



Instructors' Use of the Strategies of Politeness at College Level

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Abstract

This study investigates the major strategies of politeness which are used by private college instructors in their class communication. The study attempts to take instructors' concepts about the importance and the challenges they face in applying such strategies at private colleges. It also aims at detecting the frequent use of politeness strategies which are presented by Brown and Levinson's politeness strategies (1987) where politeness strategies are classified into four types ; positive , negative , Bald on-record and off record strategies .To achieve the aims of the study, two instruments were used ; a questionnaire was set to be filled out by 30 college instructors to take their perceptions on the importance, challenges and frequent use of the strategies .The second instrument is an interview where 4 private college instructors participated to detect their awareness of the importance , the challenges and the strategies of politeness . The results of this study will be helpful for college instructors to have information about the importance of their use of language, especially politeness strategies in class interaction and to be enlightened about the major strategies which are used. The results showed that instructors use a variety of politeness strategies but the use of certain strategies are more frequent at private, for instance, in private colleges, positive politeness is considered to have the highest use of strategies. Furthermore, instructors' interview suggested that private college instructors have no information about politeness strategies, how and when to use each type but they confessed that they only depend on their personality in handling any misbehavior from students' part since they have not been to any linguistic courses to learn about the types of politeness strategies.

Keyword: Politeness, strategies, direct strategy, indirect strategy

1. Introduction

In order to have a positive social interaction, people tend to present good images of themselves and also has the intension to maintain the images of others whom they interact with by using certain verbal strategies to gain their goals .The term face was used for the first time by Goffman (1955) to refer to the individual's image which he intends to present during interaction. According to Goffman (1955, p. 222), face is "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact". Peoples' speech will not only affect their faces but also the face of the listeners as well, as stated by Gil (2012), so, it is important for people not to try to maintain their own faces only but the face of others in the interaction should be regarded as well, so they may use different faceworks to protect their own and others faces. There is a difference between the two concepts face and facework since the term facework refers to communications or strategies used to create a positive or negative face , as Holtgraves (1992, pp. 141-143, cited in Yrisarry , 2010,pp. 12-13) defines the concept of facework as " those communications designed to create, support, or challenge a particular [face]".So, the intended image is called face while the communication tools used to create , support or challenge the face is called the facework. Brown and Levinsons'(1978) theory of politeness is an expansion

of Coffman's (1955) concept of face. According to Brown and Levinson's (1987, p.61) face is defined as "the public self-image that every member wants to claim for himself". Interlocutors need to recognize the two types of 'faces' ; positive face which " refers to human's desire to be well thought, admired, respected, and considered as a good person" and the negative face which " refers to human's desire to be free from any burden"(Agustina and Cahyono , 2016 ,p.93). Brown and Levinson (1987) discuss their theory in terms of what they call "Model Person" who possesses the two properties of face and rationality and define a model person as "willful fluent speaker of a natural language" (p.58). Redmond (2015 , p. 23) states that "in acting rationally , the Model Person identifies goals and rationally develops the means to achieve those goals all within the context of maintaining face ". Speakers will be regarded as impolite if they utter utterances which may destroy their face , this act is called face-threatening acts (FTAs) or they may intend to minimize the face threatening act by using certain polite expressions ,such as please, sorry, or thank you(Watts, 2003), which are referred to as face-saving acts (Yule, 2010). Chen (2017,p.154) argues that FTAs can threaten both person's positive and negative face as well and states that:

FTA can threaten person's positive face, which indicates personality and includes the desire that the person's self-image is approved or appreciated. Threatening hearers' positive face covers the expressions of disapproval, criticism, contempt, complaint, accusation, insult, disagreement, and violent emotion; mention of taboo topics; interruption and other non-co- operation; and conveying bad news about the hearer or good news about the speaker. FTAs can also threaten the negative face, including the basic claim to personal possessions and private space as well as rights to non-distraction, freedom of action, and freedom from imposition. Threatening hearers' negative face includes orders; requests; suggestions; advices; reminders; threats; warnings; offers; promises; as well as expressions of envy, admiration, hatred, anger, and lust .

