



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**TEACHERS' ATTITUDE FACE DIRECTNESS USED BY STUDENTS
IN THE SECONDARY SCHOOL "LUIS DONALDO COLOSIO
MURRIETA"**

A thesis submitted to the Faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by:

Gustavo Pérez López & Juan David Barrera Juárez

Thesis Director:

Mtra. Maritza del Carmen Rosas Álvarez



Puebla, Pue.

August 21st, 2015



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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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Abstract

This pragmatic research has the aim of showing teacher's attitude face direct expressions used by students during the Spanish subject inside classroom in the secondary school "Luis Donaldo Colosio Murrieta" located in Atlixco, Puebla. Two Mexican teachers answered questions and expressed their attitudes face specific situations presented in DCT (Discourse Completion Test), a questionnaire used in pragmatic researches according to Kasper and Dahl (1991) cited in Nurani (2009). Four classroom observations are crucial to the adaptation of questions in DCT in order to get realer answers; these were focused on direct expressions used by students during activities inside classroom. Results show that teachers have a good attitude when facing impolite expressions used by students. Despite of students sometimes sound rude with their words teachers claim that teenager students deserve all chances to reflex on their attitude because their behavior is normal and teachers should act without affecting the learning process inside classroom. So, as conclusion teachers must learn to live together with students and to communicate in a correct way each other to achieve a productive learning as well as motivation to acquire knowledge. It is shown that teacher's attitude face impolite expressions take a very important part in the learning process, communication inside classroom makes that teachers have a clearer understanding with students and that polite expressions used inside classroom make students feel comfortable.

CHAPTER I

Introduction

The use of the **language** is changing all the time in all cultures, it is impossible to stop the new ways to communicate in our speech, but we can examine them and try to make clearer the use of those new ways in the communication. We have the most important part of our communication, the language, and it is used to several things, to express feelings, wishes, thoughts and desires as well as asking questions, but we use it depending on the context, the place, the kind of persons, etc., to not have problems in speech (Prashant Parikh 2001, p. 1). So, language is a tool that people use to communicate anything in different contexts.

To the study of this special way of communication was created **Pragmatics**, one important part of linguistics created to the study of language usage, in charge of the study what speakers mean, pragmatics studies what speakers really want to express when they speak and what listeners understand depending on the use of language used by speaker (Brown & Levinson, 1987).

The use of a good speech when we speak is very important because in this way listeners understand clearer and we avoid wrong interpretations. When we speak, listeners understand the phrases or sentences in their own way to make inferences about what is said in order to arrive to an interpretation, assumption, a purpose, a goal and kind of actions (Yule, 1996). In other words, Pragmatics studies the use of the language and explains what people really mean when they speak.

Sometimes, to persuade to the listener to do what we wish we should use specific words, phrases and perhaps actions to make him/her feel comfortable and in this way to convince him/her to do it. To this specific use of the language we employ **politeness** that is one part of the area of

pragmatics, in a real speech between two or more participants it tries to clarify the different ways to express something but in a polite way trying to show awareness to the listener (Yule 1996: p. 60). There are a lot of ways to be polite in a real speech and to be impolite consequently as a result of the wrong use of language. It is possible to specify a number of different general principles for being polite in social interaction within a particular context, some examples might include being tactful, generous, modest, and sympathetic and others, all this to convince to the listener(s). Similar to Brown & Levinson's definition (1987), "Politeness is basic to the production of social order and a precondition of human cooperation". Then, Politeness is the interaction with the people by showing and sharing personal aspects as modesty, sympathy or respect in the communication and in this way to make the listener feel comfortable.

Politeness has some different areas, all of them are important, but we will focus on **directness** that is "the imposition by coming rapidly to the point" in speech (Brown & Levinson, 1987). It means that, we do not use a lot of words to communicate and with a few words the message is understood. In this area, it is important to mention that if we are direct in speech people could consider it as impolite, and at the end of the expression it could be considered as an imperative or an order (LoCastro V., 2003).

To conclude this section, it is important to mention that in secondary school the phenomenon of directness is a real problem, teenagers are usually impolite with their teachers, they do not respect the role of teachers when they are talking or asking for something. However, a study in Spain showed that students have this kind of behaviors in secondary school, and this happens for different reasons, the stage, familiar problems, problems in school but, at the end it is observed these behavior, students used to be impolite and disrespectful with teachers (Zabalza, M. A., 2002). The role of teacher in the classroom and in secondary school is very important to earn

respect and to have a better behavior of students; the base of the discipline is based on making them to reflect and to identify the real problem. School system should help teacher to employ these values and to make students be more polite in the interaction with the others (Bernal, 2009).

1.1 The situation

Despite of the language is a tool to express ideas, feelings, opinions, thoughts, wishes etc. Prashant Parikh (2001), people sometimes misuse it to communicate other kind of things, these could be considered as impolite or rude expressions. That is the case of teenagers, they usually utilize words and expressions that people take as direct or impolite. Students take special behaviors when they express or communicate something to their teachers, this happens especially in secondary school. The problem is that students do not show respect to their teachers when they employ direct words or phrases to say something. There could be a lot of reasons, but this work will focus on the use of vocabulary.

1.2 Research question

What is the attitude of the teachers when students use direct expressions to communicate something?

1.3 Purpose of the study

The purpose of this project is to examine the attitude of teachers when they face direct expressions or phrases in order to identify situations regarding the use of directness between teacher and students in secondary school “Luis Donaldo Colosio Murrieta”.

1.4 Significance of the study

We decided to work in this project because we lived some experiences while we worked with teenagers in “Experiencia docente” subject. During this teaching practice, we observed that students used to be impolite and disrespectful when they communicated anything.

For me Gustavo, I chose this research because I really mind the use of the language, I think it is very important to have a good communication and in the case of teenagers this is a real problem. I got some memories when students were disrespectful with teachers and it did not make me feel fine.

For me Juan, I chose this topic because in my last course I lived some experiences by giving classes with teenagers in secondary school. During my first day of practice in that school students were respectful but day after day they felt more confident and started to be disrespectful, I did not know what to do, and for that’s why I wanted to study this case.

This researching is useful for our school (LEI) because in this school we acquire values and techniques to apply in our own classes. In the case of the Secondary school “Luis Donaldo Colosio Murrieta” it was observed the lack of values from students to teachers.

This project is important for the *teaching* area because as teachers we take a very important role to help students in communication, although this role has several interpretations and it could bring us problems. We are constantly improving our teaching when we are with teenagers or any age of student.

1.5 Definition of key terms

Pragmatics, it is the study of how speakers can mean more than they say and how listeners can understand them. Brown & Levinson (1987)

Language is a tool, we use it to various things, like giving commands and asking questions and expressing feelings, but we use it specially to communicate information about the world. Prashant Parikh (2001)

Directness, it is the imposition by coming rapidly to the point in speech. Brown & Levinson (1987)

Politeness, in an interaction, can then be defined as the means employed to show awareness of another persons' face. Yule (1996)

CHAPTER II

Literature review

Communication is a very important factor to express any kind of feeling, wish, though, etc. In this research, we will focus on showing some features of it, all this with the purpose of creating a more accurate conversation. At the end we will try to clear up the use of directness and indirectness based on the main purpose of this research, and as we mentioned before all this knowledge will be applied to develop quality in speaking.

2.1 Communicative and pragmatic competence

The ability of people to communicate through language is a human quality, the capacity to produce sounds that make possible the communication through us. Chomsky (1965) cited in Coulmas (1997, p. 390) pointed out that linguistics competence is “an innate biological function of the mind that allows individuals to produce the large set of sentences that constitutes their language”. But taking into consideration the sociocultural approach to language a more elaborate concept is communicative competence. For this research it is important to mention the concept of communicative competence, in the context of language teaching, Canale and Swain (1980) cited in Coulmas (1997) pointed out *communicative competence* as the relation between knowledge in grammar and the use of language in social settings to combine with communicative functions according to the principles of discourse. In other words, communicative competence is the human ability in which we use grammatical and social knowledge. But finally, Canale and Swain (1980) cited in Coulmas (1997, p. 390) mentioned that communicative competence has four competencies: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. In these areas we apply our knowledge to produce the communication as Chomsky pointed out.

In a speech community it is important to get communication in a social and cultural context, moreover to have the ability and the knowledge to communicate appropriately and develop this important ability for students in their learning process of a second language.

Thomas (1983) cited in Moreno (2000) posits that this competence is to achieve a specific purpose, understand language in context and divide the definition of linguistic competence. However, we should identify the context used during a communication to understand what people are talking about.

The role of knowledge in communication is useful to have a correct communication and to express our ideas or messages effectively. Moreno (2000, p. 8) defines *effectiveness* as “the ability to communicate appropriately in a social and cultural context of a speech community”. Thomas (1983) refers it as “the ability to use language effectively in order to achieve a specific purpose and to understand language in context”. Thomas (1983) cited in Moreno (2000), both refer to the appropriate use of language in a context in order to achieve a specific purpose.

2.2 Pragmatics and pragmatic failure

After Charles W. Morris introduced the term of pragmatics in 1938 then defined as “the study of the relation of signs to their interpreters” cited in Mey (2001, p. 4), since then several researchers have contributed in this area. According to Brown & Levinson (1987) cited in Mey (2001, p. 5) pragmatics is “the study of language usage”, similar to Mey (2001, p. 6) who pointed out the term as “the study of the way how humans use their language in communication”. Both definitions are focused in the use of language, what we really mean when we speak. But pragmatics goes further than just speaking, because it studies the relation between the linguistic properties of utterances and their properties and this area has different implications in others sub areas of linguistics, that

is the case of Phonology, Syntax and Semantics. Yule (1996, p. 4) also mentions these areas in his book and defines pragmatics as “the relationships between linguistic forms and the users of those forms”. In conclusion, pragmatics is the study of language usage, what we mean in speaking and it includes some other linguistic areas.

