

POLITENESS STRATEGIES IN JOB APPLICATION IN NEPAL

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

Submitted by

Ganga Devi Niroula

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Sukuna Multiple Campus

Morang, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Ganga Devi Niroula** has prepared this thesis entitled **Politeness Strategies in Job Applications in Nepal** under my guidance and supervision.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2073/11/05

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Ganga Devi Niroula

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ABSTRACT

Pragmatics is one of the areas of study that deals with how meaning is shaped from the context. Pragmatics has roots in philosophy of language and politeness principle is a part of pragmatic study. This study '**Politeness Strategies in Job Applications in Nepal**' attempted to examine the trend of using the politeness in job application in the out-set of Jhapa district. It explores the politeness strategies that the students majoring English at Kankai Multiple Campus Jhapa use in their job application letters using document analysis method. This study has traced the areas of the positive and negative faces of the addresser and the addressee using Brown and Levinson's pragmatic principle, especially the politeness strategies. To investigate the politeness strategies of job application letters Brown and Levinson's theory is applied in this thesis, as it is the most influential and comprehensive model of politeness. Special attention has been given to choice between positive and negative strategies. Although they are used to attend to positive or negative face respectively, one speech act can threaten both faces at the same time and thus the speaker must choose to which face he should primarily attend.

This study has five chapters. The first chapter deals with the general background of the study, statement of the problem, objectives of the research, rationale of the study, significance of the study, delimitations of the study. Chapter two includes review of theoretical and empirical literature, its implications and theoretical framework. Chapter three makes clear all the areas of methodology dealing with the sources of the data and the population of the study, sampling procedure, research tools, data collection and interpretation. Chapter four contains the results and discussion with the analysis and the interpretation of the collected data using different charts, diagrams, figures and tables. Likewise, the last chapter consists the conclusion and implication of the study and also some recommendations for the purpose of improving the concerned field. References and appendices are presented at the end of this study.

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LIST OF SYMBOLS AND ABBREVIATIONS

<i>CP</i>	-	Co-operative Principle
<i>etc</i>	-	etcetera
<i>FSA</i>	-	Face Saving Act
<i>FTA</i>	-	Face Threatening Act
<i>H</i>	-	Honorific
<i>i.e.</i>	-	that is
<i>NH</i>	-	Non-honorific
<i>p.</i>	-	Page
<i>pp.</i>	-	Pages
<i>PP</i>	-	Politeness Principle
<i>T.U.</i>	-	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study was an attempt to identify **Strategies of Politeness in Writing Job Applications in Nepal**. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

Language is the principle means of communication for human beings. It is primarily spoken, although it can be transferred into other media such as writing. Crystal (2003, p.255) defines language as "human modes of communication by speech and writing". By the use of language, human beings share their thoughts, beliefs, experiences, feelings and impulses with one another. The study of a language makes it more advanced and the advancement of language plays important role in the development of a society. Anthropologists regard language as a form of cultural behavior, sociologists as an interaction between members of a social group, students of literature as an artistic medium, philosophers as a means of interpreting human experience and language teachers as a set of skills.

Strategy is a plan of action designed to achieve an overall aim which requires some sort of planning. It is used when the teacher faces with a new situation. According to Richard (1998, p.1) strategy refers to "a specific method of approaching a problem or task, methods of operation for achieving a particular end, or planned design for controlling and manipulating certain information". It means, it is a plan of action designed to achieve an overall aim.

Skill refers to the ability to do something well. When a child is born, he hears other people speaking and tries to speak what he hears. Then he goes to read and write. So, Listening → Speaking → Reading → Writing are stepwise natural order of language skills. This clearly shows that listening is the primary skill for learning and acquiring the language. At the time of teaching and learning language skills, we should consider about these natural order. Harmer (2008, p.265) states, "Speaking and writing involve

language production so that they are often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and they are often referred to as receptive skill". Among these four skills, listening and reading are receptive whereas speaking and writing are the productive skills.

Writing is the means of representing information through the use of visual and graphic symbols. It is the productive skill of language. It can be alternatively joyful or painful experience. Ultimately, for the majority the prospect of writing evokes anxiety and self doubt more often than confidence and anticipation. Ransdell and Levy (1996) writing is "a process that requires extensive self regulation and intentional control Writers must convey ideas into text, repair origination and mechanics, and monitor their success—all while trying to formulate a coherent message" (p.93). Writing is one of the language skills which are also known as the productive skill of language. According to White and Arndt (1993, p.3), "Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own." This definition asserts that writing is a very complex process that requires heavy mental practice, not only transcribing language into written symbol but also the writer should be more comfortable to be fluent in putting his/her thoughts exactly on a paper.

Discourse means communication or debate either in written or spoken form. Harris (1952) defines discourse as "the links between the text and its social situation". It also refers to the linguistic units composed of several sentences. That is to say, the larger units of language such as paragraphs, conversations, interviews etc. are the components of discourse. In this connection Crystal (2003) defines discourse as, "a continuous stretch of language, larger than a sentence, often consisting of coherent unit such as a conversation, a joke, a sermon and an interview". Similarly, Nunan (2009) defines it as, "the interpretation of communicative events in context". Thus, discourse means the set of utterances used in conversation, joke, sermon, interview, speech, written text etc.

Discourse analysis is the study of language beyond the sentence level. According to Yule (2010), "discourse analysis is typically concerned with the study of language in

text and conversation". It means discourse analysis is the study of language in terms of different parameters. One can find a piece of conversation or literary text and discourse analysis helps us to understand them by describing their linguistic qualities and interpreting them in terms of cultural and social aspects. Discourse analysis is mainly focused in conversation either spoken or written that underlies interest on social structure. Discourse analysts are interested in spoken, sign or written language and they focus on any aspect of linguistic behaviour from the study of particular pattern of pronunciation, word choice, sentence structure and semantic representation. Pragmatics' is the study of language use in a social context. The modern usage of the term pragmatics is attributed to the philosopher Charles Morris, who was concerned with outlining the general shape of a science of signs or semiotics. Within Semiotics, Morris (1938), distinguished three distinct branches of inquiry: "syntactic, being the study of the formal relation of signs to one another, semantics, the study of relations of signs to the objects to which the signs are applicable and pragmatics, the study of the relation of the signs to interpreter" (as cited in Levinson, 1994, p.1).

Similarly, politeness principle as one of the pragmatic principles can be used in the analysis of discourse. It is formulated as a series of maxims. Basically the politeness principle is concerned with the act of lessening imposition on the participants of a discourse. It suggests the speakers not to impose others but to maximize benefit and ease to others. In this regard politeness is an act of facilitating others in communication, acknowledging other's ideas, beliefs or proposition. Language, a uniform possession of human beings, is not used in vacuum. It is used in a specific contexts, where there are participants, topic, setting, goal of the communication and so on Cameron (2006, p. 68). All the components used in a language are very important for a successful communication, and all these components are very important to shape the meaning of linguistic expression. In other words, meaning of language is the results of the collaborative influence or contribution of various linguistic and extra linguistic components which are involved in communication channel. Pragmatics has the roots in the philosophy of language. Thus, pragmatics is basically defined as the study of language expressions and their meanings from the perspectives of the

language users and contexts of the languages use. There are different approaches and theories under pragmatics. One of the theories and approaches to it is discourse analysis. Meaning of discourse is interpreted in terms of context in which it is used. The languages exchanges take place between language users from different social or cultural groups or different linguistic groups.

Miscommunication can result from the lack of shared knowledge of the world and of the appropriate target behavior. In our attempt to lead the learner to communicative competence, which goes far beyond linguistic competence, pragmatics must be taken into account. While developing knowledge and understanding of how the new language works, the learners must also develop awareness and sensitivity to socio-cultural patterns of behavior. It is only skillfully combined linguistic and pragmatic knowledge that can lead to communicative competence in the second language.

1.2 Statement of the Problem

Pragmatics is concerned with the study of meaning as communicated by the speaker and interpreted by listener. It has consequently more to do with the analysis of what people mean by their utterances than what the words and phrases in those utterances might mean by themselves (Yule, 2010). Thus, this study is based on the pragmatic principles. Brown and Levinson have carried out the research on the politeness strategies. In particular, this study is based on the work of Brown and Levinson's work on politeness strategies.

Politeness is one of the important aspects of communication. It plays an important role in the English language. Students still feel difficulty in the use of politeness principles while writing letter of application. The reason might be either the medium of instruction or the amount of exposure for practicing English language. The other reasons may be professional responsibility of teacher, classroom size, number of students, examination system, appropriate use of teaching materials and teaching techniques, adequate supervision and so on. So, this study would be an attempt to find out the strategies of politeness principles in writing letter of application in Nepal.

1.3 Objectives of the Study

This study had the following objectives;

- (i) To find out how the candidates apply for secondary level English teachers in Jhapa and the students of undergraduate encode linguistic politeness in written applications.
- (ii) To analyze the distinctions between the level of politeness strategies in the language used by the teachers and students.
- (iii) To suggest pedagogical implications.

1.4 Research Questions

The study was based on following research questions:

- (i) How do the candidates apply for secondary level English teachers in Jhapa district and the students of undergraduate encode linguistic politeness in their written applications?
- (ii) What are the differences between the level of politeness strategies in the language used by the teachers and students?

1.5 Significance of the Study

The study of strategies of politeness used by the candidates for the secondary level English teacher and undergraduate students is significant in the sense that it will be especially helpful to the curriculum designers. They can prepare the curriculum studying the level of politeness of the teachers as well as the students. More than this the teachers will also be benefited to provide the language instance while teaching their students by studying the needs to be improved in the language used by the students. The school administration can also be benefited studying the needs to be improved in the language used by the candidates for secondary level English teachers and the undergraduate students. On the other hand, the language teacher trainer can also be benefited to provide the insight to the teachers about the politeness in their language that is to be improved by the teachers.

1.6 Delimitation of the Study

The study was limited in the following delimitations:

- a. The study was limited to a selected school and a college only.
- b. It was limited to the number of the students and the candidates of secondary level English teacher.
- c. The study was also limited to the ways that the candidates for the secondary level English teacher and students majoring English at Bachelor level use their written language only.
- d. The population of the study was limited to the candidates of secondary level English who studied in Kankai Multiple Campus.
- e. Only the use of politeness strategies was studied with the concept of politeness to the notion of 'face' and four categories of FATS by Brown and Levinson.

1.7 Operational Definitions of Key Terms

The key words which were used in the study and their operational meaning is discusses below.

Face Saving Acts (FSAs)

The acts which are used in order to lessen the threats to other's face are referred to as 'face saving acts'

Face Threatening Acts (FTAs)

In this study face threatening acts refers to those acts that represent a threat to another individual's face.

