Teacher politeness: A cross-cultural comparison in ESL classrooms

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TEACHER POLITENESS: A CROSS-CULTURAL COMPARISON IN ESL CLASSROOMS

A Thesis submitted to

The Department of Applied Linguistics
Teaching English to Speakers of Other Languages Program
In partial fulfillment of the requirements for
The degree of Master of Arts

By

Yasmine Mostafa Soheim

Under the supervision of Dr. Lori Fredricks

December 2014
The American University in Cairo

TEACHER POLITENESS: A CROSS-CULTURAL COMPARISON IN ESL CLASSROOMS

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To my beloved Mother

Nour El Hoda Youssef

It would have never been possible without you

I love you, Mama

And

To my beloved Father

Mostafa Soheirn

You will always remain a source of inspiration

I miss you, Baba
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ABSTRACT

There have been a plethora of studies investigating politeness in different segments of the society. Research on classroom politeness has addressed many different themes, given its tactical role in the teacher-student relationship. For instance, a teacher could intentionally or unintentionally define her/his social distance with the students by means of politeness strategies employed in the classroom.

In Egypt, with the growing number of private educational institutions, where the English language is overtly foregrounded, many native speakers are hired as ESL teachers. On one hand, these teachers, who just arrived from their home countries where the teaching and learning attitudes might be different, engage in their work with a set of expectations of their Egyptian students. On the other hand, those students also have expectations of their ESL teacher; for example, they may expect more assistance and availability from their teachers’ side. These differences in expectations could be problematic, as meeting each other’s expectations could be hindered because of cross-cultural barriers.

Based on Brown and Levinson’s politeness theory, the present study compares teacher politeness strategies in ESL classroom from a cross-cultural perspective. First, it examines politeness strategies used by American and Egyptian instructors in an English-medium university context in Egypt by investigating how Egyptian and American teachers use positive and negative politeness in their ESL classrooms and with what frequency. The second focus is mainly concerned with the explanation of the American and Egyptian teachers’ preferences of politeness strategies.
Because of the exploratory and qualitative nature of the study, the researcher observed and discerned the indicators of positive and negative teacher politeness strategies during 10 classroom observations and four interviews. Five Americans and five Egyptians teaching in the undergraduate Rhetoric and Composition department at an American university in Egypt represented the main participants of the study.

Qualitative analysis of the findings revealed that American participants used slightly fewer positive politeness strategies in the classroom than their Egyptian colleagues. In contrast, the American teachers participating in the study employed more negative politeness strategies compared to the Egyptian instructors. Their dissimilar preferences of politeness strategies could be justified by their different expectations from their students. Regardless of their cultural background, in the classroom, teachers satisfied their students’ positive face by employing positive politeness strategies such as offering help and compliments. Further, the students’ negative face could be saved by making use of negative politeness strategies, such as hedging when giving feedback, for example. The findings of the study implied the potential usefulness of offering insightful seminars and workshops highlighting the cultural differences and similarities to new teachers, who might have a different cultural background from their students’.
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ABBREVIATIONS

IEP: Intensive English Program

ESL: English as a Second Language

EFL: English as a Foreign Language

L1: First Language or Native Language

L2: Second Language

*Positive Politeness Strategies:*

P1: Exaggerate interest/approval

P2: Use in-group identity markers, such as the use of the pronoun "we"

P3: Assert knowledge of hearer's wants

P4: Offer/promise

P5: Complimenting

P6: Expressing empathy/ understanding

P7: Self-disclosure providing information specifically on self, opening up to the group

P8: Use of L1 (Arabic)

P9: Joking

P10: Informal verbiage, informal wording choices

P11: Direct speech acts

*Negative Politeness Strategies:*
N1: Indirect Inquiry, such as indirect speech acts

N2: Hedging

N3: Impersonalization/ avoiding using 'I' or 'you' to diminish imposition

N4: Formal verbiage/ using formal wording choices
CHAPTER ONE—INTRODUCTION

Rationale of the Study

In the field of pragmatics, politeness is perceived as a concentration on the amount of verbal ‘work’ which individual speakers have to perform in their utterances to counteract the force of potential threats to the ‘face’ of the hearer (Brown & Levinson, 1987). For a few decades, pragmatics scholars and researchers have been closely scrutinizing politeness. Research has led to the development of a number of theoretical frameworks for politeness (Cutting, 2002; Meyerhoff, 2006; Paltridge, 2006). Perhaps the most influential and controversial theoretical framework was the one developed by Brown and Levinson. Brown and Levinson created their politeness framework in 1978. Their model was actually inspired from the notion of 'face'- where face refers to the public self-image- which was first introduced by Erving Goffman (Brown & Levinson, 1987; Goffman, 1955). According to Brown and Levinson (1987), there is universality across cultures that the speaker should respect the face of the hearer and avoid face threatening acts (FTAs), which refer to the type of acts that 'threaten'. FTAs can either be hedged with negative politeness or positive politeness. Negative politeness refers to the respect of the hearer’s negative face, which represents the freedom of not being imposed on by others. It is important to note that negative politeness in this pragmatic sense is inherently different from impoliteness, which is a synonym for being rude or insolent. In contrast, positive politeness attends the positive face, which is the need to be treated as a member of the group and to be liked by others (Brown & Levinson, 1987; Cutting, 2002; Meyerhoff, 2006). Although it has been rigorously applied especially in cross-cultural settings, Brown and Levinson’s theory of politeness has been widely critiqued by many scholars (Ide, 1989, 1998; Mao, 1994; Matsumoto, 1988; Mursy & Wilson, 2001; Watts, 2003). Most critiques revolve around the claim that the
theory is Western ethnocentric. This claim is the result of the difficulty of applying the Brown and Levinson politeness model, which asserts universality, on non-Western cultures without modifications or adaptations (Ide, 1989, 1998; Mao, 1994, Matsumoto, 1988; Mursy & Wilson, 2001).

As mentioned before, numerous studies have investigated politeness in different segments of the society. For instance, research on politeness in classrooms has received great attention by being addressed in a number of studies, given its strategic role in teacher-student relationship. A teacher could intentionally or unintentionally define his/her social distance with the students through the politeness strategy. In other words, the teacher’s choice of adopting either positive or negative politeness could determine the degree and the nature of rapport established with the students in the classroom (Bills, 2000).

The present study compares teacher politeness strategies in ESL classroom from a cross-cultural perspective, based on Brown and Levinson’s politeness framework. American English language teachers and Egyptian English language teachers are being compared to each other in an undergraduate classroom setting from a positive versus negative politeness point of view. A similar comparative study was piloted last year by the researcher on a smaller scale as part of the requirements of a course on pragmatics. The findings of this study, which consisted of four participants (two North American instructors and two Egyptian instructors), revealed that North American teachers equally used negative and positive politeness strategies in their ESL classrooms while Egyptian teachers used positive politeness strategies more than the negative one (refer to Appendix E).
Very few studies have focused on teacher’s politeness in ESL classrooms. Most of these studies have been carried out in Asian settings, such as China, Korea and Japan in an EFL setting where both teachers and students shared the same Asian culture (Jiang, 2010; Peng, Cai & Tan, 2012; Peng, Xie & Cai, 2014; Wang et al., 2007). In Egypt, with the growing numbers of private educational institutions, where English language is strongly foregrounded, many native speakers are hired as ESL teachers. These teachers start working with a set of expectations of their Egyptian students. On the other hand, those students also have expectations of their ESL teacher. Meeting each other's expectations can be challenging because of cross-cultural barriers, which could lead to pragmatic failure, especially if there is linguistic incompetence. Pragmatic failure, such as not understanding the intention of the teacher when using a certain politeness strategy, could affect the teaching and learning process, and therefore, it becomes crucial to minimize the probability of its happening. There is no existing research that has examined the Egyptian setting in contrast to other cultures. For that reason, in the current study, the politeness strategies of American ESL teachers and the politeness strategies of Egyptian ESL teachers are compared in the same undergraduate classroom setting.

**Research Questions**

The current study addresses politeness strategies used by American and Egyptian instructors in a university context in Egypt by looking at the following research questions:

1. How do Egyptian and American teachers use positive and negative politeness in their ESL classrooms and with what frequency?

2. How can the American and Egyptian teachers' preferences of politeness strategies be explained?
Definitions of Constructs

Theoretical Definitions

*Face* refers to our public image that every member of each society has and wishes to maintain but can be lost if not constantly attended to in social interaction (Brown & Levinson, 1987).

*Politeness strategy* refers to our awareness of other people’s face wants (Brown & Levinson, 1987).

*Positive face* refers to our need to be accepted, liked by others, and belonging to a social group sharing common objectives (Brown & Levinson, 1987; Cutting, 2002, p.43-46; Meyerhoff, 2006, p.87-91; Paltridge, 2006, p.74-75).

*Positive politeness* refers to the different strategies that we use to preserve the positive face of others. Our solidarity is emphasized (Brown & Levinson, 1987; Cutting, 2002, p.43-46; Meyerhoff, 2006, p.87-91; Paltridge, 2006, p.74-75).

*Negative face* refers to our right of not being imposed on by others (Brown & Levinson, 1987).

*Negative politeness* pertains to preserving the negative face of others and avoiding imposition. It also implies the existence of social distance (Brown & Levinson, 1987).

*A speech act* is an utterance defined in terms of a speaker's intentions and the effects it has on a listener (Cutting, 2002, p.43-46; Meyerhoff, 2006, p.87-91; Paltridge, 2006, p.74-75).

*A direct speech act* refers to a speech act where there is direct relationship between the linguistic structure and the intention of the speaker (Cutting, 2002, p.43-46).

*Indirect speech acts* refer to speech acts that are performed indirectly through other speech acts (Cutting, 2002, p.43-46).
Operational Definitions

Positive politeness refers to the different speech strategies that emphasize solidarity and belonging to the group. For example: the use of in-group identity markers (such as the pronoun 'we'), complimenting, expressing empathy/sympathy. (Figure 1)

Negative politeness refers to the different speech strategies that emphasize the person's right in not being imposed on by others. For example: being conventionally indirect by using indirect speech acts, hedging, and impersonalization (i.e. avoid using the pronouns 'I' and 'you' to diminish imposition). (Figure 1)

Rapport refers to a harmonious relation or connection. In other words, rapport can be defined as the subjective perceptions of harmony or disharmony in interpersonal relationships. For example, a teacher tries to establish rapport with the students in order to enrich the students’ learning experience.

Delimitations of the Study

The current study explores the teacher's politeness within a particular ESL context. Only 10 teachers participated as the sample for the study. Therefore, the findings of the research have not allowed the researcher to make any generalizations with respect to the larger population. The researcher chose to limit the sample of her study to 10 participants only due to time constraints and the complex nature of the chosen data collection procedures. Another reason for selecting the sample was that the researcher aimed at having two parallel groups of participants for the purpose of cross-cultural comparison.
CHAPTER TWO—REVIEW OF THE LITERATURE

Introduction

In our day-to-day language use, politeness means the tactful consideration of others and the proper social conduct. In pragmatics, politeness does not refer to the social rules of behavior such as holding the door to other people. According to Routledge Dictionary of Language and Linguistics, politeness is a term for a combination of interpersonal considerations and linguistic choices affecting the form and function of linguistic interactions. In other words, politeness refers to the diverse choices in which the relational function in linguistic action and the linguistic realizations are expressed, such as showing a friendly attitude to people and allowing them to enjoy their own private space (Cutting, 2002, p.43).

Brown and Levinson's Politeness Framework

For the last three decades, researchers have been pursuing a rich plethora of studies on politeness. Instead of presenting an exhaustive theoretical review of the different politeness frameworks, the researcher has chosen to present what is considered the key theoretical model: Brown and Levinson politeness theory. The current research is largely based on the concept of politeness proposed by Brown and Levinson (1978, 1987).

These two scholars proposed a theoretical framework based on the notion of 'face', which was originally introduced by Erving Goffman in 1955. Goffman (1955) defines face as the individual's publicly manifested image reflecting his/her self-esteem. He claims that all human interactions are based on face-work, in which the speaker attempts to save both his/her and the hearer's face. Based on this notion of face, Brown and Levinson developed their framework, which claims that there is a universal trait across different cultures which is that respect should
be mutual regarding self-image and that Face Threatening Acts (FTAs) should be avoided. However, FTAs can sometimes be unavoidable. The two scholars postulate that an FTA can be redressed with negative or positive politeness. They posit that negative politeness refers to the respect of the hearer's negative face, where negative face represents the need to be independent and the right not to be imposed on by others. FTAs can also be redressed by attending to an interlocutor’s positive face, which means the need to be accepted by others and treated as one of a group (Cutting, 2002, p.43; Diamond, 1996; Paltrridge, 2006, p.72; Roberts, 1992; Sifianou, 1995; Wolfson, 1989). In other words, positive politeness can be conveyed through offering compliments to the hearer, by including the hearer in the group, or by just being cooperative. Negative politeness, on the other hand, can be expressed by ensuring that the speaker will not interfere in the addressee’s freedom of action in order to avoid imposition.

Brown and Levinson (1987, p.71-84) propose three sociological variables in choosing politeness strategies in order to illustrate the different uses of the various strategies in real life. The variables are: 1) social distance between the speaker and the hearer. For example, we may use less elaborate positive strategies or we may choose to use positive rather than negative strategies when speaking with family members; 2) power relations between the speaker and the hearer. For example, teachers use this power in class in different ways, which can affect the building of the teacher-student rapport; 3) the absolute ranking of impositions in a particular culture; in other words, the absolute ranking of the threat of an FTA.

Although post-modern theorists have devoted ample attention to the debate about Brown and Levinson’s politeness theory, the large amount of empirical research inspired by their framework is usually left unmentioned. Studies examining various speech acts in many different languages have provided valuable insights into culture-specific features of politeness and the
challenges foreign language learners face in recognizing the politeness norms based on Brown and Levinson politeness framework (Zhang & Sapp, 2012; Zhu, 2012). However, as Meier (1995) argues, ‘politeness can be said to be universal only in the sense that every society has some sort of norms for appropriate behavior’ (p.338). The following section sheds light on the critiques of Brown and Levinson's politeness framework.

**Critiques of Brown and Levinson's Politeness Framework**

Despite the fact that Brown and Levinson's politeness framework was initially built as a cross-cultural and universal model, their theory has been widely accused of being Western-ethnocentrically biased. The main critiques take root in the difficulty of the straightforward application of the theory to non-western cultures (Ide, 1998; Mao, 1994; Matsumoto, 1988; Mursy & Wilson, 2001; Tawalbeh & Al-Oqaily, 2012; Yu, 2011). A number of non-Western studies (Ide, 1998; Mao, 1994; Matsumoto, 1988; Mursy & Wilson, 2001; Tawalbeh & Al-Oqaily, 2012; Yu, 2011) asserted that politeness is ruled by the society and the social expectations of behavior, rather than the 'individualistic' perspective that mainly focuses on the individual needs and wants. The focus of these studies is on the 'corporate' aspect of some of the non-Western societies, in comparison to the 'individualist' aspect of Western societies as illustrated in Brown and Levinson's politeness framework.

In their study on complimenting in the Egyptian society, Mursy and Wilson (2001) argue that 'face' can be redefined according to each culture and its social norms, creating a type of reflexive face that accommodates the particular social aspects of a certain culture. 'Viewing things in this way might allow us to retain politeness theory, with only minimal, and culturally sensitive, adjustments being required at the level of actual description' (Mursy & Wilson, 2001,
p.136). Individuals choose certain norms within a certain pragmatic scale, according to their culture and the conditions of the social interaction. In fact, some researchers have postulated the necessity of considering a reconceptualization of politeness, which can yield a richer way of explaining cross-cultural pragmatic findings (Bargiela-Chiappini, 2003; Spencer-Oatey & Jiang, 2003).

According to Matsumoto (1988) and Ide (1989, 1998), in contrast to Western societies which favor minimizing impositions, the Japanese culture depends on showing the interlocutors’ status differences both verbally and non-verbally, by using honorifics, pronouns or address forms. In other words, the Japanese polite language system accentuates human relationships instead of ways of saving face and minimizing imposition (Ide, 1989, 1998; Matsumoto, 1988).

However, not all Asian researchers agree with the above-mentioned arguments concerning Brown and Levinson’s politeness framework. The assertion that these regulating principles are only locally valid implies the rejection of any notion of universality (Pizziconi, 2003). Further, the studies which critiqued Brown and Levinson politeness framework gave little attention to the role of positive politeness in communication. Fukada and Asato (2004) offered an analysis of Japanese honorifics in which they argue that Brown and Levinson’s politeness theory is indeed not in disagreement with the norms of Japanese society. They justified their point of view by revisiting the claims of Ide (1989, 1998) and Matsumoto (1988). Fukada and Asato point out that when someone of high status is taking part in a conversation, distance and power are intrinsically introduced to the conversation. As a consequence, the impact of this person’s contribution becomes high and it thus becomes an FTA according to Brown and Levinson’s model (Fukada & Asato, 2004).
Politeness and the Educational Context

The knowledge of politeness can be of great importance in classroom teaching of a second language because politeness can have a vital role in the teacher-student social interaction (Senowarsito, 2013). Effective communication is the key for any teacher who aspires to establish a productive classroom atmosphere. That is, the teacher’s elaboration of messages is a crucial element in creating a positive classroom. In other words, the role of the teacher is supposed to be ‘a patient motivator, a helpful facilitator and a positive counselor’ (Peng et al., 2014 p.111). Rapport, defined as ‘people’s subjective perceptions of (dis)harmony, smoothness-turbulence and warmth-antagonism in interpersonal relationship’ (Spencer-Oatey & Franklin, 2009, p.102), has been proved to play a critical role in communication (Gordon, 2006; Ho, 2011; Spencer-Oatey, 2008). Politeness strategies employed by ESL teachers are thus of great importance in the learning and teaching process. In fact, the teacher-student in-class interaction is inherently influenced by their pragmatic knowledge, defined as 'how to behave and respond in different situations and contexts' (Senowarsito, 2013, p.83). There is actually a strong relationship between pragmatic knowledge and the knowledge of socio-cultural morals (Senowarsito, 2013).