The communication can be interpreted in different ways, sometimes during a conversation it is difficult for the hearer understand what the speaker wants to say. According to Gutiérrez (2008, p. 9) Pragmatic Failure is a misunderstanding that occurs due to a mistake committed by the speaker at the moment of communicating. Some authors such as Blum-Kulka, Olshtain (1986) and Thomas (1982) cited in Gutiérrez (2008, p. 9) define Pragmatic Failure as “a failure committed by the part of the speakers when they express incorrectly”. Similar to Ellis (1994) cited in Gutiérrez (2008, p. 9), who mentions that Pragmatic Failure is when “speakers do not express correctly in linguistic manner”. As it is observed, Pragmatic Failure is the lack of knowledge from part of the speakers to express themselves appropriately. In other words, it means that what the speaker says is clear and it is in the correct context, so the hearer can understand the message. When speakers do not express themselves effectively hearers are not able to understand what is said, in that moment there is a failure in communication that is called pragmatic failure.

However Moreno (2000) quotes to Thomas (1983, p. 36) in the term “Pragmatic Failure”, Thomas defines the term as the inability to understand ‘what is meant by what is said’. She argues that pragmatic failure is an area where misunderstandings take place because of different cultural contexts. Thomas (1983) in Moreno (2000) argues that there are two areas of pragmatic failure. Pragmalinguistics failure is part of grammar and Sociopragmatic failure involves the learners system of beliefs as much as his or her knowledge of the language. A pragmalinguistic

failure occurs when the pragmatic force map on to a linguistic structure systematically different from the native speaker. Pragmalinguistic failure can arise from two sources: 'teaching-induced errors' and 'Pragmalinguistic transfer' which are inappropriate transfer of speech acts strategies from one language to another. Sociopragmatic failure is in part culture-specific, a reflection of the student's system of beliefs and values what should only be pointed out and discussed but not corrected.

2.3 Face

There are some situations that we can find in a conversation and they are important to face these conditions. Our notion of 'face' is derived from the English folk term which ties face up with notions of being embarrassed, or humiliated, or 'losing face'. Later, this term was defined by Yule (1996, p. 60) who pointed out face "as the public self-image of a person". It refers to emotional and social sense of self that everyone has and expects everyone else to recognize. Thus, face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and it must be constantly attended in an interaction. In general, people cooperate (and assume each other's cooperation) in maintaining face in interaction, such cooperation is based on the mutual vulnerability of face. That is, normally everyone's face depends on everyone else's being maintained, since people can be expected to defend their faces if threatened, and in defending their own to threaten others' faces, it is in general, in every participant's best interest to maintain each other's face.

In society, while we are with other people we can find some terms that denote the public self-image; all human beings wish to maintain it and this is a technical term of face. However, LoCastro (2003, p. 110) points out that face includes emotional and social aspects such as honest,

well behaved, clean, and a member of particular groups and institutions in society. In other words, this term is important in society due to we can maintain or lose face during an interaction with other participants, acting in ways that assure to them.

2.3.1 Face threatening act

When communication occurs in different contexts there are some factors that may affect face of others described before, to these kinds of actions Yule (1996, p. 61) called Face Threatening Acts. In Yule's words, "if a speaker says something that represents a threat to another individual's expectation regarding self-image". Also, he mentions the relation with another kind of action which is face saving act.

Defined by Yule (1996, p. 61) saving act is an alternative possibility or option to solve the FTA made by speaker. Based on Yule (1996), Gutiérrez (2008, p. 10) mentions that it is when speakers say something that lessens the force of the threat. Despite of the knowledge of these aspects, it is impossible not commit mistakes, but the important is to understand the forms and functions of the language to have a better conversation.

2.3.2 Face needs

During a conversation, people should face or maintain their own opinion and try to be as clear as possible to keep our own self-image. LoCastro (2003, p. 112) posits that the existence of another person's face needs becomes transparent when a speaker says something that may threaten the addressee's public self-image. We can find many examples in daily life about the attention to the face of conversational partners by means of the linguistic enactment of politeness.

Sometimes, face needs to take place according to the status, gender or possibly age, these are social factors that can be considered as person's self-image or face to be threatened by being reminded of something that was did by a subordinate.

2.3.3 Face as wants

According to Yule (1996, p. 61), it would have been possible to threat the respect for face as norms or values subscribed by members of a society. Instead, we threat the aspects of face as basic wants, in which every member knows about every other member's desires; in general these are the interests of every member to partially satisfy them, and all this is called by him as face as wants.

It is important to mention the negative face, where politeness of non-imposition is derived; it is familiar as the formal politeness and the notion 'politeness' immediately conjures up. But, positive face derives forms of positive politeness and is less obvious. First of all, the wants that a member wants, others can find it desirable and it may actually have been satisfied. Now, they may be past wants represented by present achievements or possessions. Also, the wants may be for non-material as well as material things: for values (love, liberty, piety), or for actions (like going to the opera or to the races, or playing tennis).

2.4 Politeness

In the use of language we have politeness, one of the sub areas of pragmatics and it is defined as:

- The area to study this kind of interaction between speaker and hearer.

- In an interaction Yule (1996, p. 60) defines it as “the means employed to show awareness of another persons’ face”. Brown & Levinson (1987) mention that politeness is the basis of social order and a precondition of human cooperation.

It could be mentioned that, politeness is an important part in speaking to have cooperation from the others. In a comparison, we have Green (1996, p. 148) who pointed out that “politeness is a property of any kind of interpersonal behavior”, in this book it is mentioned that the difference between polite and impolite is that rude behavior (impolite) makes people feel uncomfortable and polite behavior makes people feel comfortable. In other words, politeness is to behave in a way that people feel comfortable, it is important to mention that when we are direct with people they feel uncomfortable and when we are indirect they feel more comfortable.

2.4.1 Positive and negative politeness

Yule (1996, p. 60) claims that positive politeness leads requester to appeal to a common goal, and even friendship via expressions while negative politeness is typically expressed via questions. In contrast, R. Lakoff (1972) cited in Green (1996, p. 148) posits that the difference between polite behavior and rude behavior is that the first one makes people feel comfortable and the second one makes them feel uncomfortable. So, the way in which we express something is very important to distinguish the kind of phrases or expressions used.

According to Brown and Levinson (1987) cited in Peccei (1999, p. 64) posited that politeness involves us by showing an awareness of other people’s face wants, defining face to our self-image and there are two aspects to this self-image, positive and negative face: the first one refers to our need to be accepted and liked by others also the need to be part of a group which shares

goals, and the second one refers to our rights to be independent and our need to not be imposed by others. It is important to mention the last term, negative face does not mean bad and it is just a comparison. As we mentioned before, be or not polite is to make feel people comfortable with our negative or positive face.

2.4.2 Positive and negative politeness strategies

We can find positive and negative politeness in expressions or situations commonly used, in which there are strategies to identify each one and these can derive or include other categories. Brown and Levinson (1987) cited in LoCastro (2003, p. 114) claim that speaker enacting a Face Threatening Act uses three superordinate or macro strategies:

- The first one is known as “Do the act on-record”, baldly or with redressive action, which means speaking directly without an effort to save the face of the addressee, and redressive action is an effort to soften the force of the speech act.
- The second one is “Do the act off-record”, it is characterized by hints or indirect suggestions.
- The last one is “Don’t do the act”, where the speaker decides to refrain from saying anything because the risk is too great.

Well, within the redressive action’s category we have two other strategies:

- Do the act on-record with positive politeness redress.
- Do the act on-record with negative politeness redress.

The term of “on record” denotes that the speaker does do the act, while the redressive action can be interpreted as “give face” to the addressee to counteract the potential face threat or damage of

the Face Threatening Acts and is divided in two forms, the first one is positive redressive action and the second one is negative redressive action. In other words, one phrase can be said in different forms but according to the way in which this is mentioned, interpreted and, by using and studying of these strategies we could identify if the phrase contains positive or negative politeness.

2.5 Speech acts

The way to express actions or perform them produces utterances, these are called speech acts. Yule (1996, p. 47) points out that in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. Also, Yule (1996, p. 48-49) claims that we have three related acts:

- The first one is locutionary act, who is a basic act of utterance, or producing a meaningful linguistic expression.
- The second one is illocutionary act; it is performed via the communicative force of an utterance. However, we might utter to make a statement, an explanation and offer or for other communicative purpose, this is also known as the illocutionary force of the utterance.
- The third one is perlocutionary act where we do not create an utterance with a function to have an effect. So, depending on the circumstances, the hearer will recognize the effect or purpose during an utterance.

According to Jacob L. Mey (2001, p. 118) linguistics requires the presence of some recognizable syntactic morphological or semantic features which tell us if we are dealing with a 'real speech act'. One may obtain a rough-and-ready typology of speech acts by either following the

traditional syntactic classification of verbal ‘mood’ rather closely, such as indicative, subjunctive, imperative, optative, etc. are thus all typical expressions of some speech act; or choosing the semantic distinctions.

Searle (1977) cited in Mey (2001, p. 119-120) offered an example of the latter kind; it is the five-part-classification such as representatives or assertives, directives, commissives, expressives and declarations. Thus, the actions can make reference to different expressions of speech acts, where an utterance or something said can be interpreted in different ways and we should identify what we want to say or to transmit.

2.5.1 Speech acts classification

According to Yule (1996, p. 53) a general classification system list five type of general functions performed by speech acts and mentioned before by Searle (1977) such as: Declarations, Expressives, Representatives, Directives and Commissives.

- a) Declarations: Yule (1996 p. 53-54) defines the first one as the kinds of speech acts that change the world via their utterance.
- b) Expressives: The second one as the kinds of speech acts that state what the speaker believes to be the case or not, such as statements of fact, assertions, conclusions and descriptions.
- c) Representatives: The third one as the kinds of speech acts that state what the speaker feels, such as psychological states and can be statements of pleasure, pain, likes and dislikes, joy, or sorrow.

- d) Directives: The fourth one as the kinds of speech acts that speakers use to get someone else to do something, in other words, what the speaker wants and use some expressions such as commands, orders, request and suggestions.
- e) Commissive: The fifth one as the kinds of speech acts that speakers use to commit themselves to some future action, in other words, what the speaker intends, such as promises, threats, refusals and pledges.

With these definitions we can identify about what kind of phrase is using and what the speaker want to express.