Brown and Levinson (1987:69) propose five strategies to commit or minimize FTAs, as shown in the following figure:

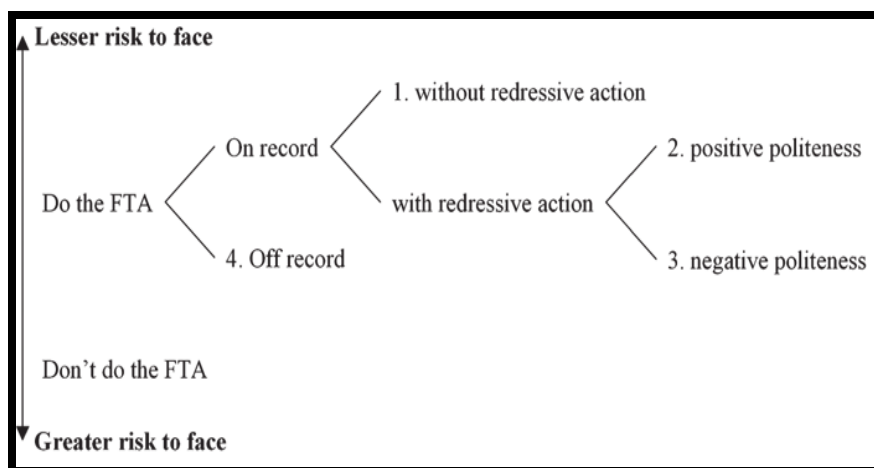


Fig.1. Possible strategies for doing FTAs

Number one indicates the avoidance of saying or uttering any threat ,meanwhile the other four strategies are : positive politeness which consist of 15 sub strategies: notice, exaggerate, intensify interest to hearer, use in-group identity markers, seek agreement, avoid disagreement, presuppose common background, joke, assert speaker's knowledge of and concern for hearer's wants, off or promise, be optimistic, include both speaker and hearer, give or ask for a reason, assume or assert reciprocity and give gift to hearer), negative politeness (which consists of 9 substrategies : be conventionally indirect, question/ hedge, be pessimistic, minimize the imposition, give deference, apologies, impersonalize speaker and hearer, state the FTA as a general rule, nominalize, and go on record as inquiring a debt or as not indebting hearer. The third strategy is Bald on-record strategies or direct strategy which



usually do not attempt to minimize the threat to the hearer's face, although there are implicit ways that this strategy employs in trying to minimize face-threatening acts. This strategy causes a kind of embarrassment since it is direct so it is used mostly so it is mostly used in emergency situation, with maximum efficiency, and when there is a close relationships with the listener. Finally, off record strategy (which consists of 15 sub-strategies conveying off record: give hints, give association clues, presuppose, understate, overstate, use tautologies, use contradiction, be ironic, use metaphor, use rhetorical question, be ambiguous, be vague, over generalize, displace hearer, and be incomplete).

This research is concerned with the way that college instructors use the four types of strategies presented by Brown and Levinson (1978) since instructors' awareness of the politeness strategies will have a great effect on students interaction, the success of the teaching learning process, class managements and the teaching outcomes. In teacher-student case, language plays important role in class management and students' knowledge of acquisition (Nunan, 1991, cited in Peng, Xie&Cai, 2014). Instructors may face some situations where they are obliged to confront any uncivil behavior from students parts but by using such strategies they may minimize the threat because politeness as defined by Meyerhoff (2011, p.312) is about "the actions taken by competent speakers in a community in order to attend to the possible social or interpersonal disturbance". Recently, many scholars (Alberts, Hazen & Thebald, 2010; Boice, 1996; Boysen, 2012; Clark & Springer, 2007; Feldmann, 2001, cited in Yrisarry, 2010, p.1) have emphasized on the rise of uncivil behaviors at colleges and universities. Instructors, especially novice ones, need to be equipped academically with the politeness strategies in order to handle such threatening situations which may lead to the loss of hearers' face and their own self esteem.

2. Methodology

2.1. The Aim

The main aim of this study is to detect the frequent use of strategies at private colleges. The study also aims at investigating of instructors' awareness of the important, types of politeness strategies and the challenges they face in applying such strategies.

2.2. Research Question

The study attempts to answer the following questions:

1. What are the private college instructors' perception on the importance and challenges of using politeness strategies in EFL classroom context?
2. Is there any difference in the frequent use of politeness strategies at private college instructors?
3. What types of politeness strategies are used more frequently at private of colleges?
4. What are the challenges that instructors face in applying politeness strategies at private colleges?

