
A Comparison of Politeness Strategies Used in English Novels Versus ESL Textbooks

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ABSTRACT: The purpose of this study was to identify and compare the politeness strategies that were utilized in English novels and the English textbooks. To reach the objectives of the study, the Novel of the Lovely Bones and The Text Book of Family and Friends 4 were selected as the materials of the study. The content of the mentioned-books was carefully and precisely analyzed and the obtained data were categorized according to Brown and Levinson's (1987) theory of politeness. The categories were the bald on-record strategy, positive strategy of politeness, negative strategy of politeness, and off-record strategy. The results obtained from data analysis indicated that bald-on record strategies of politeness were most frequently used strategies in both books. Additionally, positive strategies were equally included in both books. Moreover, after content analysis, it was understood that the text book of Family and Friends 4 employed no negative strategy while only 2 strategies were discovered in the English novel. Moreover, the results also indicated that the frequency of off-record strategies of the English text book was 16 whereas it was 15 in the English novel. Furthermore, the researcher found that both the English novel and English text book utilized 64.3 percent of the whole strategies and positive politeness strategies with the frequency of 21.1 were the most frequently used strategy in the both mentioned books. Generally, the results showed that there was a significant difference between the number of politeness strategies of the English novel and English textbook. The results of the study provide valuable implications for EFL teacher, learners, and material developers.

KEYWORDS: Pragmatics, politeness Strategies, English Novel, English Textbook, Face Threatening Acts.

1. INTRODUCTION

Communication with other languages speakers is a complicated behavior, which needs both pragmatic and grammatical proficiency. Up to a few decades ago, it was revealed that the perfect knowledge of vocabulary, grammar, and pronunciation would lead to accurate utilization of language. However, there exist a distinction between the language use namely, pragmatic meaning and the language usage namely semantic meaning (Cook, 1989). Communicative competence comprises of word knowledge, being aware of the rules of speaking, having awareness of how to apply and answer to various kinds of speech acts, having awareness of how to apply language accurately (Richard, Platt & Weber, 1985, cited in Nunan, 2001). The function of a speech must be determined from the pragmatic point of view. The non-existence of the awareness of the target language pragmatic rules, learners may convey the norms of pragmatic from their own first language. A large number of cross-cultural communication deficiencies of English as foreign language (EFL) learners are greatly taking place at the results of pragmatic mistakes. Over the previous years, pragmatic proficiency has been one of the issues which have come under the slight of many involved in the domain of language instruction. Learners with limited competence of pragmatic are open to pragmatic deficiency where a hearer misunderstands an utterance force as something other than what the orator wanted it to be.

Additionally, taking into account the essential function of the communicative aspect of language, the advancement of the communicative requirements of learners is a basic and significant accountability of schools (Kasper & Roever, 2005). As Salimi and Karami (2019) mentioned, the pragmatic sections of language might either be directly trainable to the learners or not, but the learners must be provided with the genuine input of pragmatic to increase their pragmatic awareness. In EFL environments, however, it is not easy to prepare authentic knowledge of pragmatic for learners since in such environments learners have little or very restricted exposure to English. Textbooks are considered as one of the most necessary and essential origins of knowledge for a great number of EFL learners and can have a fundamental function in instruction and learning a foreign language (Dabbagh & Safaei, 2019).

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A great number of individuals in order not to bother others and also by considering other individuals' social and power status make any effort to utilize softened versions of threatening speech acts by stating them in an indirect way. In other words, they make any attempt to be more polite by stating what can be expressed in a directly, in an indirect way. This issue leads to the matter of indirect speech acts which was first provided by Searle (1976). Direct speech acts must be accompanied by diminishing or softening tools to decrease or attenuate the amount of imposition put upon the face of hearer. The concept of face here is pointed to as an individual's the public self-image.

The concept of politeness is also one of the significant subjects within the domain of pragmatics. It is the statement of the orator's purpose and aim to decrease face threats carried by specific face threatening acts toward another (Mills, 2003). There exist a number of theories regarding the concept of politeness (Blum-Kulka, 1992; Gu, 1990; Ide, 1989; Watts, 2003), however, the theory of Brown and Levinson (1987) is more repeatedly and outstandingly utilized by the scholar carrying out investigations in the domain, than other theories. According to the theory of Brown and Levinson (1987), all proficient adult members of a society have face. They take face into account as the whole self-image that every person is willing to claim for himself. Face involves two dimensions, namely, negative face and positive face. The first one is the significant belief of a society member to personal liberty of act and to private space, which is not to be assault by other people who are the members of the society. Positive face is considered as the wish to construct a positive self-image in correlation with other peoples who are the members of the society. That deals with the matter that a society member desire to be viewed and understood as positive by other individuals who are the members of society and to gain their commendation. The belief of negative and positive face by the individuals who are the members of society creates criteria and principles that direct how the persons who are the members of society interact.

Moreover, politeness is taken into consideration as a known matter in every culture and language, constructing it a global issue. Brown and Levinson (1987) in their theory of politeness, present the subject of face, which is viewed as an individual's picture and notion of self and was initially provided by Goffman (1967). They make a distinction between two kinds of face, namely, positive face that is viewed as the requirement of an individual to be accepted by other individuals and negative face that refers to the requirement to be free from imposition. Any acts which alter the addressee's face or the orator by acting in opposition to the wishes and wants of the other is taken into account by Brown and Levinson (1987) as Face Threatening Acts (FTAs). Both speaker and hearer should not perform any acts that threaten the face of another individual or by employing accurate and suitable strategies of politeness (Brown and Levinson, 1987).

Textbooks as the most significant and frequently utilized source of learning have an important function to construct learners' communicative proficiency. A desirable textbook perfectly prepares suitable linguistic input as well as pragmatic input. Indeed, a great number of textbooks lack of this pragmatic input. Hence, this study is an effort to make a comparison between the politeness strategies that are utilized in English novels versus English as second language (ESL) textbooks.

1.2. Statement of the Problem

The non-existence of EFL/ ESL learners' pragmatic knowledge has been frequently observed (Eslami, 2010). Therefore, their effort to communicate in a successful way with the native speakers of the target language is likely to lead to intercultural miscommunication. One of the important reasons behind pragmatic errors specially the refusal speech act made by EFL/ESL learners, is negative transfer pragmatic which is the utilization of the pragmatic features of native language in the process of pragmatic production that leads to an improper form in the target language, and hence miscommunication (Atashaneh & Izadi, 2011). Since, the learners of language, in general, do not have suitable and efficient knowledge of the norms of the target language; they are affected by their first language and convey their native language pragmatics to the L2 (Sahragard & Javanmardi, 2011).

Moreover, as Blum-Kulka and Olshtain (1984) argued, in spite of having linguistic competence, the learners of L2 and foreign language learners are not always competent and capable to communicate effectively and even they may commit the mistakes of pragmatic. It is most likely that non-native speakers digress from native speaker form of speech act realizations (Cohen & Olshtain, 1993).

Reviewing the literature there are a number of studies (e.g., Bagheri Nevisi & Moghadasi, 2020; Zamanian, Ghaiedi Karimi, Mohammadi & Kashkouli, 2015; Tabatabaee Lotfi, Sarkeshikian & Daryaie, 2020; Farrokhi & Arghami, 2017) that have been conducted regarding the utilization of politeness strategies but there is no investigation that had been conducted to compare the politeness strategies that are utilized in English novels versus ESL textbooks, therefore, this study is an attempt to shed some light on this issue and take some steps in this field to some extent.

1.3. Significance of the Study

The results of this investigation can assist teachers to alter their process of instruction by allocating a number of times for instructing politeness strategies in their EFL classes. In addition, Learners will be aware not to appeal solely to the grammatical structures and rules of the language to master it. Particularly, the outcomes of this investigation will provide particular insights into the utilization of the issue of speech acts and the ways of utilizing them when they want to make a communication with other individuals by paying specific attention to their social distance and power. Moreover, EFL learners should make any effort to utter expressions that are grammatically correct and pragmatically appropriate. Further, the current investigation will assist the learners of language to study

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and check short stories, novels, and literary works alongside their textbooks as the materials of learning in order to develop their pragmatic knowledge and in order to be familiar with various politeness strategies.

Moreover, the results of this study are significant for EFL teachers; they should allocate more attention to promoting pragmatic competence of EFL learners. Additionally, the results of this investigation not only assist scholars to concentrate on the many domains of interlanguage pragmatics that are not investigated in EFL studies, but also show EFL educators and the developers of curriculum the significance of teaching pragmatics of L2.

Furthermore, the results of the investigation are significant for syllabus designers. The amount and type of materials contained in most syllabi for EFL learners need to be supplemented with explicit training regarding the pragmatics of English (particularly, politeness, speech act behavior and realization, with special concentration on the distinctions between first language (L1) and second language (L2). This may be achieved by employing genuine and authentic audiovisual input (films, TV, and video) for diverse tasks, e.g., arguing, interpreting, analyzing the input (and comparing it to the learners' L1), role play, diverse Discourse Completion Tasks (DCT), etc. (Bardovi-Harlig & Mahan-Taylor, 2003).

This study and the identical investigations, make textbook providers aware of the truth that there exist noticeable diversities between the content of Iranian EFL textbooks and their genuine and authentic counterparts. In addition, they will be aware that pragmatic issues require to be provided systematically and authentically in congruence with L2 cultural norms, practices, and conventions.