2.5.2 Direct and indirect speech

In a communication it is important to recognize the kind of phrases that people use through a conversation, so we could get the way to answer.

According to Yule (1996, p. 54) there are three structural forms such as declarative, interrogative and imperative, and three general communicative functions such as statement, question and command or request.

Whenever there is a direct relationship between a structure and a function there is also a direct speech act and indirect speech act, the first one is a declarative used to make a statement and the second one is a declarative used to make a request.

When we communicate something is very important to analyze the conversation and how to not get wrong in what is said, then we can interpret in different ways such as appropriate and inappropriate, for example, when we use questions, answers can be interpreted as we mentioned

before or maybe we do not receive one answer but we interpret some things simply observing the person's actions.

Jacob L. Mey (2001, p. 113) posits that in general, the way we recognize indirect speech acts and process them properly has to do with the way we are 'set up' for recognition and action by the context.

2.6 Directness and indirectness

This section is focused more on indirectness, but it will be mentioned some differences with directness. Directness as we mentioned before is one strategy, to be or not polite and it depends with their use in speaking.

The use of indirectness has some risks and benefits. Thomas (1995, p. 119) cited in LoCastro (2003, p. 121) mentions that "the comparison between directness and indirectness is not absolute, but a matter of degree" and in a few words, Levinson defined it as be direct (directness) as "when the speaker goes directly to the point in speaking". As conclusion, we have that when speaker uses directness tends to be impolite but some author comments more about this and it will be more detailed in next section.

a) Features of directness and indirectness

One of the costs of using indirectness is that speakers use more cognitive processing, it means that speakers will take more time to the process and most assume meaning, in contrast we take less time in using active sentences. On the other hand, once the speaker use directness, some features are involved in the speech, In LoCastro (2003, p. 121) mentions, "relative power between speaker and hearer, social distance, weight of imposition, rights and obligations and the

degree of involvement in the interaction by the participants”. All of these aspects are in relation with the interaction. Obviously first the speaker makes a choice to manifest in a linguistic code.

b) Purposes of indirectness

As we mentioned before, the use of indirectness has some risks and costs in speaking what could take to another context. Despite the risks and costs people use indirectness to communicate for six main purposes according to LoCastro (2003, p. 122).

- The first one is when the speaker’s goals may clash, it means that when speaker use directness he/she could hurt hearer’s feelings. She mentions that speaker use indirectness to avoid direct assertion by hinting the true and saying a small lie. In other words, speakers use indirectness to not hurt feelings by telling a little lie.
- The second strategy is based on the confidence of participants; speaker uses indirectness simply because it has worked time before. It is important to mention that the levels of indirectness are different in cultures.
- The third strategy according to LoCastro (2003, p. 123) provides a means to deny perceived intentions, avoid conflict, and escape from responsibility for an utterance. It means that speaker uses indirectness to avoid a conflict, this could happen if speaker used directness. As a consequence of the use of indirectness the participant could use requestive utterances. Then, indirectness allows the speaker to abstain the responsibility to use a direct request/utterance.
- The fourth strategy is the most important for this research because it is the more related with politeness and impoliteness, the use of indirectness in speech could be seen as polite or impolite. But it will be more detailed in the next section.

- The fifth strategy to use indirectness according to LoCastro (2003, p. 124) is “the fun of it and it can be creative and playful”. This strategy is based on the use of sarcasm, irony, points of view and proper thinking. In other words speakers use indirectness to have fun and at the same time he/she assesses how well the addressee can understand the intended meaning.
- Finally the sixth strategy, the purpose to use indirectness is to gain or maintain power over others as a consequence in speech the speaker can exclude others because of the use of ambiguous meaning. In her book LoCastro (2003) gives some specific examples to understand better each strategy.

c) Politeness and indirectness

In this section, we describe one important relation between politeness and indirectness. As we mentioned before being polite is to make people feel comfortable Green (1996, p. 148), after that, we mentioned some negative and positive politeness strategies cited in LoCastro (2003, p. 17-18). Now inside the concept of politeness we have an important part where we will focus according to our thesis title, directness and indirectness. First of all, we will mention the relation between politeness and indirectness.

One fact in human communication is that people often use direct expressions to refer to the others. LoCastro (2003, p. 118) mentions that some researchers consider the being direct as something impolite and others as something polite. Blum-kulka (1983, p. 131-146) cited in LoCastro (2003, p. 123) points out that “if a speaker is too direct, the addressee’s face needs may be violated and thus the speaker has been impolite”. In other words, if speaker is too direct, it will be considered as impolite. But also, she mentions that “too much indirectness may have the same result, as a perceived lack of clarity is a maker of impoliteness as well”. In contrast, Brown and

Levinson (1987) cited in LoCastro (2003, p. 123) regard indirectness as negative politeness strategy to mitigate a Face Threatening Acts. In conclusion, if the speaker uses lot indirectness it could be considered as impolite, but if the speaker uses in excess directness could be considered as impolite too. So, directness and indirectness are considered as impolite or polite according to their use, only with the practice participants will be able to use them well/correctly.

2.7 Previous general studies in English

Over the recent years, there has been a large diversity of researches about the study of politeness and all their applications in real life.

The next sections of this paper will be an attempt at presenting some of these studies, without trying an exhaustive presentation, but rather an overview of the ones that are relevant for the purpose of the present paper.

Most of the studies done on English focused on suggestion and request, although there are a few studies that looked exclusively at the application and investigation of directness used by students. Researchers in the field of pragmatic studies have emphasized the importance of methodological issues. The choice of the instrument will determine the reliability and accuracy of the data that represent the authentic performance of the language related behavior. It has been mentioned that Discourse Completion Test (DCT) and role play are two primary elicitation measures used in speech act and cross cultural pragmatic studies (Kasper & Dahl, 1991; Chaudron, 2005). One of the studies that investigated the effective use of DCT in pragmatics researching is the case of Fauzul Aufa (2014) with his investigation *Explicit instruction on Indonesian EFL learner's production of suggestion acts*, he used DCT as an instrument to collect data and measure the effectiveness of this, based on level of politeness (Brown & Levinson, 1987). After the application, it is observed the advantages of DCT in pragmatics researching, it is also important

to mention that he recommends in this case to have realer situations, and to use other instruments, he recommends using different techniques in researching with the purpose of having realer answers. Similar to Martínez-Flor A. & Usó-Juan E. (2011, p. 1) who claims that “the use of DCTs allows the researcher to collect a large amount of data in a relatively short period of time” (2011, p. 7) she used this instrument in her investigation *research methodologies in pragmatics: eliciting refusals to requests*” also based on the socio pragmatic factors of social status and social distance (Brown & Levinson, 1987), she emphasizes the importance of having real situations and closes to the context of the participants to have realer answers. Also, she mentions that it should take into account in their daily life the social distance through the participants; politeness factors, gender and age of participants, or their proficiency level. In conclusion, DCT gives much data collected in addition it gives several advantages to the researching of pragmatics. In contrast, some authors as Martínez-Flor, A. & Usó-Juan, E. (2011, p. 7), Nurani, L. M. (2009, p. 1) and Abbass, E. R. (2012, p. 1) mention that DCT could be artificial and low reliable because the situations are not lived in the instant, and these are other kind of factors that affect the reliability and accuracy of the answers.

Nevertheless, as the purpose of this investigation is to know the attitude of teacher we use DCT to collect data about the attitude of teacher facing directness used by students, the DCT is an effective data collection instrument when the objective of the investigation is to inform the speakers. Similarly, Eva Ogiermann (2009, p. 7) also mentions that despite that the criticism of DCT has received for not adequately rendering authentic speech, this method is valued for its administrative advantages (Billmyer and Varghese 2000, p. 517) cited in Ogiermann (2009) and has proved of being particularly useful for the study of politeness phenomena in cross-cultural and interlanguage contexts. Being more specific in our researching “directness” Işıl ÖZYILDIRIM (2010) with the research *the level of directness in Turkish apology forms in*

relation to the level of education uses DCT to know the level of directness in students of different level of studies, it was showed in the results that as the level of education increased, the directness level of the apology strategies also increased (Işıl ÖZYILDIRIM 2010: p. 18), similar to Ogiermann Eva (2009) with the researching *Politeness and in-directness across cultures: A comparison of English, German, Polish and Russian requests* she tries to differentiate the relation of indirectness and politeness in different cultures, similar to our investigations, she uses DCT to collect data and analyze answers, she concludes that the level of politeness and indirectness is different depending on the place where the instrument was applied, agree with Spees, Hiroko (1994) *A cross-cultural study of indirectness*, who investigates if Japanese and American use indirectness by using a questionnaire study (DCT) which shows that Americans are more indirect in complaint and request situations, in contrast, the Japanese attitude is more direct at least when there is no apparent difference status. To study direct expression used by students, we used DCT as an instrument to collect data but we know this instrument is not enough to have a real perspective about the level of directness on students.

To sum up, last different authors show advantages and disadvantages in using DCT as a collecting instrument but they also recommend it to collect data in pragmatic researching, they also mention that it would be useful to apply other similar instruments “role-play” and some questionnaires. In the present research we also used some classroom observations with the aim of having realer situations in DCT and more reliable answers.

2.8 Previous studies in Puebla, Mexico

In Mexico there are not a lot of researches about the use of politeness in real speech, though there are some to compare with the present investigation, some of them examine the usage of specific words, some others analyze to the speaker and the listener when they apology or request as well

as when they refuse. In the present investigation we analyzed direct expressions of people similarly to previous studies, but taking into account some specific characteristics; power relation, social distance and the context where the situation carries out.