Job Application Letter

Job application letter is this study refers to the cover letter which is written by the candidates while applying job for the post of English teacher.

Negative face

The term 'negative' in this study refers to the social gap between the participants of a speech situation. It also refers to the lack of solidarity and identifies greater social distance between them.

Politeness

Politeness in this study refers to the use of pragmatic principles while writing a job application letter.

Positive Face

Positive face in this study refers to the feelings of those participants who recognize self as equal and similar in relation to others. The language expressions in positive face are of a rather usual, informal and friendly nature because the relationship between the participants does not have social distance.

Proficiency

In this study, the term 'proficiency' refers to the ability of the teachers and the students with which they use a language in terms of positive and negative faces while writing letters for applying jobs.

Strategies

Strategies in this study refer to the methods and procedures of teaching language.

Writing Skill

This term refers to the writing ability of the teachers and students in job application writing skill.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter contains review of theoretical literature, review of the related literature and conceptual framework. The review guides the researcher to select the suitable design and methods of the research. The conceptual framework presents the outline of the research work.

2.1 Review of Theoretical Literature

The review of theoretical literature includes the discussion about letter writing, types of letters, principle of politeness, face saving acts and face threatening acts, pragmatic principle, positive politeness and faces, and negative politeness and faces.

2.1.1 Letter Writing

People write different types of free-writing such as letter, essay, story, etc. Writing letter is the most commonly used type of writing and it is a means of communication used between a sender and receiver who are at distance. More specifically, a message that is written or printed on a paper and usually put in an envelope to send somebody is known as letter. It is said that letter writing is important for keeping personal and social relation alive and friendly. It is also equally important for offices or institutions in the world.

Letter writing is one of the difficult skills for students of English who are learning it as a foreign language. There are many differences between spoken and written English. For example, spoken English has more shortened forms, contractions, omissions and colloquial expressions whereas written English has more extended forms and it is more formal as well. So, writing at the secondary level is possible if the teacher provides useful vocabulary in life-like situation along with guidelines.

Letters that are well organized in form and content generally follow a pattern similar to basic composition writing. According to Malkok (1998, p.6), a well-composed letter in English usually has three basic components. They are:

- A salutation corresponding to the introduction,
- A general message corresponding to the body and
- A closing and signature corresponding to the conclusion of the composition.

Letter writing is an effective means of communication; however, it must be clearly thought out and organized on a sheet of paper or electronic screens. Its message should be understandable to the reader and its appearance on the page should be well-balanced like a picture in a frame. Thus, letter writing carries writer's creative and real communication.

2.1.2 Classification of Letters

There are different types of letters. According to Magar (2010, pp.6-9), the letters can be classified under different categories according to the language style and the purpose of letter writing. They are:

Formal Letters

Formal letters are the standard forms of letters which are used in formal situations for particular purposes. Colloquial language and slang words are never used in formal letters. Formal style of language is used in this type of letter. Most of the letters written to the seniors, official letters, business letters, applications, letter to the editor, etc. come under formal letters. The writer tries to maintain the formality of language to keep the formal relation with the receiver. Formal letters are normally short and possess the train of clear thought. They are sent either one authorized body to another or one person to an office or vice versa.

Informal Letters

Informal letters are also called personal letters. They are sent from one person to another who has the relationship of friends and relatives. Besides, informal letters can also be sent among the people who are known to each other. The writer does not give

importance for the formality of language rather uses informal language following conversational style while writing informal letters. The writer may use even colloquial language, slangs and familiar words. The content of informal letters cannot be easily predicted, however, the writer follows simple, clear and conversational style. The common subject matter of these letters are introduction of self and surroundings, request, apology, congratulation, invitation, sympathy, condolence, thanks giving, inquiry, etc.

Business Letters

The business letters are formal and official letters which are practised for maintaining business relationship between two firms or companies. The primary goal of business letter is for immediate business transaction and the secondary goal is to establish relationship between two forms or companies. Business letters are formal and standard types of letter which deal with various business related subject matters such as ordering, requesting, booking, complaint, apology, inquiry, transfer of money, etc. Business letters try to keep the customers and business forms in touch and strengthen business ties and relationship. On the other hand, business letters are not written only for business purposes but they can also be written for seeking employment and conducting social business.

Official Letters

Official letters are formal letters. They are written in standard and specified model. They are corresponded from one office to another, from a person to office or vice versa. Normally, the formality of language is maintained in official letters.

Letters of Employment

The letters that deal with the acquisition, acceptance, rejection, or conformation of a job, etc. are called the letters of employment. Letters of application for a job, letters of appointment, letters of acceptance, letters of refusal, letters of resignation, thank-you letters, etc. come under employment letters.

Letters of Reference and Recommendation

The letters that recommended somebody or something with some factual reference and information to someone for special purposes are known as the letters of reference and recommendation. They include the information about the quality, qualification, health condition, character, honesty, job experience and devotion of the applicant. The person who recommends someone should be completely responsible for the information given in the letters of reference and recommendation.

Letters of Appreciation

The organization for which service is provided offers gratefulness and hearty appreciation to the organization or individual who has completed the assigned duty or responsibilities perfectly and sincerely.

Letters to the Editor

Letter to the editor is a letter sent to a publication about the issue of concern to its readers. The main aim of these types of letters is to inform, convince or persuade the readers and/or concerning people and authorities. These letters contain factual information and should be clear and to the point. Normally, these letters are regarded as official and formal letters.

Letters of Condolence/Sympathy

Letters of condolence are written to give consolation to the family on the demise of their relatives or friends. They should be brief and should convey the grief that sender feels and shares in the letter. They are written in the form of personal letter. Similarly, the letter of sympathy is written to our relatives or friends or someone who has lost something. Like letter of condolence, we can use the letter of sympathy at the demise of someone.

Job Application Letter

The letter which is written for searching a job to any organization is called a job application letter. According to cocap.org.np, there are two types of job application letters. They are:

a. Solicited Letter of Application

An application letter in response to an advertisement published in a newspaper or any media for a particular position is called solicited letter of job application.

b. Unsolicited Letter of Application

These types of letters are sent or mailed to an organization for which the candidates would like to work even though the organization has not advertised that there are any vacancies openings.

2.1.3 Politeness Principle

Politeness is one of the pragmatic principles that can be used in the analysis of discourse. Brown and Levinson (1978) link the concept of politeness to the notion of 'face' which they define as the public self image that every person wants to claim for himself consisting of two related aspects:

- a. Negative face: The term 'negative' in the words negative faces and negative politeness does not mean bad, but it shows the social gap between the participants of a speech situation. When the speakers of a social interaction feel that they have different social status, prestige, class and so on they are said to have negative faces. They lack solidarity and identify greater social distance between them. The one, who feels to be more prestigious and powerful than others, desires to be addressed more politely and formally. At the same time, the speaker who feels to be less powerful and prestigious tends to make the choice of formal, politeness and selective expressions to address those with power and status. In this way, the understanding of difference in the faces leads the participants to use the different styles of language, such as honorific, formal, indirect and careful, and so on. The use of such styles of language is referred to as 'negative face' in pragmatics and sociolinguistics.
- b. Positive face: Positive faces are the feelings of those speakers/ participants who recognize self as equal and similar in relation to others. The face saving act which is oriented to acknowledge other's positive face is known as positive

politeness. The language expressions in positive politeness are of rather usual, informal and friendly styles because the relationship between the participants does not have social distance, and they have positive faces. Positive politeness is thus solidarity oriented. It emphasizes shared attitudes and values.

In the course of verbal interactions, participants try to build and maintain their own faces while being careful not to damage their partners' faces. The negative face is enhanced each time one's belonging to outlook appearance (territory) is admired, desired: "oh! What a lovely garden you have there", "Nice office!" The positive face is each time one's image is boosted, praised such as in the following statement: "He is a nice fellow". "My best friend is an angel"! Brown and Levinson (1978) label such positive judgments "positive politeness". They characterize this form of politeness as follows:

Positive politeness is oriented toward the positive face of H (addressee), the positive face self image that he claims for himself. Positive politeness is approach based; it 'anoints' the face of the addressee by showing that in some respects, S (The addresser) wants H'S wants, Brown and Levinson (1978, p. 15).

They contrast positive politeness with negative politeness which they describe as follows:

Negative politeness is on the other hand is oriented toward partially satisfying (redressing) negative face, his basic claim to maintain claims of territory and self determination. Negative politeness is thus essentially avoidance-based and realization of negative politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative face wants and will not (will only minimally) interfere with the addressee's freedom of action. Hence, negative politeness is characterized by self-effacement, formality and restraint with attention to very restricted aspects of H'S self image centering on his will to be unimpeded, Brown and Levinson (1978, p. 15), for instance, by noticing that the door is open when the implied meaning is that someone should close it, the addresser is performing an act of negative politeness by not issuing a flat order. But the addresser may also choose to

use the imperative form by saying, "close the door". In this later instance, the address is performing what Brown and Levinson sable an "FTA bald on record"(1978, p.73). The FTAs can also be done on record with or without a regressive action or off record (as when the addresser uses metaphor understatement).

The degree of gravity of an FTA depends on the sociological variables: the social distance between the speaker and the nearer, the relative power of the speaker and the nearer, and the absolute ranking of impositions in the culture. The idea is that the speaker assesses the danger of an FTA by estimating the weight of these three variables: The greater the social distance, the power differential between the speaker and the nearer, the more damaging the FTA.

Brown and Levinson (1978) identify four categories of FTAs on the basis of these categories the pooled data in this thesis is interpreted. They are;

- (i) FTAs that threaten the negative face of the addresser;
- (ii) FTAs that threaten the positive face of the addresser;
- (iii) FTAs that threaten the negative face of the addressee;
- (iv) FTAs that threaten the positive face of the addressee.

2.1.4 Face Saving Acts (FSAs) and Face Threatening Acts (FTAs)

It is commonly understood that politeness is one of the strategies to save and acknowledge another person's face. In most of the cases the language users are oriented to lessen the possible threat to other's face. They attempt to use less directive and more polite forms and styles of the language. The acts which are used in order to lessen the threats to other's face are referred to as 'face saving acts'. These are basically used to minimize the threat or attacks on the face (i.e. the public self image) of other participant. The face saving acts are responsible for enhancing politeness in social interactions.

Face threatening acts refer to those acts that represent a threat to another individual's face. This is to say, if the language user uses the language with directions and imposition, and uses informal and colloquial style of language, the listener or the

addressee feels that his face is not acknowledged. The speech acts that appear to be like attacks on someone's public self image are known as face threatening acts. For example, someone may build up his face (or, self image) as a police officer with power and status' in the society. When his old friend uses him informal and colloquial variety of their language in a programme, the policed officer might feel that his face has not been recognized and saved. At this instance, the colloquial variety of language characterizes as the face threatening act. Slue (2000) views that:

If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as the face threatening act. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat. This is called a face saving act. (p. 61)

Face saving acts promotes politeness of the utterances whereas face threatening acts violet the politeness and make the utterances impolite in the given context. Politeness is context dependent phenomenon.

