IN THE NAME OF GOD

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M.A. Thesis in Language Teaching

The Analysis of Politeness Strategies and Conversational Implicatures in EFL learners' Classroom Interaction

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To my mom for her endless love.

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اینجانب فاطمه امیری دانشجوی دوره کارشناسی ارشد رشـته آمـوزش زبـان انگلیسـی دانشـگاه صـنعتی شاهرود نویسنده پایان نامه تحلیل راهبردهای ادب و معانی ضمنی مکالمه در تعاملاتِ کلاسـیِ فراگیـران زبان انگلیسی تحت راهنمایی دکتر سید حمزه موسوی متعهد می‌شوم:

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- کلیه حقوق معنوی این اثر و محصولات آن (مقالات مستخرج، کتاب، برنامه‌های رایانه‌ای، نرم‌افزارها و تجهیزات ساخته شده است) متعلق به دانشگاه صنعتی شاهرود است. این مطلب باید به نحو مقتضی در تولیدات علمی مربوطه ذکر شود.
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Abstract

This study attempts to analyze the politeness strategies and conversational implicatures as two major pragmatic issues in Iranian student-teacher oral interactions at EFL online classrooms. In EFL classrooms, language is largely used as a means of learning rather than a tool of communication. As a result of this educational deficiency, the language learners become linguistically competent but communicatively incompetent. Within the framework of communicative skills, pragmatic features such as politeness strategies and conversational implicatures are key factors in building effective and appropriate communications. For this purpose, a descriptive-analytical approach was conducted in this study to investigate these concepts. The data were collected from 9 upper intermediate students and the video of their conversation was recorded. The gathered data were analyzed within the theoretical framework of Brown and Levinson's (1987) politeness strategies and the Gricean cooperative principle. Our data demonstrated that the students used all four types of politeness strategies including positive politeness, negative politeness, off-record and bald on-record, among which the positive strategies that rely on claiming a common ground like seeking agreement were frequent in their interactions. The factors which influenced their choice of these strategies were mainly expressing sympathy, fulfilling respect, reducing face-threatening actions and strengthening affinity. This means that the participants behaved quite *politely* in the classroom. Moreover, related to flouting Grecian's maxims, the students flouted all four types of maxims including the maxim of manner, quantity, relevance, and quality. Low lexico-grammatical proficiency, friendly atmosphere of the classroom and the teacher's expectation of the learners to talk more were the main purposes in which the students flouted the maxim of manner and quantity commonly. Moreover, in a few cases, the students flouted the maxims to reach politeness. By doing this, they aimed at reducing the face-threatening actions and raising intimacy between interlocutors. The findings of the study have implications for language teachers, learners and curriculum developers.

Keywords: Politeness strategies, Gricean conversational maxims, Iranian EFL learners, Classroom interaction

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Abbreviations

BOR …………………………………………. Bold on-record

CI   …………………………………………. Conversational implicature

NP   …………………………………………. Negative politeness

OR   …………………………………………. Off-record

PP   …………………………………………. Positive politeness

PS   …………………………………………. Politeness strategies

S   ………………………………………….. Student

T   ………………………………………….. Teacher

CHAPTER 1

Introduction

In this chapter, we attempt to present the introduction of the research. The first section of this chapter deals with stating the problem that declares the need for investigation. The second section is the significance of the study that declares why we aim at investigating this topic. In the last section of this chapter, the research questions are presented.

1.1. Statement of the problem

In English language classrooms, the primary focus is set on leaning the lexical and grammatical structures of a language, i.e., the students become linguistically competent. However, pragmatic aspects are mostly ignored in course books and classrooms (e.g., Arghashi & Gorjian, 2018; Aufa, 2014; Choraih et al., 2016; Locastro, 2012; Shokouhi & Rezaei, 2015; Vellenga, 2004; Vu, 2017) .In language education settings, despite acquiring the grammatical structures and vocabulary, the language learners should be able to use the language correctly, effectively and make correct interpretations as a listener in various situations. That is called pragmatic knowledge. Pragmatic knowledge shapes the framework of the language communicative competence. In English language classrooms, the primary focus is set on leaning the lexical and grammatical structures of a language, i.e., the students become linguistically competent. However, pragmatic aspects are mostly ignored in course books and classrooms (e.g., Arghashi & Gorjian, 2018; Aufa, 2014; Choraih et al., 2016; Locastro, 2012; Shokouhi & Rezaei, 2015; Vellenga, 2004; Vu, 2017).

In EFL classrooms, the English language is the medium and the target of the teaching and learning process. That is to say, in classroom settings, the students use language to build the language through asking questions, making requests, answering the questions and exchanging their ideas. When building such interactions, language learners should be cautious about their choices of language forms and the functional roles of these forms. For example, when making a request in the classroom, a student may know various forms of request, but knowing different forms does not guarantee an effective and appropriate interaction. To build appropriate communication, one should also know how to apply language forms by considering the context of the talk exchange and sociological factors.

Sometimes language learners, even those who are considered fluent, may fail to build an interactive and effective conversation in the classroom with their teacher or peers.

For instance, one might fail to use appropriate utterances or sound rude when asking questions, making requests or showing disagreement. That may occur if the learner is not aware of some pragmatical issues like politeness. Either a student may not be successful to cooperate in a conversation well if s/he is not able to make an appropriate interpretation of what the speaker has said. This might happen if the learner is not aware of some functional role of the language like cooperative principles.

Inside the boundaries of pragmatics, two crucial notions that can aid language learners to flourish effective and interactive communications are politeness and conversational implicature. By using politeness strategies, the students attempt to behave politely to make a friendly atmosphere and save the addressee's face to prevent any aggression and conflict. Furthermore, for making a well-run conversation in classroom interactions, the students as an addressee or addresser, should cooperate to be understood correctly. That is to say, during a conversation, the hearer requires to interpret what the speaker attempts to say explicitly or implicitly unless it might lead to misunderstanding. In classroom discourse, achieving these pragmatic concepts are crucial for students since they can avoid any conflict in their interactions and communicate effectively.

Due to the importance of these pragmatic features in the field of language teaching and learning, previous studies highlighted different aspects of these concepts such as realization, instruction or analysis of politeness strategies and conversational implicatures in various contexts of communications, but there has been an abundance of research to take both of these concepts under investigation in the EFL classroom interactions especially in students' talk. The students' verbal communication in the classroom is essential since through the interactions with their teacher and other students they practice the communication. Moreover, their personality and attitude will be reflected in the way they use the language. Therefore, it is significant to know about how they apply the strategies of politeness and how they break down the conversational maxims in their talk exchanges.

So far, very little attention has been paid to investigate the politeness strategies and conversational maxims at the same time in a study. Also no previous study has investigated the overlap of these pragmatical features to illustrate how the language learners reach politeness by flouting conversational maxims. However, to fill this gap, the current study attempts to expand the area of the research by examining politeness strategies and

conversational implicatures raised from flouting maxims in EFL language learners'
utterances.

1.2. Significant of the study

We expect that the results of the current research present in depth information for language
teachers, learners and researchers.

The findings of this study can inform language teachers in many ways. For
example, the instructors can become aware of the language learners' strengths and
weaknesses related to applying pragmatic features. So, this awareness can help the teachers
to make good decisions related to adopting or modifying teaching methods, the areas that
need to be focused on more, designing tasks to improve learners' pragmatic competence
and so on. Moreover, the findings can aid the teachers to facilitate the learning and
teaching process. For instance, by applying various politeness strategies in the classroom
interactions, the instructors can build a friendly atmosphere in the classroom in which the
language learners feel at ease and less threatened to express their ideas and cooperate more
in the classroom activities. In addition, findings related to conversational implicatures and
comparing the results with cross-cultural studies can make it clear for the teachers to
understand how the native language speakers use the language in real-life situations,
therefore, they can practice the learners to build and run cooperative communication in real
situations.

The findings of the research are also useful for language learners. That is to say, the
interactions in the classroom as a formal setting, require awareness about how to behave
politely. By considering this knowledge, the learners will be able to minimize the face-
threatening actions when addressing their teacher for asking questions, making requests
and expressing disagreement. Also, they can build their conversations based on intimacy
and friendliness. Another aspect of this study for language learners is the awareness of
conversational implicatures. This helps the learners with the way they convey their
intended message or their ability to understand indirect utterances.

All in all, taking these pragmatic features into account, they can facilitate the
procedure of language teaching and learning also can make the language learners ready for
dealing with real-life communications. Therefore, by taking these two pragmatic variables

under investigation, we hope that broader insights into the importance of these concepts in English language classrooms will be revealed.

1.3. Research Questions

This study attempts to answer the following questions:

1. What kinds of politeness strategies do Iranian EFL learners use in a class when interacting with their instructor?

2. What type of politeness strategies were frequently used in the teacher-learner talk?

3. If there are any cases, how many maxims are flouted by the learners?

4. Are there any cases, through which the learners can show politeness by flouting different maxims?

CHAPTER 2

Review of Literature

This chapter attempts to present the theoretical framework and review of previous studies in two sections. The first part of this chapter presents the theoretical framework of the study that deals with rational explanations related to cooperative principles, observance and non-observance of conversational implicature, politeness strategies, Grice's conversational maxims and politeness and conversational implicatures in classroom interactions. The second section deals with previous studies that have been done related to Gricean maxims and politeness strategies.

2.1. Theoretical framework

In this section, we present the theoretical bases of the study. Firstly, the author introduces the Gricean cooperative principle and its maxims, observance and nonobservance of conversational implicatures and related subcategories. Secondly, Brown and Levinson's politeness principle and its strategies including positive politeness, negative politeness, bald on-record and off-record strategies are explained and exemplified to present a clear understanding of the theoretical framework of the research.

2.1.1. The Cooperative Principle

The philosopher H. Paul Grice was a pioneer to formulate the concept of the Cooperative Principle in his article entitled *Logic and Conversation* Grice (1975). He deems that a successful talk exchange is grounded on this principle since for running a conversation successfully in a particular way, the parties should cooperate. Grice (1975: 26) defines the principle as "make your conversational contribution such is required, at the stage at which it occurs by the accepted purpose or the direction of the talk exchange which you are engaged." That is to say, in exchanging verbal messages to an interlocutor, the speaker ought to obey some principles to convey his/her intended meaning otherwise it would be challenging for the hearer to grab what has been uttered. The concept of CP is divided by Grice into a set of maxims including the maxim of Quality, Quantity, Relation and Manner.

I) **The maxim of quantity:** The maxim of quantity concerns supplying required information in talk exchanges so the speaker should not provide the addressee with more information than is needed. Therefore, one factor for cooperating properly with an interlocutor during a conversation is to consider the amount of information that a speaker gives to an addressee. In this regard, Finnegan (2004: 93) states that in normal situations,

speakers provide enough information, which means they do not render the hearer with inadequate information or excessive details. For example:

A: Did you see Sarah in the park yesterday?

B: Yes, I did.

In this exchange, B provides the speaker with adequate information, not much or less.

II) The maxim of quality: This maxim accounts for being truthful in conversation. That is to say, an effective conversation requires avoiding statements that are fake or include insufficient evidence. For example:

A: When did you arrive at the class?

B: I arrived at 10:15.

III) The maxim of relation: The speaker is expected to talk relevantly about the topic being discussed. In this regard, Finegan (2004) proposes that the maxim of relation expects the speakers to interconnect their statement relevantly to the context of the discussion. Fulfilment of this maxim happens when the speaker provides relevant contributions about the topic being argued. Furthermore, Grundy (2000) notes that during a conversation, parties ought to talk relevantly about the topic. For example:

A: What is the weather supposed to be like this weekend?

B: I heard it is supposed to be rainy all weekend.

IV) The maxim of manner: This maxim accounts for applying utterances in a way that is not ambiguous or perspicuous. During a conversation, the hearer assumes that the speaker avoids obscurity and verbosity. S/he is also clear and orderly in his/her utterances. For:

A: What did you buy for her birthday?

B: I bought her a box of chocolate.

Having regard to the conversational maxims, Grice (1991) mentions that these aforementioned maxims are not the only ones, but there are some other maxims such as '*be polite*' that can be observed during talk exchanges by the parties, these maxims also can create a nonconventional implicature.

2.1.1.1. Nonobservance and Conversational Implicature

As mentioned earlier, language speakers tend to standardize their conversation through observing the maxims. In different contexts, however, fulfilling these maxims might not occur. In other words, for various reasons, speakers break down the maxims intentionally or unintentionally to produce additional meanings, and according to Grice, this is how conversational implicature is created. When an interlocutor flouts a maxim, the addressee considers his/her intention for interpreting the implied parts of the conversation. In fact, there are trails of the hidden message in what is uttered. Also, by flouting a maxim, the interlocutor wishes that the receiver can grasp the intended message.

2.1.1.2. The nonobservance of Grice's conversational maxims: These items include flouting a maxim, violating a maxim and opting out of a maxim.

A. Flouting: when an interlocutor flouts a maxim during a conversation, s/he attempts to draw the addressee's attention to the intended meaning which is not stated explicitly. We should bear in mind that by flouting a maxim, the addresser does not seek to trick the addressee. According to Cutting (2002) when the Gricean maxims are not tracked by the speaker, s/he expects the hearer to deduce the implied meaning. Under this condition, the addresser clearly shows that s/he does not observe the maxim to make the addressee infer the implied meaning. It should be noted that conversational implicatures are generated only when the maxims are flouted.

These are four ways in which maxims are flouted:
I) Flouting the maxim of manner: Cutting (2002) states that when this maxim is flouted, the interlocutor uses ambiguous utterances to exclude the third party. For example:

A: What did you buy for her birthday?

B: what I bought was a big box containing hard brown sweets filled with cocoa and cream.

II) Flouting the maxim of quantity: When an interlocutor flouts the maxim of quantity, s/he provides the addressee with more or less information than is essential. For example:

A: When did you arrive at the class?

B: A little after the lecturer started the class.

III) Flouting the maxim of quality: Cutting (2002) points out that when an interlocutor avoids stating what s/he believes to be the truth or exaggerates about the situation, s/he is, in fact, flouting the maxim of quality. This maxim is mostly flouted when ironical, metaphoric or hyperbolic statements are used. For instance:

A: How long did this project take to be finished?

B: It lasted days and nights.

IV) Flouting the maxim of relation: According to Cutting (2002) by flouting the maxim of relation, the interlocutor expects the addressee to figure out what the utterance intends to mean through linking the utterances.

A: How was your exam?

B: I could answer all the questions.

In this example, speaker B's response seems not to be relevant to what speaker A asked. In fact, the addressee can infer that s/he has passed the exam successfully.

B. Violating: Another way to break down maxims in talk exchanges is to violate them. Because of this situation, the speaker intentionally utilizes misguiding utterances to deceive or persuade the hearer to act in a way that s/he wishes. In addition, based on the situation of the context, a person can violate several maxims simultaneously. Some examples of violating maxims are presented:

I) violation of the maxim of relevance

A: How was your exam today?

B: You know, last night I did not sleep a wink and studied for the whole night. I feel exhausted today.

In this example, A asked a clear question; however, in return B did not provide a relevant response to the question. In other words, B violated the maxim of relevance. The reason for this violation can be explained by the fact that B was not satisfied with her performance on the exam so she refused to say the truth by evading the topic.

II) violation of the maxim of quality

A: I just bought this dress. Isn't it beautiful?

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B: Amy's friend who is not interested in the dress*: Yes, it is so beautiful.*

In this exchange, despite the fact that B does not like the dress at all, she says that the dress is beautiful. Actually, B violates the maxim of quality by not telling what she thinks about it. Possibly, B thinks that it might be offensive if she expresses her true views on the dress.

III) violation of the maxim of quantity

A: Where did you go on vacation?

B: Somewhere in the north.

In this case, B violates the maxim of quantity since B refrains to give sufficient information about the location where s/he spent his vacation. Thus, this talk exchange is not cooperative because A does not receive the expected information.

IV) violation of the maxim of manner

A: What were you doing?

B: I was wiping the dust from my desk, computer and books and other stuff.

In this example, A could say a shorter answer like *"I was dusting my stuff"*, but s/he violates the maxim of manner as his/her answer is not precise.

C. Opting out

On certain occasions, the speaker refuses to follow any maxim. Hence, the interlocutor shows his/her reluctance to provide the questioner with requested information. Nevertheless, the speaker does not intend to deceive the addressee by making up misleading information. For instance:

A: How much is your salary?

B: Sorry, it is private.

2.1.1.3. Conversational implicature

When an interlocutor says something, his/her utterance can be implied beyond what is said literally. Grice explains this situation as 'implicature' which refers to the intended meaning of an utterance. During talk exchanges in a conversation, what is not stated explicitly is called conversational implicature. This is elaborated in the following quotation:

"In everyday talk, we often convey propositions that are not explicit in our utterances but are merely implied by them. Sometimes we are able to draw such inferences only by referring to what has been explicitly said to some conversational principle. In certain cases, we are dealing with conversational implicature" (Bilmes: 1986: 34-37).

Moreover, Mey (1993) defines conversational implicature as something implied in a talk exchange. For instance, when a teacher utters a sentence like *'it is noisy outside'*, s/he intends to make a request asking the students to close the window.

2.2. Politeness

In the field of politeness linguistics, prominent linguists such as Leech, Yule, Robin Lakoff, Cruse and Brown and Levinson have shaped and discussed this phenomenon from different dimensions. In this study; however, Brown and Levenson's politeness linguistics is adopted as the framework of the research.

Lakoff (1972) defines politeness as an appropriate manner of behaving in particular situations to build a socially successful relationship with other interlocutors. On the other hand, Leech (1980, 1983) views politeness as an avoidance technique from conflict. That is to say, during a communication, interlocutors attempt to avoid making a disputed situation to some extends, thereby they wish to establish commitment. Moreover, he states that by behaving politely, the interlocutors try to sustain harmonic cooperation which is a component of the principle of social rhetoric. Lastly, Brown and Levinson (1987) define politeness as a form of behavior that occurs in language use and maintains the interaction between interlocutors.

