or to interrupt, to apologize, to show you don't understand, to disagree), etc.
	It diffuses tension and it allows you to start a statement more comfortably.
R	Yes.
	You know, in linguistic, people often use politeness strategies in communication to keep polite.

<b>Participants</b>	<b>Conversation</b>
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: baldon record, positive politeness, negative politeness and on record (indirect) strategy.
	- Baldon record strategy: Least polite – Most direct - Positive politeness strategy: Need to be liked and appreciated – More direct - Negative politeness strategy: Person’s right to act freely – More direct - Very polite - Off record (indirect) strategy: Indirect language – Most polite
	So, to be a teacher and with your experience and knowledge, what politeness strategy do you often apply in teaching process?
T1	I think ... It’s positive politeness strategy
R	How about other teachers? What politeness strategy do you think they will apply in teaching process?
T1	Uh ... I’m not sure, but I think they are also like me. Because I think that it belongs to culture. I think we are in Vietnam with Asian culture ... and it is suitable for us to apply ...
R	Yeah. I also think so.
	Thank you very much for answering my questions.

## 2. Teacher 2 (from English bachelor class)

Day, Date :

Time :

<b>Participants</b>	<b>Conversation</b>
R	Good morning, Ms. DH. How are you today?
T2	Good morning Ms. Q. I’m fine, thanks
R	Ms. DH, I’m very happy to meet you again. Thank you very much for your cooperation to allow me to make video recording of your English class.
	Thank you again for your kindness.
T2	Yeah. It’s my pleasure
R	Today, I would like to ask you some question related to

Participants	Conversation
	“politeness”
	In your opinion, what is politeness?
T2	I think politeness is behaving in a way that is socially correct and shows respect for other people’s feelings
R	Yeah. It is behavior that is respectful and considerate of other people. So, according to you, how to be polite in communication. I mean ... in what way, people can keep polite.
T2	I think ... there are many ways, like: You can be polite by offering a proper greeting and showing good manners with words and actions. Such as: Smile when greeting someone; Make eye contact if it is culturally appropriate; Say ‘please’ and ‘thank you’; Apologize when you do wrong; etc.
R	Yes.
	You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	<ul style="list-style-type: none"> <li>- Bald on record strategy: Least polite – Most direct</li> <li>- Positive politeness strategy: Need to be liked and appreciated – More direct</li> <li>- Negative politeness strategy: Person’s right to act freely – More direct</li> <li style="text-align: center;">- Very polite</li> <li>- Off record (indirect) strategy: Indirect language – Most polite</li> </ul>
	So, to be a teacher and with your experience and knowledge, what politeness strategy do you often apply in teaching process?
T2	In my opinion, ah ... It’s positive politeness strategy
R	How about other teachers? What politeness strategy do you think they will apply in teaching process?
T2	Uh ... I’m not sure, but I think they are also like me. It’s positive politeness strategy
R	Yeah. I also think so. And Thank you very much for answering my questions.

## II. Interview transcription of students

### 1. The first student (St1)

Participants	Conversation
R	Good morning, I'm Q. I'm very glad to see you today.
St1	Good morning Ms. Q. I'm Vu T. P.A Nice to meet you.
R	Thank you very much for your kindness to take part in the interview.
St1	Yeah. It's my pleasure
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
St1	I think politeness is the way we behave respectfully.
R	Yeah. It is behavior that is respectful and considerate of other people. So, according to you, how to be polite in communication.
St1	- Be friendly and helpful - Be tolerant - Pay attention to the S. Something like that ...
R	Yeah. You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	- Bald on record strategy: Least polite – Most direct - Positive politeness strategy: Need to be liked and appreciated – More direct - Negative politeness strategy: Person's right to act freely – More direct - Very polite - Off record (indirect) strategy: Indirect language – Most polite
	So, What politeness strategies do you think you or students often use in English class during learning process?
St1	In my opinion, ah ... It's positive politeness strategy
R	Yeah. Why do you think so?
	Because, I think ... it suitable for class environment
R	Yeah. OK, thank you very much for answering my questions.

