CHAPTER ONE

INTRODUCTION

Every person lives in a world of social encounters, involving either in face to face or mediated contact with other participants. In each of these contacts, they tend to act out in a pattern of verbal and non-verbal acts by which they express their views of the situation. This makes human being the most intelligent creature compared to the rest of the beings. However, such a unique characteristic of human beings is never easy to define or analyze in words because of its complex nature that varies from one person to another or one situation to another. In other words, human beings use language all the time to make things happen and the context in which they speak is crucial for determining the form, structure or style of language. The discipline that deals with this aspect of language is known as pragmatics.

1.1 General Background

Pragmatics is a systematic way of explaining language use in context. It seeks to explain aspects of meaning which cannot be found in the plain sense of words or structure as explained by semantics. In this connection, Moore (2002) says that pragmatics is a way of investigating how sense can be made of certain texts even when, from a semantic viewpoint, the text seems to be either incomplete or to have a different meaning to what is really intended. Furthermore, Moore (2002) opines, "Consider a sign seen in a children's wear shop window: 'Baby sale-lots of bargains'. We know without asking that there are no babies for sale-that what is for sale are items used for babies" (p.3). Pragmatics allows us to investigate how this meaning beyond the words can be understood without ambiguity. The extra meaning is there, not because of the semantic aspects of the words themselves, but because we share certain

contextual knowledge with the writer or speaker of the text. Emphasizing the same concept, Atkinson, Kilby and Roca (1988) say, "Pragmatics is the distinction between what a speaker's words (literally) mean and what the speaker might mean by his words"(p.217). It shows that pragmatics is the key to understand about any language. To Leech (1983), "We cannot really understand the nature of language itself unless we understand pragmatics; how language is used in communication" (p.1).

1.1.1 Speech Acts: Language as Action

The term speech act is one of the most significant facets of the general theory of language use (i.e. pragmatics).According to Grundy (2000), "Speech acts might be seen as a prototypically pragmatic phenomenon in the sense that they challenge the notion that there is a one to one correspondence between a form and its function" (p.68).Likewise, to quote Yule (1993), "In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances which are generally called speech acts" (p.47). When we communicate, we express our thoughts and emotions through a number of utterances that has a particular speech act and in English, they are commonly given more specific labels, such as invitation, apology, promise, request and so on.

These descriptive terms for different kinds of speech acts apply to the speaker's communicative intention in producing an utterance. The speaker normally expects that his or her communicative intention will be recognized by the hearer. Both speaker and hearer are usually helped in this process by the circumstances surrounding the utterance which is also known as speech event. The role of speech event is very crucial in communication or conversation because it determines the interpretation of an utterance as performing a

particular speech act. "The philosopher J.L. Austin invented the term "speech act" for the first time, and in his lectures published as "How to Do Things with Words, he developed the first systematic theory of utterances as human action" (Rai, 2003, p. 87). His theory of speech act broadly explains the action performed by producing an utterance as having three aspects. There is first a locutionary act, which is the basic act of utterance or producing a meaningful linguistic expression. Such expression is produced with certain purpose i.e. with some kind of function in mind which carries the second dimension or illocutionary act. Last but not least, there is the perlocutionary act which refers to the effects of the utterance on the listener and acts accordingly.

Out of these three facets, the illocutionary force or act is most discussed in the field. It is because 'speech act' is generally interpreted quite narrowly to mean only the illocutionary force of an utterance. Some linguists have attempted to classify illocutionary acts into a number of categories or types. According to Searle (1969), there are such five categories.

  i. Representatives: Here the speaker asserts a proposition to be true, using such verbs as: affirm, believe, conclude, deny, report etc.

 ii. Directives: Here the speaker tries to make the hearer do something, with such words as: ask, beg, challenge, command, dare, invite, insist, request.

iii. Commissives: Here the speaker commits himself or herself to a future course of action, with verbs such as: guarantee, pledge, promise, swear, vow, undertake, warrant etc.

 iv. Expressives: The speaker expresses an attitude to or about a state of affairs, using such verbs as: apologize, appreciate, congratulate, deplore, detest, regret, thank, welcome etc.

  v. Declarations: The speaker alters the external status or condition of an object or situation solely by making the utterance. I now pronounce you man and wife etc.

1.1.2 Politeness: An Introduction

Politeness is one of the universal phenomena that occur in any kind of interaction. Its main functions are maintaining social order; maintaining friendly interpersonal relations; reducing conflicts and understandings by means of polite speech acts so as to attain the aim of communication. In the opinions of Lakoff (1992, 1973), "Politeness phenomena have been considered to have descriptive power in respect of language use" (as cited in Grundy 2000, p.145). Likewise, to Leech (1983) politeness principles are considered to be major determinants of linguistic behaviour. Where as Brown and Levinson (1978, 1987) consider politeness to have universal status. In the words of Grundy (ibid), "Politeness phenomena also extend the notion of indexicality because they show that every utterance is uniquely designed for its audience" (p.145). Moreover, he is of the view that politeness phenomena are one manifestation of the wider concept of etiquette, or appropriate behaviour. Similarly, Yule (1993) opines, "It is possible to treat politeness as a fixed concept, as in the idea of 'polite social behaviour', or etiquette within a culture" (p.60).

In everyday conversation, there are ways to go about getting the things we want. When we are with a group of friends, we can say to them, "Go get me that plate", or "shut up!" However, when we are surrounded by a group of adults at a formal function in which our parents are attending, we must say, "Could you please pass me that plate, if you don't mind?" and "I am not able to hear the speaker in front of the room." In different social situations we are obligated to adjust our use of words to fit the occasion. It would seem socially unacceptable if the phrases above were reversed. According to Wardhugh (1998, p.25), it is therefore, necessary to consider both what and how aspect while speaking. If we underestimate any of them, we can not fulfill our goals of

conversation. He also opines that politeness is a very important principle in language use and we must consider others' feelings while taking participation within an interaction.

1.1.3 Faces of Politeness

The concept of politeness is closely related to the term 'face'. Defining politeness without considering the term 'face' is impossible. According to Yule (1993, p.60), "As a technical term, face means the public-self image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize". Now, politeness can be defined as the means employed to show awareness of another person's face. To Goffman (1967), "The term 'face' may be defined as the positive social value a person claims for himself by the line others assume he has taken during a particular contact" (as in Jaworski, and Coupland p. 306).

In an interaction, participants have some expectation concerning their self image or face wants so that their communication could run smoothly. However, it is not always the case. Sometimes, a speaker may say something that represents a threat to another individual's expectation regarding self image which is known as Face Threatening Act (FTA). Similarly, 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 which is called a face saving act (Yule, 1993) they are the inherent characteristics of conversation.

According to Brown and Levinson (1987), politeness is defined as redressive action taken to counter balance the disruptive effect of FTAs. To them, face consists of two related aspects. First one is the negative face: the need to be

independent, to have freedom of action, and not be imposed on by others. Secondly, the positive face: the need to be accepted, even liked by others, to be treated as a member of the same groups etc. They also opine that the rational actions people take to preserve both kinds of face, for themselves and the people they interact with, add up to politeness. Their argument is that in human communication, either spoken or written people tend to maintain one another's face continuously.

1.1.4 Politeness Strategies

In their classic book on politeness Brown and Levinson (1987) note a growing interest in 'the linguistic expression of social relationships' (p.49) and outline four main types of politeness strategies: bald on record, negative politeness, positive politeness and off-record or indirect strategy.

First, bald on record strategies do not attempt to minimize the threat to the hearer's face. This strategy is most often utilized by speakers who closely know their audience. With the bald on record strategies there is a direct possibility that the audience will be shocked or embarrassed by the strategy. For example, a bald on record strategy might be to tell someone's sister to "do the dishes. It's your turn."

The second strategy is positive politeness and this strategy attempts to minimize the threat to the hearer's positive face. This strategy is most commonly used in situations where the audience knows each other fairly well. Quite often, hedging and attempts to avoid conflict are used. For example, a positive politeness strategy might be the request; "It would be great if you could do the dishes to me."

The third strategy is negative politeness which presumes that the speaker will be imposing on the listener. The potential for awkwardness or embarrassment is greater than in bald on record strategies and positive politeness strategy. Negative face is the desire to remain autonomous. Thus, a request without consideration of the listener's negative face might be uncomfortable. "I need Rs 1000" is awkward if it is the listener's financial capabilities. But if the speakers, knowing that the listener wants to maintain their autonomy, adds an out for the listener like "I know you have been running out of money, but could I borrow Rs 1000?" the listener is more likely to give them that money because the request showed a respect for their ability to maintain autonomy.

The final politeness strategy outlined by Brown and Levinson (1978) is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to being imposing. For example, a speaker using the indirect strategy might merely say "How! it's getting cold in here" insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the to do so.

To illustrate the whole concept of the strategies it is worthwhile to follow Brown and Levinson (1987).

How to get a pen from someone else

Say Something   Say nothing
                                                       (But search in a bag)

On record   Off record
                             (I forgot my pen)

Face saving act   Bald on record
                         (Give me a pen)

Positive Politeness   Negative Politeness
(How about letting me use your pen)   (Could you lend me a pen?)
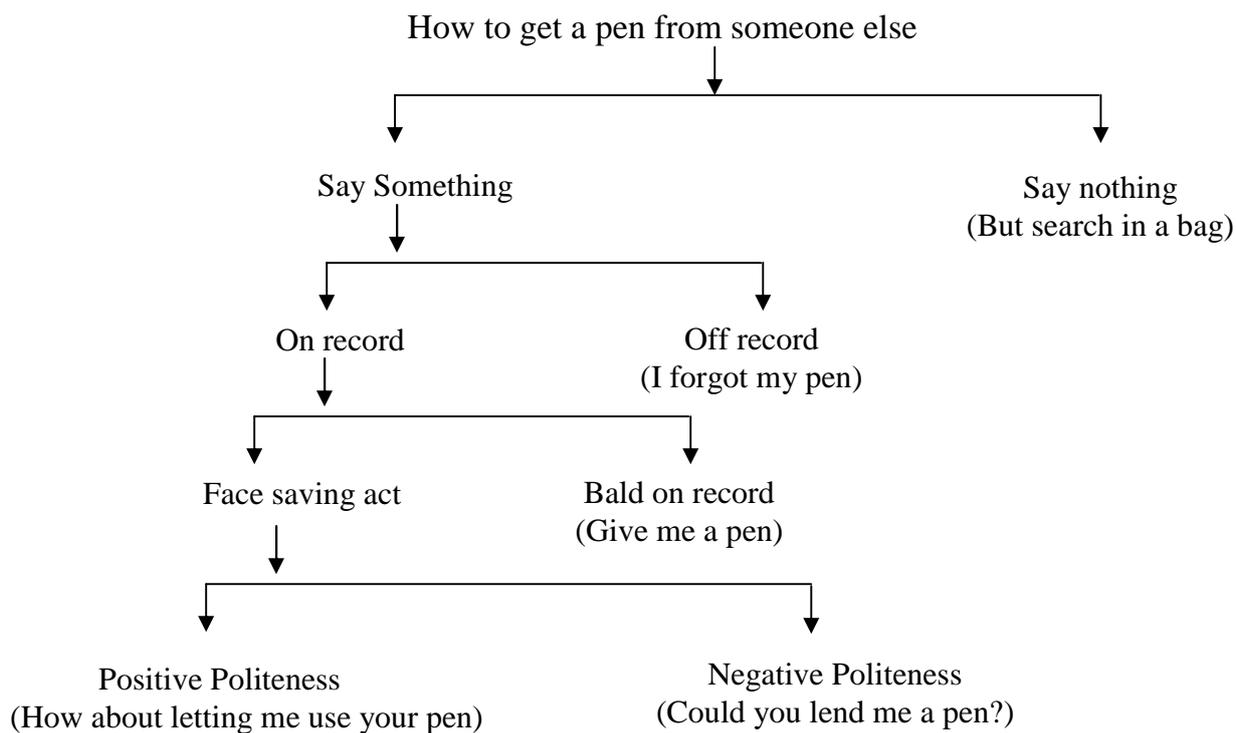
(Source: Youle, 1993 p. 66)

1.1.5 Politeness Principles

The politeness principle includes a series of maxims which are proposed by
Leech (1983) as a way of explaining how politeness operates in conversational
exchanges. The principle considers the relationship between two participants
self and other; the first is identified with speaker and the second with hearer.
The principle maintains that for effective communication participants should be
polite to each other. That is, the participants should take part in a social
interaction to engage in interaction in an atmosphere of relative harmony. The
main such principles can be stated as below:

1.1.5.1 The Tact Maxim

According to Leech (1983, p.107), "Politeness is essentially asymmetrical: what is polite with respect to hearer or to some third party will be impolite with respect to speaker and vice versa" (p107).