1.4. Research Questions

This study is an attempt to provide answer to the following questions:

1. What are the types of politeness strategies that are used in English novels and ESL textbooks?
3. Which politeness strategy is most frequently used in both English novel and ESL textbook?
3. Is there a significant difference between the politeness strategies that are used in English novels and ESL textbooks?

1.5. Research Hypothesis

Based on the above-mentioned research question, the following null-hypothesis is formed:

3. There is no significant difference between the politeness strategies that are used in English novels and ESL textbooks?

1.6 Definitions of the Key Terms

Negative Politeness: Negative politeness is viewed as an act focused on the addressee's negative face, his wish to possess liberty in action is unhindered and his attention unimpeded (Brown & Levinson, 1987).

Positive Politeness: According to Brown and Levinson (1987), positive politeness is directed at the positive face of the intended individual through approving or including the intended individual as a friend or the member of a group.

Politeness: Politeness is the statement of the intention of speakers to diminish face threats carried by particular face threatening acts toward another (Mills, 2003).

Politeness Strategy: Politeness strategy is taken into account as a strategy that is utilized in communication that stress the polite vocabularies, behavior, and action (Brown & Levinson, 1987).

Pragmatic: Pragmatics is the study of language from the point of view of users particularly of the elections they make, the pressures they face in utilizing language in social interplay and the impacts their utilization of language has on other individuals in the process of communication (Kasper, 1997).

Pragmatic Competence: Pragmatic competence is taken into consideration as one aspect of communicative proficiency which in the model of Bachman (1990) subsumes illocutionary competence (i.e. an awareness of communicative action/ speech acts and how to perform them) and sociolinguistic proficiency (i.e. the capability to apply language accurately based on environment).

Speech Act: According to Nelson, Al Batal, and El Bakary (2002 a), a speech act refers to a small element and part of discourse as well as a purposeful, essential communication element. In this study, the participants' production of refusal is assessed through the answers they provide to a role play scenarios which have adapted from Atashaneh and Izadi (2011).

2. REVIEW OF THE LITERATURE

As mentioned earlier, this investigation focused on examining the politeness strategies that were utilized in English novel of *Lovely Bones* versus the ESL textbook of *Family and Friends 4*. This chapter, first of all focuses on the issue of communicative competence, pragmatics, and the related issues. Then, the concept of speech act and the related subjects are presented. After wards, the concepts of politeness, its various theories and its different kinds are provided. Finally, the chapter ends with providing a number of associated investigations.

2.2. Communicative Competence

As Hymes (1972) stated, communicative competence is the language learning level that make the users of language capable to transmit their messages to other individuals and to comprehend and understand the messages of others individuals within particular contexts. It also refers to the language learners' ability to associate what is learnt in the class to the outside world. From this view

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point, Hymes (1972) explained the capable and competent language user as an individual who has an awareness of when, where and how to utilize language in an accurate way rather than only knowing how to create proper grammatical structures.

Hymes' opinion regarding the communicative competence was later progressed and developed by Canale and Swain in 1980 who prepared a theoretical model of communicative competence. Their idea of communicative competence points to the correlation and interaction between knowledge of the rules of grammar or grammatical competence, and sociolinguistic competence, and knowledge of rules of language use (Canale & Swain, 1980).

Canale and Swain communicative competence model comprises of three domains of knowledge and skills. These three domains are grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence points to proper knowledge of vocabulary and the formation of sentence. Sociolinguistic competence is considered as the capability of language user to create and comprehend language in diverse social settings. The third one, namely, strategic competence points to the capability of utilizing language to reach to communicative purposes and increase the effectiveness of communication (Canale & Swain, 1980). The complicated nature of the issue of communicative competence enhanced by the progression of the concept of Communicative Language Ability by Bachman in 1990. This concept points to both knowledge, and competence, and the capacity for accomplishing or performing that competence in accurate contextualized communicative language use (Bachman, 1990). A framework for Communicative Language Ability was recommended by Bachman. This framework comprises of three sections containing language competence, strategic competence and psychological mechanisms (Bachman, 1990). Based in Bachman's idea language competence can be categorized into organizational competence and pragmatic competence. The former namely organizational competence contains grammatical competence and textual competence. The last two kinds of competencies compromise those abilities involved in controlling the language formal structure for creating or identifying some sentences that are grammatically accurate, comprehending their propositional content, and ordering them to create passages (Bachman, 1990). Bachman (1990) divided the pragmatic competence into illocutionary competence and sociolinguistic competence. He asserted that illocutionary competence can be applied for expressing the language to be taken with particular illocutionary force and for interpreting these illocutionary forces of language. He remarked that, sociolinguistic competence can be taken into account as the sensitivity to, or control of, the conventions of the use of language that are established by the characteristics of the certain language use context (Bachman, 1990). In other words, it makes us able to utilize the language accurately to reach to specific functions in particular settings. An essential feature of this framework is the inclusion of the psychological and neurological elements in language use via the introduction of the component of psychological mechanisms which points to psychological and neurological processes involved in the actual implementation of language as a physical phenomenon (Bachman, 1990).

2.2.1. Models of Communicative Competence

At the first time, the concept of communicative competence was originated in 1967 by the American anthropologist and sociolinguist Hymes (1972) in objection to Chomsky's idea of linguistic competence. Based on Hymes's idea communicative competence is explained as what makes a member of the society capable to know when to remain silent and when to say something, which code to utilize, where, when and to whom, etc. (Hymes, 1967).

Up to this time, the issue of communicative competence has progressed over years and diverse communicative competence models have been suggested by various scholars. Hymes' model (1967), Canale and Swain's model (1980), Canale (1983), Bachman's model (1990), Celce-Murcia, Dornyei and Thurrell's model (1995) and Littlewood's model (2011) are taken into consideration as the basic and important models of communicative competence.

2.2.2. Pragmatics

Rather than the literal and surface meaning of an expression, pragmatics initially deals with deeper levels of meanings. It concerns what is meant with an utterance or expression based on particular social criteria and practices, or a specific context in which the process of conversation occurs. Therefore, having a desirable amount of knowledge regarding the contextual criteria and traditions assist the individuals who speak together to design and maintain effective and accurate communication and comprehend one another clearly (Yule, 2006) and this ability is widely taken into account as pragmatic competence. Bachman (1990) categorize the concept of pragmatic competence into illocutionary competence and sociolinguistic competence. He also suggested four fundamental functions for illocutionary competence: ideational function makes the orators able to state their ideas and feelings; manipulative function helps the users of language to acquire what they want; through the heuristic function chances will be generated to understand new affairs and incidents and utilize language as a tool of problem-solving; and imaginative function increases the creativity of people.

Some definitions of pragmatics that have been provided recently stress the performance-associated aspects of communicating in particular environments. For instance, pragmatics is how individuals produce meaning and make sense of what is stated in particular conditions (Cook, 1989). According to Leech (1983), pragmatics is the study of meaning in association with the situations of speech. Levinson (1983) provided other definitions of pragmatics in an extensive way. He judges and criticizes the common idea that pragmatics concerns the accurate pairing of sentences and environments because this explanation overlaps remarkably with sociolinguistics and it is not able to account for so-named unsuitable and inappropriate behavior (e.g. irony). He prefers Gazdar's

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(1979) subtractive idea that pragmatics explain meaning in ways that semantics cannot. Semantics is commonly overwhelming as a tool of accounting for meaning from virtuously propositional aspect. However, the concept of pragmatics has the potential to facilitate semantics by utilizing functional criteria to describe the broad diversities of meanings that several statements and utterances exhibit. Pragmatics has been powerfully affected by the British school of usual philosophy of language that wants to comprehend the ordinary utilization of language to accomplish particular speech acts (Renkema, 1993).

Scholars Searle (1981) and Austin (1962) provided the concept of illocutionary act to explain the function being accomplished by an expression (e.g., persuade, advise), as apart from its fundamental literal meaning (i.e., illocutionary act). Along the identical lines, Leech (1983) conceives of an utterance sense as its semantic meaning, while an utterance force is its meaning as specify by both pragmatics and semantics. The association between the sense and force of an utterance may be to some extent direct or indirect. Even though the semantic mapping or correspondence between vocabularies and their meanings may be to some extent exact, the identical pragmatic confirmations can often only be perceived in presumptive terms.

2.2.2.1 Pragmatic Competence. It is believed that pragmatics has a significant function in the creation and understanding of speech. According to Crystal (1985) pragmatics is defined as investigating language from the perception of users, specifically of the selections they make, the failures and constraints they face in applying language in social interplay and the influences that their utilization of language has on other individuals in the process of communication. Pragmatic competence is one of the essential elements in the process of communication. How individuals who participate in conversation create and understand speech in various situations is a significant subject as generating improper utterances would be the main reason of miscommunication and misunderstanding (Sahragard & Javanmardi, 2011).

The non-existence of the target language pragmatic awareness and knowledge by EFL/ESL learners has been repeatedly observed (Eslami, 2010). Thus, their effort to communicate effectively and efficiently with the native orators of the butt language is probable to lead to intercultural misunderstanding. As Atashaneh and Izadi (2011) demonstrated, one of the significant reasons for the errors of pragmatic, made by EFL/ESL learners, is negative transfer of pragmatic which is the application of the pragmatic feature of given language that leads to an unsuitable and inaccurate form in the butt language, and hence misunderstanding and miscommunication. Since, the learners of language, in general, do not have suitable awareness and knowledge of the norms of the target language, they are affected by their mother language and convey their given language pragmatics to the L2 (Sahragard & Javanmardi, 2011).