Some other specific researches in politeness and their areas analyze the use of expressions in real communication through young and adult people, the effect of using some specific words that could be taken as polite or impolite taking into account the power relation and the social distance, that is the case of “tú” or “usted” in Toledo (2010), in her thesis *The usage of the “Tú” and “Usted” in University Students in the BUAP*, she applied DCT to observe the use of this words in different contexts and students’ answers of university of different ages were analyzed. Similarly to the present investigation, Toledo (2010) analyzed polite expressions in school, in this research she observes that people with a relationship used “tú” and people without an association used “usted”, in this paper she concludes that people with a close difference of age used to be impolite or informal by using “tú”, but people with big difference in age used the more polite expression “usted”. Another observation is that through young people is most used “tú” and that through adult people is more used “usted”. On the other hand, relation power and social distance take an important role in all cases because people used to be more respectful when they do not have a close power relation with the listener. In conclusion, the use of specific words could be polite or impolite but it should take into account the context where people use these expressions. In the present research we try to analyze and classify each one of this phrases based on strategies cited in Brown & Levinson (1987), similarly to our research it is observed that most of these expressions implicate the expression “tú”, it proves the direct communication through student and teacher.

The importance of using the correct words to refer to the other is crucial to have a good understanding and to obtain what we desire, that is the case of Hernández (2011), in his study *Request produced by Mexican women*, who analyses the use of different strategies to ask for something by women and men, in this investigation he tries to analyze the use of different strategies by applying DCT, describing different contexts to observe what phrases men and women used more. At the end, he concludes different results; the most important is that women used to be direct by using different strategies of impoliteness cited in Brown and Levinson (1987). Likewise to our research *teacher's attitude when students use direct expression*, Hernández (2011) analyzes strategies used in DCT and his answers were classified in direct or indirect expression likewise our investigation. We both conclude that social distance and relation power take an important paper; people use to take into account the context where the situation described in DCT take place to use a specific expression.

Other researches like Bautista (2012), *Politeness – Differences in gender of Mexican Spanish speakers performing refusals* and Guerra (2011), *Politeness Mexican request strategies a generation comparative study* analyzes the use of apologies and request as a way of communicate something. Both used DCT to analyze some responses to different situations, where power relation and social distance take an important role. In the first one, Bautista (2012) analyzes the females' answers and she got to the conclusion that females used to be more polite and used to give apologies in communication with the others, moreover the study shows that females used to be quiet similar to males strategies. In the second one, Guerra (2011) analyzes the difference through students of different ages, secondary students and high school students, when they request for something. In this study, she gets to the conclusion that people in secondary school are more polite than people who attending to a higher education based on the analysis of the DCT

by classifying answers based on Brown and Levinson (1987). In contrast to our research, this study shows that young people are more polite when they use request strategies, but on the other hand this study similarly to ours proves that social distance and power relation have an important role when people want to communicate something to the others. One last research is Bravo (2010) *Invitations produced by Mexican Spanish language learners of English*, who analyzes the use of expression by students of LEMO BUAP when they invite other people, and she concludes that students of basic levels need more grammar for communicate something and students in advanced level have a better understanding and grammar as well, this investigation took into account the use of specific structures used by participants and at the end, it was observed that grammar receives an important paper because students communicate by using background knowledge, this investigation shows that students should be taught ways of communicate politely with other people specially inside classroom. In conclusion, politeness is essential in the basis of communication, in the present research is analyzed the use of direct expression and make us to reflect that politeness is important to get something in real life.

CHAPTER III

Methodology

In this chapter is presented the information related to the application of different kind of instruments, as this thesis is focused in politeness and specifically in directness, the most relevant and appropriate instrument used in this research is DCT (Discourse Completion Test), most used in Sociolinguistics and Pragmatics investigations.

It is important to mention that the instruments used in this section were modified in teachers' mother tongue, Spanish. Also, it is described the process in data collection as well as the characteristics where the application of instruments took place, all details from context in order to have a better perspective.

3.1 Context

This research takes place in Telesecundaria "Luis Donaldo Colosio Murrieta"; it is located in Cabrera neighborhood, Atlixco Puebla. This school was established in 1998 by the collaboration of three teachers and the help of authorities with a small quantity of students, in total they were 44 divided in three groups. In the opening there were three adapted classrooms with a few of students in each one. Despite of lack of organization as well as materials this school was considered as an important source of education because there was any secondary in the town.

It is important to mention that this school began without an own building to study, it was until 2003 when SEP built and created the new scholar zone close to the town called "El León". Now, seventeen years later this school has improved in all areas, the most important is the organization in the education method; teachers have created new ways to improve learning process of students.

In this school there are three teachers, it means that each teacher works with one group every day and the whole year, it is important to analyze it because it is one of the reasons why students and teachers have a better relationship.

On the other hand there are some special characteristics in the environment around and inside of this school; some of them are described next, first of all it is important to know that these observations were analyzed in “Teaching Practice”. In one hand it is the environment inside classroom, for example: there are tools to work but not to study, a lot of books of last courses, students are close to the chemical lab (in fact it is not used), and they study in a small space. On the other hand student’s attitude was observed: sometimes students do not have the motivation to work in some specific subjects, which is the case of English class, students do not trust in their teachers because sometimes the lack of knowledge is exhibited in classes. One final feature is that despite of lack of materials and also sometimes knowledge of teachers the students try to complete all the activities because most of them want to improve their knowledge and pass the subject.

3.1.1 Participants

This research is applied in the secondary school as was mentioned before with two kinds of participants:

- A) **Students** of second and third grade, because these students have had more contact with teachers, it means that they have a better relationship, it helps to have realer answers, teacher and students’ answers are analyzed and interpreted in order to have a clearer view.

In the case of students they are thirteen to fifteen years old, which are good ages to have

more true answers by them. Another point is the number of students in each classroom, 22 second grade students' answers are analyzed and in third grade there are 20 students.

B) **Two teachers**, the first one is a woman who gives classes in third grade and the second one, a man who works in second grade. Each one got studies in a normal school, so they have got the preparation to work with students in those ages.

It is important to mention that both, the male and female work all day and every day with the same students, so they get on well because of the time lived together.

3.1.2 Kind of sample

It is used a non-probabilistic sample the kind of convenience because students and teachers are in contact with the researches, because we are going to apply an interview and they are going to answer according to what they want due to the open questions.

3.2 The method

Sociolinguistic and pragmatic researches use to be focused on two main methodological features or needs which are: the control of external variables and the analysis of natural contexts or the representation of one natural situation. Because of the need of representing the second one it is used a specific instrument, DCT.

In this research it is used a mixed method because the approach of purpose and problem are focused on pragmatic assumptions, answers of mixed method are analyzed by using quantitative and qualitative aspects as well. As it was mentioned before, one instrument used for this research is DCT (Discourse Completion Test), defined by Kasper and Dahl (1991) cited in Nurani (2009), as a written questionnaire, a method used mainly in Sociolinguistic and Pragmatic researches.

DCT was first used by Blum-Kulka (1982) cited in Nurani (2009, p. 667) to study speech acts. Since then, DCT has been significantly employed as a method of data collection in speech acts study. Despite its popularity as a means of data collection, several studies have discovered that DCT has some drawbacks which influence its reliability in gathering appropriate data. In this research is used the last type of DCT, the new version of DCT developed by Billmyer and Varghese (2000) cited in Nurani (2009). This “new” type is actually a modification of open item-verbal response. The difference is that in the new version, situational background is provided in details, it means that the background is mentioned before the question; it helps to the interviewed to imagine and have a realer answer.

Finally, it is important to mention that it will be used the last version of DCT developed by Billmyer and Varghese (2000) cited in Nurani (2009) because in this type there are not real consequences for both speaker and hearer on DCT since the real interaction is absence.

It is crucial to mention that despite the use of DCT another alternative instrument is used which is the case of some observations applied to four classes in the secondary school, these observations are based on relation between teacher-student according to Phillips, (1997, p. 78-80) who describes some observations by writing some polite expressions used in a real class. This is very significant because these observations are used to write the bases of DCT to get more reliable answers. The different contexts describe in DCT are completely related with the observations but question/situations are not the same because of the purpose of this research.

3.3 The elaboration of instruments

As this research is focused on directness and pragmatic assumptions the instrument chosen to this is DCT (Discourse Completion Test), before described in methodology. But before the main

instrument it is essential to mention that before DCT some observations were made according to Phillips (1997, p. 78-80) where are describe some observations based on interactions Student-Teacher using polite expressions, in this research, it was adapted to the convenience of the problem. After having checked the specific expression used by students it could be designed the bases of DCT, it is important to know that the purpose was to have a better perspective to get realer answers and to have a clearer conclusion. In the observations it is described each expression used inside classroom and precisely in the moment of a class, it means that it is a real expression or real situation. It is described well the expression used between teacher and student and if it was direct or indirect phrase. It is also relevant to mention that even these instruments were mainly designed to be used in second language (English) they were used in Spanish for the mother tongue of participants.

DCT is completed with participants' answers. These answers are classified according to the kind of phrase and the specific words used in the sentence or expression, then we go back to the main purpose of this research: the teacher's attitude, for this it is used a graph where it is placed the kind of answer and then it is the teacher's attitude face directness expression used by students, all this is based on a graph used in Veliz, R. (2012), this is key to this research because it is investigated the attitude of teacher and the graph is very similar to the requirements of the analysis of DCT. To have conclusions the participants are placed in a specific situation and asked to answer to a direct expression used by students based on DCT.

3.3.1 DCT Instrument

The context used in questions has a significant role because teachers feel familiarized and in relation with the environment, according to the situation teachers answer or act in different ways.

In the case of DCT 10 different situations are presented based on similar contexts presented in observations adapted to the purpose of this research.

After the part of question participants answer some questions based on the situation, but it is important to mention that participants are said that these contexts could or not be presented in classroom, so they should imagine the situation. Second conditional is used for the purpose of this research.

Next, there are some specific direct expressions, these are the main expressions used by students, and then there is the specific attitude taken by teacher.

3.4 Procedure

After presenting the instrument it was applied in TV secondary school in different dates according to the free time of teachers to not having problems with the major of the school.

First the observations were made since September 26th until October 3rd. at Tele secondary “Luis Donaldo Colosio Murrieta” located in Cabrera as it was mentioned before. Teachers were chosen according to the close relation based on time stayed in school so, in 2nd and 3rd grade were applied because of the closer friendship between teacher and students. Four observations were made in total, two for each teacher, classes were chosen by teachers because of their availability. Despite of the time we could get good results because of the good relation inside classroom between teacher and students, it is important to mention that we found different results as will be described later.

