ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

On Positive Politeness Strategies of Teacher Talk in English Classroom Teaching for Non-English Major Undergraduates

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Abstract: *Politeness plays an important role in the communication. In English class， teaching and learning can be realized by the communication between teachers and students. Therefore, how to reflect the phenomena of politeness and how to choose appropriate politeness strategies is significant for English teaching. By reviewing theories and studies concerning politeness strategies in teacher talk, this study is conducted in the framework of Brown and Levinson's (1987) politeness theory. After observing, recording and interviewing 12 college English classroom teaching, the author of the study adopts qualitative analysis research method. From the data by observation, recording, the study revealed that 6 positive strategies such as "Notice and attend to H or hearer (his interests, wants, needs and goods)", "Include both S and H in the activity" and "Give gifts to H (goods, sympathy, understanding and cooperation)" are employed in the college English classroom teaching. After transmitting recorded interview materials into written materials, the research found the reasons for college English teachers to employ positive politeness in English classroom teaching are: the dilemma of English learning, the change of teaching focus and the special characteristics of college students. As how positive politeness strategies help facilitate English classroom teaching, all the interviewed English teacher think that they help create harmonious atmosphere and encourage students' learning motivation and confidence.*

Keywords: *Positive politeness strategy, Teacher talk, College English teaching, College English learning*

1. Introduction

1.1. Background of the study

In china, college English classroom teaching has shifted from the traditional teacher-centered approach to student-centered teaching model. In most cases, all classroom teaching proceeds via a process of interaction, and can proceed only in this way. Politeness is likely to occur wherever people interact, so classroom interaction is not an exception. In the specific context of English classroom teaching, the teacher-student interaction naturally forms an interpersonal relationship in a special social environment. Generally speaking, the strength of teachers (here refers to the teacher's social status, knowledge level, the authority of the target language, the power distribution and the relationship and hierarchy gap with students) is far beyond the students. When the teachers organize and carry out classroom activities, they must choose proper politeness strategy to protect both their face and the student's face needs and make the students participate in all kinds of classroom activities actively.

1.2. Literature review

Politeness as a research subject in linguistic pragmatics has not yet become significant until the 1970s, especially the late 1970s when it became a major concern in pragmatics. The impulse to the study of politeness came from H. P. Grice's Cooperative Principle. Some scholars have found that just the Cooperative Principle cannot fully explain why people violate the cooperative maxims in certain of communication. The reason is that people want to be polite in communication at most of time. During last three decades, there are various theories on politeness. Lakoff (1973), Leech (1983), Brown & Levinson (1978,1987) and Fraser (1990), all have their own theories on politeness, among which, Leech's theory of politeness principle is the most famous and Brow & Levinson's politeness theory is the most influential.

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

According to Watts(2003), politeness researches since the 1987 republication of Brown and Levinson in book form can be grouped roughly into five categories as follows: (1) criticisms of Brown and Levinson's politeness model; (2) empirical work on particular types of speech activity; (3)cross-cultural comparison and contrast; (4) the application of politeness models; and (5) sporadic attempts to suggest alternative lines of enquiry.

In china, the real study of politeness in linguistics began in the 1980s when pragmatics was introduced into china. The past several decades has witnessed the progress of Chinese politeness research, which consisted mainly of attempts at testing the validity of the claimed universality of western politeness theories, exploring the features of Chinese politeness and formulating its own theories. Some scholars (e.g. Chen Rong, 1986; Liu Runqing, 1987 and He Zhaoxiong, 1989) have introduced the findings of politeness study in the west; several other scholars (e.g. Gu Yueguo and Xu Shenghuan, 1992) have made some modifications of the western politeness theories.

With the development of pragmatics, politeness tended to be a spotlight of academic interest, arousing increased attention from scholars in different fields. Among those, teacher talk, which is combined with politeness, is a most popular one both in China and abroad.

Tarone and Yule (2001) thought that teacher talk in classroom teaching and politeness strategies are an organic combination.