This maxim applies to Searle's directive and commissive categories of illocutions which refer to some action to be performed, respectively, by the hearer or the speaker. To Leech (ibid) we can see this principle on cost benefit scale as following:

a) Peel these potatoes

b) Hand me the newspaper

c) Sit down

d) Look at that

e) Enjoy your holiday

f) Have another sandwich

Cost to hearer   less polite

benefit to hearer   more polite
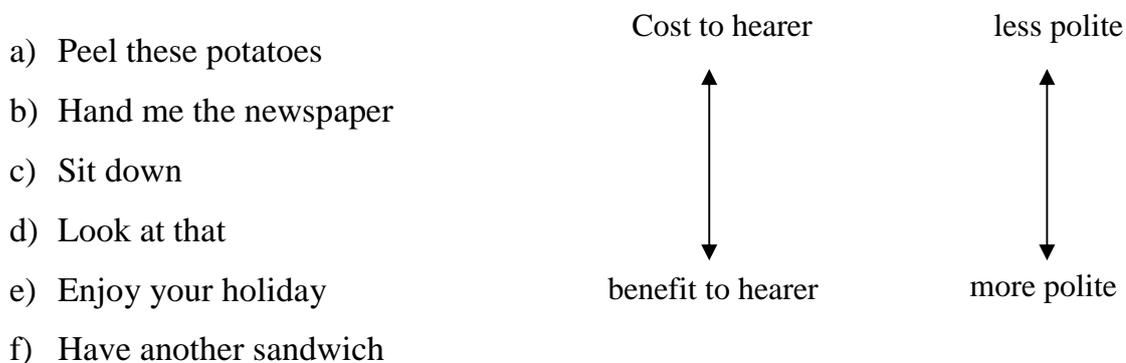
He also argues that indirect illocutions tend to be more polite because they increase the degree of optionally. For example:

a) Answer the phone

b) I want you to answer phone

c) Will you answer the phone?

d) Can you answer the phone?

e) Would you mind answering the phone?

f) Could you possibly answer the phone?

Indirectness   Less polite

More polite
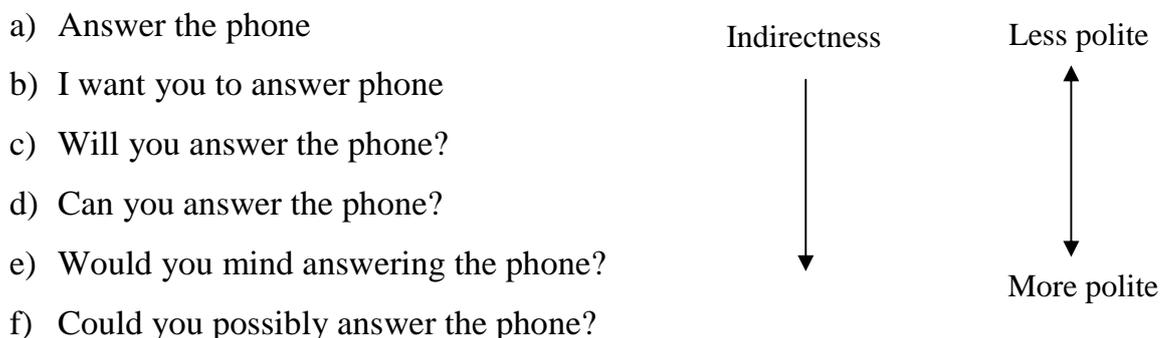
Leech also finds two sides to the Tact Maxim, a negative side 'Minimize the cost to hearer and a positive side, 'Maximize the benefit to hearer. The second is less important; however it is a natural corollary of the first.

1.1.5.2 The Generosity Maxim

Generosity Maxim is opposite to tact maxim in the sense that tact maxim is other centered whereas generosity maxim is self centered. To illustrate it as by Leech (1983, p. 133):

a) You can lend me your car. (Impolite)

b) I can lend you my car.

c) You must come and have dinner with us.

d) We must come and have dinner with you. (Impolite)

The utterance (b), an offer and (c) an invitation are polite firstly because they are beneficial to the hearer, and secondly because they are costly to the speaker. On the other hand, the utterance (a) and (d) are less polite because they are costly to the hearer and beneficial to the speaker. In this way, the relationship between tact and generosity maxim is reverse.

1.1.5.3 The Approbation Maxim

This maxim refers to the maximum praise to others and minimum dispraise to others. It is, therefore sometimes known as 'Flattery Maxim' - but the term 'flattery' is generally reserved for insincere approbation. In its more negative aspect, this maxim says avoid saying unpleasant things about others, and more particularly, about hearer (Leech, 1983, p. 135). For example:

a)   What a marvelous meal you cooked? (Polite)

b)   What an awful meal you cooked! (Impolite)

c)   A: Her performance was outstanding.

B: Yes, want' it? (Polite)

d)   A: Your performance was outstanding.

      B: Yes, wasn't it? (Impolite)

e)   A: Your performance was magnificent.

      B: Was it? (Polite)

(*Adapted from Leech (1983) as cited in Rai 2003, p. 83).*

1.1.5.4 The Modesty Maxim

This maxim can be considered as opposite to approbation maxim because it suggests to minimize praise to self and maximize dispraise to self in contrast with approbation maxim's suggestion: maximize praise to other and minimize dispraise to others. To exemplify it we can borrow utterances from Leech, (1983, p. 136).

a)   How stupid of me!

b)   How clever of me! (Impolite)

c)   Please accept this small gift as a token of our esteem.

d)   Please accept this large gift as a token of our esteem. (Impolite)

In these examples, (b) and (d) violate modesty maxim because in both the utterances the speaker is praising himself. On the other hand, utterances (a) and (c) follow modesty maxim and are polite because in both of them the speaker dispraise himself.

1.1.5.5 The Agreement Maxim

According to Rai (2003, p. 84), this maxim emphasizes the importance of agreement between the participants in a piece of conversation. To Leech (1983), "There is a tendency to exaggerate agreement with other people, and to

mitigate disagreement by expressing regret, partial agreement, etc" (p.138). For example:

a)   A: It was an interesting movie, wasn't it?

        B: No, it was very uninteresting.

b)   A: A referendum will satisfy everybody.

        B: Yes, definitely.

c)   A: English is a difficult language to learn.

        B: True, but the grammar is quite easy.

B's response in example (a) shows disagreement which violates agreement maxim and therefore is impolite and may break the communication. On the other hand B's response in example (b) is polite because it follows agreement maxim, which will help to continue the communication. Similarly B's response in example (c), shows partial disagreement which is often preferable to complete disagreement.

1.1.5.6 The Sympathy Maxim

 In the words of Leech (1983), "Sympathy maxim explains why congratulations and condolences are courteous speech acts, even though condolences express beliefs which are negative with regard to the hearer" (p. 138). Such as:

a) I' m terribly sorry to hear that your cat died. This is polite in contrast, for example with 'I'm terribly pleased to hear that your cat died.'

1.1.6 Politeness and Address Forms

Another equally significant aspect that is intimately related to politeness is form of address. The way someone addresses to the participants in an interaction directly possesses the degree of politeness and rudeness. As I have already mentioned the positive and negative politeness in preceding section,

they have a significant co-relation with the form of address.In this regard, Holmes (1992) says:

> The positive politeness is solidarity oriented and first name (FN) is used as a form of address to emphasize shared attitudes and values of the interlocutors. It also includes a more informal style using slang and swear words. By contrast, generally title and last name (TLN) is used as a form of address in a negative politeness which is also said to be a difference strategy that takes respect to the status difference into consideration (p.297).

Holmes further opines:

> That being polite means getting the linguistic expression of social distance right as far as one's addressee is concerned and this varies from one community to another. For example, in the north of England, many newspaper vendors, bus, conductors and people selling railway tickets call everyone; "love" regardless of how well they know them, and often regardless of their sex. By contrast, mutual TLN (Title or last name) is usual between upper working class neighbors who live close to each other, but who are not friends and do not see each other socially (p. 300).

Another factor which contributes to the determination of address form is the situation or formality. "In a formal situation the appropriate way of talking to one's brother will depend on his role in the context. If he is acting as the judge in a law court then calling him John will be considered disrespectful while at the dinner table calling him your honour will be perceived as equally rude" (Holmes ibid, p. 297).

1.1.7 Importance of Politeness in Classroom

The importance of politeness in a classroom can hardly be exaggerated because it is such a crucial aspect without which we cannot even imagine any kind of communication. This concept even becomes more important to be taken into consideration particularly in an EFL classroom. It is because the culture in which students are grown up plays a crucial role for determining the patterns of the politeness. As we know that the interaction between teacher and students is central in a classroom, they must follow a certain pattern to be polite to each other. This being the case, a language teacher who has to grade and assess his students needs to understand their cultural values which ultimately lead to express politeness. Misunderstanding might happen all the time if a language teacher does not know about the different ways of being polite from his students. It is therefore, necessary for a language teacher to learn about discourse norms from culturally different students in the classroom.

Politeness in classroom is more considerable in the modern approach to language teaching i.e. communication and discussion type. Basically, a teacher elicits responses from the students or students are active in a classroom, they tend to show their behavior in their own. Out of such interaction the teachers need to shape or reshape the students' ability to speak correctly and appropriately in the classroom. This, in turn, will help the teacher to understand more of the concepts of politeness which is a part of language learning. Moreover, students can have advantage from active participation in the classroom and teacher can also know students' family background that will be beneficial for him to have a necessary change in his teaching strategies.

1.2 Review of the Related Literature

As being the most important aspect of an interaction, the issue of politeness has become one of the most fertile areas of research in language use. The study from Brown and Levinson (1978, 1987) has aroused increased attention in the study of politeness.

The *face theory* proposed by Brown and Levinson (1978, 1987) serves as the most influential theory on politeness. It plays a leading role in the study of speech acts (Hobbs, 2003). The theory contains three basic notions: *face, face threatening acts (FTAs)* and *politeness strategies*. They argue that everyone in the society has two kinds of face wants. One is negative face; the basic claim to territories, personal preservers, rights to non-distraction i.e. to freedom of action and freedom from imposition. The other is positive face; the positive consistent self image or 'personality' (crucially including the desire that this self image be appreciated and approved of) claimed by interlocutors. Every utterance is potentially a face threatening act (FTA) either to the negative face or to the positive face. Therefore, people need to employ politeness strategies to redress the FTA. Three factors need consideration when calculating the weightiness of the FTA: power status, social distance and the imposition. Brown and Levinson (1987) introduce four strategies for politeness in relation to FTA's: bald on record, positive politeness negative politeness, and off record. The *politeness systems theory* developed by Scollon and Scollon (1995) as mentioned in Liang & Han (2005) is also noteworthy in this field. They observed three politeness systems: the difference politeness system, the solidarity politeness system and the hierarchal politeness system. The distinction of the three systems is mainly based on whether there exists power difference (+ P or - P) and on the social distance between the interlocutors (+ D or - D). The difference politeness system is one in which participants are

considered to be equals or near equals but treat each other at a distance (e.g. classmates). In a solidarity politeness system, the speaker may feel neither power difference (- P) nor social difference (-D) between them (e.g. friends). The hierarchical politeness system may be widely recognized among companies, government and educational organizations, in which, the speakers resort to different politeness strategies: the "higher" use involvement politeness strategies and the "lower" use independence politeness strategies.