2.3. Participants

30 private college instructors participated in filling in a questionnaire about the frequent use of politeness strategies. Four instructors, among the 30 instructors have volunteered to make a semi-structured interview which was recorded by the researcher.

2.4. Instruments

Two instruments are used by the researcher:

2.4.1. Questionnaire

30 participants were asked to complete a questionnaire which is based on Brown and Levinson's politeness theory (1987) which consists of four main strategies of politeness; on record strategies is comprised 5 items. The questionnaire consist of (38 items) which is



divided to four phases; bold on record (5 items), Positive (13 items), negative (9) and off record (11). Based on a theoretical background of the politeness and after a thorough review of Brown and Levinsons' theory of politeness, the researcher has created the items of the questionnaire. A jury member consisting of four experienced specialists in the field of linguistics were chosen in order to detect the validity of the items and their comments and evaluations were taken seriously into consideration. Based on the juries feedback Based on this feedback, minor grammatical changes were made to several items and the revised items were then distributed to participants. The jury members are:

1. Professor. Himdad Abdulqahar
2. Professor. Fatima Rasheed
3. Ass. Professor Dr. Suhayla Hameed
4. Dr. Aween Muhammed Amin

The Cronbach Alpha was computed as 87 on the same sample. Each of the (38) items of the first two phases of the questionnaire was scored on a five-point Likert Scale, ranging from 5 points, meanwhile the items of the third phase were scored on five –point Likert scale , ranging from (very often) to (never) . In order to interpret the analyzed data, the following criteria were established:

- A mean score of 4.21 – 5.00 (Very frequently).
- A mean score of 3.41 – 4.20 (Frequently).
- A mean score of 2.61 – 3.40 (Occasionally).
- A mean score of 1.81 – 2.60 (Rarely).
- A mean score of 0.00 – 1.80 (Hardly ever).

Statistical package for the social sciences (SPSS) 18.0 package program was conducted in the analysis of data. Data were analyzed using mean and percentages.

2.4.2. Interview

A semi-structured interview questions was set in order to be answered by 4 college instructors about the importance, challenges and types of politeness strategies. At first the interview consisted on (7) questions but it was given to 2 instructors as a pretest. Then the questions were modified by the researcher to (5) questions and two questions were eliminated depending on the instructors' feedback and suggestions.

2.5. Data Collection and Result Analysis

2.5.1. The Questionnaire

The study took place in 2018-2019 academic years .Related to the data collection technique, this questionnaire was given to 30 respondents to determine their concept about the importance, challenges and politeness strategies. It took the participants (20 to 30 minutes) to complete the questionnaire, then the mean scores were calculated using descriptive statistics. Below are the data results of instructors at Private Colleges:

Interpretation Criteria

(Always=A, Very Often=V.O, Often=O, Rarely=R, Hardly Ever=H.E)

Table -1- The Data Results of the Politeness Strategies by Private College Instructors

	ITEM	A	V.O	O	R	H.E	MEAN	PERCENT AGE
1	A.BOLD-ON STRATEGIES	40.0	40.0	13.3	6.7	0.0	3.1	82.7%



	You use task oriented by using imperative; for example: Do this exercise. Or Write a composition now.							
2	You use direct strategy if it is urgent, for example, Time is up. Or Bring your exam papers immediately	46.7	20.0	33.3	0.0	0.0	3.1	82.7%
3	You alert the students by giving a piece of advice or suggestion or threatening, especially in giving instructions and class management; for example: Be careful! This passage is included for exam.	26.7	40.0	33.3	0.0	0.0	2.95	78.7%
4	You ask students directly for example: Bring your notes.	26.7	26.7	33.3	13.3	0.0	2.75	73.3%
5	You request without redressing; for example: collect papers for me.	33.3	33.3	20.6	13.3	0.0	2.9	77.3%
	Average						2.96	78.9%
1	B.POSITIVE STRATEGIES You attend to your students' interests, wants, needs...etc., for example: You feel cold, what about closing the door? Or you look pale, are you fine?	40.0	46.7	6.7	6.7	0.0	3.15	84.0%
2	Using exaggeration to show interests, sympathy, and approval with your students; for example: What an interesting question!	80.0	20.0	0.0	0.0	0.0	3.6	96.0%
3	Intensifying students' interest by increasing their	86.7	6.7	6.7	0.0	0.0	3.6	96.0%