The pragmatic progression for creating and comprehending the speech of butt language accurately and appropriately in different situations is very important for language learners. Inability to perform this may produce rigid and serious failures of communication and also label users of language as rude and insensitive individuals (Allami & Naeimi, 2011). As Hassani, Mardani and Hossein (2011) asserted we should take into account the issue that while native orators often overlook lexical, phonological, and syntactic errors, they are sensitive to pragmatic mistakes.

Nowadays, in order to be successful in diverse aspects of life, a great number of people in all over the world are making any effort to learn another language. According to (Hamid, 2009) it is believed, that English has a very essential function as a global language. As Hamidi and Khodareza (2014) remarked, as an international language, English is a means for communication without which our main aim of learning and teaching English will be ineffective and useless.

The pragmatic development for creating and comprehending the speech of target language properly in different situations is very important for the learners of language. Deficiency to do so may cause strict and serious communication collapse and also label the users of language as insensitive and rude individuals (Allami & Naeimi, 2011).

Moreover, in EFL researches, one of the issues of interest for the last two decades is pragmatic competence. Pragmatic competence is comprehended from the language users' point of view, particularly of the selections they make, the pressures they encounter in utilizing language in social interaction and the influences their application of language has on other interlocutors in the process of communication (Crystal, 1997, p. 30 cited in Ifantidou, 2013). A non-existence of pragmatic competence may create some problems for a speaker of L2 efforting to perform specific speech acts, which points to a combination of individual speech acts that are accomplished together (Murphy & Neu, 1996). Each discrete speech act possesses a specific communicative goal, like apologizing, asking for the time, refusing and requesting which itself can include some diverse speech acts. As creating the refusal speech act, a speaker is expected (proposed) to say no to an invitation or request directly or indirectly by producing a face-threatening act to the responder or the listener and restricting the listener's requirements; therefore, as Chen (1996) stated, the refusal speech acts requires pragmatic competence. These kinds of speech acts need pragmatic competence because speakers might either say no or communicate refusal via facial expression, for instance. A speaker is expected to perform three speech acts when issuing a refusal. These three speech acts are: (a) an expression of regret (e.g., I'm very sorry.), (b) a direct refusal (e.g., I can't give you my book.), and (c) an excuse (e.g., I have an important meeting.) (Chen, 1996). Bayat (2013) argues that, "speech acts take part outside the language dimension of communication" (p. 219). The learners of language do not only learn the vocabulary and grammar of a language, but they also acquire how to utilize the speech acts of that language accurately while communicating (Bayat, 2013). That is why comprehending and creating speech acts is considered to be a necessary and important component of a language learner's social and grammatical knowledge regarding learning a language and applying the utterances accurately in the target language (Bella, 2011).

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A number of researches have been carried out to examine EFL learners' utilization of speech acts (e.g. Ahn, 2007; Halenko & Jones, 2011), and it is not something unexpected that they have frequently focused on speech acts that are very important in the pragmatic competence acquisition.

When individuals from two different cultures try to have a communication with each other, the norms that are allocated to their own cultures are generally reflected by them (Al-Issa, 2003). Therefore, as Al-Issa (2003) argued, the way individuals interact, interpret and apprehend, is influenced by their cultural background. These kinds of reflections are considered as pragmatic transfer. In general, it points to deflection from the norms of the target language due to cross-cultural distinctions (Aksoyalp, 2009). Moreover, sociocultural transfer occurs when an individual uses his/her own cultural norms while interacting with other individuals in the second/foreign language, (Al-Issa, 2003). The same as other speech acts that presuppose the utilization of specific strategies, refusal strategies used by speakers of any language vary depending on the power, social status, age, educational level and gender of the interlocutors (Felix-Brasdefer, 2008). Therefore, interlocutors must have efficient and suitable knowledge of the background of each other in order to utilize accurate forms of refusal, as to mitigate the adverse effects of direct refusals (Felix-Brasdefer, 2008).

2.2.2.2 Pragmatic Failure and Second Language Learning. The significance of pragmatic appropriateness and the rigid outcomes of pragmatic deficiency have only started to be probed in a systematic way from the perspective of the pedagogy of L2. As Kasper (1992) stated, pragmatic deficiency has often been attributable to negative L1 transfer or to overgeneralization of norms acquired from training or exposure to the input of L2. For instance, Tanaka (1988) claims that teachers of ESL in Japan may have strengthened the Japanese idea that "Western communication tends to be generally informal and relaxed" (Loveday, 1986, p. 103). Even though Japanese speakers often alter their expressions remarkably based on social elements, Tanaka understood that Japanese learners who were learning English did not change their requests in response to social factors as much as American native speakers did. He thought that learners may possess an improper and inaccurate idea that English interaction is more egalitarian than it really is. When speakers whose level of syntactic and semantic proficiency is high make the errors of pragmatic, their hearers of L2 may not find out and discover the error at all but rather presume and suppose that the speaker realized his utterance force.

Furthermore, as Wolfson (1989a) remarked, because of the fact that linguistic proficiency is viewed as an aspect of communicative proficiency, individuals who have one of them are expected to have the other one and are therefore held responsible for sociolinguistic offence in a way in which those with less capability to communicate would not be.

2.3 Speech Acts

The failure to perceive and create speech acts accurately in the context by the learners of language is the major origin of miscommunication. According to Austin (1962), a functional unit in communication is considered as a speech act. It is viewed as an act that speakers perform when creating utterances. All languages possess almost unique ways of doing speech acts. Even though speech acts are global, the method utilized in accomplishing speech acts is not identical in various cultures (Vaezi, 2011).

Effective production of the speech acts in a language requires not only the pragmatic perception of speech acts but also the linguistic proficiency of the speakers. Doing the speech acts appropriately in a first and L2 is very challenging as it originates from both cultural and linguistic diversities between the languages (Hassani, Mardani & Hossein, 2011).

Moreover, the capability to create and comprehend speech acts in each given language has been viewed as a constituent part of communicative competence. In fact, in the process of communication, individuals' styles differ from each other. Accordingly, Nelson, et al. (2002) mentioned that one method of investigating communication style is to utilize comparable and small units of discourse; so, speech acts have been applied for this goal. The concept of speech act contains actions such as suggestions, requests, apologies, compliments, refusals and complaints. In this study, the speech act of refusal has been selected by the researcher because of two reasons: first, this issue is considered as one of the most complex issues in the communication process and deals with such phenomena as activities that are face-saving and second, because of the truth that every day and in every situations individuals frequently perform the act of refusal, one of the essential topics in research on discourse pragmatics has been considered to be the refusals speech act. Honglin (2007) believes that the speech acts of refusal can be defined as "the utterance, which is spoken out to accomplish the action of refuse" (p. 67).

Accurate and effective creation of the speech acts in a language requires not only the pragmatic understanding of speech acts but also the linguistic competence of the orators. According to Hassani, Mardani and Hossein (2011), performing the speech acts accurately and appropriately in a first language and L2 is very difficult as it comes from both cultural and linguistic diversities between the languages. In addition, the capability and having awareness to produce and perceive speech acts in each given language has been pointed out as a part of communicative competence.

2.3.1 The Speech Act Theory

The theory of speech act is provided by Austin (1991) who states that every speech act is comprised of three acts simultaneously: locutionary, illocutionary and perlocutionary. According to the author's idea, the locutionary act points to the speech act per se, while a reflection of the speaker's intention is known as the illocutionary act, and the perlocutionary act, is the effect obtained via such speech act.

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In his well-known work, *How to do things with words*, Austin outlines his Theory of Speech Acts and the issue of performative language, in which he asserted that by the assistance of language, an individual not only expresses things, but also perform things. When there exists a direct and one-to-one association between the type of sentence and the intended meaning of the statement, the speech act is stated to be a direct speech act. However, there exist a number of cases when there is no direct or one-to-one correlation between the kind of sentence and the meaning it wish to transmit. In that case, the speech act expressed is taken into account as an indirect speech act which was initially offered by Searle (1976). The indirect speech acts are greatly generated at the result of the truth that saying them in a direct way might make the orator seem impolite. The concept of indirect speech acts lead to another significant theory associated with pragmatics, namely, the theory of politeness.

Moreover, this theory is later progressed by Searle (1986) who believes that everything we say is governed by rules. He details a categorization of speech acts according to their definition and applications in communication; for instance, assertions and claims fall under the categorization of representatives, requests and orders are associated to the category of directives, commissives include threats and promises, acts such as marrying a couple or declaring a war are related to declaratives and expressives includes acts like complaints, expressions of gratitude and apologies.

2.3.2 Types of Speech Act

Susan (1996) asserted that a speech act is taken into account as the accomplishment of a specific act via words (e. g. requesting something, inviting, apologizing). And then, as Austin (1962) mentioned, there are three kinds of speech act, they are:

Locutionary Act

Locutionary act is any statement that is significant and comprehensible to hearer and it is the literal meaning of what is stated. e.g. "It's hot in here".

Illocutionary Force

Illocutionary force is orator's goal of creating the statement or the social role of what is stated, the creation of an expression, promise, suggestion, etc. in stating a sentence, by virtue of the conventional force related to it. e.g. "It's hot in here" it is considered as an indirect refusal that reveals closing the window because an individual is cold, an indirect request for an individual to open the window, or a complaint indicating that a person should know better than keep the windows closed.

Perlocutionary Effect

Perlocutionary effect is the bringing about influences on the hearer, the reaction of hearer by means of stating the sentence, such influences being specific to the circumstances of statements. (e.g., making glad or angry etc.). So it is the influence of what is expressed, e.g. "It's hot in here" could result in an individual opening the windows.