A considerable number of studies have examined teachers’ use of politeness strategies in the classroom (Jiang, 2010; Peng et al., 2012; Peng et al., 2014; Wang et al., 2007; Yu, 2011). A teacher defines his/her social distance, which is mainly created by institutional setting and age difference with the students through his/her choice of politeness strategy (Senowarsito, 2013). In ESL classrooms, as in other types of classes, teachers are expected to correct mistakes and give feedback to their students, whether this feedback is spoken or written. In the case of a negative evaluation, there is a high probability for an FTA to happen. The same applies when the teacher
asks the student to provide further explanations, as this request could be considered as a threat to the negative face of the student, whose freedom of action is jeopardized (Peng et al., 2014).

Adopting either positive or negative politeness will determine the degree and the nature of rapport established with the students in the classroom (Bills, 2000). A teacher can opt to use different linguistic means of positive and negative politeness strategies. Positive politeness strategies can be used by the teacher to claim common ground by exaggerating approval or agreement, by treating students as members of the same group or by showing sympathy for students who have difficulties. On the other hand, negative politeness strategies could be employed by the teacher to prevent imposition and to avoid threatening the student’s negative face by hedging during error correction, for example (Peng et al., 2012; Peng et al., 2014).

In her case study, Jiang (2010) examined a Chinese female EFL teacher’s linguistic politeness in the classroom based on observations, recorded data and interviews with both the teacher and the students of an intensive reading class of non-English majors in a university, where both the teacher and learners are Chinese. She designed her research based on Brown and Levinson’s politeness framework. When presenting her methodology, she asserted that all classroom speech acts can be categorized as instructional, motivational, evaluative, and managerial. The researcher transcribed the different speech acts and she classified any language that is to enhance the process of teaching and to benefit the interaction between teacher and students as politeness. Under each category of the four speech acts she identified, she labeled each speech act as either a bald on-record, positive, negative, or off-record strategy. Her results showed that the Chinese teacher employed all four strategies, with the following distribution: the positive politeness strategies making up the greatest proportion with 36%, the negative politeness strategies were represented by 28.2%, then bald on-record strategy by 21%, and lastly off-record
by only 14.1%. She concluded her study with general statements about the existence of politeness in this EFL class and that politeness encouraged the reciprocal understanding and harmonious rapport between the teacher and her students. Although it is an insightful study, the researcher did not provide an explanation for the distribution of the different politeness strategies. Instead, she only confirmed that politeness, in general, contributed to the teaching and learning process. Perhaps, the main limitation of this study is that the researcher collected the observation data during two class hours only. Further observations may have led to a different distribution of politeness strategies.

Inspired by Jiang’s (2010) research, Peng et al. (2014) conducted a case study very similar to the previously discussed research. The researchers aimed to reveal how the main participant, a 30-year-old male Chinese teacher, applied politeness strategies to his teaching practice in the classroom. They observed two 45-minute classes, where the students were freshmen Computer Science majors in a Chinese university. They decoded their observation data based on the four speech acts categories Jiang (2010) presented in her study as the main speech acts employed in any classroom, which were: 1) Academic instructions, which show how teachers lead students’ learning, such as answering students’ academic questions and supportive and corrective feedback; 2) motivation, which refers to different illocutionary acts aimed at stimulating students’ participation; 3) evaluation, which can be either positive or negative, thus it can either encourage or discourage the students; and, 4) classroom management, such as disciplines of instructions or directives (orders, requests, questions, and calls) (Peng et al., 2014, p.114). The young teacher mainly adopted two positive politeness strategies: the honorific terms of address and the compliment. As for the negative politeness strategies, hedges were mostly used by the teacher to minimize the imposition. In fact, hedges can soften performatives. The
researchers noticed that many of the teacher’s sentence patterns were suggestive or added modal verbs, which gave students more freedom of choice. They concluded their study by stating that the teacher preferred positive politeness strategies to negative politeness strategies. Unlike Jiang (2010) in her case study, Peng et al. provided an explanation to their findings. According to them, positive politeness is oriented towards the individual’s positive self-image and emphasizes the need for association between teachers and students. By employing more positive politeness strategies, the teacher could reduce the threat of FTAs. As the teacher was getting to know his freshmen students, he wanted to establish a higher degree of rapport with his students. In their conclusion, they asserted that their participant skillfully used politeness strategies: for one thing, using honorific terms of address and complimenting to stimulate students’ learning; for another, hedging to diminish the imposition and saving the students’ negative face. Similarly to the previous case study, this case study also examined a Chinese teacher in a Chinese university setting with Chinese students. Perhaps the main limitation of this study is the constrained time of observations; two 45-minute classes might not have been enough to draw conclusions about the teacher’s use of politeness strategies.

Peng et al. (2012) led another research investigating college teachers’ politeness strategies in Chinese EFL classrooms. Based on Brown and Levinson’s politeness framework, the researchers used class observations, survey questionnaires, and semi-structured interviews in order to investigate how students’ gender and level of English proficiency influenced their understanding of teachers’ politeness strategies, what attitudes they had towards the application of teachers’ politeness strategies, and how students valued politeness strategies in EFL classrooms. The main objective of this study was to shed light on students’ perceptions and interpretations of teachers’ politeness strategies. Two types of data collection methods were
used: survey questionnaires, and semi-structured interviews. A 30-year-old female Chinese teacher and her seventy-four freshmen Engineering major students in a Chinese university represented the participants in the study. The researchers observed two 45-minute classes. After collecting 36 sentences related to different politeness strategies during classroom observations, they created a questionnaire, where Chinese language was heavily employed, to be given to the students participating in the study, divided into two parts. Part one was to find out how students interpreted teachers’ politeness strategies in their language use and part two was to probe into how students evaluated the significance of teachers’ application of politeness strategies (Peng et al., 2012, p. 984). Four students with different levels of English language proficiency were selected as interviewees. Interviews were mainly conducted in Chinese. Peng et al. concluded their research by stating that positive and negative politeness strategies were both used by college teachers in EFL classrooms. Further, the teacher of this research showed a high level of awareness of politeness strategies. They claim that she seemed to prefer using positive politeness strategies, such as praising and complimenting her students, which may help in bridging the gap between teachers and students, and build rapport between them. Another interesting finding emerging from this study was the existence of a gap between the teacher’s intentions and the students’ expectations in terms of politeness strategies. According to the researchers, this could have been the result of gender differences or the dissimilarities in the levels of English language proficiency of the students. They ended their study by recommending raising teachers’ and students’ politeness awareness and competence in order to reduce the gap between the teacher’s original intentions and the students’ final comprehension.

In his study, Senowarsito (2013) explored politeness strategies used by two teachers and 59 students in two different classes of grade 11 in a state senior high school in Semarang
Indonesia. The analysis was based on Brown and Levinson’s politeness theory. The researcher analyzed his data based on the model analysis introduced by Spradley (1980), which involved making a domain analysis, a taxonomic analysis, and a componential analysis, and discovering cultural themes. He focused on the teachers and students’ use of politeness strategies when dealing with FTAs. The researcher stated that the interaction in the classroom was mainly teacher-centered. The teachers dominated in the classroom by giving instructions, offering explanations, encouraging students, motivating them, or answering their questions. Students, on the other hand, mainly responded to the teacher. Senowarsito argued that the choices of politeness strategies were greatly influenced by the Indonesian and Javanese cultural background of the teachers and the students, in which the power relation between the teacher and her/his students was often unequal; thus, students should never threaten the teacher’s face. The results showed that the teachers and the students employed positive, negative, and bald on-record strategies. The researcher related his findings to several factors: teachers and students’ perception of social distance, the age difference, the institutional setting, power relations, and the limitation of the linguistic ability of the students. He suggested that the nature of interaction in EFL classrooms should be revised in order to convey pragmatics issues of language as well as linguistic features to students. Unlike the previous Chinese studies, this research did not delve into the frequencies of use of the different politeness strategies. Instead, it offered a qualitative overview on the different uses of the positive, negative, and bald on-record strategies, employed by the teachers and their students.

The limitation of the linguistic ability of the students seemed to be a common factor in the previous studies where both the teacher and the students were non-native speakers. The researchers in these studies asserted that one of the main reasons for the existence of the gap
between the teacher’s intentions when using a certain politeness strategy and the students’ comprehension of this particular strategy was their limited English proficiency level. In her qualitative study, Bills (2000), a math teacher and researcher, conducted an analysis of interviews done with two of her students in order to investigate the effects of the use of politeness strategies with her students. The researcher noticed that although both the teacher and the students were native speakers, there was still sometimes a misinterpretation of some of the speech acts; for example, when the teacher asked a literal question, the student thought that it was a politeness strategy employed by the teacher to draw his/her attention to a mistake s/he has done. In other words, the student may see the teacher's questions as a strategy to save her/his face whilst pointing out her/his mistake, rather than as any sort of pedagogic strategy. She concluded her research by stating that the extent and the type of politeness strategies used may indicate, as well as construct the social distance and power relations between interlocutors.

**Conclusion**

Although the research gap in the literature is mentioned above in the Introduction, it is important to restate it at this point before introducing the Methodology section to the reader. Teacher’s politeness strategies in EFL classrooms has been researched in Asian settings, where both the teacher and the students share the exact same culture (Jiang, 2010; Peng et al., 2012; Peng et al., 2014; Senowarsito, 2013; Wang et al., 2007; Yu, 2011). However, very few studies focused on the Middle Eastern context, and more specifically on the Egyptian setting. Egypt has witnessed in the last two decades a tremendous growth in the number of international educational institutions. In most of these institutions, schools or universities, English is the object and the medium of instruction. In parallel to the growth of international educational institutions, many native speakers are hired as ESL teachers, who usually come to class with a set of expectations
from their Egyptian students, who also have expectations of their ESL teacher. Previous studies have only focused on classroom settings where the teacher and the students share the same culture in an EFL setting. No existing study has investigated the Egyptian ESL classroom setting in contrast to other cultures. Therefore, in the current study, the politeness of American ESL teachers and the politeness of Egyptian ESL teachers are compared in the same undergraduate classroom setting. The current cross-cultural comparative study contributes to the fields of TESOL and Intercultural Communication by examining the notions of culture and politeness of native and non-native English teachers, which are of decisive significance for their communicative competence in intercultural encounters, such as ESL classrooms. The present study is meant to describe and analyze teacher politeness in ESL classrooms, following the observation scheme (Figure 1) that is presented later in the Methodology chapter, which is inspired from Brown and Levinson’s politeness framework with some culturally-specific adjustments.
Proposed Research Design

The current study has an exploratory nature. The researcher observed and analyzed the indicators of positive and negative teacher politeness strategies in each of the ten classrooms. Instead of trying to generalize the findings, the researcher’s aim was to broaden the interpretation of the human experience (Creswell, 2007; Dornyei, 2007). The researcher also needed a flexible approach that would allow modifications and adjustments according to the context, which would eventually lead to a richer data collection and a deeper analysis. For all the aforementioned reasons, a qualitative approach was adopted in this current study. In order to answer the two research questions, the researcher used different data collection tools including class observations and semi-structured interviews with the participants in the study. The following section describes the data collection procedures and data analysis steps.

Participants

The previous pilot study involved the participation of two North American instructors and two Egyptian instructors from the Intensive English Program of undergraduates at the American University in Cairo (Appendix E). However, during the current semester, most of the North American teachers are teaching only graduate students in the Intensive English Program. Therefore, the researcher contacted some colleagues in the department of Rhetoric and Composition at the same university who showed interest in participating in the study. The rationale which supports the choice of the sample is the availability of both American and Egyptian teachers and the relatively larger number of students in classrooms. Five American teachers and five Egyptian teachers from the Rhetoric and Composition Department represented
the main participants of the study. The criteria used to select the interviewees included nationality, age, gender and teaching experience. Participants in the study were assured confidentiality.

**Instruments and Procedures**

In order to investigate the research questions, natural data was collected through classroom observations. The researcher observed the 10 teachers, and took notes according to an observation scheme (Figure 1) she had developed based on the literature (Brown & Levinson, 1987; Grundy, 2008, p. 199; Morand & Ocker, 2003). Each participant was observed for 75 minutes, which is the time allotted for a full period. Such classes meet twice a week. First, the researcher attempted to run an audio-visual recording of the verbal expressions uttered by the participants during the observations. The rationale for video recording was to allow the investigator to better highlight verbal and intonational cues in the delivery of the utterance and to shed light on the recipients' (the students) reactions to the teacher's different speech acts. However, the researcher did not get the approval of the participants, who preferred being audio-recorded instead. The researcher used the audio recorded files to make an orthographic transcription from which she was able to identify verbal signals. The coding of the transcribed data followed. During the recording process, the researcher took field notes in order to better identify the non-verbal cues.
<table>
<thead>
<tr>
<th>Politeness strategy</th>
<th>Indicators/Definitions</th>
<th>Examples</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Politeness</td>
<td><strong>P1</strong>: Exaggerate interest/approval</td>
<td>&quot;I certainly agree with you&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P2</strong>: Use in-group identity markers, such as the use of the pronoun &quot;we&quot;</td>
<td>&quot;Today, we want to focus on...&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P3</strong>: Assert knowledge of hearer's wants</td>
<td>&quot;We all want to get ready for the coming exam&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P4</strong>: Offer/promise</td>
<td>&quot;You can always drop by my office&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P5</strong>: Complimenting</td>
<td>&quot;This is an excellent idea!&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P6</strong>: Expressing empathy/understanding</td>
<td>&quot;I know this is challenging and you look very tired today&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P7</strong>: Self-disclosure providing information specifically on self, opening up to the group</td>
<td>&quot;I overslept today, and my kids were late to school&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P8</strong>: Use of L1 (Arabic)*</td>
<td>&quot;Yalla&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P9</strong>: Joking</td>
<td>“I will not sing to you, I will just send you a voice message!”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P10</strong>: Informal verbiage/ using informal wording choices</td>
<td>“Come on guys!”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P11</strong>: Direct speech acts, such as imperatives</td>
<td>“Open your books on page…”</td>
<td></td>
</tr>
<tr>
<td>Negative Politeness</td>
<td><strong>N1</strong>: Indirect inquiry, such as indirect speech acts</td>
<td>&quot;If you want to take a look on page...&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>N2</strong>: Hedging</td>
<td>&quot;It would be nice to at least...&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>N3</strong>: Impersonalization: avoiding using 'I' or 'you' to diminish imposition</td>
<td>&quot;Can anyone point to any document?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>N4</strong>: Formal verbiage/ using formal wording choices</td>
<td>&quot;Would you mind sending me an email first?&quot;</td>
<td></td>
</tr>
</tbody>
</table>

_Figure 1_. Observation Scheme (Inspired from Brown & Levinson, 1987; Adapted from Grundy, 2008, p. 199; Morand & Ocker, 2003)
* The researcher added the use of L1 (Arabic) as an indicator of positive politeness in the classroom. During the piloted classroom observations, the researcher noted that both American and Egyptian teachers use Arabic at different frequencies to minimize the social distance with the students, who seemed to appreciate it based on the findings of the pilot study (Appendix E). The researcher is also aware that the use of L1 could have other functions in the ESL classroom, such as class management for instance. The observation scheme described above takes into consideration the particular context in which every speech act is uttered. In other words, the researcher, who is the observer, is aware of the different classroom factors that could affect some of the speech acts articulated by the teacher. For instance, the researcher distinguished between the use of L1 for the purpose of classroom management and the use of L1 for expressing solidarity with the Egyptian students, which in this case was considered as a positive politeness strategy.

In addition to natural speech, one-on-one interviews were held with two Egyptian teachers and two American teachers. The interviews were semi-structured with guiding questions (Appendix B). When possible, further information was elicited during the discussions. The participants developed their ideas and elaborated on their answers. This was of great importance to the researcher who aimed at a holistic investigation of the research questions. All interviews were audio-recorded and then transcribed for the procedures of data analysis.

**Data Analysis**

Based on the observation scheme developed by the researcher, the data collected during the classroom observations was classified into different speech acts. The transcribed speech acts were organized according to the criterion of positive and negative politeness. In an attempt to
answer the first research question, the researcher focused on the frequency of the speech acts reflecting positive versus negative politeness strategies. The researcher originally planned to use the last column on the observation scheme entitled 'frequency' in order to make a count of the different utterances that the teacher said during the observed class. However, she preferred taking field notes during the observation with the guidance of her observation scheme. After transcribing the audio files recorded during the observations (Appendix A), the researcher coded the different politeness strategies used by the teachers based on the 11 positive politeness strategies and the four negative politeness strategies detailed in the observation scheme (Figure 1). To increase the reliability of measures, the researcher asked one of her colleague in the MA TESOL Program, who is familiar with her study and has a sufficient pragmatical background, to be her peer reviewer. She kindly coded the utterances transcribed according to the observation scheme (Figure 1). No major discrepancies were observed. After collecting all the frequency data from the 10 observations (Appendix A), the researcher visualized her findings through the use of descriptive graphs.

