Analising EFL Teacher's Politeness Strategies in Classroom Interaction

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Article Info	Abstract
	_____ The purpose of this study is to investigate at how politeness strategies are used in EFL classroom interactions in a senior high school. This study employed a descriptive qualitative research approach to investigate the teacher and student politeness strategies in their interactions. An English teacher and 35 students took part in this research. This data in this research were taken from the form of utterances containing politeness strategies. The data was provided via a video-recorded 90-minute English class. There were six extracts with three politeness strategies: positive politeness strategy, negative politeness strategy, and bald-on-record method, according to the findings. The teacher was in charge of the exchanges. Furthermore, various characteristics such as age difference, institutional position, authority, and social distance affected politeness strategies used in classroom interactions..

INTRODUCTION

Teacher-student interactions and language play a major part in classroom management during the teaching and learning process. Providing effective students' learning can help them strengthen their language skills (Consolo, 2006). The effectiveness may be seen in the interactions that take place in the classroom when teachers and students communicate their thoughts. The purpose of learning a language is to be able to communicate Since language becomes a prominent factor in communication for transmitting meaning (Gholami, 2015; Yetty, 2018). However, achieving a common understanding among speakers is difficult because spoken language learners, such as EFL students, are often underprepared, leading to psychological concerns such as anxiety of making errors and fear of being judged (Al-Jamal & AlJamal, 2013; Al Hosni, 2014; Shen & Chiu, 2019; Zhang, 2009).

One of the most important aspects of communication skill is pragmatic competence (Kurdghelashvili, 2015; Savvidou & Kogetsidis, 2019). Pragmatics competency refers to a foreign language learner's capacity to cope with

socially and culturally accurate interpretation of meaning expressed and interpreted by others. Furthermore, politeness is a conversational key that is derived from pragmatics (Bhise, 2015). It indicates that one of the most crucial pragmatic components of communication that students must learn is civility. In the classroom, teaching politeness tactics may be described as an endeavor to increase students' pragmatic knowledge.

Pragmatic competence is described as the capacity to communicate successfully beyond the level of grammatical understanding. Classroom instruction that incorporates a pragmatic understanding of social interaction may be extremely helpful for students. Finding good teaching resources and incorporating pragmatics into an established curriculum might be difficult. The challenge for foreign language teachers is to organize learning opportunities in a way that promotes the development of pragmatic competence in a foreign language (Kasper, 1997).

Politeness is a crucial part of pragmatic competence. In the classroom, teaching politeness strategies may be described as a struggle to increase students' pragmatic knowledge. Pragmatics defines how we use language and how we understand it in various situations. Pragmatics is concerned with a number of topics, one of which is politeness. Politeness methods are crucial to research because they are employed by individuals in their social interactions and in certain settings, such as understanding what to say, how to say it, when to say it, and how to communicate with others (Yule, 1996). Politeness is a crucial part of pragmatic competence. Politeness is defined as the display of the speaker's effort to lessen the face risks posed by specific face threatening behaviors directed at another (Mills, 2003). Politeness has been a key topic in pragmatics research. It is concerned with how a specific type of language is strategically employed in order to achieve the speaker's objective (Thomas, 1995). The principles of politeness strategies are established to avoid embarrassment or discomfort in the listener, therefore saving the listener's "face." Brown and Levinson (1978) classified politeness strategies into four categories: bald-on-record, positive politeness, negative politeness, and off-record politeness.

This research focuses on politeness strategies in teacher-student interaction in an English as a Foreign Language (EFL) classroom. Learning a foreign language entail not just learning how to speak and write in the target language, but also how to behave linguistically. As a result, in class, the teacher-student relationship is influenced by their pragmatic understanding of how to behave and respond in various settings and scenarios. This study aims at exploring politeness strategies used by the teacher and students in 90 minutes English lesson in Senior Islamic High School in Cirebon.

Politeness is a typical social phenomenon that happens when people communicate. Some scholars (Holmes, 1995; Lakoff, 1975; Sifianou, 1992) describe politeness as a social behavior that encourages people to respect one another and reduces the likelihood of conflict or disagreement between them. Many different experts have described politeness. Many different experts have described politeness. Brown and Levinson (1987) discovered that politeness differed by language. Intimacy, closeness, and relationships, as well as the social distance between the speaker and the hearer, are all factors in politeness. They divide politeness strategies into two categories: positive politeness strategies, which are used to convey intimacy, closeness, and connections, and negative politeness strategies, which are used to convey social distance between the speaker and the listener.
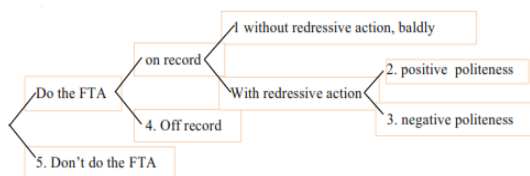
According to Yule (1996), politeness is utilized to demonstrate cognition about other people's faces during interactions between interlocutors. Furthermore, Goffman (1955) defines face as a person's good public image that is developed via social interactions. Praise, honor, or self-esteem are examples. Meanwhile, Brown and Levinson (1987) define face as a person's perception that they need to be free and respected in some way. As a result, everyone prefers to keep each other's self-image public in order to prevent being offended or disturbed by others.