2.4 Politeness

The concept of politeness is viewed as a marvelous and significant issue and is viewed as a sub-category of pragmatics and its origin returns to at least the sixteenth century (Eelen, 2014). Every individual, having a specific culture, follows particular culture-specific regulations for acting in a respectful, accurate and proper way in order to prevent the issue of being obscene and impolite, prevent conflicts, and keep a friendly and peaceable conversation. These regulations, or better tell polite acts and behaviors, can either be oral or verbal statements, nonverbal behaviors or an integration of both. They can be a matter of strategic election or social convention. Being a culture-specific issue, what is taken into account as polite in one cultural environment, might be viewed and explained as odd or even impolite in the other culture. Defining it in more particular terms, Yule (1996) argued that politeness in interplay can then be de explained as the instrument utilized to reveal knowledge of the other individual's face.

There are a number of various theories and pragmatic methods to the concept of politeness which started to emerge in the mid-1970s (Gu, 1990; Lakoff, 1973; Leech, 1983; Watts, 2003). As Eelen (2014) stated, since the concept of politeness has a close association with the language, and more particularly with the language utilization, which is the basic issue of pragmatics, and social world, which is an significant matter in the domain of sociolinguistics, all the theories of the concept of politeness, concern either the two sub-fields in one way or the other. Brown and Levinson's (1987) theory of the concept of face and FTAs are viewed as one of the most remarkable politeness theories. In their theory of politeness, Brown and Levinson (1987) provided the issue of face, which is viewed as an individual' image and notion of self and was initially suggested by Goffman (1967) (although their view of the concept of face is different from that of Goffman). They distinguish two types of face: negative face and positive face.

As Yule (1996) stated, a positive face of an individual is the requirement to be accepted, even liked, by other individuals, to be treated as a member of the identical group, and to know that his or her desires are shared by other individuals. On the contrary, negative face, is viewed as the central claim to territories, personal maintenance, right to no distraction – i.e., to freedom from imposition, and the want of every proficient adult member that his action be unrestricted by other individuals (Brown & Levinson,). Any act which hurts the addressee or the orator's face by acting in contrast with the requirements and wishes of the other is taken into consideration by Brown and Levinson (1987) as a FTA.

Brown and Levinson (1987) asserted that there exit three sociocultural elements for assessing the significance of diverse FTAs: 1) Social Distance (whether the individual who participate in the conversation are close, like relatives, friends, members of family, etc., or strangers), 2) Power (the power the orator /hearer has over the hearer/orator), and 3) Rank (how threatening or imposing

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a speech act should be). Thus, by taking into account the social power and distance the associations of the individuals who speak together, it is more desirable to decrease the threatening influence it might have on the hearer by utilizing it in an indirect way and in politer ways.

2.4.1 Theories of politeness

In this section, a number of various theories of politeness such as Lakoff's theory, Brown and Levinson theory, Leech's (1983) theory and Fraser's (1990) theory are discussed and presented.

2.4.1.1 Robin Lakoff's Theory of Politeness. Robin Lakoff was associated in the late 1960s with the advancement of a semantic-related model of generative grammar currently point to as generative semantics and with the possible combination of the theory of speech act into language generative models. The positive influence of Grice's cooperative principle has altered Lakoff's linguistic enthusiasms in the direction of Gricean Pragmatics. At the identical time, she enhbnancingly dealt with the American feminist movement of the late 1960s and 1970s which led her to the publication of language and gender known as *Language on Women's Place*. Here the concept of politeness has acquired a superior position (Watts, 2003).

Lakoff's perceptions and idea in Generative Semantics influence her conceptualization in the politeness theory. Her politeness principles are viewed as section of a system of pragmatic principles, which she likens to that of syntactic principles. And just as syntactic principles belong to area of linguistic theorizing, so the principles of politeness are initially considered as a linguistic device to catch the systematic of the process. So, the principles are section of the scientific way of catching the systematicity of language utilization. This is clear in the combination of politeness principles with the Gricean CP and its maxims.

2.4.1.2 Brown and Levinson Theory of Politeness. The politeness theory developed by Brown and Levinson (1987) is greatly recognized and was associated with coeval investigation as the foundation for further explanations (e.g. Harris, 2001, Pérez de Ayala, 2001). It is also the most ordinary and usual model provided in textbooks for pragmatics learners (Cameron, 2005; Mey, 2000).

The theory of politeness hypothesized by Brown and Levinson was produced and distributed in their 1978 investigation *Universals in Usage of Language: Politeness concept* and later extended and reproduced and distributed in 1987 under the subject of politeness: *Some Universals in the Usage of Language*. The politeness theory of Brown and Levinson prepares a model for orators' stimulated utilization of the strategies of politeness in oral interplay.

Brown and Levinson (1987) remarked that "all proficient adult members of a society have (and know each other to have) face. They take face into consideration as the general self-image that every individual is willing to claim for himself. Face possesses two dimensions, discovered as negative face and positive face. Negative face is the significant belief of a society member to personal liberty of act and to private space, which is not to be assault by other individuals who are the members of the society. Positive face is viewed as the desire to generate a positive self-image in association with other persons who are the members of the society. That refers to the point that a society member wants to be considered and understood as positive by other people who are the members of society and to acquire their commendation. The belief of negative and positive face by the individuals who are the members of society generates criteria and principles that guide how the people who are the members of society interact.

However, face also is viewed as a crucial desire that every member of the society wants to satisfy, namely the want to maintain positive and negative face in direct interplay with other members. Brown and Levinson stress this explanation of face as a person want rather than a social criterion in order to account for real linguistic behavior between individuals. They retell the explanation of face as: (1) negative face, namely, the desire of every proficient adult member that his acts be unhindered by other persons (2) positive face, namely the desire of every member that his desires and wishes be acceptable and pleasant to at least some others. They describe the concept of negative face as the issue of formal politeness, the politeness of non-imposition. Positive face is the desire to gain positive, respecting or confirmed reactions from fellow members of society.

Brown and Levinson (1987) argued that speaking behavior is the basic field in which those face desires are fulfilled. Orators strive to gain appeasement of both their positive and their negative face. To reach their colloquial goal, it is advantageous for orators to be careful that they do not prevent the face desires of their listeners. However, it is occasionally vital for orators to do acts that menace the face of their interlocutor. These acts are considered as face threatening acts. FTAs occur consciously and can menace the negative or the positive face of an individual. FTAs threaten negative face if they show that the orator (S) does not eager to avoid preventing the listener liberty of action. This contains, for instance, commands, solicitation, guidance and counsel or threats. FTAs threatening positive face are viewed as acts revealing that the orator does not care about the listener's emotions, desires, etc., for instance statements of disapprobation, disdain or derision.

FTAs can menace the face of the listener, but they can also menace the orator face. A statement of thanks menaces the negative face of an orator, since the orator admits a debt towards the listener. FTAs acts not only in the direction orators to listeners, but orators can commit FTAs menacing their own face. The writers reach the conclusion that in the environment of the reciprocal defenselessness of face, any sensible agent will seek to evade these face menacing acts, or will utilize specific strategies to diminish the menace. That reveals that orators have various strategies to reach their colloquial aim while performing as few FTAs as possible. FTAs are, however, a vital section of conversation and discussion. When committing FTAs, it is therefore sensible that orators

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diminish the menace to the face of their interlocutor so as to not impede conversation itself. There exist diverse strategies for performing FTAs which Brown and Levinson presented in the following figure. It reveals that individuals who participate in communication possess several strategies to choose from, as is suitable to the situation, the more high-numbered the strategies, the politer the speech act.

1. Without redressive action, badly

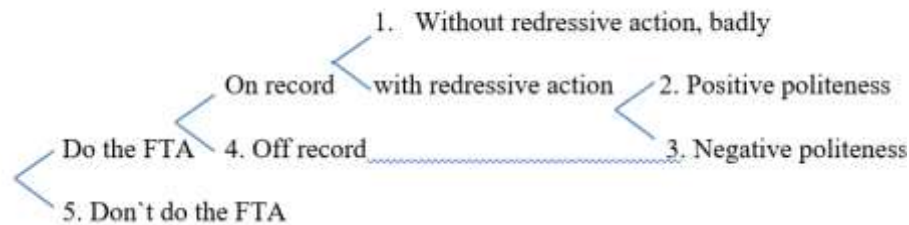


Figure 2.1: Possible strategies for doing FTAs (Brown and Levinson 1987)

(The numbers 1-5 points to strategies to diminish menaces from FTAs)

Orators have a number of possibilities to commit FTAs varying in the amount of face menace each act has. They can decide not to do an FTA at all (5). If orators decide to perform an FTA they can perform so either on record or off record (4). On record refers to the fact that their intent is obvious and clear and can be so interpreted by the listener. To diminish the menace, however, it is also possible to perform an FTA off record, so that it cannot be unambiguously explained as such. If orator performs the FTA on record they can then either perform it without redressive action (badly) (1) or with Redressive action is “action that provide face to the listener, that is, that efforts to neutralize the potential face hurt of the FTA. Redressive action can either be directed towards the positive face, namely, positive politeness (2) or the negative face, namely, negative politeness (3) of the listener. Brown and Levinson utilize this model to describe the strategies of politeness in language. They utilize the construct of a Model Person, who is a conscious fluent orator of a natural language and has the two features of face and rationality.