## 2. The second student (St2)

Participants	Conversation
R	Good morning, I'm Q. I'm very glad to see you today.
St2	Good morning Ms. Q. I'm Duong Y.N. Nice to meet you.
R	Thank you very much for your kindness to take part in the interview.
St2	Yeah. I'm glad to see you
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
St2	Politeness is not rude, and respect the older
R	Yeah. It is behavior that is respectful and considerate of other people. So, according to you, how to be polite in communication.
St2	For example: smile when you introduce yourself, sympathy, etc.
R	Yeah. You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	<ul style="list-style-type: none"> <li>- Bald on record strategy: Least polite – Most direct</li> <li>- Positive politeness strategy: Need to be liked and appreciated – More direct</li> <li>- Negative politeness strategy: Person's right to act freely – More direct</li> <li style="text-align: center;">- Very polite</li> <li>- Off record (indirect) strategy: Indirect language – Most polite</li> </ul>
	So, What politeness strategies do you think you or students often use in English class during learning process?
St2	I think, ah ... the first and the last one will be used not often as the second and the third. In my opinion, positive politeness will be used usually in class.
R	Yeah. Why do you think so?
	I just guess, according to my thought
R	Yeah. OK, thank you very much for answering my questions.

### 3. The third student (St3)

Participants	Conversation
R	Good morning, I'm Q. I'm very glad to see you today.
St3	Good morning Ms. Q. I'm Nguyen T.N. Nice to meet you.
R	Thank you very much for your kindness to take part in the interview.
St3	Yeah. Nice to meet you too.
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
St3	In my opinion, politeness is respectfulness and considerateness
R	So, according to you, how to be polite in communication.
St3	Such as: when you talk to other people, you should pay attention to him/her, face to face; or help others if they're in need
R	Yeah. You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	<ul style="list-style-type: none"> <li>- Bald on record strategy: Least polite – Most direct</li> <li>- Positive politeness strategy: Need to be liked and appreciated – More direct</li> <li>- Negative politeness strategy: Person's right to act freely – More direct</li> <li style="text-align: center;">- Very polite</li> <li>- Off record (indirect) strategy: Indirect language – Most polite</li> </ul>
	So, what do you think about the use of politeness strategies in class between the teacher and student?
St3	I think, ah ... we should use the first and the second one. The bald on record and positive politeness
R	Yeah. Why do you think so?
	I just guess, according to my thought
R	Yeah. OK, thank you very much for answering my questions.

#### 4. The fourth student (St4)

Participants	Conversation
R	Good morning, I'm Q. I'm very glad to see you today.
St4	Hello, Ms. Q. I'm Tran T. T. Nice to meet you.
R	Thank you very much for your kindness to take part in the interview.
St4	Yeah.
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
St4	In my opinion, politeness is the act of showing regard for others
R	So, according to you, how to be polite in communication.
St4	Such as: when you talk to other people, you should pay attention to him/her, face to face; or help others if they're in need
R	Yeah. You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	<ul style="list-style-type: none"> <li>- Bald on record strategy: Least polite – Most direct</li> <li>- Positive politeness strategy: Need to be liked and appreciated – More direct</li> <li>- Negative politeness strategy: Person's right to act freely – More direct</li> <li style="text-align: center;">- Very polite</li> <li>- On record (indirect) strategy: Indirect language – Most polite</li> </ul>
	So, what do you think about the use of politeness strategies in class between the teacher and student?
St4	I think, ah ... The second one: Positive politeness strategy
R	Yeah. Why do you think so?
	I just guess it.
R	Yeah. OK, thank you very much for answering my questions.



## 5. The fifth student (St5)

Participants	Conversation
R	Good morning, I'm Q. I'm very glad to see you today.
St5	Hello, Ms. Q. I'm Nguyen Van T. Nice to meet you.
R	Thank you very much for your kindness to take part in the interview.
St5	Yeah. Nice to see you again
R	Today, I would like to ask you some question related to "politeness"
	In your opinion, what is politeness?
St5	In my opinion, politeness is ... neatly dressed, respect for others, etc.
R	So, according to you, how to be polite in communication.
St5	<ul style="list-style-type: none"> <li>- Say hello to people – greet people appropriately, gain eye contact and smile naturally</li> <li>- Always use 'please' and 'thank you'</li> <li>- Apologize for your mistakes.</li> <li>- Learn to listen attentively - pay attention to others while they speak</li> </ul>
R	Yeah. You know, in linguistic, people often use politeness strategies in communication to keep polite.
	You know politeness strategies? They are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.
	There are four main strategies. They are: bald on record, positive politeness, negative politeness and on record (indirect) strategy.
	<ul style="list-style-type: none"> <li>- Bald on record strategy: Least polite – Most direct</li> <li>- Positive politeness strategy: Need to be liked and appreciated – More direct</li> <li>- Negative politeness strategy: Person's right to act freely – More direct</li> <li style="text-align: center;">- Very polite</li> <li>- On record (indirect) strategy: Indirect language – Most polite</li> </ul>
	So, what do you think about the use of politeness strategies in class between the teacher and student?
St5	I think, ah ... The second both bald on record and positive politeness strategy
R	Yeah. OK, thank you very much for answering my questions.