2.1.5 Pragmatic Principle

The idea that conversation proceeds according to a principle, known applied by language users, was first proposed by the philosopher, Grice (1975). Human communication is based on the fact that, as a rule, human beings want to communicate with one another successfully while doing so. Under pragmatic principle we study co-operative principle and politeness principle. It is better study co-operative principle and politeness principle separately;

Co-operative Principle

Co-operative principle helps us to interpret the discourse in terms of its quality, quantity relevance and manner. The pragmatic principle suggests the language users to be true, brief, and reliant and clear in the use of language. This is to say, a discourse can be analyzed from the point of view of co-operative principle, primarily saying whether a discourse is true in quality, brief in quantity, relevant to context and clear in meaning. Grice (1975) says that verbal exchanges whether interviews, conversations

or service encounters tend to run more smoothly and successfully, when the participants follow certain social conversation that make co-operative principle, and have four general maxims;

- Maxim of quantity (be brief)
- Maxim of quality (be true)
- Maxim of relevance (be relevant)
- Maxim of manner (be clear)

Grice's Co-operative Principle

The English language philosopher Grice (1975) proposes that in ordinary conversation, speakers and hearer use co-operative principles. Speakers share their utterances to be understood by co-operation as involving four maxims namely; quantity, quality, relation and manner. Speakers give enough and not too much information; quantity. They are genuine and sincere, speaking "truth" or facts; quality. Utterances are relative to the contexts of the speech; relation. Speakers try to present meaning clearly and concisely, avoiding ambiguity; manner.

Politeness Principle

Leech (1983) adds the politeness principle (PP) to Grice's (1970) more general co-operative principle (CP) in order to minimize the expression of impolite beliefs and maximize the expression of polite beliefs. This is the principle that can be used in the analysis of the discourse. Like the co-operative principle, it is also formulated as a series of maxims. Basically, the politeness principle is concerned with the act of lessening imposition on the participants of the discourse. It suggests the speakers not to impose other, but maximize benefit and ease to others. In this regard politeness in pragmatics is an act if facilitating others in communication, acknowledging other's ideas, beliefs or propositions etc. The way we use language in order to respect others is also known as 'face saving'. Cutting (2008, p. 43) argues that we have to

acknowledge and show an awareness of the face (i.e. the public self image, or the sense of self) of the people that we address. There are many ways of saving the face of the people we are talking with. When we think that the public self image of our addressee is similar in status to that of ours, then the face of addressee is taken as positive face. Alternatively, when the faces of self and addressee are different because of social status, power, position etc. then the face of that addressee is taken as negative face. Politeness theory suggests that speakers use informal, friendly style of language in order to address the positive face, while they tend to use formal, indirect and careful style of language in order to interact with others with negative face. Thus the way of saving positive face is known as negative politeness. The acts which are used to save other's face are known as face saving acts.

Negative politeness strategies pay attention to negative face, by demonstrating the distance between interlocutors and avoid the imposing by emphasizing the importance of other's time and concerns using apology and hesitation. On the other hand, positive face, by demonstrating the closeness and solidarity, appealing to friendship, making other people feel good and emphasizing that both speakers have a common goal.

As a pragmatic principle the politeness principle suggests a series of maxims that the hearer expects their speaker to follow. Leech (1983) lists six maxims of the politeness principles:

- Tact maxim
- Generosity maxim
- Approbation maxim
- Modesty maxim
- Agreement maxim and,
- Sympathy maxim

The tact maxim focuses on the hearer, and says 'minimize cost to other' and 'maximize benefit to other'. The first part of this maxim fits in with Brown and Levinson's (1978) negative politeness strategy of minimizing the imposition, and the second part reflects

the positive politeness strategy of attending to hearer's interests, want and needs. The maxim of generosity says 'minimize cost of self'. The maxim of approbation says 'minimize dispraise of other' and 'maximize praise of other'. The first part of the maxim is somewhat similar to the politeness strategy of avoiding disagreement. The second part fits in with the positive politeness strategy of making other people feel good by showing solidarity. The modesty maxim, on the other hand, says 'minimize praise of self' and 'maximize dispraise of self'. The maxim of agreement suggests 'minimize agreement between same and other' and minimize agreement between self and other'. Finally, the sympathy maxim implies: 'minimize antipathy between self and other' and 'maximize sympathy between self and other'.

2.1.6 Positive Politeness and Faces

In social interactions we generally opt to protect the face of self and that of others. When the speakers develop an understanding of having similar faces among them, then, they have less social distance and high solidarity. In this situation, the speakers use relatively informal and direct style of language. Such kinds of expressions fully acknowledge each other's faces that they think and similar. Having similar face means that the speakers feel to be of similar status, power and other social features. In this type of situation in which the speakers feel to have similar faces or similar social recognitions, they share positive faces. They have the sense of each other's acceptance; they build up solidarity; and they have the understanding of common goals of communication.

A face saving act which is oriented to acknowledge other's positive face is known as positive politeness. The language expressions in positive politeness are of rather usual, informal and friendly styles because the relationship between the participants does not have social distance, and they have positive faces. Positive politeness is thus solidarity oriented. It emphasizes shared attitudes and values. Yule (2000, p. 132) defines positive politeness as “showing solidarity with others.” The positive politeness minimizes the status differences. Holmes (2008, p. 231) says, “positive politeness is a shift to more informal style.” This is to say, when ones feel that they have similar

faces, they obviously use informal, friendly style of language. Homes present an example that people use 'first name' in English to address those who have similar faces or identities. The use of first name is not impolite, but an instance of positive politeness.

To sum up, positive politeness is linguistic instance in which the participants feel a great deal of commonness, and use rather usual, informal and direct expressions. The language style is not much polite in the case of positive politeness because of intimacy, solidarity and closeness between the participants. The same address forms can be reciprocally used so that the feeling of social distance can be minimized solidarity between the speakers is expressed through positive politeness. Yule (2000) views that this fact can be presented in the following table:

Table 1
Positive Politeness and Faces

positive faces	Positive politeness (Language styles)	Examples
<ul style="list-style-type: none"> • Understanding of similar status power & Prestige. • Sense of common goals and intentions. • Sense of acceptance • Senses of membership of the group 	<ul style="list-style-type: none"> • Less formal style • Direct and friendly language forms. • Forms of address, such as first name, non-horrific styles, etc. • No extreme attention in the use of language, i.e. the natural & free use of 	<p>[Conversations between two ministers]</p> <p>A: Hi, Mr. Pandey</p> <p>B: Oh, Hi! Mr. Khadka, I was searching for you in fact.</p> <p>A: What do you</p>

<ul style="list-style-type: none"> • Sense of solidarity 	language	think, am I the rare?
<ul style="list-style-type: none"> • Desire to show involvement to others 	<ul style="list-style-type: none"> • Reciprocity in the forms of address and in the styles of language use 	[Both start laughing]

In the example of above table, both speakers are highly prestigious in the society. However, both of them have an understanding that they have similar faces or similar public images. So, they are freely and naturally using informal style of code in their conversation. This is not impolite situation, but this characterizes 'positive politeness'.

2.1.7 Negative Politeness and Faces

The term 'negative' in the words negative faces and negative politeness does not mean bad, but it shows the social gap between the participants of a speech situation when the speakers of a social interaction feel that they have different social status, prestige, class and so on, then, they are said to have negative faces. They lack solidarity and identify greater social distance between them. The one, who feels to be more prestigious and powerful to others, desires to be addressed more formally and politely. At the same time, speaker who feels to be less powerful and prestigious tends to make the choice of formal, polite and selective expressions to address those with power and status. In this way, the understanding of difference in faces (i.e., public image of individuals) leads the participants to use different styles of language, such as honorific, formal, indirect and careful and so on. The use of such styles of language is referred to as 'negative' in pragmatics and sociolinguistics. Holmes (2008, P. 28) states that 'negative politeness pays people respect and avoids them. This is to say, negative politeness avoids imposition to others. One's language will not force others do something because there is social distance between the one and others. Since the participants lack solidarity they cannot exchange the same styles of language. The status differences must be acknowledged in the use of language expression. Impositions or directions are not preferred by the people with higher status and power.

So, very careful and indirect styles should be used for them. This is known as negative politeness.

Yule (2000, P. 62) defines negative politeness as a “face saving act that is oriented to the person's negative face.” It emphasizes the other's concerns and issues rather than those of self. It even includes an apology for the imposition if any, as in the utterance “I am sorry to say, but I think it is good for you- if you can to type your choices and send them.” Here, the speaker is using the negative politeness, through very careful choices of words, structures, and may be intonation patterns and so on.

To sum up, negative politeness is a linguistic strategy not to offend, interrupt and impose others through the use of language. It serves less sense of solidarity and closeness, and emphasizes on other's interests, time, concerns and issues. One tries to acknowledge the social status and position of the others through the style of language use. It involves formality, indirectness and attention in the use of language. The speakers use relatively careful and indirect forms of language in negative politeness. Honorific forms or styles are intentionally used so that the negative face of the interlocutor can be satisfied when the speakers do not feel solidarity, closeness or intimacy. The negative politeness is used. They do not use the address forms reciprocally. Yule (2000) shows this fact in the following table:

Table 2

Negative Politeness and Faces

Negative faces	Negative politeness (Language styles)	Examples
<ul style="list-style-type: none"> • No or less sense of solidarity, commonness and similarity. • Desire not to offend 	<ul style="list-style-type: none"> • Very formal and standard styles of language. • Indirect and polite forms of language. 	<ul style="list-style-type: none"> • I know you are busy, but I-em- may I- might I ask you if you could take this one for me? • Could you stay a bit later tonight, do you think, and

<p>others.</p> <ul style="list-style-type: none"> • No or subtle imposition to higher class participants. • Emphasis on other's interests and concerns. 	<ul style="list-style-type: none"> • Attention in the choice of linguistic and extra linguistic features. • No reciprocity in the use of address forms. 	<p>finish this job?</p> <ul style="list-style-type: none"> • I wonder if you could help me finish that job. I do not know where we will do if it is not ready for tomorrow.
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In the example above, the speakers are very much concerned about the choices of the language elements and styles. The speakers simply tend to make a polite request and very less amount of imposition.