	interests and involving them to the communication; for example: What an interesting story, and what do you expect to be about?							
4	Using in -group identify markers (address form of a language or dialect, jargon or slang, and of ellipsis) for example: Dear wipe this board for me, will you?	66.7	26.7	6.7	0.0	0.0	3.45	92.0%
5	Seeking agreement by repeating some of or all part of what was said by students in a conversation; for example: A- I finished all exercises B-All the exercises!	86.7	6.7	0.0	6.7	0.0	3.55	94.7%
6	Using token agreement, pseudo agreements, white lies and hedge opinions to avoid disagreement; for example, The questions of the next exam can be easy, but you have to work hard.	53.3	40.0	6.7	0.0	0.0	3.35	89.3%
7	Using small talk or gossip of unrelated subjects with students or talking about safe topics to seek H agreement and communication, topics like WEATHER.	73.3	26.7	0.0	0.0	0.0	3.55	94.7%
8	The Instructor Uses Jokes	40.0	46.7	6.7	6.7	0.0	3.15	84.0%
9	Asserting or Presupposing your knowledge of the students' wants, for example, I know you can't read the whole story, but this one	60.0	13.3	20.0	6.7	0.0	3.2	85.3%



	is really interesting.							
10	Offers and promises are used to reduce the Face Threatening and to increase interaction, for example, I will give 2 marks to each student if you complete the exercise correctly.	80.0	20.0	0.0	0.0	0.0	3.6	96.0%
11	Using the pronoun We or using Let's to include yourself with the student in activity, for example, We have to underline the verbs. Or Let's listen to this your colleague.	66.7	20.0	13.3	0.0	0.0	3.4	90.7%
12	Giving reasons (or ask for) to include the students in activity, for example, This exercise helps you to improve your fluency, so let's do it.	66.7	26.7	6.7	0.0	0.0	3.45	92.0%
13	Assuming or Asserting reciprocity, for example, If you do your best, you will pass in the exam.	80.0	20.0	0.0	0.0	0.0	3.6	96.0%
	Average						3.43	91.6
1	C.NEGATIVE STRATEGIES You may use indirect or polite request to ask for what you want, for example, Is this a pen? Or Can you please give me your book?	13.3	13.3	26.7	26.7	20.0	2.05	54.7%
2	Using hedges, instead of saying; do I a favor, you would say: do I a favor, will you?	0.0	13.3	20.0	40.0	26.7	1.65	44.0%
3	You may use Subjunctives to be pessimistic, for example, I suggest that you will be alert during the	13.3	13.3	13.3	46.7	13.3	2	53.3%



	presentation.							
4	Minimizing the imposition by asking the student whether he/she can do it or not, for example, I just want to ask if you could read the whole paragraph.	6.7	6.7	26.7	40.0	20.0	1.8	48.0%
5	Giving difference by respecting or regarding your students, for example, Excuse me, but would you mind if I take your book?	0.0	20.0	13.3	13.3	53.3	1.5	40.0%
6	Apologizing from your students when you are in a situation, such as like; coming late, making a mistake ...etc.	20.0	20.0	20.0	20.0	20.0	2.25	60.0%
7	Personalizing students or yourself by avoiding the use of 'I' and 'YOU' pronouns, instead saying; I ask you to do this for me, you may say: Do this for me please.	13.3	20.0	26.7	33.3	6.7	2.25	60.0%
8	State general rule to include all the students, for example, Students have to hand the assignments on the deadline.	0.0	0.0	26.7	40.0	33.3	1.45	38.7%
9	You nominalize your students by praising good jobs and works to make them to be proud of themselves, for example, Your good performance in the examination impressed us favorably.	6.7	13.3	26.7	33.3	20.0	1.9	50.7%
	AVERAGE						1.87	49.9%
1	D.OFF RECORD STRATEGIES If you want to do FTA indirectly,	0.0	13.3	6.7	33.3 %	46.7	1.4	37.3%