Within the framework set by Brown and Levinson, many scholars and researchers carry out experiments in their specific culture to test the validity of politeness, theory and try to make comparisons across gender and nationality (Hobbs, 2003). Liang and Han, (2005) carried out a contrastive study on Disagreement strategies for politeness between American English and Mandarin Chinese. The purpose of the study was to make a contrastive study of disagreement strategies for politeness between American English and Mandarin Chinese at the private interpersonal level for better EFL/ESL teaching and learning. The discourse completion test (DCT) method was applied for data elicitation in which five scenarios for disagreement were devised for college students in USA and Chinese mainland to fill in what they would say when they disagree with the higher-status, peers and the lower-status. When disagreeing with the superior, Chinese students were found to employ more politeness strategies and address form than the American students do. In the case of peers, with the increase of social distance, both the Chinese and American students apply less and less politeness strategies. Likewise, positive correlation was found between the rates of disagreement and the change of the social distance for the Chinese students while negative correlation for the American students. When disagreeing with the sister, the Chinese male uses the least politeness strategies while the Chinese female uses the most politeness strategies. Similarly, female students behave more sensitive to politeness and use more politeness strategies than male subjects do.

But, we can hardly find researches carried out on politeness in classroom. However, there are some studies conducted on classroom discourse that can be mentioned as follows.

Mohtar and Yusoff (1998) carried out a study on "Sustaining Student Engagement in Classroom Discourse" in the University of Malaya. They mainly focused on interaction between teacher and students. They also examined some possible reasons for the lack of participation among students in a classroom. They also discussed possible strategies for engaging students in classroom discourse. In their study, they suggested a number of factors which favour the sustenance of classroom discourse. The researcher tried to identify possible reasons for a lack of student interaction in the classroom. They mainly focused their attention on the following four areas student characteristics; teacher characteristics; the teaching process; and lesson content. They drew a conclusion that the classroom lesson can provide a communicative context if, during the course of performing everyday classroom activities, the teacher and the students build on each other's communicative behaviour as they work towards fulfilling curricular objectives. To be able to do this both teacher and students must understand international rules. They suggested that student interaction can be limited by student characteristic, teacher characteristics, the teaching process and the context of the lesson. Finally, they made a conclusion that the teacher can encourage student participation and they have outlined a number of strategies to help teachers do so.

Phyak (2006) carried out a study on 'How does a teacher interact with students in an English Classroom?' He selected a government aided school using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the

classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He concluded that there was only one way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not because of power relationship rather of culture and lack of exposure. Because of influence of their cultural behaviour of mother tongue, students were found to use impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal is lack of classroom interaction strategies from both teachers and students' side.

In the Department of English Education of TU, there are a few studies conducted on classroom discourse, however, they are not directly related to politeness strategy. For example, Shah (2003) carried out a research on the Classroom Discourse of grade nine of the public schools of Kathmandu valley. The objective of his study was to describe the classroom discourse between the teacher and students. He found twenty six discourse acts, three moves, three exchanges and five sub exchanges. His study also revealed that it was teacher who initiated and dominated classroom most of the time. Similarly, Neupane (2007) carried out a study on the classroom Discourse of grade eight of the public and private schools. The objective of his study was to analyze and compare the classroom discourse of the public and private schools for which he selected two public and two private schools of Morang district. He found that the classroom discourse was generally dominated by the teacher in both types of schools but the domination was a bit flexible in public schools in comparison to the private ones while the students of private schools were more active in the classroom interaction.

Though these above mentioned studies were more or less related with the language use in the English language classroom, they did not directly include politeness phenomena. Hence, the present study was carried out.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To analyze the patterns of politeness strategies employed in the EFL classroom, in terms of:

   a) Address Forms
   b) Disagreements
   c) Requests
   d) Apologies
   e) Compliments

ii. To suggest some pedagogical implications.

1.4 Significance of the Study

Though being politeness is preferred universally, the connotation of politeness might vary across culture. This being the case, politeness in EFL classroom is considerable in the sense that the students or teachers might fail to maintain it because of their first language and culture. In Nepalese context, it is often found that because of the lack of exposure and input, participants in a classroom fail to understand pragmatic features that ultimately leads them to violate the norms or standards of adequate communication. Furthermore, teaching English in Nepal has long been based on grammar and reading. In real life situation, Nepalese students may often fail to communicate effectively following English language norms. This study will, thus, be useful to both language teachers and students to make them able to maintain politeness in the classroom. Similarly, it will provide insight for them who are interested in

pragmatics and politeness in particular. Likewise, this study is expected to be useful as a reference material for the future researchers who want to conduct their studies in this field.

CHAPTER TWO

METHODOLOGY

I used the following study design to accomplish the above mentioned objectives.

2.1 Sources of Data

The study was based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the students and teachers of diploma level who were studying and teaching at various colleges in Kathmandu valley.

2.1.2 Secondary Sources of Data

Various books, especially Brown and Levinson (1978, 1987) Goffman (1967), Holmes (1992), Leech (1983), Stockwell (2003), Yule (1993), Wardhaugh (1998), Goody (1978), Grundy (2000), journals: Journals of Pragmatics, Asian EFL Journal etc. reports, articles, research studies, internet related to the topic were used as the major secondary sources of data.

2.2 Sampling Procedure

In this study, the sample consisted of hundred and thirty informants including hundred and twenty students and ten teachers who were studying and teaching at ten different colleges of Katmandu valley. I purposively selected those colleges which included various courses e.g. BBS, BBA, BA, B. Ed. and B.E. Those colleges were Asian International College, Kirtipur, Shaheed Smarak College, Kirtipur, Mangal Multiple College, Kirtipur, DAV College, Jaulakhel,

Patan Multiple Campus, Patan, Jana Maitri College, Kuleshor, Mahendra Ratna Campus, Tahachal, Acme Engineering College, Sitapaila, Global College of Management, Baneswar and Kathmandu Education College, Kathmandu. I selected hundred and twenty students using random sampling procedure from those colleges. Twelve students, in turn, from each college were selected through fishbowl draw. Likewise, ten teachers were also selected using purposive non-random sampling procedure.

2.3 Tools of Data Collection

I mainly used two tools in gathering required information i.e. Discourse Completion Test (DCT) and the questionnaires. The first one was used to elicit students' exact utterances in different situations or scenarios ranging from disagreements to requests to apology to compliments. The second one which I used to obtain information from teachers consisted of general information i.e. their perception on politeness in their classroom, causes of the failure of politeness and some ways to overcome those problems etc. Followed by again different contexts in which they were supposed to respond with requests, apologies and so on.

(See Appendices I and II)

2.4 Process of Data Collection

I went through the following procedure to collect the primary data.

⟩ First, I went to the field and built rapport with concerned people.

⟩ I explained to the respondents about the purpose of my study and DCT. Then, I randomly selected twelve students from each college and distributed the test items. I also helped the students when they felt difficulty to understand the contexts given in the DCT. It took about 45 minutes to the students to complete the test.

〕 I also gave questionnaires to the teachers which they took 20 minutes to fill it in.

2.5 Limitations of the Study

The study was conducted within the following limitations.

a. The study was limited to find out and analyze the patterns of politeness in EFL classrooms.

b. The study was limited to bachelor level students of eight colleges of Kathmandu valley.

c. It was restricted to classroom situation only but not natural situation.

d. The study was limited to the politeness strategies e.g. address forms, disagreements, requests, apologies and compliments.

e. The contexts or scenarios provided in DCT or questionnaires were more or less limited to classroom situation.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is mainly concerned with the analysis and interpretation of the data. The collected data from the informants have been analyzed and interpreted to find out the patterns of politeness in EFL classrooms. The analysis has been mainly carried out on the basis of the responses elicited by the students and teachers. Furthermore, politeness patterns used by students in classroom have been interpreted mainly in light of address forms, disagreements, requests, apologies, compliments and politeness strategies. Likewise, item wise analyses of teachers' responses have also been presented to find out the patterns of politeness employed by the teachers in the classroom. Besides, simple statistical tool of percentage has been used to analyze the data.

3.1   Analysis and Interpretation of Data Obtained from Students

Analyses and interpretation of data Obtained from students can be presented as below.

3.1.1 Address Form

In Liang and Han (2005), it is indicated that when speaking to a person of higher status, the Asian people use the address form with high frequency to replace the second person pronoun 'you'. It has something to do with politeness. They want to maintain the distance of status so that there could not be any kind of misunderstanding while communicating. Consequently, it is expected that the students will employ address forms while speaking with their teachers.

The statistical analyses of the responses to the first situation support this argument. In the subjects' responses to the teacher who questions the originality of the assignment they submit, 92.5% students uttered the address form before defending themselves. Those utterances were still carried out as in the form of contradictory opinions to disagree with the teacher. Some examples are as: 'No Sir/mam, these are my own ideas', I'm sorry mam, but it's my original assignment', 'No Sir, I did it by my own', 'Teacher, I have worked very hard for this assignment and I can prove it by presenting right here' etc.

Among the 111 utterances with address forms, 91 students (81.98%) used 'sir' and 15 students (14.01%) used 'mam'. There were also 5 students (4.67%) who employed with 'Teacher'. The address form of 'sir' significantly overshadows other address forms.

Similarly, the results achieved in other three situations (situation 6, 8 and 9), where there is interaction between teacher and students also supports above mentioned argument. Out of total 360 responses 283 (78.61%) consists of address forms as 'sir', 'mam', 'madam' or 'teacher' etc. while only 77 (21.38%) responses have not been employed with any address form. Likewise, in situation 12 also students have used high frequency of address form when carrying out apology for interrupting class being late thrice in a week. Out of 120 students, 74 (61.66%) have apologized using address form like 'sir', 'teacher' as in 'sir' I am extremely sorry for coming late once again', Sir it is not my fault the college bus came late etc. compared with just 46 students (38.33%) employing no address from at all. The following table shows the situation wise forms of address used by students.

Table No. 1: Situationwise Forms of Address Used by the Students.

Situation N.	Utterances with address form		Utterances without address forms	
	F	%	F	%
1	111	92.5	9	7.5
6	100	83.33	20	16.66
8	93	77.5	27	22.5
9	90	75	30	25
12	74	61.66	46	38.33

3.1.2 Disagreements

All the responses of disagreement strategy for politeness elicited by students are tabulated mainly in the light of complete disagreements, partial disagreements and agreements. They are analyzed in terms of situation given to the students in the form of discourse completion test. The first four situations (i.e. 1, 2, 3, and 4) incorporate such strategy.

The following table gives a clear picture of total number of expressed complete disagreements, partial disagreements and agreements in given situations as a whole and their percentages.

Table No. 2: Total Responses on Disagreement

S.N.	Complete Disagreement		Partial Disagreement		Agreements	
	F	%	F	%	F	%
1,2,3,4	282	58.75	158	32.91	40	8.33

The table shows that the maximum numbers of students have used complete disagreement strategy while responding to the situations which is contradictory from the politeness perspective. According to Leech (1983), "There is a tendency to exaggerate agreement with other people, and to mitigate disagreement by expressing regret, partial agreement etc" (p,138). But above table shows that out of 480 responses, 282 (58.75%) consists of complete disagreements. This violates the agreement maxim of politeness by Leech (ibid). Some examples of such contradictory opinions uttered by the students are:

1. No sir, these are my own ideas. (S. N. 1)
2. No, that's easy and interesting. (S. N. 4)
3. I don't agree to you. Modern technology is not endangering the environment. (S. N. 3)
4. No, my evidences are enough. (S. N. 2)

Similarly, 158 responses (32.91%) include partial disagreements which according to Leech (1983) will mitigate disagreement and maintain politeness between the interlocutors while speaking. Some examples of such expressions found are:

1. You are right but I think my problem is of explanation rather than the evidence. (S. N. 2)
2. Yes, each coin has its two sides. But still modern technology is necessary for us. (S. N. 4)
3. Maybe you are right. But I have heard that it's easy and interesting. (S.N. 4)
4. I'm sorry to oppose your view but I can clarify you about the data and evidence I have presented in the assignment. (S.N.1)

There are also other expressions which I have categorized under the Agreements. The Students who have employed with this strategy has agreed with the speaker in terms of situations given. Some examples are as below:

1. Yes, I don't know it. Can you help me with this? (S. N. 2)
2. Yes Sir, you are right. I could not do it myself and I have consulted with my friends and seniors. (S.N. 1)
3. Yes, I also think that modern technology is endangering the environment. (S. N. 3)

Likewise, we can also see the situation wise total disagreement forms in the following table.