Johnson and Rizzo (2004) proposed a model of politeness in tutorial dialog, which they believe it can engender a more positive learner attitude, both toward the subject matter and toward the tutoring system.

Wang (2014) examined the politeness strategies of teacher talk in classrooms of postgraduate English program.

Liu (2009) analyzed the pragmatical function of teacher talk by using "Face-saving theory". Then he concluded the applications of this theory for foreign language teaching.

Liu (2018) carried out a study on politeness strategies of teacher talk in senior high school English classroom.

On the basis of a number of related studies, we find that teacher talk has been studied more and more frequently and it is essential in foreign language teaching. And there were some empirical studies analyzed the application of politeness theory in teacher talk in English classroom teaching, however, little attention was paid specifically in positive politeness strategies in teacher talk of college English classroom teaching. With the increasing awareness of learn English well and the strict criteria for college English students, it is urgent to examine the college English classroom teaching in China in depth. So based on the former researches, this research focus on analyzing what positive strategies English teachers employ and how they can enhance students' learning interest and achieve the best teaching effect.

1.3. Significance of the study

By reviewing theories and studies concerning politeness strategies in teacher talk, this study is conducted in the framework of Brown and Levinson's (1987) politeness theory. After observing, recording and interviewing 12 college English classroom teaching, the author of the study adopts qualitative analysis research method. This study aims at investigating the application of politeness theory in teacher talk in undergraduates' English classroom teaching, and finding out how positive politeness strategies used by teachers help improve teaching qualities and set up harmonious atmospheres in English classroom teaching.

1.4. Statement of the problems

This study is specifically answering the following three questions:

(1) What positive politeness strategies do English teachers employ in their college English classroom teaching?

(2) Why do English teachers adopt these positive politeness strategies?

(3) How do English teachers facilitate their teaching by the application of these positive politeness strategies?

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

1.5. Theoretical framework

1.5.1. Politeness Strategy

Among all the politeness theories, the most popular and influential one is put forward by Brown and Levinson (1978, 1987). In their book, Politeness, some universals in language usage, Brown and Levinson develop their face theory. Brown and Levinson's face theory contains three basic notions: face, face threatening acts (FTAs) and politeness strategies.

The concept of "face", central to the theory of politeness proposed by Brown and Levinson (1978,1987), is claimed to be drawn primarily from the work of the noted American sociologist Erving Goffman, who defines "face" as "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact "(Goffman, 1967:5). Brown and Levinson extended this idea from Goffman's (1967) and considers face as "the public self-image that every member wants to claim for himself."Brown and Levinson assume that all competent adult members of a society are concerned about their "face", the self-image they present to others, and that they recognize other people have similar face wants. They argue that everyone in the society has two kinds of face wants. One is negative face, the basic claim to territories, personal preservers, rights to non-distraction—i.e. to freedom of action and freedom from imposition. The other is the positive face: the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appropriated and approved of) claimed by interactants.

According to Brown & Levinson, the need to produce an utterance which threatens the addressee's face and the desire to protect the Addressee's face (or the speaker's own) are in conflict, which leads to a polite utterance, mitigating the force of the face-threatening act (FTA). According to Brown & Levinson, politeness is the result of the interlocutor's politeness strategies used to protect the addressee's face. So, Brown & Levinson's theory is also called face-saving theory. Brown and Levinson (1987) categorized face-threatening acts into four major strategic classes: bald-on-record, positive politeness, negative politeness and off-record strategies. Bald-on-record is basically stating the message. Positive politeness entails showing respect to the hearer's wants or liking the message offered by the speaker (e.g., the expression of friendliness towards others). In negative politeness, the speaker avoids offending the other by showing deference (e.g., interrupting less, being less direct and using more hedges). An off-record strategy is used when the speaker is indirect, and he/she is avoiding imposition.