About the students, they were in the rank of 13-15 years old in the case of second grade and 14-17 years old in the case of third grade. About the subjects all of them were in mother tongue

(Spanish) and each observation took 50-60 minutes each one. During the 60 minutes we were taking notes about teacher's attitude face expressions used by students and we took both, polite and impolite but focusing more in direct expressions according to the main topic of this research.

Secondly, DCT (Discourse Completion Test) were applied since October 8th until 11th, taking around 50 minutes to each interview, with participants (teachers). As teachers did not understand very well the English language interview, it was made in Spanish, this to get more accurate answers; teachers were kind and available to cooperate with the research. It is imperative to mention that while we applied the interviews teachers had the control of group by doing some other activities, so the class was not interrupted a lot. It is also important that based on the research topic we just take into account the specific teacher's attitude face the situations/questions of instrument.

After having all the instruments complete we express thanks to teachers for the time wasted in the investigation and teachers wished us a successful thesis.

Chapter IV

Results

The purpose of this chapter is to summarize the data collected in secondary school. Firstly, it is presented classroom observations focused on direct expressions used by students during class mentioned in the research method and secondly, the two questionnaires applied to the teachers with a brief description of their answers in each situation.

4.1 First instrument. Classroom observations

This is the first instrument used during collecting data. These are two tables based on Phillips (1997, p. 78-80) who describes some observations by writing some polite expressions used in a real class. In this research it was adapted to collect impolite and polite expressions. The objective of these observations is to collect direct and indirect expressions used by teacher and students in order to have a good design of DCT based on real situations and to make teachers feel in a common context.

4.1.1 Table number one (Third Grade)

In table number one is shown direct and indirect expressions used by the students and the teachers during Spanish class in third grade where 20 students were presented. Expressions were ordered according to the development of the class, it means that each question is ordered based on class time. It is essential to mention that these expressions are the most related according to the purpose of this instrument.

First instrument

Classroom power relations: Observations

(Third grade classroom)

Etymology

H: Hearer

T: Teacher

FTA: Face Threatening Act

S: Student (In *expressions* section)

S: Speaker (In *politeness strategy* section)

D: Social distance between interlocutors, (*S, H*)

P: Relative power from the hearer over the speaker, (*H, S*)

Rx: culturally and situationally specified ranking of the imposition entailed by FTA

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>1. - The Spanish class has just begun in TV and teacher asks if the last class they checked the reading part in the book.</p>	<p>a) S- “¿Nos puede decir qué vamos a hacer maestra?”</p> <p>b) T- “¿Ayer no leímos el libro verdad?”</p> <p>c) S- “No maestra”</p> <p>d) T- “Entonces por favor abran su libro”</p>	<p>1 a) Minimize the imposition: One way of defusing the FTA is to indicate that Rx, the intrinsic seriousness of the imposition, is not in itself great, leaving only D and P as possible weighty factors; Brown and Levinson (1987, p. 176).</p> <p>1 b) Be pessimistic: This strategy gives redress to H’s negative face by explicitly expressing doubt that the conditions for the appropriateness of S’s</p>

		<p>speech act obtain, Brown and Levinson (1987, p. 173).</p> <p>1 c) Be conventionally indirect: A speaker is faced with opposing intentions: the desire to give H an out by being indirect and the desire to go on record, Brown and Levinson (1987, p. 132).</p> <p>1 d) Imperative: A command.</p>
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Analysis of students' expressions in classroom observations

1. S- “¿Nos puede decir qué vamos a hacer maestra?”

Minimize the imposition: One way of defusing the FTA is to indicate that Rx, the intrinsic seriousness of the imposition, is not in itself great, leaving only D and P as possible weighty factors; Brown and Levinson (1987, p. 176).

c) S- “No maestra”

Be conventionally indirect: A speaker is faced with opposing intentions: the desire to give H an out by being indirect and the desire to go on record; Brown and Levinson (1987, p. 132).

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>2. - Teacher asks students to read the book; they must take 10 minutes to</p>	<p>a) T- “¿Ya empezaron a leer...?”</p> <p>b) S- “¡Yaaa!”</p> <p>c) T- “¿Seguros?”</p>	<p>2 a) Be optimistic: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S's wants for S (or for S and H) and will help him to obtain them; Brown and</p>

understand the reading.	d) S- “¡Sííí!”	<p>Levinson (1987, p. 126).</p> <p>2 b) Be direct: The simplest way to construct an on-record message is to convey it directly, Brown and Levinson (1987, p. 130).</p> <p>2 c) Direct question: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31).</p> <p>2 b) and d) Direct answer: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31).</p>
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Analysis of students’ expressions in classroom observations

2. **b) S-** “¡Yaaa!”

Be direct: The simplest way to construct an on-record message is to convey it directly; Brown and Levinson (1987, p. 130).

d) S- “¡Sííí!”

Direct answer: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31).

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>3.- After the reading, she asks to answer the questions of the book but one</p>	<p>a) T- “¡Pongan atención!”</p> <p>b) S- [Silence.... But he continue talking]</p> <p>c) T- “¡Dinos las</p>	<p>3 a) State the FTA as a general rule: One way of dissociating S and H from the particular imposition in the FTA, and hence a way of communicating that S doesn’t want to impinge but is merely forced to by circumstances, is to</p>

<p>student is just talking.</p>	<p>respuestas!”</p> <p>d) S- “Perdón es que no he terminado maestra”</p>	<p>state the FTA as an instance of some general social rule, regulation, or obligation; Brown and Levinson (1987, p. 206).</p> <p>3 c) Imperative: Command.</p> <p>3 d) Apologize: By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H’s negative face and thereby partially redress that impingement; Brown and Levinson (1987, p. 187).</p>
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Analysis of students’ expressions in classroom observations

3. **b) S-** “¡Yaaa!”

Be direct: The simplest way to construct an on-record message is to convey it directly; Brown and Levinson (1987, p. 130).

d) S- “¡Sííí!”

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>4. - Most of the students are talking. The teacher gets angry and asks</p>	<p>a) T- “¡Entonces guarda silencio y apúrate!”</p> <p>b) S- [Silence... He calms down]</p> <p>c) T- “Apúrenle... Tienen</p>	<p>4 a) Imperative: Command.</p> <p>4 c) Imperative direct: Command.</p> <p>4 d) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to</p>

to the same student who talks much to hurry.	pocos minutos” d) S- “Sí maestra”	agree with him; Brown and Levinson (1987, p. 112).
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Analysis of students’ expressions in classroom observations

4. d) S- “Sí maestra”

Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
5. - Spanish TV class begins but suddenly teacher’s cell phone sounds and one student says teacher.	a) S- “¿No que no se podía usar el celular?” b) T- [Teacher does not answer to the student and goes out from the classroom]	5 a) Be pessimistic: This strategy gives redress to H’s negative face by explicitly expressing doubt that the conditions for the appropriateness of S’s speech act obtain; Brown and Levinson (1987, p. 173).

Analysis of students' expressions in classroom observations

5. a) S- “¿No que no se podía usar el celular?”

Be pessimistic: This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain; Brown and Levinson (1987, p. 173).

4.1.2 Second Observations (Second grade classroom)

This is the second table where it is observed polite and impolite expressions used by teacher of second grade and students, in this case 22 students were presented and it was also designed according to the development of class and situations are in chronological order.

Observations (Second grade classroom)

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
1- This is physics class and teacher is a little on time to start Spanish class, suddenly a student asks for the TV Spanish class.	<p>a) S- “¿Ya va a empezar la clase de español maestro? Ya queremos que empiece”</p> <p>b) T- “Ya... Ya va a empezar”</p> <p>c) S- “Usted nos dice a qué hora”</p> <p>d) T- “Terminamos y</p>	<p>1 a) Optimistic and 1 b) optimistic answer: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S's wants for S (or for S and H) and will help him to obtain them; Brown and Levinson (1987, p. 126).</p> <p>1 c) Impersonalize S and H: One way of indicating that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than</p>

	pasamos a Español”	<p>S, or at least possibly not S or not S alone, and the addressee were other than H, or only inclusive of H; Brown and Levinson (1987, p. 190).</p> <p>1 d) Include both S and H in the activity: By using an inclusive ‘ we’ form, when S really means ‘ you’ or ‘ me’, he can call upon the cooperative assumptions and thereby redress FTAs; Brown and Levinson (1987, p. 12).</p>
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Analysis of students’ expressions in observations; (Second grade classroom)

1. a) S- “¿Ya va a empezar la clase de español maestro? Ya queremos que empiece”

Be optimistic: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S’s wants for S (or for S and H) and will help him to obtain them; Brown and Levinson (1987, p. 126).

c) S- “Usted nos dice a qué hora”

Impersonalize S and H: One way of indicating that S doesn’t want to impinge on H is to phrase the FTA as if the agent were other than S, or at least possibly not S or not S alone, and the addressee were other than H, or only inclusive of H; Brown and Levinson (1987, p. 190).

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
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<p>2.- In Spanish class a student asks to go out to the bathroom once the TV Spanish class was finished</p>	<p>a) S- ¿Profe me da permiso ir al baño por favor?</p> <p>b) T- “¡Sí claro!”</p> <p>c) S- “Gracias”</p> <p>d) T- “Adelante”</p>	<p>2 a) Be conventionally Indirect: In this strategy a speaker is faced with opposing tensions: the desire to give H an ‘out’ by being indirect, and the desire to go on record; Brown and Levinson (1987, p. 132).</p> <p>2 b) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).</p> <p>2 c) Thanks</p> <p>2 d) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).</p>
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Analysis of students’ expressions in observations; (Second grade classroom)

2. - a) S- ¿Profe me da permiso ir al baño por favor?