Table No 3: Situation wise Total Disagreements

Situation	Complete Disagreement		Partial Disagreement		Agreements	
	F	%	F	%	F	%
1	112	93.33	4	3.33	4	3.34
2	35	29.16	50	41.66	35	29.18
3	43	35.83	69	57.5	8	6.67
4	83	69.16	27	22.5	10	8.34

In situation one, the students have shown high frequencies in employing disagreement strategy. Looking at the table mentioned above, we can easily find that while responding to their teacher, students are prominently inclined to contradictory utterances. Out of total 120 responses 112 (93.33%) are of complete disagreements while 4 (3.33%) responses are of partial disagreements and agreements each. This could be because they had to defend themselves

strongly otherwise they could have felt dishonest to their teacher for the originality of assignment they submit.

In situation two, we may find far fewer contradictory statements than the first one. It indicates that friends are cherished with each other and the friends' face wants would be the concern of the students when they provide a reply. The table shows that only 35 students (29.16%) have used complete disagreements while 50 Students (41.66%) and 35 students (29.16%) have employed partial disagreements and agreements respectively.

The social distance is larger in situation three, which is a deference politeness system according to Scollon and Scollon (1995). But, the above table shows that students have not changed their strategy while responding to friends to the classmate. Out of 120 students the maximum number of students i.e. 69 (57.5%) have employed with partial disagreements while 43 students (35.83%) used complete disagreements and only 8 students (6.66%) responded with agreements.

The results found in situation four is also noteworthy here. In this situation, students were supposed to reply to a stranger. Though, it is believed that interlocutors need to mitigate disagreements while speaking to the stranger, but students have shown just opposite opinions. Out of 120 responses, 83 students (69.16%) used complete disagreements and 27 students (22.5%) used partial disagreements while 10 students (8.33%) responded with agreements. It could be because they have more faith on their friend who has told them that the course is very easy and interesting.

3.1.3 Requests

All the request forms found in response to the situations given to the students were tabulated on the basis of direct requests, indirect requests and non-requests. Likewise, the division is made on the basis of the relationship of the respondents themselves in their interaction such as teacher, classmate and friends.

The following pie chart shows the total number of request forms used by students in the form of direct requests, indirect requests and non-requests.

Diagram No. 1: Total Request Forms Used by the Students
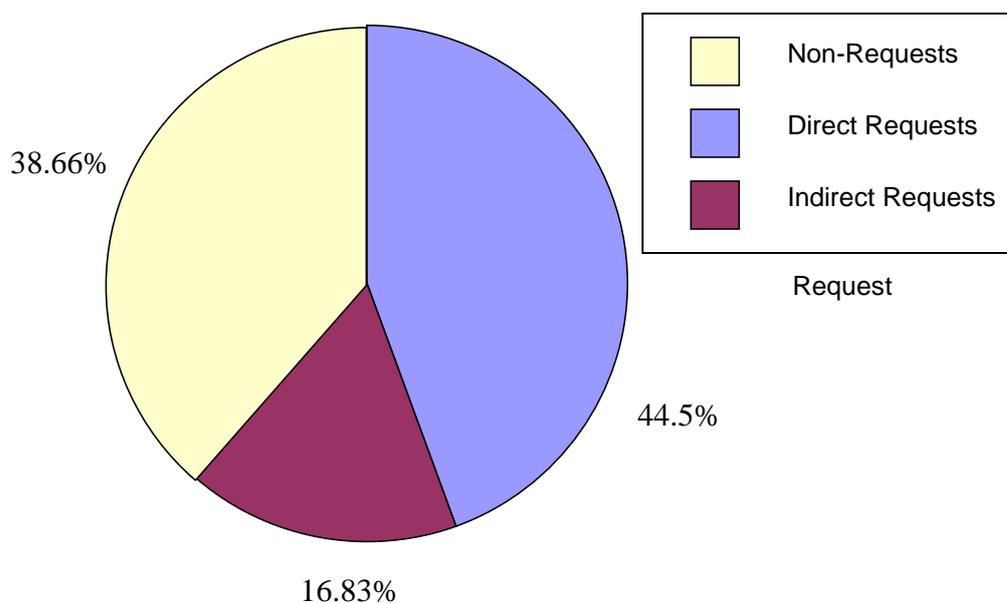
According to the pie chart most of the respondents have used direct request form which is good from politeness perspective. In English, it is considered that requests are to be made direct and straight forward. Out of 600 responses 44.5% were direct requests. Here, the respondents used polite terms and found to be very polite. Some examples are:

1.   Please, can you give me your pen? (S. N. 7)

2.   Sir, could I take off time? (S. N. 6)

3. Please mam, check my homework. (S.N. 6)

4. Could you return my book please? (S.N. 5)

5. Excuse me sir, would you mind concluding the class please? (S.N. 9)

Likewise, I found 16.83% responses under indirect requests. In such responses, polite terms have not been used but the forms of sentences expressed requests indirectly. For example:

6. Friend, can I have your pen if you have extra one? (S. N. 7)

7. Will it be possible to give me leave on Monday? (S. N. 8)

8. Dear Sir, I think you don't mind the bell rang. (S. N. 9)

9. I'd really appreciate if you provide me your pen. I missed mine. (S.N. 7)

10. Mam, I was sick and I hope you will help me out. (S. N. 6)

In above mentioned responses, the students did not express their requests directly. Even they have something to do with requests. They express the requests indirectly.

The other responses are categorized under non-requests. I found 38.66% responses under it. These responses do not consist of any kind of polite term rather they include impolite or rude expressions. For instance:

11. Hey dude, give me your extra pen. (S. N. 7)

12. Hello, don't you have any intention to give my book back? (S. N. 5)

13. Teacher, time is over. We'll have to take break. (S. N. 9)

14. Well mam, I was suffering from ………. I think you'll consider the situation. (S.N. 6)

15. I ask you for a holiday on Monday. (S.N. 8)

In above mentioned examples the respondents are not polite to respond the situation. They have used very rude expressions like hey, hello, and so on. Even while responding in the situation where they were supposed to request their teachers, they have used irritating language which is not as per the standard.

The Request Forms Found while Responding to the Teacher

The request forms used by students while responding to the teacher can be shown in the table as below.

Table No. 4: Total Requests Found while Responding to the Teacher

Situation No.	Direct requests		Indirect Requests		Non-Requests	
	F	%	F	%	F	%
6,7,8,9	150	41.66	87	24.16	123	34.16

In the discourse while responding to the teachers, most of the responses consisted of direct requests. Out of 360 total requests 41.66 % responses were direct requests. It is generally believed that students are polite with their teacher and maintain distance employing polite strategies. Some examples of students who employed such requests are as following:

1. Sorry sir, I have got an urgent work. Would you mind giving me the time off? (S.N. 8)
2. Please mam, accept my homework. (S. N. 6)
3. Please sir, Time is over. (S. N. 9)

Similarly 24.16% responses were indirect requests. Students have not directly expressed the requests in such responses, yet they are polite. Consider the following examples:

1. Sir, I won't be able to come at work on Monday. I think you'll accept my holiday. (S.N.8)
2. Mam, I was sick and could not do my homework in time. Please help me out. (S. N. 6)
3. Sir how much time will you take to finish your lecture? (S.N. 9)

There are also other responses which I have categorized under non-requests. Here, students were found to be very rude and impolite while responding with their teachers. Out of 360 responses, 34.16% responses were non-requests which show that communication between teachers and students is of high concern. There may be two reasons behind this. Firstly, students have lack of the knowledge of language use, i.e. they might have difficulty about what kind of expressions are used with the teachers since they are in ESL/EFL context. Secondly, they may have bad intentions and want to make their teachers irritated. Let's see some examples that are impolite:

1. Sir, time is over. We need to know the value of time.(S. N. 9)
2. I think you'll consider my problem that I couldn't submit my assignment. (S.N.6)
3. Hey! I take leave for a day sir. (S. N. 8)

Total Request Forms Found in Response to Friend

Total request forms found between friends is shown in the following table.

Table No. 5: Total Requests Found in Response to Friend

SITUATION No.	Direct Requests		Indirect Requests		Non Requests	
	F	%	F	%	F	%
5	23	19.16	5	4.16	92	76.66

In the discourse between friends the students were not found polite. The respondents showed a very close intimacy with their friends. Out of 120 responses 76.66% used such expressions. Some of the examples are as below:

1. Why do you keep book for long time?
2. I need the book at any cost.
3. Return my book as soon as possible. Otherwise, I take other action.
4. Hey, why don't you return my book? Is that your father's property? That's not a good manner.
5. Hey! Aren't you ashamed of yourself? Bring my book back.

Likewise, Only 19.16% responses were of direct requests. They include polite terms. Such as:

6. Please, bring my book back.
7. Could you return my book please?
8. Will you provide my textbook back?
9. Would you please return my books? They are very precious to me.

Besides, 4.16% responses were indirect requests. Consider the following example:

10. I'd really appreciate if you provide my book back.

3.1.3. 3 Total Request Forms Found in Response to Classmate

Students used polite utterances while responding to the classmate. Total request forms used by them in response to classmate can be presented in the following table.

Table No: 6 Total Requests Found in Response to Classmate

Situation No.	Direct Requests		Indirect Requests		Non Requests	
	F	%	F	%	F	%
7	90	75	11	9.16	19	15.83

Unlike with the friends, while responding to the classmate students have used more direct requests. This may be because of the greater distance than the former. Out of total 120 responses, 75% were direct requests which were very polite. Some examples are illustrated below:

1. Could you lend me your pen?
2. Would you mind giving me your pen?
3. Would you provide me your pen?

There are also other indirect requests which show some kind of politeness. In response to classmate 9.16% consisted of such indirect requests. For example:

1. Fren, can I have your pen if you have extra one?
2. I'd really appreciate if you provide me your pen I missed mine.

Besides, 15.83% responses were non-requests in which students seemed to be impolite. For example:

1. Hey dude / buddy give me your extra pen.
2. Do you have extra pen?
3. Give me your pen for a while.

3.1.4 Apologies

There were altogether five questions used to elicit students' responses on apology to check their politeness in the English language. All the responses were tabulated mainly in light of apologies, apologies and repairments, repairments and non apologetic responses. Besides, the division is done in the light of relationship of the respondents themselves in their interactions. The following table gives a clear picture of total number of expressed apologies, apologies and repairments, repairments and non-apologetic responses in given situations as a whole and their percentages.

Table No 7: Total Responses on Apology

Situation No.	Apology		Apology+Repairment		Repairment		Non-Aplogetic Responses	
	F	%	F	%	F	%	F	%
10,11,12,13,14	252	42	132	22	96	16	120	20

Looking at the above table, we can easily say that the respondents have used apologies more than other strategies like apology and repairments or repairments and non apologetic responses. Out of total 600 responses, 252 or 42% responses were apologetic. Here, students were found using apologies which shows that one is sorry for some fault or wrong. For example:

1. I'm very sorry……….I only commented for your improvement.
2. Please excuse me / forgive me.
3. Oh! I'm really terribly sorry etc.

Likewise, according to the above table the percentages of apology along with the repairments are 22 while 16% responses were found to be mere repaiments.