	you may give hints, for example: today I can hear much noises in class.							
2	You may use hints to raise the issue of some desired act, for instance; It's cold in here. . Shut the window) or I need a pen to correct the papers (bring me a pen).	0.0	0.0	13.3	40.0	46.7	1.25	33.3%
3	You give association clues; for example: Are you going to market tomorrow? There is a bookstore which you can find the book easily (buy the book)	0.0	13.3	13.3	20.0	53.3	1.4	37.3%
4	Using presuppose strategy to implicate a criticism, for instance, I have read the passage again (still you can't understand the content).	0.0	0.0	6.7	33.3	60.0	1.1	29.3%
5	Use rhetorical questions to express disappointment, for instance, How many times do I need to ask you to be quiet?	0.0	0.0	13.3	33.3	53.3	1.2	32.0%
6	You may use tautology strategy (non-informative utterance) to give an excuse ,for instance ; A student is a student or (blatantly obvious utterance) You are students(educated enough), why don't you search it via internet	0.0	6.7	6.7	33.3	53.3	1.25	33.3%
7	In using of contradictions you don't give a direct answer, for instance; Well,	0.0	0.0	26.7	40.0	33.3	1.45	38.7%



	I'm and I'm not satisfied by this answer.							
8	You may use Irony which means saying the opposite of what you mean, for example, The questions are easy Or You are an obedient.	0.0	0.0	26.7	33.3	40.0	1.4	37.3%
9	You can use Understate strategy in giving feedback, for instance; Your writing is OK (I don't particularly like it).	0.0	6.7	13.3	26.7	53.3 %	1.3	34.7%
10	You can use Overstate strategy to apologize or give excuse, for instance; There were million cars in the street (Sorry for being late).	0.0	0.0	20.0	20.0	60.0	1.2	32.0%
11	Be vague or ambiguous via the use of ellipsis, over-generalize, displacing the H, for instance; Perhaps, Someone cheated in the exam or He who laughs last laughs longest.	0.0	0.0	13.3	26.7	60.0	1.1	29.3%
	AVERAGE						1.28	34.0%

The results showed difference in the frequent use of the four types of politeness strategies at private colleges as showed in table 3:

Table -3- the frequent use of the four types of politeness strategies at private Colleges

College	Bold-On	Positive	Negative	Off Record
Private	2.96 =78.9%	3.43= 91.6 %	1.87 =49.9%	1.28 =34.0%

The overall statistical result shown in Table -3- reports that all the *four* types of politeness strategies are used by instructors .The mean of the *Positive Strategy* 3.43 (91.6) recorded the most frequent used strategy by the private college instructors. As it has been mentioned earlier, Positive Politeness is used to show friendliness with students in their communication. The researcher tries to get the answer of the question why positive strategy is mostly preferred by the private college instructors and they intend to look friendlier with their students, through making an interview with 4 college instructors.



2.5.2. The Interview

Four instructors participated in making an interview in order to detect their answers about the importance of using politeness strategies, challenges and their information background on the types of politeness strategies and when each type need to be used. For the purpose of data analysis the instructors, the interview was recorded and transcribed by the researcher, consider table -4 – which contains more information about the four instructors:

(Table -4- Private Instructors)

College	Male experienced	Male novice	Female experienced	Female novice
(private)	Instructor 1	Instructor 2	Instructor 3	Instructor 4

In this research, the gender and experience of the instructors are not taken into consideration because the main focus is on their place of teaching rather than on their experience and gender.

1. Question One “Do you believe that teacher’s use of politeness strategies affects the teaching process? How? “. In response to this question, all Instructors agreed that politeness strategies affect the teaching process. For example, Instructor P1 emphasized on the importance of the use of politeness strategies in the teaching process since it is a human intercourse where you deal with human beings and leads to the creation of positive atmosphere and instructors may use nonverbal politeness like a smile or any facial expressions .He stated that:

Teaching is human experience where human beings are dealing with human beings....so teaching is human intercourse and politeness is the foundation that must be built from the beginning and throughout the process of teaching and learning. Politeness creates the atmosphere of mutual respect in the class. Politeness should come from actual love or at least tolerance of others. You may face a situation where you would be faced with negative attitudes from others, you may not need to love them but you need to tolerate and accept them.