Politeness Strategies

Many experts have various perspectives on the concept or principle of politeness, although there are certain similarities. (Brown and Levinson, 1987) stated that the idea of politeness is divided in two basic types: (1) a concept of politeness stated in the form of rules, which constitutes the principle of politeness, and (2) a concept of politeness formulated in the form of tactics, which forms the theory of politeness. Face is the most important aspect of politeness. This face may be classified into two categories: positive and negative.

1. The positive face is the image of what a person thinks when he or she is willing to undertake something. He'll consider what he does, what he possesses, or what he values or considers to be excellent, enjoyable, or deserving of respect, among other things.

Example:

1.1 I love your sincerity.

1.2 Now, sincerity isn't always a guarantee of success.

Statement (1.1) is polite because it acknowledges what his partner has done, but statement (1.2) is impolite since it does not acknowledge what his partner has done.

2. The negative face is the image of what a person thinks when he or she wants to be praised by others. In this scenario, the speaker allows him to do what he wants or leaves him to do what he wants.

Example:

2.1 Don't go to bed late since you'll be late for work!

Because the speaker does not let his companion to say anything he wants, Statement (2.1) is a disrespectful statement. Statement (2.1), on the other hand, is an impolite statement that refers to a negative face. Negative politeness is politeness that is linked with a negative expression.

The following are some speaking strategies that the speaker can utilize to convey politeness:

   a. Performing speech act as normal, without preface, and in accordance with Grice's idea of collaboration

   b. Performing speech act with positive kindness

   c. Using negative politeness in a speech act,

   d. Using off-record in a speech act, and e. Not conducting a speech act or being silent.

Brown and Levinson's politeness theory (1987) divides five strategies into five categories: (a) do what it says, bald on record, (b) perform speech acts using positive politeness (refers to the positive face), (c) perform speech acts using negative politeness (refers to the negative face), (d) indirect speech act (off the record), and (e) do not do speech act or say anything (do not do the FTA). Here are some possible FTA strategies that go along with this politeness strategy.

The first method is known as bald-on-record. It is used to directly convey information or a message to the listener (Brown and Levinson, 1987). Furthermore, they explain that this strategy is utilized to avoid interlocutors' misunderstanding and misinterpretation since the speaker communicates clearly and directly. As a result, the words must be expressed clearly, vividly, explicitly, and simply. Direct imperative or direct order, according to Brown and Levinson (1987), is one type of bald-on-record method. They go on to say that the speaker applies this method in two situations. The non-minimization of the facial threat is the first example. When the speaker employs the approach of not softening the facial threat, there are four scenarios. When they're in a hurry, the speaker has more power than the listener, the speaker wants to express sympathy, and the speaker doesn't want to keep a straight face, these are the criteria. They also claim that the second scenario happens when the method is 'really geared to face.' It can be found in three situations: greetings or invitations, farewells, and offers.

The second strategy is positive politeness. It's intended to make the listeners' faces brighter. Brown and Levinson (1987, p. 101) go through to argue that it may be

represented by satisfying the listeners' faces in order to make them feel respected. Furthermore, Brown and Levinson (1987, p. 102) recommend three positive politeness board strategies: claim common ground, express that the speaker and the hearer are co-operators, and fulfil the hearer's desires for some X. As a result, the speaker might make the claim by stating that he or she is also interested in the needs of the listener. The speaker and the listener are co-operators, which is the second fundamental approach of good politeness. It means that they are both interested in the same thing and have similar objectives. As a result, this method has the potential to boost the listener's positive attitude. Complying with the hearer's requests for some X is the final technique in positive politeness.

The third strategy is negative politeness. This strategy is defined by Brown and Levinson (1987, p. 129) as "regressive action" aimed against the hearer's negative face. The goal of this method is to decrease interference with the hearer's ability to behave freely. This method can be implemented by the speaker being indirect, utilizing hedges, communicating pessimism in the speech to reflect uncertainty, lowering the imposition, or showing respect to the listener (Brown and Levinson, 1987). When the speaker is emotionally distant or uncomfortable with the listener, he or she will employ this strategy. Off-record is another term for the last strategy. It allows the speaker to execute FTA in an indirect manner. As a result, the speaker's words might be interpreted in a variety of ways. Because the speaker's utterances might be interpreted in a variety of ways, it is up to the listener to select how to understand them.