Be conventionally Indirect: In this strategy a speaker is faced with opposing tensions: the desire to give H an 'out' by being indirect, and the desire to go on record; Brown and Levinson (1987, p. 132).

c) S- "Gracias"

c) Thanks

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>3- In Spanish class teacher asks students to continue reading the story viewed the last class. One student wants to continue reading but teacher argues that a student asked to read before.</p>	<p>a) S- ¿Puedo leer maestro?</p> <p>b) T- "Perdón pero Valentín ya me había pedido leer antes"</p> <p>c) S- "¿Entonces yo no puedo leer?"</p> <p>d) T- "Bueno tú sigues después"</p>	<p>3 a) Be optimistic: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S's wants for S (or for S and H) and will help him to obtain them; Brown and Levinson (1987, p. 126).</p> <p>3 b) Apologize: By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative face and thereby partially redress that impingement; Brown and Levinson (1987, p. 187).</p> <p>3 c) Be pessimistic: This strategy gives redress to H's negative face by explicitly expressing</p>

		<p>doubt that the conditions for the appropriateness of S's speech act obtain; Brown and Levinson (1987, p. 173).</p> <p>3 d) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).</p>
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Analysis of students' expressions in observations; (Second grade classroom)

3. a) S- ¿Puedo leer maestro?

Be optimistic: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S's wants for S (or for S and H) and will help him to obtain them; Brown and Levinson (1987, p. 126).

c) S- “¿Entonces yo no puedo leer?”

Be pessimistic: This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain; Brown and Levinson (1987, p. 173).

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
4- Before TV	a) T- “Guarden silencio	4 a) State the FTA as a general rule: One way

<p>Spanish class begins teacher asks students to keep calm to have a good listening.</p>	<p>por favor y pongan atención”</p> <p>b) S- [Students do not speak and keep in silence]</p>	<p>of dissociating S and H from the particular imposition in the FTA, and hence a way of communicating that S doesn't want to impinge but is merely forced to by circumstances, is to state the FTA as an instance of some general social rule, regulation, or obligation; Brown and Levinson (1987, p. 206).</p> <p>4 b) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).</p>
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Analysis of students' expressions in observations; (Second grade classroom)

4. No direct expressions

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>5- In Spanish class the students are just talking and playing during</p>	<p>a) T- “¿Qué están haciendo”?</p> <p>b) S- “Buscando nuestros libros”</p> <p>c) T- “¡Por favor lean y</p>	<p>5 a) Direct question: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31).</p> <p>5 b) Direct answer: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31).</p> <p>5 c) State the FTA as a general rule: One way</p>

<p>the main activity. Teacher becomes aware of this and says:</p>	<p>pongan atención!”</p> <p>d) S- [Students respect the task].</p>	<p>of dissociating S and H from the particular imposition in the FTA, and hence a way of communicating that S doesn't want to impinge but is merely forced to by circumstances, is to state the FTA as an instance of some general social rule, regulation, or obligation; Brown and Levinson (1987, p. 206).</p>
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Analysis of students' expressions in observations; (Second grade classroom)

5. b) S- “Buscando nuestros libros”

Direct answer: Danescu-Niculescu-Mizil et al. (2012) cited in Barouni (2013, p. 31)

CONTEXT	EXPRESSIONS	POLITENESS STRATEGY
<p>6- After the class teacher asks students to give an opinion about the activity and the reading.</p>	<p>a) S- “Maestro ya terminamos”</p> <p>b) T- “¿Y qué les pareció, les gusto?”</p> <p>c) S- “Sí, estuvo interesante”</p> <p>d) T- “Eso me parece</p>	<p>6 a) Be conventional indirect: In this strategy a speaker is faced with opposing tensions: the desire to give H an ‘out’ by being indirect, and the desire to go on record; Brown and Levinson (1987, p. 132).</p> <p>6 b) Be optimistic: The point of view flip that is associated with the cooperative strategy, is for S assume that H wants S’s wants for S (or for S</p>

	bien”	<p>and H) and will help him to obtain them; Brown and Levinson (1987, p. 126).</p> <p>6 c) Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).</p> <p>6 d) Personal opinión</p>
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Analysis of students’ expressions in observations; (Second grade classroom)

6. a) S- “Maestro ya terminamos”

Be conventionally indirect: In this strategy a speaker is faced with opposing tensions: the desire to give H a ‘out’ by being indirect and the desire to go on record; Brown and Levinson (1987, p. 132).

c) S- “Sí, estuvo interesante”

Seek agreement: Safe topics: Another characteristic way of claiming common ground with H is to seek ways in which it is possible to agree with him; Brown and Levinson (1987, p. 112).

4.2 Second instrument: Discourse Completion Test

Next, some expressions that show certain politeness, intend to be not so rude or show a kind of awareness by the other persons, and are presented according to teacher’s grade: to see the complete instrument go to appendix.

4.2.1 Teacher analysis responses (Third grade teacher)

Situation 1: This teacher said this, “**Es la última vez que lo repito**”, this could be interpreted as she would be less polite and **intolerant** because her students wanted an explanation again but she does not want to repeat many times. She claims that she gets angry when she repeats many times and also she is **disrespectful** when students do not pay attention or be distracted she attracts attention them.

Situation 2: This teacher used this expression, “**¿Quién quiere continuar con la lectura?**”, in contrast with previous teacher this could be interpreted as she is an **intolerant** person because she does not want to help her student during the reading class due to her student has some problems to read, also she could be considered as **disrespectful** because she answered in a impolite mode. She would choose the option that a student helps to his or her classmate to read because she does not have to give explanations many times.

Situation 3: This teacher utilized this sentence, “**Es que es una emergencia**”, this expression could be interpreted as she is **direct** and **disrespectful** with her answer because she usually receive calls during some lessons, she tells this her students when they are asking her the reason whereby she is talking by phone. She would disregard the students’ comments in this situation because she is tot forced to give reasons to them.

Situation 4: When teacher is explaining classes and she asks students to do some activities teacher commented this expression, “**La clase es para todos**”, her answer could be interpreted as she would be **tolerant** to answer the student’s question, when she argues that she does not have more preference for a specific group and she would clear out and avoid a confused position.

Situation 5: In the situation where one student needs a pen teacher mentioned this, “**Le llamaría la atención y luego le prestaría un lápiz**”, this answer could be interpreted as she is an **intolerant** because she attracts attention to her student due to he or she does not has his or her material in classes but also teacher is **kind** when she lends a pencil to her student.

Situation 6: While teacher is checking the homework and one student does not show his or her homework, she mentioned this about that situation, “**Decirle que no lo creo**”, this expression could be interpreted as she would be **intolerant** because teacher would doubt if her or his student said the truth even when he or she said to be looking his or her homework, teacher does not believe this because she knows students who do the homework and who give hedges.

Situation 7: After teacher used do the same activities in class, one student asked if she could change the activities to avoid the same behavior, teacher listens the suggestions and this is her answer related to this situation, “**Escucharía con atención**”, her answer could be interpreted as **respectful** because she would listen what students say to improve the class. She would change the routine including more dynamic activities and adapting other subjects because teacher needs that kind of observations to have more effective classes.

Situation 8: Teacher prepared the lesson and she needs to use the computer but it breaks down and then one student suggested her to use the blackboard, teacher pointed out this, “**La clase se debe de dar**”, this answer could be interpreted as **tolerant** when she answered her student and because teacher accepts other suggestions due to computer broke down. She would take that suggestion by looking for more resources and improvising if it was necessary to explain her class as well as by using some examples in the blackboard.

Situation 9: Teacher expressed this during an exam, “**Es examen y no puedo repetir**”, her answer could be interpreted as **intolerant** and direct because she would not want to repeat the instructions already given during an exam, this take out any kind of rudeness which could exist in her directness. Also, she would be **intolerant** when she attracts student attention because students do not show too importance to the exam.

Situation 10: Finally, teacher used expressions such as “**No preparaste el tema**”, this answer could be interpreted as **direct** and **intolerant** because she would say this expression without politeness, she would be tolerant when her student wanted to check their notes because she attracts him or her attention and she would permit it if was really necessary. She would repeat the instructions again and she would say her students that they must prepare their expositions because they would already had to know how to do it.

4.2.2 Teacher analysis responses (Second grade teacher)

Situation 1: This teacher used expressions such as “**Está bien, y espero que ahora sí te quede claro**”, this could be interpreted as **tolerant** because he would repeat what he said, also he would ask again if students had doubts or explain again that part and he would ask to his students to pay attention to the lesson. He mentioned that he would do this because as teachers and we should do everything as possible to they understand the lessons and to not leave doubts.

Situation 2: During a reading class teacher commented this, “**Está bien, te ayudo**”, his answer could be interpreted as **kind** because he would help to his students to read and to explain certain problems of pronunciation and he would practice with them to solve this situation because he thinks that by doing this kind of activities they can improve their reading.

Situation 3: Also, teacher said this during a lesson, “**Permíteme, es una emergencia**”, it could be interpreted as **disrespectful** expression because he would answer to his students in this way when they asked him why he is talking by phone. He said this sentence because he would only answer if the call was urgency or significant for his work but it is not correct because in this school students are not allowed using cell phones inside classroom.

Situation 4: Teacher mentioned this sentence during the situation presented, “**Yo trato de explicar a todos**”, his answer could be considered as **tolerant**. He expressed that he always tries to integrate the entire group by supporting students with low level of knowledge and joining them with students who show an upper level and also by using other strategies.

Situation 5: During the next question when a student needed a pen, teacher said “**Le prestaría uno y en caso de que no tenga le digo a uno de sus compañeros que le preste uno**”, this answer could be interpreted as **kind** because he is polite when he gives to student the material when he asked to another student lend a pen to his or her classmate teacher could help them.

Situation 6: According to the next question, teacher used the phrase “**Si no la hace no sale al receso**”, it could be interpreted as tolerant with this expression because he says this when students do not do their homework and asks students to do it in the classroom, he takes notes about what people give him the homework.

Situation 7: When teacher did the same activities and his students got bore and they questioned about this situation, he answered “**Díganme qué es lo que quieren hacer para mejorar en la clase**”, this sentence could be interpreted as he is a **kind** person because he listens suggestions given by students. He would talk with his students to ask them to express their likes and what

they want to do to improve his classes because if teacher and students talk and make agreements they would continue working together.

Situation 8: Teacher mentioned this sentence during the situation presented, “**Utilizaría más el pizarrón para no atrasarnos**”, his answer could be interpreted as **respectful** because in this case teacher would make an effort by taking another resource to do an affective class and to not lose the objective of the class.