2.2.1. Brown and Levinson's face-threatening acts (FTA)

In terms of politeness, there is another notion developed by Brown and Levinson called "*face*". Goffman (1967: 5), who has presented the term face for the first time, describes it as "an image of self-delineated in terms of approved social attributes- albeit an image that others may share." Therefore, it can be outlined that face is a public self-image of an individual which is also related to social features. Thus, within a conversation, each participant attempts to save his/her face from different threats; these threats are known as *face-threatening acts* (FTAs).

According to Brown and Levinson (1987) *face* has two dimensions, positive and negative face. The former deals with individuals' desire to be accepted and approved by society. While the latter refers to the desire of every "competent adult member" that his/her manner is not hindered by other interlocutors. To reduce the face-threatening acts and protect each other's face, language users can apply politeness strategies. Then, politeness strategies aim

> "(a) at supporting or enhancing the addressee's positive face (positive politeness) and (b) at avoiding transgression of the addressee's freedom of action and freedom from imposition (negative face)" (Watts, 2003: 86)

To reduce the face-threatening acts or mediate them, Brown and Levinson (1987) suggest politeness strategies. In this regard, they develop four main strategies including bald on-record, positive politeness, negative politeness, and off-record.

2.2.2. Politeness strategies

A. Bald on-record

Brown and Levinson (1987) declare that bald on-record is one of the face-threatening actions through which the interlocutor expresses his/her message directly and vividly with maximum efficiency. They explain that when one interlocutor tries to refrain from a misunderstanding, she applies this strategy to indicate his/her information directly, without ambiguity. This strategy is more common among intimate interlocutors like family members and friends. Direct orders and imperative sentences are considered as bald on-record strategies.

Culpeper (1996) states that on occasions when the risk of threatening the addressee's face is high, the bald on-record politeness strategy is more appropriate. Also, conventional politeness markers or hedges are used to modify the imperative statements, for example: "*Please send us the offer*".

In addition, Brown and Levinson (1987) explain two circumstances in which the speakers apply the bald on-record politeness strategy. Firstly, non-minimizing the face threat which includes four situations: (i) When the addresser is in an urgent situation like in "*come on in.*" (ii) When the speaker has more power than the addresser like when a teacher asks a student "*open your book.*" (iii) When the speaker aims at sympathizing with

addresser or warn him about something as in "*Your shoelace is untied, let me tie it.*" (iv) When the speaker does not want to sustain the face. The second strategy is 'actually oriented to face'. It takes place in three conditions: Greeting or inviting like *(Do come in please),* leave taking *(take care),* and giving an offer (*Please, sit down).*

B. Positive politeness

According to Brown and Levinson (1987), positive politeness strategy is used to satisfy the addresser's positive face. By doing this, the addresser tends to build a friendly relationship with the receiver by expressing the same desires or reducing threatening actions. Moreover, they suggest three main categories for positive politeness strategies:

I): Demanding for common points: In this case, both parties share common desires, values and ambitions. They suggest that in three ways the interlocutors in a conversation stress common desire. Firstly, the addresser admires the addressee's demands e.g. *(your dress seems so nice, where did you get it?)* Second, the speaker might stress that both of them belong to a specific category with the same interests e.g. *(we'll have fun there, dude).* The last strategy is "safe topic" and the speaker attempts to agree with the hearer also he tries not to mention any common group membership. In addition, the speaker stresses the same desires with the hearer, for example:

A: did she go?

B: She did.

II): Showing that the addresser and addressee are cooperators: This strategy indicates that both speaker and hearer band together to run similar cooperative actions to enhance receiver's positive face. That is to say, they have similar desires. This cooperation strategy happens in different ways. First, the speaker concurs with the hearer's needs and wants which means the addresser declares that s/he is aware of and considers the opponent's needs e.g. *(Look, I know you want to talk about this, so do call me).* The Second strategy points to the reflexivity of the speaker and hearer demands. As stated by Brown and Levinson, (1987: 125) it implies that "Speaker wants what hearer wants for himself, or (by a point-of-view flip) that hearer wants what speaker wants for himself," e.g. *(Let's grab something to eat).*

Finally, the last strategy relates to parties' reciprocal expectations. It is a kind of strategy that accounts for mutual support *(I'll help you with math if you help me with English).*

III): Meeting the hearer's need: In this strategy, speakers look for satisfying the positive face of the addressee. It can be done through expressing the hearer's desires precisely like encouraging him/her.

C. Negative politeness:

As stated by Brown and Levinson (1987) negative politeness strategy is considered as a 'redressive action' that deals with the addressee's negative face. In this case, the speaker does not aim to impose the hearer for action, but aims at reducing the face-threatening actions by being indirect, applying hedges, stating doubts by using pessimistic phrases, lessen the infliction and being respectful toward him/her. Also social distance is a factor in which affects its application.

Having regard to negative politeness strategies, Brown and Levinson (1987) separated them into ten sub-categories:

1.Using conventionally implied utterances

2. Question and hedges

3. Being pessimistic

4. Reducing the imposition

5. Being respectful by using honorific references:

6. Making an apology

7. Impersonalize speaker and hearer.

8. Offering FTA for stating general principles

9. Nominalize

10. Go on-record as causing a debt, or as not put the hearer in liability.

D. Off-record:
According to Brown and Levinson (1987) the last strategy of politeness, off-record, utilizes by the speaker when s/he aims at carrying out the face-threatening actions in an indirect way. Therefore, what can be implied from the speaker's utterance does not include only one interpretation, but diverse interpretations might be drawn by the addressee. In the

following part, fifteen off-record politeness strategies are presented by Brown and Levinson (1987).

1. Indicating slightly and indirectly by giving clues

2. Presenting partnership hints

3. A presupposed idea

4. Comprehending or presenting less or more than is needed

5. Presenting utterances too strongly (exaggerate)

6. stating the same thing twice in different words (stating essential truth)

7. Providing the addressee with two opposite propositions.

8. Applying ironic language

9. Using literally false statements (metaphor)

10. Ask questions while are not looking for any response. (Rhetorical questions)

11. Speaking ambiguous

12. speaking obscure about the object of FTA or not mentioning the assault

13. Applying overgeneralization to not mention the addressee directly

14. Displacing; To state the speaker's need when there are other viewers in the hearing of the objective perused.

15. Become unfinished by applying ellipsis.

2.1.2.3. Politeness strategy and conversational implicature in English classroom

English classroom is an environment to build and improve linguistic competence and communicative competence abilities. Thus, despite learning about language structures and rules, the students should be able to use and manipulate the language appropriately by utilizing various strategic options. As stated by Akusta (2006: 135) "communicative competence comprises pragmatic competence and it is difficult for a learner of a language to participate in the target language community successfully without the competence."

To trigger this aim, they apply strategic options such as politeness strategy and conversational implicature to create and run the classroom's talk exchanges smoothly and effectively. As mentioned earlier, by using politeness strategies they attempt to behave politely to make a friendly atmosphere and save the addressee's face to prevent any aggression and conflict. Furthermore, for making a well-run conversation in classroom

interactions, the students, as an addressee or addresser, should cooperate to be understood correctly. That is to say, during a conversation, the hearer requires to interpret what the speaker attempts to say explicitly or implicitly unless it might be caused to misunderstanding. For reaching this purpose, the cooperative principle gives options to the learners to cooperate effectively.

2.3. Applied pragmatic studies

This section attempts to present the review of related literature of conversational maxims and politeness strategies. In this part the previous studies on Gricean maxims in media, observance and non-observance of maxims, flouting maxims in EFL classroom, teachers' politeness strategies, politeness strategies on mediated Communication, students' politeness strategies, teacher-learner politeness strategy and conversational implicature and politeness strategies will be reviewed.

2.3.1. Observance and non-observance of Gricean maxims

Some studies highlighted the observance and non-observance of conversational maxims in English education. To start with, Retnowaty (2013) conducted research to explore how non-native English users were able to realize the observance and non-observance of cooperative maxims. The findings uncovered that the majority of language users were aware of Grice's cooperative maxims. Also, in respect to the realization, most of them observed the Grice's maxims, although for making purposeful effects the non-native speakers did not observe these maxims frequently. In addition, the non-native language users that had the knowledge of Grice's cooperative phenomena acted better at realizing observance maxims in the conversations. This is significant because making the English learners aware of Grice's cooperative maxims can facilitate the realization of them for building a successful conversation.

Along the same line, Safitri et al. (2014) conducted a study to analyze observance and non-fulfillment types of Grice's maxims in EFL classroom interactions between the teacher and the learners. Survey findings showed that in a particular part of the teaching process all maxims were observed, however, teachers and learners produced non-observance maxims such as violating, flouting and infringing the maxims. Also, teachers mostly flout the maxims, whereas the learners mostly violated maxims due to a lack of English linguistic knowledge. In a similar study, Yusra (2019) examined the nature of observance and non-observance of cooperative principles happened in EFL classroom

communication. The findings showed that both instructor and the learners observed and violated maxims at some points. Also, the reasons behind violating maxims by the pupils were due to their uncertainty or stress during some interactive situations, as well they wanted to provide the addressee with more information.

In the same vein, Dewi and Indriani (2021) did research to reveal if the EFL learners observe the quantity maxim and in what situations they did not observe quantity maxim during classroom communication. The results showed that pupils either observed and violated the maxim of quantity; however, the number of non-observance maxims was more than observance ones. The results displayed that what causes the learners to obey the quantity maxim was mostly due to the internet connection problems and apprehension.

2.3.2. Flouting maxims in EFL classroom

Some studies have specifically investigated the flouting of Gricean maxims in EFL classroom interactions. For instance, Dewi (2015) explored the way teacher and students flouted maxims during their interactions in EFL classroom setting. After analyzing qualitative data, it is revealed that all L2 students were enabled to observe four types of Grice's maxims. Moreover, it is found that only 6 conversational implicatures are generated (flouted) during participants' communication. In terms of their frequency, they including maxim of quality, quantity and relation. In this study flouting the maxims occurred due to the students' inadequate linguistic knowledge. In a similar study, Wahyudi et al. (2020) did research on flouting maxims in classroom interactions and found that all four types of Grice's maxims were generated during classroom oral exchanges. In terms of frequency, the maxims were listed as the maxim of quantity, relevance, quality and manner. Besides, dealing with the effect of flouting maxims, it was found that anxiety and misunderstanding some parts of the lessons were negative effects in which made them to flout the maxims.

2.3.3. Politeness strategies

Now focusing on politeness strategy as another variable of the research, several studies focused on investigating politeness strategies on Mediated Communication that will be reviewed in the following part.

2.3.4. politeness strategies on Mediated Communication

Some studies investigated politeness strategies in mediate communication. To start with, Vinagre (2008) investigated the perspectives of politeness on a group of English and Spanish language learners that were used in their interactions through email. The main objective of the study was to find out the ways participants with high social distance moderated the threat of negative face by applying politeness tactics. The results showed that despite the distant relationship, the participants mainly used positive politeness strategies for building solidarity and furthering intimacy with their partners. Interestingly, the outcome of the test did not approve Brown and Levinson's social distance concept in which the testers with high social distance prioritize to apply positive politeness strategies.

In another study, Adel, Davoudi and Ramezanzadeh (2016) investigate politeness strategies in Computer Mediated Communication. The findings indicate that the most prevalent strategies used in interactions were positive politeness and bald on-record due to strong and friendly relationships among interlocutors. Similarly, Li (2012) did research on Wiki-mediated communication and found that the reason behind applying positive politeness by students was because of building closeness and friendly interaction. Likewise, Harrison and Barlow (2009) in a test related to an online self-management program schedule determined that participants commonly utilized positive politeness to convey their common experiences and challenges. Moreover, Wang (2021) investigated the politeness strategies of Chinese college students in the context of making requests and responses in Computer-Mediated Communication and found that participants applied either positive or negative strategies. In particular, as a positive strategy, they used proper address terms to make their interaction friendly and their negative strategies engaged in using oblique speech, questions, apology, etc.

In the same line, Mulyono et al. (2019) explored the politeness strategies of Indonesian teachers and EFL learners when communicating through WhatsApp texts. The results indicated that learners and teachers differed in using politeness strategies since the learners used them more, also the age difference between them was the factor that make the students respectful to the instructors. Thus, despite the teachers' attempts for closeness, the pupils tried to keep their distance. Similarly, Anugrawati et al. (2020) examined the politeness strategies of Indonesian EFL learners in exchanging text messages (via SMS and WhatsApp) to their teachers in speech acts form. The results showed that the EFL students

mostly relied on applying negative politeness strategies due to keeping social distance with their lecturers and communicate respectfully. The underlying rationale of the students' preference to maintain social distance and texting in formal words toward their instructors' roots in their cultural norms which consider the teacher as a superior role.

2.3.5. Teachers' politeness strategies

In another line of research, several studies focus on investigating the politeness strategies used by English language teachers in EFL classroom settings. The studies related to teachers' politeness phenomena will be reviewed in the following part.

To start with Subertova (2013) did a research to test two hypotheses related to teachers' politeness in the English classroom setting. First, it is assumed that teachers are generally polite in the classroom. Second, native and non-native teachers apply dissimilar politeness strategies. Concerning the first hypothesis, the result of the study verified it as teachers commonly employed positive politeness strategies to make the classroom atmosphere friendly. In terms of the second hypothesis, compared to American teachers, Czech instructors applied more politeness tactics. In the same vein, Peng et al. (2014) examined a teacher's adoption of politeness strategies within the EFL classroom interactions and found that the case study applied both positive and negative politeness strategies in certain ways. Besides, he saved the students' negative face by being friendly. Similarly, Gemasih (2018) investigated the types and the most frequent politeness strategies the educators applied in two speaking classrooms. The findings indicated that politeness strategies used by the lecturers in the speaking class were included positive politeness, bald on-record, and off-record. In addition, the most repeated politeness strategy in both classes was bald on-record. In a similar study, Febriansyah (2020) examined the politeness strategies used by teachers when delivering feedback to the students' lecture. Findings showed that, the politeness strategies applied by the teachers were included positive, off-record and bald on-record tactics. Also, in terms of giving feedback, it was found that the teachers used bald on-record politeness strategies such as addressing directly, to accelerate the students' presentations due to the class time management.

In another study, Sulu (2015) interviewed a teacher and EFL learners with dissimilar cultures and mother tongues to find out how they applied politeness strategies in the classroom. The results showed that although most of the instructor's utterances were in

imperative form; which is considered as a negative politeness strategy; in the interview, the pupils approved their teacher's politeness as they felt an intimacy with him. In addition, their distinct cultural background did not impact their politeness. By the same token, Alakrash and Bustan (2020) conducted a research to discover to what extent Arab EFL learners and Malaysian ESL students were different in employing politeness strategies in the situation of making requests. They found that the Arab students used request strategies more directly while the Malaysians tended to respond in an indirect manner. These diverse results indicated that the cultural norms were effective factors that influenced the students' choice of request strategies.

To discover the role of teachers' gender on applying politeness strategies, Arif et al. (2018) found that the teachers employed all four types of politeness strategies listed as positive politeness, bald on-record, negative politeness, and off-record in their talks. Regarding the role of teachers' gender on using politeness strategies, the male instructors prioritized employing positive politeness and negative politeness, whereas the female teachers tended to use bald on-record more often. Moreover, the results of the interview indicated that the male instructor behaved formally while the female instructor acted more friendly in her interactions.

2.3.6. Students' politeness strategies

Turning now to another line of research, several studies focused on students as another dimension of politeness strategy investigations. The following part moves to discuss several related studies.

To begin with, Park (2001) conducted a study to find out whether the Korean EFL students were affected by their mother tongue in using speech acts when they complain about their grades towards their professors. The source of data included 38 English emails and 20 Korean emails that were written by the Korean English learners to their instructors. The results showed that the Koreans cautiously considered politeness by declaring that they were partially implicated in getting bad scores. In addition, they began and ended their emails with moderate sentences to avoid impoliteness and soften their disagreement also they did not apply "you" as a personal pronoun. Conversely, it was surprising that English emails contained full of aggressive and impolite statements which were against the Korean culture. Similarly, Niroomand (2012) explored the ways Iranian EFL learners applied

politeness strategies in disagreement settings and found the learners mostly utilized straightforward and bald on-record strategies in disagreement situations also they moderated their disagreement by using different types of strategies. In addition, when disagreeing, power status is the main factor that influences the Iranian EFL learners on applying politeness strategies.

Along the same lines, Kamlas (2017) explored the address terms of politeness strategies were employed by 26 English learners. The results revealed that the address words of positive politeness that students used include: giving suggestions, making requests, expressing closeness, asking questions, recommending, agreeing, appreciation and disagreement.

To discover the positive politeness strategies applied by EFL learners, Khusnia (2017) conducted a research on 30 EFL students and discovered that they employed positive strategies most often and negative strategies and bald on-record strategies with the same frequency. Furthermore, it was found that they applied positive politeness in various manners such as expressing their thoughts, avoiding direct address terms in disagreement situations and changing instruction into awareness.

Unlike the previous studies, Arifani and Miladesia (2019) on their study on applying politeness phenomena by EFL learners in the classroom found that the students were not aware of politeness strategies and did not apply them in their interactions. The author also stated that because the students' linguistic competence was at a basic level, they were not able to apply politeness strategies properly.

In another study, Indonesian English university students were examined by Mahmud (2019) to explore what types of politeness strategies they used in classroom communications. The results of the study illustrated that the pupils used various politeness strategies in the classroom that were in the form of different expressions such as praising, greeting, address terms, fillers and asking for apology. Also, it was found that in some parts of their speech, the students spoke in vernacular language as a strategy to soften their lecture procedure. Again, those vernacular expressions were classified into positive and negative politeness strategies.

2.3.7. Teacher-learner politeness strategy

Conforming to politeness strategies, a number of studies related to teacher-students interaction in educational settings will be reviewed in the following section.