Instructor P2 mentioned the "eagerness of students about a class where instructors use politeness strategies". Instructor P3 said that: “If the teacher is soft and kind and this will affect the class interaction .Whenever the teacher is loved by the students, this love will affect their understanding and participation and would love the subject whatever he/she is teaching “Instructor P4, talked about the positive effect of politeness and the negative ones as well based on her own experience in teaching at private universities. She said the positive effect is that "If you use such strategies, students are going to love the subject no matter how the subject is difficult" .On the other hand, she frankly added that “I have faced some problems and difficulties in following such strategies because whenever I become good with students, they try to exploit me”. Instructors asserted that Politeness strategies motivates students and encourages them to participate in the class .The frequent use of politeness strategies strengthens the social relationship between the instructors and students ,Such strategies may arouse students interest in the topic and helps them to become active participants.

2. Question Two " Is there any difference between teaching at Private and public colleges? “ Concerning the second question, different ideas were presented, for instance, Instructor P1 answered the question in detail and made a comparison between teachings in the two setting:

Students in Public universities tend to be more obedient, if this is the right word, since it is a public place which belongs to the government and most cases they don’t pay money as much as the students at privates pay. The unfortunate feeling of superiority because they have paid money is not found at public colleges. But, this feeling of superiority is found also at publics when there is political power given to certain students who may abuse this power and may think again you work for them. This will destroy the relationships between you and the students.

Instructor P1 raised more than one important aspect which are the feeling of superiority on the part of private students because they pay money which makes them think



that they "employ you and are free to come in or leave whenever they want and don't respect the knowledge you have and the instructions provided by you". This mentality of students "harms the general atmosphere ". The use of politeness strategies by instructors are affected by the class atmosphere and the relationship between students and instructors. Authority and time are other differences that were handled by instructor P2 "students in privates have more time than in public and he also added "because students in private pay money, they get what they want". He compared public instructors to "as Boss" who is fully authorized about their class managements and used strategies in treating students. This comparison between the authority of instructors at public and privates and students' behavior in the class because of their payment which can disobedient is really remarkable. On his behalf, instructor B3 felt no difference in term of teaching "I don't think there could be any difference in the ways of teaching ". The last instructor P4 said that "there is no difference in the methodology used by instructors in both universities".

To sum up, many positive and negative sides were tackled by the instructors to show the difference between teaching at private and public colleges which may affect their use of politeness strategies. At private colleges, instructors are required to qualify and the best instructors are chosen to teach at private colleges. The major differences between teachings at the two settings are in the number of the students in classes, instructors are more authorized and can practice their authority more freely at public colleges. The feelings that most instructors at private colleges have towards the students' behavior of boastfulness because they pay may have a strong effect on the use of politeness strategies by instructors since there should be a mutual respect between student and instructors. Instructors at private colleges are not permanent staff and do not feel secure about their job and under any reason they can be asked to leave teaching.

3. Question three "What are the major problems that instructors face while teaching at *private colleges* which may affect their use of politeness strategies?" In response to question *Four* which was directed only to the instructors ,Instructor P1 thinks that major problems or challenges they face in using politeness strategies is related to some of our students' misbehavior and disrespecting lecturers which "Springs from their feeling of superiority because they belief that they pay you your salary ".On the other hand he asserted on having some " psycho or social problems " among the students themselves because the majority of the students are from very rich families and powerful families they may feel free to do whatever they want and misbehave accordingly in the class like "trying to look down upon other students , using their phones in the class , chatting..." .Another problem which may raise students' misbehavior or disrespect is "When instructors are not well equipped or well academically built, especially younger instructors or it is better to say less capable instructors because it is not about age". Instructor P2 suggested that there is a kind of pressure from the private universities to be friendly with students because students' perceptions towards their instructors are taken into consideration and may not be able to teach there anymore. He said "Here instructors should more be open-minded and friendly with students". However, he said he feels so comfortable with his friends and has a strong social relationship with them. Instructor P3 agreed with P1 that the major source of students' misbehavior which makes it a challenge for instructors to handle the class and may hinder the use of politeness strategies is because out of their feeling that since they pay money" they can do what they want and everything is ok for them". She used the word "Pampered" and said "Most of our students are pampered (spoiled) and think that the lecturer doesn't have the right to kick them out or to ask whether they have their book or has prepared". Another point is that students at higher grades might not respect new instructors because they think instructors are there because of their money, she added "Especially, if they are second year students and the lecturer is new for them, sometimes they will disrespect him/her because they are here because of their money". Instructor B4 mentioned many of the misbehaviors from her students' part which obliged her



to think of changing her way of being polite towards them and putting her in difficult situation obliging her to "get them out". She returned such misbehaviors or disrespect to their social and economic background "Because the majority of my students are from high and rich families, they don't listen to me most of the time and are busy with their phones".