Situation 9: Teacher described what he would do in an important listening exam and it was his answer, “**Está bien pero díganme en cuál parte se atrasaron más**”, this answer could be interpreted as tolerant because he permits to play the listening one more time nevertheless in his reaction and the way about how it was said he is direct. Teacher would play again the tape script the times required because we as students sometimes have some problems to retain all the information; however he would establish a limit to avoid the abuse of this situation.

Situation 10: Teacher expressed this, “**Puedes checar tus notas o apuntes pero sólo un momento**”, according to his answer this could be interpreted as he is tolerant because he would permit his students to check their notes due to they remember anything during their presentation and when he is polite their students feel confident to expose. He would give a limited time to remember what they are going to expose because when students explain a topic felt nervous and forget what they are going to say. Also teacher would make the same in all cases, and he would also improve these aspects in an exam.

Situation 11: Teacher mentioned this sentence during the situation presented, “**Vamos a platicar sobre este asunto**”, with this phrase he did not think many times how they can agree to find a solution to this situation but he used politeness, he is **respectful** to avoid more problems and

solve this situation. Moreover, he would talk with his student to check other points related to his or her grades because the exam is only one part of the final grade and teacher has other points to evaluate and if student would do it he or she could approve the subject.

Situation 12: This teacher employed expressions such as “**Primero el respeto hacia tus maestros y compañeros**”; this could be interpreted as he is **tolerant**. When he starts the course, he proposes some rules in the classroom to have a good relationship with students but always there are certain limits that they should be respected to improve their behavior and the discipline.

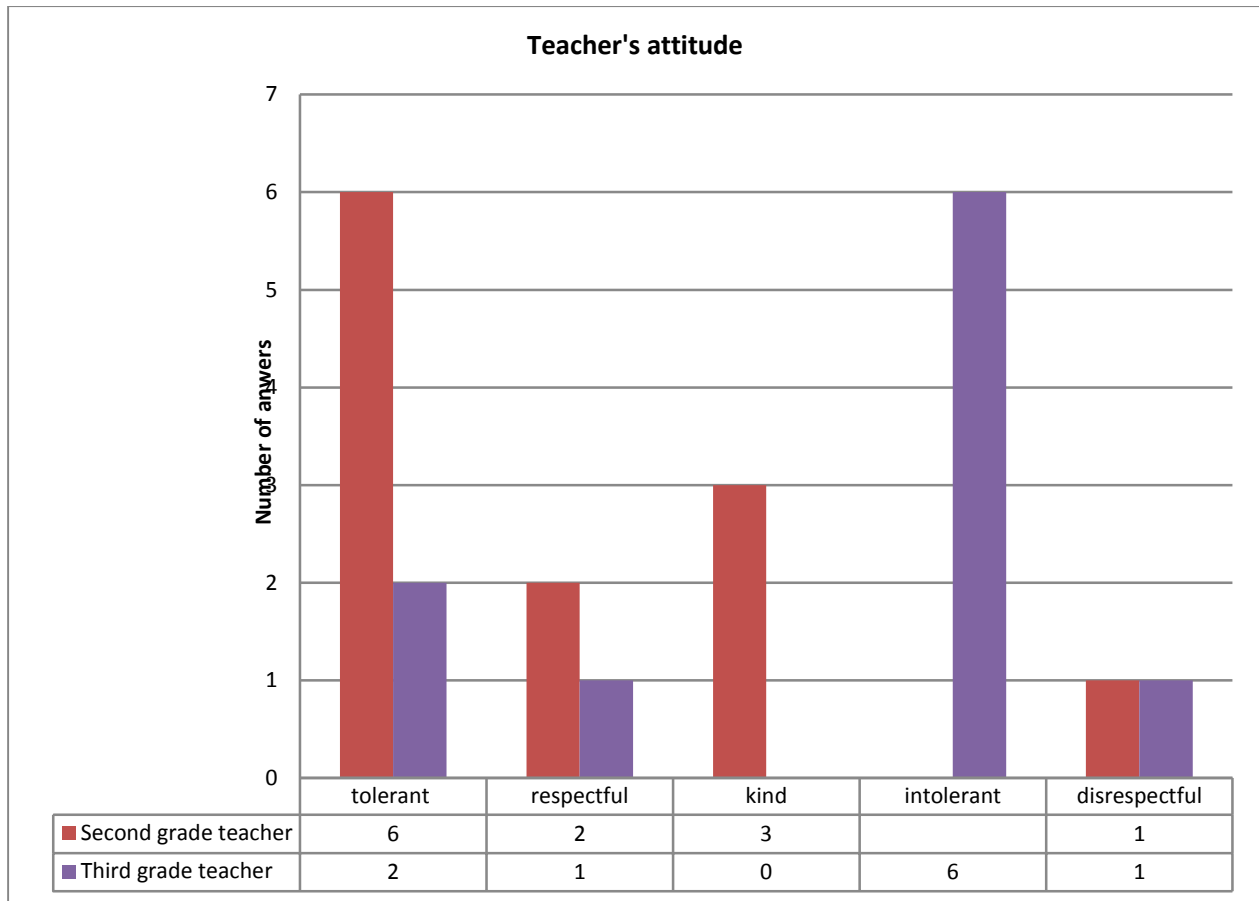
After all the analysis of responses it is observed that teachers are usually tolerant with student’s expressions and we got:

- Second grade teacher: Tolerant 6, respectful 2, kind 3, intolerant 0 and disrespectful 1.
- Third grade teacher: Tolerant 2, respectful 1, kind 0, intolerant 6 and disrespectful 1.

So as conclusion, teachers’ attitude used to be tolerant and quite positive when teachers face direct expressions used by students inside classroom.

4.3 Matching results

Next, there is a graph where teacher’s answers are placed in order to have the level or teacher’s attitude taken when they face situations before described on questionnaire (DCT). This instrument was used by Veliz, R. (2012) who describes the student’s opinion about their teachers. The instrument was adapted to the concordance with the research question of this research. After an analysis of answers and according to results of teacher’s answers this table was used to collocate by using different adjectives which defined the attitudes showed by teachers.



This graphic shows the level of tolerance or intolerance, the attitude showed by teachers face direct expression used by students in class. The table was filled based on teacher's answers in DCT, ten situations/questions for the first participant and twelve by the second one with 22 in total. In the case of second grade teacher is more tolerant than third grade teacher and it means that she has more problems with students. Third grade teacher is less tolerant face direct expressions than second grade teacher it means that in their answers she makes students feel under pressure. It is more than evident that despite the use of direct expression teachers have good attitudes with their students for some reasons which will be mentioned later.

Chapter V

Conclusions and discussions

The purpose of this chapter is to present the conclusions derived from results of this study and particular recommendations, these recommendations are related to the use of expressions in secondary school.

5.1 Conclusions

After analyzing all findings and discussions of the cases in the secondary school the first conclusion is that in the case of teachers they try to use all kind of polite expressions but sometimes in real situations and according to the context they show different faces or reactions to these situations. All this is based on the observations taken before DCT (Discourse Completion Test), similar to Phillips M, (1997, p. 78-80) “the use of polite expressions inside classroom makes students feel comfortable and with confidence to speak with teachers about anything”. It was observed that with one teacher students feel more confident to use direct expressions and as a consequence teacher has more problems with students because they are direct with their expressions.

In DCT teachers react in different ways because the context is imaginary and they are not under pressure as a real context. Teachers are kind in most of the situations presented, moreover teachers understand the behavior of students as normal and teachers help them by thinking on answers with polite attitudes.

According to of results of DCT and the findings placed in the graph used in results teachers have a kind attitude face direct expressions but something important to mention is that it is different

when teacher are in front of the group in a real situation because they have more pressure to answer. The real contexts, for example: inside classroom one student use a direct expression, it maybe makes teachers to have a different attitude. Despite all the direct expressions used by students in the DCT teachers always take a good or kind attitude.

In the graph used in this work is observed that most of the answers given by teachers are kind face direct expressions, teachers claim that students deserve to reflex on their behavior through a correct answer used by teachers, so teachers employ answers to earn respect too.

Finally to answer research question *teachers' attitude* it is observed that teachers are respectful and that students sometimes take advantage of the positive attitude.

5.2 Limitations

One important limitation was the design of DCT because the lack of time to observe teacher in different classes and the design of situations to have the realest answers in order to have a more reliable attitude and to get a clearer conclusion. Another one was the analysis of all the responses in DCT because teachers answered extra words, it was necessary to paraphrase some of the answers.

The final limitation was that teachers sometimes were not available to register the classroom observations and to apply questionnaires, despite all that the collecting data was completed on time.

In our personal opinion the participants in this research, teachers, took the best attitude face students' expressions, "we as teachers should help teenagers by showing correct examples to have a good stage and to make better persons, and not to have more problems".

5.3 Recommendations

One very important conclusion and suggestion is that when teachers use polite expressions students feel more comfortable to work in class, but it is also crucial to know that it does not do an effective class, it is necessary to added different innovated techniques to have a successful class.

In Spanish class and in others classes teacher should have a kind attitude face incorrect situations presented by teenagers and students in general, it makes students to feel confident with the people around them.

“Being the example to students gives an impact in their behavior”, it was said by one participant and it is important to have the respect of students, consequently it motivates students to be respectful persons.

5.3.1 Further researches

We would like that this research is followed by one similar investigation focused on the use of politeness in secondary school and with other kind of method to have different perspectives of results and conclusions.

Another similar research could be the student’s attitude face polite expressions used by teacher and to prove if it makes a better class or a better environment inside classroom.

All of this in order to help teachers and student to get classes where teachers and students interact without limitations in language.

5.3.2 Pedagogical implications

As future teachers, we want to apply all these conclusions and results in real classes in secondary schools. All conclusions presented in this work may be helpful to teach effectively. The use of linguistics in classes is very useful to be a respectable teacher because students want that teachers are kind and respectful with them, so teachers must learn to use the language in a benefit approach. The use of polite expressions make a pleasant class where students also interact with their own opinions, it helps to the learning process.