The second question was explored through the semi-structured interviews that followed the observations. The questions of the interview were designed to encourage the interviewees to reflect on their preferred politeness strategies and to try to explain their preferences. The researcher transcribed the recorded interviews and analyzed the teachers' answers by adopting a qualitative approach. The full transcription of the four interviews is included as an appendix (Appendix C).
CHAPTER FOUR—RESULTS

Introduction

In this chapter, the results of the observations are first reported. It is important to mention that ten instructors represented the sample of the study, among which five were Americans and five were Egyptians. Each group is composed of three females and two males. After presenting the individual results of each observation, the researcher synthesizes the collected data in a comprehensive chart, which groups the holistic results obtained from the 10 participants.

In the second part of the chapter, the data of the interviews conducted with the four instructors, among which two were Americans and two were Egyptians, is stated. The interview data is presented within the themes the researcher addressed in order to answer the second research question in the following chapter.

Observations Results

Demographic Data

Table 1 illustrates the demographic data related to the 10 participants in the study. It includes the nationality, the pseudonyms that the participants chose for themselves, the gender, the age group, and finally their teaching experience in years.
Table 1

Demographic Data of the Participants

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Names</th>
<th>Gender</th>
<th>Age Group</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>Ursula</td>
<td>Female</td>
<td>50-59</td>
<td>25 yrs</td>
</tr>
<tr>
<td></td>
<td>Amie</td>
<td>Female</td>
<td>30-39</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>Amelia</td>
<td>Female</td>
<td>50-59</td>
<td>25 yrs</td>
</tr>
<tr>
<td></td>
<td>Luke</td>
<td>Male</td>
<td>30-39</td>
<td>10 yrs</td>
</tr>
<tr>
<td></td>
<td>Mike</td>
<td>Male</td>
<td>40-49</td>
<td>15 yrs</td>
</tr>
<tr>
<td>Egyptian</td>
<td>Mona</td>
<td>Female</td>
<td>40-49</td>
<td>12 yrs</td>
</tr>
<tr>
<td></td>
<td>Amina</td>
<td>Female</td>
<td>30-39</td>
<td>9 yrs</td>
</tr>
<tr>
<td></td>
<td>Layla</td>
<td>Female</td>
<td>20-29</td>
<td>5 yrs</td>
</tr>
<tr>
<td></td>
<td>Rafik</td>
<td>Male</td>
<td>30-39</td>
<td>15 yrs</td>
</tr>
<tr>
<td></td>
<td>Yassin</td>
<td>Male</td>
<td>40-49</td>
<td>16 yrs</td>
</tr>
</tbody>
</table>

American Instructors

Ursula. Figure 2 illustrates the frequency of the different positive politeness strategies used by the first American instructor, Ursula.

![Figure 2. Frequency of Positive Politeness Strategies- Ursula](chart.png)

The data in Figure 2 indicates that Ursula extensively used the first positive politeness strategy (P1), which represents the exaggeration in approval or interest, in her class compared to
the seventh positive politeness strategy (P7), which represents self-disclosure, and the tenth positive politeness strategy (P10), which is the use of informal verbiage.

An example of P1 that was repeatedly employed by Ursula is ‘Exactly’. She also complimented her students frequently, which the researcher refers to as P5. It is apparent from Figure 2 that Ursula does not use the native language of her students in class (L1), which the researcher coded as P7.

The data in figure 3 indicates the frequency of negative politeness strategies used by Ursula during the observation.

![Figure 3. Frequency of Negative Politeness Strategies- Ursula](image)

Ursula highly employed impersonalization (N3) as a negative politeness strategy in order to diminish imposition on her students, especially when she asked questions. A clear example of N3 could be “Does anyone have another one?” where she avoids using the pronoun ‘you’.

**Amie.** Figure 4 indicates the frequencies of positive politeness strategies used by Amie, the second American instructor.
During the observation, Amie offered more than 10 instances to answer questions. The researcher refers to the offer/promise positive politeness strategy as P4. She used in-group identity markers (P2), such as the use of pronoun ‘we’ at eight different times.

The data in Figure 4 shows that Amie did not employ P7, P8, and P10 during her class.

Figure 5 highlights the negative politeness strategies used by Amie during the observation.
The results, as seen in Figure 5, indicate that Amie opted for formal wording choices (N4) during class, i.e. “Could you shut down the computers please?” She also used hedging (N2) as a negative politeness strategy at eight different instances.

**Amelia.** Figure 6 indicates the frequency of positive politeness used by Amelia in the class observed.

According to the data in Figure 6, Amelia extensively used P2 in her class. She also opted many times for complimenting her students (P5). She equally used P4 and P6, which is
expressing empathy and understanding. An example of the use of P6 is when she said “These things happen, I’m glad you’re here now” to a late student who is usually on time. It is important to notice that Amelia made use of all the 11 positive politeness strategies at different frequencies.

The data in figure 7 describe the frequency of negative politeness strategies employed by Amelia during the observation.

![Figure 7. Frequency of Negative Politeness Strategies- Amelia](image)

During the observation, Amelia relied heavily on formal verbiage (N4). An example of her formal wording choices could be “For homework, you are to read […]”.

**Luke.** The fourth American participant is Luke. Figure 8 illustrates the frequency of positive politeness in his class.
Figure 8. Frequency of Positive Politeness Strategies- Luke

Luke extensively used P2 in his class. He actually kept using the pronoun ‘we’ whenever he was addressing his students; for instance, he said “Like we did in the thesis in the introduction […]” and “We only have a few minutes so we’ll have to go quickly”.

It is apparent from the data in Figure 8 that he did not make use P1, P7, and P9, which is the code used by the researcher to highlight any utterances that could be considered as a joke.

Figure 9 indicates the results of the observation concerning the use of negative politeness strategies in Luke’s class.

Figure 9. Frequency of Negative Politeness Strategies- Luke

Luke did not make use of negative politeness strategies in his class except for one instance where he asked a question in an impersonalized way to diminish imposition (N3).
Mike. The last American participant, Mike, employed positive and negative politeness strategies in a different way in his class. Figure 10 indicates the frequency of his positive politeness strategies.

![Figure 10. Frequency of Positive Politeness Strategies- Mike.](image)

The data in Figure 10 indicates that Mike used P5, which is complimenting, with a high frequency during the observation, such as “That’s a good example!”. He did not employ P7 in his class. Unlike the other previous American instructors, Mike made use of L1 (P8) up to six times during the 75 minutes of observation.

Figure 11 indicates the results of the observation concerning the use of negative politeness strategies in Mike’s class.
Mike is the only American participant who employed the four identified negative politeness strategies during the observation. He hedged (N2) many times, especially when asking his students to do a certain task. He also opted for indirect speech acts (N1) for the same purpose.

**Overview of the frequency of positive and negative politeness strategies - American instructors.** Before reporting the results from the Egyptian group of instructors, the researcher chose to present in Figures 12 and 13 an overview of the total instances where positive politeness strategies and negative politeness strategies were identified during the five observations of the American instructors. The researcher is aware that individual differences between the participants would most probably fade away during this sort of overview. However, the motivation behind this process is to add thoroughness to the holistic aim of this study, which is performing a cross cultural comparison.
The highest positive politeness strategy in use (19%) by American instructors is P2, which represents the use of in-group identity markers, as shown in Figure 12. P7, which is the code for self-disclosure, has the lowest percentage (1%), as represented in Figure 12.

It is evident from Figure 13 that American instructors preferred N4 (44%), which is formal verbiage in their wording choices. The use of indirect speech acts (N1) is the least used negative politeness strategy among American instructors (7%).
**Egyptian Instructors**

**Mona.** The first Egyptian participant in the study is Mona. Her use of positive politeness strategies during the observation is illustrated in figure 14.

![Figure 14. Frequency of Positive Politeness Strategies- Mona](image)

According to the data on Figure 14, Mona prefers the use of P5, which refers to complimenting. It is important to note that she used at different frequencies all the different positive politeness strategies mentioned by the researcher in the observation scheme (Figure 1).

Figure 15 indicates Mona’s use of negative politeness strategies during the observation.

![Figure 15. Frequency of Negative Politeness Strategies- Mona](image)
The data, as shown in Figure 15, shows that Mona used the four negative politeness strategies during the observation. However, she relied more clearly on N2, which is hedging especially when she gave corrective feedback. For instance, instead of explicitly disagreeing with one of her student, she preferred telling him “Are we using too much language from the passage?”.

**Amina.** Figure 16 indicates the frequency of positive politeness strategies used by Amina, the second Egyptian instructor participating in the study.

![Figure 16. Frequency of Positive Politeness Strategies-Amina](image)

The data in Figure 16 indicates that Amina heavily used in-group identity markers (P2) as a positive politeness strategy, whereas she neither employed P7 (self-disclosure) nor P8 (L1 use).

Figure 17 illustrates the frequency of negative politeness strategies employed by Amina during the observation.
Data on Figure 17 indicates that Amina did not make use of many negative politeness strategies. She only hedged twice and avoided imposition once.

**Layla.** In figure 18, the frequency of positive politeness strategies in Layla’s class is highlighted.

The results, as seen in Figure 18, illustrate that Layla asserted knowledge of the students’ wants (P3) at several instances. An example of P3 from Layla’s class could be when she told her students “Why am I sharing with you this? Because the abstract should be very close to […]”.

On the other hand, data shows that Layla did not employ P1 during her class.

The data in figure 19 indicates the frequency of negative politeness strategies employed by Layla in her class that the researcher observed.
Layla, as her data indicates, did not make use of negative politeness strategies except for three instances, two of which depend on avoiding imposition (N3).

Rafik. Rafik is one of the Egyptian male instructors who participated in the study. Figure 20 illustrates his use of positive politeness strategies during the observation.

Rafik, as the data collected in his class indicates, extensively used joking (P9) as a positive politeness strategy. P1 (exaggeration of interest/approval) and P7 (self-disclosure) were not employed during class.
Rafik’s use of negative politeness strategies during the observation is detailed in figure 21.

Figure 21. Frequency of Negative Politeness Strategies- Rafik

According to Figure 21, Rafik tried to diminish imposition on his students twice as a negative politeness strategy.

Yassin. The last participant in the study is Yassin. His use of positive politeness strategies during the observation is illustrated in figure 22.

Figure 22. Frequency of Positive Politeness Strategies- Yassin

Yassin, the last Egyptian participant in the study, employed P2 more than any other positive politeness strategy according to Figure 22. On the other hand, he did not make use of P7 (self-disclosure).
Figure 23 indicates the frequency of negative politeness strategies observed in Yassin’s class.

![Bar chart showing frequency of negative politeness strategies](image)

**Figure 23. Frequency of Negative Politeness Strategies- Yassin**

Yassin, as Figure 23 shows, used the four negative politeness strategies introduced in the observation scheme (Figure1). It is important to note that he used hedging (N2) more than the three other negative politeness strategies.

**Overview of the frequency of positive and negative politeness strategies- Egyptian instructors.** Figures 24 and 25 represent an overview of the total instances where positive politeness strategies and negative politeness strategies were identified during the five observations of the Egyptian instructors. Similarly to the previous overview conducted on the American participants, the result of this overview would be the disappearance of individual differences between the participants. On the other hand, the motivation behind this process remains to add insights to the cross cultural comparison between the two groups of participants.
Figure 24. Total Instances of Positive Politeness Strategies- Egyptian Instructors

The data in Figure 24 indicates that the highest positive politeness strategy in use (19%) by Egyptian instructors is P2, which represents the use of in-group identity markers. P7 (self-disclosure) has the lowest percentage (1%), as represented in Figure 24. It is important to note, these results are similar to the ones represented in Figure 12, which reflected the total frequency of positive politeness strategies employed by the American participants.

Figure 25. Total Instances of Negative Politeness Strategies- Egyptian Instructors
It is apparent from Figure 25 that Egyptian instructors used hedging (N2) as their preferred negative politeness strategy (37%). They also relied on formal verbiage in their wording choices as their second negative politeness strategy (N4). Similarly to their American colleagues, they only employed N1 strategy at a very low frequency in their classroom (9%).

**Cross-cultural comparison of politeness strategies.** Before presenting the interview results, the researcher opted for a final visualization of the results of her observations, where a comparison of the use of politeness strategies between the American instructors and the Egyptian instructors could be presented.

Figure 26 displays the total instances of positive politeness strategies (PPS) depicted during the observations.

![Figure 26. Total Positive Politeness Strategies Instances](image)

According to the data presented in Figure 26, Egyptian instructors employed slightly more positive politeness strategies in their classes (282 instances) compared to their American colleagues (244 instances). The difference in usage of PPS is not very significant between the two groups.
Figure 27 shows the total instances of negative politeness strategies (NPS) observed during the classes.

![Graph showing total negative politeness strategies instances for American and Egyptian instructors.]

**Figure 27. Total Negative Politeness Strategies Instances**

It is apparent from the data represented in Figure 27 that American instructors tend to use negative politeness strategies more often (68 instances) compared to their Egyptian colleagues (33 instances). In fact, their use of NPS in their classrooms is almost the double of the total instances of NPS employed by Egyptian instructors.

**Interview Results**

**Demographic Data**

Table 2 illustrates the complete demographic data related to the four participants who agreed to be interviewed after being observed. Two of the interviewees were Americans, while the other two were Egyptians. The data presented includes the nationality, the pseudonyms that the participants chose for themselves, the gender, the age group, and also their teaching experience in years.
Table 2

*Demographic Data of the Interviewees*

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Names</th>
<th>Gender</th>
<th>Age Group</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>Amelia</td>
<td>Female</td>
<td>50-59</td>
<td>25 yrs</td>
</tr>
<tr>
<td>American</td>
<td>Mike</td>
<td>Male</td>
<td>40-49</td>
<td>15 yrs</td>
</tr>
<tr>
<td>Egyptian</td>
<td>Mona</td>
<td>Female</td>
<td>40-49</td>
<td>12 yrs</td>
</tr>
<tr>
<td>Egyptian</td>
<td>Amina</td>
<td>Female</td>
<td>30-39</td>
<td>9 yrs</td>
</tr>
</tbody>
</table>

**Explicit Use of Positive Politeness Strategies to Establish Rapport**

The first question the researcher asked her interviewees revealed the level of self-awareness of the instructors about their use of a certain strategy in order to establish rapport with their students. The answers of the four participants indicated that all of them follow a similar philosophy when they deal with their students. This philosophy is fully shaped by positive politeness strategies as the following examples illustrate.

Amelia, who was the first American interviewee, asserted that she follows the theories developed by bell hooks, a cultural philosopher, who has written extensively about the relationships that teachers can create with their students:

What they’ve (x) found to be very, very strategic with hook’s teaching philosophy and one that I have adopted as well is a participatory approach; meaning that you engage with your students. I do not like to give the impression that I’m here and you stay over there. That does not allow for a learning, comfortable environment because, as we know, the literature extensively states that learning is a two-way process (Interview One, 7-12). Amelia also added that “we need to create environments in which students can feel comfortable to ask questions” (Interview One, 15-17). She also stressed on the fact that teachers "need to
Mike, the second American interviewee, was not sure about the use of a certain "strategy". He said:

I don’t know if it’s that intentional, but I love students, I feel very comfortable around students. They make me happy. I like relating to them on more than just the teacher-student basis; I like having a personal relationship, I like to see them out of class. I like to sit with them and have something to eat. I like to just hang out with them in (x) and get to know them in different contexts[...]; I’m very comfortable around them, so whenever I have a new class, I just enjoy getting to know them as people in whatever way I can. But I don’t know if this is a specific strategy that I’m doing intentionally; it’s just who I am.

(Interview Two, 20-30)

It is apparent from Mike’s words that he is very friendly with his students, which was also supported by the data from the observation of his class. He was the only teacher among the 10 participants in the study who allowed his students to call him with his first name: "I don't want them to call me Doctor and I don't want them to call me Professor" (Interview Two, 158-159). Mike asserted that being called Doctor makes him feel like there is more distance between him and his students than he wants (Interview Two, 170-171).

Mona, the Egyptian interviewee, affirmed that she did not follow a certain strategy in order to establish rapport with her students, she explained that:
It happens intuitively, because I know that making my students comfortable enough, and allowing them to be comfortable with each other and me is the base for any learning to happen. And in order for them to learn well, they must be comfortable, they must be pretty much motivated, so that happens through a constant [...] feeling of connections [...] So I don’t do it consciously. It’s just something that I have… It’s also closer to my nature. So, I don’t have a specific strategy that I follow. (Interview Three, 5-12)

Amina, the second Egyptian interviewee, was also in agreement with her colleague Mona. She stated that she does not have a certain strategy. However, she added:

I would say that I have a high awareness of my persona in the classroom, and that’s developed over the years. And I understand that one of the things that I need to do - I was a younger teacher when I started; now, I don’t have that issue - that I’m Egyptian and because of my identity, I need to prove to students that I’m a very competent teacher because they feel slightly ripped off when they walk into the classroom and they find an Egyptian, female teacher particularly and one that’s slightly on the young end of the spectrum. (Interview Four, 5-10)

She then elaborated on her teaching philosophy:

First of all, when I speak, I’m very friendly because it’s too much of an effort to put on a formal persona, but I also use a very high vocabulary level in the very beginning. To establish that “for all the biases that you have, I’m probably not [...] this isn’t the way it’s going to be. I’m also in general quite organized and quite confident in the classroom that I’ve done my work and that is transferred to them [...] so one of the things is, maybe my strategy is more to get from them who they are so that we can move on beyond that point.
And I don’t think that has to do with my strategy, but it’s just creating opportunities in the beginning for them to speak so that I can have some indicator of how the semester may go or what kind of help may be needed. (Interview Four, 27-38)

Amina even described her class as being “extremely light and it's extremely friendly and full of joking and rapport [...] it works well [...] they (students) trust you as a really good teacher and that makes a difference” (Interview Four, 51-56).

Use of L1

During the observations, the researcher noticed that some of the instructors participating in the study used their students' L1 in class. This use of L1 was sometimes for the purpose of communication, but most of the time, it could be defined as one of the different positive politeness strategies, as reported in the observations results section.