4. Question four "Do you have any idea about the types of politeness strategies and when each type need to be used by instructors necessarily?". Concerning question instructors' responses were negative. Instructor P1, P2 and P4, all of them claimed that their lack of knowledge about the academic studies of politeness theories is due to their major which is in literature and because they haven't taken any courses in classroom managements or methodologies of teaching. Instructor P1 said that "it is based on a theory which I am not in a position to talk about because my experience in teaching is mainly not from an academic teaching because it isn't from education back ground, it is all literature, so as an academic theory to apply in my teaching I don't have any idea about the types of politeness strategies ". The main aim behind setting this question is to detect instructors' academic knowledge about politeness theories and strategies, especially Brown and Levinsons' theory but it became clear from their answers that their treatment in the class is not based on any academic background or knowledge on politeness theories and strategies rather they depend on their personality and experience throughout their teaching carrier in dealing with their students face threatening.

3. Conclusion

Politeness is regarded as an important concept in class communication at college level whether at private or public colleges and its part of class management where many misbehaviors from student's part is expected. College instructors need to be aware of the importance of politeness in class interaction and specifically the types of strategies, when and how to be used. Unfortunately, one of the main conclusions of this research, which was reached to through the analysis of the interview is that most college instructors are not aware of the different types of politeness strategies and their interaction with their students is based mainly on their own personality and life experience. Some of them due the reason, behind their ignorance, to their major which is in literature, while the excuse of the rest is that they haven't been to linguistic courses to learn about the theories of politeness and of the politeness strategies. Another important point which need to be focused on, is the very frequent use of Positive politeness (3.43=91.6 %) by the private college instructors which was found out to be the main source of their problems in class interaction due to the mentality of their students and their concept about money and payment. The negative effect of the ill mentality of students ,concerning their payment of the fee at private colleges , was clearly declared the main reason behind their misbehaviors such as using mobiles , not listening to the instructors' instructions , not preparing the materials .Rare use of off record strategy was also observed at private (1.28 =34.0%, the main reason behind this is insufficiency of students' English language since it is the most indirect way of politeness and may cause misunderstanding which leads to ill communication.

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به کارهیتانی ستراتیجیهکانی پزگرتن له لایهن مامۆستایان له ئاستی کۆلیژهکاندا

پوخته

ئهم توژینهوهیه له ستراتیجیهکانی پزگرتن دهکۆلیتهوهله لایهن مامۆستایانی زانکۆ ناخکومیهکان له کاتی گفتوگۆکردندا له پۆلدا ، وه ههول دهدات بۆ دهست کهوتی بیروپای مامۆستاکان له سه ر گرنگی بهکارهیتانی ستراتیژی پزگرتن ، ج ئاستهنگیک دهیته بهربهست له بۆ بهکارهیتانی ستراتیجیهکانی پزگرتن ، که بۆ یهکه م جار له لایهن (براون و لیفینسن) له سالی 1987 خراوهته روو ، و له جوار ستراتیجیهتی سه رهکی پیکدیت: راستهوخۆ ، نا راستهوخۆ ، ئه رینی و نه رینی . توژهر دوو ئامرازی بهکارهیتانه بۆ گه یشتن به ده رئانجامی ئهم لیکۆلینهوهیه: یه که م: ئامرازی پاپرسی ، که له لایهن 30 مامۆستای زانکۆ پپرکراوهته وه بۆ به ده ست هیتانی گرنگی ستراتیجیهکانی پزگرتن و ئهو ئاستهنگانه ی دینه به رده م بهکارهیتانی. دووهم: ئامرازی په یقین، که له گه ل 4 مامۆستای زانکۆ ئه نجام دراوه ، به مه به ستی تیگه یشتن له وه ی ئایا مامۆستایانی زانکۆ ناخکومیهکان درکیان به گرنگی ستراتیجیهکانی پزگرتن کردوو. ده رئه نجامی ئهم لیکۆلینهوهیه ده یته یارمه تی ده ریکی گرنگی به کارهیتانی زمان ، به تایه تی بهکارهیتانهکانی ستراتیجیهتی پزگرتن له ناو پۆلدا ، ده رئه نجامی ئهم لیکۆلینهوهیه ئه وه شمان بۆ ده خاته روو که بهکارهیتانی ستراتیژی پزگرتن له لایهن مامۆستایانی زانکۆ ناخکومیهکان به شیوه ی جۆراو جۆر بهکارهاتوون ، بۆ نمونه (ستراتیجیهتی ئه رینی) له به رزترین ئاستدا به له چاو ستراتیجیهکانی تری پزگرتن له لایهن مامۆستایانی زانکۆ ناخکومیهکان. وه له په یقینه که دا ئه وه مان بۆ ده خاته روو کاتیک ههر جموجۆلیکی ناتهن دروست له لایهن قوتاییانی ناو پۆل روو ده دا مامۆستاکان تنه نا هانین بر دۆته بهر ئهو زانیاریانه ی که له پاشخانی خودی خۆیاند هه بهووه ، وه ئه وه یان خستۆته روو که هه رگیز له کۆرسیکی ئه کادیمی تایه ت به چۆنه تی بهکارهیتانی ستراتیجیهکانی پزگرتن دا نه کردوو ، ه یچ زانیاریه کیان ده رباره ی ئهو شیوازانه نه بووه .