Some studies have investigated politeness strategies in teacher-student interactions in EFL classroom. For instance, Senowarsito (2013) did a research on the total number of 59 students and 2 non-native English instructors to investigate the politeness strategies. The results of the study revealed that by employing politeness strategies, the participants intended to lessen the face threats. Also, the applied politeness tactics were used by them were positive, negative and bald on-record strategies. In a similar study, Yoga et al. (2018) explored the implication of politeness strategies in classroom interactions between instructors and students. The results showed that at some parts of the teaching and learning process, politeness strategies were applied for better understanding of the lesson and to create a respectful interactive environment between teacher and the learners. Moreover, the teacher and the learners' communication were cooperative and they decreased the impositions towards each other so that the classroom procedure enhanced.

In another study, Erlinda (2019) investigated the English classroom verbal exchanges to specifically explore the positive politeness strategies. The results revealed that six types of positive politeness tactics were produced by parties during classroom verbal communication. The researcher listed the positive strategies as approval and expressing amplified interest, applying in group identity makers, seeking for agreement, presenting suggestions and promises, asking for a reason and cooperating both speaker and hearer within the tasks.

Realization of politeness strategies and sociological influences on adoption of these strategies is investigated by Rahayuningsih et al. (2020) in classroom discourse. The population of the study are an English teacher and 30 EFL learners within two different classrooms. In terms of realization of politeness, the findings displayed that the instructor applied bald on-record tactic to avoid any ambiguity during classroom instruction, positive strategies to express intimacy and closeness, negative politeness to make the learners responsible for their learning and off-record to give them clues. Dealing with sociological factors it was found that power relation between learners and teacher is unbalanced, they presented a close distance relationship in their interactions and their choice of politeness

strategies was not remarkably influenced by their imposition rank. Similarly, Fitriyani and Andriyanti (2020) in their study found that positive, negative and bald on-record strategies occur during classroom interaction between instructor and students. The factors that make the interlocutors choose such strategies including age gap, social distance, academic status and power.

2.3.8. Conversational implicature and politeness strategies

So far previous studies related to two crucial aspects of pragmatic competence included conversational implicatures and politeness strategies reviewed separately from various dimensions. There is; however, a relatively small body of literature that applied both variables in one experiment to gain more meaningful results in different contexts. For instance, Olutayo (2015) explored the conversational implicatures and politeness strategies in the context of three different talk shows in Nigeria. The results showed that the quality maxim was the most flouted one among other maxims because of involving other participants in the talk; however, in some parts the maxim is flouted to liven up the talk. In addition, Maxim of quality which deals with telling the truth, was observed thoroughly, it shed light on the credibility of the program and the honesty of guests. Moreover, at some parts of speech the participants Spoke off-topic and flouted relation maxim mostly due to hiding the truth. Furthermore, some face-threatening acts were observed during discussions in positive forms (including presenting information explicitly) and negative forms (when giving information implicitly and without redressing it).

As the review of related studies clearly indicates, previous researches mostly investigated various aspects of conversational implicatures and politeness strategies as two significant facets of pragmatic competence in various contexts. Despite the association of conversational implicatures and politeness in communication, a vast majority of studies accounted for one of these pragmatic concepts in their investigations in the field of English teaching and learning. So far, however, there has been little discussion about exploring both of these pragmatic aspects concurrently in one experiment. Therefore, to fill this gap, this study attempts to analyze the conversational implicatures and politeness strategies applied by learners in EFL classroom interactions and explain any overlap of these concepts.

2.3.9. Summary of empirical findings

In this part the main empirical findings related to politeness strategies and flouting maxims are presented.

To start with, some studies have investigated the concepts of politeness strategies in English classroom settings. For instance, Park (2001) conducted a study to find out whether the Korean EFL students were affected by their mother tongue in using speech acts when they complain about their grades towards their professors The results showed that the Koreans cautiously considered politeness by beginning and ending their emails with moderate sentences to avoid impoliteness and soften their disagreement. Similarly, Niroomand (2012) found that in disagreement situations, the Iranian EFL learners moderated their disagreement by using different types of strategies.

In another study, Khusnia (2017) found that among four types of strategies, the EFL earners applied the positive strategies the most. They applied positive politeness in various manners such as expressing their thoughts, avoiding direct address terms in disagreement situations and changing instruction into awareness. On the other hand, Arifani and Miladesia (2019) revealed that because the students' linguistic competence was at a basic level, they were not able to apply politeness strategies properly.

Considering the flouting maxim, some studies have investigated this concept in EFL classroom. For example, Dewi (2015) explored the way teacher and students flouted maxims during their interactions in EFL classroom setting. The results showed that they were enabled to observe four types of Grice's maxims and inadequate linguistic knowledge made them to flout the maxims. In a similar study, Wahyudi et al. (2020) found that all four types of Grice's maxims were generated during classroom oral exchanges and the most frequent strategy was quantity.

As the review of the previous studies showed, in EFL classroom setting, there is not much researches related to politeness strategies and conversational implicatures and due to the crucial role these pragmatic concepts, more investigations needed to be done. Also far too little attention has been paid to both of these concepts concurrently in one experiment. Therefore, to fill this gap, this study attempts to take both of these concepts under investigation and explain any overlap of these concepts.

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CHAPTER 3

Methodology

In this chapter we attempt to present the methodology of the research. It includes explaining the participants of the study, data collection procedure and the method of data analysis.

3.1. Research method

This study applied a descriptive qualitative method to investigate two pragmatic variables. In this research, a descriptive method is used for analyzing the data, collected through observation. The research design used in this study is defined as:

> "the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest" Gay et al. (2006: 399).

Following this design, the oral communication between EFL learners were observed to examine two pragmatic factors: politeness strategies and conversational maxims.

3.2. Participants

The research took place at online class of Safir English language institute in Gorgan, capital of Golestan Province. The participants of the study were 9 high-intermediate English students aged 16 to 18 years old and an EFL teacher. Also I attended in the class sessions for observing the classroom interactions and collecting data. The presence of me in the classroom as a researcher might have created a non-real situation in which the participants would build their interactions to impress the researcher rather than communication. Therefore, to minimize the observer's paradox I decided to attend in the class from the first session of the course as a student.

3.3. Data collection

The data of the study were gathered from three 90-minute sessions of Online English classes during the Covid-19 pandemic. The class sessions were held in Skyroom web-based platform. The procedure of data-gathering took place in several steps. First, the researcher observed the whole classroom procedures by participating in all the sessions. In this regard, Creswell (2014) explains that, by observing the classroom activities, the researcher benefits from recording the data as they happen naturally. Second, I applied the video recording instrument to tape the classroom sessions. Thereby, I had the chance to listen to the tapes twice. The first time, I listened to the tape and transcribed the whole utterances including any sentence, phrase or word. Then, I separated the teacher-student

and student-student talks in excerpt forms since the focus of the study was on the students' oral communications.

The conversations were transcribed based on the Jefferson Transcription System (2004) that accounts for not only what was uttered, but also the way it was performed by the speakers. This system provides a detailed representation of conversation features using several symbols to identify pauses, conversation overlaps, intonation, etc.

3.4. Data analysis

The procedure of analyzing the data took place in several steps. First, the gathered data that was in the form of utterances, were categorized and classified in some tables as the basic unit of analysis. Two separate tables were considered for the utterances to represent the types of politeness strategies and flouted maxims. Then the utterances were analyzed based on Grice's conversational maxims (1975) and Brown and Levinson's politeness strategy (1987). Next, each utterance was inserted into the lists based on the classifications. Finally, to obtain the frequency of politeness strategies and flouted maxims they were counted.

CHAPTER 4

Results

In this chapter, we attempt to report the findings of the study. This section provides the results related to frequency of politeness strategies and flouted maxims.

4.1. Research findings

In this chapter, the findings related to the research questions are presented as follows: the first section deals with answering the first and second research questions. The first question addresses the types of politeness strategies adopted by Iranian EFL learners during online classroom interactions and the second question deals with the frequency of applying each of these strategies. We analyze four politeness strategies, i.e. positive politeness, negative politeness, bald on-record and off-record. It should be noted that the application of politeness strategies can overlap with each other so an utterance might include more than one strategy[1]. Table 1 presents the frequency of utilizing politeness strategies in their conversations:

Table 1

Occurrence of Politeness strategies in students' utterances

Type of strategy	Positive	Negative	Off-record	Bold on-record
Frequency	186	53	25	4
Occurrence %	(46%)	(13%)	(6%)	(0.9%)
Total	268	(66%)		

Concerning the first and second research questions, it was found that EFL learners employed all four types of politeness strategies in their oral communication in the online classroom with their teacher and other students. As table 1 shows, the total number of politeness strategies were used in the student's talk exchange is 268 or (66%) out of 404 students' utterances. The most prominent strategy used by the learners was the positive politeness strategy that occurred 186 times (46%). Negative politeness follows with 53 cases (13%) and the next rank is off-record strategies that appeared 25 times or (6%). The application of bald on-record strategy with only 4 times of occurrence (0.9%) is in the lowest rank.

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[1] In this respect, Murphy (2001: 116) states that "strategies are used simultaneously, and that multiple motivations may be attributed to each act. Positive and negative politeness acts occur together, and actually may overlap quite a bit, when cases are considered."

4.2. Analysis of students' positive politeness strategies

As declared by Brown and Levinson (1987), positive politeness strategy is a social behavior conducted by interlocutors for building friendly relationships, intimacy with other people and maintaining their positive face in communication. Moreover, Brown and Levinson (1987) suggested three main categories of positive politeness strategies including demanding common ground, showing that the addresser and addressee are cooperators and meeting the hearer's need for some reasons. Table 2 illustrates the frequency of positive politeness strategies in students' conversations.

Table 2

The Data Findings of Positive Politeness Strategies Uttered by the students

Positive politeness strategies	Count	%
Seek agreement	99	24%
Use in group identity marker	22	5%
Give gifts to H (goods, sympathy, understanding, cooperation)	16	3.9%
Avoid disagreement	15	3.7%
Intensify interest to H	12	2.9%
Exaggerate (Interest, approval, sympathy with H)	10	2.4%
Include both S and H in the activity	6	1.4%
Presuppose, raise, assert a common ground	5	1.2%
Offer	1	0.2%
Total	186	46%

Table 2 provides the results obtained from the preliminary analyses of students' application of positive politeness strategies. The students used 9 out of 15 positive politeness sub-strategies in their talk exchanges. It is observed that by far the greatest demand is for applying the strategies that rely on claiming common ground including, seeking agreements that appeared 99 times (24%), using in-group identity markers appeared 22 times (5%), Giving a gift to the hearer repeated 16 times (3.9%), Avoid disagreement was used 15 times (3.7%), intensify interest to H appeared 12 times (2.9%), exaggerating

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(Interest, approval, sympathy with H) occurred 10 times (2.4%), and in the lower ranks the students applied the sub-strategy of including both speaker and hearer 6 times (1.4%), Presuppose common ground 5 times (1.2%) and the lowest rank is for using giving offer technique that appeared only once (0.2%) in the whole data. These results clearly show that the students tried to be polite in their interactions. Further explanations related to positive politeness sub-strategies will be presented in the following part.

4.2.1. Seeking agreement

The strategy of being agreeable is the most frequent one in the students' talk exchanges. They utilized this technique 99 times (24%) in different manners such as repeating the teacher's utterance, confirming her explanations or commands and positive back-channel cues that included phatic expressions like *"yeah"* and *"right"*.

Some related examples are presented in the following excerpts.

Extract 1

T: So, if they become <u>Fa</u>mous [they will earn more money.]

S: **[yeah, (0.3) yes,] yeah [exactly.]**

T: [Aha]

In Extract 1, the topic of discussion is a famous music company. The student shares some information with her teacher. In her turn, the teacher assures her understanding of the student's statement. By stating "*yeah exactly*" the student confirms the teacher's utterance in order to save the topic.

Extract 2

S: She did something to me: about our school that (0.5) I really got upset from her (.) bu-she's kind of (0.5) eemm (0.4) how to say it (1.0) um make my: relationship with my other friends (0.7) .hh umm Bader.

T: Worse.

S: **Worse yeah.**

In the above conversation, the instructor gives corrective feedback to the student. By repeating the teacher's feedback, the learner shows her agreement toward her.

4.2.2. Using in group identity markers

The strategy of using in-group identity markers, appeared in the student's utterances 22 times (5%). The pupils applied expressions such as "*Hi, Hello*" and addressed their instructor by saying "*teacher*" to raise intimacy and reduce the threat of negative face. Employing this technique is illustrated in the following data.

> **Extract 3**
>
> T: just <tell me: if you know about> some of ↓them and the which idea will make you change your eating habits now (1.0) and how (2.0) Parnia: (8.0) ((requesting for the microphone and webcam)) Parnian you tell me. (2.0) Parnian.
> (3.0)
> S: **Hi again (hehe)**
> T: Hi ▯again▯

In extract 3, the student used the greeting expression "*Hi again*" as a group identity marker to start the conversation. In this case, by using such a strategy, the speaker aims at building a conversation based on solidarity and closeness toward her teacher. It should be noted that, at the beginning of the online class, the instructor and all students did the greeting through chat box. Nevertheless, when students were asked to answer any question or it was their turn to speak on the microphone, some of them started their conversation by saying "*Hi*".

> **Extract 4**
>
> S: **Teacher** can you repeat your sentence I didn't heard the last (0.7) part of it.

In extract 4, by stating "*teacher*" the student applies an in-group marker since she addresses her instructor to reduce the threat of negative face while asking her question.

4.2.3.Giving gifts to H (goods, sympathy, understanding, cooperation)

The technique of giving gift is a sub-strategy related to fulfilling the addressee's desires. From the collected data, it was found that the sub-strategy of giving gift to the hearer appeared 16 times (3.9%) in the students' oral communications. This strategy was mainly used to satisfy the hearers' positive face and raise intimacy. Examples of utilizing this strategy are shown in the following extract.

Extract 5

T: Asparagus is Marchoobe in <u>Fa</u>rsi (0.8) a:nd (0.8) <u>he</u>re you can sa:y (0.2) some peop-help some people cope with depre↓ssion (0.8) and also to <u>cope</u> with, both are true.

        (0.5)

S: Okay (0.7) **thank you.**

Extract 5 is part of a question-and-answer activity in which the instructor is guiding the student and clarifies the correct structures. In order to satisfy the teacher's positive face, the student appreciates her by saying *"thank you"*.

Extract 6

T: I just said (0.8) thank <u>He</u>avens beca:use aa I don't use that much umm (0.6) products like tha:t (1.0) <u>I</u> USE them↓(0.4) but not (.) mm- many, actually □I don't have many□ becau<u>se</u> I'm not that much inte<u>res</u>ted . .hhhhhh

        (0.7)

S: **↑Yeah it's really good that people actually took this <u>seriously</u> and they are trying to .hhh Eee (0.6) make this a big d<u>ea</u>:l and stop people from using them.**

In Extract 6, the teacher and student are exchanging their opinion about cosmetic products that are tested on some animals. As it clearly shows, both interlocutors are against this action. The instructor says that she is not interested in using such products. In response, the student aims at satisfying her teacher's face, so she employs a giving-gift strategy by admiring what she said.

4.2.4.Avoiding disagreement

By using the avoiding disagreement strategy in a conversation, the speaker attempts to cover up his/her disagreement to save the hearer's positive face by using the token agreement, white lie or series of hedges that soften the disagreement. The frequency of this technique was 15 (3.7%).

Extract 7

T: Ee I know that you know lots of things about celebrities or at least you know lots of news in:: <that are> in the YouTube.

(1.0)

S: Ok so:: (0.5) [actually] (0.4) there is this ↓thing, .hh recently I've- there's
        I've been (0.4) really (0.5) not ac↓tive that much .hhh (0.7) ee and (0.5) **and
        I don't really know that much ne<u>ws</u> (0.5) and yeah all I know yeah is
        when I go to (0.2) >I haven't even visited Instagram properly< like
        .hhh I just go and you know like [all the po:sts]**

Extract 7 presents a situation in which the teacher askes one of the pupils to talk about the news but it seems that, unlike the teacher's expectation, the student is not aware of the news. Therefore, instead of giving a response like "*I don't know*" the student tries to save the positive face of the addressee. To this end, she tries to soften her disagreement using several hedges.

4.2.5. Intensifying interest in H

Another way of claiming common ground in communication is when a speaker attempts to engage the hearer's attention to her/his declaration. Totally, this strategy was applied by the learners 12 times (2.9%). Examples of this phenomenon are shown in the following extract.

Extract 8

T: [So you can talk to her,] (0.8) you can talk to her di<u>rect</u>ly .hhh and tell her that
        she's <u>do</u>ing it and you don't have enough time.
        (0.5)

S: I ↑know [what's funny]
T: [that's- that's not a] wrong thing.

        (0.3)
S: yeah, [you're right] but **you know what's funny?** she is (0.3) **she <u>was</u> the <u>one</u>
        who always, always** (.)had a bad (situation) with me last year.

In conversation 8, the student used this strategy in her dialogue twice. To illustrate the context, she is complaining about a situation that she had with one of her classmates at school. She is so annoyed that she tries to share with her teacher the argument she had with her classmate. By uttering a statement like "*You know what's funny*" she tries to intensify the teacher's interest in the topic being discussed and gives a vivid illustration of the arguments she had with her classmate. Another way for intensifying the hearer's interest is through the repetition of a statement. In Extract 8, the student overstates her utterance using *"always, always."* This behaviour is an indication of intimacy between the student

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and the teacher. The teacher is also an attentive listener so that the pupil feels comfortable expressing herself.

In the gathered data, students frequently used phrases like "*You know*" as they were narrating a story or explaining around a topic to engage the teacher in their speech.

4.2.6. Exaggeration (Interest, approval, sympathy with H)

The students used the strategy of exaggeration in their talk exchanges 10 times (2.4%). They employed this strategy to express their interest, approval or sympathy to their addressee. Some examples related to this sub-strategy are presented in Extract 9.

Extract 9

Situation: (teacher is talking about her friend's strange eating habits.)

T: <u>ho</u>nestly one of my friends that I ee told you about he:r↓ she's <u>really</u> (0.5) ee she really cares about her <u>foo</u>:d a::nd her ha<u>bi</u>ts related to (0.2) eating and <u>thi</u>ngs like ↑<u>that</u> (0.5) eee she <u>doe</u>sn't consider <u>Ghe</u>yme: and these kinds of foods healthy.