The four interviewees did not similarly use L1 on in their classes. While the two American interviewees used L1 at different frequencies, the two Egyptians abstained from using it in their classes. The researcher investigated their reasons and motives through the interviews.

Amelia, whose knowledge of Arabic is quite limited, used one word “Mabrouk”, which means congratulations, during her class. She explained by saying: "I find that the occasional use of an Arabic word serves to, once again, take the edge off"; she continued "to students, it serves to make a pronouncement that I see you! I recognize you! [...] I respect you, yes!" (Interview One, 60-69)

Mike, who is married to an Egyptian lady since 1996, is much more fluent in Arabic. During the observation, he used Arabic with his students several times in a very natural way. He explained this during the interview by saying: "Again I don’t think it’s really intentional when I
do use it. I think it just comes out every once in a while [...] I wanted to learn the alphabet and I wanted to learn the language and I wanted some phrases and I wanted the phrase book; ya’ni I was very hungry. So having been exposed and having been married to an Egyptian for so long, I think things just pop out sometimes." (Interview Two, 49-57)

Mona, on the other hand, stated that she speaks in English, but she added that "once in a while there are expressions that might hit home or a certain attitude that I want to transport to them, these are the times -key times- that I find myself, I may use L1 because it's about communication. But I never let myself...I never find myself overusing it...no." (Interview Three, 31-34)

Amina clarified her perception about using L1 in the class with the students by affirming that she intentionally does not use Arabic with her students even outside class:

I think if you’re American and you know Arabic, it’s adorable and people think it’s lovely and “Oh, how cute! She can speak Arabic!” Bas I think if you’re Egyptian and you use Arabic, I don’t think they like it very much. I think they worry, I think they always remember that “You said something in Arabic”. I conduct my conferences in English as well. I think my students only hear me speaking in Arabic when I see them in the hallways or after the semester is done when some of them choose to have a long-term relationship with me and they come and visit me for years after it, but in general, I maintain an English-only environment. (Interview Four, 61-69)

**Expectations of Teachers from their Students**

The answers of the instructors about their expectations from their students showed that they are shaped by their different teaching experiences. Amelia, whose teaching experience
reached 25 years, found that "students are actually quite committed to learn". She added that "when our students arrive here, they are still considered adolescents [...] they're emerging, they're making what is a rather complex transition from high school to university; they are suddenly expected to do a number of things independently." (Interview One, 118-122) Amelia showed understanding and empathy in her words; she said: "we, faculty, must recognize these transitions and accommodate our students to the extent that we can to ensure that the transition is as smooth as it can be." (Interview One, 132-133)

Mike emphasized that a lot of his Egyptian freshmen students remind him of high school students. He described them by saying: "They want to get out of the classroom as soon as possible; they are very grade-conscious, GPA-conscious. And the upper classes, as they get older, they lose some of this kind of emphasis, I think. They don’t realize they’re here to learn, they’re not as hungry to learn. A lot of them, I feel like, are a bit immature, they’re a bit needy, they want me to help them write their papers [...] They want a lot of assistance and I have to kind of break them of that" (Interview Two, 68-79). Mona agreed with Mike on that particular point; she stated: "I’m sadly to say the students are very caught up in the grades, you know, the culture of the diploma and the grade." (Interview Three, 69-70). She also added: "They’re very dependent on me as an instructor. And it’s a struggle for me to try to find the right balance between spoonfeeding them versus giving them models and then having them apply those models" (Interview Three, 48-50). However, Mike stressed that: "When we talk about expectations, I would expect something I’ve experienced which was a bit negative and then I was pleasantly surprised" (Interview Two, 135-136).

On the other hand, Amina affirmed that nowadays students are a lot more confident coming into university "they're older as well [...] I don't get younger students anymore, so they're
much more confident. They've come from schools where they're taught to be extremely confident in what they say” (Interview Four, 110-113). She also stated that before she used to have students that wanted her to look at everything and they needed a lot of reassurance; now, students contact her more to negotiate deadlines. According to Amina, the contact is less a matter of dependency than negotiation of things. (Interview Four, 132-136)
CHAPTER FIVE—DISCUSSION AND CONCLUSION

Introduction

The discussion and conclusion chapter is presented through the discussion of the results based on the research questions, and the conclusion, which covers a review of the study and the findings, the implications of the study, the limitations of the research, and further research directions.

Discussion of Results

By discussing the results of the observations and interviews presented in Chapter Four, the researcher aims at providing insights into the research questions of the study. The first research question dealt with how American and Egyptian teachers use positive and negative politeness in their ESL classes and with what frequency. The second research question was posed to investigate how the American and Egyptian teachers’ preferences of politeness strategies can be explained.

Use of Positive and Negative Politeness Strategies in ESL classrooms

After providing detailed data about each instructor participating in the study, the researcher presented the total instances of each type of positive and negative politeness strategies employed by the group of Americans and the group of Egyptians. Findings in the present study indicated that both American and Egyptian instructors preferred the P2 strategy, which represents the use of in-group identity markers such as ‘we’, in their classes. This result seems to reveal that this particular positive politeness strategy is of great importance in the classroom. It is possible to hypothesize that a teacher would have better rapport with students if s/he used the pronoun ‘we’, for instance, when addressing the class, instead of using the distancing pronoun...
‘you’. The least frequently used positive politeness strategy, from both the American and Egyptian participants, seemed to be the P7 strategy, which is related to self-disclosure. This finding suggests that self-disclosure might be classified as one of the rarest positive politeness strategies employed in the classroom. Contrary to this finding, during the interviews, three out of the four participants did not mind being asked personal questions by their students (Interview One, 148-151; Interview Two, 181; Interview Three, 107-108). A possible explanation of these contrasting findings is that some of those instructors might use self-disclosure as a positive politeness strategy if their students asked them personal questions. However, they probably would not reveal any personal issues unless students showed interest in knowing more about them.

While American and Egyptian participants were nearly aligned in their use of positive politeness strategies, they did not employ negative politeness strategies similarly. Americans heavily used N4 (formal verbiage). This can be attributed to the frequent use of formal verbiage by one of the American participants, which might be one of the reasons for the noticeable increase in this particular strategy when counting the total instances of NPS. On the other hand, Egyptians preferred N2, which is the hedging strategy. There is a similarity in the least frequently used negative politeness strategy among Egyptians and Americans. Neither group made as much use of N1, indirectness, as the other three strategies. A possible explanation to this finding could be that American instructors, perhaps because of their culture, might use formal wording choices especially when asking students to do a certain task, while assigning homework, or even for class management in order to avoid any sort of imposition on their students. A possible justification for the use of hedging by the Egyptian instructors could be that most of the instances collected during the observations of this particular negative politeness strategy were
discerned in Mona and Yassin’s classes. It is important to clarify that both teachers have strong American educational background, which may have affected their choices of politeness strategies.

After discussing the different uses of politeness strategies, it is important to compare between the total positive and negative politeness strategies employed by the two groups of participants. Findings in the present study are to, a great extent, consistent with the results of the pilot study conducted earlier, which revealed that Egyptian teachers use more positive politeness strategies than their American colleagues, who used negative politeness strategies more frequently in their classrooms if compared to the Egyptian group. However, the data of the pilot study should be interpreted with caution because of the obviously small number of participants (Appendix E). The current research did not find a significant difference between the American and the Egyptian teachers in their use of positive politeness strategies in their ESL classrooms. It is apparent that in the classes of both groups, positive politeness strategies were clearly observed, with a slightly higher frequency in the Egyptian teachers’ classes. These results confirm previous findings in the literature, which have shown that positive politeness in the classroom can be of great benefit to the teaching and learning process (Jiang, 2010; Peng et al., 2012; Peng et al., 2014; Senowarsito, 2013; Wang et al., 2007).

In contrast to the previous results highlighting positive politeness strategies frequency, findings indicated that American teachers used negative politeness strategies in their classrooms at a higher frequency—almost the double in the number of instances—compared to their Egyptian colleagues. This also appeared to be similar to the findings of the previous piloted study conducted by the researcher on a much smaller sample (Appendix E). An important issue that might be emerging from these findings is the differences observed in the use of politeness
strategies among the two groups of participants. Those differences could be explained by the cultural contrasts between Americans and Egyptians. For instance, American teachers almost avoided imposition on their students during observations, which is part of the Western culture (Brown & Levinson, 1978, 1987). Egyptian instructors, on the other hand, used fewer negative politeness strategies with their students because positive politeness strategies, as defined by Brown and Levinson (1978, 1987), are closer to the Middle-Eastern cultures (Mursy & Wilson, 2001; Tawalbeh & Al-Oqaily, 2012).

**Explanation of the Teachers' Preferences of Politeness Strategies**

Interview results contributed in explaining the teachers’ preferences of politeness strategies. Although the number of interviewees was relatively low, the findings were revealing and added to our understanding of the different uses of politeness strategies in ESL classrooms. Mike and Mona, who shared almost the same number of teaching years, agreed that most of their students resemble high school students. They described them as “dependent” on their teacher and “needy”. Amelia, whose teaching experience is almost 25 years, spoke about her students with a motherly tone when describing them. Her understanding and empathy with the transitions these adolescents are going through were clearly emphasized in her answers. Amina, the youngest interviewee, who has been teaching undergraduates for the past nine years, shared with the investigator a contrasting perspective concerning her expectations from her students. She stressed on the fact that her students are more self-confident and more mature than the students that she used to have who needed a lot of reassurance and assistance.

It is important to note that when the teachers were asked about their expectations from their students, they all introduced their various experiences over the years. Their expectations were somehow shaped by their experiences. Their preferences of politeness strategies seemed to
be better justified through their expectations when the findings of the observations were revisited after the interviews. For example, Mona, one of the Egyptian participants, seemed to be repeating the instructions during the observation using positive politeness strategies such as P11 (Direct speech acts such as imperatives). Furthermore, Amelia, who showed great empathy and understanding towards her students, used P5 (Complimenting) and P6 (Expressing empathy and understanding) extensively compared to the other politeness strategies. Therefore, a relevant issue that might be considered is the relationship between the expectations of the teachers, which are shaped by their experience, and their preferences of politeness strategies.

**Conclusion**

**Review of the Study and Findings**

The purpose of the present research was two-fold. This research has investigated American and Egyptian teachers’ use of positive and negative politeness strategies in their ESL classrooms. It has also attempted to explain the participants’ preferences of politeness strategies.

Based on the answers to the research questions and the analysis of the results of this study, conclusions can be drawn. Although the study did not show a significant difference in the frequency of use of positive politeness strategies between the American and the Egyptian teachers, Egyptian participants seemed to employ more positive politeness strategies than their American colleagues. Another finding to emerge in this research is that American instructors used negative politeness strategies much more often compared to Egyptian teachers. The findings of the interviews added to our understanding of the American and Egyptian teachers’ preferences of politeness strategies. The analysis of the findings has shown that teachers’ preferences are shaped by their different teaching experiences.
As per the researcher’s knowledge, not many studies have examined teacher politeness in ESL classrooms from a cross-cultural perspective in the Egyptian context. Previous studies in different cultural contexts have suggested that positive politeness is frequently observed in classrooms (Bills, 2000; Jiang, 2010; Peng et al., 2012, Peng et al., 2014; Senowaristo, 2003; Wang et al., 2007; Yu, 2011). This research confirms earlier findings. It has indeed verified the preference of the teachers for positive politeness strategies in their classrooms. Positive politeness strategies help teachers in satisfying students’ positive face by offering help, complimenting them, asserting knowledge of the students’ needs or by showing sympathy for students when having difficulties. Negative politeness strategies, on the other hand, save the students’ negative face by hedging, for instance, when asking a question or correcting a student’s mistake.

**Implications**

In order to create a better learning and teaching journey, it is essential to keep improving the teacher-student relationship. A challenge that could be facing foreign ESL teachers is how to meet their Egyptian students’ expectations. This goal can be achieved through organizing workshops to new teachers in an attempt to bring them closer to their students’ aspirations and ambitions. For instance, Mike, who has been teaching in this university for nearly nine years, emphasized the fact that his students’ learning attitudes could be compared to high school students’ mindset. With that said, one cannot expect instructors who newly arrive from the US or from Europe to a learning environment, which is quite different from their expectations of college students, to be able to adapt promptly to their new work environment. Unlike college students in the US or in Europe, most Egyptian college students still live with their families, where they are still receiving financial and emotional support. For the majority of these students,
especially for the ones who attend private universities, there is absolutely no need to work while studying, for example. Most of them retain the attitudes of Egyptian high school students toward learning, which are characterized by dependence on their teachers. Thus, an essential implication of this study is to consider offering insightful seminars shedding light on some of the cultural differences as well as the cultural similarities.

A crucial pedagogical implication of the current study is the importance for English language teachers to be aware of the different encounters that their students experience in their daily life in order to address them in language classrooms. In other words, English language teaching should not only focus on linguistic competence but also on communicative and pragmatic competence (Canagarajah, 2006), which could certainly benefit the students who will be able to use English language and communicating successfully with different interlocutors while not suppressing their own culture.

**Limitations**

Several limitations need to be acknowledged. Teacher's politeness was only explored within a specific ESL context, which could be considered quite unique. This is mainly due to the particular educational environment of the university where the study was conducted. This educational context is created and emphasized through the numerous social and professional development events taking place on campus. Actually, most of the American participants in the study were quite familiar with the Egyptian culture and the Arabic language. Furthermore, some of the Egyptian teachers in the sample of the study were also acquainted with the American culture due to their educational and teaching background. Moreover, as an English-medium university, where English is the language of instruction and communication between the professors and the students, this university offers an ESL context to be further explored. The
faculty handbook of the university states that the protocol which governs its operation in Egypt requires the hiring of a mix of faculty that is 45% Egyptian, 45% American, and 10% of any other nationality. While no single department or school must reflect these proportions exactly, the university strives to maintain this balance. Therefore, the data obtained in this study have to be understood in the specific context of its setting (Eelen, 2001, p. 256). Studies conducted in other contexts and with other participants might produce different results.

Further, a wider variety of data collection instruments, such as questionnaires and interviews with the teachers and the students, preferably collected via video recording in order to depict the non-verbal cues of interaction, would have yielded more reliable findings and conclusions.

Another limitation that should be considered is the relatively small number of participants of the sample, which constrained the researcher from presenting the results through percentages and from making any generalizations on the larger population. Although some general tendencies related to each group under study have certainly been discerned, any generalizations can only be made after further research has been conducted.

Finally, the research was also limited by the fact of having only one peer reviewer; having a second peer reviewer during the coding process could have generated more reliable results.

Further Research Directions

Because of the exploratory nature of the current study, findings can suggest a number of directions for possible future research. A larger sample allowing more observations of each instructor and opening more opportunities for interviews could represent an interesting future research field. The researcher could also conduct interviews with the students to add insights to
the effects of politeness strategies in the classroom. Researching the students’ perceptions and awareness of the different politeness strategies employed by their teacher in the classroom could be an enlightening field of study in order to enhance the teaching and learning process.

Other research directions could focus on the uses of the different positive and negative politeness strategies in ESL classrooms providing more details about each single type, or even identifying more categories under each strategy. Moreover, investigating the existence of a relationship between politeness strategies and some particular criterion in the selection of the participants, such as the age group or the teaching experience, could add to the body of knowledge around the teacher’s politeness in the classroom. Further research should be conducted to examine the gender impact on the use of politeness strategies in the classrooms. In other words, an interesting territory of research could tackle the differences or similarities in the choice of politeness strategies and relate them to the teacher’s gender.

Perhaps, the most tempting further research field that could be investigated is the use of the students’ L1 as a positive politeness strategy in ESL classrooms. The current study showed that both American and Egyptian teachers used Arabic language as a positive politeness strategy when dealing with their Egyptian students. However, it would be certainly interesting to further explore the significance of its use in the classroom and the impact it would have on the learning attitudes of the students.

In conclusion, despite some limitations of this study, it provided directions for future research that will eventually complement the results of this research and provide a richer understanding of teacher politeness in relation to the effect it has on the teacher-student relationship.
REFERENCES


Transcription and Coding of the Observations

Instructor: Ursula

Date: 13/10/2014

Time: 2:00- 3:15

Location: Jameel CP12

00:04  I know they’re long P6
01:18  For some people it might not be different P3
02:10  Does anyone have any question? P4
02:28  Come to me after class P4
03:24  Who can tell her really quickly […] N3
03:45  We’re gonna talk about […] P2
04:00  We’re gonna do a little exercise here P2
05:48  We’ll talk about it after P2
06:33  Who can define what a logical fallacy is? N3
06:40  We talked about it […] P2
06:58  It’s exactly what you said P1
07:22  Does this help? P6
15:07  How’s it going? P10
15:28  This is important because you’ll be using these tools in your paper P3
16:16  Don’t don’t don’t! P11
24:32  Okay, let’s do it! P2
24:43  Who would like to start? N3
24:54  Exactly P1
25:17  That’s perfect P1- P5
25:20 Someone else, who had another example N3
25:40 That’s a big one! P1
25:53 What do you have Rima? P11
27:08 Exactly P1
27:45 Oh right exactly…I’m sorry P1-N4
27:49 For sure P1
28:23 Exactly P1
28:37 I hope you have read it N2
28:46 We’re gonna have an exercise on that today P2
28:53 I know, you had a big sigh […] Is it the moodle assignment? P3- P6
29:30 I understand that but that’s university life, I’m sorry P3- P6
29:41 I know, I totally get it P6
30:07 Exactly! Perfect! P1- P5
30:27 Exactly P1
30:33 Who wants to say that? Anyone? Karim? N3- P11
31:23 So who has an example? N3
32:14 Admit it ((joking)) P9
32:25 You do that? I do that too P6
32:41 Does anyone have another one? N3
32:48 Did you have to go there? ((joking)) P9
33:47 This one I see on students’ papers a lot P6
34:07 Exactly P1
34:23 It’s a good try, but […] N2
34:46 Exactly, that’s one P1
34:54 Yeah exactly, that’s perfect! P1- P5
35:06 That’s perfect P5
35:09 That’s a good one too P5
36:41 That’s good, but how would you explain that as being a question? N2
36:54 That’s good and that’s important P1- P5
37:33 Does anyone else have an example […]? N3
37:46 That’s a good point P5
40:20 Of course! P1
40:26 Who else has an example? N3
40:38 That’s a good one P5
41:44 Be wary of this, be very wary P11
42:26 I’m gonna give you the examples first of all P4
42:47 If you come from where I come from, you love sunny days! P9
46:02 Who has an example on this? N3
46:12 This is a good one P5
46:24 That’s a good one P5
46:49 I’m sorry, what did you say again? N4
47:39 So be careful on that one too P11
47:59 Exactly, exactly! P1
48:10 That’s a good example P5

Instructor: Amie
Date: 13/10/2014
Time: 3:30- 4:45
Location: Hatem C205

00:28 One of my students who missed the first six classes said he wanted to write about like absenteeism at work ((laughs)) P9
00:48 I am sorry for being late N4
00:51 Before we get started, do you have any questions? P2- P4
00:58 Individual questions after class please N4
01:00 Any questions that are relevant to the group? P4
I don't know if I have time for that after class, but maybe during the workshop tomorrow, I definitely would.