5.4 Personal experiences

Gustavo Pérez López: In my personal experience, this school has some problems with the use of politeness inside classroom especially with students of third grade and second grade for some reasons explained before. I gave some classes in this school in “Teaching practice” and I realized that students are usually disrespectful, it was proved through this work, and I learnt that there are a number of solutions to reduce it.

Juan David Barrera Juárez: In my personal experience, teaching is a pleasant job when teachers are really in love with their profession, however, I never thought of having real experiences of teaching with teenagers due to the stage that they are. I think that some students have got their behavior according to the teacher’s attitude because each teacher is different during the class and it made me to be interested in this kind of researches.

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Appendix

Instruments

Classroom relations are a valuable point in this topic so two instruments were designed, DCT (discourse Completion Task). This is designed to measure the level of politeness used by teacher and the attitude taken by teacher face directness used by students in the specific case of direct expressions.

But it is essential to mention that before the design of DCT four classroom observations were made to have better questions/situations and to have realer contexts where teacher acts in different ways.

Second instrument

Context Discourse Completion Test

First participant: Teacher of second grade

1. This is the first day of the course, you are explaining the class in front of the class, you think that everybody understood the topic; suddenly one of the students in the back says: “Can you please repeat the last part?”

What would you do? Preguntar de nuevo si hay más dudas y explicar de nuevo esa parte.

What would you say? “Está bien y espero que ahora si te quede claro”.

Explain why: Porque como maestros debemos hacer todo lo posible de que ellos entiendan y no se queden con dudas.

2. You are at the beginning of the English class, you ask one student to read the text in the book, this student cannot read correctly but you are quiet, suddenly this student says: “Teacher, could you please read it for me?”

What would you do? Poner en práctica más la lectura para corregir estos problemas.

What would you answer? “Está bien, te ayudo”.

Explain why: Porque solo así podemos mejorar estos problemas.

3. In the Spanish class students should read, so you order them to take 15 minutes to do it and then to explain the reading. Everybody is reading and you want to do something while they are doing it you start talking by phone, suddenly one student says: Why are you talking by phone?

What would you do? Si no es urgente no contesto pero si son asuntos laborales o de emergencia si contestaría.

What would you answer? “Permíteme, es una emergencia”.

Explain why: Porque se pueden suscitar estos casos y si a los estudiantes no se les permiten teléfonos, no sería correcto que yo esté hablando por teléfono durante la clase.

4. You are in the classroom and start explaining a specific topic then he asks students to do some activities. During the activities some students have doubts and ask you to explain the activities again, but you have more preference to a specific group of students, you pay them more attention, suddenly one student says: “Why do you speak more with them?”

What would you do? Integrar a todo el grupo, comenzando por los de bajo nivel e intercalándolos con los que más trabajan e idear otras estrategias.

What would you answer? “Yo trato de explicarle a todos”.

Explain why: Porque así todo el grupo intercambia o comparte conocimientos e ideas.

5. In the classroom students are doing some activities, you ask students to write a letter, one student doesn't have a pen, he says: “I need a pen” and asks to his classmates for one but nobody answers. You hear the phrase and you know you got one.

What would you do? Le prestaría uno y en caso de que no tenga le digo a uno de sus compañeros que le preste uno.

Explain why: Porque así puedo ayudar a mis alumnos y hacer que no se atrasen.

6. Teacher is checking the homework to his students, you check one by one but a student doesn't show you the homework and he says: "I'm looking for my homework", you reflex if that is true or not.

What would you do? En caso de que no la haya hecho, le pediría que la hiciera aquí en el salón diciéndole de que si no la hace no sale al receso y de que llevo un registro de tareas.

Explain why: Porque solo estando tras de ellos es como cumplen haciendo y entregando las tareas.

7. During several classes, teacher have done the same activities and students have got bored, so there is a conversation between teacher and students and then one student says: "You could perhaps change the activities".

What would you answer? "Díganme que es lo que quieren hacer o mejorar en la clase".

What would you do? Platicar con ellos para que me hablen sobre sus gustos y que es lo que quieren hacer para poder mejorar las clases.

Explain why: Porque solo platicando y poniéndonos de acuerdo poder seguir trabajando a gusto.

8. You are in English class, you use pictures and computer to support your work, you had prepared the class very well but you need the computer, suddenly without reasons computer brakes down and you do not know what to do, suddenly one student says: "You could perhaps use the blackboard"

What would you do? Sin duda alguna lo haría utilizando más el pizarrón para no atrasarnos o utilizar otros medios como mi lap top e incluso un pizarrón verde que tenemos.

What would you answer? Pediría sugerencias.

Explain why: Porque debemos saber utilizar las herramientas que tenemos a nuestro alcance para no atrasarnos.

9. You are in an important English exam and it will be part of their final grades. You play a basic listening and then students must answer the questions focused on the listening. Once it was finished one student says: “we would like to listen all the listening again ”

What would you do? Lo reproduciría de nuevo pero solo las veces que sean necesarias.

What would you say? “Está bien pero díganme en cual parte se atrasaron más”.

Explain why: Porque a veces como estudiantes tenemos problemas pero pondría un límite para que no abusen de esta situación.

10. This is the day when students must expose about history, this exposition is important because is the end of the course, students start exposing one by one but there are some rules; they must expose just with a chart paper and without notes or help, suddenly one of them does not remember the topic and says: “I would like to check my notes if I may”

What would you do? Le daría un tiempo limitado para que recuerde lo que va exponer y trataría de ser equitativo si se da otro caso similar.

What would you say? “Puedes checar tus notas o apuntes pero solo un momento”.

Explain why: Porque a veces cuando exponemos nos ponemos nerviosos y se nos llegan a olvidar las cosas que íbamos a decir y tratar de mejorar esto si se trata de un examen.

11. After that you apply an exam and give the results to your students, one of them didn't pass the exam and he asks you for one opportunity but you don't accept, then he gets angry with you and day after day he remembers you dropping hints. He says: "You could possibly give one more chance, could you?"

What would you do? Hablar con él para encontrar soluciones a este problema ya que el examen solo es parte de la calificación.

What would you say? "Vamos a platicar sobre este asunto".

Explain why: Porque cuentan otros aspectos para la evaluación y si tiene alguno de estos podría pasar.

12. You start giving classes to your students that you don't know, so at the beginning they pay attention and are respectful but some months later they feel confident and change their behavior being disrespectful with you. At the end of the Spanish class one of them says: what's up teacher! How are you?

What would you do? Aplicaría las reglas o reglamentos que hay en el salón que hicimos desde el comienzo de clases para tener una buena relación con ellos.

What would you say? "Primero el respeto hacia tus maestros y compañeros".

Explain why: Porque puede haber muy buena relación con mis alumnos pero hay ciertos límites que se deben respetar para mejorar su comportamiento y la disciplina en general.

Discourse Completion Test

Second participant: Teacher of third grade

1. This is the first day of the course, you are explaining the class in front of the class, you think that everybody understood the topic; suddenly one of the students in the back says: “Can you please repeat the last part?”

What would you do? Llamarle la atención por no estar atento.

What would you say? “Es la última vez que lo repito”.

Explain why: Me molesta mucho que no pongan atención, que se distraigan.

2. You are at the beginning of the English class, you ask one student to read the text in the book, this student cannot read correctly but you are quiet, suddenly this student says: “Teacher, could you please read it for me?”

What would you do? Pediría a otro alumno que lo apoyara.

What would you answer? “¿Quién quiere continuar con la lectura?”

Explain why: Porque no tengo que darle explicaciones.

3. In the Spanish class students should read, so you order them to take 15 minutes to do it and then to explain the reading. Everybody is reading and you want to do something while they are doing it you start talking by phone, suddenly one student says: Why are you talking by phone?

What would you do? No hacerle caso.

What would you do? “Es que es una emergencia”.

Explain why: Porque no tengo que darle explicaciones.

4. You are in the classroom and start explaining a specific topic then he asks students to do some activities. During the activities some students have doubts and ask you to explain the activities again, but you have more preference to a specific group of students, you pay them more attention, suddenly one student says: “Why do you speak more with them?”

What would you do? Aclarar el mal entendido.

What would you answer? “La clase es para todos”.

5. In the classroom students are doing some activities, you ask students to write a letter, one student doesn't have a pen, he says: “I need a pen” and asks to his classmates for one but nobody answer. You hear the phrase and you know you got one.

What would you do? Le llamaría la atención por no traer sus herramientas y luego le prestaría un lápiz.

Explain why: Porque tiene que trabajar para no atrasarse, y si tengo un lápiz nada me cuesta prestarlo.

6. Teacher is checking the homework to his students, you check one by one but a student doesn't show you the homework and he says: “I'm looking for my homework”, you reflex if that is true or not.

What would you do? Decirle que no le creo, porque si no ya hubiera venido a calificarse.

Explain why: Porque conozco a mis alumnos que sí cumplen con la tarea y a los que solo ponen pretextos.

7. During several classes, teacher have done the same activities and students have got bored, so there is a conversation between teacher and students and then one student says: “You could perhaps change the activities”.

What would you do? Escucharía con atención.

Explain why: Porque no siempre se puede trabajar con el mismo método.

8. You are in English class, you use pictures and computer to support your work, you had prepared the class very well but you need the computer, suddenly without reasons computer brakes down and you do not know what to do, suddenly one student says: “You could perhaps use the blackboard”

What would you do? Tomaría esa sugerencia.

What would you answer? Explicar apoyarme con ejemplos en el pizarrón.

Explain why: La clase se debe de dar y si es necesario se debe improvisar.

9. You are in an important English exam and it will be part of their final grades. You play a basic listening and then students must answer the questions focused on the listening. Once it was finished one student says: “we would like to listen all the listening again ”

What would you do? Llamarle la atención.

What would you say? “Es examen y no puedo repetir”.

Explain why: Porque seguramente no pusieron atención.

10. This is the day when students must expose about history, this exposition is important because is the end of the course, students start exposing one by one but there are some rules; they

must expose just with a chart paper and without notes or help, suddenly one of them does not remember the topic and says: “I would like to check my notes if I may”

What would you do? Repetir las exposiciones, se deben preparar.

What would you say? “No preparaste el tema”.

Explain why: Porque ellos deben de aprender cómo realizar exposiciones.