As Brown and Levinson (1987) mentioned, the strategies of politeness are promoted in order to save the face of listener. Face points to the respect that a person has for him or herself, and keeping that self-esteem in public or in personal situations. Usually, you make any effort to avoid making other individual worry. FTAs are acts that break the listeners' requirement to keep his/her self-esteem, and be respected. The strategies of politeness are promoted for the main goal of dealing with these FTAs.

2.4.1.2.1 Brown and Levinson's (1987) Model. Brown and Levinson (1987) offered face as the public self-image that should be confirmed by other persons. Thus, their model was on the base of the presumption of the free individuality of the speakers in social communication (Al-Hindawi & Alkhazaali, 2016). They remarked that the concept of face has two dichotomies, namely negative face and positive face. The first one points to the individual ' desire to keep his or her own autonomy, while the second one is associated with the individual's wish to be respected by other people. This invokes that negative face demands that one's actions are unhindered by other individuals, while positive face points to a person's want to be desirable. There are some particular strategies for orators to diminish the face menace. For instance, a learner utilizes hesitation (but), hedging (would like to) and apology to diminish and minimize the amount of imposition on the face of his teacher; sorry to bother you sir... but I'd like to borrow your book. FTA can be performed on the base of the following number choices:

- On record, badly; the speaker does not effort to diminish or decrease the menace to the face of the listener, state, and the expression gives me that pen.
- On record with redressive action (Positive and negative strategies of politeness); these strategies are provided to decrease the menace to the listener's negative or positive face such as would you mind giving me that pen?
- Off record; in this politeness strategy, the individual who speak makes any effort to utilize indirect language to remove him or her from the possibility of being imposing. For instance, I wonder someone has a pen.
- Not to do the act totally.

Brown and Levinson (1987) asserted that their strategies of politeness are useful and can be utilized for cross-linguistic and cross-cultural environments.

2.4.1 3 Leech' (1983) Theory. Leech (1983) presented the concept of politeness via his explanation of illocutionary acts and forces. He confirmed that an illocutionary act is taken into consideration as a speech act or an act that anticipates something”. As such, an illocutionary act can be a refusal, or an invitation. Then, he categorized illocutionary acts into four various types in the on the base of how they associate with the social aim of determining and keeping comity. These four kinds are explained bellow:

- (a) Competitive: The illocutionary objective competes with the social objective; e.g. commanding requesting,
- (b) Convivial: The illocutionary aim concurs with the social aim; e.g. Getting, thanking;

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(c) Collaborative: The illocutionary aim is indifferent to the social aim; e.g. remarking, reporting;

(d) Conflictive: The illocutionary objective is in opposite with the social objective; e.g. threatening, accusing.

As Leech (1983) stated, the first two acts deal with politeness. The first is associated with negative politeness, whereas the second one concerns positive politeness. Additionally, the third kind of acts is caustic because they impose an issue on listener. However, the other kind of acts is commonly polite and cordial since they stimulate social connections and associations. The other kinds of act, namely, collaborative acts are not correlated to the concept of politeness because they are neutral. Eventually, conflictive acts are disgusting; thus, they are not considered as acts that belong to the field of politeness.

As Shahrokhi and Bidabadi (2013) remarked, the model of Leech is associated with the colloquial-maxim idea.

Leech (1983) recommended a number of maxims to construct the PP like:

(1) Tact Maxim (in impositives and commissives)

(a) Diminish cost to other.

(b) Enhance Advantage to other.

e.g., Could I interrupt you for a second?

If I could just clarify this then.

(2) Generosity Maxim (in impositives and commissives)

(a) Diminish advantage to self.

(b) Enhance cost to self.

e.g., you relax and let me do the dishes.

You must come and have dinner with us.

2.4.1.4 Fraser (1990) Theory Fraser (1990) provided his politeness theory under the docket of the colloquial-contract idea. The foundation of this theory goes back to the period before the era of Fraser (1980). However, Fraser's (1990) construction of this theory is various from that of Brown and Levinson's (1987) though both of them are constructed according to Gricean maxims and Goffman's idea regarding the issue of face (Fraser, 1980). Fraser (1990) believed that, when individuals interplay, each interlocutor brings a comprehension and perception of several primary rights and rules that will specify, at least for the initial phases, what the interlocutors can expect from the other(s). There exists often the feasibility for an additional negotiation of the colloquial contract: the two interlocutors may reregulate just what rights and what rules they hold towards each other. (Fraser, 1990).

The theory of Fraser, then, is a pretense to the political concept of state and the democratic government, which appeals to the syllogism of societal contract. He also remarked that the colloquial contract acts within specific situations or terms of dialogue:

A- Rights or rules that are established by conventions and traditions. Such situations are not subject to situational negotiation.

B- Situations and terms that are established by the institutional nature of interplay.

C- Situations that are activated in the light of the specific requirements of a common situation. Such terms are open to be renegotiable on the base of the comprehension of the individuals who participant in communication "and/or acknowledgements of elements like the power, the status, and the function of each orator, and the nature of the conditions (Fraser, 1990).

An eventual point on the theory of Fraser is that it is believed that he imitates the rules of Conversational Analysis regulations like turn-taking and repair systems. Furthermore, there are specific situations and expectations that are held to be workable in any arena of interactional communication which conversationalists adhere to (Schegloff & Sacks, 1973: pp. 289-90).

2. 4. 2 Politeness Strategies

According to Watt (2003), politeness is taken into account as the capability to please other individuals via outer actions. In addition, Foley (1997) pointed to politeness as "a number of social skills whose objective is to ensure that any person feels confirmed in a social interplay (p. 270). As a significant part of pragmatic competence and accordingly communicative competence, politeness has been taken into consideration by various scholars utilizing diverse approaches. The colloquial -maxim idea is originated from Grice's (1975) theory of meaning and Cooperative Principle which describes that you must make your colloquial contribution such as is needed, at the phase at which it takes place, by the confirmed aim or direction of talk change in which you are involved. The meaning theory also concentrates on orator's aimed meaning and the inferential capability of the hearer, and it expresses how individuals utilize the language.

Grice (1975) offered four colloquial rules comprising rules of quantity, quality, connection and manner. He remarked that these regulations guide conversation. Although Grice's rules did not pay attention and investigate the concept of politeness in a direct way, they considered the foundation of the next investigations examining politeness. Respecting the basic counter parts of the approach of Grice, Leech (1983) suggested the principle of politeness containing a number of politeness rules as forms of behavior that determine and keep respect and companionship. Fraser (1990) remarked that politeness rules decrease the expression of beliefs which are undesirable to the listener and at the same time (but less significant) increase the expression of beliefs which are beneficial to the listener.

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Leech's (1983) rules are: Tact (decrease cost to other; increase benefit to other), Generosity (decrease advantage to self; enhance cost to self), Approbation (diminish snub of other; increase applause of other), Modesty (decrease applause of self; enhance snub of self), Agreement, (diminish antipathy between self and other) and sympathy (diminish disagreement between self and other).

Some investigations have also made any effort to utilize the other theory that was known as relevance theory to the investigating of the concept of politeness (Escandell-Vidal, 1996; Jary, 1998). The theory Relevance is a theory of speech understanding from the view point of the listener. The significant point of this theory is that all conversation is affected and restricted by the rule of relevance. The rule of relevance as described by Sperber and Wilson (1986) is "every act of ostensive conversation communicates the presumption of its own optimal relevance"(p. 260). The listener deduces the preferable meaning of a speech from among some possible ones appealing to the expectation of relevance generated in his/her mind by the speech according to the clues and environment -mediated information. The theory of Relevance has been questioned as an inherently social theory of pragmatic (Mey & Talbot, 1988).

The theory employed in this investigation is the model of politeness strategy suggested by Brown and Levinson (1987). A great number of investigations regarding politeness may be associated with the theory of Brown and Levinson (Watts, 2003). Even though diverse aspects of this theory have been questioned by a great number of scholars, it has been the preferable model concentrating on the concept of politeness. Critics were greatly the scholars from Asia challenging the universality of the model as hypothetical assumptions of the politeness model were on the base of just three languages of English, Tamil and Tzeltal. Ogiermann (2009) believed that, Brown and Levinson's (1987) "face is something that people claim for themselves" (p. 13). Asian scholars in their objections described that such an individualistic idea of face could not be utilized in collectivist cultures (Mao, 1994; Yu, 2001). The model of Brown and Levinson is founded on the ideas of face which was described by Goffman as the "positive social value an individual efficiently believes for himself by his or her self-presentation" (1967, p. 5).

Moreover, Deutsch (1961) pointed to the notion of face as "one of a persons' most sacred possessions" (p. 897) and stated that keeping this possession is essential to maintain an individual's self-esteem. Brown and Levinson (1987) tried to promote a straightforward politeness model of on the base of what it is to be a human being. These scholars provided four significant kinds of the strategies of politeness containing bald on-record, positive politeness, negative politeness, and off-record (indirect). The basic opinion is identifying diverse strategies employed by diverse individuals in their interactional behavior to fulfill particular desires of face.

2.4.2.1 Kinds of Politeness Strategies

Brown and Levinson (1987) presented four significant types of politeness strategies encompassing bald on record, positive politeness, negative politeness, and off-record or indirect strategies. The essential opinion is identifying diverse strategies employed by diverse individuals in their communicational behavior to fulfill particular desires of face.