Politeness strategies are developed for the main purpose of dealing with the FTAs. We understand the notion of the ‘face’ that individuals as social actors perform on the stage of everyday life. They use linguistic, behavioural, and gesture displays to present a positive self image to the social world. They also try to create impressions on others and to appear as smooth and as competent as they can in their performances. Meanwhile, face is the positive social value of each person in social arena, and it is the very reflection of self worth which upon these presentational aspects hangs individual’s self esteem, self identity, and their credibility as a member of the social group.

In contrast, politeness supports the people to keep other’s face in interaction. Because of all people have face and also ‘free wants’ , that they have desire and expectations, thus others who surround them in interaction will help them to verify and maintain their public fascination. If another person does not cooperate with them, they would be embarrassed and humiliated and losing face.

Therefore, politeness strategies are developed for the main purpose of dealing with the FTA’s in order to save the hearer’s face and usually it is used to avoid embarrassing the other or making them feel uncomfortable. And FTA’s are the acts that break the hearer’s need to maintain his or her self esteem and to be respected.

2.2 Review of Empirical Literature

There is a number of research works that have been conducted on diverse issues and topics related to writing. However, no research work has been carried out on the topic “**Politeness Strategies in Job Applications in Nepal**”. I have reviewed the following research works:

However, in Nepal, the researchers are not found to work explicitly on the use of pragmatic principles. There are enough aspects of organs of pragmatic principles upon which we can conduct the researches of different modes. Those who have undertaken the researches as their works in Tribhuvan University of Nepal have done very less work on the use of pragmatic principles. This has been thus of field to explore a lot within it. That is why this attempt is made in order to explore the distinct qualities of a pragmatic discourse produced by a group of Nepali learners. While studying, reviewing and analyzing the previous research works done in the Department of English Education of Tribhuvan University, I found that very less works have been carried out in the world on the various issues and topics of pragmatic and Discourse Analysis.

Brown and Levinson (1978) carried out a research on pragmatic principles and categorized the FTAs into four different categories' which they correlated with the positive and negative faces of the participants namely.

- (i) FTAs that threaten the negative face of the addresser;
- (ii) FTAs that threaten the positive face of the addresser;
- (iii) FTAs that threaten the negative face of the addressee;
- (iv) F TAs that threaten the positive face of the addressee.

Pandey (1997) carried out a research on "**A Comparative Study of Apologies Between English and Nepali.**" The purpose of this study was to enlist the different forms of apologies used in English and Nepali and compare them in the contexts of some related situations. Apologies are determined by complex cultural and social conventions. The researcher has related 28 exchange units of discourse in each of the

languages with specific social settings for comparisons. The researcher has selected altogether 70 respondents- 35 native speakers of English (21 British and 14 American) who were asked to respond only in English in the given situations. Likewise 35 of them were asked to respond only in their native language, that is Nepali. All of the respondents were educated persons (39 males and 31 females). The findings of this research were very interesting. For example, English people were more apologetic compared to Nepali People. Women were more counterparts both in English and Nepali.

Tembe (2001) carried out a research on "**A Comparative Study of Apologies Between English and Limbu**" The objectives of his study were to enlist the different forms of apologies in English and Limbu, to compare and contrast Limbu apologies with those of English and to suggest some pedagogical implications. He found that the native speakers of English were more apologetic than the native speakers of Limbu.

Another research entitled "**Request forms in the English and Nepali Language: A Comparative Study**" was done by Chapagain (2002). The objectives of her research were - to enlist different forms of request used by the English native speakers and the Nepali native speakers, to compare request of the English and Nepali native speakers based on sociopragmatic approach. She found that the English native speakers were more polite than the Nepali native speakers in making requests.

Paneru (2007) carried out a research entitled "**A Comparative Study of English and Doteli Kinship**" The objective of this study was to compare and contrast Doteli kinship with those of English and to suggest some pedagogical implications. He found that the native speakers of English used more apologetic forms than the speakers of Doteli language. The people speaking Doteli language used more vernaculars than that of English.

Subedi (2008) had a comparative study on "**The Proficiency in Writing Skill: A Case of Letters in Secondary School of Parbat District**". The study focused on the writing proficiency of the students in terms of holistic description, personal letter and sympathy letter. The researcher compared the students' proficiency in terms of their

gender. The study revealed that the boys were more proficient than the girls in all respects. However, the politeness strategies were not analyzed in the study.

Magar (2010) completed the research work entitled “**Errors Committed by Grade Ten Students in Writing Letters**”. His study was focused on the errors committed by the students in agreement, preposition, articles, capitalization, cohesion and coherence. The findings of this study showed that the use of agreement system was the most problematic area. The most striking point of the study shows that the students of public school committed more errors than the students of private school.

2.3 Implication of the Review for the Study

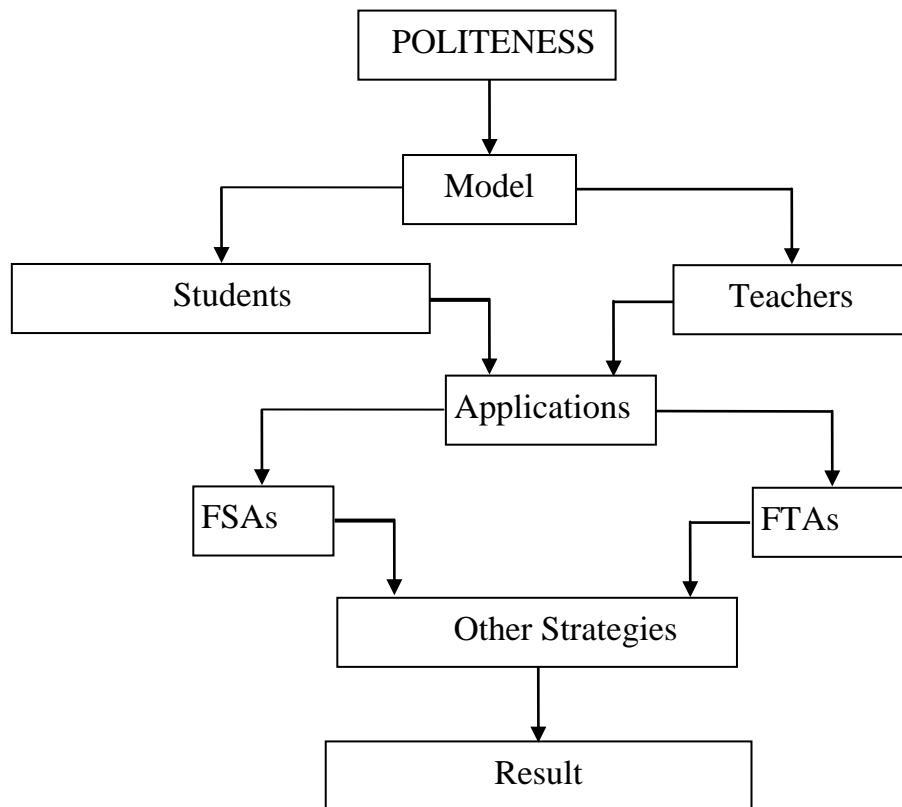
The researcher has reviewed various research works related to maternal health care and practice. Most of them were conducted as comparative research design. After reviewing these research works, the researcher has got important insights regarding the knowledge about letter writing and politeness strategies. From the review of Magar (2010) she has got the idea about letter writing and types of letter. From the review of Grice (1975), Brown and Levinson (1978), Leech (1983), Yule (2000), and Holmes (2008) she has known about pragmatic and politeness principle, face saving and face threatening acts, maxim of politeness principles.

From the review of Pandey (1997), Tembe (2001), Chapagain (2002) and Subedi (2008), the researcher got the idea of sampling procedure and she followed the same i.e. the purposive sampling design. Similarly, most of the researchers used questionnaire, interview and observation as research tool for data collection and she followed the same tools for data collection in this study. She has also taken various ideas from them to develop the questionnaire. Therefore, after reviewing those research works, she has got ideas about how to make test items as well as the process of purposive sampling procedure which helped her to complete this study. On the basis of the reviewed theoretical and empirical literature, she knew that no one has done research about politeness strategies in job application in Nepal. The researcher

selected the topic and Jhapa district as the study area. So, she would like to conduct this study to find out the result of the set objectives.

2.4 Conceptual Framework

Based on the review of theoretical and empirical literature and research problem and questions stated above, the study had the following conceptual framework which was subject to modification in course of study.



The researcher, in order to carry out the research, consulted the writings of Brown and Levinson (1978) and Leech (1983). Moreover, the researcher consulted the book of Yule (2000) as the supporting material. After getting clear about the politeness theory, the researcher collected ten applications from a school in Jhapa and ten applications from the students of undergraduate level. The data collected were analyzed and interpreted in terms of FTAs, FSAs, FFAs and other strategies used by the sample population. Finally, the result of the data has been presented in results and discussion chapter of the thesis.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methods and procedures of the study deals with the planning and procedures to meet the proposed objectives of the study. In order to fulfill the objectives of the study and to lead it towards the conclusive findings the researcher adopted a set of methodologies to conduct this study. This section includes design and methods of the study, population, sample and sampling strategies, study area/field, tools for data collection, procedures of data collection, procedures of data analysis and interpretation.

3.1 Design and Methods of the Study

The study was based on both descriptive and analytical research design. The researcher adopted both qualitative and quantitative approach to get necessary data for this study. According to the survey research design, she adopted required processes to carry out this study. She selected a sample of students from the population and administers a standardized set of test items to them.

3.2 Population, Sample and Sampling Strategies

All the secondary level teachers and undergraduate students of Jhapa district were the population of this study. For that, she collected 10 written applications written by the candidates for the post of secondary level English teachers. Then she collected 10 different application letters written by the students majoring in English in Kankai Multiple Campus as the sample for this study. The applications were solicited ones. She also maintained gender variation while selecting sample population. She used purposive sampling procedures for the selection of application letters.

3.3 Study Area/ Field

The study area of this study was Jhapa District. Only the secondary level teachers and students of undergraduate were taken for this study. The field of this study was based on the strategies of politeness principle while writing letter of application.

3.4 Tools for Data Collection

The researcher prepared a question for vacancy announcement for students and collected job application letters from a school who applied for the post of English teacher.

3.5 Data Collection Procedures

The researcher adopted the stepwise methodological procedure to collect the required data. For this, after preparing an advertisement, the researcher visited Kankai Multiple Campus. That is to say, the researcher picked up the written versions of the job application letters from them. No individual instruction and treatment were given to the respondents. Furthermore, she collected 10 written application letters from a school in Jhapa district written for the post for secondary level English teacher.

3.6 Data Analysis and Interpretation Procedures

The data were collected from primary sources. Both qualitative and quantitative data were descriptively analyzed. The collected raw data were systematically presented by using different figures and their description as well as analysis was done under the following headings.