(1.0)

S: **oh go(hh)d=**

T: =she thinks they are not healthy.

(0.8)

S: **□oh my god(he he he hhh)** .

In Extract 9, the topic of the conversation is healthy foods. The student states that she eats homemade healthy foods. In this talk exchange, however, the teacher comments on her friend's opinion about some homemade foods that are not healthy. The teacher talks in a way that she is surprised by her friend's statement. By stating *"oh go(hh)d"* the student saves the teacher's positive face through exaggeration.

Extract 10

S: H[i<u>:</u>

T: [Hi, how are you?

S: **I'm- I'm <u>ac</u>tually really happy (hhh) and <u>ex</u>cited [that's] why I: >yeah<**

T: [really?]

S: **and I want to <u>sh</u>are my excitement with ↑you:(hehe).**

        (0.4)

T: ~↑<u>Ye</u>ah it's really g<u>oo</u>d~, I'm really ea<u>ger</u> to hear tha:t.

In Extract 10, the opening part of the conversation begins with a greeting. However, the student's response to the teacher's greeting "*how are you?*" is not a common response like "*I am fine*" but she passionately shares her feelings and excitement with her teacher. This greeting method demonstrates a friendly relationship between interlocutors, i.e. the students and teacher.

4.2.7. Including both S and H in the activity

Including both speaker and hearer in an activity is a sub-strategy for conveying the cooperation of interlocutors in a conversation. This strategy was applied 6 times (1.4%) by the participants of the study.

Extract 11

S: Emm (.) What **we** should do: (0.9) I'm confused. hh (0.5) .hhhh About part C?

        (1.0)

T: So<u>::</u> where- are you in the class? (0.6) were you [In the class?]

S: [YE:S I'm in the ↑<u>cl</u>a:ss and I
        listen to Eee Parnia, but Eee (.) **we** should talk about part C?

In Extract 11, each student is asked to answer a question in turn. The teacher presented the required commands before students started completing the exercise. However, one of the students had been distracted when the teacher was talking. Thus, she asks questions like "*What **we** should do*" and "*we should talk about part C?*". In these cases, the student used inclusive "*we*" instead of the pronoun "*I*". Employing such a technique, the student tries to include the hearer(s) in the activity so that the threat of the negative face is reduced.

4.2.8. Presupposing, raising, asserting the common ground

Presupposing common ground is another technique that emphasizes shared values and knowledge between speakers in a conversation. This strategy appeared about 5 times (1.2%). Extract 12 exemplifies the application of such a strategy.

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Extract 12

S: I really ee like **<u>Gheyme:</u>** and ee **Adaspolo** and <such as> ~these things~ that they are healthy.

In Extract 12, the topic of the conversation is healthy foods and the students are asked to talk about their eating habits. One student refers to two Iranian foods "*Gheymeh and Adas polo*" that are known for every Iranian. In this utterance, the speaker is aware of the fact that the hearer knows what she means as they have shared knowledge about Iranian dishes.

Extract 13

S: ↑<u>Is</u> <u>the</u>re vertical farm in Iran?

          (0.8)

T: I'm- >I don't know< <u>may</u>be: (1.0) [Eeeee]

S: [<I don't th]ink we have it near here> (.) at least

          (0.7)

T: >Y:ea:h I: <u>think</u> Iran is not< that much ↑<u>Mo</u>de:rn (hehe) and [(heh)develo(hh)ped (hhhh) ma(hh)ybe .hhh

S: [(hehehehhh)

          (0.7)

T: Ee <u>May</u>be in Tehran (.) o::r=

S: =**<You know>**

Another way of showing common ground is presented in Extract 13. The teacher and student are exchanging their idea about modern farming technology. Extract 13 demonstrates how the student and teacher have shared attitudes and beliefs about the topic. At the end of the conversation, the student uses the expression *"you know"* to declare their understanding and agreement.

4.2.9. Offering

Giving offer as a positive politeness strategy appeared only once (0.2%) in our data.

Extract 14

T: So:: this is the sen<u>te</u>nce let me repeat it the average high school or <u>co</u>llege student has poor eating habit (4.0) You agree or disagree? (1.0) [who wants] to start? =

S1:   [Should I speak?]

T: =Yeah

S2:   I …

        (2.0)

S1   **you should start if you want to start (0.6) go ↑ahead.**

In Extract 14, two students are asked to express their idea about a question. Student 2 wants to start speaking but once she notices that it is the other student's turn to speak so she stops talking and lets the other student talk. Instead, student 1 says *"you should start if you want to start (0.6) go ↑ahead."* This expression indicates how she gives an offer to show that she cares about her classmate's turn.

Table 3.

The data findings of students' negative politeness strategies

Negative politeness strategies	Frequency	Percentage
Be conventionally indirect	13	3.2%
Question, hedge	22	5.4%
Minimize the imposition on H	3	0.7%
Apologize	5	1.2%
Give difference	1	0.2%
Total	53	13 %

4.3. Analysis of students' negative politeness strategies

Table 3 presents the results of negative politeness strategies related to satisfying the hearer's negative face. To accomplish this aim, students applied five strategies of negative politeness including being conventionally indirect, question, hedge, minimize the

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imposition on the hearer, apologize and give a difference. The occurrence of negative politeness strategies in order of their frequency is as follows: using question and hedges 22 times (5.4%), being conventionally indirect 13 times (3.2%), apologize 5 times (1.2%), minimize the imposition on hearer 3 times (0.7%) and in the lowest rank is applying giving difference strategy that occurred only once (0.2%). More explanations are shown below.

4.3.1. Question, hedge

The collected data revealed that the most frequent negative politeness strategy used by the students is applying question and hedge by the students. This strategy appeared 22 times (5.4%). The following conversation illustrates the use of such techniques.

Extract 15

S: Which one is true:? .hhh

Extract 16

T :[Eee it was your blood pressure I think.] (1.0) There was something [wr- wro(hh)ng]with your blood pressure □yea. □

S: [<u>Pro</u>bably]

Another way for imposing the negative face of the hearer is by applying questions or hedges in speech. In the above dialogue, the student first asks a question. She states her question directly that imposes the negative face of the addressee.

In extract 16 in response to the teacher's statement, the student applies the hedge "*probably*". By using this hedge, the speaker does not take full responsibility for the truth of the utterance, so she avoids confirming or reject the teacher's statement. From the gathered data it was found that the students used different hedges as negative politeness strategies for different purposes such as avoiding committing to the truth of utterance or soften statement.

4.3.2. Be conventionally indirect

From the collected data it was found that the learners employed this strategy 13 times in their speech that equals 3.2% percent. The following conversation declares the use of this strategy.

Extract 17

    T: ok↓, And Parnian what's your idea?

           (0.8)

    S: **Mm <u>ca</u>n you hear me<u>:</u>?**

           (0.8)

    T: yeah↑

           (2.0)

    S: **<u>Ok</u>:: ~can you <u>plea</u>(hh)se send the: ee ca<u>me</u>ra <request?**

In the above dialogue, the student wants to make sure that the instructor receives her voice. So she utilizes an indirect way to express her question. That is to say, by asking questions like *"Can you hear me?"* or *"can you please send the camera request?"* she transfers more than what she literally says. By the first question *"can you hear me"* she actually wants to make sure of the voice connection. Whereas, the second question *"can you please send the camera request"* is an indirect request. This type of question actually appeared several times during the participant's speech because they wanted to assure there was not any connection or technical problems.

4.3.3. Minimize the imposition on H

The negative politeness strategy of minimizing the imposition on the hearer appeared 3 times or 0.7% percent in the participants' speech.

Extract 18

    T: *Vah ala bacheha age soali darid shoma mitunid beporsid .*

           (5.0)

    T: Raha:?

           (1.0)

    S: Eee >ok<, so:: >I'm sorry< but I'm- I <u>still</u> wanted to know ↓<u>thi</u>:s (.) **just in case** so: It- I >wouldn't make **a little mistake**<

In conversation 18, the student wants to ask a question, but as it clearly shows, she tries to reduce the imposition and soften her utterance by using expressions such as *"just in case"* and *"little mistake"*.

4.3.4. Apologize

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Asking for apologizing appeared 5 times (1.2%) in the students' talk exchange. The following utterance illustrates a situation in which the student applies apologizing strategy to express her reluctance to answer the question also states her reason.

Extract 19

S:　　**Mm <u>So</u>rry tea↓cher,** can I mm say for number <u>fo</u>ur?(.) because I don't write number <u>three</u>.

4.3.5. Give difference

The strategy of giving difference as a negative strategy was found only once in the students' whole utterances. This strategy is presented in the following.

Extract 20

T:　　it was Perfect Elisa:, [detailed and clap for your(h)self.] ((claping))

S:　　　　　　　　　　　[**Thank you**, **That wasn't good like Parnia hh**.

In the above extract, it can be seen that the student is being humble by stating an utterance like *"That wasn't good like Parnia". By* saying this sentence, she shows modesty and underestimates herself to raise the other student.

4.4. Analysis of students' off-record strategies

According to Brown and Levinson (1987), off-record strategy is utilized by a speaker when s/he aims at carrying out the face-threatening actions in an indirect way. Therefore, what can be implied from the speaker's utterance does not include only one interpretation, but diverse interpretations might be drawn by the addressee. In the following part, the frequency of this strategy and related explanations to its analyses are presented.

Table 4

The data findings of off-record strategies

off-record strategies	Count	Percentage
Give hint	9	2.2%
Rhetorical question	7	1.7%
Over state	4	0.9%
Being incomplete, using ellipsis	3	0.7%
Being ambiguous	1	0.2%
Over-generalizing	1	0.2%
Total	25	6%

From the data in table 4, it is apparent that the most prominent sub-strategy of off-record is giving hint that repeated 9 times (2.2%) in the students' utterances. It is followed by strategies like using rhetorical questions appeared 7 times (1.7%), overate 4 times (0.9%), being incomplete 3 times (0.7%) and the strategies of being ambiguous and overgeneralizing in the lowest rank, the occurrence of being incomplete and overgeneralization strategy is similar and each of them was used once (0.2%). Further clarifications are demonstrated below.

4.4.1. Giving hint

From collected data it was revealed that the sub strategy of giving hints repeated 9 times in the students' oral communication that equals with (2.2%). The following extract presents the application of such a strategy.

Extract 21

T: [Raha]<what about you ?>

      (1.0)

S: Act<u>u</u>ally (.) yea:h **sorry I was (.) gonna ask am I supposed to be o:n?**

The above dialogue is made in a context in which most of the students were asked to express their ideas about the topic being discussed. Raha is almost the last one who is asked to talk. Since she was really eager to state her opinion when the teacher asked *"what about you?"* she went off-record and indirectly said, *"sorry I was (.) gonna ask am I supposed to be on".* By uttering this statement, it can be interpreted that she utilized sarcasm to covey she was waiting too long to talk about the topic.

4.4.2. Rhetorical question

Rhetorical question is another sub-strategy to go off-record that appeared 7 times (%1.7) in the collected data. The following datum illustrates this technique.

Extract 22

S: she did something to me: about our school that (0.5) I really got upset from her (.) bu-she's kind of (0.5) eemm (0.4) **how to say it** (1.0) um make my: relationship with my other friends (0.7) .hh umm Bader.

T: Worse.

In the above instance, the student is complaining about one of her friends. While narrating their story, she uses the rhetorical question *"how to say it"*. This expression seems like a question but in fact, it does not require any answer so the hearer ought to make an interpretation of what the speaker means. For instance, an interpretation that can be drawn from this rhetorical question is that the student used this expression as a hesitator to look for an appropriate structure to state her point of view clearly.

4.4.3. Overstate

The strategy of overstating occurred 4 times (0.9%) in the data. The following conversations are examples of this strategy.

Extract 23

S: Actually when it comes to food I feel like I want to be <u>hea</u>lthy: but I forget
        of <u>every</u>thi:ng and (.) I:: sometimes- I remember one time I <u>just</u> drank a
        whole cup of em <u>lemon jui</u>:ce and I just fainted. (0.5) I <u>for</u>get and I just,

        (0.8)

T: [lemon jui:ce?],[and you <u>fain</u>ted?

S: [I don't] (0.2)   **[Yea, I like i:t . (eh h) I <u>drank</u> the whole <u>Cup</u>
        (heh).(1.0) like [mug, big <u>one</u>]**

T: [O:: my <u>go</u>:d]=

S: **<Yeah with salt I mix <u>the</u>:m** (.)

In extract 23 the student is talking about her experience of drinking lemon juice. In
response, the teacher surprisingly asks *"lemon juice? and you fainted?"*. In this case what
the pupil is expected to state is an answer like *"Yes"*, but what she expresses in continue is
greater than an actual state of affair and includes extra information. By doing this, the
learner intentionally violates the quantity maxim by overstating her speech. Actually, she
used this strategy to clarify her passion for sour things and the reason why she fainted.

A similar case can be seen in the following utterance:

Extract 24

S: I really like that ( ) when I feed one or ↑two: then I can't eat more, but I
        <u>love</u> the:m, but mm I can't keep eating them but (.) with <u>sour</u> and salty
        stu<u>:</u>ff I can eat <u>them</u> **all da(hh)y.** (heh)

In the above extract, by applying the expression *"all day"* the speaker aims at conveying
more than she literally states and an implicature is generated here that stresses her interest
for sour and salty stuff.

4.4.4. Being incomplete, using ellipsis

The application of the strategy of being incomplete appeared 3 times (0.7%) in the
gathered data. The below example presents the application and explanation of this strategy.

Extract 25

T: costs would be reduced by urban vertical farming (.) No no it-it is asking
        about transpor<u>ta</u>tion.

(0.4)

S: Yes, and the answer I think is **transportation so…**

In extract 25, in response to the teacher's explanation, the student says a statement, but her utterance is incomplete and hung in the air. Actually, she violates the quantity maxim by not providing enough information.

4.4.5. Being ambiguous

The results of collected data revealed that the frequency of using ambiguous statements is rare and only appeared once (0.2%) in the data.

Extract 26

T: Ee it was your blood pressure I think.] (1.0) There was something wr-
[wro(hh)ng] with your blood pressure ☐yea. ☐

[<u>Pro</u>bably]

(0.7)

T   :(heh heh heh)

S: **<It can happen <u>though</u>> (hh)**

Extract 25 presents a conversation in which the student ends the dialogue with this sentence *"It can happen though"*. Actually, this sentence is inadequately defined and ambiguous. By saying such ambiguous sentences, she allows the hearer to make different interpretations from the utterance.

4.4.6. Over-generalizing

Another way to go off-record is using overgeneralization. Like being ambiguous strategy, this sub strategy occurred at the minimum rank, only once (0.2%), in the data. In the following conversation, the usage of this strategy is illustrated.

Extract 27

T: I just said (0.8) thank <u>Hea</u>vens beca:use aa I don't use that much umm (0.6)
products like tha:t (1.0) <u>I</u> USE them↓(0.4) but not (.) mm- many, actually
☐I don't have many☐ because I'm not that much intere<u>s</u>ted . .hhhhhh

(0.7)

S: ↑yeah it's really good that **people** actually took this <u>se</u>riously and they are trying to .hhh Eee (0.6) make this a big d<u>ea:</u>l and stop **people** from using them

In the above extract, the teacher states her opinion about not using some beauty products that are tested on animals. In response, the pupil does not directly address the teacher, instead she goes off-record and applies the word *"People"* to over generalize it to the addressee.

4.5. Analysis of students' bold on-record strategies

Table 5

Analysis of students' bold on-record strategies

Bold on-record strategies	Count	Percentage
Showing disagreement	1	0.2%
imperative	3	0.7%
Total	4	0.9%

Table 5, presents the occurrence of bold on-record strategies in the students' talk. Based on the table, the overall usage of this strategy by the learners was only 4 times. The sub strategies include 3 utterances in imperative form and 1 utterance for showing disagreement. The purpose for applying these strategies in different situations was because the learners aimed to maximize the efficiency of their utterances.

4.5.1. Showing disagreement

Showing disagreement as a sub-strategy of bald on-record appeared only once (0.2%) in the gathered data. By employing this technique, the speaker expressed her disagreement without softening it. The following datum presents the application of this strategy.

Extract 28

T: Parnia says I used to drink a <u>big</u> bottle of so↑da I was kind of ↑<u>add</u>icted . (0.8) ↑<u>ye</u>ah because: ee it contains <u>c</u>affe<u>i::</u>ne, it makes you feel like you're

addicted to ↓i:t and (0.3) and you will (0.5) drink it (0.2) e̲v̲e̲ryday (he hh) my a̲unt is a̲d̲dicted actually↓(hhh).

S: .hhh but about- **I: h̲ate soda.**

       (0.8)

T: ↑Really?

S: **yes I d̲on't like it I hate it, <it's just> no(hhh)t deli(hehh)cious for me(hehehhhh) [yea::]**

The above dialogue happens in a situation in which the teacher reads one of the student's comments that says she really likes soda and used to be addicted to it. In response, the other student states her idea about soda directly and utters *"I don't like it I hate it"*. Actually, by stating such utterance she goes bald on-record and expresses that she has an opposite point of view directly.

4.5.2. Imperative

Another way of going bald on-record is to apply imperative sentences. Using this strategy appeared 3 times (0.7%) in the whole students' utterances. These strategies are presented in the following sentences.

Extract 29

S: Umm **pardon me**: can you please (.) umm (0.9) [repeat?]

In this sentence, the student did not catch what the teacher said, so she prefers to apply *"pardon me"* as an expression with maximum efficiency to convey that she did not receive the teacher's voice.

Extract 30

T: [who wants] to start? =

S1:   [Should I speak?]

T: =Yeah

       (.)

S2:   I: .