In Brown & Levinson's hierarchy, positive politeness strategy is mostly employed to minimize the distance between participants by expressing friendliness and solid interest in the hearer's need to be respected. Positive politeness strategy is approach-based. It is characterized by the expression of approval and appreciation of the addressee's personality by making him/her feel part of an in-group. In positive politeness strategy, the speaker performs the FTA with attention to positive face needs (the want of approval). It is directed at showing the S's concern with the H's concerns. The most frequent linguistic devices for the positive politeness involve three general types: 1) claim common ground; 2) Convey cooperation between H and S; and 3) fulfil the hearer's want. These three types of positive redress are conveyed through these fifteen different strategies:

Table 1 Positive Politeness Strategy

Types	Strategies
Claim common ground	Notice and attend to H or hearer (his interests, wants, needs and goods);
	Exaggerate (interest, approval, sympathy with H);
	Intensify interest to H;
	Use in-group identity markers;
	Seek agreement;
	Avoid disagreement;
	Presuppose/raise/assert common ground;
	Jokes;
	Assert or presuppose S's knowledge of and concern for H's wants;
Convey cooperation between H and S	Offer and promise;
	Be optimistic;
	Include both S and H in the activity;
	Give (or ask for) reasons;
	Assume or assert reciprocity and,
Fulfill H's want	Give gifts to H (goods, sympathy, understanding and cooperation).

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

1.5.2. Teacher Talk

According to Ellis (1994), teacher talk means teachers address classroom language learners differently from the way they address other classroom learners. They make adjustments to both language form and language function in order to facilitate communication. These adjustments are referred to as "teacher talk". Chaudron (1983) summarized from the linguistic perspective that "TT" is these speeches used by teachers which is characteristically modified in phonology, lexis, syntax and discourse. Sometimes teacher talk can be called teachers' language (Richard, 1992), teachers' speech (Ellis,1985) or teachers' utterances (Ellis ,1985) etc. Though they come in different shapes, they have something in common. They ae all the words spoken by teachers in class.

As to the function of teacher talk, according to Allwright & Bailey (1991), teacher talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior. Teacher talk is of crucial importance for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input that the learner is likely to receive. Hakansson (1986) points out that the amount and quality of teacher talk has a great effect on and is even a decisive factor of the success or failure of classroom teaching.

2. Methodology

2.1. Research Design

The study will adopt the basic qualitative research method. The research techniques include classroom observation, text analysis of the transcripts of teacher's talk and interview.

The classroom observation is conducted during the teacher's classroom teaching without informing the teacher and students. The classroom observation will last for half a month. The researcher will pretend as a student and seated among other students. The researcher will also use a mobile phone to record the whole class. During the observation process, the researcher keeps taking field notes on the positive politeness strategies teachers employed and observing the students' response.

The researcher will transcribe all teacher's talk after class. In the framework of categorization of Brown and Levinson's politeness theory, the researcher annotates and subdivides the positive politeness strategy in teacher talk into each category.

The researcher will conduct an in-depth interview with these English teachers after the classroom observation and text analysis of the recording transcription. The interview will last 20-15 minutes and it will be carried out in a small conference in a comfortable atmosphere.

Participant/Subjects/Respondents

The participants are 12 English teachers who shoulder the responsibility of teaching college English for freshmen of the whole university. They are from college English teaching office 1 of one university in Hunan Province.

2.2. Data Collection Techniques

In order to add the validity of the research, the study will employ three research instruments.

(1) Classroom observation

(2) Text analysis of the transcripts of teacher's talk

(3) Interview

The classroom observation and text analysis of the transcripts of teacher's talk is mainly to find out what positive politeness strategies are employed by English teacher. Interviews with the college English teachers are to explore the reasons why they choose these strategies and how these strategies help them facilitate their teaching.

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

2.3. Data Analysis

(1) Take field notes while doing the classroom observation;

(2) Transcribe these recording into materials after listening to the recordings several times;

(3) Identify and annotate the positive politeness strategies employed by college English teachers according to Brown and Levinsons' three categorizations;

(4) Do the in-depth interview and an interpretation of the reasons why they employ these politeness strategies after transcribing the interview materials;

(5) Elaborate how college English teachers facilitate English teaching through these positive politeness strategies.