- FTAs that Threaten the Negative Face of the Addressee
- FTAs that Threaten the Positive Face of the Addressee
- FTAs that Threaten the Negative Face of the Addresser
- FTAs that Threaten the Positive Face of the Addresser
- Face Flattering Acts of the Addresser and the Addressee

3.7 Findings and Recommendations

On the basis of the analysis and interpretation of data, the findings of the study were derived. Similarly, some pedagogical implications and recommendations were also suggested.

CHAPTER FOUR

RESULTS AND DISCUSSION

The data obtained from the respondents were analyzed with the help of different tables, charts, diagrams and statistical devices such as percentage etc. The data were analyzed so minutely that each respondent's politeness is dealt in terms of the FTAs in relation to the negative face and the positive face. Here, the FTAs that threaten the positive face of the addresser and the addressee and the FTAs that threaten the negative face of the addresser and the addressee were analyzed with Brown and Levinson's (1978) categories of FTAs.

4.1 Analysis and Interpretation of the Data Obtained from the Respondents

After collecting the required data from the students and the candidates of the teacher for secondary level, the politeness used in the written application is presented separately here with positive and negative face.

4.1.1 FTAs That Threaten the Negative Face of the Addressee

Holmes (2008, p. 28) states that negative politeness pays people respect and avoids them intruding on them. This is to say, negative politeness avoids impositions to others. One's language will not force others do something because there is social distance between the one and the others. Since the participants lack solidarity, they cannot exchange the same style of language. The status difference must be acknowledged in the use of language expressions. Impositions or directions are not preferred by the people with higher status and power. So, very careful and indirect style should be used for them. The negative face emphasizes the other's concerns and issues rather than those of self. It even includes an apology for the imposition, if any. So, a negative politeness is a linguistic strategy not to offend, interrupt and impose others through the use of language. It serves less sense of solidarity, and closeness and emphasizes on other's interests, time and issues. One tries to acknowledge the social status and position of the others through the style of language use. It involves formality, indirectness, and attention in the use of language. Honorific forms and styles are carefully used so that the negative face of the interlocutor can be satisfied.

In case of analyzing and interpreting the obtained data, the FTAs that threaten the negative face of the addressee in the language used by the students majoring English at Bachelor level and the candidates applying for the post of secondary level English teacher has been analyzed and interpreted first with the help of statistical tools such as charts, diagram etc. The charts, diagrams and tables showing the FTAs that threaten the negative face of the addressee are interpreted in detail. Finally, a bar diagram making the comparison between the language that threaten the negative face of the addressee in the language of the students and candidates for the secondary level English teacher is presented.

The following table shows the language chunks that are used by both the students majoring in English at bachelor level and the candidates of secondary level English teacher in Jhapa that threaten negative face of the addressee in their job application letters.

Table 4

The Language Chunks That Threaten the Negative Face in the Beginning Part of the Application

Language of the candidates for secondary level English teachers	Language of the students majoring English at bachelor level
‘I would like to submit my application as a qualified candidate for the same...’	-

In the beginning part of the application letters, the candidates applying for the post of secondary level in Jhapa district use the language chunk like ‘I would like to submit my application as a qualified candidate for the same.’ This language component seems to have saved the negative face of the addressee. But no any students studying at bachelor level in Kankai Multiple Campus seem to have used the language exponents to save the face of the addressee in the beginning part of the application letters.

Table 5

The Language Chunks That Threaten the Negative Face in the Middle Part of the Application

Language of the candidates for secondary level English teachers	Language of the students majoring English at bachelor level
<ul style="list-style-type: none">• ‘I would like to ensure you that...’• ‘I would like to promise that..’• ‘I would try my best to satisfy you...’• ‘I would be happy to show you the portfolio of my work..’	<ul style="list-style-type: none">• ‘I would be grateful if you kindly provide the opportunity to offer my caliber, experience, sincerity and devotion to your institute.’• ‘It will be my pleasure to serve in your school at your kind offer.’• ‘ I would bring to the post a proven ability to teach the students successfully.’

Both the candidates applying for the secondary level English teachers and the studying at bachelor level in Kankai Multiple Campus Jhapa seem to have used the language chunks in the middle part of the application letters. It shows that they use more polite, formal language in the middle part of their application letters. The language chunks like ‘I would like to promise that..’, ‘ I would try my best to satisfy you...’, ‘It will be my pleasure to serve in your school at your kind offer’ etc show that they are more polite forms that serve the applicants to save the negative face of the addressee in the applications.

Table 6

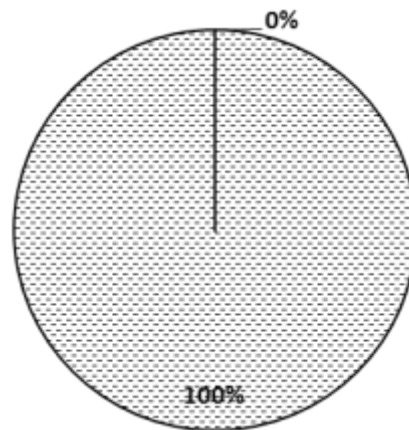
The Language Chunks That Threaten the Negative Face in the Final Part of the Application

Language of the candidates for secondary level English teachers	Language of the students majoring English at bachelor level
<ul style="list-style-type: none"> • ‘I am looking forward to receiving your positive response..’ 	<ul style="list-style-type: none"> • ‘I am looking forward to getting your favourable response as soon as possible.’

The language chunks ‘I am looking forward to receiving your positive response’ ‘I am looking forward to getting your favourable response as soon as possible’ seem to be more common in the application letters at the end of the applications. Most of the candidates have used this kind of language chunks of the application letters that saves the negative face of the addressee.

In comparison between the language used by the candidates of teachers and the students majoring English, almost all of them use the language that threaten the negative face of the addressee. Both the candidates for secondary level English teacher and the students majoring English at bachelor level at Kankai Multiple Campus, Jhapa have used the most polite forms of the language. There is no or very little imposition in their language use. We even can see some kind of apology in their language if they make any kind of imposition in the language that they have used. There is high social distance between the addresser and the addressee so that there is lack of solidarity between the interlocutors in the job application letters. They have tried to acknowledge the status, power of the addressee in their job applications. Hence, almost all of them are conscious to maintain the language use in the applications. All the 100% of them were found to have used the language chunks that threaten the negative face of the addressee in the job applications. This fact can be presented in the following pie-chart.

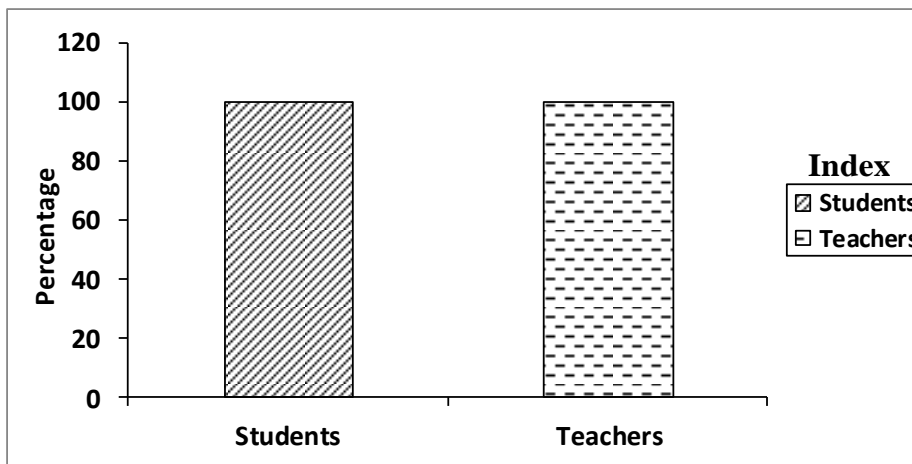
Figure 1: Negative Politeness



The pie-chart showing the language that threaten the negative face of the addressee used by the students.

A bar diagram making comparison between that threaten the negative face of the addressee in the language of the addressee in the language of the students and candidates for the secondary level English teacher.

Figure 2: Negative Politeness



4.1.2 FTAs that Threaten the Positive Face of the Addressee

Positive face is threatened when the speaker or hearer doesn't care about the interactor's feelings, wants or doesn't want the other wants. Positive face

threatening acts can also cause damage to the speaker or the hearer. When an individual is forced to be separated from others so that their well being is treated less importantly, positive face is threatened.

In case of analyzing and interpreting the obtained data, the FTAs that threaten the positive face of the addressee in the language used in the written application by the student of majoring English at Bachelor level and the candidates for the teacher of secondary level has been analyzed and interpreted with the help of statistical tools such as diagram, pie-charts and table showing the FTAs that threaten the positive face of the addressee is shown.

The following table shows the language chunks that are used by both the students majoring in English at Bachelor level and candidates of secondary level English teacher in Jhapa that threaten the positive face of addressee in their job application letters.

The Language Chunks that Threaten the Positive Face in the Beginning Part of the Application

No any candidates applying for the secondary level English teacher in Jhapa district are found to have used the language chunks for FTAs that threaten the positive face of the addressee. Similarly, the students studying in Kankai Multiple Campus Jhapa also have not used the language exponents for FTAs that threaten the positive face.

Table 7

The Language Chunks That Threaten the Positive Face in the Middle Part of the Application

Language of the candidates for the secondary level English teacher	Language used by the students majoring English at bachelor level
<ul style="list-style-type: none"> • If you provide me a golden opportunity to work in your school, I will work thinking all my duties and responsibilities. • It will be my great pleasure to serve in your school at your kind offer. • I would be grateful if you would kindly provide the opportunity to offer my caliber, experience, sincerity and devotion to your institute. • I would be happy to show you a port folio of my work. • I am sure with me the knowledge and experiences I have collected I will be able to handle my duties if I am given the opportunity to work in your organization. 	<ul style="list-style-type: none"> • It will be my pleasure to work in your institute. • If you appoint me for the post, I would try my best to satisfy you with ever perspective. • If you provide me a golden opportunity to work in your institute I will teach thinking all my duties and responsibilities.

Most of the applicants have used the language chunks in the middle part of the application letters for FTAs that threaten the positive face of the addressee. In most of the application letters the applicants seem to be reluctant to use the language chunks of FTAs that threaten the positive face of the addressee. The components like ‘I would be

happy to show you a port folio of my work’, ‘If you appoint me for the post, I would try my best to satisfy you with ever perspective’ etc seem to have served the language chunks that threaten the positive face of the addressee in the job application letters.