One source missing is not going to be the end of the world by the way.

Effort, I can work with and try to be generous, when you don’t submit things, there is a giant issue and it’s very hard to be generous.

This is a recurrent question, do I have to use all of the sources? What is the answer? No.

I think we are really in the crunch time where you can see that those of you who had good research questions are in much better state of mind than the people who were not very clear about their research questions.

Any other questions?

No, we don’t need computers today, any other questions?

Could you shut the computers please?

If you are one hour late, it’s fine, I understand internet issues.

If you remember in the syllabus, which we went over, there is a penalty.

You guys are really struggling, the best thing I could do for you and this is a big concession.

I will let you turn in late work for 50 percent credit, which I think is pretty generous, especially considering how late some of you are in submitting their work.

I really will do my best.

I am doing my best to be flexible.

This may interest some of you, cell phones use in class will be a participation deduction.

Are there any questions about that?

Please prepare in advance for deadlines.

I will give you a bonus mark for preparing this.

Let’s go back.

We were talking about the literature review last time.

We talked a lot about objectivity last time.

So, go ahead and have a look.

I do apologize on the back color coding blocked your view on this last one.
17:34 You may read N4

17:37 We’ll look at the important features P2

20:39 T: If you wanna be on your phone, you can leave the room actually N2

S: I finished reading

21:18 For sure P1

23:09 What about the next study? N3

26:13 I think I’m gonna ask you guys to color code your first draft like this, I think it’s gonna really help in your organization because these are some of the major things I look for in the first drafts P3

26:26 It will help you and it will help me P3-P6

27:04 I think that this a trend in Arabic writing, is that you like to keep things secret until the very end P6

27:32 I know that’s how a lot of Arabic writing is, but that’s not the goal in this kind of writing P6

27:47 I’m sorry you couldn’t see on this on your sheet N4

28:18 I’m gonna ask you to highlight it P11

28:38 And that will help you to continue analyzing the sources P3

28:46 So, I really hope that your main core structure is quite clear on that one N2

28:54 You may be able to add a few sentences N2

29:03 Any questions so far about the body paragraph? P4

29:41 I do want you to do this color coding […] it’s gonna be very helpful to you P3

29:57 In-text citations, I think you guys are doing pretty well on these P5

33:01 Can you read the conclusion now please? N4

34:56 So in your summaries by now I would have hoped you had details N2

40:09 Conclusion, let’s take a look on the conclusion P2

42:59 Are there questions [...]? P4

54:36 Just a second please, can I give you the instructions? Instructions, please for just a second? Waiting for you N4

54:47 I’m gonna project it for you in case you need it P4
55:04 We’re talking about very specific choices P2
60:08 So please turn this on to me N4

**Instructor: Amelia**

**Date:** 16/10/2014

**Time:** 11:30 - 12:45

**Location:** Waleed P125

01:48 (Student came in. She missed the first part of the class)

T: Hi!

S: I’m so sorry, I missed the bus and I just got here

T: Well I’m glad to see you

S: I’m so sorry…

T: Your presence was missed during the core and I’m glad you’re here…let me give you the handout that I gave during the core class P5-N4

02:05 During the core class, we watched 20 minutes from central station, we had a nice discussion about it P2

02:12 We went over this P2

02:28 Lovely, lovely, I’m happy that you’re here P5

02:32 These things happen, I’m glad you’re here now P6-P5

10:29 Okay, let’s go ahead and get started everyone, if I can get everyone’s attention please P2-N4

11:00 I want you to turn to your hard copy and make the following notations in terms of due dates. Please turn to your hard copy […] N1

12:08 Here we are, we’re already midpoint of the semester. We have two remaining weeks in October. We are going to UACT next Monday together. P2

13:42 We’re not back to class until Monday P2

13:56 Please bear in mind that you’re going to have next to you the handout […] N4

14:18 Please take advantage of referencing […] N4

18:53 Is everybody clear on that? This is important P4
Any questions? Any questions about that? P4

Let’s go to the calendar P2

Originally I said please have your script ready by the 23rd, you will not be ready by the 23rd. So, what am I going to do? I am extending the assignment due date until October 28th, okay? P6-P4

I’m sorry, I’m sorry, are you referring to the character? N4

That’s a good question that I answered earlier and I want you to think about it N2

Absolutely! P1

Again, going back to your question and to expand on my answer N4

This is why again I am extending the deadline P6

Let me say that again

Notice how the video essay assignment is going to complement your analysis of an argument N4-P3

Does everyone understand? Any questions? P4

Let’s go back to the calendar again P2

It’s not difficult, Ossama has attested its simplicity P6

It’s not a difficult software, it’s very user-friendly P6

As per the hard copy of the assignment, notice I originally said that the final draft of your video essay will be due on November 3rd, that’s too soon because you need editing time N4-P6

Please make a note of this N4

With that said, you are not going to be expected to submit your final draft of the video essay on the 3rd, you will do so on the 10th N4-P4

So make a note, the final draft of your video essay will not be due on the 3rd, it will now be due on 10th P11

Now it’s going to give you more time to prepare […] just as you want P3

Everybody got it? Any questions? P4

Let’s now move to the Rhet component…Let me give you the handout P2

We have now concluded our discussion on the homework assignment P2

In class on Monday, we began discussing the assignment P2
Bear with me one moment, let me open it N4

Here we are P2

I am going to sit with your groups to give you guidance and instructions P4

I want you to be able to demonstrate how well you can comprehend what is it I am expecting you to do based on the reading N4

Let’s go back to this P2

Let’s take a look at what you are going to do in your small group P2

It’s a wonderful way to examine a longer reading P3

With that said, take a look at […] N4- P11

This assignment is designed to improve your comprehension […] Let me explain that. Often, haven’t you had experiences where you can spend hours in reading something […] then you haven’t understood a thing you read? Come on, be honest! Yeah it happens! Reading is considered a complex process P3- P6- P10

You’re reading everyday in rhetoric and composition, in economics, business, anthropology, Arabic literature, your math courses, your engineering courses, your accounting classes […] reading is required no matter the discipline P3

Let’s go to the next part P2

We’ve been analyzing films P2

Please stop me if you have questions N4- P4

Look at what knowledge you have! Nourhan you just answered, you just engaged with point one P5

I didn’t know that Egypt has participated twice in the world cup… for Egypt! P8

Mabrouk

‘Congratulations to’

That’s one factor, that’s very true P1

Good point P5

You’re making a good point P5

As you see some of the buses here in Cairo… the buses are so packed with people […] you literally see people hanging on, I mean just barely holding on outside the bus so they can make it to their destination […] they have to jump and run because the bus is not coming to a stop! Imagine the shock for me when I saw that when I first came to Egypt […] the bus is not stopping! ((laughs)) P6- P7- P9
What is one point that you would like to emerge from reading this report? ((silence))

It’s okay…one at a time, just one at a time! ((laughs))

Very nice! P5

Who would like to give me a nice response as Asser did concerning life and death? N3

Very nice! Did you hear that? Very good, that’s what I was looking for as well…Thank you Asser, thank you Mostafa! P5-P1

T: Mostafa, even though you looked so sleepy[…]how many midterms did you have this week? P6

S: Two

T: You had two midterms, Mostafa has had two midterms this week and I’m sure all of you have had midterms this week, but listen to the (x) answer that he gave […] he gave me the answer that I was looking for P5-P1

I am so excited about this, are you excited about this? ((laughs)) P1

Look at this sentence once again, this is the most important sentence in your entire assignment P1-P11

For homework, you are to read […] N4

Any questions before you go? Is this good? Yeah? P4

Okay class you’re a wonderful group! Have a great weekend! P5

Instructor: Luke

Date: 12/10/2014

Time: 10:00-11:15

Location: Hatem C122

It's an easy day to not want to come to class, because the first drafts are due, I know there is a lot to get done over the weekend P6

And so, congratulations to those of you who are here! P5

Like our last class […] Today, we're gonna do […] P2

Like we did in the thesis in the introduction P2

Today, we're gonna move really really fast P2

My recommendation is when you go home, […] P4
02:20 Before we get started, let me just introduce [...] P2
02:53 We will have observers [...] P2
03:33 Any questions before we get started? P4- P2
03:40 What we're gonna do is to try to [...] P2
03:55 We only have a few minutes so we'll have to go quickly P2
04:14 Go and take your paper out, pass it to the person on your right P11
04:30 The first thing that we are going to be looking at today is [...] P2
05:38 We're gonna look at the intro P2
05:42 Read through the introduction and ask these questions P11
06:55 Write on the paper P11
12:32 We gotta keep going, I know some of you are still writing, it's okay P6
13:00 Pay attention P11
13:12 What we're looking for is [...]P2
14:19 Go and take a look at the thesis P11
17:07 Do you need more time on the thesis? One more minute? P4
22:35 Alright, everybody done with that one? P3- P10
23:13 Pay close attention to this one P11
23:25 What's the purpose of the topic sentence? N3
24:01 This is a problem that a lot of freshmen have difficulty with P6
25:13 If you have a question on this, let me know P4
32:24 What we are gonna do on this next one is [...] We will talk about this later in the semester in greater details P2- P3
34:44 Thank you Omran P5
39:54 Alright, do you need extra time for the transitions? P4
40:13 Now what we're looking at [...] P2
45:50 Alright, do you need more time? P4
45:54 We have two more things P2
46:00 We have to look at something to help you in your next assignment P2- P3
I wanna tell you what we're looking at in the conclusion.

We've looked at that [...] we're gonna build on that.

[...] because I will Kaza kaza kaza

[...] because I will do this and that and that.

Yes, change papers, thank you.

You have done a good peer editing today.

You have looked up a lot of important things [...] I know you're not master editors, it's okay you can do your best.

You're trying to make the paper stronger.

Great question over here!

I'll see you in class in 15 minutes.

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**Instructor:** Mike  
**Date:** 19/10/2014  
**Time:** 2:00-3:15 PM  
**Location:** SSE CP38

Magdy basha, ايه الأخبار? Eh el akhbar?  
‘What’s up?’

Today, we have a student presenting about body language and he’s not here yet ((laughs)).

So, while we’re waiting for ايه اسمه ايه? Esmo eh  
‘What’s his name?’

S: Leithy

T: Ahh Leithy to come! Did everybody understand my thing about Turnitin?  

So when you first saw the grade it was 4:45.
Hold on, hold on, Sherine is confused, for the first time of her life ((joking, Ss laugh))

S: Mike ((S calling on teacher))

T: 

Aiwa

‘Yes’

Sarah ((A S is taking attendance, T responds to confirm the absence of another S))

Mafeesh Sarah

‘There is no Sarah’

T: Badry, you don’t have a chair? P3

S: No

T: Here, take this one! No, I’d rather stand, I’ve been sitting for a long time, thank you!

((T encourages a S who is giving a presentation by starting to clap, Ss join T in clapping))

What kinds of gestures can you make, can we make instead of saying something?

Sorry to interrupt ((T interrupts S who is giving the presentation to comment on something))

This is also useful for speaking […] breathing is also very important

I’m glad you re-emphasized this from an earlier lesson

So, these are some skills that you can (x) 

Showaya showaya

‘Little by little’

Leithy, thank you! […] he made the PowerPoint look nicer

This is helpful for you to give you practice, right? In presenting

I need more volunteers

Can I get some volunteers?
And if you want, if you want, we can divide the work […] and divide the chapter […] if you prefer to work alone and do it all yourself, that’s fine N1-N2

That’s a good example P5

Good question! P5

S: Can you give us examples?

T: Of course, examples are always interesting P5- P3- P6

I am always available P4

Sorry about that ((T apologizing for not updating the assigned reading)) N4

I can give you 2 percent, and if you wanna split it up between, in fact I changed my mind and I told you before that those who are presenting will get 1 percent at the end. I changed my mind and you’re getting 2 percent […] if that is any incentive? ((laughs)) N1-N2

T: Okay, if anybody thinks about it and they start reading it and they changed their mind, you can always email me and let me know, otherwise I’ll prepare those PowerPoints and I’ll present them to you on Wednesday. But that would be so boring…just always hearing from me, right? N2-N3- P9

Ss: No:

T: Ah: Anyway, if you change your mind, let me know N1-N2

Now let’s go back to the idea of body language P2

Most of you missed Dina’s because she was one of those who came on Tuesday, and I noticed that most of you didn’t come, thank you for those who did! N2- P5

Any other comments related to your self-evaluation of your video? N3

What did you think about that? P4

I think so P1

I was so absorbed by your story […] it’s very powerful P5

They deserved a group hug, to make sure to give them support P1- P6

Okay unrelated to body language, do you have any comments, something that you learned from? P3

Very good P5

That’s a very good point for everyone to remember, that the less prepared we are, the less focused and direct our message is going to be P5- P3- P6
Remember when you’re preparing […] you’re among friends, okay? I don’t think anyone in this room would be challenging people for the sake of challenging them or embarrass them, or intimidate them […] we’re friends, we’re family […] this is a safe environment

Please read those chapters for next time

Instructor: Mona

Date: 08/10/2014

Time: 11:30-12:45

Location: Hatem C

That’s good

I am so sorry

You’re talking about Whatsapp?… Groups are annoying… I deleted myself from the mums’ of my children’s group, in the classes, mums do groups… messages at 6 in the morning!

Heart attack, my flash is gone ((Joking))

Remember you guys the summaries that you did? I read them, I thought they were good. I didn’t see any major problems

Khaled, yours was much better than you thought it was!

From the comments that you find on your summaries, what are the comments that should help you in writing your future summaries?

Is this necessary? ((T does not agree with the answer given by the student))

Problem?

Exactly!

Great!

Can you give me the characteristics of this category? ((Question to the whole class))

Very good!

Do I need to persuade? ((T is correcting her S))

Anything else?

Please use the present simple when you are summarizing
Look at the beginning P11
Make that differentiation P11
Get in the narrative mood P11
Let me just point something else out P11

T: “In this class, we do free writing, right?” P2

Ss: “Yeah”

T: “How are you doing in free writing, are you keeping up or not?...I have a feeling (with intonation) that you are slowly procrastinating, am I right?” P3

Ss: “Yes”

Free writing is so good for you, you’re going to use it P3

Any other questions regarding […] P4

No no you don’t

If you need help, you can come to my office and I’ll show you P4

Since we have all done summarizing and I think we are on the right track, […] P3/P6

This one, you can work in pairs

طيب P8
tayeb
‘Okay’

Would you pass it around? Thank you! N4

I read that, it’s amazing! P5

What is your task? May I ask you? N4

It’s taking a bit too long N2

Who’s ready to share? N3

Ready? Can you listen? N1

I’m annoying you, right? ((joking)) P9

So, you spend all this time when you’re home in paraphrasing? P6

Abdel Moneim, are you ready? Just tell me one sentence of what you have. Everybody listen! P10/P11
Great beginning! You got to the point! Another more complete one? P1 P5

Are we using too much language from the passage? ((T commenting on one of the Ss’s answers)) N2

Let’s go back to the example P2

Be careful! P11

So, we’ve covered summarizing, we’ve covered paraphrasing, what else is left? P2

We’re still have time in class P2

Are you cold? Is it a bad position? Do you want to switch places? P6

You guys don’t forget to pick up your stuff from the desk…Sometimes, you leave with papers on the desk, and I am thinking are they going to use it at home? P10

This is the last handout I’m going to give you since your analytical essay is due very soon P6

Let me know if you have any last-minute questions that you may have before we leave today so that you’re ready to turn in and bring your essay on Sunday, okay? P4

Thank you! P5

Instructor: Amina

Date: 09/10/2014

Time: 11:30-12:45

Location: Hatem C122

It’s a mystery that I haven’t told you about before, where do you think you can possibly find this information? ((Ss asking about information from the course syllabus- T being sarcastic)) P9

We’re talking about things that are not relevant to this particular course! Haha! P2

Hi! Hello!? ((T is trying to get started with the class))…Shhh…I need you to all pull your bags off the table. I need you to pull out the drafts, the first drafts that you did P11

Sit down, just sit down ((T to S coming in late)) P11

Very good! P5

So, you can come to see me on Sunday at 12 for a long time or you can come like everybody else on Thursday P4

There is a huge benefit in doing this early P3
03:35 You don’t have a paper? Who doesn’t have a paper? Slightly in trouble… P10
04:04 So this is what we are going to do P2
05:14 I see no scribbling, I am worried P9
05:23 You had a clever title P5
05:39 That’s not good anymore! (T is joking, S laughs)) P9
06:42 Welcome, we missed you at the beginning of our class ((T to late S with sarcasm)) P2-P9
07:31 What you want to do at this point is to give us an idea… P2
07:33 You have done this before P6
07:53 This is an important question P3
08:46 We need the relevant facts that discuss what we are about to analyze, right? P2
08:56 […] the thesis statement that we worked on constructing last time P2
09:02 Of course it can be more than one sentence, absolutely P1
09:16 Circle the various parts, number them P11
10:06 Can we do that? P2
10:30 Now what I want us to look for is this P2
11:07 Coz that’s what you’re meant to do P3
11:23 That’s a good question P5
12:00 Are we supporting this with examples? Okay, when we are doing this are we quoting or paraphrasing? P2
13:43 The version that we are all working for is… P2
14:14 John, are you with us? P2
15:50 Let’s deal with when you… P2
18:20 Reem, you’re gonna ask me a question, aren’t you? P6
18:30 Let’s look at the things that make a qualitative kind of analysis P2
21:03 Are we okay with that? P2
21:16 Yes, definitely! P1
21:31 We got some stuff that we can include P2
A lot of people think when they write more than 750 words that’s a good thing, no…first of all you need to think about conciseness. Conciseness is a very high value in writing.