In the domain of the evaluation of textbook, Alemi and Irandoost (2012) assessed speech act of compliments and complaints in English result series. The findings showed that the mentioned sources were rich in terms of the number of the two speech acts, but in providing them, there existed one or two superior and preferable strategies in both cases. However, the books were indicated to provide suitable and enough amount of complaints and compliments for learners, but with low diversity in strategy kinds, which may result in learners not having suitable perceptual and practical awareness of speech acts to utilize them accurately in various environments.

Another qualitative investigation studied the strategies of politeness in model conversation in English textbooks (Purwanto & Soepriatmadji, 2013). The goal of the investigation was to discover the strategies of politeness integrated in the models of conversation in five textbooks of English for grade-6 elementary school learners. The outcome of the investigation showed that the strategies of politeness have been adopted in the five books with the most important utilization of non-FTA.

2.5. Empirical Studies

In a contrastive investigation, Guodong and Jing (2005) examined the politeness strategies of disagreement between Mandarin Chinese and American English. To gather the required data of the study, five scenarios for disagreement were provided and the participants of the study were asked to indicate what they would state when they disagree with the peers, the higher-status, and the individuals with lower-status. The results obtained from data analysis indicated that, when disagreeing with the superior, Chinese participants utilized more address forms and politeness strategies than their American counterparts. Considering the issue of peers, with the enhancement of social distance, both groups of the participants utilized less and less strategies of politeness. Positive relationship was identified between the rates of disagreement and the alteration of the social distance for the Chinese participants while negative relationship for the American participants. In comparison with Chinese female who utilized the most strategies of politeness, when they wanted to show disagreement to the sister, the Chinese males utilized the least politeness strategies. Totally, female participants utilized more strategies of politeness than male participants.

Another research that was performed by Purwanto and Soepriatmadji (2013), investigated the strategies of politeness in model conversation in English textbooks. They conducted a qualitative study to discover the strategies of politeness in the conversation models in five textbooks of English for grade-6 elementary school learners. They selected the book Recommended for Use because

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it puts the strategies of politeness as one of the components of instruction in support of communication, information and globalization era. The outcomes of the investigation showed that the strategies of politeness have been adopted in the five materials under investigation with the most noticeable utilization of non-FTA.

In the other study that was carried out by Sukarno (2018) investigated the strategies of politeness, linguistic markers, and social environments that were employed to transmit requests in Javanese. The needed data of the study were gathered from conversations between Javanese in Jember during speech acts to convey requests. The obtained data were analyzed utilizing deconstructive techniques for indicated linguistic markers currently utilized by Javanese orators to send requests and socio-cultural backgrounds that affect the selection of the strategies of politeness. The findings indicated that there were four kinds of politeness strategies in Javanese that were the most direct, direct, less direct, and indirect. Then there existed four linguistic devices like the mood of sentence, level of speech, passive voice, and idea or situation as a politeness marker and the last result is that the selection level is powerfully affected by social environments like social distance, age, social status or power, and the amount of loading among them. Farrokhi and Arghami (2017) conducted a mixed-method contrastive investigation of the utilization of the strategies of politeness in disagreement among characters with diverse power associations in the Novels of English and Farsi. The investigation was an effort to examine the utilization of the strategies of face saving developed by Brown and Levinson (1987), among the individuals with diverse power associations when utilizing the disagreement, in the novels of Farsi and English. This speech act is utilized diversely with addressees of diverse status of power, being more indirect as the power status of the listener become higher than that of the orator. For the purpose of the study, the researcher made a comparison among five English novels with five Farsi novels to detect the environment in which the characters utilize the disagreement speech act and use the strategies of politeness to diminish its menacing impacts. To analyze diverse kinds of disagreement, the taxonomy suggested by Rees-Miller (2000) was applied. The frequency of their utilization by the individuals and their percentages were calculated in a manual way. The results indicated that in contrast to their diverse cultures, the interlocutors of the two languages had almost equal performance in utilizing the speech act of disagreement and the diversities were greatly in utilization of the strategies of politeness.

Tabatabaee Lotfi, Hossein and Daryaie (2020) examined the strategies of politeness in the textbook of Iranian high school EFL students, namely, Prospect 3 and in globally prepared EFL learners' textbook, namely, Interchange 2. Additionally, the study was an attempt to examine the distinction between these two instructional materials in terms of the strategies of politeness included and the diversities about the utilization of the strategies of politeness among Interchange 2, Prospect 3, and British National Corpus (BNC). To fulfill the objectives of the study, the researcher made an effort to analyze the content of the books in order to be aware of what functions were included and what the frequencies of each function were. Then, these frequencies were utilized to make a comparison between the textbooks and with the corpus. The findings revealed that both instructional materials contained the strategies heterogeneously among the lessons. In addition, the results indicated that the kinds of strategies utilized in the lessons were varying largely in one lesson to another. However, direct strategies of politeness were emerged in all lessons. Moreover, there existed not a significant diversity between the two the two above-mentioned instructional materials in terms of the distribution of the kinds of strategies containing direct, positive, negative and indirect strategies of politeness. Eventually, the research found a significant distinction between the two sources based on utilizing the natural English bundles, collocations, and terms associated with politeness based on their frequency in genuine English as it was indicated in BNC

Zamanian, Karimi and Kashkouli (2015) examined the strategies politeness in Top Notch and the book series of Iran Language Institute. In order to acquire the required data, the researcher analyzed the conversations of these two books precisely. For the purpose of data analysis, Chi square was run to identify the difference between the politeness strategies. The outcomes of the study revealed that there was no significant difference between the two series. Moreover, based on the results the two-book series considered the politeness strategies in the identical way.

3. METHODOLOGY

As mentioned, this study focused on identifying and comparing the politeness strategies that were used in English novels versus ESL textbooks. This chapter includes the methodology of the study. It comprises of the research design, the framework of the study, materials of the study, Research Procedure, and finally, the chapter ends with presenting methods of analyzing the obtained data.

3.2 Research Design

This study aimed at analyzing the politeness strategies that were used in English novels versus ESL textbooks. Previous investigations that have been conducted regarding on the utilization of politeness strategies in English novels as one kind of literary work were greatly qualitative or descriptive and the researchers seldom compared the utilization of the strategies of politeness on English novels and other types of written discourses. This investigation, however, can be taken into account as mixed-method research which comprises of both qualitative and quantitative methods of research. The qualitative method was used when the sentences in the English novel and the text book of family and friends 4 were analyzed qualitatively in order to identify politeness strategies that were utilized in the English novel as one kind of literary work and the textbook of family and friends 4 as the other source. Moreover, the acquired data were presented quantitatively in numbers by calculating the frequency of their utilization and their percentages.

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3.3 Framework of the Study

In order to begin textual analysis, Brown and Levinson's theory (1987) of politeness strategies constructed the theoretical foundation of this investigation. They classified the strategies of politeness as bald on record politeness, positive politeness, negative politeness, and off-record politeness strategy. This framework, as an inclusive model of politeness, suggests diverse strategies.

3.4 Materials of the Study

In order to gather the required data of the study, two the following sources and materials were employed:

3.4.1 The Novel of the Lovely Bones

The novel of *The Lovely Bones* (Alice Sebold, 2002, first e book edition) was used for the purpose of the study and as one of the sources that its content was carefully analyzed for the sake of discovering politeness strategies.

3.4.2 The Text Book of Family and Fronds 4

The other source of information that was used in this investigation in order collect needed data was the Text Book of Family and Fronds 4 (Simmos, Thompson, Quintana, 2019, Oxford University Press, second edition). This book is taught in more than 90 percent of language institutes in the context of Iran and will be instructed to intermediate level EFL learners.

3.5 Research Procedure

This study made a comparison between the politeness strategies of English Novel, ESL textbooks. The following steps were taken in order to carry out the study. First of all, the researcher tried to find out the *Lovely Bones* novel and the text book of Family and Fronds 4. Then, she read the sentences of novel and also the text book precisely and written down the sentences that included any kind of politeness strategies. The method of gathering data was content analysis because the researcher read the content of the above-mentioned materials carefully. In other word, in this stage, the mentioned books were read page by page and the researcher took note of the statement which revealed the reflection of the strategies of politeness. Then, in the next stage, the researcher classified the obtained data according to Brown and Levinson's (1987) theory of politeness. The categories were the bald on-record strategy, positive strategy of politeness, negative strategy of politeness, and off-record strategy. Afterwards, the researcher counted the frequencies of each data on the base of their categories. Eventually, the researcher made a comparison between the frequency and kinds of politeness strategies that were used in the novel of *Lovely Bones* and ESL textbooks, Family and Fronds 4.

3.6 Data Analysis

This investigation had a mixed method design. It was performed both quantitatively, utilizing numbers, and qualitatively. The sentences of the both English novel and EST text book which comprised of various politeness strategies were investigated qualitatively in order to find divers kinds of this strategies utilized in each book. The acquired data were then presented quantitatively in numbers and percentages and were revealed in separate tables and figures for the purpose of affirmation and clarification. Moreover, the gained data were analyzed in a quantitative way in order to examine the difference between the type of politeness strategies that are used in the English novel and the ESL textbook. In analyzing the obtained data, the researcher utilized the theory of the strategies of politeness that was provided by Brown and Levinson (1987) that demonstrated that politeness comes in four diversities, namely, positive politeness, negative politeness, bald on record, and off-record strategies.