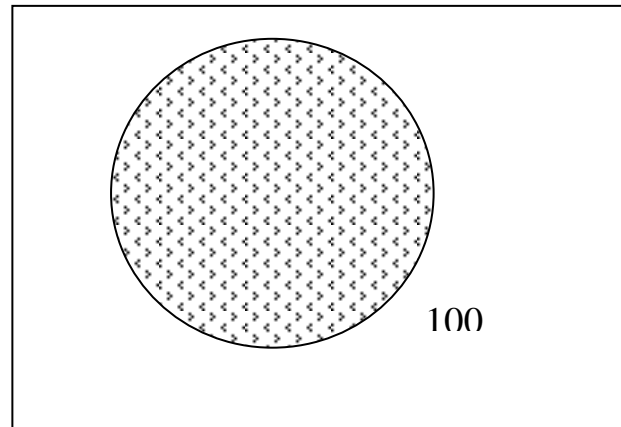
The Language Chunks that Threaten the Positive Face in the Final Part of the Application

The candidates applying for the post of secondary level English teacher in Jhapa and the students studying at Kankai Multiple Campus Jhapa have not used any language components that saves the positive face of the addressee in the application letters in the final part of the application letters.

A large number of applicants, almost all, seem to use the language that threatens the positive face of the addressee. Both the candidates for secondary level English teacher and the students majoring English at bachelor level are found to use the language that threaten the positive face of the addressee. Through their language they have tried to show that in some sense they are unable to control themselves without getting the job. In this case the applicants are damaging their own face by admitting that they are highly interested to grab the opportunity. They have tried to present compliment to the addressee so that the language chunks threaten the positive face of the addressee.

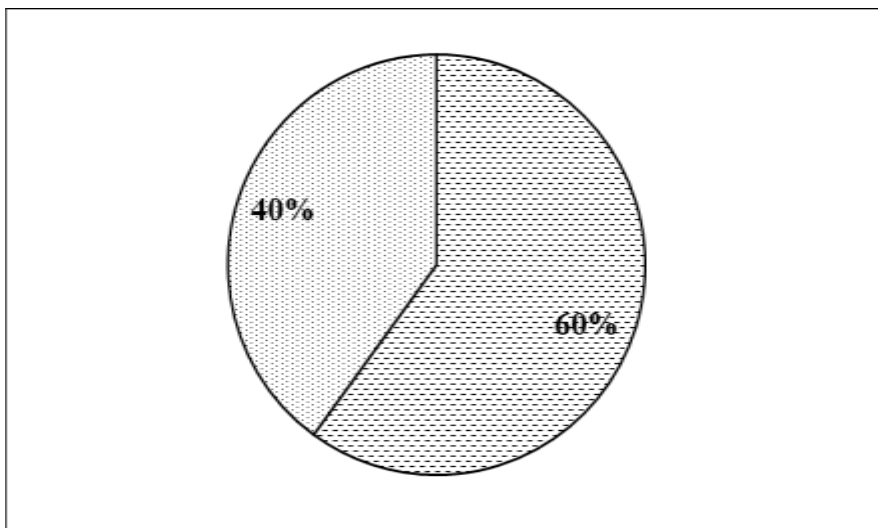
To put the above mentioned fact simply, The 60% students majoring English at bachelor level use the language that threaten the positive face of the addressee in the job application letters. On the other hand, The 100% applicant for secondary level English teacher is found to use the language that threatens the positive face of the addressee. This might happen as the speakers are damaging their own face by admitting that they are in great need for getting the job. This fact can be presented in the following pie chart:

Figure 3: Positive Politeness



The pie chart showing the language that threaten the positive face of the addressee used by the applicant for the secondary level English teacher in Jhapa.

Figure 4: Comparison on the Positive Politeness

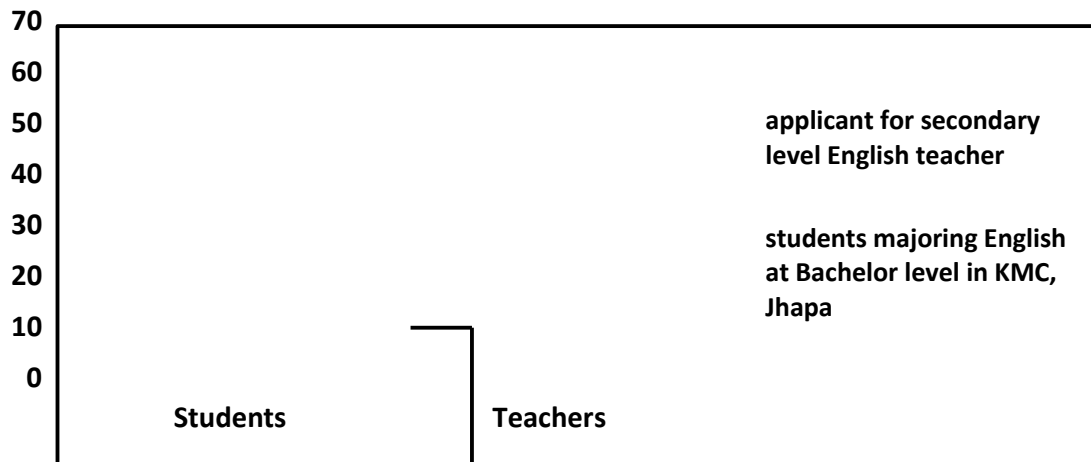


The pie chart showing the language that threaten the positive face of the addressee used by the students majoring English at bachelor level in Kankai Multiple Campus, Jhapa.

A bar diagram making comparison between the language that threaten the positive face of the addressee in the language of students majoring English at bachelor level in

Kankai Multiple Campus and applicant for the secondary level English teacher is shown below:

Figure 5: Positive Face



4.1.3 FTAs that Threaten the Negative Face of the Addresser

In case of analyzing and interpreting the obtained data, the FTAs that threaten the negative face of the addresser in the language used by the students majoring English at bachelor level in Kankai Multiple Campus, Jhapa and the applicants for secondary level English teacher has been analyzed and interpreted first with the help of statistical tool such as charts, diagrams etc. The charts, diagrams and tables showing FTAs that threaten the negative face of the addresser are interpreted in detail.

Finally, a bar diagram making the comparison between the language that threaten the negative face of the addresser in the language of the students majoring at bachelor level in Kankai Multiple Campus, Jhapa and applicants for the secondary level in Jhapa is presented.

The following table shows the language chunks that are used by the both students majoring English at bachelor level in Kankai Multiple Campus, Jhapa and applicants for the secondary level English teacher in Jhapa that threaten the negative face of the addresser in their job application letters.

The Language Chunks that Threaten the Negative Face of the Addresser in the Beginning Part of the Application

No any candidates applying for the secondary level English teacher in Jhapa district are found to have used the language chunks for FTAs that threaten the positive face of the addressee. Similarly, the students studying in Kankai Multiple Campus Jhapa also have not used the language exponents for FTAs that threaten the negative face of the addresser in their job application letters.

Table 8
The Language Chunks That Threaten the Negative Face of the Addresser in the Middle Part of the Application

Language of the candidates for the secondary level English teacher	Language used by the students majoring English at bachelor level
<p>‘If you provide me a golden opportunity to work in your institute, I could make a contribution...’</p> <p>‘I will try my best to satisfy you.’</p> <p>‘I will work thinking all my duties and responsibilities’</p> <p>I am committed to pursuing a career in teaching’</p> <p>‘It will be my pleasure to serve in your school at your kind offer.’</p> <p>‘I am sure with the knowledge and experiences I have collected.’</p> <p>‘I would be grateful if you would kindly provide the opportunity to offer my caliber, experience, sincerity and devotion to your institute.’</p>	<p>‘It will be my pleasure to work in your institute.’</p> <p>I would like to ensure you that if you select me for the post, I will try my best to satisfy you.’</p>

The candidates applying for the secondary level English teachers and the studying at bachelor level in Kankai Multiple Campus Jhapa seem to have used the language chunks in the middle part of the application letters. It shows that they use more polite, formal language in the middle part of their application letters. The language chunks like ‘I would like to promise that..’, ‘I would try my best to satisfy you...’, ‘It will be my pleasure to serve in your school at your kind offer’, ‘If you provide me a golden opportunity to work in your institute, I could make a contribution’ etc show that they are more polite forms that serve the applicants to save the negative face of the addresser in the applications.

Table 9

The Language Chunks That Threaten the Negative Face of the Addresser in the Final Part of the Application

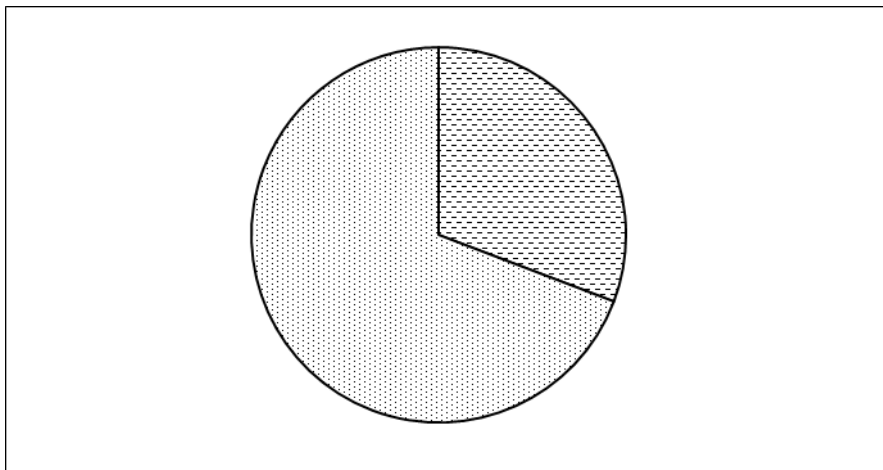
Language of the candidates for the secondary level English teacher	Language used by the students majoring English at bachelor level
‘I look forward to hearing positive response from you.’	‘Looking forward to hearing positive response.’ ‘I look forward to hearing from you’.

The language chunks ‘I look forward to hearing positive response from you’ and ‘Looking forward to hearing positive response from you’ seem more common and they have been used frequently in the final part of the application letters. They are more formal and linguistically more apologetic forms in closing the letters. These are the language components that save the negative face of the addresser in the final part of the application letters.