Some of the examples which include both apology and repairments or repairments only can be stated as below:

　　4. I apologize for being late. I won't repeat it. (Ap + Rep)

　　5. Oh! I'm sorry, for being late. I won't repeat it. (Ap + Rep)

　　6. Oh! Let me pick up your books. (Rep)

　　1.　I'll come in time from tomorrow. (Rep)

Nevertheless, there were also several other responses which were straight and did not express apology explicitly. So, I categorized them as non-apologetic responses. There were 120 or (20%) responses under this category. They are really serious matters from politeness perspectives. Generally, we can not express such straight and rude expressions while we express apology. This may cause the misunderstanding between the interlocutors or the participants of conversation which ultimately may lead to the break of the communication. Some of the examples of such expressions used by the students are as following:

Don't be angry. That's not my fault.

I thought you were my friend etc.

3.1.4.1 Use of Apology between Friends

There were two situations used to elicit responses on apology between friends. Their responses are presented in the table below.

Table No. 8: Use of Apology between Friends

Situation No.	Apology		Apology + Repairment		Repairment		Non-Aplogetic Responses	
	F	%	F	%	F	%	F	%
10,14	46	19.16	28	11.66	60	25	106	44.16

As shown in the above table, in the context of apologizing to friends mostly non-apologetic responses were used. Out of 240 responses, 106 or 44.16% included such responses which are very straight. This may be because of their intimacy and closeness. For example, in the context as: Imagine that one of your friends took your English book in a class without your permission. You got angry and said "What a hell; my book is stolen:" Then your friend who had taken the book apologized and said, "I am terribly sorry, I thought it is mine." Now, your response will be:

Respondent A: Why did you take my book without permission?
Respondent B: You didn't look here. See here is my name.
Respondent C: Hey! Try to recognize your book. Don't take other's book.

These expressions look very rude to see. But, they are likely to be shared with the friends and it does not create any kind of problem while communicating. In this connection Beeman (1972) as cited in Pandey (1999) states that "Two intimate friends refer to each other politely when with others in a public restaurant over, Say, a place to sit but feel free to seat themselves anywhere when alone together"(P.20)

Similarly, there were 25% responses which were straight but functioning as apologies indirectly. For example:
1. Friend! I didn't mean to hurt you like this. Don't take it seriously.
2. It's ok. Sometime it happens.
3. I was just kidding.
4. It's all right.

There are also responses which only express apologies. I found 19.16% such responses which the students used while responding with their friends. For example

5. I just wanted to comment for your betterment.

6. Oh! I am sorry. I shouldn't have scolded.

7. I am sorry if I hurt you.

8. I am really sorry for what I said.

Finally, there were also responses which included both apology and remedy i.e. repairment of the situations. Total 28 or 11.66% responses were of such kind. Following are the examples which explicitly express apology and repairments.

9. I am sorry I won't comment like this.

10. Oh! It's ok. Next time ask before you take it.

11. I am sorry. I will not hurt you.

12. I am sorry. I thought my book is stolen.

3.1.4.2 Use of Apology with Strangers

I had included two situations in DCT for collecting students' responses on apology with strangers. Their overall responses can be shown in the table below.

Table No. 9: Use of Apology with Strangers

Situation No.	Apology		Apology + Repairment		Repairment		Non-Aplogetic Responses	
	F	%	F	%	F	%	F	%
11,13	159	66.25	46	19.16	11	4.58	24	10

The table given above, shows that the respondents used more apologetic expressions while responding to the stranger. Out of 240 total responses with strangers, 159 or 66% responses were apologetic. The following examples from the respondents show the normal utterances in such situations.

1. Oh! I'm really sorry.
2. Oh! I'm terribly sorry.
3. Please, forgive me.
4. I'm sorry. I thought you were my friend.
5. I'm really sorry. I didn't do it intentionally.

The percentages of apology and repairment both includes 19.66. Here are some examples:

6. Oh! Sorry, I couldn't see you. Can I pick up your book?
7. I'm sorry, I was in a kind of rush. I'll collect your books.
8. Sorry, it's my fault. Let me pick up your books.

Likewise, I found 5% responses in the form of repairment. For example:

9. Oh! Let me pick up your books.

Besides, I also found some non-apologetic responses used in the context of stranger which is not good from politeness perspective. Out of total 240 responses, there were 24 or 10% responses of such kind. Here are some examples:

10. I thought you were my friend.
11. Don't be angry. That's not my fault.
12. Oh! It's a wrong number.
13. Hey! It's not my fault ok? You also have to walk carefully.

3.1.4.3 Use of Apology in the Classroom

There was one situation which was used to elicit students' responses on apology in front of the whole class. The following table shows their responses in terms of Ap, Ap+Rep, Rep and Non-apologetic responses.

Table No. 10: Use of Apology in the Classroom

Situation No.	Apology		Apology+Repairment		Repairment		Non-Aplogetic Responses	
	F	%	F	%	F	%	F	%
12	27	22.5	58	48.33	24	20	11	9.16

I had included one situation which was related to the classroom in the discourse completion test. In this context, most of the respondents used apology and repairment. Out of 120 responses, 58 or 48.33% responses were of this kind. For example:

1. I apologize for being late. I won't repeat it.
2. I am very sorry. I'll try my best to come in time from tomorrow.
3. Sorry, if I again come late, please punish me.
4. I would like to beg pardon for interruption. It won't happen again.
5. I am sorry. From next time, I'll be on time.
6. It's very awful to ask sorry again. But I'm sorry and won't repeat again.

Likewise, 22.5% responses were apologetic without any kind of remedy done by the respondents. Here are some examples:

7. Please, excuse me for coming late.
8. Please, forgive me.
9. I am extremely sorry.

Some other responses were also found in this context which explicitly do not express apologies i.e. the repairment. The percentages of such kind of expressions were 20. For example:

10. I promise that I'll come in time.
11. I'll be punctual in the days to come.

12. I assure you that from tomorrow, I wouldn't be late.

13. I'll never do so.

Last but not the least, there were 9.16% responses which were non-apologetic. Following are some of such expressions:

14. The college bus is not in time.

15. Nowadays, I've got many problems.

16. It's my regular time.

3.1.5 Compliments

There was one situation which I used to elicit students' responses on compliments. Since, it is one of the most used strategies in classroom interaction; it is desirable that students be able to use proper or adequate compliment forms. According to Brown and Levinson (1978) compliments include the notice, attend to the hearer. That is to say, speaker should take notice of aspects of hearer's condition (i.e. noticeable changes, remarkable possessions, anything which looks as though hearer would want speaker to notice and approve of it) (P.108). I had included the situation in the discourse completion test which is given below:

Imagine that one of your friends has got highest marks in a listening test. You became very happy. Now you will say:

Out of 120 responses, almost all of the students have noticed the positive face of the hearer in the form of direct and indirect compliments. The total form of such compliments along with their frequency of occurrences can be shown below:

1. Congratulation!   28

2. Congratulation! And keep it up.   18

3. Congratulation for your success   .   11

4. Congratulation! I am so proud of you.   09

5. Congratulation! I am so glad to know your result.   08

6. Congratulation! You have done well.   06

7. Keep it up.   05

8. Well done!   05

9. Congratulation! You are great.   04

10. Thank you for your success.   04

11. Wow! You have done well. I appreciate you.   03

12. Oh! There will be a big party.   03

13. Congratulation! It's very good to hear that you have scored

    the highest marks. Well done.   02

14. I'm happy for your phenomenal success. Keep it up!   02

15. Congratulation to you for getting highest marks.   02

16. Well done! That's the way you have to do.   02

17. Congratulation, you are really a good student.   02

18. Wow! You are so smart, Keep it up.   02

19. Wow! Will you give us a party?   01

20. Hey buddy! You give us a party. Congratulation.   01

21. Can you give me some ideas or skills to obtain highest marks

    in tests.   01

22. Go on man. You are too good. May success kiss your feet?   01

3.1.6 Politeness Strategies

Concern about politeness in the classroom being desired, students were supposed to elicit various responses on the basis of different situations given in the form of discourse completion test. I found the students more sensitive to hierarchical status in applying politeness strategies.

In situation one the respondents or the students used more disagreements which I have categorized under complete disagreements. Such high rates of disagreements may seem contradictory to the arguments of Brown and Levinson (1978) and Scollon & Scollon on the effect of power on politeness. However, the students' responses make sense since the imposition on the students' positive face is too high. If they do not explicitly express their disagreement, they will have to face the consequences of being dishonest. Taking the agreements and partial disagreements employed by some students into consideration, their disagreements were mitigated by the politeness expressions.

In the following three situations which include one solidarity politeness system and two deference politeness systems, students showed different trends in disagreements. With the increase of social distance from friend to classmate to stranger, the contradictory statements are on rise while the politeness strategies in decrease. In fact, students used less contradictory opinions while responding to their friends and classmates and they used partial disagreements and agreements to mitigate disagreements where as they used more contradictory statements while responding to the stranger.

The next five situations included requests which according to Brown and Levinson (1978) come under negative politeness. They further opine that negative politeness is the heart of respect behavior (p. 134). In situation five, students did not employ with polite expressions. That is to say, mostly non-requests were used in response to the friend who had borrowed the book and did not back for a long period of time. This again seems to be contradictory with the argument of Brown and Levinson (1978). Nevertheless, it represents the annoying or irritating behaviour of their friend and makes sense to a great extent.

Likewise, in situation six, eight and nine the students used more polite expression while responding to their teachers (professor). This supports the above mentioned arguments by Brown and Levinson (1978). In situation seven too, students were found to be polite with their classmate while asking for a pen. In these situations, students have maintained the social distance while eliciting responses which according to Brown and Levinson (ibid) is crucial from politeness perspective.

In the next five situations (i.e. situation 10-14) in which students were supposed to make apologies, they used politeness strategies. Since, apologizing in the opinions of Brown and Levinson (ibid) is a part of negative politeness strategies, by apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on hearer's negative face and thereby redress that impingement (p. 192). Moreover, they are of the view that social distance also determines the apologetic responses to be employed in the interactions. The responses made by the students too, support this argument. Because with the increase of social distance from friend to class to stranger, the apologetic responses were found on rise while non-apologetic responses in decrease. In fact, students used more non-apologetic forms in situation ten and fourteen while responding with their friends where as, they employed with more apologetic responses in situation eleven, twelve and thirteen while responding to stranger and the whole class.

Last but not the least, in situation fifteen, students used positive politeness strategy in which hearer's positive face is attended or noticed (Brown and Levinson, ibid) while making compliments on their friend's progress.

3.2 Analyses and Interpretation of Data Obtained from Teachers

There were altogether ten questions asked to the teachers to find out the politeness strategies in EFL classroom. The questions were divided into two different sections. The first one was related to general information such as their experience on English language teaching, their perspective on politeness in the classroom and some ways to overcome the obstacles that they face in the classroom from politeness point of view. The second one was related to elicit teachers' exact utterances on various situations in the classroom ranging from requests, commands to apology. The analyses and interpretation of their responses are presented below.

3.2.1 Teachers' Response on General Information

In this section, there were altogether five questions asked to capture teachers' opinions on politeness in the classroom and on English language teaching. The first question was: "How long have you been teaching English language?" Out of ten teachers, eight i.e. eighty percent teachers were having more than ten years experience in the field of English language teaching where as two teachers were having more than five years experience in teaching English language in EFL context.

The second question was "Do your students always speak English with you?" Majority of the teachers responded with 'quite often' while some of them also responded with 'no'. Out of ten teachers, six i.e. sixty percent replied that their students quite often speak English with them. They further opined that in classroom, students always use English while speaking with their teachers but outside the classroom they hardly speak English. Moreover, students of private school background according to them were found speaking English frequently than the government or public school background students.

Likewise, three i.e. thirty percent of the teachers said that their students do not always speak English with them. They think that lack of atmosphere is the major cause of it. Where as one teacher who responded with 'yes' said that he never speaks any other language than English with his students. Whether, it is in the street, or shop, or somewhere else or in the classroom itself he always speaks English with the students.