       (2.0)

S1   you should start if you want to start (0.6) **go ↑ahead.**

To illustrate the situation of the above extract, two students are asked to state their opinions about a question. At the beginning of the dialogue the instructor asks *"who wants to start?"*, but there is an overlap between the teacher and Student 1 that says *"should I speak?"*. Here it seems that student 2 noticed the message with a delay, so after uttering *"I"* she avoids continuing her sentence in favor of the other student. In response, student 1 says *"you should start if you want to start go ↑ahead."* In this utterance by saying *"go ahead"* she aims at insisting her offer that student 2 can start talking or in other words, she raised the efficiency of her speech.

4.6. Flouting Maxims

Turning now to the second section of this chapter, the findings related to the third and fourth questions of the research are presented here. To trigger the third research question, we will demonstrate the types of Gricean maxims that flouted the most in the data. The last part of this chapter deals with the fourth research question that explains how the learners reached politeness through flouting different maxims.

Table 6.
The frequency of maxim flouting in the students' speech

Maxim flouting	Frequency	Percentage
Quantity	22	5.4%
Quality	11	2.7%
Relevance	14	3.4%
Manner	23	5.6%
Total	70	17%

The results, as shown in table 6, indicates that the students flouted 70 utterances out of whole utterances. Therefore, it can be drawn from the results that there was a tendency to observe most of the maxims in their talk exchanges. The maxim that is flouted the most is the maxim of manner that appeared 23 times (5.6%) in the data. Also, flouting the maxim of quantity with 22 times (5.4%) occurrence stands in the close rank with the

maxim of manner. Flouting the relevance maxim appeared 14 times (3.4%). In the lowest rank, there is the maxim of quality that flouted 11 times (2.7%). More detailed explanations will be presented below.

4.6.1 Flouting the maxim of quantity

Flouting quantity maxim occurs when a speaker provides more or less information than needed. From the collected data it was found that this maxim was flouted 22 times or (5.4%) by the students in their oral communication. To point main purposes behind flouting quantity maxim, most of the time the teacher encouraged the students to talk and express their ideas in the class, so this expectation made the learners talk more to clarify or stress something. On the other hand, the findings revealed some cases in which the speakers provided the hearer with less information than needed because they were not sure of the given answer. An example of this flouting is presented in the following.

> **Extract 31**
>
> T: [lemon jui:ce?],[and you <u>fa</u>inted?
>
> S: [I don't] (0.2)   [Yeah, **I like i:t** . (eh h) **I <u>drank</u> the whole <u>Cup</u> (heh).(1.0) like mug, big <u>one</u>**

In the above situation, the student says that she used to have bad eating habits and once she fainted because of drinking lemon juice. The teacher that seems to be surprised by her statement asks *"lemon juice? and you fainted?"* in response, the student flouts the quantity maxim by providing extra information. By doing this, she aims at giving a clear and reasonable explanation about what she did. From her statement *"I drank the whole Cup. like mug, big one"* she attempts to convey that because she really likes lemon juice, she drank too much of it that made her pass out.

4.6.2. Flouting the maxim of quality

The data revealed that the learners flouted the quality maxim 11 times or (2.7%). The results of the data showed that the students flouted the quality maxim in cases of exaggerating, providing answers that they were not sure about and using metaphor in their speech. An example of this flouting is presented in the following.

Extract 32

S: But you know:, (0.4) sometimes I feel like humans **are <u>monster</u>**, (1.0)
        cutting tr<u>ee</u>s, killing animals.

The above utterance occurred in a situation in which the students were talking about the news that they heard related to the wicked behavior of some people. So, while expressing her idea, the student applies a metaphor in her sentence and calls humans *"monster"* which can be implicated as the dark side of some people's behavior.

4.6.3. Flouting the maxim of relevance

The frequency of flouting the maxim of relevance includes 14 utterances (3.4%). From the analysis of the data, we can demonstrate some reasons that the students talked off-topic. They include checking voice connection, being sarcastic, ignoring the speaker, giving hints and etc. In the following, an instance of this case is presented.

Extract 33

T: Raha <what about <u>you</u> ?>

        (1.0)

S: **act<u>ua</u>lly (.) yea:h sorry I was (.) gonna ask am I supposed to be o:n (0.5)
        . I <do(hhh)nt know>** <u>ok.</u> (.) emm <u>so</u>::: about me I (.) s-soda: I like it, but
        .hh if I eat that more than: you know one: (.) <u>gl</u>ass of <u>it</u> then I'm not- >I
        don't wan<u>t</u> any more of it< = it's like normal .

In the above situation, students are involved in a question-and-answer activity. When it comes to Raha to express her idea about the topic, she begins her answer with an irrelevant statement *"actually yeah sorry I was gonna ask am I supposed to be on"*. Actually, by saying such a sentence she is being sarcastic and from her statement, it can be interpreted that she might be annoyed that she is the last one to answer the question.

4.6.4. Flouting the maxim of manner

Flouting the maxim of manner appeared 23 times (5.6%) in the data. The below extract presents a situation in which a student flout the maxim of manner by being too wordy and not precise.

Extract 34

T: [~Do you want to finish this (　) ~]

S: [(heheheheheh　)] (0.3) Okay (heh) Ee I was (　)　(heheh) moda- (hehe) modal verbs we use them and then <we put be:> (0.3) plus pa(hehe)st participle　of the ↓verb it's all you said (.) yeah, a:nd we said that >if you want to mention< the doer in our sentence just need to .hhh use by before eee saying the name of that person (0.8) that was a(hehe)ll　.

The above talk illustrates a situation in which a student is asked to present a brief review of the previous lesson. Her explanations are too much in detail that the instructor asks her to make it short. As it is clearly obvious, the student was not able to express her sentences in an orderly and precise manner, also her talk is ambiguous in some points. The purpose behind this flouting might be because of weak linguistic competence that reduces the efficiency of speech.

4.7. Reaching politeness by flouting maxims

By comparing the results revealed from the data, we can see in a number of utterances that the students flouted different maxims to gain politeness. The results showed that the learners flouted approximately 6 maxims out of 70 total flouted maxims to reach politeness. These utterances are presented below.

Extract 35

T: Yea:: it was <u>Per</u>fect Elisa:, [detailed and clap for your(h)self.] ((claping))

S: Thank you, **<u>that</u> wasn't good like Parnia hh.**

In the above dialogue, the student flouted the maxim of quantity by saying more than was required. Actually, by stating this sentence *"That wasn't good like Parnia"* she shows modesty by dispraising herself and applauding the other student who is always admired by the class for her great explanations.

Extract 36

T: Y:ea:h I: <u>th</u>ink Iran is not< that much ↑<u>Mo</u>de:rn (hehe) and
      [(heh)develo(hh)ped (hhhh) ma(hh)ybe .hhh

S: [(hehehehhh)

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(0.7)

T: Ee Maybe in Tehran (.) o::r=

S   =<You know>

Extract 36 presents a talk exchange in which both interlocutors share the same idea and common ground. In this case, the learner flouted the maxim of manner by stating an ambiguous expression like *"You know"*. The implicature that can be inferred from this expression represents agreement and can mean *"I understand"* or *"I am aware of what you say"*. By flouting this maxim, the speaker attempts to convey closeness and sympathy.

Extract 37

T: How are you?

S: I'm- I'm <u>ac</u>tually really happy (hhh) and <u>ex</u>cited [that's] why I: (0.5)

T: [really?]

S: =>yeah< and I want to <u>sh</u>are my excitement with ↑you:(hehe).

In the above conversation, the student flouted the maxim of manner and quantity at the same time, since her answer as a greeting statement is too wordy and not precise. Also, she gives further information that is needed. In this case, the pupil tries to gain politeness by creating a friendly atmosphere and showing intimacy. A similar situation can be seen in the following extract in which the learner flouted the maxim of relevance to stress her willingness and intensify interest toward her teacher.

Extract 38

T: thank you for <u>sh</u>aring <u>th</u>is thing (.) beca<u>::</u>use Ee I can feel your energy: and your <u>Po</u>sitive vi:be, (0.5) actually it makes me feel better. [(heheh) thank you.

S: **[but I <u>c</u>ouldn't] help (0.2) not to share it with you:, I Couldn't Keep it to myse(hhh)lf.**

To illustrate the situation in the above extract, the student knows that the teacher is not in a good mood so she tries to cheer her up. Although, her answer is not relevant to the teacher's statement she aims at maximizing sympathy by considering her teacher's feelings.

Extract 39

T: so- so we <u>sh</u>ould use the f<u>or</u>m that Uummm (0.3) Raha is (0.4) >using?< (.) you mean?

S: **I think she: use <u>has.</u>**

In the above extract, the student minimizes the imposition to save her classmates face. That is to say, the student that the teacher is asking about, used a wrong structure so the student avoids saying a sentence like *"No she is wrong"*, instead she flouts the manner maxim and says *"I think she use <u>has</u>."* From this statement, it can be inferred that the speaker indirectly refers to and stress the part that another student made a mistake about in order to minimize imposition and save her face.

Extract 40

T: Ee I know that you know lots of things about celebrities or at least you know lots of news in:: <that are> in the YouTube.
       (1.0)

S: Ok so:: (0.5) [actually] (0.4) there is this ↓thing, .hh recently I've- there's I've been (0.4) really (0.5) not ac↓tive that much .hhh (0.7) ee and (0.5) and I don't really know that much news (0.5) and yea all I know yeah is when I go to (0.2) >I haven't even visited Instagram properly< like .hhh I just go and you know like [all the po:sts]

T: [what about YouTube?]
       (1.0)

S: YouTube, there is not (.) I haven't you know watched anything in a long time Because. hhh I've been just busy: with a lot of work and all I do is (0.3) go to tiktok watch some funny videos come back to work (1.0) [and yeah I don't know]

To explain the above situation, the teacher expects a pupil to talk about news and she is sure that this student is aware of lots of news. However, this time the student does not know any recent news to share with the class. In this case, the student might threat the negative face of the teacher so she tries to apply a strategy to soften her statement and reduce the face-threatening action. In this talk, the learner does not provide precise and adequate response, so she flouts the maxim of manner and quantity. By doing this, she tries to present a presumption about her current situation and clarify that she is so busy that could not check for any news on social media.

CHAPTER 5

Discussion

and

Conclusion

This chapter attempts to present the discussion and conclusion of the study. Firstly, similarities and differences of the research findings with previous studies are elaborated in the Discussion section. Then, the concluding remarks of the study are presented in the Conclusion section. Lastly, pedagogical implications, limitations of the study and suggestions for further research are presented.

5.1. Discussion

In the previous chapter, the results addressed the four research questions. Concerning the first research question, it was found that the EFL learners applied all four types of politeness strategies introduced by Brown and Levinson (1987) during their oral communication in the online class, among which the positive politeness strategy was dominant. This is in line with previous studies since they report that the positive politeness strategy is the most frequent (Adel, Davoudi & Ramezanzadeh, 2016; Khusnia, 2017; Senowarsito, 2013; Fitriyani & Andriyanti, 2020; Febriansyah, 2020).

The frequency of different strategies showed that students tended to use positive politeness, negative politeness, off-record and bald on-record. In line with the previous studies (e.g., Adel, Davoudi & Ramezanzadeh, 2016; Khusnia 2017; Senowarsito, 2013; Fitriyani & Andriyanti, 2020; Febriansyah, 2020) the greatest demand was for utilizing positive politeness strategies.

The findings of this study also showed that by applying positive politeness strategies, the participants mainly aimed at claiming common ground by showing agreement in various situations such as confirming the addressee's statements by repeating the teacher's statement, confirming her explanations or feedbacks. The previous studies (Vinagre, 2008; Li, 2012; Adel, Davoudi & Ramezanzadeh, 2016) support the finding that students applied positive politeness strategies mainly for expressing sympathy, fulfilling respect, reducing face threat and strengthening affinity. This outcome; however, is contrary to that of Fitriyani and Andriyanti (2020) who find negative politeness as the most common strategy in classroom interactions. This possibly results from cross-cultural differences.

Regarding the second most frequent strategy, i.e. negative politeness, the findings showed that the students used negative strategies mainly for asking questions and reducing face threats through hedges. Although they are face-threatening, questions and requests are the

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main features of any classroom procedure so teachers have to use them in their classroom interactions. This is in agreement with Senowarsito (2013), who finds that classroom interactions are mostly face-threatening. Disagreeing with their instructor, the students used hedges to reduce face threats. It also confirms Brown and Levinson's (1987) social distance model since the high social distance between interlocutors affects their choice of politeness. That is to say, the speakers try to rely on indirect strategies to express their disagreement. Anugrawati et al. (2020) report similar results as in their research the EFL learners applied negative politeness strategies for sending text messages (via SMS and WhatsApp) to their teachers. This way they kept the social distance with their lecturers by reducing face threats.

Moreover, the results indicated that using off-record strategies is in the third rank. This strategy was mainly used for giving hints, rhetorical questions and incompleteness. The participants used these techniques to avoid the influence of face-threatening acts.

The findings also revealed that the bald on-record strategy was the least favored in the participants' talk. This strategy was applied only in a few situations in which the maximum efficiency was needed. However, the previous study by Rahayuningsih et al. (2020) reports a contradictory result in which the bald on-record strategy is the most frequently applied tactic. That is because in the previous research, the teachers' utterances were included in the analysis. As the instructor was dominant in interactions, she applied bald on-record strategy frequently for giving instructions, classroom authority and motivating the students. In some cases, the participates of this study applied a bald on-record strategy to show closeness with the teacher. This finding is in line with the result of the study conducted by Adel et al. (2016), who indicates that the participants applied bald on-record strategy for building a close interpersonal relationship in their interactions.

Related to flouting the maxim of manner, an earlier study by State and Adebola (2018) reports a similar result since the flouting of manner maxim was dominant in the data. This type of non-observance occurred when the students were not stating their utterances precisely or to the point. For instance, when they were asked to express their opinion or answer a question, they made their statement too wordy. In contrast to our study, previous research shows that flouting the maxim of manner rarely occurs in classroom interactions (e.g., Wahyudi, Yusuf & Lestari, 2020).

There are several possible explanations for the participants' behaviour in flouting the maxim of manner. Firstly, for asking something they used the indirect speech to save the hearer's face. Secondly, the students, who were not proficient enough failed to express their statements precisely. Similarly, the previous studies (Safitri et al., 2014; Dwi, 2015) report that in classroom interactions, weak linguistic knowledge is one of the reasons that make the students fail in observing conversational maxims. At the same line, Arifani and Miladesia (2019), who study the way EFL learners apply politeness phenomena in the classrooms, find that since the students' linguistic knowledge is at the basic level, they are not aware of politeness strategies.

In line with previous studies (e.g., Wahyudi, Yusuf & Lestari, 2020; Dwi, 2015) the participants commonly flouted the maxim of quantity. The findings of this study revealed that the learners mostly provided their teacher with extra information. This can be explained by the fact that in the observed online class, the teacher tried to raise the inter-person oral interaction among students and took their engagement in classroom activities seriously. Therefore, the instructor greatly encouraged the learners to share their points of view orally. Some of the students; however, seized this opportunity to talk more. Moreover, it assumes that the friendly atmosphere of the classroom and having an attentive teacher who was a good listener shed light on the students' freedom to give extra information. However, the earlier study by Dewi and Indriani (2021) present diverse results since it is concluded that unstable internet access and the students' anxiety are the main reasons to flout the maxim of quantity.

Related to the maxim of relevance, the findings revealed that the participants mainly flouted this maxim due to checking voice connection, being sarcastic, ignoring the speaker, giving hints, etc. That is to say, technical issues in online classes can be considered as an external factor, which affects the interlocutors' cooperation. Similarly, Dewi and Indriani (2021) report that challenges with online classes lead to flouting the maxims.

The findings indicated that participants flouted the maxim of quantity cautiously. That is to say, the participants mainly relied upon true utterances. In an earlier study by Olutayo (2015), a similar result is reported in the field of media. It states that the participants flout the maxim of quality rarely since the credibility of the talk show arises

from the truthfulness of the debates. Moreover, the audience is more interested in hearing the participants when they are talking sincerely. This outcome; however, is in contrast to Dwi (2015), who finds that the students mostly flout the maxim of quality because their deficient linguistic proficiency leads to failure in providing sufficient truthful information.

Allied with the last research question, the results show some overlaps between flouting the Gricean maxims and applying politeness strategies. This result shed light on the fact that politeness is one of the reasons behind employing indirect speech because our study showed that participants mainly flouted the maxims to reduce the face-threatening activities.

5.2. Conclusion

The aim of the present study was to identify the types and frequency of politeness strategies and flouting maxims by EFL students in an online educational setting. Also, the study attempted to explain how the learners reached politeness by flouting the maxims. The results of the research indicated that the participants applied all four types of politeness strategies introduced by Brown and Levinson (1987) in their oral interactions. In terms of frequency, the strategies included positive politeness, negative politeness, off-record and bald on-record. One of the significant findings to emerge from this study is that by far the greatest demand was for applying the strategies that rely on claiming common ground especially seeking agreement. By doing so, it can be concluded that the participants intended to behave *politely* in the classroom. Also, by applying these positive strategies, the participants mainly aimed at expressing sympathy, fulfilling respect, reducing face-threatening actions and strengthening affinity.

The second major finding related to flouting Gricean maxims. The results revealed that the students commonly flouted the maxim of manner and quantity in their talk. From this result it can be concluded that the friendly atmosphere of the classroom and the teacher's expectation of the learners to talk more, led them to give extra information in their talk exchanges and break these maxims. In addition, low lexico-grammatical proficiency made their statement ambiguous or made them become iterative and verbose instead of giving a clear-cut statement. Moreover, in few cases, the students flouted the maxims to reach politeness. By doing this, they aimed at reducing the face-threatening actions and raising intimacy between interlocutors.

5.3. Pedagogical Implication

Findings of this study on politeness strategies and conversational implicature as two significant facets of pragmatic competence can shed light on the importance of these concepts in the EFL educational setting. This study has clear implications for curriculum developers, practitioners and EFL learners.