3. Analysis of observation and recording

After collecting the data by observation, recording. These data revealed that 6 positive strategies such as "Notice and attend to H or hearer (his interests, wants, needs and goods)", "Notice and attend to H or hearer (his interests, wants, needs and goods)" and "Give gifts to H (goods, sympathy, understanding and cooperation)" are employed in the college English classroom teaching. By using positive politeness strategies, the teachers successfully narrowed the relationship with the students, established a good image, and made the students have more interest and confidence in learning.

3.1. Application of "claiming common ground"

The first device for positive politeness realization is "claim common ground". It usually tries to minimize the distance between the teacher and the students by emphasizing the solid interest in the hearer's need to be respected (minimize the FTA). It is found in the following strategies.

3.1.1. Notice and attend to H or hearer (his interests, wants, needs and goods)

Script 1: Oral presentation is a new challenge for all of you because you seldom do it in you previous English learning, but it doesn't matter, practice makes perfect.

Script 2: Paragraph translation, especially culture-bound paragraph translation is difficult because you think you don't know the equivalent translation for some words and phrases, but if you accumulate every day, things will become better.

Script3: All of our Chinese English learners get accustomed to translate when they read English sentences and paragraphs, but paraphrase, that is, use English to explain English is another skill you should get in college English learning. Just try and change your habit.

In the above teacher's talk, the teachers are able to identify that many freshmen were faced with difficulties and these students are in need of help, more importantly, propose their way of dealing with these problems. In this way, the teachers make the students feel that their needs and interests were noticed and attended to. By saving the hearer's positive face, they stimulate students' learning interest.

3.1.2. Use in -group identity markers

By using different ways to convey in-group membership, a speaker can implicitly claim the common ground with the audience. These includes in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. Since classroom teaching is a comparatively formal situation, dialect, of jargon or slang, and of ellipsis are rarely used. They often use the forms of address and inclusive pronouns to show their intimate relationship with the students.

1) Forms of address

In speech communication, address is the most widely used and frequently used words. It is often the first message to the other person. It not only reminds the other party to start communication, more important, it can straighten their relationship with the communication object and make the communication more smoothly. In the classroom environment, the beginning of a class is to begin with greetings, from the teachers' scripts, we found that in general, teachers start with:

Script4: Good morning/ afternoon/evening, beautiful girls/ladies and handsome boys/gentlemen!

Script5: Nice/Glad to see you all again, my dear friends.

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

Script6: Hello/Hi, everyone!

When the teacher asks the students to answer the question, he/she will kindly call the familiar students by their first names. When the teacher is not familiar with the students, he/she will call the students "gentleman" and "lady", which is to show his/her respect and good will for the students.

2) Inclusive pronouns

In order to strengthen the equal status with students, teachers also use the inclusive strategy. They intend to regard themselves as one of the students, and seek the same position with the students. The speech markers for this strategy we found in the scripts are "us" or "we". They are readily used to signify solidarity and call for students' action.

Script7: Let's begin/ come back to this topic/ first focus on this question

Script8: We will have a discussion now/ are going to talk about Unit 3 this week.

These teachers' talk show that when the speaker requests the students to take action, he includes both of the hearer and speaker in the matter, then the FTA is redressed. Through the form of the first-person plural "us" and "we", teachers regard themselves as one of the students. Teachers and students participate in teaching activities together, which brings the distance between teachers and students closer and enhances the harmony between teachers and students in class.

In addition to the first-person plural prologue "us" or "we" form, sometimes teachers also introduce controlled speech acts by using prologue words such as "I think", "I suppose" and "I believe":

Script9: I think we can stop here now.

Script10: I believe Li Juan has more to say to us.

Script11: Maybe first we should hear the oral presentations.

Script12: Perhaps we can have a group discussion.