The third question was "How do you asses your students from politeness perspective?" They provided various responses on it which I have categorized under there options viz good , poor and O.K. The responses along with their percentage has been shown in the following diagram:

Diagram No 2: Teachers' Evaluation of their Students from Politeness Perspective
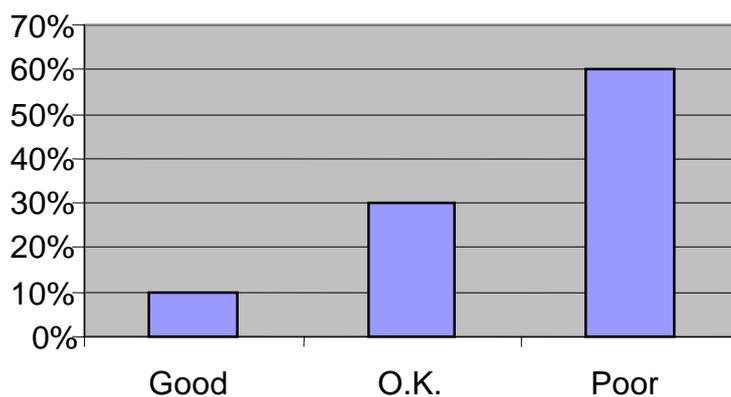
According to the above mentioned diagram, ten percent teachers found their students good from politeness point of view in the classroom. Likewise, thirty percent teachers believed that their students were OK from this perspective. I have taken it as a neutral response. They were of the view that considering the circumstances, exposure or the atmosphere of the language practice, the students are trying their best to be polite though they are not fully able to do it. On the other hand, out of ten teachers six i.e. sixty percent found their students poor from politeness perspective. They believed that students are not using polite language in the classroom.

The fourth question was "It is often seen that students of EFL contexts fail to maintain politeness while speaking. What do you think is the reason behind it?" They gave different kinds of reasons for it. But they were mainly of three kinds which can be presented in the following pie chart:

Diagram No 3: Teachers' Responses on the Failure of Maintaining Politeness in the Classroom by the Students

30%   20%

L1 interference
Lack of exposure
Lack of Language Proficiency

50%
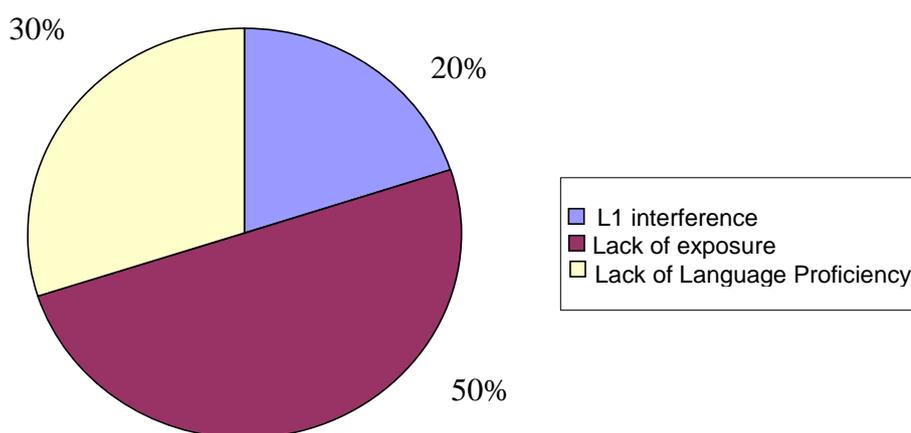
The above pie chart shows that five out of ten teachers i.e. fifty percent teachers believed that lack of the exposure is the major cause of students' impolite behaviour in the classroom. Our practice of English speaking is merely restricted in the classroom and whenever students and teachers come out of it then they switch the code and speak Nepali. It is worth mentionable here that language is all about the matter of exposure which also helps to devolve proficiency. This being the case, teachers' opinion about lack of exposure makes sense. Similarly, Out of ten teachers three i.e. thirty percent believed that lack of language proficiency is the reason behind students rude language in the EFL classroom. They further view that students have very little knowledge on language use which often makes them behave awkwardly with the teachers in the classroom. Out of ten teachers two i.e. twenty percent believed L1 interference as the reason of such problem. They opined that there is considerable difference between the politeness in Nepali and English. In Nepali, we often make requests, apologies etc indirectly where as direct requests or apologies are likely to be made in English. So it is a matter of cultural variation also. Ultimately, it leads the students to violate standard norms on politeness in English in the classroom interactions.

The last question of this section included the ways to make students able to maintain politeness in classroom. Majority of the teachers i.e. eighty percent emphasized on developing natural setting to practice language. That is to say, making students engaged in communicating in English. There were also twenty percent teachers who opted for practicing various language functions in the classroom. However, the notable thing is that almost all the teachers emphasized on teacher's role. They were of the view that teachers should be polite while speaking or behaving with students in the classroom. Then only they could be reciprocated. Thus, here also comes the matter of exposure to make students able to maintain politeness in the classroom.

3.2.2 Teacher's Responses on Specific Situations

In this section also there were five different situations given to the teachers to elicit their exact utterances in the classroom interaction. Mainly, they were provided with the situations like requests and apologies which are pivotal from politeness perspective. Item wise analysis of those situations can be presented below.

The first situation (A) was "In your class, group activities and participation is weighted heavily. From the start of the semester, one particular student (male) is continually late. He seldom makes it to class on time. Other students in class appear to be disturbed by the student coming in late. After the class, you want to ask him to come on time for further sessions. Now, you will say: All the responses of this situation were categorized under three strategies which can be presented in the following pie chart.

Diagram No. 4: Teachers' Responses on Students' Behaviour of Coming late in the Class.
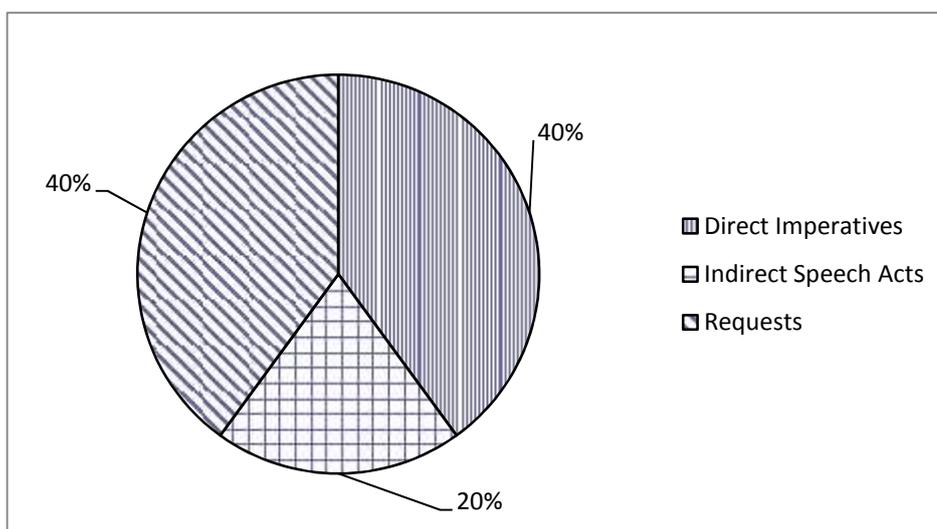
The above pie chart shows that forty percent of the teachers used requests for asking their students to come on time in the class. It generally falls under negative politeness strategy according to Brown and Levinson (1978). Let's see some examples.

1. Please! Come on time for your betterment.
2. Please, don't disturb the class. Be on time.
3. Why don't you try to come on time please?
4. Will you be on time from the next session?

Similar number of teachers i.e. forty percent of them also used direct imperatives for this situation. According to Brown and Levinson (ibid) direct imperatives are the best examples of bald on record strategy which is used while speaker wants to do the FTA with maximum efficiency than he wants to satisfy hearer's face (p, 100). Though, it seems to be impolite using such strategy while making a request but it gives sense if we look at the irritating behaviour of the particular student. Teachers might have seen no way out than to make such imperatives. Some examples are as following.

5. You must come in time. Don't be a trouble creator, All right?
6. Don't be late from next sessions.
7. Don't disturb the whole class. If you repeat the same, I will not let you enter in the class from next session.
8. Come in time.

Likewise, out of ten teachers, two i.e. twenty percent used indirect speech acts. They have neither requested nor given orders for asking the student to come on time. Rather they have chosen indirect strategy. Examples are given below.

9. My dear ………… time is also equally important like education. An early bird catches larks. Pay heed to it.
10. I would be grateful, if you come on time.

The second situation (B) was "For your class you require individual presentations on class material." The presentation counts for 40% of the final grade and it involves demonstrating some experiments. Today is the first day of the presentation, but due to a backlog of material, you find it necessary to lecture for part of the time to cover material for upcoming exam. Therefore, the final presenter (female) who had to bring various devices and electronic equipments will not be able to give her presentation today. As a teacher, you want to ask her to postpone her presentation to the next class. Now you say: All the teachers i.e. ten out of ten used politeness expressions in the response of above mentioned situation. They all made direct requests for this which is considered as the best means of requesting in English. All the responses along with frequency can be presented below.

1. Would you mind postponing your presentation until the next class?   03
2. Could you please postpone your presentation to the next class?   02
3. Since, we are not able to forward in our schedule, you are kindly requested to put it off to the next class.   01
4. Sorry for the inconvenience. Will you please present the next day?   01
5. Today, it's not possible for presentation. So, please postpone your presentation to the next class.   01
6. Please! Postpone your presentation to the next class.   02

The third situation (C) was "You are teaching in a classroom but couple of your students is not paying attention to you and are engaged in gossiping." Now, you want to let them pay attention to your lecture. Your response will be: Majority of the teachers used simply requests and commands in the response of this situation. Out of ten teachers nine i.e. ninety percent used such expressions. For example:

1. Will you stop talking?

2. Could you please listen me carefully? I am dealing with a very important matter.
3. Hey boys! Don't disturb the class.
4. No noise please.
5. Please! Pay your attention to the teacher.

Out of ten teachers one i.e. ten percent became ironic while responding to this situation. This is one of the strategies which Brown and Levinson (ibid) have categorized under off record strategy. "By saying the opposite of what he means, speaker can indirectly convey his intended meaning" (p.226). Example is given below.

6. I found a foul stinking in the class, avoid it. My students are so co-operative. They don't make any disturbances to the class.

The last two situations (D and E) included apologies to be made with the students. I found all the teachers very polite since all of them have used apologetic responses in these two situations. All those responses along with their frequencies can be presented below.

1. Sorry for leaving the class earlier today. I've got an appointment with my dentist.   02
2. I am extremely sorry that I am obliged to leave the class a bit earlier. 02
3. I am really sorry; I have to leave the class early because I have got an appointment with dentist.   03
4. I've a severe toothache. It needs to be extracted. The pain is beyond the limit. I apologize for my early leaving today.   01
5. I am sorry that I have an appointment with the dentist. So, I'll leave the class earlier.   02
6. I beg your pardon. Could you please repeat your say.   04
7. Pardon me! Would you repeat……….   02
8. Sorry   02
9. Excuse me, I couldn't catch the point.   02

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the analysis of the information obtained through DCT and questionnaires, I have drawn the following findings of this research.

4.1.1 Findings Derived from DCT

Findings derived from DCT can be presented as below.

1.   In five different situations which incorporated teacher student interaction, out of six hundred responses 468 (78%) were employed with address forms such as 'sir', 'mam', madam etc. Whereas 132 (22%) were without any form of address.

2.   Out of 480 total responses on disagreement strategy 282 (58.75%) were complete disagreements while 158 (32.98%) and 40 (8.33%) were partial disagreements and agreements respectively. Notable point here is that students have used less contradictory opinions (i.e. partial disagreements and agreements) with their friends but they have used more contradictory opinions (i.e. complete disagreements) with teachers, strangers etc.