Both the students majoring English at Kankai Multiple Campus Jhapa and the candidates for the secondary level English teachers are found to have used the language chunks that threaten the negative face of the addresser in their job application letters. The candidates for the secondary level English teachers are more

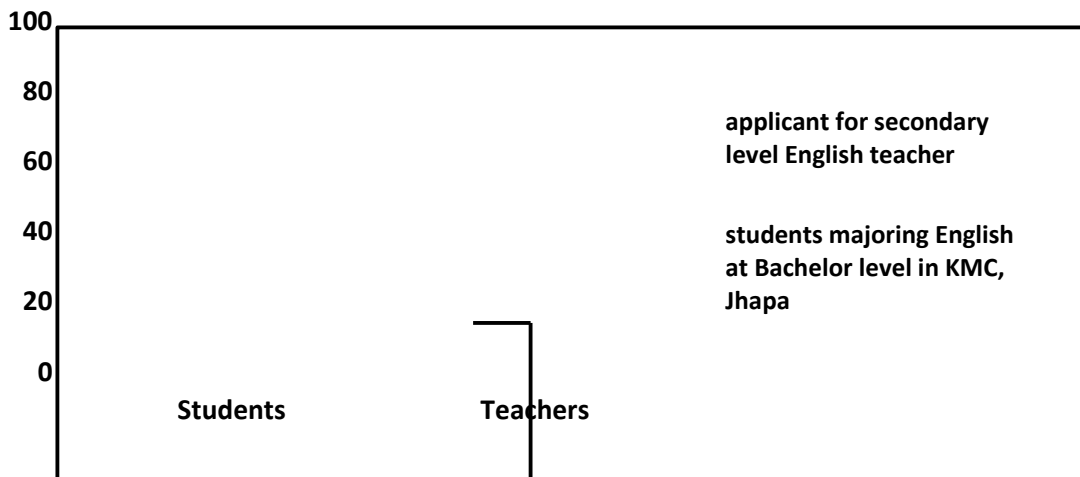
conscious in using it. Its perhaps they have become more alert in finding the jobs through the alluring language in their application letters. Nine candidates out of ten are found to have used the language chunks that threaten their negative face in the job application letters. That is to say, about 90%, almost all, are likely to use such language chunks in their application letters. On the other hand, four students out of ten majoring English at bachelor level are seem to have been conscious to use this kind of language chunks. That is to say, about 40% of them seem to have been conscious in using the language chunks that threaten the negative face of the addresser. This fact can be presented in the following pie chart:

Figure 6: Negative Face of the Addresser



A bar diagram making comparison between the language that threaten the negative face of the addresser in the language of students majoring English at bachelor level in Kankai Multiple Campus and applicant for the secondary level English teacher is shown below

Figure 7: Negative Politeness



4.1.4 FTAs that Threaten the Positive Face of the Addresser

In case of analyzing and interpreting the obtained data, the FTAs that threaten the negative face of the addresser in the language used by the students majoring English at bachelor level in Kankai Multiple Campus, Jhapa and the applicants for secondary level English teacher has been analyzed and interpreted first with the help of statistical tool such as charts, diagrams, etc. The charts, diagrams and tables showing FTAs that threaten the negative face of the addressee are interpreted in detail.

Finally, a bar diagram making the comparison between the language that threaten the negative face of the addressee in the language of the students majoring at bachelor level in Kankai Multiple Campus, Jhapa and applicants for the secondary level in Jhapa is presented.

The following table shows the language chunks that are used by the both students majoring English at bachelor level in Kankai Multiple Campus, Jhapa and applicants for the secondary level English teacher in Jhapa that threaten the negative face of the addressee in their job application letters.

The Language Chunks That Threaten the Positive Face of the Addresser

No any candidates applying for the secondary level English teacher in Jhapa district and the students studying at Kankai Multiple Campus Jhapa have used the FTAs that

threaten the positive face of the addresser in their job application letters in the beginning part. They have used more polite forms of language. This proves that the applicants maintain the social distance between the addresser and the addressee.

Table 10

The Language Chunks That Threaten the Positive Face of the Addresser in the Middle Part of the Applications

Language of the candidates for the secondary level English teacher	Language used by the students majoring English at bachelor level
	<ul style="list-style-type: none"> • ‘If you don't select me, I will try for the next job.’ • ‘Try to ensure me with the reason whether I would be selected or not.’

In the middle part of the application letters the students studying in Kankai Multiple Campus Jhapa have used the language components like ‘If you don’t select me, I will try for the next job’ and ‘Try to ensure me with the reason whether I would be selected or not’ show that the applicants have used the FTAs that threaten positive face of the addresser in job application letters. On the other hand the applicants for the secondary level english teachers have not used any FTAs that threaten the positive face of the addresser. It shows that they have been much more conscious in using the language in the formal letters.

The sthdents studying in bachelor level at Kankai Multiple Campus Jhapa have used the FTAs that threaten the positive faceof the addresser in the middle part of the application letters. Only very few of the students have used FTAs in their application letters. They are reluctant to use the forms of language that threaten the positive face of the addresser. It shows that there is a huge gap between the addresser and the

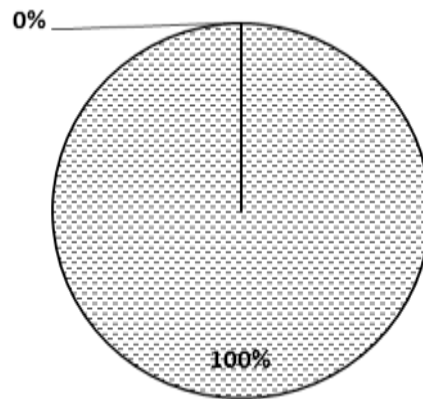
addressee. They seek to use the formal features of the language in their job application letters.

The Language Chunks That Threaten the Positive Face of the Addresser

No any candidates applying for the secondary level English teacher in Jhapa district and the students studying at Kankai Multiple Campus Jhapa have used the FTAs that threaten the positive face of the addresser in their job application letters in the final part. They have used more polite forms of language. This proves that the applicants maintain the social distance between the addresser and the addressee. In the beginning of the application letters they have used the component 'Looking forward to hearing your positive response as soon as possible'. This component is more formal that does not threaten the positive face of the addresser.

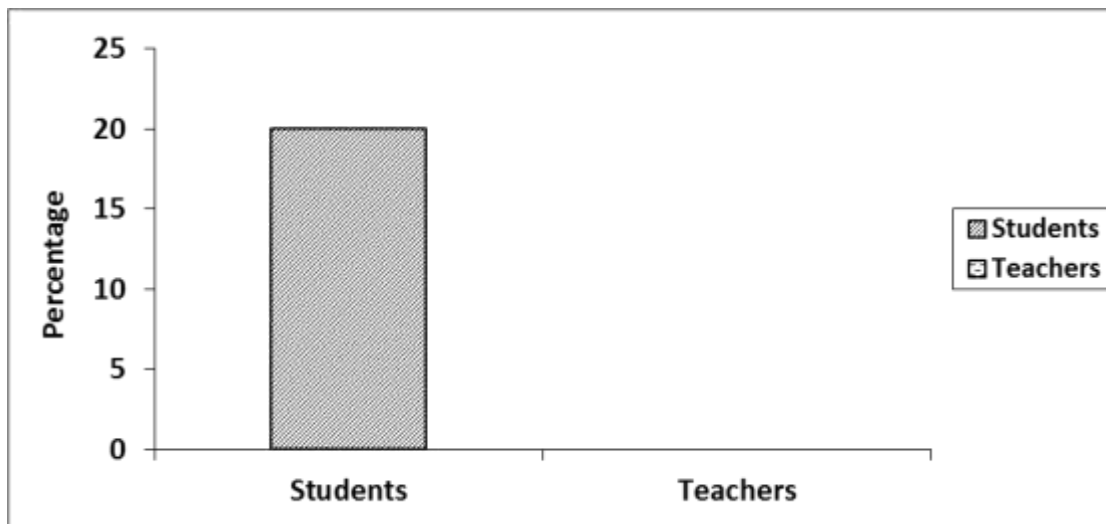
In comparison between the language used by the candidates of teachers and the students majoring English, very few of them use the language that threaten the negative face of the addressee. In the application letter the students are seem to use the language that threaten the negative face of the addressee. It might happen so due to the lack of the level of maturity in the language that the students use. The language chunk used by one of the students shows that it has threatened the negative face of the addressee. The language chunk 'If you don't select me, I will try for the next job' shows that it is not the language to be used in the job application letters. This kind of language chunk might not be helpful to get a job. But what we can analyze is that in course of time, the language may get matured with regular practice and exposure. To put the above fact simply, only 20% students out of 100% use the language that threaten the negative face of addressee in job application letter. On the other hand no any applicant for the secondary level English teacher is found to use the languages that threaten the negative face of the addressee. This might happen due to the sophistication in the language used by them. They seem matured enough to use their language in their job application letters. This fact can be presented in the following pie-chart.

Figure 8: Language That Threaten the Positive Face



A bar diagram making comparison between the language used by the candidates for secondary level and students majoring English at bachelor level in Kankai Multiple Campus Jhapa that threaten the positive face of the addresser:

Figure 9: Language That Threaten the Positive Face



In social interactions we generally opt to protect the face of self and that of others. When the speakers develop an understanding of having similar faces among them, then, they have less social distance and high solidarity. In this situation, the speakers use relatively informal and direct style of language. Such kinds of expressions fully acknowledge each other's faces that they think are similar.

Having similar faces means that the speakers feel to be of similar status, power, and other social features. In this type of situation in which the speakers feel to have similar faces or similar social recognitions, they share positive faces. They have the sense of each other's acceptance; they build up solidarity; and they have the understanding of common goals of communication. A face saving act which is oriented to acknowledge other's positive face is known as positive politeness. The language expressions in positive politeness are of rather usual, informal and friendly styles because the relationship between the participants does not have the social distance and they have positive faces. Positive politeness is thus solidarity oriented. It emphasizes shared attitudes and values. Yule (2000, p. 132) defines positive politeness as 'showing solidarity with others'. The positive politeness minimizes the status differences.

4.1.5 Face Flattering Acts of the Addresser and the Addressee

In case of analyzing and interpreting the obtained data, the face flattering act of the addresser and addressee in the language used by the students majoring English at bachelor level in Kankai Multiple Campus, Jhapa and the applicants for secondary level English teacher has been analyzed and interpreted first with the help of statistical tool such as charts, diagrams etc. The table showing the face flattering acts of the addresser and addressee is presented below:

Table 11

The Language Chunks That Flatter the Face of the Addresser and Addressee

Face Flattering Acts of the Addressee	Face Flattering Acts of the Addresser
<ul style="list-style-type: none"> • 'In your reputed institution...' • 'I have heard that there is a very good environment in your institution..' 	<ul style="list-style-type: none"> • 'I am very efficient and...' • 'It will be my pleasure...' • 'I would like to assure you that...'