In the above examples, the introduction of the opening words reflects the consideration of the teacher on the politeness factors: Suggestions, guesses, rather than orders, forcing students to carry out a certain activity, which reflects the teacher's consideration and care for the students. In this way , they try to maintain the positive face of the students.

3.1.3. Exaggerate (interest, approval, sympathy with H)

Script13: Oh, such a good story, what's going on next? Do you have the same experience now? Go on, please! So interesting! (with exaggerating voice and expression)

Script14: It seems a very fascinating experience! Come on, tell us more! (with big smile and expected expression)

In the process of students' oral presentation, the teacher found that some students' narration is relatively simple and the syntax errors are frequent. Instead of say "Oh, sit down please", the teachers use such words to encourage the students to finish the story. He exaggerates his interest in the students' stories and shows his interest in the students' stories with an exaggerated tone and expression, effectively protecting the students' enthusiasm to answer questions in class and thus maintaining the positive face of the students

3.1.4. Seek agreement

When the teachers find themselves do not agree with the students' opinion or find the students need some improvements in some aspects, if he directly denies the student, it is easy to hurt the student's face.

Script15: You may be right, but I think if you translated it in this way, it would be much better.

Script16: Very nice, and we will enjoy it much if you pay more attention to your intonation!

Script17: It's really a wonderful presentation, but if you can raise your voice a little, it would be better.

Script18: Your answer sounds reasonable, but if you think it over, I am sure you will find something more to say.

When the teacher is commenting the students' performance, we can feel that the teachers are not satisfied with the students' answers. Instead of directly deny and criticize the students, they express their meaning in a tactful way. We can find that they first approve and then propose their suggestions, so as to

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

save some face for the students. The teachers employ the strategy "seek agreement" to make them realize the last part of these sentences are the shortcomings of the students. In this way, students can feel respect and get recognition at the same time, which is conducive to the cooperation between teachers and students.

3.2. Application of "Convey cooperation between H and S"

As to this type, we can find the strategy "Include both S and H in the activity" was employed by the English teachers, and it mainly be achieved by asking questions. In the process of teaching, most teachers pay great attention to the skills of asking questions. "How to ask questions" in a certain sense determines whether students participate more or less, and in a certain sense determines the success or failure of the teacher's teaching. There are two ways of asking question that can achieve its utmost beneficial participation: one is motivational question, which refers to the questions raised when the teacher finds that the students' answers are not deep enough and the students need to further answer the questions. The other one is exploratory questions, which refers to a question that the teacher prompts the student to answer and correct an incorrect answer. We found the following "motivational question" in the English teacher talk:

Script19 T(teacher): Can you describe your feeling when you knew you were enrolled by this university, Jiang Li?

S (student Jiang Li): Good.

T (teacher): You feel good, right? Can you share more with us?

S (student Jiang Li): Actually, I feel extremely excited and almost laughter to tears because I have been working so hard during the past several years. And finally, it pays.

We have noticed that both of these questions maintain the positive face of students, who must use what they have learned to think and express in order to answer the question well. Teachers do not directly make negative judgments on students' answers, but guide them by giving hints and asking questions from different angles, so that they can not only solve problems but also develop a sense of achievement, which in turn enhances their sense of participation in the future, which is easy to form a positive interaction.

3.3. Application of "Fulfill H's want"

According to Brown and Levinson, "Give gifts to H" is regarded as a classic positive politeness strategy in that the speaker knows the Addressee's "human relations wants" to be liked and admired and tries to satisfy them. "Give gifts to H" is elaborated as giving "goods, sympathy, understanding, cooperation". (Brown &Levinson, 1987:129). Here gifts can be either tangible (e.g. awards) or intangible (e.g. compliments). Since in classroom teaching, it is impossible for the teachers to give real goods or awards to so many students, the gifts here are mainly embodies in the compliments. Compliments have also been characterized as verbal gifts by some researchers. People offer compliments in the same way as they offer gifts to underlie their cooperation and understanding of the hearer's desires.

Script20: You have done a very good/excellent job!