3.   Likewise, while making requests, out of total 600 responses, 44.5% were the direct requests while 16.83% were indirect requests and 38.66% responses included non-requests. Unlike the disagreement strategy, Students used more polite expressions with teachers, classmates and strangers where as they used less polite expressions with their friends. In other words, Students used more direct requests

with teachers and classmate (i.e. 41.66% and 75% utterances respectively) but they used more non-requests (i.e. 76.66% utterances respectively) with their friends.

4. Regarding apologies, out of total 600 responses 252 (42%) were apologetic responses, 132 (22%) were apology + repairment, 96 (16%) were repairment only and 120 (20%) were non-apologetic responses. For this strategy of politeness, students used similar patterns as requests while responding to the situations given from teachers to friends to strangers. That is to say, with friend non-apologetic responses were used with high frequency (i.e. 44.16%) whereas with strangers apology was employed with high frequency (i.e. 66.25%) and with class as a whole, maximum number of responses included apology +repairments (i.e. 48.33%).

5. Out of 120 responses on compliment strategy for politeness, all the students have noticed the positive face of the hearer and used polite expressions. Moreover, 92.24% students used direct compliments where as 7.75% used indirect compliment forms to appreciate their friends' result / success.

6. Analyzing the politeness strategies made by the students in each situation given, I found that students were more sensitive to hierarchical status. Though, they used more contradictory opinions while disagreeing with their teachers, but they have also mitigated the negative effect using different forms of address. Likewise, I found that the students used more polite expressions / strategies i.e. more direct requests and apologetic responses with their teachers and strangers than those of their friends.

Findings Derived from Questionnaires

Findings can be presented as below.

1.   Out of ten teachers, sixty percent teachers found their students
        speaking English quite often, thirty percent teachers did not find their
        students always speaking English compared with just ten percent
        always speaking English. It was found that in classroom, students
        used English to a great extent but outside the classroom they hardly
        used it.

2.   Sixty percent teachers evaluated their students 'poor' from politeness
        perspective where as 10 percent found them 'good' from this point of
        view. Other thirty percent teachers considered their students o.k.
        from politeness perspective.

3.   Regarding the failure of maintaining politeness in EFL classroom,
        fifty percent teachers opined lack of exposure as a major reason
        while thirty percent believed lack of language proficiency and other
        twenty percent blamed L1 interference as the major cause of it.

4.   Likewise, concerning about the ways to make students able to
        maintain politeness in classroom, eighty percent teachers emphasized
        on developing natural setting to practice language itself. Twenty
        percent teachers opted for practicing various language functions in
        the classroom.

5.   Teachers were found using different strategies for different situations
        which they were provided to elicit their exact utterances in the
        context of classroom. In the first situation, forty percent of the

teachers used direct requests while another forty percent responded with direct imperatives and rest of the twenty percent used indirect speech acts.

6. In the following two situations, they have shown contradictory responses while carrying out requests. All the respondents were found using direct requests in the second situation where as Ninety percent teachers used command in third situation compared with just ten percent who became ironic with the students.

7. In the last two situations, all the teachers used apologetic responses while using apology with their students.

4.2 Recommendations

In the words of Levinson (1983), "Pragmatics is the study of the relations between language and context that are basic to an account of language understanding" (p.21).Thus, it enables the language users to pair the sentences with the contexts in which they would be appropriate. Since, politeness phenomena are a paradigm example of pragmatic usages, they are likely to be considered while communication goes on between the interlocutors. This being the case, language choice to create a context intended to match the addressee's nation of how he or she should be addressed is of utmost importance. In this regard Grundy (2000) says, "Among the aspects of context that are particularly determinate of language choice in the domain of politeness are the power-distance relationship of the interactants and the extent to which a speaker imposes on or requires something of their addressee" (p.146). Thus, in being 'polite', a speaker attempts to create an implicated context that matches the one assumed by the addressee.

For effective communication to take place one needs to know the various aspects of features of communication. Politeness is one of such features of communication which includes different other features of speech or strategies e.g. disagreements, requests, apologies, compliments and so on. It plays a vital role to establish or reinforce social relation, and therefore it has to be taken into consideration by the speaker and hearer.

To develop communicative competence in a foreign language is not an easy job. For this, learners need to learn all the communicative functions along with their adequate uses according to the contexts. Because of the lack of this knowledge, Nepalese learners of English often fail to maintain politeness in the class room. Ultimately, it leads towards a failure of teaching learning process and it also breaks the mutual relationship between teachers and students.

For these reasons, it is necessary to derive some pedagogical suggestions for teaching various patterns of politeness in EFL classrooms. Some ideas for teaching such patterns in classroom which would be beneficial for both teachers and students are mentioned below.

1. Teachers can play a crucial role to lead the students from the front in the classroom. Thus, teachers should be polite or behave politely with the students which will motivate students to reciprocate accordingly.

2. Have students create dialogues that require the expressions of different patterns like apology, request and disagreements etc.

3. Students can listen to what people say around them during situations that require expressions of requests, apology, compliments etc.

4. Teachers should consider various situations where request, apology etc are made. For example, during situations that require apologies or apologetic expressions such as "Excuse me", "Sorry" or "I'm Sorry" take note of these instances and share them with your class. You might consider having students share them with your class. You might consider having students do the same note what people say when they bump into each other or interrupt someone.

5. Likewise, have them note what people say when they have to disagree with others on different occasions or how they ask something form others or how they respond when they do something wrong, how people respond for having done something wrong, how one repairs when he / she gives trouble or pain to another.

6. Try to create the situations mentioned in the appendix I and make the students practice the use of proper expressions in those situations Tell them to take note how people respond when they encounter such situations.

7. Arrange for "spontaneously planned" interruption of your class, e.g. someone can come in and say 'Excuse me', 'I'm really sorry' or 'I'm terribly sorry' etc. You can also tape the interaction and play it back to the class and discuss components of the interruptions and apology. E.g. making is stronger by using the intensifier "really in really sorry" using appropriate intonation, etc.

8. Authentic cassettes which incorporate various strategies for politeness can be played in the classroom to provide an exposure for the students.

9. Role-play or dramatization can also help to practice the patterns like request, apology, compliment etc. in the classroom.

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APPENDIX: I

Questionnaire for Students

Thank you very much for your time and help. The following are the different situations in which you are expected to respond with the speaker on different occasions. Please write out what you are to SAY in real life scenarios.

Name:

College:

Level:

Gender:

Situation 1:

Imagine that your teacher questions the originality of the assignment you submit. S/he says to you, "I'm sorry but I don't think these ideas are yours." However, they are your .In response, you will say,

"…………………………………………………………….."

Situation 2:

Your friend makes the following comment on your home assignment. "I think you should supply more data to support your arguments. You know, your conclusion is a little bit weak". However, you think that there has been enough evidence and the problem is how to give a better explanation of the data. In response, you will say.

"……………………………………………………………. "

Situation 3:

In a seminar class on the effect of modern technology, one of your classmate says, "The so-called modern technology is endangering the environment. It

causes too much pollution". However, you believe such problems are only temporary and can be solved gradually. In response you will say:

"……………………………………………………………………………………."

Situation 4:

At the Tiffin time in canteen, you mention that you are thinking of taking a certain course next semester. Someone says, "Ah, I have heard of that course. It's very difficult and boring". However, you have learned from a friend that the course is very easy and interesting, and you believe in your friend. In response, you will say:

"..."

Situation 5:

Imagine that one of your female friends, whom you have known for several years, has the habit of borrowing book and then not giving it back for a long periods of time. In fact it seems that she has been late not giving back the book borrowed from you but also from other people. Two weeks ago she borrowed one of your text books and again did not give it back as promised. You waited a few days more, but found that you need the book at any cost. Now you want to ask her to give it back. You will say,

" ………………………………………………………………………………."

Situation 6:

Imagine that you could not submit your homework on time because of slight sickness. Your teacher (female) made it clear that no points would be given for late homework without a legitimate reason. Although you do not have an official medical excuse, you can not afford to get a zero point on the homework.

Now, you want to ask the teacher (female) to let you hand in the homework late. You will say.

" …………………………………………………………………."

Situation 7:

Imagine that you missed your pen and are about to start your class. Given your class rule, you can not go back and buy it. Just then, you happen to notice that one of your classmates (male), whom you have known for several years is sitting nearby. You decide to ask him for a pen. Now you will say.

" …………………………………………………………………."

Situation 8:

Imagine that you are working with your teacher in a project at campus from 12:30-2:30 every day. But, next Monday, you will not be able to work with him because your appointment with a senior professor coincides; so you need to take off time to attend it. You want to ask your teacher for permission to take the time off. Now, you will say,

".."

Situation 9:

You are listening to a professor's lecture. You want to remind him / her that the class time is over. Now, you will say:

"..."

Situation 10:

Imagine that one of your friends presented the lesson in the classroom. You made a humorous comment on it saying -" what an awful presentation!" Then, your friend got disappointed and said, "My dear! Comment but never let anyone down." Now, your response will be:

"..."

Situation 11:

You are walking to the college cafeteria. You accidentally hit the arm of the girl who walks past you. Her books fall on the ground. She got angry and said, "oh damn it!" Now, your response will be:

".."

Situation 12:

You came to your class again late. You feel guilty to interrupt the class by being late thrice in a week. Now, you will say:

".."

Situation 13:

You patted a person's shoulder assuming him/ her to be your friend. But when he / she turned back, to your surprise he or she happened to be someone else. Now, you say:

".."

Situation 14:

Imagine that one of your friends took your English book in a class without your permission. You got angry and said," what a hell! My book is stolen." Then your friend who had taken the book apologized and said," I am terribly sorry, I thought it is mine." Now, your response will be:

"..."

Situation 15:

Imagine that one of your friends has got highest marks in a listening test. You became very happy. Now, you will say:

".."

APPENDIX: II

Questionnaire for Teacher

Thank you very much for your kind cooperation for the collection of data following are the attitudinal questions which concern with your experience. Hopefully, you will respond honestly.

Name:

Age:

Gender:

1) How long have you been teaching English language?

……………………………………………………………

2) Do your students always speak English with you?

……………………………………………………………

……………………………………………………………..

3) How do you assess your students from politeness perspectives?

……………………………………………………………..

……………………………………………………………………

4) It is often seen that students of EFL contexts fail to maintain politeness while speaking. What do you think is the reason behind it?

……………………………………………………………………

……………………………………………………………………..

5) How can we make the students be able to maintain politeness in classroom?

……………………………………………………………………

……………………………………………………………………

6) Following are some situations where you will respond with speakers on different occasions. Please, write what you are to SAY-

A) In your class, group activities and participation is weighted heavily. From the start of the semester, one particular student (male) is continually late. He seldom makes it to class on time. Other students in class appear to be disturbed by the student coming in late. After the class, you want to ask him to come on time for further sessions. Now, you will say:

".."

B) For your class you require individual presentations on class material. The presentation counts for 40% of the final grade and it involves demonstrating some experiments. Today is the first day of the presentation, but due to a backlog of material, you find it necessary to lecture for part of the time to cover material for upcoming exam. Therefore, the final presenter (female) who had to bring various devices and electronic equipment will not be able to give her presentation today. As a teacher, you want to ask her to postpone her presentation to the next class. Now, you say:

".."

C) You are teaching in a classroom but couple of your students are not paying attention to you and are engaged in gossiping. Now, you want to let them pay attention to your lecture. Your response will be:

".."

D) You need to leave the class a little bit earlier because you have an appointment with your dentist. But you find your students quite enthusiastic for studying. Now, you will say:

".."

E) You are talking with a student and you don't quite understand what he or she has just said. Now, you say:

".."