As the findings of the study revealed, the students mostly relied on applying positive politeness strategies in order to build a good relationship with their teacher and prevent any conflict. This result can inform both teachers and learners about the influential role of politeness in classroom interactions. By being polite and behave respectfully, the students can make effective interactions in classroom and effective interaction can enhance the process of teaching and learning. Also the teachers can benefit from using politeness in their classroom since the way they transfer their knowledge can greatly affect the students' learning. That is to say, by having good manners and adopting positive politeness towards the learners at any part of the teaching, the students may feel valued, confident and motivated to engage more in learning. The finding related to flouting quantity maxim by the students in this study confirms this claim since friendly atmosphere of the classroom made the students feel at ease to talk actively and cooperate more in the classroom discussions. This result should be taken into consideration by syllabus designers and language teachers.

Also the findings showed that despite the participants of the study were high-intermediate EFL learners, their choice of politeness strategies was limited to some specific sub-strategies. There are however other strategies of politeness that can aid the learners to build an effective and appropriate communication. This finding can suggest the language instructors in which the high linguistic knowledge does not guarantee high communicative skills. For instance, in the study, some students failed to use appropriate structures to make request or ask question. So, to cure this educational ill, the teachers should make decisions to work on both communicative and linguistic skills of the learners in a balanced way. Also, curriculum developers and syllabus designers can benefit from this finding since textbooks and teaching materials are vital for presenting authentic content and enriching the pragmatic knowledge of EFL learners.

5.4. Limitations

Since the current research was done during the Covid-19 pandemic, the classes were held online and this made some restrictions in the classroom interactions. For instance, most of the talk exchanges were between teacher and students and there was not much student-student interactions unless the teacher asked them to share their ideas with each other. Technical issues were another problem that interrupted some parts of the interactions.

5.5. Suggestions for Future Studies

The focus of the current study was on investigating politeness strategies and conversational implicatures on the students' oral communication. Further research should be undertaken to investigate both teacher and pupils' utterances. In addition, this study did not take the effect of sociological factors on students' choice of politeness into account. So further studies can consider the factors such as social distance, power and degree of imposition on participants. Moreover, the studies related to the overlap between politeness strategies and conversational implicatures are limited, so a broader scope of study can present more meaningful results to explain how the participants reach plotlines through flouting conversational maxims.

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Appendices

Appendix A. List of politeness strategies used by students

No.	Utterance	Politeness strategies				Explanations
		PP	NP	OR	BOR	
1.	T:You wanted to talk about last session (0.8) S: **O:k,** em (0.5) last session mm we (were) on page 81…	✓				- Seek agreement
2.	T: it was Perfect Elisa:, [detailed and clap for your(h)self.] ((claping)) S: [**Thank you**, **That wasn't good like Parnia hh**	✓	✓			- Giving gift to the hearer - Give difference (Humbling self to raise other)
3.	S: hh ~Hi .[emm so::]	✓				use in-group identity markers
4.	S:**Ho:w you kinda became <sick> because of your your foo:d and you know ▢things like that▢ (.) I'm not sure** if it was my entirely food,	✓	✓			- common ground - hedge/ The speaker is not taking full responsibility for the truth of the utterance
5.	T: [lemon jui:ce?],[and you fainted? S: [I don't] (0.2) [**Yea, I like i:t . (eh h) I drank the whole Cup (heh).(1.0)** like [mug, big one] T: [O:: my go:d]= S: <Yeah with salt I mix the:m (.) I just like (heh), yea: and **I not completely faint but ↑I couldn't you know I <j**ust (0.8) ee was on the floor … I di- didn't have the (0.2) ability to (0.6) T:Tal[k? S: [stand up . no stand ↑up.	✓ ✓		✓		-give hints Avoid disagreement -Intensify interest to H.
6.	T:[Eee it was your blood pressure I think.] (1.0) There was something [wr- wro(hh)ng]with your blood pressure ▢yea. ▢ S: [**Probably**] (0.7) T:(heh heh heh) S:<It can happen though> (hh)		✓	✓		- hedge /The speaker is not taking full responsibility for the truth of the utterance -being ambiguous
7.	because of tha::t I <started- I think it was last term or something .hh I started having heada:ches and being dizzy and all that stu::ff=		✓			-hedges
8.	S:I still eat junk food but you know at lea:st I eat breakfa:st or I sleep earlie:r	✓				Intensify interest to H

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#	Utterance					Strategies
9.	S: <u>Ye</u>:s, but I usually woke up- wake up <u>la</u>:te and I <u>have</u> to <u>just</u> ↑Go now I'm (0.5) pretty >on a healthy kind of< life [<u>s</u>(hh)tyle] I <u>gu(h)</u>ess T: [diet] (0.7) S:Ye(eh)a	✓	✓			-hedges - Avoid disagreement
10.	<u>Th</u>at's kind of <u>accur</u>ate (hh) ↑I really like <u>sour</u> and <u>salty</u> stuff together <u>re</u>ally.	✓				Seek Agreement
11.	[I <u>rea</u>]lly like it.	✓				Seek agreement
12.	I really like that ( ) when I feed ☐<u>o</u>ne or☐↑<u>two</u>: then I can't eat more, but I <u>lo</u>ve the:m, but mm I can't keep eating ☐<u>th</u>em but (.) with <u>sour</u> and salty stu:<u>ff</u> I can eat <u>th</u>em all da (hh)y. (heh	✓		✓		-Avoid disagreement -overstate
13.	T: do you <u>like</u> it? (0.5) (hehh) [Raha:?] S: [Emm] (1.0) I haven't tried <u>it</u> (hehe)		✓			-give hints
14.	S: What is wrong with me: I read Lavashak La:va: (0.2) shack		✓			Rhetorical question
15.	S: [eee] (0.2) about (0.5) ↑Food ? or (0.8) salty [things .]		✓			Question
16.	I really ee like <u>qeyme</u>: and ee Adaspolo and <such as> ~these things~	✓	✓			-hedge -Common ground Presuppose H*s knowledge
17.	and (1.0) <yea I think> [I eat healthier	✓				-Avoid disagreement (hedging opinion)
18.	oh go(hh)d	✓				-exaggerate
19.	☐oh my god(he he he hhh) .	✓				-exaggerate
20.	yea:h it's really <bad	✓				-seek agreement
21.	Yeah, me too	✓				-seek agreement
22.	Mm <u>can</u> you hear me<u>:</u>?		✓			Be conventionally indirect
23.	<u>Ok</u>:: ~can you <u>plea</u>(hh)se send the: ee ca<u>me</u>ra <request?		✓			Be conventionally indirect
24.	hi agai:n	✓				use in-group identity markers
25.	[Hi again] (0.8) well (so) I <am (.) agree(hh) with <u>you</u>:=	✓ ✓				-use in-group identity markers -seek agreement
26.	I ↑<u>hate</u> vegetables too .hh but <instead of> toma(hh)to <I don't know no> I love i:t	✓		✓		-seek agreement -rhetorical question

No.	Utterance					Notes
27.	yes I ↑Love chocolate and you know? about ic:e cream <for example> ice- ice ↓cream I don't know no why ee nowadays I don't like that	✓		✓		-Intensifying interest to the hearer) involving the hearer into the discussion, -rhetorical question
28.	T: O:k:, so: ( ) ee you don't like sweet things except [fo:r chocolate?] S1: [yes .yea]	✓				-Seek agreement
29.	Sometimes (.) maybe (hehehe) .hh ↑not mu[ch you ↓know .]	✓				-avoid disagreement
30.	yes I don't like it I hate it, <it's j'st> no(hhh)t deli(hehh)cious for me(hehehhhh) [yea::]				✓	- bald on-record (Showing disagreement The speaker shows disagreement to the hearer without softening the threat.)
31.	actually (.) yea:h sorry I was (.) gonna ask am I suppose to be o:n (0.5) . I <do(hhh)nt know> ok. (.) emm so::: about me I (.) s-soda: I like it, but .hh if I eat that more than: you know one: (.) glass of it then I'm not- >I don't want any more of it< = it's like normal	✓	✓	✓		-Apologize - give hint hedge/ Prosodic and kinesics hedges - Intensify interest to H.
32.	T:Bacheha: is it ? (0.6) is it true I haven't drink ? S1: Eemm[mm [drank? S3: [drank? T:So he::re do we put dra:nk? or the past [par-participle]for- form . S2:[d↑runk:::?]	✓				ingroup identity marker (Contraction and ellipsis) ingroup identity marker ingroup identity marker
33.	Ee can I make a <sentence with vertical ↑fa:rm?		✓			Be conventionally indirect
34.	=.hh ↑is there vertical farm in Iran?		✓			Question
35.	[<I don't th]ink we have it near here> (.) at least .		✓			Hedge /The speaker is not taking full responsibility for the truth of the utterance
36.	T:>Y:ea:h I: think Iran is not< that much ↑Mode:rn (hehe) and [(heh)develo(hh)ped (hhhh) ma(hh)ybe S:[(hehehehhh) (0.7) T: Ee Maybe in Tehran (.) o::r= S:= <You know>	✓				Common ground English speakers would exclaim 'I see!', Tzeltal speakers say *ah wa?y!*, or *'Ah,you see'* meaning 7 understand!' It is thus used (with or without emphatic particles) to express emphatic agreement or understanding (page 120)
37.	T: Parnia: you tell me: S:Uumm I just write it.				✓	-give hint
38.	T: ↑Bother? (0.3) you said? S:↑yeah . (0.3) both[er.]	✓				-seek agreement

No.	Utterance	✓	✓			Notes
39.	Hello.	✓				use in-group identity markers
40.	S: .hhhh □fi::ne□ ((arranging the camera)) ok, it's good to see you: .hhhh So . [should I talk about] (1.0) vertical formi:ng?	✓	✓			-Exaggerating (interest, approval, sympathy) with the hearer - question
41.	T:[export, yeah] S: Yes (.) export these kind of products .	✓				Seek agreement
42.	T:Yea::, (0.6) [but] (.) we are experiencing (0.5) aaa food ↑shortage (.) for (0.7) our people. = S: Yes, (0.6) yes, for [example aaa in (0.4) ee our country: .hhh we have eee Cavia:r?<if I'm not> wro::ng, (0.4) which I think most of them are exported to other countrie::s,so in ar- our country it's so expensive.	✓	✓			-seek agreement -hedge/ speaker's lack of commitment to the truth of a statement
43.	[□you know□] [(hehehehhhhhhh)]	✓				Common ground English speakers would exclaim 'I see!', Tzeltal speakers say *ah wa?y!,* or *'Ah,you see'* meaning 7 understand!' It is thus used (with or without emphatic particles) to express emphatic agreement or understanding:
44.	T:lots of things happening these da:ys> [and:] it (makes me) feel sa:d, (1.0) S: [Yes:] and food [shortage] is one of them.	✓				Seek agreement
45.	ok, □your welcome.□	✓				Giving gift
46.	T: you answer number ↑one. S: Okay: (0.5) ee [number o:]ne eee	✓				-seek agreement Repeating the previous utterance
47.	T: hhh I think ee because the world population is going to ↑ri:se ee a:nd (0.5) umm (1.0) because of that we need lot- ↑ More foo:ds (.) a::nd ee <I think it's important> because		✓			- hedge / speaker's lack of commitment to the truth of a statement
48.	T: Parninan you answer number two: (2.0) S:Number two:	✓				-seek agreement Repeating the previous utterance
49.	~Thanks~.	✓				Giving gift to the hearer (goods, sympathy)

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50.	S: Mm <u>Sorry</u> tea↓cher, can I mm say for number <u>four</u>?(.) because I don't write number <u>three</u>.		✓			-Apologize
51.	T: Ok:↓ (0.5) So:: answer number <u>fou</u>:r . S: <Number <u>four</u> ok .> (0.3) .hhhh ee↑why will vertical farming <u>prob</u>ably make food cheape:r ? .hhhhh ee I think because crops will be <u>grown</u>, Eee har<u>ves</u>ted? (0.6) .hhh and ee <u>con</u>zomed ? .hhh I don't know con<u>ziu</u>md? ((she doesn't know the right pronunciation))	✓ ✓				-seek agreement In group identity marker Contraction and ellipsis
52.	T:Consumed. (0.3) S:<u>Yes</u>↓. (hhhhh) T:[It means to <u>use</u>.] use something . S: [.hhhhhhhhhhhh] (0.7) S:<u>Yes</u>, CON<u>SUM</u>med in the <u>same</u> urban area	✓				Seek agreement
53.	S: Eee >ok<, so:: >I'm sorry< but I'm- I <u>still</u> wanted to know ↓<u>thi</u>:s (.) just in case so: It- I >wouldn't make a little mistake		✓ ✓			- apologize -Minimizing the imposition
54.	I wanted to <ask> (0.6) we should (0.4) when we = T: [Mm-hm] S:=have something Else after the sentence like .hh (0.3) some milk has been ADDe:d (0.5) to the bo:wl (0.4) by my mum first we should use (0.4) some milk has been added by my mum to the bowl (0.6) bowl-or (0.2) to the bowl by my mum ?	✔				Include both S and H in the activity
55.	S: .hhh asparagus may stop you from having mood swings, .hhh It's thought to help some ↑people to cope with mm depression.(mispronounced) (0.5) T: Depression (1.0) S:depre(heh)ssion.	✔				seek agreement /repetition
56.	S: okay:, thank you (.) .hh yea I just wanted to make sure <u>it</u> wasn't a mis<u>take</u>.	✓	✓			Giving gift to the hearer (goods, sympathy) -Minimizing the imposition
57.	yeah, [ok thank you.]	✓ ✓				-seek agreement -Giving gift to the hearer (goods, sympathy)

58.	thank [you.]	✓				Giving gift to the hearer (goods, sympathy)
59.	↑H[i:	✓				use in-group identity markers
60.	S:I'm- I'm actually really happy (hhh) and excited [that's] why I: (0.5) >yeah< T:[really?] S:=want to share my excitement with ↑you:(hehe).	✓				- Exaggerating (interest, approval, sympathy) with the hearer
61.	Finally something exciting happened (hehe) and I really want to share(heheh)	✓				- Exaggerating (interest, approval, sympathy) with the hearer
62.	T:↑REALLY:? (.) [Aww]great for you that you are ~happy~ yea: . S: [(Sure) but we should have to wait in two ↑months.	✔				Include both S and H in the activity
63.	T: I feel bored toda:y (0.4) and it might (.) <help me> (0.6) to feel better (heheh) .hhh okay: ? (0.4) S:May(hh)be .hhh (0.4)		✓			Hedge / The speaker is not taking full responsibility for the truth of the utterance
64.	S: [but I couldn't] help (0.2) not to share it with you:, I Couldn't Keep it to myse(hhh)	✓				Exaggerating (interest, approval, sympathy) with the hearer
65.	S: That was really good to hea:r (hehe).	✓				Exaggerating (interest, approval, sympathy) with the hearer
66.	Hi:	✓				use in-group identity markers
67.	S: I'm fine thank you, and you ? .hhh	✓				-Giving gift to the hearer (goods, sympathy)
68.	S: Yeah,[you're right] but you know what's funny? she is (0.3) she was the one who always, always (.)had a bad (situation) with me last year .	✓ ✓		✓		Intensify interest to H Intensify interest to H -overstate
69.	S: she did something to me: about our school that (0.5) I really got upset from her (.) bu-she's kind of (0.5) eemm (0.4) how to say it (1.0) um make my: relationship with my other friends (0.7) .hh umm Bader. T:Worse. S: worse yeah	✓		✓		- seek agreement - rhetorical question
70.	⬜Yeah, thank you.⬜	✓				Giving gift to the hearer (goods,

#	Transcript					Strategy
						sympathy)
71.	T:… Eeee good (0.4) with other people, we can't (.) always be friendly we can't, actually this is not something that we can do: so (1.0) Fee(hh)l (0.7) umm ↑BEtter right now (hehe). (0.4) S:Yeah actually I do:	✓				seek agreement
72.	T: thank you for sharing [this thing] and ee I ↓hope we:: (0.4) = S:[you're welcome] T:=↑helped you (hehe) . (0.5) S:~Yeah(0.4)sure~	✓ ✓				Giving gift -seek agreement
73.	Hi.	✓				use in-group identity markers
74.	Fine, thanks. (heheh)	✓				Giving gift to the hearer (goods, sympathy)
75.	T:[maybe we] don't know, maybe we don't know [about the]doer (.) or maybe we don't care .hh (0.3) and- or we don't want to mention, (.) Aaa ACtually action is more important than the doer.= S:=yea, you want to Eee focus on the object	✓				-Seek agreement
76.	S: you said (.) yeah, a:nd we said that >if you want to mention< the doer	✓				-Use in group identity markers
77.	T: yeah, thank you, it was detailed, [So: ↓detailed ~] S: [tha(heheh)nk you .hhh]	✓				Giving gift to the hearer (goods, sympathy)
78.	T:all of the students in this class now that (.) .hh ↑you are our second ↓teacher. S:So(heheh) tha(heheh)nk you [(hehehehehe) .hhhh	✓				Giving gift to the hearer (goods, sympathy)
79.	T: so Sevda can you explain about it?(1.0) a little for othe:r students? (1.0) S:.hh ee well, as far as I remember it was an animated short clip that was ee (.) kind of (0.3) try to- like a documentary		✓			Hedge
80.	S: □how can I say it□ (hehe)			✓		-Rhetorical question
81.	T:I just said (0.8) thank Heavens beca:use aa I don't use that much umm (0.6) products like tha:t (1.0) I USE them↓(0.4) but not (.) mm-			✓		-Giving gift to the hearer (goods,