The candidates applying for the secondary level English teacher and the students studying at Kankai Multiple Campus Jhapa have used the FTAs that flatter the face of the both addresser and the addressee in their job application letters. They have tried to

exaggerate the reputation of the institutions and their own ability in their application letters. The language chunks like ‘In your reputed institution’, ‘I have heard that there is a good environment in your institution’ show that the applicants have used the FTAs that flatter the face of the addressee. Similarly, the applicants have also tried to use the FTAs that flatter their own face. The linguistic exponents like ‘I am very efficient...’, ‘It will be my pleasure’ etc have exaggerated the addressers’ views in their job application letters.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

This thesis explores the politeness strategies and their usage according to politeness theory of Brown and Levinson (1987). The main objective of this thesis was to find out how the Nepali speakers of English encode the linguistic politeness in their written application letters. The researcher studied the data with the procedure of document analysis process. The theory of Brown and Levinson (1987) sees politeness as a way of producing a face threatening act in a way that maximally mitigates its negative impact on the addressee. Brown and Levinson (1978) offer several strategies for performing a face threatening act. This thesis concentrates on the difference between positive and negative politeness and the social distance on the choice of one of the strategies.

The difference in the usages of the strategies is illustrated on the example of job application letters in Nepal. Positive politeness strategies prevail in job applications since their goal is to achieve the job in the future. Negative politeness strategies are used more often in order to show the respect towards the addressee.

This study thus attempts to prove that the choice of politeness strategy depends on many factors and is not merely a reflection relationship between addresser and the addressee but that choice of strategy also influences how these relationships are being reshaped.

5.2 Conclusion

The study on the politeness strategies in written application can stimulate the readers to pay close attention to how the politeness strategies are used under the guidance of politeness principles. As discussed the use of politeness strategies at different levels can promote good effect in securing and getting a good job in a large sense. Therefore, the written application letters should use the politeness strategies properly. Practically, this research can direct the writings of application letters which may increase the

chances of success in the goal of gaining the jobs. In addition, it can also promote addressee's understanding of why the addresser uses politeness strategies.

5.2 Findings

5.2.1 Findings Obtained from the Job Applications

On the basis of the analysis and interpretation of the data, the findings of this research are presented in the following sub chapters:

5.2.1.1 Findings Based on FTAs That Threaten Negative Face of the Addressee

The findings based on the FTAs that threaten the negative face of the addressee are presented below:

- The students majoring English at Bachelor level are found to use the language that threaten the negative face of the addressee in the job application letters than the candidates for secondary level English teachers in Jhapa.
- Both the candidates for the secondary level English teachers and students majoring English at bachelor level are found to have used the language that threaten the negative face of the addressee.
- One hundred percent students are found to use the language that threatens the negative face of the addressee in the application letter.
- The applicant for the secondary level English teacher use sophisticated language than the students majoring English at bachelor level.
- The language that threatens the negative face of the addressee may be helpful in achieving the goal of getting the job as that threatens the addressee's face.
- The face threatening acts seem to be directed and imposed, informal and colloquial that might make the addressee of the job feel that their face is not acknowledged.
- The public self-image of the addressee is threatened due to the use of language like, 'If you don't select me, I will try for the next job.' So, both the candidates for the secondary level teachers and the students majoring English at bachelor level

are found to have used more formal and official language in their job application letters. This shows that there is less sense of solidarity and reciprocity among the addresser and addressee.

5.2.1.2 Findings Based on FTAs That Threaten the Positive Face of the Addressee

- Positive face threatening acts can cause damage to the applicant and the addressee.
- Positive face is threatened when the speaker or hearer doesn't care about the interactors' feelings and wants.
- Very few of the students majoring English at bachelor level in Kankai Multiple Campus Jhapa and the candidates for the secondary level English teacher in Jhapa district are found to have used the chunks that threaten the positive face of the addressee.
- The positive face threatening acts of the addressee seem to be related with face flattering acts too. It's a kind of overshooting in the job application letters.

5.2.1.3 Findings Based on FTAs That Threaten the Negative Face of the Addresser

The findings based on the face threatening acts that threaten the negative face of the addresser are presented below:

- Face threatening acts do not please the hearer or addressees because of the speaker's style of writing the job application. The face of the addressee is not respected by face threatening acts. These are impolite forms of the language in the given context.
- Both the students majoring English at Kankai Multiple Campus Jhapa and the candidates for the secondary level English teachers are found to have used the language chunks that threaten the negative face of the addresser in their job application letters.

- The candidates for the secondary level English teachers are more conscious in using it. Its perhaps they have become more alert in finding the jobs through the alluring language in their application letters.

5.2.1.4 Finding Based on FTAs That Threaten the Positive Face of the Addresser

- Twenty percent of the students majoring English at bachelor level have used the language that threaten positive face of the addresser in the job application letters whereas none of the candidates for the secondary level English teacher in Jhapa district have used the language that threaten the positive face of the addresser.

5.2.1.5 Findings Based on Face Flattering Acts That Flatters Face of the Addressee

The findings that flatter the face of the addressee is presented below:

- Almost all the students majoring English at bachelor level in Kankai Multiple Campus Jhapa and candidates for the secondary level English teacher in Jhapa have an ambivalent attitude towards face. In requests, they view face as something that has to be flattered and as something that can be readily damaged.
- Due to the applicants' poor mastery of the language all the other politeness strategies identified in the study seem to be an integral part of the communicative competence of Nepalese in job application writing.
- The face flattering acts like 'in your reputed institution' 'your well-managed institution' 'I came to know that you have well management' etc. are fond to have been used to flatter the face of the addressee.

5.2.1.5 Findings Based on Face Flattering acts That Flatters Face of the Addresser

The findings that flatter the face of the addresser is presented below:

- Almost all the students majoring English at bachelor level in Kankai Multiple Campus Jhapa and candidates for the secondary level English teacher in Jhapa use face flattering acts that flatters the face of the addresser in their job application. It's

because they want to make themselves the best among other candidates to be selected for the post that they wish to hold.

- The face flattering acts like ‘I am very efficient’, ‘it will be my pleasure’, ‘I would like to offer my caliber...’ etc. are found to have been used to flatter the face of the addresser.

5.3 Implications

5.3.1 Policy Level

Policy making for any organization is challenging. This research will assist directly or indirectly to the Pragmatic as well as ELT policy makers in the future. In fact this study will speak about policy making on language instruction in various universities as well as the out-set of the university classes on the politeness strategies. The research can be a guideline to bring out relevant policy of teaching language mainly its pragmatic aspect. There should be the following policy in ELT especially in teaching pragmatics and discourse analysis:

- If a conversation is to proceed in a rational manner, parties involved should follow certain PP. So, PP should be the part of language teaching curriculum.
- ELT curriculum should be oriented towards the pragmatic aspect of language teaching so that the learners’ comprehensibility can be enhanced.
- The colleges and universities must appoint the language teachers having the potentialities in language competency in practical rather than the knowledge over the contents and academic degree.
- English language textbook and the curricula must give focus on the pragmatic value of English language teaching in foreign language teaching context like Nepal.
- English language textbooks and other materials must be guided by communicative curriculum.

Thus, we can meet the goal of developing pragmatic value of language in the learners.

5.3.2 Practice Level

Practicing the politeness strategies for any organization or individual is challenging. This research will assist directly or indirectly to the students, candidate teachers as well as other stake holders to put into practice as:

- Every applicant should maintain the politeness strategies in their job application letters so as to make it more formal and lessen the negative face of the addresser as well as the addressee in their job application letters.
- The applicants should use less face flattering acts in their job applications to get the job because the over use of face flattering acts seems to be exaggeration of the institution.
- The applicants should have the comprehensive knowledge of the institute where they are going to apply for the job.
- It would be interesting to pursue an analysis of the use and function of the negative politeness strategy in job application paying special attention to modality and hedging, in order to shed new light on the interpersonal dynamics which characterize this academic genre in today's scientific world.

5.3.3 Further Research

The applicants will get benefit from this research regarding the use of politeness strategies in the job application letters. In addition to this the future researcher will get knowledge of the total research along with the methodology or design of the educational research. Thus this research will guide researchers on how to carry out the researches in English language education mainly in pragmatics and the politeness strategies.

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Appendix-1

For students

Suppose you have recently completed Bachelor in English Education. Now write an application for the position of secondary level English teacher in response to the following advertisement.

Vacancy Announcement

A well- reputed English medium secondary school is looking for an energetic, dynamic, qualified and dedicated candidate for the following post:

Post: English full time teacher

Qualification: B. Ed. In English having teaching license

Experiences: At least two years in the related field

Salary: Negotiable

Qualified and interested individuals are requested to send their applications to the following address with a copy of their academic qualification, bio-data, and 4 copies of recent PP size photograph within 1st April 2017.

Little Flower Boarding School, Birtamod, Jhapa, Nepal

Ph: 023-470175

Sample Letter 1

Date: 2073 – 11 - 15

To,

The Headmaster

Little Flower Boarding School, Birtamod, Jhapa

Sub: An application for the post of English teacher

Dear sir,

I came to know through the advertisement that there is a vacant for the post of primary level English teacher in your school. I wish to apply as I find myself a suitable, experienced and qualified candidate for the post.

I am a youth of 21 years and gifted with sound physical vigour of harmonic look. Regarding my qualifications and experience are clearly mentioned in my bio-dada below. I am satisfied that I can handle all my matters that come over me.

The copies of my documents is attached here with the application. Finally, I assure you that I am take the job in a greater sense of entertainment, enjoy and the challenges of the entire progress and prosperity of your school. If you give me golden opportunity then I will give you satisfactory result.

Yours sincerely

Dilip Acharya

Sample Letter 2

Date: 2073 – 11 - 15

To,

The Headmaster

Little Flower Boarding School, Birtamod, Jhapa

Sub: An application for the post of English teacher

Dear sir,

Owing to my Bachelor degree in English and extensive experience in teaching English language, I am applying for English Teacher position at Little Flower English School. It would be a great pleasure to work for your school because your commitment to provide good education to the young generation creates challenging yet satisfying work environment.

Through my first-hand experiences, I developed expertise in imparting lessons to class in an effective manner. Particularly, I am well-versed in:

- Planning, preparing and delivering lessons
- Developing lesson plans and preparing classroom for activities
- Instructing and monitoring students and evaluating their performance
- Engaging students using modern teaching strategies
- Grading tests and assignments, and providing feedback on students' work
- Maintaining and updating accurate student records

At my previous place of work, I maintained student records, checked assignments, took presentations, met with parents and resolved all kinds of student issues during the entire academic course. In addition, I was responsible for creating and managing extracurricular activities of class. Nevertheless, I was the member of examination committee too.

Moreover, I have excellent verbal and written communication skills in English which may enable me manage a class of children with different classes and cultures. Above

all, I have a demonstrated ability to communicate effectively to parents, coworkers, and students. My enclosed resume contains more details about my qualifications and skills which suitably match your requirements position.

As a friendly and talented English Teacher, I would like to meet with you to discuss my skills and experiences in greater detail. I will be available for interview at your convenience.

Thank you for your time and consideration.

Sincerely,
(Signature)
Nisha Karki
Enc. Resume