APPENDIX: III

Total Disagreement Forms

S. N.	Complete disagreements	Frequency of occurrences
1	No sir, these are my own ideas.	20
2	No, that's easy and interesting.	32
3	No, there is no any kind of pollution.	5
4	I am sorry madam, But it's my original assignment.	7
5	I don't agree to you. Modern technologies are not endangering the environment.	12
6	No, my evidences are enough.	22
7	No sir, I did it by my own.	13
8	No, I don't think so.	17
9	No sir, to be honest, they are my own ideas.	11
10	No, it's not so difficult and boring.	21
11	No sir, I didn't copy from anywhere. These ideas are mine.	9
12	I don't believe such problems come because of modern technology. Can you give me some example?	9
13	No mam, these are my own ideas.	8
14	No sir, it is really my won creation/opinion.	8
15	No, you try to develop confidence then you will find it easy.	12
16	Sir, I myself have done this. Please believe me these are my own opinions.	6
17	I don't think that it is not enough. I have submitted all the evidences.	12

18	I have done this assignment by myself.	8
19	No sir, I have written this myself I haven't copied from other's book and I didn't take other's help.	8
20	No sir, all the ideas and things that I have presented are all mine.	7
21	Ah! I don't think that course is boring and difficult.	15
22	Teacher I have worked very hard for this assignment and I can prove it by presenting right here if you don't believe.	5
23	How could you say that? It's really mine.	2
24	No, you are completely wrong. Modern technology doesn't cause any pollution.	4
25	Why don't you believe me sir? They are my own ideas.	4
26	Why do you think so? I've submitted all the evidences.	5
	Grand Total	**282**
	Partial disagreements	
1	You are right, but I think my problem is of explanation than evidence.	14
2	Yes, but we can make their use effectively to lessen their bad effects.	2
3	Modern technology is not a problem itself but the misuse of it has created so.	5
4	May be you are right. But, I have heard that it's easy and interesting.	14

5	Yes, each coin has its two sides. But still modern technologies are necessary for us.	13
6	No. modern technology is not the cause of pollution rather the ignorance of people to use it is the real problem.	11
7	Yeah! You are right but we can solve these problem.	4
8	I have done my best. If you think so, please help me to improve it.	12
9	It is not a permanent problem and it can be solved giving awareness to the people.	12
10	No, I don't think my conclusion is weak but explanation is bit shaky.	4
11	I know my conclusion is little weak. But I have submitted all my evidences.	8
12	See these problems are no long lasting and can be solved easily.	19
13	I'm sorry to oppose your view but I can clarify you about the data and evidence I have presented.	4
14	As per my opinion, disadvantages of modern technology are more effective and pollution is temporary.	8
15	To some extent you are right. But without technology we are almost like handicapped, aren't we?	6
16	Yes it is true that modern technology is endangering the environment. But it can be solved by using them properly.	6

17	Yes, it causes too much pollution but it can be reduced.	4
18	Is that really hard? But I've heard that it's easy and interesting.	2
19	I think I've enough data but I am unable to explain it.	10
	Grand Total	**158**
	Agreements	
1	Yes, I don't know it. Can you help me with this?	3
2	Oh: you are right I couldn't manage to get better ideas can you help me?	4
3	I am sorry sir, but our education system is just like this. We Don't know about out of book.	2
4	Please I can't do better than this. I want your support to do it.	4
5	Yes sir, you are right. I couldn't do it myself and I have consulted my friends and seniors.	2
6	Thank you for your conclusion. I will try to improve my conclusion.	2
7	Yes, I agree to you. But I need your help for adding the evidence.	5
8	I'm sorry sir, but my friend helped me.	2
9	Yes, I too think so. Have you got any suggestion for me?	4
10	Yes, I'll have to explain the data with sufficient evidence.	9
11	Yes. I also think that modern technology is	3

endangering the environment.

| **Grand Total** | **40** |

APPENDIX: IV

| **S.N.** | **Apologies** | **Frequency** |

		of occurrences
1	I'm very sorry ……. I only commented for your weakness.	14
2	Oh! I'm really sorry.	7
3	Oh! I'm terribly sorry.	8
4	Please! Excuse me for coming late.	7
5	Sorry.	21
6	Plz, forgive me.	8
7	I'm sorry. I thought you are my friend.	40
8	Sorry for the misunderstanding.	3
9	I'm extremely sorry……..	17
10	Oops, sorry.	10
11	I'm really sorry. I didn't do it intentionally.	11
12	I'm sorry.	24
13	Pardon me.	8
14	Oh! I'm extremely sorry I suppose you are my friends.	9
15	I just wanted to comment for your betterment. Did I hurt you sorry for that?	8
16	Oh! I am sorry I shouldn't have scolded.	2
17	Sorry you look like my friend.	4
18	Please excuse me.	6
19	Sorry man I thought you are my friend.	2
20	Oh! No what a surprise you look like my friend form back.	3
21	Please forgive me.	5
22	Sorry for that.	4
23	I am sorry if I hurt you.	8
24	Sorry I thought you were ………………	13

25	I am sorry for what I said.	4
26	Oh my god! I thought you are my friend.	2
27	I'm sorry I don't mean to hurt you.	4
	Grand Total	**252**
	Apology+Repairment	
1	I apologize for being late. I won't repeat it.	9
2	I'm so sorry. I didn't mean to hurt you.	13
3	I'm sorry; I thought my book is stolen.	6
4	I'm extremely sorry once again for coming late. I will come in time………….	3
5	I'm very sorry. I will try my best to come in time from tomorrow.	7
6	Oh! Sorry, I couldn't see you. Can I pick up your book?	14
7	Sorry, If I again come late please punish me.	3
8	I would like to beg pardon for interruption. It won't happen again.	9
9	I'm sorry, I was in a kind of rush. I'll collect your books.	13
10	I'm so sorry. I won't comment like this.	5
11	I'm sorry, from next time. I'll be on time.	12
12	Aaah! I'm so sorry. Can I help you to pick up your books?	2
13	Sorry, I'll pick up your books.	10
14	Sorry, I would help to pick up your books.	6
15	Oh! It's ok. Next time ask before you take it.	4
16	Sorry, it's my fault. Let me pick up your books.	3
17	I'd like to apologize for my late arrival. I will not	3

repeat again.

18	It's very awful to ask sorry again. But I'm sorry. This won't be repeated again.	10
	Grand Total	**132**

Repairments

1	Oh! Let me pick up your books.	11
2	Friend! I didn't mean to hurt you like this. Don't take it seriously.	4
3	It's ok. Some time it happens.	15
4	I'll come in time from tomorrow.	11
5	Is that so?	2
6	I was just kidding.	2
7	Oh! No problem. It happens sometime but you have to ………..	2
8	It's ok.	16
9	It's all right.	6
10	My friend, I didn't mean to let you down. But be always positive & take comment as suggestion.	2
11	Never mind sometime it happens.	7
12	I'll never do so.	4
13	I was just kidding.	4
14	I promise I will come time.	4
15	I'll be punctual in the days to come.	4
16	I assure you that from tomorrow I wouldn't be late.	2
	Grand Total	**96**

Non-Apologetic Responses

1	I thought you were my friend.	4

2	I just advised you for your betterment.	6
3	No, It's mine. Don't mind.	3
4	Don't be angry. That's not my fault.	4
5	Why did you take my book without permission?	3
6	I don't think that I make you down.	3
7	You didn't look here, see here is my name.	5
8	You should have checked whether it was your book.	3
9	Oh! It's a wrong number.	2
10	Never take others book without permission.	7
11	Hey try to recognize your book. Don't take other's book.	5
12	Try to take the comments positively. Don't take the comments negatively.	7
13	Hey! It's not my fault ok? You also have to walk carefully.	7
14	Don't mind ok?	9
15	I don't mean to upset or discourage you.	11
16	Why are you angry? Improve your presentation.	6
17	You are just pretending. You shouldn't have taken my book.	4
18	The college bus is not in time.	6
19	Can I know your name?	3
20	Who are you to take my book?	3
21	Nowadays, I've got many problems.	1
22	You thief, you always show your behaviour.	6
23	It's my regular time.	3
24	Bring my book.	3

25	You should have asked me before taking it.	5
26	I'll try to come early by tomorrow.	1
	Grand Total	**120**

APPENDIX: V

Total Requests

	Direct Requests	Frequency of occurrences
1	Please, Can you give me your pen?	26
2	Please, give me your pen, I forgot mine.	17
3	Sir could I take off time……….	3
4	Please, bring my book back.	11
5	Please sir, I will not work today accept my holiday.	7
6	Please mam, check my homework.	9
7	May I have your pen please?	9
8	Sorry sir, ….. Would you mind giving me the time off?	12
9	May I have my book back please?	3
10	I'm extremely sorry ….. Please accept my homework.	6
11	Would you provide me your pen?	15
12	I would like to request you to grant me leave tomorrow.	9
13	Could you return my book please!	9
14	Could you lend me your pen?	10
15	Will you provide my text book back?	1
16	Excuse me mam, would you mind letting me hand in the homework?	10
17	Please / Excuse me sir, Time is over.	28
18	Excuse me sir I'm afraid / sorry to interrupt / to say, but the class time is over.	13

19	Excuse me sir, the class ….. Would you end / conclude the class please?	7
20	Pardon sir, I am sorry to say but your time is over and…	3
21	Would you mind giving me your pen?	16
22	Sir,….. Would you grant me one day leave?	10
23	Sorry mam, I was … I'd like to request you to provide me some time…	10
24	Would you please return my books? They are very precious to me.	5
25	Excuse me sir, I'd like to remind you……….	5
26	Sir, Would you mind giving me one day leave please.	6
27	Excuse me sir could you possibly offer me a leave? I have……	5
28	I humbly request you to grant me one day leave.	2
	Grand Total	**267**
	Indirect Requests	
3	Madam I'm sorry….. I would be grateful….	8
4	I'm sorry sir; I can't come at work today.	7
5	Mam, I'm extremely sorry. I couldn't submit on time I hope you won't give me zero point.	5
6	I'm sorry, I won't be able to work tomorrow, I hope, you will understand.	6
7	Is it possible to give me leave on Monday?	6
8	Sorry mam…I hope you are kind enough to...	5
9	Excuse me mam…. Can I submit it today…	8

10	Sir, I need time off tomorrow.	7
11	Fren, can I have your pen if you have extra one.	7
12	Will it be possible to give me leave on Monday?	4
13	Dear sir, I think you don't mind the bell rang.	7
14	Excuse me sir, our another class is going to start.	5
15	Sir, I won't be able to come at work……..	7
16	Sir, I need to take off this Monday….	4
17	Sir, how much time will you take to finish your lecture?	4
18	I'd really appreciate if you provide me your pen. I missed mine.	4
19	I'm sorry to inform you that I won't be able to work on Monday.	4
20	I was sick and …… please help me out.	3
	Grand Total	**101**
	Non requests	
1	I need the book at any cost……….	12
2	I'm not able to attend my work today.	14
3	Why do you keep book for long time?	4
4	It's not a good habit to borrow book for such long time.	6
5	Do you remember you have borrowed my book?	9
6	How can I convince you but let me submit my homework.	8

7	You should return my book.	9
8	I was sick ……You shouldn't give me zero point.	10
9	Hey dude, buddy give me your extra pen.	10
10	Hello, Don't you have any intention to give my book back?	8
11	Do you have extra pen?	7
12	Return my book as soon as possible. Otherwise I take other action.	10
13	Teacher! Time is over. We'll have to take break.	11
14	Sir, time is already over. We need to know the value of time.	8
15	Hello mam I was suff … I think you'll consider the situation.	15
16	Let's stop the course for today.	4
17	It's time for next class.	10
18	Can we stop the class now?	7
19	I think you'll consider my problem that I couldn't submit…	6
20	Hey! Aren't you ashamed of yourself? Bring my book back.	5
21	Hey! I take leave for a day sir.	2
22	I ask you for a holiday on Monday.	4
23	Hey, why don't you return my book, is that your father's property? That's not good manner.	3
24	Return my book today; otherwise our relation will be break.	8

25	Your time is finished, you can go / the next teacher is standing at the door.	9
26	Why don't you return my book? That's not a good manner.	8
27	Mam! Why don't you believe me that I was sick…. Check my homework.	9
28	I've got an appointment … I'll not come on Monday.	5
29	You are a naughty girl. Return my book.	3
30	Give me your pen for a while.	8
	Grand Total	**232**