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	many, actually □I don't have many□ because I'm not that much interes<u>ted</u> . .hhhhhh (0.7) S: ↑yeah it's really good that people actually took this <u>ser</u>iously and they are trying to .hhh Eee (0.6) make this a big d<u>ea</u>:l and stop people from using them	✓				sympathy) Overgeneralize
82.	Can you hear me?		✓			Be conventionally indirect
83.	S: But you know:, (0.4) sometimes I feel like humans **are <u>monster</u>**, (1.0) cutting tr<u>ee</u>s, killing animals.	✓				Intensify interest to H
84.	Hi	✓				- use in-group identity markers
85.	T:Has the most singers for ↓itself, it is a company in (0.6) <u>tha</u>t they manage some singers ? they have [some managers.] S: [Aaa yeah] yes, yes (0.2) ent<u>er</u>tainment (.) company.	✓				-seek agreement
86.	S: Umm pardon me: can you please (.) umm (0.9) [repeat?]		✓		✓	- be conventionally indirect - imperative
87.	T:DO <u>the</u>se companies and managers earn m<u>ore</u> mo↑ney: (.) than aa the singers and the >artists? (1.0) S: Uumm no<u>::</u>, .hhh you know the <u>first</u> ee years yeah, it's is like that (0.6) <u>the</u> first year that singers start singing yeah that's true	✓				- Avoid disagreement
88.	T: So when they become a pro<u>fess</u>ional artist, S:Maybe: (0.6) [after] (0.5) some years maybe after .hhhh (0.2) IT depends on the sing<u>e</u>:r		✓			-Hedge / The speaker is not taking full responsibility for the truth of the utterance
89.	T:so <u>if</u> they become <u>F</u>amous [they will earn more money .] S: [yeah, (0.3) yes,] yea [exactly.]	✓				-seek agreement
90.	T: ↑Really? (0.3) S:Yea, umm I- I [forgot the w<u>ord</u>] (0.8) aa the <u>com</u>pany was bro<u>ken</u>, (0.3) you know	✓				Intensify interest to H
91.	T: all right (heheheh) .hhhh okay .hhh so<u>::</u> (0.5) <u>th</u>anks Parnia. (0.4) S:sure.	✓				-Giving gift to the hearer (goods, sympathy)
92.	S: Hi	✓				- use in-group identity markers
93.	S: Why did I say that? (hehehe) (0.5) Umm			✓		-Rhetorical question

#	Transcript	C1	C2	C3	C4	Strategy
94.	T:Ee I know that you know lots of things about celebrities or at least you know <u>lots</u> of news in:: <that are> in the YouTube. (1.0) S: Ok so<u>::</u> (0.5) [actually] (0.4) there is this ↓thing, .hh recently I've-there's I've been (0.4) really (0.5) not ac↓tive that much .hhh (0.7) ee and (0.5) and I don't really know that much ne<u>ws</u> (0.5) and yea all I know yeah is when I go to (0.2) >I haven't even visited Instagram properly< like .hhh I just go and you know like [all the po:sts]	✓ ✓				-avoid disagreement -Intensify interest to H
95.	T: [what about YouTube?] (1.0) S:YouTube, there is not (.) I haven't you know watched anything in a long time Be<u>ca</u>use .hhh I've been j<u>u</u>st bus<u>y</u>: with a lot of work and all I do is (0.3) go to tiktok watch some funny videos come back to work (1.0) [and yeah I don't know]	✓ ✓				-avoid disagreement -Intensify interest to H
96.	T: what are <u>your</u> news? ~ (0.7) you're ow(he)n news [(eheheh abou(he)t your life (heheh) S:[hehehe .hhhh oh my god (0.3) ~ok this was~sorry I don't know what to say Uumm (2.0) news (hehe) .hhh (0.2) there's eemmm (2.0) (ttheehehe) (1.0) I don't know what to say so there is (0.7) if I have to talk about ne<u>w</u>:s .hh there is one thing I can sa:y, (0.3) it's a l<u>i</u>ttle old (0.3) it's not that new but I- (.) I'm not sure if everybody hear or know ↓it, on YouTube there is (.) one of the most famous YouTubers, I think I've mentioned him before Mr Beans.	✓ ✓	✓ ✓			-apologize - Avoid disagreement - common ground Minimize imposition (little old)
97.	this is not a really new: n-new news but I just say it to just say something	✓	✓			-avoid disagreement -hedge
98.	S: can I say like s-some new restaurants (0.7)ha:ve (0.7) been op<u>e</u>ned (.) by □you know some Mr Bs□		✓			Conventionally indirect
99.	T: has been (0.3) opened ?= S:=has been (1.0) T:has ↑been (.) opened ? (0.5) >so< S:Have been?	✓ ✓				-seek agreement(repetition) In group identity marker (contraction)
100.	Aw, ok,ok(heh)	✓				-seek agreement
101.	ok, □ok□ thank you(heh).	✓				- Giving gift to the hearer (goods, sympathy)

102.	((Teacher is reading the comments)) Ariana Grande is getting ↑married (1.0) ↑Really? S: (heh) actually (0.5) this- this thing for me is really huge but it-actually no one knows it yet I feel it like no one knows it yet (heh)		✓	✓		- hedge/ Emphatically Declaration -overstate
103.	T:☐Dalton Go-Gomez☐ (1.0) I don't know S: [Yeah, no one knows this]			✓		-overstate
104.	T:maybe: actually: emm she's ↑fading away and there are some celebrities that they are ↑more ~ fa(heh)mous so people pay attention to [↑them. ~ S: [oh COME O:n (.) she's Ariana Grande. (hehe)			✓	✓	-Give hints - imperative
105.	S: Well ee actually can we say Have because it says several me↑thods ?		✓			-conventionally indirect
106.	T:so- so we should use the form that Uummm (0.3) Raha is (0.4) >using?< (.) you mean? S: I think she: use has.			✓		Violate maxim of relevance /give hint
107.	S: .hhhh you know I wrote have at first .hhh but I: mm delete(heh)d and I (0.4) write the	✓				Intensifying interest to the hearer in the speaker's contribution
108.	S: which one is true:? .hhh		✓			question
109.	T:Ok?] because method is singular S:[Ok] (0.6) S:Yes, (0.7) I get it	✓				Seek agreement
110.	T: and number four ? (0.7) S:.hhhh number fou(.hhh)r I'm not su:re, .hhh ee but I write is the verti(.hh)cal ↑farming	✓ ✓				- seek agreement /repetition Avoid disagreement
111.	T: Yeah (0.2) this is good . (0.5) S: ~Okay ~	✔				seek agreement
112.	S: Umm ok I'm not sure but (0.4) where are e hydroponics crops eee grown?	✓				Avoid disagreement
113.	T:and number ↑five? (1.0) S: Eemm (3.0) eh I think it's really	✓		✓		-give hints (instead of saying "I don't know")

No.	Utterance					Notes
	wr- wro:ng (1.0) <it's better to don't read> T: Yeah (0.2) this is good . (0.5) S:~Okay ~					-Exaggerate (stated happily)
114.	T:How can (0.3) the land (0.8) being conserved, T: ↑yeah that's true. (0.5) S: ↑Really(heh) ? (0.6) T:Yeah(hehe) (0.4) S: (ehehehe) ~ [ok thanks .~	✓ ✓				-Exaggerate (interest, approval, sympathy with the hearer) Giving gift to the hearer (goods, sympathy)
115.	Yes and the answer I think is transportation so…		✓	✓		-hedge / Not sure about the truth of the utterance - ellipsis (be incomplete)
116.	Hi	✓				- use in-group identity markers
117.	S: I'm good thank you: (0.2) a:nd actually: (0.9) I don't remember much from last ↓session .hhh (0.3) but (0.5) I think if that ↑was last session I remember that (0.4) Ee our grammar part was again just (0.3) (were) (1.0) Again passive	✓				- Exaggerating interest, approval and sympathy with the hearer
118.	S: Hi, (0.5) [hi, nice to see yo]u:	✓				use in-group identity markers
119.	S:we did some exercises related to grammar which was passi:ve a::nd (1.0) what el_se? (1.0) (ehehe) (0.9) I remember [just T: [~ That was all ?~ S: NO, I- I've been so busy: (0.5) I just woke up aaa (0.6) [I haven't] >you know< come up ye:t (0.8) but yeah that's all I [remember.]	✓		✓ ✓		-Rhetorical question - give hints -avoid disagreement
120.	S: Emm I think (0.3) even for- I'm not sure about fruits but for vegetables (0.5) I- I think one time we read in our book that too much of it <would cause a problem>		✓			Hedge / hesitant to commit to the truth value of the statement
121.	T:we shouldn't use too much? Of [honey. S: [No, honey is a really good thing (1.0) T: IS a really good thing? (0.4) S: Yes I think (.) .hh honey is one of the things that umm you know you can eat a lot and and it □doesn't you know □affect any[thing	✓	✓			-hedge / hesitant to commit to the truth value of the statement -Intensify interest to H

No.	Utterance					Strategy
122.	T:Mh-mm, Zeynab ? (1.0) S: Okay, Can you hear me teacher?	✓	✓			-Be conventionally indirect Use in group identity maker
123.	S: Eee can you please repeat the (0.2) pronun[ciation?]		✓			-Be conventionally indirect
124.	Hi, can you hear me ?		✓			-Be conventionally indirect
125.	S:Teacher can you hear me? (0.6) T: yeah (0.9) S2: Act<u>u</u>ally I typed my <u>sentence</u> .	✓	✓	✓		-Be conventionally indirect -Use in-group identity marker -Violate relevance maxim/give hits
126.	<u>OH</u> yes yes oh I didn't [see that]	✓				-seek agreement
127.	what's th<u>a:</u>t ?		✓			Question
128.	T:<u>Raisin</u>? (0.2) Keshme[sh. S: [Kishmish ? aha Yes (0.6) okay.	✓ ✓				-Use in-group identity marker -seek agreement
129.	[Should I speak?]		✓			question
130.	S: you should start if you want to start (0.6) go ↑ahead.(student to student)	✓			✓	Offer Bald on-record
131.	S: Okay, (0.2) I'm sorry. .hhh yes I ag<u>ree:</u>, about the <u>stu</u>dents	✓	✓			- apologize - seek agreement
132.	S: Eee I k<u>n</u>ow ee do you mea:n in the sch<u>oo:</u>ls?		✓			-question
133.	T: … you mean aaa your appearance is more important than your health (1.0) <u>Pe</u>ople pay attention to their appearance? S: <u>Yes</u>, yes, As you get older you (.) <u>pay</u> aa attention to these things actually it's not just about appearance .hh (0.5) you know, bei:ng <u>fat</u> is part of your heal<u>th</u> (0.5) □not just appearance.□	✓				- Avoid disagreement
134.	S:yeah I agree because when you are in high school and <u>coll</u>ege (0.3) that's the exact age that you don't <u>care</u>. (0.5) about what you eat that ↑much (0.2) and if- even if you always (0.3) eat unhealthy ↑stuff (1.0) as like ee Fateme said (0.2) it would make you fa:t and ob<u>e:</u>se but (0.4) in that age also >a lot of< people have eating disor↓ders and they (0.2) be<u>cause</u> they want to maintain (0.7) a good and fit ↑body they would eat less and starve themselves (0.5) and that (0.3) I think that ( ) too.	✓ ✓				- seek agreement - seek agreement

135.	Ee number 2 right?		✓			Question
136.	S5:Aha, okay. (0.4) Ee with (1.0) /tʃ/emicals which may [protect T: [No no no no no don't say /tʃ/ (0.4) it's /k/ (0.8) chemical. S5: Aha:, (3.0) aa okay.	✓				- seek agreement
137.	T:what about Other things do want to change (0.5) some of your eating habits? (1.0) S: W<u>e</u>ll, maybe number two(hehe) .hhh don't let di(heh)nner with your Ee with friends make you hea(heh)vier .		✓			Hedge
138.	T: SEvil? (1.0) Num[ber fou:r.] S4: [can you hear] me? (0.6) T: yeah . (0.7) S4:Mm number Fou:r ee	✓	✓			Be conventionally indirect - Seek agreement (repetition)
139.	S:Teacher can you repeat your sentence I didn't heard the <u>last</u> (0.7) ⬜part of it.⬜	✓	✓			Being conventionally indirect Use in group identity maker
140.	S: Emm (.) What we should do: (0.9) I'm confused .hh (0.5) .hhhh ABaout part C?		✓	✓		-question -violate relevance maxim
141.	T:were you [In the class?] S2: [<u>YE:S</u> I'm in the ↑cla:ss and I listen to Eee Parnia, but Eee (.) we should talk about part C? T: Part C yeah, ⬜that's true.⬜ (0.2) S2: Okay, okay	✓	✓			-Avoid disagreement/white lie - question
142.	Teacher sorry Elisa's voice is not clear.	✓		✓		-give hints - Use in group identity maker
143.	T:>DO you have hands-free?< (0.5) guys. (2.0) S2: I ha[ve]	✓				-seek agreement /repetition
144.	It really deli<u>ci</u>ous so<u>:</u>: (1.0) maybe I (1.0) change my (0.3) >habits.<		✓			Hedge/ The speaker is not taking full responsibility for the truth of the utterance
145.	T: Eli↑sa (0.8) number three . (0.4) S3:Number three Mmm asparagus? (0.9) T:Asparagus.	✓	✓			seek agreement /repetition - question
146.	T: Numbe:r One (3.0) Parnian . (3.0) S1: Number one, the sugar in soda	✓				seek agreement /repetition
147.	T:You wanted to talk about last session . a.(0.8)					seek agreement

	S: O:k	✓				
148.	T: <about food> general- [generally.] S: [Yea:, because I had- (.) I had a prob↓le:m (0.5) stomach proble:m (0.5) ee because of tha:t I pre:fer to eat more healthier food	✓				seek agreement
149.	O:k:, so: ( ) ee you don't like sweet things except [fo:r chocolate?] S1: [yes .yea] ye(hehe)s.	✓				seek agreement
150.	T: Ok:↓ (0.5) So:: answer number fou:r . (0.8) S:<Number four ok .> (0.3) .hhhh ee↑why will vertical farming probably make food cheape:r ?	✓				seek agreement /repetition
151.	T: O:Kay like a single yeah? (0.9) S:Yeah, (0.4) ( ) happier than ever.	✓				seek agreement
152.	T: Okay, so let's check together, any volunteer? (4.0) Umm Sevda? (1.0) S: For number two yeah?		✓			Question
153.	T: Par↑nia (.) make a sentence (2.0) a::nd also:(0.3) S1:Yes ((caugh)) (0.4) okay (0.4) Uummm (0.4) .hhhh we:: ee most of the time we add hibiscus (0.5) into our tea .	✓				seek agreement
154.	A:nd ee Sevda do you know about avocados? (1.0) S: Avocados, it m- it might be good for skin and the benefit is that it would prevent it from aging.	✓				seek agreement /repetition
155.	T: And ↑Elisa, you tell me abou:t (1.0) mushrooms (2.0) Elisa? (0.4) S:.hhhh Mshroo:ms (1.0) it's good fo(.hh)r your (0.6) Immune system	✓				seek agreement /repetition
156.	T: A:nd Zeynab, you tell me abou:t (1.0) umm Chili Peppers. (3.0) Zeynab? (0.8) S:okay umm (1.0) Chili Peppe:rs ee increase the metabolism which .hh[hh contribute to] [metabolism, metabolism] (1.0) S: Yeah yeah,	✓ ✓				seek agreement /repetition seek agreement
157.	T: And Fateme, you tell me abou::t (0.8) ↑Apples. (3.0)	✓				seek agreement /repetition

	S: Appl:e, aaa it ma- may be good for your liver and muscles					
158.	T: Raha, you tell me about pineapple (0.8) and milk (1.0) no, >no no< only-only pineapple. (0.4) S: Okay, .hh Pineapple maybe good for ee the digestive syste:m a:nd (0.4) it helps you from getting an upset stomach.	✓				seek agreement /repetition
159.	T:And tell me about milk, soybean and tofu: . (0.7) S:↑Yeah , okay it's good for our teeth and bo:nes	✓				seek agreement
160.	Well ee actually can we say Have because it says several me↑thod<u>s</u> .	✓				Include both S and H in the activity
161.	) umm can we say how many have several methods been developed ?	✓				Include both S and H in the activity
162.	1. methods is plural here . a. (0.8) 2. S: .hhhh has any (1.0) method been developed ? (2.0) we delete a-any.	✓				Include both S and H in the activity
163.	Emm (.) What we should do: (0.9) I'm confused .hh (0.5) .hhhh ABaout part C?	✓				Include both S and H in the activity
Positive politeness include single words like "ok", "yes": 47 times						

Appendix B. List of flouted maxims used by students

No.	Utterance	Quantity	Quality	Relevance	Manner
1.	T:Yea:: it was Perfect Elisa:, [detailed and clap for your(h)self.] ((claping)) S: Thank you, **That wasn't good like Parnia hh.**	✔ Modesty -The student reaches politeness by maximizing praise to others			
2.	T:[lemon jui:ce?],[and you fainted? S:[I don't] (0.2) [Yea, **I like i:t** . (eh h) **I drank the whole Cup (heh).(1.0) like [mug, big one]**	✔ Giving more information to give hints about why she fainted			
3.	T:[You didn't eat breakfast:: ? You- you [didn't used to] S: [Only if I] was able to **<because>(0.5) when you wake↓ u:p (0.2) I <have school> and I couldn't just get out of the class and go eat breakfast (.)**	✔ Give more information			✔ Too wordy-instead of saying "I didn't have enough time"
4.	T:I <don't usually eat them> [because when I eat the:m] I: feel like I'm hungry:= S: [Yea I can just eat as] T: =an- and afterwards I feel I'::m ee ↑Starving and I need to eat lots of food. (2.0) S:No, I:: <it sometimes it happened I'm not proud of i:t (0.2) but I would just get salt and eat salt . T:.hh Yea: [and S: **[That our salt were empty: fast <and my mum was like> Don't Eat ↑Sa:lt (eh h[h) . i:t's (0.5) yea: (hh) . [I rea]lly like it.**	✔ Give more information to stress something			✔ She could just say "I really like sour and salty stuff"
5.	S: I really like that ( ) when I feed ☐one or☐ ↑two: then I can't eat more, but I love the:m, but mm I can't keep eating ☐them but (.) with sour and salty stu:ff I can eat them all da(hh)y.				✔ not orderly
6.	T:do you like it? (0.5) (hehh) [Raha:?] S: **[Emm] (1.0) I haven't tried it (hehe)**				✔ She doesn't know
7.	T:Parnia says chocloate . (1.0) S: **What is wrong with me: I read Lavashak La:va: (0.2) shack and I was <like what is- what does it have to do with lava: (hehehe)**			✔ Not relevant to context of the speaking	
8.	T:ok↓, And Parnian what's your idea? (0.8) S1:Mm can you hear me:?			✔ To make sure her voice is connected	
9.	T:and you don't eat sweetie:s or a cookie::s (0.8) S1: Sometimes (.) maybe (hehehe) .hh ↑not mu[ch you ↓know				✔ Not precise Ambiguous
10.	[Raha]<what about you ?> (1.0) S2:**actually (.) yea:h sorry I was (.) gonna ask am I suppose to be o:n (0.5) . I <do(hhh)nt know> ok.** (.) emm so::: about me I (.) s-soda: I like it, but .hh if I eat that more than: you know one: (.) glass of it then I'm not- >I don't want any more of it< = it's like normal .			✔ Sarcastic - she wanted to state her idea about the topic being discussed too	
11.	T: Ok:, Fateme [says I don't like] ↑Ice [cream that much☐ .] S1: **[I prefer to drink dough.]=**			✔ Ignoring teacher- two	