دهسته واژه گرنه گه کان: پزگرتن ، ستراتیجیهکان ، ستراتیژی راستهوخۆ ، ستراتیژی ناپاسهوخۆ.

استخدام استراتيجيات الإدارة لدى مدرسين علي مستوى الكليات

ملخص

تبحث هذه الدراسة في الاستراتيجيات الرئيسية للإدارة التي يستخدمها مدرسو الكليات الخاصة في تواصلهم بالفصل. هذه الدراسة تحاول أخذ مفاهيم المدرسين حول الأهمية والتحديات التي يواجهونها في تطبيق مثل هذه الاستراتيجيات في الكليات الخاصة. ويهدف أيضاً إلى الكشف عن الاستخدام المتكرر لاستراتيجيات الإدارة التي يتم تقديمها بواسطة استراتيجيات الإدارة براون وليفنسون (1987) حيث يتم تصنيف استراتيجيات الإدارة إلى أربعة أنواع ؛ استراتيجيات إيجابية ، سلبية ، امرية وغير مباشرة. لتحقيق أهداف الدراسة ، تم استخدام وسيلتين ؛ الأولى تم تعيين استبيان يملأه 30 من مدرسي الكلية لمعرفة ادراكهم حول أهمية الاستراتيجيات والتحديات والاستخدام المتكرر لها. والوسيلة الثانية عبارة عن مقابلة شارك فيها مدرسي 4 كليات خاصة (اهلية) للكشف عن وعيهم بالأهمية ، التحديات واستراتيجيات الإدارة. ستكون نتائج هذه الدراسة مفيدة لمدرسي الجامعات للحصول على معلومات حول أهمية استخدامهم للغة ، ولا سيما استراتيجيات الإدارة في التفاعل مع الصف الدراسي والتنوير بشأن الاستراتيجيات الرئيسية المستخدمة. أظهرت النتيجة أن المديرين او المدرسين يستخدمون مجموعة متنوعة من استراتيجيات الإدارة ، لكن استخدام استراتيجيات معينة يكون أكثر تواتراً في القطاع الخاص ، على سبيل المثال ، في الكليات الخاصة ، تعتبر الإدارة الإيجابية هي الأكثر استخداماً للاستراتيجيات. علاوة على ذلك ، اقترحت مقابلة المديرين أن مدرسي الكليات الخاصة ليس لديهم معلومات حول استراتيجيات الإدارة وكيف ومتى يستخدمون كل نوع لكنهم يعترفون بأنهم يعتمدون فقط على شخصيتهم في التعامل مع أي سوء سلوك من جانب الطلاب لأنهم لم يذهبوا إلى دورات لغوية للتعرف على أنواع استراتيجيات الإدارة.

كلمات الرئيسية: إدارة ، استراتيجيات ، استراتيجية المباشرة ، استراتيجية الغير مباشرة