METHOD

This study was designed in descriptive qualitative methods focused on exploring the politeness strategies used in classroom interactions. The aim of descriptive qualitative research is to learn more about the opinions, feelings, perspectives, and attitudes of the participants in the study (Lodico et al., 2010; Nassaji, 2015). The focus of this research was to collect, analyse, and interpret data gathered during a 90-minute English lesson. This study was conducted to investigate the politeness strategies used by an English teacher and the students in their classroom interactions. As a result, the data in this study was collected in the form of utterances made throughout the teaching and learning process.

During the academic year 2021/2022, this study was undertaken at one State Senior High School in Cirebon, Indonesia. An eleventh-grade English teacher and 30 students from the eleventh grade were the participants, who were chosen at random. The participants' utterances during the English session were recorded and evaluated to see what politeness methods they used in their speech.

The emphasis of this study was on the teacher's and students' politeness strategies in

their classroom interactions. As a result, this study looked at data collected in the form of utterances including politeness strategies expressed as words, phrases, or sentences. The data was collected during a 90-minute English class and was video recorded in order to find politeness practices in their interactions. There were 13 extracts in all that were evaluated in this study.

Data transcriptions were used to assess the data from the video recording. After that, samples from the transcriptions containing politeness strategies were chosen. Additionally, four codes were used in the excerpts: T, S, Ss, and U. T denotes the teacher, S denotes the student, Ss represents the students, and U represents the utterances. After the utterances were chosen into the relevant snippets, the number that followed the codes was utilized to denote the order of the utterances. Furthermore, the relevant sections were evaluated and analyzed using Brown and Levinson's theory of politeness strategy (1987).

RESULTS AND DISCUSSIONS
1.1. Positive Politeness Strategy

There were two excerpts that contained positive politeness strategies utilized in classroom interactions, according to the findings. Each excerpt is followed by a detailed explanation.

The students used the address phrase 'Pak' *in good morning, Pak* (Ss. U1) and *We are fine Pak* in excerpt 1 (Ss. U2). The student used the

addressing phrase 'Pak' demonstrated their respect for their teacher who is in a higher position than them. It also showed that they wished to communicate with him in a respectful way. Furthermore, the teacher demonstrated academic instruction in excerpt 1 by saying, "Ok, let's open our class by reciting *Basmallah* " (T.U3). By utilizing the term 'let's' in his instruction, it was attempting to convey a polite interaction. It showed that she participated in the activity so that she could build an interaction without putting the children under resistance.

Excerpt 2

Ss. U3   : Hello Ms. Ratu you looks so busy, may I help you?

T. U4   : Yes I am. Could you please bring students' homework books in my table?

Ss. U4   : Sure, and where should I bring it to?

T. U5   : Please bring the books to your class, and say sorry to your friends that I may

                coming late to the class.

Ss. U5   : Okay Miss Ratu. Is there anything else?

T. U6   : No it's enough. Thank you very much for your help, Anita.

Ss. U6   : Your welcome.

In excerpt 2, the utterance 'may I help you?" used by the student to offer a help to the teacher (Ss. U3) while the teacher accepted the offering student's help by uttering 'could you please," (T.U4). It showed that the teacher used

the polite way answering student's help. Student respected to the teacher's need a help by convincing or responding to accept by uttering 'Sure' (Ss. U4). The utterance "Please" and "Thank you" is polite expressions are showed by the teacher. Those utterances were a politeness strategies used in the classroom interaction between teacher and students.

Excerpt 3

T.U7 : Who wants to conclude this material? Anyone wants to come to the

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The utterance in excerpt 3 is "Who wants to conclude this material? Anyone wants to come to the front of the class?" (T.U7) suggested that the teacher provided the students with an option. Because she provided the students the option to do something, the teacher used a pleasant manner in her lesson. By doing so, the teacher reduced the chances of offending the students. Furthermore, the students' use of the address phrase 'Pak' demonstrated that they respected their teacher.

4.2. Negative Politeness Strategy

There were two examples of negative politeness strategy in the classroom interactions, according to the findings. The following is an explanation of each passage.

Excerpt 4

T.U8: May I have one?

In the utterance, the politeness technique was also showed in the act of seeking permission with "May I have one?" (T.U8). In this case, the teacher wished to make a respectful request. In an indirect manner, the statement was used to make a polite request to a student. This type of statement indicated that the teacher wants to show her good manners, which is seen as a sign of politeness.