#	Transcript			
	S2:[=↑yeah (.)I] like dough but only some [specific]brands . (0.8)[some] I don't like at ↓all			students are talking about a comment that another student left in the message box
12.	T: I: <haven't> (1.0) drink? (0.7) Bacheha: is it ? (0.6) is it true I haven't drink ? (1.0) S1: Eemm[mm [drank? S3: [drank?	✔ ✔ Not sure about the answer		✔ ✔ Instead of saying yes or no they indirectly ask if their answer is correct or no because they are not sure
13.	T: Y:ea:h I: think Iran is not< that much ↑Mode:rn (hehe) and [(heh)develo(hh)ped (hhhh) ma(hh)ybe .hhh S: [(hehehehhh) (0.7) T: Ee Maybe in Tehran (.) o::r= S:=<You know>			✔ She uses "you know" as an irony -it can be implicated that the student has the same idea as the teacher (showing agreement)
14.	T: Parnia: you tell me: (1.0) S: Uumm I just write it		✔ Teacher wants her to say orally but she insists that she wrote it	
15.	S: Ye:s, but I usually woke up- wake up la:te and I have to just ↑Go now I'm (0.5) pretty >on a healthy kind of< life [s(hh)tyle] I gu(h)ess T: [diet] (0.7) S:Ye(eh)a			✔ Too wordy Teacher says" diet" to remind her she can use this word instead of explaining
16.	T:Im↑ports or export which [one ? S: [exports, ↑Expor[ts (.) ↑send to other] countries.	✔ To Give Clear Information		
17.	T:[Aha aha] (0.7) yea [yea, export□.] S: [yea] (0.5) □yeah□. (1.0) T: Ok:: (0.4) an:d yeah: these [days it's happe]ning a ↑lo:t (0.5) = S: [and, yes:] T:and (0.5) we ar experien[cing food □shortage□. S: [↑ALso it's a great busi↓ne:ss for our country::	✔	✔ To complete what she said previously about exporting goods	
18.	T: How are you? T:I'm- I'm actually really happy (hhh) and excited [that's] why I: (0.5) >yeah< and I = T: [really?] S: =want to share my excitement with ↑you:(hehe).	✔		✔ Too wordy as a greeting statement/too stress something -she tries to raise intimacy
19.	S:[(Sure) but we should have to wait in two ↑months. T:[I know ( ) (0.8) T: In two months . (0.7)	✔ Giving more information		

	S:Yea, (0.7) [↑but (.) tomorrow she will also release a new song, tomorrow				
20.	T: thank you for sharing this thing (.) beca::use Ee I can feel your energy: and your Positive vi:be, (0.5) actually it makes me feel better. [(heheh) thank you. S: [but I couldn't] help (0.2) not to share it with you:, I Couldn't Keep it to myse(hhh)lf				✔ Too wordy – instead of saying you're welcome /Stress her passion about something
21.	T: An:d she's ↑heart broken right now? (0.3) did she (0.4) tell you that she's (0.2) umm feeling b:ad about this thing she's fee[ling upset ?] S: [she didn't]told me anything but because I really don't want to hurt anyone feeli:ng (0.4) it was little hard for me (.) but I was tired of this situation either, .hh my friends told me after our exam that .hhh why do she- why do you always respond her message and answer her? you just have to(heheh) ee ignore his (0.4)	✔ Give too much information -to express the situation she had with her friend	✔ Not relevant to what teacher asked		
22.	T: [So you can talk to her,] (0.8) you can talk to her directly .hhh and tell her that she's doing it and you don't have enough time . (0.5) S:I ↑know [what's funny] T: [that's- that's not a] wrong thing. (0.3) S:yeah,[you're right] but you know what's funny? she is (0.3) she was the one = T: [hehe] S: = who always, always (.)had a bad (situation) with me last year .	✔ Give too much information -to express the situation she had with her friend	✔ She exaggerates to express she was totally innocent		
23.	T: umm she wants to ruin your relationships? (0.9) S:She wanted to yeah, but right now she don't have any(hehe) (0.6)thing to do .	✔			✔ She means she won't let her to ruin their relationship
24.	T:but you didn't do anything wrong< don't worry about that, actually we can't umm (0.5) we can't be: (0.8) we can't always be (0.6) Eeee good (0.4) with other people, we can't (.) always be friendly we can't, actually this is not something that we can do: so (1.0) Fee(hh)l (0.7) umm ↑BEtter right now (hehe). (0.4) S:Yeah actually I do:, .hhh like umm one of my [friend um] (0.8) yea, one my = T: [don't do ( ) it] S: friend she: (.) it was a week that >she didn't want to talk< to anyone or…	✔ she exemplifies and gives more information about another situation to express her agreement with the teacher			
25.	T:[Do you want to finish this ( )] S: [(hehehehehe)] (0.3) Okay (heh) Ee I was ( ) (heheh) moda- (hehe) modal verbs we use them and then <we put be:> (0.3) plus pa(hehe)st participle of the ↓verb [it's all]= T: [( )] S: =you said (.) yeah, a:nd we said that >if you want to mention< the doer in our sentence just need to .hhh use by before eee saying the name of that person (0.8) that was a(hehe)ll	✔ She explained too much about the topic and teacher asked her to finish			✔ Not precise and brief as was expected
26.	(context: talking about a music company) T:↑Richer than singers huh? > (0.3) ↑Aren't they like this <, I heard about this thing i-is it a fact? (1.0) S:Umm pardon me: can you please (.) umm (0.9) [repeat?]			✔ She didn't hear because of technical problem	✔ She means "I couldn't hear you"
27.	T: So when they become a professional artist, (.)		✔ She is not		

|					
	S:Maybe: (0.6) [after] (0.5) some years maybe after .hhhh (0.2) IT depends on the <u>singe:r</u> =		totally sure		
28.	T:So: there's a (0.4) <u>shared</u> amount of <u>mo</u>ney and it wil be umm higher? after some years. (0.2) S: yeaH (0.7) T: yeah, okay yeah I get it I >didn't [know.<] S: [**and aaa (.) Big hit company was (0.2) aa I mean the ma- the ↑<u>boss</u>, was so:: she- umm .hhh (.) what was tha:t (.) <u>POor</u> (ehehe), was so poor (hehe) [.hhh**	✔ Giving extra information to clarify about the great effect of BTS group to help the company become wealthy		✔ Not being relevant at the time of the speaking	
29.	T:Ee I know that you know lots of things about celebrities or at least you know <u>lots</u> of news in:: <that are> in the YouTube. (1.0) S: Ok so<u>::</u> (0.5) [actually] (0.4) **there is this ↓thing, .hh recently I've- there's I've been (0.4) really (0.5) not ac↓tive that much .hhh (0.7) ee and (0.5) and I don't really know that much ne<u>ws</u> (0.5) and yea all I know yeah is when I go to (0.2) >I haven't even visited Instagram properly< like .hhh I just go and you know like [all the po:sts]** T: [what about YouTube?] (1.0) S: **YouTube, there is not (.) I haven't you know watched anything in a long time Be<u>cause</u> .hhh I've been <u>just</u> bus<u>y</u>: with a lot of work and all I do is (0.3) go to tiktok watch some funny videos come back to work (1.0) [and yeah I don't know]**	✔ Giving too much information - to soft her statement			✔ Nor precise - giving more information to clarify the reason and saving the teacher's face - not orderly ✔ Not brief
30.	(context: talking about news) S: [Ariana Grande is] getting married this is such a huge [news **and no one knows**		✔ Exaggerated statement -by "no one " she means most of the people she knows are not aware of this news		
31.	T: maybe: <u>a</u>ctually: emm she's ↑<u>fa</u>ding away and there are some celebrities that they are ↑more ~ <u>fa</u>(heh)mous so people pay attention to [↑them. ~ S: **[oh COME O:n (.) she's Ariana Grande**.				✔ She means her favorite singer is really famous
32.	T: Parnian, do you have any idea: about (0.4) number three? how do we use how many? (1.0) **S:Well ee actually can we say Have because it says several me↑thod<u>s</u> .**			✔ Instead of answering she make a question because Not sure about the statement	
33.	so- so we <u>sh</u>ould use the <u>fo</u>rm that Uummm (0.3) Raha is (0.4) >using?< (.) you mean? **S: I think she: use <u>has.</u>**	✔ Not sufficient information			✔ Instead of saying "no she is wrong" the speaker indirectly refers and stress the part that another student made a mistake about – minimize imposition to save her face
34.	T:Can we say has any method been (1.0) yeah? (1.0) s<u>o</u>: ee what do you say instead ? (0.8) S: No I- I say it said method<u>S</u>, so: it's because (0.5) gene↑ral should have (0.5) but about		✔ She is not totally sure about the answer		

#	Transcript				
	h-to use how many (0.4) umm **can we <u>say</u> how many have several methods been devel<u>op</u>ed ?**				
35.	T: Fo::r numbe:r, number <u>three</u> first. (1.0) S:　　　　**Mmm (1.0) .hhh I write ee like Raha,** (0.5) has (0.6) .hhh any me<u>th</u>ods been develo<u>ped</u>				✔ She means like the other student; her answer is not correct too
36.	T: [Yeah if we use] have it is al<u>right</u>, but (.) don't use ha:s (0.4) when you have methods . (.) S:　　　　.**hhhh you know I <u>wr</u>ote <u>h</u>ave at first .hhh but I: mm delete(heh)d and I (0.4) write the ha:s .** **(0.5)** **T:　　　Mh-mm** **(0.5)** **S:　　　which one is true:? .hhh**			✔	
37.	T: and number ↑five? (1.0) S:　　　　**Eemm (3.0) eh I think <u>it's</u> really wr-wro:ng (1.0) <it's better to don't read, >**				✔ She means that she doesn't know the right answer /To avoid unpleasant Situation
38.	T:Shou(he)ld co(he)sts would be reduced by urben vertical farming (.) No no it-it is asking about transpor<u>ta</u>tion. (0.4) S: **Yes and the answer I think is transportation so**	✔ She has no provided enough information			
39.	S: we did some exercises related to <u>gra</u>mmar which was pass<u>i:</u>ve a::nd (1.0) **what els<u>e</u>?** (1.0) (ehehe) (0.9) I remember 　　[just T: [~ That was all ?~ S:　　　**NO, I- I've been so busy: (0.5) I <u>ju</u>st woke up aaa (0.6) [I haven't] >you know< come up=** T: [hehe] S:　　　= <u>ye:</u>t (0.8) [but yeah] that's all I [remember.]	✔ She has provided not enough information because she doesn't remember much		✔ Being irrelevant to explain she is still confused and doesn't remember much from previous session	
40.	T: IS a really good thing? (0.4) S: **Yes I think (.) .hh honey is one of the things that umm you know you can eat a lot and and it □doesn't you know □affect any[thing**	✔ Giving too much information	✔ The speaker is not taking full responsibility for the truth of the utterance		
41.	T: Sevil you tell me. **[Teacher can you hear me?** (0.6) T:yeah (0.9) **S2:Ac<u>tu</u>ally I typed my <u>sen</u>ten<u>c</u>e .**			✔ Being irrelevant To check the voice connection	✔ To stress something/ She reminds the teacher that she typed her answer that means she participated in answering questions and noticed the question/
42.	T:Mmmm (1.0) <u>ap</u>ples (1.0) for ↑muscle? (.) S: yes, **the last <u>li</u>ne .help you build st<u>ro</u>ng muscles**. (1.0) T: <u>RAI</u>sains (0.2) can help you build strong muscles.=	✔ Give more information to clarify			

	S: = <u>OH</u> yes yes oh I didn't [see that]				
43.	T: So<u>::</u> this is the sen<u>te</u>nce let me repeat it the average high school or <u>co</u>llege student has poor eating habit (4.0) You agree or disagree? (1.0) [who wants] to start?= 35 S1: [Should I speak?] S2: I … (2.0) S1: you should start if you want to start (0.6) go ↑ahead. (0.6) S2:Okay, (0.2) I'm sorry. .hhh yes I a<u>gree:</u>, about the <u>s</u>tudents a:nd (0.4) >you know< **if you mean um in the universitie:s**				✔ She didn't notice the question fully so she is indirectly asking for the teacher's guide
44.	□you're very welcome□ (0.4) SEvil? (1.0) Num[ber fou:r .] S4: [**can you hear] me?** T: y<u>ea</u>h .			✔ To make sure of voice connection	
45.	Sevil (0.3) and (0.6) Eli<u>sa</u>: you tell me . 38 (2.0) S: **Can you hear me?**			✔ To make sure of voice connection	
46.	T:You were talking about the <u>s</u>ugar in <u>so</u>da, It will cause your blood pressure to rise, so will you change this hab<u>it</u>? (1.0) S2: .hhhh <u>Yes</u>, .hhhh maybe because aaa actually my dad ee ((caughing)) always when I drink the so<u>d</u>a said that (0.5) that's bad for mm blood fre-<u>pre</u>ssure and something like that .hhhh I Wan' it to: (1.0) ee don't me (0.6) drink it every Mmmm .hhh <u>day</u> that I'm (.) eat my food but I ca(heh)n't .hhh	✔ Extra information			✔ Ambiguous (Lack of linguistic competence)
47.	T: O:Kay like a single yeah? (0.9) S:Yeah, (0.4) ( ) **happier than ever.**	✔ Extra information			
48.	[<I don't th]ink we have it near here> (.) at least .		✔ The speaker is not taking full responsibility for the truth of the utterance		
49.	Yes and the answer I think is transportation so…		✔ The speaker is not taking full responsibility for the truth of the utterance		
50.	S: Emm I think (0.3) even for- I'm not sure about fruits but for vegetables (0.5) I- I think one time we read in our book that too much of it <would cause a problem>		✔ The speaker is not taking full responsibility for the truth of the utterance		

چکیده

این مطالعه سعی دارد راهبردهای ادب و معانی ضمنی مکالمه را به عنوان دو موضوع اصلی کاربردشناسی زبان در تعاملات شفاهی زبان‌آموزان و معلمان ایرانی در کلاس‌های آنلاین زبان انگلیسی تحلیل کند. در کلاس‌های زبان انگلیسی، زبان بیشتر به عنوان وسیله‌ای برای یادگیری استفاده میشود و نه ابزاری برای ارتباط با دیگران. در نتیجۀ این نقص آموزشی، زبان‌آموزان از نظر زبانی توانمند، اما از نظر ارتباطی دچار مشکل میشوند. در چارچوب مهارت‌های ارتباطی، مفاهیم کاربرد ناسی مانند راهبردهای ادب و معانی ضمنی مکالمه عوامل کلیدی در ایجاد ارتباطات مؤثر و مناسب هستند. بدین منظور در این پژوهش با رویکرد توصیفی- تحلیلی به بررسی این مفاهیم پرداخته شد. داده‌ها از ۹ زبان‌آموز در سطح متوسط رو به بالا جمع‌آوری و فیلم گفتگوی آنها ضبط شد. داده‌های جمع‌آوری‌شده در چارچوب نظری استراتژی‌های ادب براون و لوینسون (۱۹۸۷) و اصل تعاون گرایس مورد تحلیل قرار گرفت. داده‌های ما نشان داد که زبان‌آموزان از هر چهار نوع راهبرد ادب از جمله ادب مثبت، ادب منفی، استراتژی غیرمستقیم و استراتژی مستقیم استفاده کردند که در این میان راهبردهای مثبتی که بر یک زمینه مشترک مانند جستجوی توافق تکیه می‌کنند در تعاملاتشان بیشتر تکرار شده بود. عواملی که در انتخاب این راهبردها مؤثر بودند، عمدتاً ابراز همدردی، رعایت احترام، کاهش رفتارهای تهدیدآمیز وجهه و تقویت قرابت بود. این بدان معناست که شرکت‌کنندگان در کلاس درس کاملاً مؤدبانه رفتار می‌کردند. علاوه بر این، در رابطه با نادیده گرفتن اصول گرایس زبان‌آموزان هر چهار نوع اصل از جمله اصل شیوه، اصل کمیت، اصل ارتباط و اصل کیفیت را رعایت نکردند. تسلط ضعیف واژگانی- دستوری، فضای دوستانه کلاس و انتظار معلم از زبان‌آموزان برای صحبتِ بیشتر از عوامل اصلی بود که در آن زبان‌آموزان به طور معمول اصل روش و کمیت را رعایت نمیکردند. علاوه بر این، در موارد معدودی، دانش‌آموزان برای رسیدن به ادب، اصول گرایس را نادیده انگاشتند. هدف آنها از این کار، کاهش کنش‌های تهدیدآمیز وجهه و افزایش صمیمیت بین طرفین بود. یافته‌های این مطالعه پیام‌های آموزشی برای معلمان زبان، زبان‌آموزان و و طراحان برنامه درسی به همراه دارد.

کلمات کلیدی: راهبرد ادب , اصل تعاون گرایس , زبان آموزان ایرانی , تعامل کلاسی
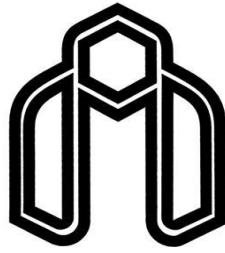
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در تعاملاتِ کلاسیِ فراگیران زبان انگلیسی

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