4. DATA ANALYSIS AND RESULTS

The goal of the study was to compare the politeness strategies that were used in two English sources, namely, the novel of *Lovely Bones* and the textbook of Family and Friends 4. In this section, the results of the data that were gathered through the content analysis of the above books are presented. First of all, the descriptive statistics is presented. In this section, some statistical characteristics such as frequency and percent will be used to indicate the number and kind strategies of politeness that were used in the books. Next, the inferential statistic is provided. In this section, the difference between the two books in their utilization of politeness strategies is investigated.

4.2 Descriptive Statistics

In this section, the results of data analysis are presented in descriptive way. Here, the research two first questions are analyzed and examined.

4.2.1 Addressing the First Research Question

The first research question asked about the types of politeness strategies that were used in English novels and ESL textbooks. based on Brown and Levinson's (1987) framwork. the main politeness strategies discussed in this framework consist of (a) Baled on-record strategy, (b) Positive politeness strategy, (c) Negative politeness strategy, (d) Off-recored (indirect) strategy.

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Table 4.1 The Frequency Distribution of the Politeness Strategies of the English Novel and the English Text book
Cross-tabulation

		Politeness strategies					
		Bald	On-record	Positive Politeness strategies	Negative Politeness strategies	Off-record	Total
Books	English text book	Count	45	24	0	16	85
		% of Total	19.8%	10.6%	.0%	7.0%	37.4%
	English novel	Count	101	24	2	15	142
		% of Total	44.5%	10.6%	.9%	6.6%	62.6%
Total		Count	146	48	2	31	227
		% of Total	64.3%	21.1%	.9%	13.7%	100.0%

Based on the results of Table 4.1, 19.8 percent of the politeness strategy that were used in English textbook was Bald On-record strategies while the English navel utilized 44.5 percent of this strategy. In addition, 10.6 percent and 10.0 percent of the strategies that were used in the both books were positive strategies of Politeness. Moreover, the Negative strategies of politeness did not utilized in the English text book but the English novel used 2 percent of these strategies. Furthermore, Off-record strategies of politeness were utilized 7 percent the English text book whereas 6.6 percent of them were used in English novel. Considering the text book of family and friends 4, regarding Bald on record strategies, some sentences such as (Come on, let's play football! Hello. Are you going to the theater? We can take you; Let's find something new to watch, but you shouldn't eat cakes when you've got a stomach ache!), Positive strategies (You can watch it on the DVD player in the living room, who's calling, please? Excuse me. Where's the station? Here are some strawberries. Chop them up please, Amy), and off record strategies some sentences like (It's ok. But my old bed is better, you couldn't eat dinner, but you could eat all those cakes!) were identified.

In addition, considering the English novel, regarding Bald on record strategies, the sentences like ("Don't let me startle you," You got kind of goofy. It was a cop, wasn't it?", The idea is all centered around you., Why are you shivering?"), Positive strategies (I got to go, Mr. Harvey. This is a cool place, but I have to go, I received a call from the police this morning. I'm sorry to hear of your loss., I'm here if you need me), Negative strategies (Do you mind if I ask you . . ." he began), and regarding Off record strategies, some sentences such as (Look, Dad," my sister said, making her one concession for him, "I'm handling this alone, Without the drawing there would be no problem) were discovered.

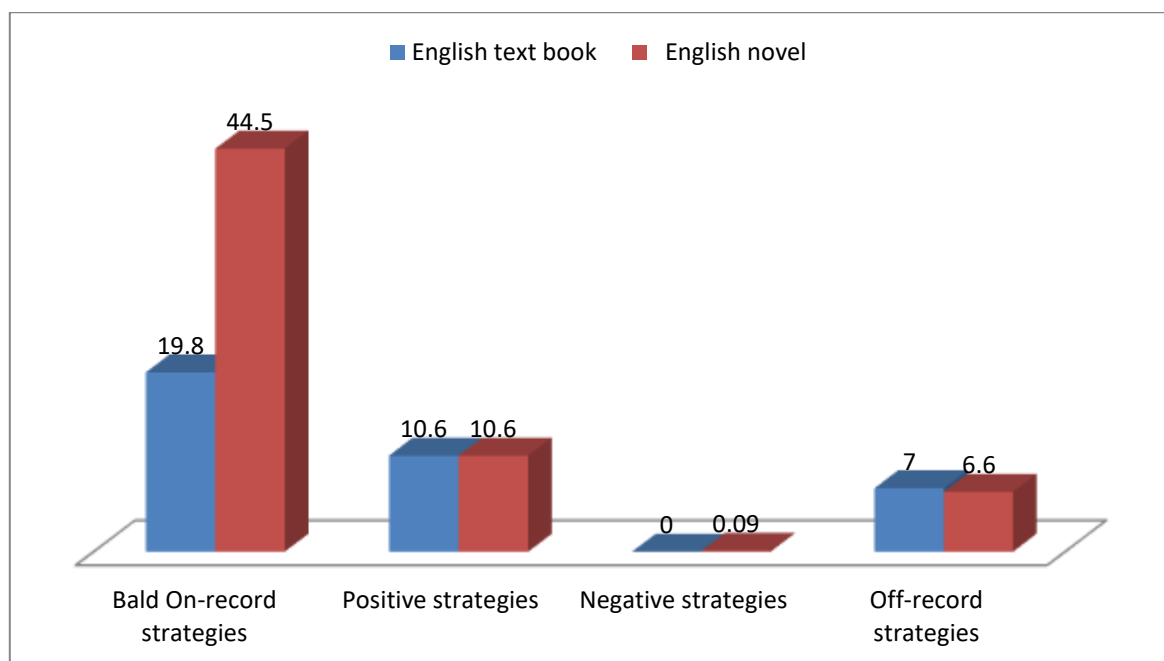


Figure 4.1: The Frequency Distribution of the Politeness Strategies of the English Novel and the English Text book

4.2.2 Addressing the Second Research Question

The second research question asked about the politeness strategies that were most frequently used both English novel and ESL textbook.

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Table 4.2 The Frequency Distribution of the Use of Politeness Strategies in Both English Text book and English Novel

Politeness strategies		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bald On-record strategies	146	64.3	64.3	64.3
	Positive strategies	48	21.1	21.1	85.5
	Negative strategies	2	.9	.9	86.3
	Off-record strategies	31	13.7	13.7	100.0
	Total	227	100.0	100.0	

The above Table demonstrates that in total, Bald On-record strategies were utilized with the highest frequency of 64.3 in both the English novel and English text book. After, that the positive politeness strategies with the frequency of 21.1 were the most frequently used strategy in the both mentioned books. Then, in both books, 13.7 of the strategies that were used belonged to Off-record strategies. The least frequency used strategy of politeness in both books was negative strategies. These strategies were employed with the lowest frequency of .9 percent in both books.

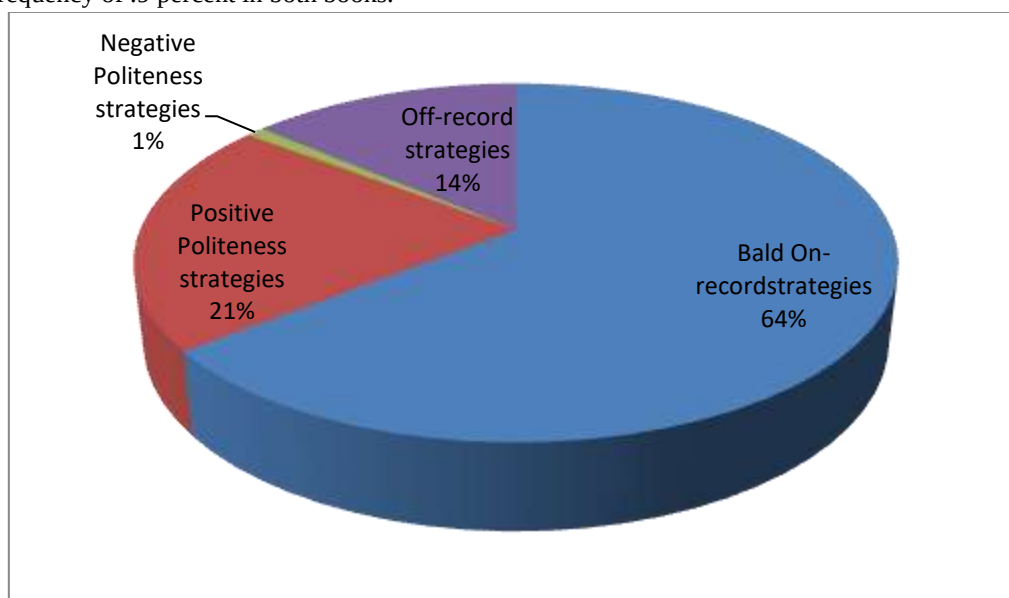


Figure 4.2: The Frequency Distribution of the Use of Politeness Strategies in Both English Text book and English Novel

4.3 Inferential Statistics

In this section, first of all, the Kolmogorov-Smirnov Test is used to indicate the normality or non-normality of the data. Then, the research third question is investigated to find out the difference between the politeness's strategies that were utilized in both English novel and ESL text book.

4.3.1 Addressing the Third Research Question

The third research question asked whether there was a significant difference between the politeness strategies that are used in English novels and ESL textbooks.

Table 4.3 The Comparison between the Politeness Strategies that Were Utilized in English Novel and English Text Book

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Politeness strategies	English text book	85	2.8706	1.25155	.13575
	English Novel	142	3.3310	1.09623	.09199

As the results of Table 4.3 indicates, the mean of number of politeness strategies that were identified in the English text book of Family and Friends 4 was 2.87 (M=2.87) and it was less the mean of the number of strategies that were discovered in English novel that was 3.33 (M=3.33).