Are you now lobbying for the increase of the word count? ((Joking))

Pretend that there is a hurricane and you need to put all your valuables in the car, you can’t take everything, right? […] This time your car is 750 words! So go with that! ((Joking))

The conclusion is going to be the last thing Dr. Amina reads before she puts the grade down, so you wanna make her feel that we are really thoughtful individuals, have some really profound ideas […] we don’t wanna insult her intelligence by saying things that we just said a few minutes ago, right?

Yes Rania, you are always looking unsatisfied ((S laughs))

Good question

Okay, I’m gonna take attendance, it’s really late in the day right now...Hi!

Yara, can you start this off?

Yes, that’s exactly it!

Can somebody share how he has done this?

Read out!

How would you improve on that?

Great!

Source number 2? Excellent!

That’s not bad!

Absolutely

Alright Farah, can you tell me part C?

Let’s read the sentence very carefully because we’re now stuck in the choice between two things

Exactly!

Youssef, answered?

So what do you think of this exercise?

T: Youssef you seem lost

S: Yeah
T: Tell me why P6

51:52  Questions? P4

52:07  Of course P1

52:16  This is a very interesting question! P5

53:27  You know these questions, you’ve done them before P3

54:10  This paper needs to be an A paper [...] you have so much time and opportunities to make this THE paper P3

54:24  You’ve missed some essentials classes, right? You need to quickly bring yourself up to speed, we’re moving on [...] Next week, we’re gonna be talking about argument [...] Look at the resources we have, I have office hours, you need to quickly get with this, okay? P2- P3- P4

57:27  You did an excellent one! P5

57:29  Alright, I’m gonna let you guys go [...] thank you, this is a good workshop, see you next class [...] I do hope two or three of you choose to do the Sunday conferences P10- P5-N2
02:26 You have to submit it. Do it and I will not deduct grades from you, but please do it before I start grading. If I started grading and I couldn’t find it, you will lose the grade. Do it on Turnitin please.

03:55 Just upload the methodology and bibliography assignments. I’m starting to grade by tonight. If I couldn’t find your annotated bibliography on Turnitin, you will not be graded. It has to be on Turnitin. Why? Turnitin has very good grading techniques. It has comments, it’s easy for me to use. Second, it has a good record [...] it’s not like Blackboard [...] No, it’s good. Third, it has voice comments. So I will send you voice messages.

04:35 S: ده من ضمن آل good news?

04:36 T: ((laughs)) But I will not sing to you. I will just send you a voice message telling you my opinion on your grade and why did you take this grade.

05:51 I will discuss with you your methodology plan and put you on the right track so that you create a collect instrument.

06:35 You came to the conference, I will count you attended.

07:23 Enough talking… Please. Let's discuss the literature review assignment. I will post the guidelines for the literature review assignment by tomorrow morning.

07:38 The guidelines, the guidelines for this assignment will be posted by tomorrow morning so that you have all ten days to work on your assignment. Why I extended it? I extended it because I needed today and I need Wednesday to work with you on how to write a literature review.

08:10 So that you would have a good background on how to do this before you start doing your assignment, so it’s kinda all connected.

09:07 …which means I don’t want you to write for me seven pages of literature review, eight pages, nine pages, twenty pages.. No! I want you to write a good quality of a literature review.

09:22 It could be two pages and a half, it could be five, NOT one page. It could be five pages, but it should be written in a well-done manner, OK?

11:07 Let me ask someone about the research question, can anybody share their research question?
11:37  Think about it **P11**
11:42  Think about it **P11**
12:55  Very good **P5**
13:10  Very good **P5**
15:59  Very good, very good Marwa **P5**
17:40  Do you understand this? Does anybody have an eraser? **P4- N3**
18:52  In the lit. review ya Seif, in the lit. review, I want the summary to be complete. **P10**
19:30  Now I will have you do an activity **P10**
20:37  The four of you together. And the two ladies and the two gentlemen together **P10- N4**
21:05  Don’t do this to yourself **P10**
21:12  Listen to the instructions please **P11**
22:13  We are wasting time **P2**
22:37  Very good **P5**
22:42  Very good **P5**
23:15  I want you to look at this in the abstract and underline [...] **P11**
23:46  Find it in the abstract please and underline it please **P11**
24:05  يلا start **P8**

\textit{Yalla}

29:16  Every time I keep saying the same thing. Stop, stop side talks. Please. **P10**
29:26  Now listen, “as expected” here, what does it mean? **P10- P11**
29:41  Something that we discussed in class **P2**
29:45  Usually when we expect something **P2**
29:55  Very good Marwa[...] clap for Marwa **P5**
32:00  Why am I sharing this with you? Because the abstract should be very close to the summaries you will include in your literature review **P3**
32:46  You can either paraphrase your abstract or summarize your source **P11**
33:17  I want to show you something **P11**
33:56  Now listen. Listen, listen, listen **P11**
34:05 I want you to read the introduction P11
34:12 I want you to notice the general ideas he’s giving P11
34:39 Please see how he introduces this. Look at it, OK? Please P11
34:46 Take your time P6
39:12 Just look at it and then I will explain to you […] P11- P4
40:54 This is very, very easy for you to read. Very obvious and to the point P3- P4
41:03 If you read it, you’re on track P3- P4
41:14 I want to review with you how […] P4
42:00 Are you on track? Fاهمين الدنيا ماشية ازاي؟ P8

Fahmeen el dunia mashya ezzay
Do you understand how things work
49:37 Bye P10

Instructor: Rafik
Date: 16/10/2014
Time: 2:00- 3:15
Location: Hatem C204

02:54 Motaz ((T taking attendance)), where have you been Motaz? […] You missed the fun, the quiz! I assure you lots of fun! ((Ss laugh)) Do you wanna try the fun? P9-P10
03:33 Omar? ((T still taking attendance)) How are you Omar? Awake? P9
04:54 So, we have the make-up class and it’s on Saturday P2
07:18 برافو عليك P8
Bravo aleik
‘Very good’
07:25 Eyad, how are you? P10
07:30 T: Who else came late?
S: I came two minutes ago
T: Mostafa absent! ((joking)) P9
And the girls طبعا ثلاثي الشر ((joking, Ss laugh)) P8- P9

Thulathee el sharr

‘The evil trio’

You don’t need to inform me when you’re coming, I don’t need to know. I just want you
to attend one of the two sessions because I’m taking attendance in both, I just want you to
make sure to come P6

So, I’m giving you even more chance, not you but the late people, to submit all their
summaries P4

after this glorious quiz that you took last time (. ) glorious ((T being sarcastic, Ss
laugh)) P8- P9

‘Of course’

poor Reem ((his TA)) has aged while correcting your quiz! […] Thank God it was

Yaani

filler

a bonus quiz!

S: Howa feeh quiz tany?

‘Is there another quiz?’

T: علزيين quiz تاني? ((Ss realize T is joking, Ss laugh)) P8- P9

‘Do you want another quiz?’

So, what do we do in the methodology? We have one, two, three components P2

We need to continue with our data collection, we need to start our data collection P2

What are the titles we have under methodology? […] We talked about that before by the
way P2

S: Good morning! ((S coming late to class))

T: Good morning! Why do you have this look on your face as if you are in the wrong
class or something! P9

((S laughs))
14:14  Let’s take them one by one  P2

16:12  Any questions so far?  P4

17:05  حامس انانا تهت

Hases en nana toht

‘I feel lost’

T:  تهت فين?  ((joking, S laughs))  P8  P9

Toht fein

‘Where did you get lost?’

18:08  برافو  P9  P5

Bravo

‘Very good’

20:30  If you are going to ask them to do an experiment and jump from a cliff or something, you have to make sure they don’t break their legs!  ((T joking, Ss laugh))  P9

22:41  You’re not going to copy paste ولا we are?  ((T joking in a sarcastic way, Ss laugh))  P8  P9

Walla

‘Or’

22:47  Remember this name Turnitin?  ((T joking in a sarcastic way, Ss laugh))  P9

23:34  What are the major types we have?  P2

23:58  Under non-representative, how many do we have?  P2

24:19  You have to take the quiz in order to study  ((T being sarcastic, Ss laugh))  P9

24:44  This is what we call demographic info  P2

26:37  We’re working in parallel, we’re doing two things in parallel […] so, we have a theory part and a practical part  P2

27:22  كل ده في ال fall  مش fall  و spring!  ((T joking, Ss laugh))  P8  P9

Kol dah fel  mesh  fall  wa  spring

‘All this in the fall, not in the fall and the spring!’

30:15  Do you see the big picture from now? Do you understand?  P3
31:07  So, we’re a bit tired now, but the last two or three weeks of the semester you’ll be almost free P2- P6

33:54  That’s a good question! P5

34:52  Because I expect anything from you, consequently, you should expect anything from me! ((Ss laugh)) P9

36:09  ((A S goes out from class))

T: You’re dropping the course?! ((T joking, Ss laugh)) P9

36:59  T: عارفة انت لو تسيبي التليفون P8

Aarfa enty law teseby el telephone
‘You know, if you only left your mobile phone’

S: لا انا بس هاصور الboard

Laa ana bass hassawwar el board
‘No I’m just taking a picture of the board’

T: طب صوريتي انا طيب ((T joking, S laughs)) P8- P9

Tayeb sawwareeny ana tayyeb
‘Take a picture of me instead!’

38:28  Happy now? May we continue? ((T accepts to postpone the deadline after negotiations with Ss)) P3- P6-N4

45:29  Is that clear? P4

46:33  We pay attention! I’m not gonna say everything twice! P11

48:04  What do we do here? P2

55:11  Do you understand what you have to do? P4

55:49  This is why we all need to start early P2

70:43  If you’re done and […] and you want to leave, you can leave N2

**Instructor:** Yassin

**Date:** 23/10/2014

**Time:** 3:30- 4:45
Location: Garden behind library

01:09 So, this is mainly discussing […], do you agree? N2

01:21 We need to make use of Chapter 6 P2

01:25 I hope you have time to look at it N1

01:56 The other thing is having you attend one of the university events and write a reflection paper on it, which I think is quite boring, okay, seriously, I think constructing a dialogue is a lot more creative and it shows to what extent you have acquired the objectives of this course P3- P6

02:21 Scattered around us four different books P2

02:51 Hi, please have a seat, not a seed, piece of grass? ((joking)) P9

03:11 Our task is going to be rotating around these books P2

03:28 In chapter 6, we have […] P2

03:51 And another thing I thought we might include is […] P2

03:55 Remember we were discussing […] P2

04:02 We talked about cults, can anyone expand on that? […] Can anyone tell us? P2- N3

04:23 Exactly P1

08:00 One very important note, why are we doing this? […] We’re doing this to think of a character real or imaginary from one of the books P3

09:41 Sounds interesting?

10:14 Do we have any questions? P2

10:19 What do we do now? I need to put you in groups P2

10:35 S: I have a question

T: Please! N4

11:01 We’re doing brainstorming, we’re trying to gain some background information about what is there P2- P3- P4

11:20 So guys get in your groups P10- P11

18:02 Excellent! P5

18:09 You just found exactly what I was looking at yesterday, seriously, good, excellent! P5- P1

19:04 Take it easy on her! ((joking)) P9
19:10 Is someone taking notes? N3

20:09 Yeah maybe you wanna call it that […] N2

21:31 Leave the book where you found it, leave it on the ground, and then move to the next group P11

22:03 You can maybe use the seats, you have seats all set up here N4

22:15 People you will need to read about […] P10

23:18 I’d like to remind you to think of characters N4

25:29 There is a specifically very interesting chapter about the conflicts that happened between the US and Japan in this book, I don’now, maybe you do wanna examine that P3-N1

28:46 Read on, you’re definitely on the right track P11- P1

29:24 It would be interesting maybe to write down […] N2

29:43 Well, I’m very much for it P1

30:13 Yeah yeah definitely P1

32:08 Please move, leave the book and move to the next station N4-P11

34:20 Nice! P5

36:29 S1: This is a really interesting class! Much better than the board ((referring to the garden))

  T: I know, I know ((T understands the student’s feeling)) P6

S1: Can we take a class here every time?

S2: Of course not!

  T: Well every once in a while yes, we have to do that because it renews the blood, the desire for knowledge P6- P3

37:10 On task! Go back! P11

38:25 S: Remind me to show you a video about something like that

  T: Yeah P3

S: I’m gonna show it to you

  T: Yeah, after class P3

41:18 Nice! Switch! P5- P11
42:13 You’re gonna hit her with “America” ((the title of the book))? This is really gonna hurt! ((laughs)) P9

44:07 My pleasure, my pleasure […] it is a nice place ((T responding to compliments about having the class in the garden)) N4

46:06 ده احسن behavior P8

Dih ahsan
‘This is better’

49:52 Okay guys, the next move is going to be back to your original places P10

50:40 Guys, we need to move back to our original books please P2- P10

51:45 You’re done, come and join us […] we can sit and start discussing […] we can stand P2

52:20 Guys, if you’re done, you can join us in the bigger circle P2- P10

52:46 Leave them, no one is going to take books, maybe an I-pad ((laughs)) P9

53:21 Definitely, definitely! P1

54:18 So, we start with a narrative and we end with a dialogue P2

60:04 At this point, do you think we can have a group photo before we leave? P2/non-verbal PPS

60:14 T: Was this interesting? Did you like that? P3- P6

Ss: Yes! It’s really interesting!

T: It’s good for a change, and we worked, surprisingly, and you don’t feel like you’re over burdened, nice! P2- P3- P6

60:54 If you happen to have any questions, please prepare to ask them before Monday session N4- P4
APPENDIX B

Interview Questions

1. Do you follow a certain strategy in order to establish rapport with your students?

2. How do you see the use of L1 (Arabic) during class?*

3. How do you perceive Egyptian undergraduates?

4. What are your expectations from your ESL students?

5. What do you think are your students' expectations from you?

6. How would you respond to your student if he/she asked you about any personal issues?

   *This question is asked because the researcher noticed the variation in the use of L1 (Arabic) during class observations.
APPENDIX C

Interview Transcriptions

Interview One- Amelia

1  Investigator:  Do you follow a certain strategy in order to establish rapport with your students?

2  Amelia:  In terms of my teaching philosophy and the process I use in the classroom, I fall

3  more in the category of positive politeness as my direct interaction with my

4  students. Why? Because it allows for a more open space for learning. I’ve used

5  bell hooks who is a cultural philosopher; she teaches at Columbia University and

6  has written extensively about relationships that faculty can develop with their

7  students. What’s more effective? What is not. What they’ve (x) found to be very,

8  very strategic with Hook’s teaching philosophy and one that I have adopted as

9  well is a participatory approach; meaning that you engage with your students. I do

10 not like to give the impression that I’m here and you stay over there. That does

11 not allow for a learning, comfortable environment because, as we know, the

12 literature extensively states that learning is a two-way process. It involves both

13 the instructor and the student and teachers, faculty, should never see themselves

14 as these all-knowing vessels of knowledge. Certainly, we should be competent

15 within the areas of the discipline that we teach; however, even with that said, we

16 need to create environments in which students can feel comfortable to ask

17 questions; they feel safe, and the instructor should feel safe as well. So, again, I

18 quote hooks.

19  Investigator:  Can I interrupt you?

20  Amelia:  Yes

21  Investigator:  How can the instructors feel safe? What are the criteria in the classroom?

22  Amelia:  By safe I mean that once the instructor feels a level of comfort and... How shall I

23 say? A level of expertise, a level of disciplinary acumen. That disciplinary

24 acumen, that disciplinary expertise, that capacity to engage with students in such a

25 way that the instructor can convey information, knowledge, question to students

26 that will allow them to feel comfortable as well. What I mean by a two-way flow

27 of communication: Teachers, faculty often do not understand or realize the level

28 of power that they bring to the classroom. By power I mean we are already

29 entering a space where students see us as having authoritative capacity or having

30 authority as the instructor, as the professor. As such, we need to be very careful

31 about the extent to which we exact that power. Now again, I go back to the
teaching philosophy that I have adopted from Bell Hooks and I’ve utilized it for a number of years. That philosophy, once again, means that if teaching is a two-way flow of communication, then both teacher and student need to feel safe. That the teacher needs to connect with their students utilizing positive politeness, so that they too are comfortable and students are comfortable as well. It is a strategic partnership that must be aligned. So that’s what I mean by teachers needing to be safe; the need for safeness is directly linked to one’s teaching philosophy and one’s pedagogy. So, I cannot stress enough that positive politeness can, in fact, be a direct contributor to safety or a sense of safe, safe environment for the instructor and the student. The two are intrinsically linked; they are not separate entities.