Excerpt 5

T.U9 : Anybody wants to try answering this number?

S2.U2 : Me Pak, Can I?

T.U15 :Okay thank you

In excerpt 4, a student expressed his willingness to help by stating, "Me Pak, Can I?" (S2.U2). In the relationship between the teacher and the student, the utterance drew the polite strategy. The student's indirect request was communicated by the use of the modal 'Can.' This strategy indicated that he was aware of their varying levels of influence. He wanted to be polite in his response to the teacher's offer, so he used an indirect request.

4.3. Bald-On-Record Strategy

In the classroom interactions, just one sample had a bald-on-record strategy. The teacher is the only one who uses this method. The following is a brief description of the strategy.

Excerpt 6

T.U1o : Ok read this text and nobody is talking. Do you understand?

The teacher used classroom program in example 13, but it was more directive. The teacher directed the students to pay attention to her in the utterance "Ok read this text and nobody is talking" (T.U10). Regardless of the fact that the teacher explicitly told the students to do something, the students were not put under any pressure. The teacher's teaching was appropriate since he possesses institutional power in the classroom.

DISCUSSION

The politeness strategies used by the EFL teacher and the students in their classroom interactions are shown in all of the excerpts in the finding section. The data suggested that three politeness strategies, including positive politeness strategy, negative politeness strategy, and bald on record strategy, were used in their encounters. The writer discovered that the strategy of positive politeness occurred in the usage of address terms in teacher-student interactions, based on Brown and Levinson's (1987) approach.

According to Brown and Levinson (1987, p. 107), an address expression such as 'Pak' is classified as a 'use in-group identity marker'

technique. The address expression is used to describe or classify the interlocutors in a defined category, according to Hyakawa (1978) in Gan et al., (2015). As a result, the phrase 'Ma'am' was frequently used by students in their interactions, indicating that they wished to approach their teacher, who is seen as a respected individual, in an honourable manner. This method encourages students to communicate with the teacher in a nice and respectful manner.

The employment of the positive politeness strategy appeared in the praising utterance as well, as seen in excerpt 2. To show the students' respectable, the teacher said, "Could you please" "Sure." This type of emotion might be classified as exaggerated approbation from the listener (Brown and Levinson, 1987, p. 104). It is used to express asking help to the listener and to make the listener feel care of.

The findings also suggested that students used a negative politeness strategy in class. This strategy is seen in the indirect demands made by both the teacher and the students. According to Brown and Levinson (1987), the usage of the terms 'May I,' 'Can I,' 'Can you,' 'Can we,' or 'Could you,' which are believed to be asking for something, has the objective of expressing indirectness in their speech. Furthermore, Brown and Levinson (1987, p. 132) emphasize that being traditionally indirect indicates that the speaker has communicated his or her deepest feelings without interfering with the listener's negative expression since the

108

utterances are made in phrases or sentences with clear meanings.

The bald-on-the-record method was also applied in the classroom interactions. It was demonstrated in excerpt 5 when the teacher offered the students a direct instruction. 'Ok listen so that there will be no repeat,' the teacher said, showing her institutional role. Senowarsito (2013) believes that direct instruction puts pressure on students as listeners since the teacher does not prevent or decrease the face-threatening conduct. Karimnia and Khodashenas (2018) agreed with Senowarsito's assessment that direct teaching, which is frequently delivered in the form of imperative words, poses a danger to the hearer's face. Furthermore, three excerpts from this study demonstrated that the positive politeness method was most commonly used in classroom interactions. Because the interactions happened between the teacher and the students, who had several distinctions such as age, power, or institutional status, positive politeness became the most commonly employed strategy in classroom interactions. Furthermore, because this method is used to redress the hearer's positive face, it was most frequently employed to demonstrate respect behaviour or acts from the speaker to the hearer.

and students used in their classroom interactions. Positive politeness, negative politeness, and a bald-on-record technique were the three strategies used. Giving directions, encouraging, asking for something, requesting, asking for confirmation, and addressing were the most common situations in which the strategies were used. Furthermore, various characteristics such as age difference, institutional position, authority, and social distance between them affected their use of politeness strategies in their interactions. Those circumstances impacted their interactions, which were usually characterized by a strategy of positive politeness. Furthermore, the majority of the data showed that the students were not distinction that occurred between them and their teacher, indicating that they used a positive politeness strategy. As a result of the findings, Brown and Levinson's politeness strategies were found to be appropriate for use in classroom interactions in an Indonesian EFL classroom. Furthermore, the outcomes of this study may help other EFL teachers teach their students how to communicate politely in the classroom in order to accomplish productive classroom interactions.

CONCLUSION

Brown and Levinson (1987) identified three politeness strategies that the instructor

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