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Table 4.4 Investigating the Difference between the Politeness Strategies of the English Novel and English Text Book

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
strategies	Equal variances assumed	14.024	.000	-2.902	225	.004	-.46040	.15862	-.77297	-.14782
	Equal variances not assumed			-2.808	158.903	.006	-.46040	.16398	-.78427	-.13653

The results of the above Table show that the difference between the politeness strategies in English novel and English text book at the freedom degree of 225 (df= 225) is less than the error level of 0.01. Therefore, it can be asserted that there was a significant difference between the politeness of the English novel and English textbook.

5.1. DISCUSSION AND CONCLUSION

In this chapter, first of all, the results that were acquired from data analysis are discussed in line with the results of other related studies. Then, the conclusion is presented. After that, the implications of the study are explained. Afterwards, the limitations will be discussed. Finally, the chapter ends with presenting a number of suggestions that the researcher has for those researchers who want to conduct similar investigations.

5.2 Discussion

This investigation aimed at investigating the politeness strategies that were utilized in English novel of *Lovely Bones* versus the ESL textbook of *Family and Friends 4*. The study investigated and analyzed the content of the above-mentioned books and revealed the ways speakers utilized the strategies of politeness. The study mainly concentrated on the theory of politeness developed by Brown and Levinson (1987) as theoretical background to examine the strategies of politeness used in above materials. The results of data analysis revealed that bald-on record strategies of politeness were most frequently used in both books. In addition, positive strategies were equally included in both books. Moreover, the text book of *Family and Friends 4* used no negative strategy while only 2 strategies were identified in the English novel. Eventually, based on the gained results, the number of off-record strategies of the English text book was 16 while it was 15 in the English novel.

Moreover, the result indicated that positive strategies of politeness outnumbered negative ones. Both the text book of *Family and Friends* and the English novel of *Lovely Bones* utilized the same number (n=24) of positive strategies of politeness but the first one had no negative strategy while the novel used two negative strategies. It is believed that the main reason of utilizing more positive strategies of politeness in comparison with the negative ones is that based on the style of conversation, the characters of the English textbook and novel had the tendency to reveal their concern and attention to other individuals and positive strategies were utilized in both books to diminish the distance between the speakers and the listeners. Moreover, it reveals that characters in the two books paid attention to decreasing force than to acquiring commendation. Moreover, they made any effort to diminish menace to other individual's face and avoid conflict in discussions and conversations. Furthermore, negative strategies of politeness and off record strategies as the less frequently used strategies emerge greatly when in a communication speaker talks to an individual who is more regardful or older and when orator is eager to be modest and raise the interlocutor.

The results of the study are in contrast with the results of a study that was conducted by Meiratnasari, Wijayanto and Suparno (2019). They analyzed the strategies of politeness that were used in Indonesian English course books. The researcher restricted the analysis on the dialogs which prepared as materials in the course books. Brown & Levinson's (1987) model of the strategies of politeness was utilized to classify the data. The findings of the research showed that four strategies namely, bald on-record, positive politeness, negative politeness, and off-record were identified in the Indonesian English course books. Moreover, the results indicated that positive and negative strategies of politeness have the greatest frequencies respectively. Moreover, Bald on-record was the other strategy that was more frequently used although the diversities of the frequencies are too far with positive and negative politeness. And, finally, off-record strategies were the least frequently used strategies.

As the results of the study indicated bald-on-record politeness strategies and positive strategies respectively had the highest frequency in the both books under investigation. The frequent utilization of positive strategies of politeness and bald-on-record strategies in both English novel and English textbook is incongruence with the outcomes of the investigation that was carried out by Park (2008) on the utilization of politeness strategies in CMC. According to Park (2008), the commonality of bald-on-record and positive politeness strategies lies in the truth that both strategies are grounded in propinquity. Consequently, they bring close

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interpersonal correlations between individuals. The utilization of such strategies of politeness shows that efficient interpersonal communication has a significant function in the increase of group discussion.

The result of this study are in contrast with the results of a study that was conducted by Alfattah and Ravindranath (2009) in which the researchers investigated the ways in which Yemeni learners realized requests in their English interlanguage concentration on the strategies of politeness as suggested by Brown and Levinson (1987). According to the outcomes of the research, the participants initially utilized indirectness strategies.

5.3 Conclusion

This investigation was an effort to make a comparison between the politeness strategies that were utilized in English novel *Lovely Bones* versus ESL textbook of *Family and Friends 4*. Brown and Levinson's (1987) theory of the strategies of politeness were employed in the study. The results showed that, regarding the total number of the strategies of politeness employed, the English novel utilized 142 strategies whereas the text book of *Family and Friends 4* used 85 strategies of politeness. In addition, the outcomes revealed that the politeness strategies of Bald-on record, Positive politeness, off-record and Negative politeness were respectively the more frequently utilized strategies in both books. The English novel used more Bald-on record strategies and both the books employed the identical number of positive strategies. The English text book had no negative strategy but 2 were found in the English Novel. Moreover, based on the results of content analysis, regarding Off-record strategies of politeness, the text book of *Family and Friends* utilized 16 strategies and the English novel employed 15 strategies.

It can be concluded that, by taking into account the truth that being aware of syntactic and semantic rules of a language does not guarantee mastering its communicational rules and generally, its utilization, and also the fact that diverse languages have diverse rules of pragmatic that are culture-specific, language instruction should promote the knowledge of learners by assessing the pragmatic rules dominant in the language they are learning and making a comparison between them and the first language the learners in order to identify the diversities and similarities.

All the findings acquired in this study recommend that promoting EFL learners' communicative competence has received very little attention. And while Alcon-Soler (2005) asserted that several features of the EFL setting prevent pragmatic learning, such as the narrow range of speech acts and realization strategies, typical patterns of interaction which limits the input of pragmatic, large classes, restricted hours of contact and little chance for intercultural communication, the EFL setting seems to be even more constrained by these factors. The outcomes are clear: EFL learners may finally reach to a fair degree of linguistic proficiency but with little knowledge of how to utilize language properly in different situations. In order to develop this situation, an explicit instruction of pragmatic should be provided for EFL learners.

Moreover, as the final conclusion, it can be said that from the theory of speech act, the strategies of politeness greatly depend on specific situations, relative power and the social distance between the addresser and the addressee. In order to be able to utilize the strategies of politeness properly, individual who participate in communication should be aware that using politeness strategies has an close association with the context of communication and the social distance an power between the interlocutors. Being aware of these issues, interlocutors will be able to use the politeness strategies accurately.

5.4 Implications of the Study

The findings of this investigation have a number of pedagogical implications for instructors and materials developers in EFL environments. The findings of the investigation assist L2 teachers to be aware of the pragmatic points of the books that they teach and they also will be familiar with the nature of the textbook they want to instruct. Moreover, EFL teacher should assist their learners acquire more knowledge about the concept of politeness strategies and how to accurately utilize them in each speech act across cultures. Learners must be instructed about which strategies of politeness are preferable and acceptable in each speech act in diverse social context. Additionally, the teacher must concentrates more on instructing the functions of language in use rather than structures. It assists learners to have a desirable communication. Learners may have favorite knowledge of vocabulary and grammar, but they may have no ability to utilize that knowledge in communication appropriately and politely.

The results of the study have implications of EFL learners. Theshould make any effort to expand their knowledge of pragmatics and obtain more awareness of how to utilize the strategies of politeness properly to specific individuals and in specific situation.

The obtained results of the study can contribute to better comprehension of the strategies of politeness in ESL textbooks. *Family and Friends 4* is viewed as one of the most prominent English series in Iran that is taught to intermediate level EFL learners. So, it is hoped that this investigation assist both Iranian EFL teachers and learners and material developer r to have better understanding of the significant function of politeness strategies in everyday conversations.

5.5 Limitation of the Study

The first limitation of the study was that, in analyzing the content of the materials that were used in the study, the social distance, social power, and also the gender of the interlocutors did not taken into account.

The other limitation of the study is that because of the truth that novels greatly had diverse settings and the events mostly occurred in diverse situations and conditions, the acquired results may not be truly generalizable to other situations and contexts.

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Moreover, because of the restrictions of time, the research was able to analyze and examine politeness strategies of only two materials, namely, an English novel of *Lovely Bones* and the English text book of *Family and Friends 4*. Thus, the range of the obtained data was small to some extent. In addition, the researcher was able to analyze the all pages of the English novel. Furthermore, in order to identify the politeness strategies the researcher considered and utilized books only, namely, the materials of the study were just books. The politeness strategies that are used by Iranian EFL learners and English native speakers were not taken into consideration.

5.6 Suggestions for Further Research

The strategies of politeness were taken into consideration in this study because they are elements in everyday communication. As this investigation concentrated on ESL text book and an English novel, other researchers are recommended to perform similar investigations an examine EFL textbooks that are written by Iranian authors and even Persian novels.

As the present investigation did not take into account the interlocutors' gender, social distance and social power, other researchers can accomplish father study and consider the above while producing the strategies of politeness.

According to the results of this study, other scholars are suggested to conduct similar studies to observe and investigate the factors that govern the politeness in speech as well as the diversity of the strategies of politeness in each period. It is also recommended to perform a further investigation in association with the strategies of politeness, such as, a study of politeness strategies that are utilized in indicating refusal, request, agreement and disagreement.

As the politeness strategies of only two sources, namely, an English novel and a ESL text book were investigated in this study, it is suggested to duplicate this research and investigate and analyzed more sources.

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