Perfect! I noticed that you used a word from Arabic…the one was mabrouk ((i.e. congratulations)) for Egypt. How do you see the use of their L1 in class? How do you perceive it?

The English language?

No, for them Arabic in this case… their L1.

Yes!

When you just add a word. How do you perceive it?

That’s part of my teaching philosophy again. While I’m a faculty member here at the American University in Cairo where the prominent or dominant language of instruction is English, however, I find that when I use from time to time a word from our students’ dominant language, which is Arabic, it again allows for me to engage in positive politeness.. That well certainly, students who to attend and take courses at the American University in Cairo are fully aware that before matriculating that English is the language that is used for all courses, except for the foreign language classes. But, for the most part, all of our classes are taught in the English language. With that said, I recognize that our students arrive in our classes speaking a number of languages; Arabic is often their first language, they speak English, many of my students speak French, German, Italian. I’m amazed at the multilingual background our students arrive to the classroom with. With that recognition, and knowing that we’re teaching English, I find that the occasional use of an Arabic word serves to, once again, take the edge off, okay? It perpetuates my engagement with positive politeness. And that positive politeness, believe it or not, allows for the students to say, “Ah! She’s making an attempt to understand the linguistic backgrounds from which we all hail.” That she’s utilizing a very common, yet very acceptable term Mabrouk. To students, it serves to make a pronouncement that “I see you! I recognize you!”

Is it a sense of solidarity for example?

Absolutely! Absolutely! Certainly a sense of solidarity and I think even more than solidarity, that I respect you. Yes!
Investigator: And I just want to ask you also: For how long have you been teaching here at AUC?

Amelia: I’m now entering my 11th year. I arrived here at the American University in Cairo during the Fall of 2004 and never did I think that I would remain for a decade. Where the years have gone, I do not know. I do believe that the passage of time and the tenure period that elapsed since my arrival has been one in which I clearly enjoy what I do. I love teaching, I enjoy my students immensely, I learn a great deal from them. Needless to say, I enjoy the Egyptian culture, the camaraderie that I’ve developed with my colleagues. But I think among all of the reasons that I’ve referenced, I enjoy my teaching. I enjoy engaging with my students in ways to learn more about them because the more I learn about my students, what that serves to do is that it allows me to improve my own pedagogy. It allows me to critically reflect on what I’ve offered my students during the course of a semester or an academic year, and I can go back and critically reflect on what they liked, what they found that maybe did not work, and how I can improve it. It’s that flow, again, of two-way communication, and going back again to positive politeness, it’s all part of a much larger dynamic that has basically contributed to why I’m still here and I’m entering now my 11th year.

Investigator: So how do you perceive... How did you first perceive your Egyptian freshmen students when you first arrived here? And how did this perception change somehow now?

Amelia: Very good question! Very good question! And you know I’ve given a lot of thought to that question. Certainly, upon my arrival. Well prior to my arrival to Cairo, my husband and I were teaching at Vista University which is now the University of Johannesburg in South Africa. We were there for three years. We taught specifically community media and it was quite a cultural exchange, not so much of a cultural shock, but quite a cultural exchange within the culture of South Africa itself and among the student body. In a country like South Africa, which was unbundling and continues to unbundle, it’s like a sea of apartheid, our presence was one in which the expertise we brought as development communications specialists, which we were doing, we were looking at developing community radio and newspapers for the newly...umm, how shall I say?... the new communities in which people were wanting to exercise democracy.

With that said, the transition to Egypt was not necessarily a cultural shock because my husband and I had traveled rather extensively around the African continent, having met and lived in several countries prior to our arrival even here in Egypt, we were already fully aware and acclimated to what is most important when you arrive in a country, you must recognize that you need to learn the culture of your host nation. That you cannot exact your sense of cultural dominance upon a country that’s actually offering you refuge. So that’s something that my husband and I learned from South Africa. So, as a result, having that prior mindset or an acknowledgement of what’s necessary in cross-cultural or intercultural communication, my engagement with my students here at AUC was one in which I needed to learn more about them. I wanted to recognize and I
wanted them to see immediately that “I see you”, that while I am your instructor, this is my first semester, my first year here in your country, my first year here teaching at the American University, I’m learning just as you are.

Investigator: What about their learning attitudes?

Amelia: I find overall that our students are actually quite committed to learn. Well certainly, when we consider the very nature of learning, when our students arrive here, they are still considered adolescents, OK? They’re emerging; they’re making what is a rather complex transition from high school to university, where they are suddenly expected to do a number of things independently. Find your classes, communicate with your instructors, make sure you submit your assignments on time, accommodate for the days you miss class. When students matriculate here in college, university, be it here at AUC or anywhere, the transition from high school can be a complex one. With that said, I find that our students are to be commended to make an attempt to transition from an environment of high school - well, certainly many of them hail from ivy high schools or high schools where the curriculum could be that of a pre-college at a pre-college level - nevertheless, whatever high school our students arrive from, they are indeed making what can be seen as a difficult transition. Again, we, faculty, must recognize these transitions and accommodate our students to the extent that we can to ensure that the transition is as smooth as it can be. Once again, this goes back to positive politeness. All roads lead back to positive politeness.

Investigator: And my last question actually is: How would you respond to your student if she or he asked you a personal question?

Amelia: Such as?

Investigator: Such as whether you’re married or not, how many children you have..?

Amelia: I welcome such questions. You know what I tend to do? At the beginning of every class, on my very first class with my students, I introduce myself. I give them a little life narrative about Amelia Jones. And what does that entail? “Good morning, class. I’m Amelia Jones. Welcome to Research Writing 1020. I have begun my 10th year at the American University. Why have I remained for so long? It’s because of students like YOU! I enjoy teaching, I have three children; they are adults. I am a grandmother.”

Investigator: So you go back to the self-disclosure.

Amelia: Exactly, I engage in a self-disclosure. I open to them because, once again, I do not want my students to feel “I’m over here and you stay over there.” I want them to recognize I’m human like they are. I have feelings. I’m not perfect. I do not always get things right. I don’t know everything.

Investigator: But you’re certainly a perfect teacher.
Amelia: Oh ((laughs)). Oh, thank you so much, but I absolutely adore my students.

Investigator: And they do adore you too.

Amelia: Oh, thank you.

Investigator: I can feel it in your class. It was amazing. I mean, this is not part of the interview, but I have to tell you: I’m graduating this semester…

Amelia: Congratulations.

Investigator: Thank you very much. And seeing you, observing your class made a big difference in me and the way I give instructions to students. I am a teaching fellow […] How long have you been teaching?

Amelia: I was in South Africa for 3 years. I taught primarily at Vista University which is now the University of Johannesburg. Both my husband and I taught Community Media for 3 years. Prior to that I taught in high school. I wanted to touch base at the secondary level. Because with my own children, I wanted to become acclimated to the environment in which my children would attend. So, I set off on a path to learn more about the high school setting. You know why? High schools are actually the incubators for who our young people become as adults. I wanted to see the dynamics of this very complex environment to become intimately knowledgeable about it because I had spent so much time as an undergraduate student studying aspects of communication within high school, secondary environments particularly. And as a mother, I wanted to know what are these environments like strategically so that I could be prepared to help my children transition. So, I took that step, I took the step to learn about this important place known as the high school which was very interesting. I would give anything for that experience; it was absolutely wonderful. And prior to that, I volunteered a lot in my children’s elementary schools. I became a permanent fixture in my children’s elementary schools so much so that I received a commendation from the governor of the State of Maryland because I had volunteered well over 200 hours in one academic year. More than 200 hours. I became a regular fixture in my children’s elementary schools. So, since my children’s arrival, I have had this inclination to become an active participant and to become knowledgeable about our institutions of learning, from elementary or secondary schools certainly to post-secondary which I’m now involved in from Vista University in South Africa which is now the University of Johannesburg and now for the past 10 years, the American University in Cairo. So this is the corpus in which I frame my engagement with education.

Investigator: Thank you very much.

Interview Two- Mike
Investigator: How long have you been living in Egypt?
Mike: 9 and half years.
Investigator: I can see that you talk in Arabic…
Mike: No… a little bit… not much.
Investigator: A little bit? But you have an excellent accent.
Mike: I do? Thank you. Sometimes… Some people make fun of some things I say… “Nah, that’s not how you say it.” Maybe you just heard some good words ((laughs))
Investigator: Especially the fillers… ((laughs))
Do you think that you follow a certain strategy in order to establish rapport with your students, especially at the beginning of the semester when you get to know them? Is there something in your mind?
Mike: I don’t know if you’d call it a strategy, I don’t know if it’s that intentional, but I love students, I feel very comfortable around students. They make me happy. I like relating to them on more than just the teacher-student basis; I like having a personal relationship, I like to see them out of class. I like to sit with them and have something to eat. I like to just hang out with them in (x) and get to know them in different contexts. I like to stay in the dorms sometimes with students there. I don’t know… I like spending time on the bus with the students in the bus. I feel there… I don’t know; I’m very comfortable around them, so whenever I have a new class, I just enjoy getting to know them as people in whatever way I can. But I don’t know if this is a specific strategy that I’m doing intentionally; it’s just who I am.
Investigator: How long have you been teaching?
Mike: I’ve been teaching ever since I’ve been in Egypt, like in schools and then here at AUC. Before that I was also teaching in America but not like in any schools per se, except that I was, in the Los Angeles school district, I was a substitute teacher for a few years. And otherwise I’ve been most of my life teaching in the church ya3ni I’m theologically trained so I have taught youth groups and I’ve been a preacher, so in that sense.. I’ve taught classes in church also so I’ve always been teaching somehow somewhere.
Investigator: How do you see the use of the L1, the Arabic in class… How do you see it?
Mike: The Arabic ya’ni ((somehow)) I don’t mind if they use with each other…
Investigator: No, from you. You using the Arabic. How do you see using it because you do use it?
Mike: Yeah, again I don’t think it’s really intentional when I do use it. I think it just comes out every once in a while because before I moved to Egypt, you know the reason I moved here is that I married an Egyptian and I married her in 1996 and we dated before that obviously, and as soon as I met her and I got involved in the Egyptian community in Los Angeles, I was very fascinated. I wanted to learn the alphabet and I wanted to learn the language and I wanted some phrases and I wanted the phrase book; ya’ni I was very hungry. So having been exposed and having been married to an Egyptian for so long, I think things just pop out sometimes. I think that’s where the “Ah” comes out… So, just, yeah, it’s part of me ((laughs))
Investigator: And how do you perceive the Egyptian freshmen undergraduates at the Rhetoric or in the classes. How do you perceive them? How do you see them? How different are they from the…?
Mike: Yeah, they’re quite different. Like the class you visited or seniors and students ready to graduate? So, they’re much more mature. They seem to get why they’re here more, especially in that class because it’s an elective and they want to learn how to speak better in public and whatever, so a lot of them want to be there. A lot of freshmen they’re taking a required freshman course. First of all, a lot of them are still… they remind me of high school students. They want to get out of the classroom as soon as possible, they are very grade-conscious, GPA-conscious. And the upper classes, as they get older, they lose some of this kind of emphasis, I think. They don’t realize they’re here to learn, they’re not as hungry to learn. A lot of them, I feel like, are a bit immature, they’re a bit needy, they want me to help them write their papers ((laughs))
Investigator: Dependent?
Mike: Very dependent. They want a lot of assistance and I have to kind of break them of that… If I teach a still usually a freshman course, but second or third semester freshman course like Research Writing, by then they’ve changed quite a bit
already because they’ve already been here a while and they’ve been broken a bit.

And the class you visited, like I said, are seniors and they’re ready to graduate, so
they’re completely different...more comfortable, they like to be there, they seem
to want to be there, more mature.

Investigator: Yeah, I was surprised actually that it was already 3:20 and they were still there
and they didn’t like pack their things...

Do you have like any special expectations from your English learners? Do you
have any expectations when you enter the class? How do you compare your
expectations when you first came here to teach to your expectations now from
your students? How different?

Mike: Umm...

Investigator: Because you were teaching in Los Angeles, right? So, once you came here, how
different...the expectations? Did feel shocked somehow from their expectations?
Like you were saying they are very dependent at the freshman level?

Mike: I have to say that I may have been prepared for the worst and may have been
pleasantly surprised. Because teaching in LA you have - what my experience was
and probably maybe this is kind of typical in the US based on where I also where
I went to school outside LA, being in high school - I remember a lot of students
really don’t care much and there are some poor attitudes displayed and some
disrespectful ways of dealing with teachers.

Investigator: But you’re talking about high school students, right? Not college students.

Mike: Yeah, I didn’t teach college there bas I taught college students in a church and
that was different ‘cause in church it’s totally voluntary; you’re not getting
graded. It’s a totally different thing; it’s still teaching but it’s a very different
thing. So, when I came here, I was kind of prepared for that. And I was ready
from the beginning to be very strict and to have class control and all this, but I
found - like I said I was pleasantly surprised - students here their attitudes are
different towards teachers. They’re much more respectful and this is what I
experienced in the FYE ((First Year Experience)) And they were less lazy and
they were less apathetic. I didn’t have so much of the... for example in L.A. in
high school you have a lot of students just sitting with their posture like slouched
down in their chairs like this and looking at you like kind of challenging you with
their look like “Are you going to teach me something?” or challenging you with
an attitude like this is a power struggle and we’ll see who gets the upper hand. That kind of attitude a lot … And I would call their bluffing; I would not be afraid to you know do whatever I need to do to maintain control and to command respect. Bas I didn’t need to do that so much here.

Investigator: Do you think it’s related to your nationality?

Mike: I don’t think so. I think it’s more part of the culture. I think the fact that you know this is a very family-oriented culture and it’s very important to have honor for yourself and your family and for your culture and your religion and all of this… that ya3ni they’re raised for the most part, at least in the schools that I taught in which are international school, they didn’t have hardly any discipline issues, hardly none. And when I came here, I haven’t had any at AUC, college level, I haven’t had any discipline issues at all, so I think it’s cultural. So when we talk about expectations, I would expect something I’ve experienced which was a bit negative and then I was pleasantly surprised. And they’re like bilingual, trilingual, so I think ya3ni these people are very disciplined. From very young, they’re trained in two, three, four languages and like I’m impressed ((laughs))

Investigator: Okay, what about your students. Do you think that you meet their expectations?

Mike: I think that sometimes they might also be pleasantly surprised because I’ve noticed that with some teachers there is something called like “power distance” where the teacher wants to be in this position of respect and they don’t want to get too close personally to the students. They may feel this jeopardizes their authority or it causes …

Investigator: What do you mean by “personally”? Can you give me an example?

Mike: Like I see sometimes teachers that they acting towards students like kind of a strict parent in a way. They have this sort of parental aura, plus it’s kind of like a strict parent, like kind of “Don’t talk back to me!” You know kind of this, it’s about the rules and the authority and they need to always respect me and the respect is of a certain type, you know. Like “I’m older”, so just by sheer fact that I’m older and I’m more experienced and I’m the teacher whatever, you respect me khalass ya’ni ((i.e. that’s it somehow))…So I think that when they find that I’m a bit more laid-back in this sense and I don’t want them to call me doctor and I don’t want them to call “Professor”. They can call me, if they really need… First of all, I tell them, for logical reasons, I’m not a doctor, I’m not a professor, I don’t
have my PhD and because I don’t have my PhD, I can’t reach professor status. So, I’m an instructor. So, if you’ve been raised…

Investigator: So how do they call you?

Mike: So, I tell them, if you can’t call me just by first name - which is fine if you want to call me Michael or Mike or whatever I’m fine with that - bas if that makes you feel uncomfortable because of the way you were raised then call me Mr. Mike or Mr. Michael or ya’ni. Bas they call me doctor and I didn’t earn that; it’s not really fair to those that did earn it and plus, it makes me feel like there is more distance between us than I want. Ya’ni, I don’t like that feeling like there’s distance, so I think that surprises them sometimes because probably a lot of their experience has been of people want to feel their respect and even if they don’t have a doctorate, they want to want to be called doctor and they like that feeling I guess “I’m the doctor and you’re the student” ((laughs))

Investigator: So, I guess you answered my next question: How would you respond to your student if he or she asked you about any personal issues such as “You’re married or not?”

Mike: Yeah, I normally have no problem with it. Sometimes I may ask them why. Sometimes I might say it’s curious to me why your religious affiliation is so important in this country. Why do people talk about religion and people’s beliefs and what do you believe and how do you believe and what’s your religious background? Because in my culture it’s kind of a taboo topic in a way, ya3ni it’s like too personal, it’s too private. Ya3ni even my father used to tell us, “Don’t ever talk to people about two things: Religion and politics” ‘cause they’re divisive and they’re just gonna cause tension. So, if you want to keep positive relationships everywhere, stick with safe topics like the weather and … Personal stuff maybe like your family and how old are you... Don’t’ get into like ideas and ideologies and philosophy too much.

Investigator: And do they ask you things like that?

Mike: Sometimes ya’ni…students not so much, bas I remember like one time a student asked me during Ramadan like:

“Are you fasting?”
“No”
“Why not?”
“Well, ya’ni, I don’t have an objection to it, but I’m not a Muslim, so I don’t feel obligated to fast during the month of Ramadan bas I do fast bas on my own and at various times and in different ways than you do. You have this kind of fast where you break it in the evening and when I fast sometimes I fast for days without anything but water, so ya3ni I have my own way of fasting.