Script21: It's really a very wonderful presentation, I believe all of us have enjoyed ourselves.

Script22: Perfect translation. Sentence structure and vocabulary choice is excellent!

It seems that everyone has low self-esteem, therefore, everyone more or less like the compliments of others. As the saying goes, a word of compliments is like the sun shining on people's hearts. Without it, it loses its vitality. Compliments is also the lubricant of improved social relations. Visible, appropriate compliment, appreciation can make people get some psychological satisfaction and can be regarded as one of the ways to win others' favor and trust.

According to the recorded scripts, in order to improve the student's positive face, teachers show interest to the student's ideas, performance and achievements. compliments like the above teacher talk were used widely by college English teachers Actually, language that will hurt the students' self-esteem and self-confidence were seldom found in the recorded scripts.

4. Analysis of interview

The researcher conducted an in-depth interview with these English teachers after the classroom

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

observation and text analysis of the recording transcription. Through the interview, the researcher try to answer the stated questions why do you employ positive politeness in English classroom teaching and how these strategies facilitate their classroom teaching.

4.1. Reasons for college English teachers to employ positive politeness in their teaching

After transmitting recorded materials into written materials, the reasons for college English teachers to employ positive politeness strategies in English classroom teaching are mainly in the following three aspects.

4.1.1. The dilemma of English learning

With the rapid development of science and technology and the acceleration of globalization, the communication among countries, regions are more and more frequent and close. As the most common language in the world, English is widely used in international communication. In China, many people regard English as the golden key to work and enter the society in the future. Children start to learn English at about 10 years old, or even earlier, when they are at their elementary school, grade 3. However, from that time to the time they enter into the college, which means students have learned English more than ten years, their understanding of English learning is "memorizing words, learning grammar and doing test papers". They still feel shy to speak. Thus, mute English become a kind of indescribable pain in English teaching and learning! Dumb English is indeed a chronic disease in English teaching.

4.1.2. The change of teaching focus

Situation changes as students enter into the college. In college English teaching, especially in their freshmen period, the curriculum reform requires to change the classroom structure and teaching methods. The reform, in essence, is to reconstruct the new teaching relationship, that is, from "teaching center" to "learning center". This reform requires college English teachers to help students alter the previous "learning grammar, exam-oriented education" concept into a "application" and "practical" "learn to use English", that is, use English to communicate.

College English teachers tried their best to enliven the classroom atmosphere. The classroom activities were carried out in a variety of ways, such as dialogue, performance, oral presentation, discussion and debate, and students' free questions were also included. What is more important is to help students change the habit of passive learning to active learning. In this way, they hope, over time, students gradually from the original "dare not speak" to "I will speak, I can speak", slowly changed the "dumb English" state. But although many college students realize the importance of this change, many students are at a loss what to do when faced with the sudden change of teaching methods in the university.

4.1.3. The special characteristics of college students

College students are in their adolescence. In this special period, they are very concerned about their face and image, which makes them sensitive to the things around them, especially the words of others. In the classroom teaching, what kind of teaching talk teachers choose in their freshmen year is particularly important. If the teacher criticize them in classroom teaching, the students will think such criticism is disgraceful and difficult to accept, but if the teachers show concerns to the students' positive face, they will accept it happily, because they think the teacher's polite language respects them, and even the worst students will feel confident.

The interviewed teachers hold that thorough and profound professional knowledge is the basic quality of teachers. But a good teacher should also take care of students' inner thoughts and feelings. Along with the center of classroom shifted from the teacher to the student, the attention of researchers should adjust to students, such as their age, gender, interest and personality.

4.2 Analysis of Positive politeness strategies in facilitating English classroom teaching

All the interviewed teacher think teacher talk is functional and of great value. On the one hand, the teachers should use dominant speech act to control the whole class, however, on the other hand, if the teacher uses too much dominant speech acts, it will make students feel uncomfortable and makes the interaction into trouble. The application of positive politeness strategies help facilitates English classroom teaching in the following two aspects.

4.2.1. Help create harmonious atmosphere

Teaching cannot happen in a static environment, but in a dynamic environment, which means students

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

should get involved in the various activities as well as have interactions with teachers. How to interact with the students and how to create a good learning atmosphere are the most important things teachers consider. They even think the most essential aspect of being a good teacher is being able to create a harmonious and good learning environment.

In college English classroom teaching, the English teachers ought to make their students realize that to communicate with others in English is the final goal for them to learn English. Students should not just listen and repeat, but also should behave actively. In order to participate actively, they must feel confident about themselves then they will do or say what they want. Therefore, college English teachers should reduce the distance with the students to make them behave actively in the classroom and get involved in any classroom activities. Meanwhile, for each student is different from others, the designed learning process should be personalized. In this way, the teachers should use different politeness strategies or teaching methods in English language teaching to provide a variety meaningful language.

Positive politeness strategies of teacher talk can help create harmonious atmosphere in college English teaching. The harmonious atmosphere in class and friendly relationship with students result from appropriate and effective teacher talk.

4.2.2. Encourage students learning motivation and confidence

A good teacher needs to make sure that all students get the feeling of being encouraged from his teacher talk. If teacher talk makes students feel respected and trusted, appreciated and encouraged instead of make them feel embarrassed or threatened by mistakes, it means that teacher talk has positively affected the relationship between teachers and students, that is, teacher talk can perform its task to have a stimulating effect on students' learning. If teachers force students to learn by means of high pressure, it is impossible for them to achieve the optimal learning effect. Through praise and encouragement, students are delighted to not forget to continue to work hard and make persistent efforts.

Teachers should use more politeness strategies when they are teaching. Because all students need teachers' concern. Positive politeness strategy used by teacher talk is a good device for raising the students' motivation of learning English. Not only the teachers prefer positive politeness strategy through this investigation but also the students like it very much. On the one hand, the learners' confidence and courage will be stimulated in a harmonious atmosphere; on the other hand, raising the students' learning English motivation will achieve greater success in language performance.

Hence, it is necessary for the teachers to enhance the students' motivation in classroom teaching by employing these positive politeness strategies. These practical strategies are conducive to improving students' learning enthusiasm, promoting the improvement of teaching quality, and building a harmonious teacher-student relationship.

5. Conclusion

This study highlighted only a few aspects of positive politeness strategies in college English classroom teaching, and the research participants are limited to only twelve from the same department of the same school. The results may not be representative of all English teachers. And because of the limited time and energy, only college English teachers are being interviewed, college students were excluded. So, the results obtained in this study leave room to be improved. However, it can still give some significance to college English teaching.

The study investigated what positive politeness strategies college English teachers employed when carrying on their teaching, which could be the case that it presents a different angle of other previous studies. From the data by observation, recording, the study revealed that 6 positive strategies such as "Notice and attend to H or hearer (his interests, wants, needs and goods)", "Include both S and H in the activity" and "Give gifts to H (goods, sympathy, understanding and cooperation)" are employed in the college English classroom teaching. After transmitting recorded interview materials into written materials, the reasons for them to employ positive politeness in English classroom teaching are: the dilemma of English learning, the change of teaching method and the special characteristics of college students. As how positive politeness strategies help facilitate English classroom teaching, all the teachers think that they help create harmonious atmosphere and Encourage students learning motivation and confidence.

The findings have important implications to both the college English teachers and college students. First, college English teachers should have a clear perception that positive politeness strategies can help

ISSN 2522-6398 Vol. 4, Issue 10: 1-10, DOI: 10.25236/FER.2021.041001

them facilitate their teaching. They need to acquire the strategies to achieve this objective. Then, college students should well aware that the what the teachers tried to do is to inspire their learning interest.

This research explored six out of fifteen strategies of Brown and Levinsons' positive politeness strategy, further research can be extended to other strategies. Moreover, choosing larger sample from various universities would be more reasonable and give more plausible results. Interview with the targeted college students can also be done to get more accurate results.

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