Investigator: And do you think that this was an indirect question from the student to know whether you are a Muslim or not?

Mike: Well, it was curious to me. I’m like does he not know that normally non-Muslims don’t fast in Ramadan. That’s why I said, “No, I’m not Muslim, so why would I fast?” I don’t know… it was curious to me.

Interview Three- Mona

Investigator: My first question would be, whether or not you think you follow certain strategies in order to establish rapport with your students. Especially at the beginning of the semester, do you think that you follow a certain strategy or not?

Mona: I don’t follow a certain strategy; it happens intuitively, because I know that making my students comfortable enough, and allowing them to be comfortable with each other and me is the base for any learning to happen. And in order for them to learn well, they must be comfortable, they must be pretty much motivated, so that happens through a constant uhhh this feeling of connections, connections, connections. So I don’t do it consciously. It’s just something that I have… It’s also closer to my nature. So, I don’t have a specific strategy that I follow.

Investigator: Okay.

Mona: Does that make sense?

Investigator: Yeah, yeah. Sure, sure.

And how do you see the use of the L1 of the students during class from the teacher’s side, not the... I mean, some teachers use sometimes Arabic, the native language of the students in general in our case it’s Arabic. How do you see it in the classroom?
Mona: When I divide students into groups so that they have discussions, my main goal is that they exercise critical thinking skills. So, when I find them drifting off into their L1, I don’t see that as being problematic just because the purpose of the task is scaffolding and brainstorming and I don’t want to block that.

Investigator: So what about the teacher talking in Arabic?

Mona: With me, I speak in English, but once in a while there are expressions that might hit home or a certain attitude that I want to transport to them. These are the times - key times - that I find myself... I may use L1 because it’s about communication. But I never let myself... I never find myself overusing it... no.

Investigator: Okay

And how do you perceive the Egyptian freshmen undergraduates here at AUC? How do you see them, the students at the freshmen level?

Mona: I see them as a real mix. I believe that students - I don’t think this is specific to AUC alone - many freshmen come from different schools and there is a culture of digital reading and there is a culture of no reading at times and I find that many students are unable to think for themselves, to brainstorm on ideas, to have a voice when they write, to communicate their ideas. They struggle.

Investigator: Are they dependent?

Mona: They’re very dependent on my as an instructor. And it’s a struggle for me to try to find the right balance between spoonfeeding them versus giving them models and then having them apply those models because sometimes, I really.. I model and we talk and discuss and I model, but then when I find in the actual the compositions or the creations or the task that they have to perform, I find it’s more of a... they regurgitate what I’ve just said thinking that they can just take aspects of discussion and throw them in my face. They throw them back in my face. And the patterning of critical thinking skills and the patterning of deep reading is so hard to maintain in a class. It’s so hard to initiate that in them. So, actually one of the processes now as faculty members of trying to actually go through that process in class. We were just talking about that in a meeting, we have problems with people coming in not having read or they’ve read very superficially. So we were throwing some ideas out and one idea is to perhaps have Google Docs and have that reading and in class to actually struggle with that reading and for students to actually comment on the reading so that we make sure
that they are thinking and contributing rather than saying, “I’ve read it.” and then
I find myself talking again and giving them - spoonfeeding them - with the …

Investigator: Okay, this brings us to the next question. What do you think are your students’
expectations from you?

Mona: The students’ expectations are ya’ni ((i.e. somehow)), I’m “sadly” to say the
students are very caught up in the grades, you know, the culture of the diploma
and the grade. And I can understand that because this is what we have done, the
parents have done and it’s very hard for them to separate from that. Their
expectation is, first and foremost, to have a high grade. And I have to always find
ways to make them understand that it’s about the learning, but practically
speaking, to get there is not very easy. They’re always... their attention is not
focused on the “What am I learning from this course?”. It’s always “I want to turn
it in again so I can get a higher grade.”
So the priorities are completely different and it’s a constant struggle.

Investigator: Does this change later on, do you think?

Mona: I think that they’re instilled with certain aspects that they may leave with. “Ya3ni”
the constant exploration of “Let’s try to change this attitude. This is why you
should change this attitude.” This constant struggle, I think, it gets them to think
about what is really important in life. Especially if they practically through the
course (x)
The course I’m teaching is “Who am I?”. They’re exploring themselves through
psychology, through religion, through spirituality, neuroscience, so you know,
basically they’re exploring their perceptions of life, what they want from life. Was
their perception of reality close to the truth? Or is it just their perception because
they’ve been programmed to do so?

Investigator: Okay, nice.
And now would you respond to your student, if he or she asked you about any
personal issues?

Mona: That, I would think about at that moment because I do sometimes get personal
with my students.

Investigator: Yeah?

Mona: Yes, I do.
Investigator: No, I mean questions like “Are you married?” or “How many children do you have?”

Mona: I have no… Yeah, I… I… If it’s completely fine, because I can gear it towards something because there is reason why they asked that question.

Investigator: And do you know the reason why they asked this question?

Mona: I don’t necessarily know the reason, but I will never be distant and say… I don’t have a problem sharing, I don’t, because I expect them to share because they have to search within themselves to progress as human beings. So, I also… sometimes they need pieces of information about me to understand more about me and what’s happening and to make sense of things.

Investigator: Hmm, nice!

Mona: You’re very welcome.

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**Interview Four - Amina**

Investigator: Do you follow a certain strategy in order to establish rapport with your students?

Amina: I would not say that I have a certain strategy in the beginning, but I would say that I have a high awareness of my persona in the classroom, and that’s developed over the years. And I understand that one of the things that I need to do - I was a younger teacher when I started; now, I don’t have that issue - that I’m Egyptian and because of my identity, I need to prove to students that I’m a very competent teacher because they feel slightly ripped off when they walk into the classroom and they find an Egyptian, female teacher particularly and one that’s slightly on the young end of the spectrum.

Investigator: Can I interrupt you?

Amina: Yeah.

Investigator: From where did you get this feeling?
Amina: This is actually documented that student evaluations in the US of young, female, foreign teachers are the lowest in general. This was a study that we did to do a presentation on student evaluations. I think that the comparative thing in Egypt would be this: Young, Egyptian, female.

When I first started teaching here, I was actually young; I was 25 years old. And I would hear conversations all the time; nobody knew I was a student, fa ((i.e. so)) you get a lot of that. And my siblings were at university when I was teaching fa you hear what people have to say, and you become friendly with students, and you hear that’s general the bias.

Fa first of all, when I speak, I’m very friendly because it’s too much of an effort to put on a formal persona, but I also use a very high vocabulary level in the very beginning. To establish that “for all the biases that you have, I’m probably not… umm, this isn’t the way it’s going to be. I’m also in general quite organized and quite confident in the classroom that I’ve done my work and that is transferred to them. I’m very intent in the beginning about getting to know them very, very quickly so that we can move beyond that point and to have them talk a little bit. So one of the things is, maybe my strategy, is more to get from them who they are so that we can move on beyond that point. And I don’t think that has to do with my strategy, but it’s just creating opportunities in the beginning for them to speak so that I can have some indicator of how the semester may go or what kind of help may be needed.

Investigator: And do you think that by starting the semester with this strategy or hidden strategy…

Amina: ((interrupts)) I don’t that’s a hidden strategy, I think it’s just a persona…

Investigator: ((interrupts)) unintentional

Amina: Maybe.

Investigator: Okay. Does this encourage the students to…?

Amina: […] As long as it’s balanced with extreme friendliness and the class is extremely, extremely light and it’s extremely friendly and full of joking and rapport, which generally my class is, it works well. And then, during the semester I notice that they come to me with issues about what’s going on at university…They trust you, they trust you as a really good teacher and that makes a difference.
Investigator: Nice... Okay, some of the teachers I observed - not you, but some of them - use Arabic in class. How do you perceive this?

Amina: I think if you’re American and you know Arabic, it’s adorable and people think it’s lovely and “Oh, how cute! She can speak Arabic!” But I think if you’re Egyptian and you use Arabic, I don’t think they like it very much. I think they worry, I think they always remember that “You said something in Arabic”. I conduct my conferences in English as well. I think my students only hear me speaking in Arabic when I see them in the hallways or after the semester is done when some of them choose to have a long-term relationship with me and they come and visit me for years after it ((the semester)), but in general, I maintain an English-only environment.

Investigator: Okay, so it’s intentionally.

Amina: Yes, it’s very intentional.

Investigator: Hmm, okay,... our next question would be: How do you perceive Egyptian freshmen undergraduates here at AUC?

Amina: Compared to foreigners or compared to the way they were before or compared to five years ago?

Investigator: When you first started working here nine years ago, do you see a difference in the freshmen?

Amina: Yes, yes, I do! When I first started working here, there was no IB ((International Baccalaureate)) and now we’re getting more students with an International Baccalaureate. They have a completely different skill set. Early on in the beginning, when I started working here, we had the LEAD program, so I would always have a healthy mix of students that was largely predictable. I’d have the students who went to government schools that were extremely bright, had a lot to say, but didn’t necessarily have the linguistic tools to say it. And so, reading their papers was great fun because they had great ideas and they weren’t encumbered by structures they’d learned in school, but also the language was weak. And that would make it… you know, you’d want to give them an A, but sometimes you wouldn’t because the language was sometimes very in between problematic and very problematic. But I saw those students much later and I could tell “Wow! AUC made a difference. They really improved.”
And then there were those kids who went to the schools where they had done the
Thanaweya Amma program at least until high school and those had a very strong
work ethic because they were used to a lot of work, but at the same time... and so
they didn’t negotiate with us at all, but at the same time they were not very
confident about their writing skills because they hadn’t been given writing
assignments before. So, they were willing to do the work, but it was new for
them. And then you had students from some of the weaker international schools
that were still starting and those had a discipline issue definitely... definitely a
discipline issue. They had a hard time... they were used to negotiating with
teachers, they found the workload was flexible and.. you know, negotiable. And
while their spoken English was very, very fluent, their writing in English wasn’t
that great.

Today things have moved a long way. Students are a lot more confident coming
into university. They’re older as well. I never used to have a class of all 18 and 19
year-olds; now I do. I used to have 16, 17, 18 year-olds, now I don’t. I don’t get
younger students anymore. So, they’re much more confident. They’ve come from
schools where they’re taught to be extremely confident in what they say. Their
writing skills are not great, but the ones that have done the IB program are a
pleasure to have in the classroom because they have such a wide spectrum of
knowledge and they’ve tackled many issues on discourse analysis at school. They
understand a lot of the issues we’re discussing: Argumentation, analysis; they’re
familiar with the terminology in which we work. So that makes up for it.

Investigator: What about their dependence on the teacher? How do you see that? Like, some
teachers complain...

Amina: That students are very dependent?

Investigator: Yeah, on the teacher. How is this...?

Amina: What would be evidence of dependency?

Investigator: Ya’ni, they always need the teacher next to them. They always need advice. They
always need to be reminded...

Amina: I used to have, I used to have before... I would say that... before, I used to have
students that wanted me to look at everything they wrote multiple times and they
needed a lot of reassurance. Now, I would say that students contact me more to
negotiate deadlines I have set or assignments I have put. The contact is less a
matter of dependency than negotiation of things. It’s a bit different. I think...
Investigator: Because I remember that once we had a talk about the students who come from out IEP to RHET…

Amina: Yes! That’s true! That’s actually true…

Investigator: And you told me that they were more dependent and that they need to be spoonfed. I remember this…

Amina: That’s true! I have an ex-student once that I thought, in the first week, was going to be a very big problem because I thought she was very, very weak, but she was very diligent about doing everything. So, on the bus, by coincidence, I was told by her ENGLISH 100 teacher, she said, “She’s a great student!” and I was very surprised and I said, “She’s a great student? Really?” And she said, “Yes! She’s really, really brilliant and very, very good at what she does.” And I said, “Yeah, but she’s always asking me questions. And she’s always sending me emails asking me ‘Did you really say this in class? Is this what we need to do?’” And she said, “Yes, yes, she’s like that, but because we encourage this kind of confirmation constantly, but you’ll notice her work.” And I did! And last semester she was the best student in my class. But it was only until I had seen her work. But I was initially shocked because I was like, “Uh, oh! Is this going to be one of those things?” But it’s true… But I think this semester I only have one student from ENGLISH 100, so I think I’ve forgotten about that this semester. Last semester, yeah, there was this girl… So, all of my students are fresh off the (x) except for one. He’s difficult in a different sense. I think he’s been at university for a long time doing something that bores him and so he’s not giving the course a chance. I think he’s come in just bored and he’s decided that nothing’s going to change his mind. So, I’m worried about him in general, about his general school performance. And you know, we’ve had guest speakers, we’ve had films, we’ve gone to screenings, they’re going to talk to the Rare Books library - the person in charge of the Hassan Fathi collection - nothing stirs him. So, I’m not taking it personally anymore, but I’m worried… Why is he so jaded after doing ENGLISH 100? What happened? ((laughs))

Investigator: Tayeb, I guess you answered this question “What are you expectations from your students? And what are your students’ expectations from you?” You answered this, right?
Amina: Mmmm…

Investigator: Somehow…

Amina: Maybe… Students’ expectations from me?

In our department, we work very, very clearly on creating a syllabus that has a corresponding weekly schedule. Very early on in the semester, the weekly schedule is turned into a daily schedule where all your assignments and class work for the whole semester are clearly outlined. All the resources you’ll need to do those assignments are on a website or on Blackboard or something. And you expect students to, first of all, read our syllabi carefully because they outline our course policies in a very detailed way, and they operate on the understanding that these students come from different school cultures and they need to be told what AUC is like. I’ve gone on to develop a syllabus quiz to make sure that people read the syllabus because people don’t read the syllabus. This has not worked a 100% this semester. What happens is that students would sometimes surprise me by asking me questions that are on the syllabus. “How do I submit an assignment?”

Well, you’ve been told.

“What’s my Turnitin account number?” It’s on there!

“What do I do if I miss a class?” It’s still there. All of this information is there. But also, I’ve had a very strange request - and I wouldn’t say this is a typical request so it figures in that sense in your research - students said to me, “Yeah, but the schedule there is so much information there. Can you SMS us what we need to do?”

And I was frankly quite horrified by this and I shared this with faculty members who were equally horrified, but then one faculty member said, “Yeah, but you know that some faculty members do that?”

They create an online group on the phone, on WhatsApp or something, and they message […]

I think that’s a bit much to be honest. I mean, the information is out there. The expectation is, you can, you know, get online or you can ask me to go somewhere… Get online to my website and find out what’s going on!

Tomorrow…today… what happened.

Investigator: Yeah, I think it’s getting common.

Amina: Yeah, I don’t understand…

Investigator: Tab how would you respond to your student if one of them asked you a personal question? Like are you married…?
Amina: The most personal question that I always get asked is “How old are you?” I used to say, “That’s irrelevant.”

Investigator: Yeah, at the beginning. But now?

Amina: I remember being asked, “But really, how old are you?”

34 ((laughs)) and then okay... and nothing happened... I just told them how old I was.

Investigator: But when you were 25 la2a ((i.e. no))?  

Amina: No, I didn’t. At all. At all... and I got asked more frequently. I think this is the first time in like 3 or 4 years that...

Investigator: Tayeb, how would you respond?

Amina: I would usually say, “Is that really relevant right now? Is that important?” And you know... I think I was more conscious of it than now. But yeah, this semester they asked me “How old are you?” and I said “34”. ((laughs))

No problem...
APPENDIX D

Observation and Interview Transcription Conventions

(( )) investigator’s comments

[…] material omitted

(x) unintelligible

**bold** codeswitch

T teacher’s talk

S student’s talk
Excerpt from the piloted study done in fall 2013 for Pragmatics course

Results and discussion

In order to have an overview picture of each teacher’s politeness strategy, data were classified into four tables, adapted from the case study led by Jiang (2010), reflecting the numbers and percentages of the usage of positive versus negative politeness strategies.

Table 1- ET1

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Table 2- ET2

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Table 3- NAT1

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<tr>
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<td>57%</td>
<td>43%</td>
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</table>

Table 4- NAT2

For a better visualization of the findings, the following graph represents the different percentages which corresponded to the data collected for each teacher.

The results of the study can be discussed through the interpretation of the previous figure. Egyptian ESL teachers used more positive politeness than North-American ESL teachers, who used negative politeness and positive politeness strategies equally in their classes. As a result, North-American ESL teachers were also more indirect than Egyptian ESL teachers with their students.
APPENDIX F

Consent Form

Documentation of Informed Consent for Participation in Research Study

**Project Title:** Teacher Politeness: A Cross-Cultural Comparison in ESL Classrooms

**Principal Investigator:** Yasmine Soheim

Email: soheim@aucegypt.edu

Mobile: 01069780007

*You are being asked to participate in a research study. The purpose of the research is to compare between the different politeness strategies used by American and Egyptian teachers in ESL classrooms, and the findings may be published, presented, or both. The expected duration of your participation is 30 minutes.

The procedures of the research will be as follows: You will be observed for an hour, and you might be selected for an interview.

*There will not be any risks or discomforts associated with this research.

*There will not be any benefits to you from this research.

*The information you provide for purposes of this research is confidential.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature

________________________________________

Printed Name

________________________________________

Date

________________________________________
APPENDIX G

IRB Acceptance Letter

CASE #2013-2014-130

To: Yasmine Sohein
Cc: Mada Tarssian
From: Atta Gebril, Chair of the IRB
Date: May 20, 2014
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled “Teacher Politeness: A Cross-Cultural Comparison in ESL Classrooms,” and determined that it required consultation with the IRB under the “expedited” heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
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2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu