

**AN ANALYSIS OF (IM) POLITENESS STRATEGIES
USED BY PRIMARY SCHOOL TEACHERS OF
ENGLISH IN PUNJAB**

By

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **An Analysis of (Im) Politeness Strategies Used by Primary School Teachers of English in Punjab** submitted by me in partial fulfilment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: An Analysis of (Im) Politeness Strategies Used by Primary School Teachers of English in Punjab

Politeness needs to be implemented since verbal aggression creates conflict between a teacher and a student. The main objectives of this research study were to identify and analyse the (im) politeness strategies used by Primary School Teachers of English in Punjab. Moreover, the impact of teachers' verbal aggression on students' dropout rate was also investigated. This research study will be of great help for teachers who are unaware of verbal aggression and its impacts on students. The nature of the study is both quantitative and qualitative. The sample of the study were 30 English teachers for classroom observation, 10 teachers and 15 dropout students for interviews from the district Rawalpindi, Chakwal and Mianwali, Punjab. For the purpose of data collection, two instruments were used i.e., classroom observation checklist and interviews. Polite and impolite utterances of male and female teachers was presented in the form of frequencies. Further, the collected data was analysed by using discourse analysis method, thematic analysis for teachers' interviews and descriptive analysis for dropout students' interviews. Data was analysed in the light of the Brown and Levinson's (1978) Politeness model and Jonathan Culpeper's (2005) Impoliteness model. The findings of this study suggested that male and female teachers made 1088 polite utterances and 242 impolite utterances. It was observed that teachers frequently use positive (im) politeness, negative (im) politeness and bald-on record (im) politeness strategies. Minimal use of off-record politeness and with-hold politeness strategy was observed. The interviews of the dropout students revealed many reasons behind their dropout. Teachers' harsh behaviour was one of the reasons. So, we can assume that rude behaviour of teachers can be one of the causes of students' dropout from schools. It is concluded that teachers' appreciation, admiration and polite interaction are the most important operative elements in creating the environment conducive to learning. The findings of the research study suggest that, Punjab School Education Department should arrange training for teachers on the awareness about the impact of harsh words on students. For future researchers, it is suggested that same research can be conducted on higher level i.e., elementary, high and higher secondary schools.

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LIST OF ABBREVIATIONS

FTA	Face Threatening Act
PST	Primary School Teacher
PED	Punjab Education Department
SED	School Education Department
QAED	Quaid-e-Azam Academy for Educational Development

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DEDICATION

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CHAPTER 1

INTRODUCTION

A classroom is a place where children spend most of their time in school. It is a place where students learn countless skills which are believed to be very essential for them to accomplish success in the universal society. A classroom is where students attain an understanding about almost each aspect of life. It is where students develop a comprehension about their future and they set their goals. Teachers are the ones who play a very essential role in carving out the paths for their student. Classroom is a place where the interaction process among students and teachers takes place. The environment of classroom should be respectful and encouraging. The effective interaction between a teacher and a student ensures the quality of learning environment. With classroom being such an imperative place in the development of a child it is essential to comprehend the ways which aid in creating the learning environment conducive. The main component which helps in creating a learning environment is a teacher. Teachers leave a lifelong impact on their students. This impact not only involves the teaching of specific academic skills, but also influences the development of students' overall personalities. Politeness is a key feature which a teacher should possess in order to create a meaningful learning environment (Malik, 2002).

Politeness is a common social phenomenon and regarded as a moral code in human communication and social activities. It is one of the basics of human interaction which has been explored by different researchers (Leech, 1995; Brown & Levinson 1987; Lakoff, 1975) and they have theorized about it. Just like any other interaction, teacher-student interaction is positively affected by gentility. Politeness strategies can be used by a teacher to maintain a good relationship with his/her students. Usually, a teacher wants to save students' face to create a favourable learning environment. A favourable learning environment is devoid of both emotional frustration and physical intimidation.

A classroom is not only a place where teaching- learning activities are performed but it is also a place where students develop their self-perception by interacting with their teachers and class fellows. As the use of politeness by teacher helps in creating conducive learning environment, impoliteness of teacher hampers

the development of friendly learning environment and it may also result into the dropout of the students. Impoliteness is a multidisciplinary field of study. It can be approached from the perspective of social psychology (through verbal aggression); sociology (via verbal abuse), etc. Emotional frustration is one of the determinants of aggression.

1.1 Background of the Study

In 2003, the slogan of “Mar nahin Pyaar” was introduced by the Punjab School Education Department (National Education Policy 2003-2008). This slogan received great attention because the dropout rate of the students was increasing especially at primary level. Primary Education is always considered very essential for any society because it guarantees learners' cognitive, affective, social, psychomotor developments as well as their readiness not only for elementary but for the higher levels of education. It produces the sound basis for the education system. Primary education was recognized as a fundamental right of every Pakistani child. It was affirmed that for achieving compulsory enrolment by the end of the decade, primary education will be made free and compulsory (Ministry of Education, 1992). The Universal Education from grade one to five was especially emphasized in The National Education Policy 1998-2010. All children aged 5-9 years throughout the country will have to complete the primary education cycle.

According to the research study by Shah, Haider & Taj (2019), the dropout rate of students at primary level in 2017 was 33%. Malik (2002) defines dropout as, “A person who leaves school before completing a course of study”. The overall dropout rate from Grade I to V is 31.3% (Male=40.2%, Female= 19.2%). The dropout rates between Grade I to II is 14.1% (Male= 16.1%, Female= 11.2%), Grade II to III is 3.7% (Male= 8.6%), Grade III to IV is 5 % (Male= 7.4%, Female= 1.5%) and between Grade IV to V is 8.5% (Male=9.9%, Female= 6.5%) (Ministry of Finance, 2006).

Shahrukh, Rehana & Hussain (1987) conducted a research on the reasons behind the drop-out rates of students on school level. Verbal aggression and harsh treatment of teachers were the main reasons indicated by the research. Farooq (2016) also carried out a research study on the cause of the dropout rates of students in Punjab. The findings of the research study suggested number of reasons for the dropout rate out of which harsh attitude of teachers; corporal punishment and

teacher's non-supportive behaviour were the most prominent ones. Similarly, Shah, Haider and Taj (2019) also conducted the research study on the causes of dropout rate at primary level in Punjab. They concluded that teachers' impolite behaviour is one of the main reasons behind students' dropout. The reason behind the impolite behaviour of the teachers can be the social pressures on teachers.

Amit and Vijay (2014) state that most of the teachers are performing numerous tasks i.e., facilitator, information provider, planner, resource developer, administrator etc. Due to so many expectations from teachers, teaching becomes a stressful profession for them. The research studies have indicated that stressful conditions create rude behaviour among teachers. Another important reason for teacher's uncouth behaviour can be class strength. According to the Educational policy of Punjab (2019), the student teacher ratio at primary level is 40:1 but in many primary schools of Punjab, more than 60 students are sitting in one classroom. This increases the burden on teacher, resulting into an impolite and aggressive behaviour. A research study conducted by Amit and Vijay (2014) has suggested that for improving the quality of teaching and learning, classroom size should be kept small. This will enable a teacher to pay full attention to every student and a friendly learning environment can be created.

Hassan, Farooq and Akhtar (2017) conducted a research study on the impact of teacher's politeness on student's performance. They found that teacher's courtesy has positive impact on student's performance and self-esteem. Likewise, Jumanto (2008) also suggested that a student tends to score high if he/she is taught respectfully and vice versa. The main actors in classroom are students and teachers and they use different styles to communicate with each other. According to Kingwell (1993), communication is not only "phrasing interests and arguments or the maximally efficient transfer of information" but also "not hurting other people's feelings". It is obvious that while communicating, people will not only focus on the content of the information, but also on the methods and ways of transferring it. Similarly, the way a teacher interacts with students plays a very evident role in shaping the personality of the student. An emotionally intelligent teacher is aware of the psychology of the students and tries to address every issue of the student courteously. This enables him to build a friendly rapport with students (Lotfi, 2012).

Wallace (1994) revealed that teacher's behaviour which is escorted with feelings of anticipation, kindness, admiration, elation and politeness becomes operational in altering and refining the behaviour of the troublemaking students who have had disruptive behaviour issues. On the other hand, many teachers' rude behaviour such as: highlighting the impolite and disobedient students to school head, ordering them to stay out of the class, inattentiveness and abandoning the students' serious complications had an undesired upshot on the students' overall personalities. Deficiency of discipline in school or classroom causes numerous problems for children and it could be the source of their failure. This failure can also be witnessed in the teacher's work and level of uneasiness (Arlow, 1999). Crowley (1993) explored that when particular features of student-teacher relations and communication are esteemed, when teachers have a modifiable behaviour and circumvent rigid and obstinate ways, students identify them as companions and friends. Ferguson and Howton (1992) apprehended that teachers' appreciation and admiration is one of the operative elements in making students interested in participating in each and every activity of the school.

Gellman & Berkowitz (1992) conducted a survey on the effect of teachers' attitude on the students' performance. The results showed that the positive attitude of teachers towards their students created a positive learning environment, enabling students to highlight their creativity and positive learning approach. Haughton et al. (1990) illustrated in their survey that when teacher's admiration and gratitude for student is amplified at an individual level, progressive effects are visible on student's academic and behavioural performance. The flexibility of teacher-student relationship and choosing an appropriate policy for altering and refining inappropriate behaviours has affirmative influence on students' responsiveness to the educational activities system (Parsa, 1996; Kyle, 1991; Sherrill, et. al., 1996; Jones & Versilind, 1995; Morrison, et. al. 1993; Crowley, 1993, Wallace, 1994; Sartipi, 1992; Shahmoradi, 1999).

Morrison et al. (1993) explored that effective interaction between a teacher and a student leads students up to 67% to reach their educational goals. Moreover, it also creates a positive change in students' behaviour. Shahmoradi (1999) cited that students without pleasant and constructive relationships are untroubled about valuing discipline and they feel neglected by their teachers. It is unlikely that it becomes

noticeable in student's conduct by being inattentive from class or school. Perels and Cole (2007) explored that the teachers who avoid rude behaviour and have friendly relationships with their students promote a successful teaching-learning process.

Above research studies have revealed that teachers employ both gracious and harsh strategies in teaching. Graciousness enhances students' interest in learning, whereas harsh strategies hamper students' development and play a major role in students' dropout rate. Male and female primary schools are separate in School Education Department (SED) of Punjab. Therefore, this research aims at exploring both types of above-mentioned strategies and the effect of impoliteness strategies on the students' dropout rate in male and female public schools of Punjab.

1.2 Statement of the Problem

Researchers have explored the impact of teachers' aggressive and impolite language on students' performance and personalities. It has been found that the aggressive behaviour of a teacher leaves negative impact on students' overall personalities, and it may also be one of the causes of students' dropout from schools. In order to prevent students' dropout from schools, the government of Punjab has been trying hard to provide a friendly environment in the schools. Nevertheless, how far the primary school teachers have been avoiding aggression and using politeness strategies in their classrooms is a significant aspect which is yet to be explored. Hence the current research study intends to explore the use of both politeness and impoliteness strategies by male and female teachers in classroom. Moreover, this research study also intends to unfold the effect of impoliteness strategies on students' dropout rate in Primary schools of Punjab.

1.3 Operational Definitions

1.3.1 Politeness Strategies

Thomas (1995) defines "politeness as a genuine desire to be pleasant to others". Politeness means showing "etiquettes" or "good manners". There are four politeness strategies proposed by Brown and Levinson i.e., positive politeness, negative politeness, bald-on record politeness, off-record politeness.

a. Positive politeness

Positive politeness stresses on friendliness and tends to avoid giving offense. Positive politeness includes juxtaposing criticism with compliments, using jokes, tag questions, nicknames, special discourse markers, honorifics, and in-group slang and jargon.

b. Negative Politeness

This strategy is oriented towards the hearer's negative face and stresses circumvention of imposition on the hearer.

c. Bald-on Record Politeness

In this type of politeness strategy, a speaker directly addresses the other person in order to meet his/her need.

d. Off Record Politeness

It is an indirect strategy which relies upon implication. For implying a recommended course of action, this strategy involves the breaking of conversational norms.

1.3.2 Impoliteness Strategies

The word impolite means being rude, harsh, ill-mannered, etc. (Culpeper, 2005). There are four impoliteness strategies proposed by Jonathan Culpeper (2005) i.e., Positive impoliteness, negative impoliteness, off-record impoliteness, on-record impoliteness and withhold politeness.

a. Positive Impoliteness

The use of positive impoliteness damages the positive face want of hearer e.g., to overlook and rebuff other people.

b. Negative Impoliteness

It is to instil fear by threatening the negative face wants of the hearer, e.g., to mock or to ridicule.

c. Bald-on Record Impoliteness

It is the use of precise and direct language to damage the hearer's face.

d. Withhold politeness

It is the absence of politeness where it is much needed.

Conclusively, a teacher needs to be a role model for his students because every action a teacher does or every word a teacher says leaves an impact on students' behaviour and overall personalities (Ackigoz, 2003).

1.4 Research Objectives

The present research study intends to:

- I. Recognize and analyse the use of politeness strategies by male and female English Primary school teachers (PSTs) in Public schools of Punjab.
- II. Identify and analyse the use of impoliteness strategies by male and female English Primary school teachers (PSTs) in Public schools of Punjab.
- III. Unfold the effect of teachers' impoliteness on students' dropout rate in Public schools of Punjab.

1.5 Research Questions

- I. Which politeness strategies are used by male and female English PSTs in Punjab?
- II. Which impoliteness strategies are used by male and female English PSTs in Punjab?
- III. To what extent teachers' impoliteness effect on students' dropout rate in Public schools of Punjab?

1.6 Significance of the Study

Many research studies have attempted to find a correlation between students' performance and teachers' verbal aggression. The findings are suggestive of a fact that teachers' harsh language has a drastic impact on students' personality and academic performance leading to higher dropout cases. Currently in Punjab, there are approximately 1.5 lac PSTs. While data collection, many primary school English language subject teachers were found using impolite strategies in classroom. When the same teachers using impolite strategies were asked the reasons behind the students' dropout rate in interviews, they highlighted the harsh behaviour of teachers as one of the reasons behind the students' dropout from schools. The major linguistic contribution of this research study will be in the sub-field of applied linguistics i.e., language teaching and language learning. It is evident that many of the language teachers are unaware of negative impact of verbal aggression on students'

personalities and performance. This study will be significant for teachers who are unaware of what basically verbal aggression is. The researcher herself is an Elementary School English Teacher and this research study has played an evident role in her own professional development.

Further, the results of this research study can help Quaid-e-Azam Academy for Educational Development, Punjab in designing the teacher training program on the use of politeness strategies for PSTs. This teacher training program can help teachers in giving awareness about the influence of teachers' verbal aggression on students. This training program can also raise awareness about the importance of interpersonal relationship between teachers and students which can aid in the creation of environment conducive to learning. Teachers' polite attitude towards students can also lessen the students' dropout rate from schools.

1.7 Delimitation

The study is delimited to the identification of the politeness and impoliteness strategies used by male and female English primary school teachers. The teachers having minimum three years of experience are taken as the sample of study. The study is delimited to the districts of Rawalpindi, Chakwal and Mianwali, in the province of Punjab Pakistan.

1.8 Organization of the Study

This research study is divided into five chapters. In the first chapter, brief introduction and background of the study is provided along with operational definitions, research objectives, questions, statement of the problem, significance, delimitation and limitation of the study. The second chapter discusses the literature review related to the topic in detail along with conceptual framework of the study.

The third chapter provides a detailed discussion about research methodology. It describes the research approach and design along with the population sample, research instruments and a thorough discussion on the methods used for data analysis. Chapter 4 covers detailed data analysis of politeness and impoliteness strategies used by Primary School Teachers in Punjab. It also analyzes the impact of teachers' impoliteness strategies on students' dropout. Chapter 5 is the last chapter of this study and includes the detailed findings and discussion around the data analyzed in chapter

4. It also provides conclusion to the study and, keeping in view the limitations and delimitations of the present study, it provides recommendations for future studies.

CHAPTER 2

LITERATURE REVIEW

The rapport between a teacher and a student is one of the important aspects of a friendly learning environment. The relationship which is devoid of aggressiveness and impoliteness, leads to understanding, caring and comfortable learning atmosphere. The friendly and polite behaviour of the teacher ensures a sense of self-confidence in students leading them to perform well in the classroom. To build such kind of relationship the teacher needs to be emotionally intelligent. An emotionally intelligent teacher is well aware of the ways to tackle his/her emotions. He/she has firm control over his/her emotional outpourings. An emotionally intelligent teacher is flexible enough to handle any kind of situation without losing self-control and becoming aggressive. This type of teacher plays a very evident role in creating a favourable learning atmosphere.

Aggressive or impolite teacher on the other hand creates an inauspicious learning atmosphere. Many research studies found that the harsh attitude of a teacher can damage educational achievement and upsurge students' psychological ailments and physical indications of stress. Teachers who degrade or use sarcastic comments can leave a child feeling demeaned. Discipline by fear and pressure can be injurious to the student's forthcoming achievements. Teachers who are strict and rigid with no flexibility in nature can leave students with no self-confidence leading to the formation of the students' damaged personalities.

2.1 Teacher as a Role Model

According to Acikgoz (2003), a teacher should be a role model for his students because every action a teacher does or every word a teacher says leaves an impact on students' behaviour and performance. A teacher needs to be polite or emotionally intelligent and avoid 'verbal aggression. Thomas (1995) defines politeness as a "genuine desire to be pleasant to others" while "verbal aggression" is defined as the use of derogatory language, sarcastic and insulting comments. "Verbal aggression" is referred to as "impoliteness". Maurer and Wallerstein (1984) have statistically investigated the effects of teacher's impoliteness on learning. They studied the

relationship between the impoliteness of teacher and the failure of students in 50 public high schools and they concluded that teacher's impoliteness and verbal aggression leave a negative impact on students' performance. For Gozutok (1993), the rude attitude of teachers can lead to students' school absence and dropout from school.

According to Ramon (2011), effective behaviour management plays an evident role in achieving a conducive classroom environment. Every action a teacher does or every word a teacher says leaves a great impact on students. Sometimes due to certain social pressures, teachers get overburdened which can result in aggressive behaviour. Sayime (2013) defines teacher's aggression as "defamatory behaviours of teacher on students such as using derogatory language, embarrassing or insulting student and verbal harassment to students by using inappropriate language". According to Bekiari et al., (2005), verbal aggression of the teacher reduces the development of positive attitudes in students towards learning. Gozutok (1993) conducted a survey that demonstrated that 30% of teachers portray negative behaviours (verbal harassment, slapping or insulting) to ensure discipline in the classroom. Research has also revealed that male teachers demonstrate more negative behaviours than female teachers.

2.1.1 Teacher as a Classroom Manager

The effects hampering the development of classroom management and improvement in learning are situational and contextually disputed by researchers all over the world. Some of them try to clarify the position of teachers as powerful due to their conventional authoritative role while others blame students for disturbing the regular and smooth running of academic activities due to impoliteness. According to Abisoye & Tunde (2001), the comparative study of the teachers in the private and public sector may reveal the use of polite and impolite strategies among teachers and students. Employing the theoretical nuances of Brown and Levinson, the researchers present the contrastive ideas of impoliteness strategies differing in private and public secondary schools. During the class observation, they found that positive politeness was the heavily used marker of the behaviour in private schools followed by negative politeness, bald and off-record remarks. However, the classroom management witnessed more usage of politeness and impoliteness strategies by the private teachers

and bald-on records were used in large quantity by the public sector teachers. The researchers try to post and simultaneously clarify the assumptions about the fall and decrease in the rate of impoliteness in public and private schools.

Remarkably, the atmosphere of public schools witnesses more impoliteness and mutually constructed negative behaviour among students and teachers as compared to the private schools. A total of 64 teachers in the private schools were observed during their classroom management and were witnessed to utter positive and negative politeness, bald-on record and off record as 32%, 31.25%, 18.5% and 17.19%. The element to control the classroom atmosphere centres the utilization of impoliteness where teachers and students try to influence each other's cognition with the contribution of indirect expressions. Generally, there had been a disparity between the use of positive and negative strategies of politeness due to the psychological difference of teachers and students. During the academic instructions, teachers in the private and public schools tried to be more direct rather than having a diplomatic attitude, which contributed to the growth of hostile attitudes among students.

Conclusively, one thing is strange in the whole process of the observation of the classroom activities by the researchers. There had been no presence of positive politeness and bald-on record during the classroom management to motivate students in both public and private schools. The researchers conclude some common reasons for the extensive use of positive, negative politeness and off-record strategies by the private teachers not the public-school teachers. The atmosphere of private schools is friendly regarding the discourse as teachers develop a discourse of "we" with the students while addressing them and using past modal tenses. On the other hand, the government teachers are more imperative being unfavourable to suit due to a large number of students. This leads them to exercise impoliteness while being threats to students' social and emotional position in the classroom. The FTAs on the behalf of the public-school teachers is due to the operative atmosphere and a large number of students in their classrooms makes it difficult to enact the same strategies that of the private teachers. However, comparable to the private sector, the politeness and impoliteness strategies used properly in a mutually coordinated atmosphere may lead towards the development and growth of academic activities.

2.1.2 Teacher as a Motivator

Most specifically, students want to be appreciated by teachers in the classroom. They expect polite behaviour and directed interest from their teachers beyond academic support. If teacher seems to take interest in students personally and be polite with them, students get motivated and develop a positive attitude towards learning (Phelan et al., 1992). The unbiased behaviours of teachers are significant in student's search for psychological security. Hassan et al., (2017) researched the impact of teacher's politeness on student's performance. The research was conducted in a district of Punjab, Pakistan. It was found that teacher's politeness motivates students and has a greater impact on students' overall performance.

2.1.3 Teacher's Politeness

The major task to be achieved by any researcher is the tackling of the concerns related to the effectiveness of educational and personal growth of students as well teachers regarding their teaching capabilities. In recent times, the problems of emotions and their driven behaviour have captured the academic atmosphere worldwide. Many research studies investigate that the elements of rudeness and impolite behaviour have been grounded not only in Pakistan but also in the Chinese classrooms, where personal and social values had more extensive history than any other area of the world. In this regard, I-Ju (Chen, 2017) investigates the impolite behaviour of teachers based on FTAs (face-threatening acts) with different types to tackle classroom management. He discusses the factors affecting the use of these impolite strategies by the teachers and their responses towards the students' opinions. Chen is of the view that even due to less attention paid to the impoliteness in Chinese EFL classrooms, the choice of the teachers' selection of impoliteness strategies may help to understand this complex phenomenon. FTAs threaten the positive personality and deliver the feelings of criticism and insult towards the subjects of academic as well imposing the restrictions. Chen claims that exploring the operation of FTAs in the field of pragmatics with the help of speech acts may help in getting insights into perceptions and values of different social and psychological domains of a specific context.

Exploring the acts of impoliteness of teachers towards students, Chen categorizes the direct FTAs, indirect threats; on-record and off-record threats as 42.5%, 23.7%, 21.1% and 13.2% in a classroom of the senior class with 49 students in Taiwan. Somehow, the threats made by teachers in the academic session were a response to the unfavourable behaviour of the students but the class observation presented more face-loss of the students when the teachers as speaker possessed more power. During the interview and open-ended questions, the teachers respond to the factors instigating the teachers to act rudely, which were registered as the unfavourable behaviour of the students as well their negative response to the time duration of academic instructions. Certainly, for the students, a healthy response to the threats of the teacher was the silence adopted by the students and improvement in behaviour was also observed. However, some negative and unconditional results were also mixed with the instructional improvement when many of the students expressed their depression and increased intensive attitude towards the classroom management due to teachers' threats.

2.2 Power Play of (Im)politeness

The exploration and advocacy of Impoliteness in language along with the combination of power have been grounded in the academic field. However, one may consider the general rule of the binary status of parallel ideas generating the mechanism of operations of impoliteness and politeness throughout academic history. Bruce Fraser as a pioneer of the research inquiring the operations of politeness had proposed different strategies e.g., social-norm view and face-saving view. Since then, the canvas of implemented power in the behavioural conversation has been stretched to the areas of Impoliteness and Politeness working together in academic, social and political life. Derek Bousfield (2006) is of the view that there had been many books and papers being written on the operations and perpetuation of Politeness with the assumption of correcting and critiquing the verbal strategies. Nevertheless, the situation and scrutiny into the critical inquiry of language changed with the introduction of Lakoff's research (1973) of the implication of Politeness in cross-culture communication and exams of this nature e.g., TEFL and TESOL, etc.

However, Terkourafi (2008) explains that the virtual growth of Impoliteness in academic circles has crawled passively as compared to the Politeness strategies.

Critics of language like Derek Bousfield and Jonathan Culpeper have contributed a lot to the development of inquiry of impoliteness in the academic field but it has not enjoyed the rich status that of Politeness research in academic journals and books of language implications and inquiry. Being an ingredient of conflictive talk, Impoliteness may be termed as a “Poor Cousin” of Politeness that plays a crucial role in different legal, political and social discourses of the day. Paying attention to classical models of interpreting the mechanism of Politeness in academic fields has been revised by critics e.g., Brown and Levinson (1978). Specifically, incising the methodological approaches towards criticizing the Impoliteness has given way to encourage the critical exchange of ideas between Politeness and Impoliteness. What has been more prominent in this process according to Bousfield (2008) is the invitation of critical inquiry to the Critics from other areas and devising new methodologies to incise the meaningful Impoliteness in socio-political domain of language. Though there lacks a solid consensus to define Impoliteness, yet different Critics have assimilated the ideas of Impoliteness into a face-aggravating behaviour in a particular context.

2.2.1 Social and Contextual Impoliteness

Impoliteness in a general and social atmosphere is a phenomenon where the social actors like themselves in a relation and practice, which are discursive in nature. This can be taken as a version of polite behaviour of the social actors, due to which, they maintain, transform and perpetuate their relations by social practices in a specific context. Critics like Eelen and Ida (2001) have shaped the complex system of Impoliteness and its mechanism into two orders of sequence, where they can be incised and understood with the perception of threats. In the first stage, the judgments are made about the harsh, rude, and polished behaviour of the objects in the academic field, which is informed discursively during the second stage with the help of theoretical frameworks. It is generally perceived that the discursive nature of Impoliteness shares the common negotiation and renegotiation of a community and thus is in a state of reflux. However, the state of Reflux is ignited or put into motion with the use of power. According to Foucault (1980) and Dijk (1989), power works implicitly in social relations while affecting the participants’ environment as an exercise of discourse. The power exercise alters the situation of the hearer as well as

the addresser when there comes a sharp resistance due to the face-aggression and face-saving in a discursive atmosphere.

The interpersonal and communicative relations provide a ground for the operations of Politeness and Impoliteness instead of focusing on personal domains of action, which make the use of power and resultant Impoliteness as variables. Jonathan Culpeper refers to the ideas of Impoliteness and rudeness as negatively marked forms of behaviour but these ideas need to be given more space in the private context for their explanation. The negatively implied behaviour dependent upon Impoliteness with the use of power can be appropriate and inappropriate in the given situation. If impoliteness threatens the face of the hearer, it might be considered inappropriate behaviour towards a social actor. However, if Impoliteness in the form of reaction cuts the effects of intended negative behaviour, the social and political actors will consider this an appropriate variable of behaviour. Impoliteness is always interactional, interpersonal and slippery in a context, which is ignited and driven due to the help of power. To portray the mechanism of behaviour, Culpeper refers to the interactional and interpersonal level of communication presented by Halliday (1978). In a social contract and situational interaction, the social actors e.g., addresser and hearer are brought into contact where their association regarding positive or negative behaviour is considered as a form of discursive and variable attribution in the social atmosphere.

2.2.2 Circulating Power through Impoliteness

According to Foucault (1998), power as an active agent has a close relationship with politeness and impoliteness in an atmosphere of social interactions where it becomes a sort of relative power to execute the plan and self-evaluation of the addresser at the expense of the hearer or receiver. Most of the Critics e.g., Mills (2003) and Leach (1983) agree on the notion of power being an agency to control the other person with the use of discourse and execution of ideas. Power is not absolute in the discursive form but it becomes more like a trade when the social and mutual interaction between the social actors is enacted in the atmosphere. It takes the shape of knowledge being shifted from one social actor to the other through some variables of social values within some defined limits. Brown and Gillman (1989) link the power

with the discourse in a variable not static form specifically where the priority is given to the interaction of power rather than its complex process.

Impoliteness prevailing through language and power needs a flexible and dynamic form of power that is relational and cannot be explained without a context. The social actors and their knowledge represent an interconnected situation where freedom is the key to exercise the power for Impoliteness, but this cannot be a true picture if it does not restrict the interaction or atmosphere of one of the actors. Impoliteness often involves the negotiation of identity, conflict and clash of interest due to the operations of different ideologies working at the same time, which produces the positively or negatively marked behaviours in a society. According to Locher (2004), clash of interest and conflict act at the backdrop of the Impoliteness where the atmosphere of the hearer is restricted and power solely takes the position of a linguistic strategy to engage the social opponent. Impoliteness is more likely to be generated in the social atmosphere where there is an imbalance of power, which is often based upon the disagreement and restriction of one's action in the given situation.

2.2.3 Inconsistency in Impoliteness

Sifianou (2010) refers to the process of oversimplification that is often encountered in the process of analysing the operations of Impoliteness in linguistic conversation. Impoliteness attached as a binary to the Politeness needs to be read and analysed in its own right as this involves a complex situational process of personal and social factors that provides the impetus to the scholars to do justice with the process of detection. According to Marina, one element is quickly evident in the process of the incongruity of Impoliteness with the context where rudeness and abusive language are the puzzling results of the whole analysis rather than the Impoliteness operation. However, this needs to be given more clarification to know whether the analysis of Impoliteness is based on the deliberating suspension of the judgment of the respondent or an automatic response towards the speaker's intentions. She is of the view that a strong theoretical background is needed to know whether the respondent can trace the Impolite intentions of the speaker through a deliberating response, or the judgment comes automatically based on social cognition.

Likewise, the implicit operation of Impoliteness in a social conversation is based on FTA (face-threatening acts) of low ranking according to Brown and Levinson's (1978) concept of intentional and impeded acts of impoliteness, which grounds the inappropriate situations e.g., indexical switches, location markers and ritualized insults. The operation of interlocutors engaged in the process of Impoliteness/rudeness based on the above-mentioned moves is presented occasionally as two sides of a coin. The engagement of social actors is a task-oriented approach where the deliberated suspension or initiation of the judgment on the behalf of the respondent contrasts the actions of a "not caring" speaker who does not conform to any fixed rule of clarity, urgency, and efficient exchange of Impoliteness. Furthermore, the social face constitutes most of the mechanism of social constitutes, Terkourafi (2002) is of the view that there is a need to propose a theory without a claim of a complete sketch of analysing the interactional space where interlocutors along with their faces provide a common basis for building the theory of Impoliteness and Rudeness.

The crossed ideas of face and intention and social conversation present a complex phenomenon of the mechanism in which Politeness and Impoliteness work together.

2.2.4 Marked Vs. Unmarked Impoliteness

Marked impoliteness occurs when the expression used is not conventionalised relative to the context of occurrence, following recognition of the speaker's face-threatening intention by the hearer. Marked impoliteness threatens the addressee's face (Terkourafi, 2008). In this regard, according to Culpeper & Hardaker (2017), there can be some prominent elements to pose a theory based on the social situation of the face and interactional activities. The elements of *unmarked* Impoliteness and rudeness can be represented as the hallmark of this theory as these are presented in the homologous habitus of the social actors and the context of their interaction is appropriate regarding FTAs. Alternates to these, *marked* politeness and rudeness occur in the social atmosphere when the face of the addressee does match the hearer and, in some cases, lead to over-Impoliteness. This can lead to marked rudeness when the situational face of the addresser is considered a threat to the addressee due to an analogous situation of the actions and context.

However, Kardar (2005) refers to the ambiguous mechanism and of these presumptions, which are criticized and resisted regarding the empirical data. The social actors face some sort of difficulties when defining the face in their given context. The face is the characteristic of a social actor's personality and the general behaviour wherein the interactional atmosphere, defining face-threatening acts need more empiricist approach as it may put the reputation at stake. The incision of Impoliteness leads to the exploration of the private life of the interlocutor that is publicized and called Face-loss. Face-loss is often subjective as a result of the functioning of the above-mentioned hypotheses revealing the darker world of behaviours. On the other hand, the uncharted territory of Impoliteness and Politeness is still vague and complex where the definition for the term Impoliteness keeps changing. According to Truss, transforming the hypothesis and awareness of the current challenges may lead towards the proper exploration of Impoliteness operations.

Predominantly, Impoliteness with its operations is based on the observation of marked and unmarked rude behaviour in a specific atmosphere. However, the whole mechanism of defining Impoliteness revolves around the interactions of interlocutors delivering their judgments in the situational contacts. Watts (2005) and Locher (2006) refer to the relational status of the judgments of the interlocutors that are further based on the norms of appropriateness in the given atmosphere. Further, the interlocutors at the place of speaker and hearer are bound in the frame of expectations due to which they judge their relational works. Locher (2010) is of the view that the term Impoliteness must be considered in its first order as inappropriate behaviour according to the given social norms and in second order as a technical term/theory for the discursive understanding of interactional judgments. As most of the theoretical nuances are based on the FTAs for the detection of Impoliteness, Locher (2010) exclaims that power is exclusively attached to face-attack and face-loss. These negative face attributes are the breaches of the social norms that are discursively fixed in the society for appropriate and inappropriate behaviours, which are further framed by the interlocutors due to the violation of their expectations.

According to Locher (2010), an interactional event in the given situation has an informative as well interpersonal aspect due to which, the social actors share some

knowledge on fixed norms. Being alternative to Brown and Levinson (1978) idea of interpersonal relationships for Politeness, Locher (2010) presents the equal spectrum of interpersonal relations based on polite and rude behaviours. During an on-going interaction, the participants in a given situation make their judgments about the Polite or Impolite behaviours. The experience of an individual to pass the judgments is based on the construction through perceiving other's behaviour and norms in the same situations in the past that construct one's social experience. These drawn conclusions based on the social experience also build the cognitive abilities of social actors who use them as frames e.g., conceptual expectations constructed throughout history. Locher (2010) says that through the use of these frames, social actors construct their own conceptualizations through variables that help them to define the appropriate and inappropriate behaviours.

2.2.5 Interpersonal Judgments of Impoliteness

Watts (2005) explains that the historically constructed frames of the judgments are renegotiated and put into variation in the relational work. Even, in an interpersonal relation, the interlocutors with the same mental constructs may disagree over the status of polite and impolite behaviours. The mental constructs e.g., lexemes constantly change through the discursive practices that generate the cognitive domains with the flexibility to define polite and impolite behaviours. The social actors respond with force when the given situation does not match with their expectations and the negative and positive behaviour in the given situation is totally dependent upon the emotional response of the interlocutor.

However, the difference between the first and second order of Impoliteness and rudeness is the main point that needs to be detected by the research being conducted throughout history. Kienpointner (1997) points out that adverse to the first order of mental concepts of Impoliteness, the notion of intentionality and non-cooperation refers to the theoretical position of Impoliteness. Cooperation and non-cooperation in the given situation may make the social actor aware of social norms and concepts in question. Kienpointner (1997) points out the process of overlapping the concepts and cognition of social actors when the element of intention alters the implied meaning. The social speaker and hearer may perceive the situation as polite or rude independent of the intention of the speaker's voice and the hearer's perception. Since power plays

a crucial role in defining social relations and people invest power in interactional relations, the second order of Impoliteness must be based on the exploration of power-based intentions.

Semra (2014) is of the view that without the response, the problematic response of the students cannot be remedied and thus lead to more inefficiency of students as well teachers. The ideas and duties performed by the teachers are hallmarks of this research as narrated by Semra (2014) where the problematic behaviour and impoliteness is treated at the hands of teachers at primary schools. The method of coding is used to present the ideas and mental constructs of the eighteen teachers delivering their remarks on the elements of agreement and disagreement regarding the students' act of Impoliteness. The main element of the rude behaviour of the students is highlighted as their unpreparedness for their lessons, which results in the form of indifference towards their teachers' face or mentality. The lack of hyperactivity and motivation in the students becomes a major cause of their reluctance to join the teacher in the lesson preparation and this rude attitude results in less attentive academic sessions. The remaining codes of impolite behaviour revealed in the interviews are the gossips of the students among themselves during the lesson instructions, useless give and take of tools, harsh replies and coming late to the classrooms.

2.2.6 Impoliteness as Academic Mediator

Impoliteness in the academic circles and interactional atmosphere has been considered as an influencing agent to shape the identities while producing and shifting identities in the classrooms as Dobs Mueller poses (Dobs, 2014). Michael Haugh (2013) is of the view that the element of impoliteness in the classrooms complicates defining the identity when exemplified through different discourses and theoretical assumptions. The need for strong empirical research is felt across the academic circles when the face constructs challenge the notion of identity in the natural academic classrooms. He presents the idea of conflictive interaction in eight classrooms through video and audio recordings. The ideas of identity are based on the norms and practices of genres established historically, which are further related to the socio-constructive approach given by Hall (2005) in complex and dynamic ways. Mueller reveals that Impoliteness and identity are inter-lined to each other in a classroom where these are

co-constructed and renegotiated in a complex and dynamic process. The main statement rests upon the assumption Impoliteness and Politeness act in a social atmosphere as positive assertions to claim and reject socially asserted identity claims.

2.3 Identity, Face and Impoliteness

Impoliteness interlinks the construction of identity and poses threats to identity when the intentional analysis of Impoliteness contradicts the socially established identity of a person. Identity and face are the most durable social positions for an individual but ephemeral and less stable due to the interpretation of Impoliteness in which the position of the hearer and speaker detaches from the subjectivity and fixation. According to Locher and Watts (2005), the canvas of shaping the identity through the exercise of Impoliteness needs a macro/micro shift of political and social practices. At the social and political stages, the nexus of macro/micro production of Impoliteness maintains and regulates the interaction between the socio-political system and the individual. In the social system, the individual and the system are accustomed to the culturally inherited practices, beliefs, needs and political norms that work as a sort of discourse to regulate the reciprocal function. Mueller (1996) refers to the linguistic approach used by Mills (2009) due to which, an individual operates and is operated by the discourses of the socio-political level. Discourses are social and political styles and genres operating with the unintentional consent of the individual to represent and identify with the existing norms as well the contest and reinvention of the traditional practices.

While concluding the process of academic interaction, Mueller comes to define identity in the classroom into three types e.g., discourse identity, situation identity and transportable identity regarding the small-group and whole-class discussion. Utilizing the framework of Zimmerman (1998), Mueller poses that the identity in a classroom is co-constructed into multiple directions that overlap due to the reconstruction and negotiation of linguistic sources. Starting his analysis from the student and teacher talk, Mueller exemplifies the discourse identity, which is at once maintained and renegotiated by the participants. Firstly, the participants reject the Impoliteness ascribed towards them through the use of discourse while resisting through the use of linguistic discourse. In response to the impoliteness of teachers,

students adopt the resistive rude linguistic approach to negate their submissive identity.

Furthermore, participants i.e., the students generate the impolite behaviour and reject the genre or style identity of the academic circle while through assessments and construction of impolite utterances. It is done due to the threat to their situational identity by the aggressive attitude of the teacher, which becomes possible for the students while assessing the impoliteness of a teacher in a conflictive interaction opposite to their social norms. At the last stage, students perceive their identity as transported identity due to their assessment and renegotiation of interactional communication and relation with their teacher. They are transported to the small-group stage where they show the resistive discourse of Impoliteness through the socio-political discursive linguistic ideas in classroom discussion.

2.3.1 Im(politeness) Attitudes and FTAs

If the interaction of teachers and students is solely for education, does it not affect their mental and judgmental attitudes regarding their learning along with awarding their identities? This statement is supposed to be clarified by Dora Angelina et al., after they observe EFL teachers in the senior higher school where the relationship of teachers regarding the teaching and learning attitudes is the primary task of the exploration. Some specifically research are already undertaken in the same regard e.g., Pomerantz (1984) and Chen (2006) have helped the researchers to point out the minimizing and maximizing of the learning of students due to teachers' behaviour whether Polite or Impolite. What contributes more to the learning progress is the element of face possessed by teachers in the classroom, which has more positive outcomes if possessed positively. However, FTAs (face-threatening acts) lead to the deterioration of teaching as well the learning activities of students according to the researchers. The researchers experiment with qualitative and quantitative concepts of questionnaires and interviews with two teachers and some sixty students of 12th grade. Through their experimental observation, the researchers explore the application of FTAs by the teachers and the responses by the students equally affecting the process of EFL learning. The researchers observed the class communication and teacher's interview to offer insights into teachers' perception of FTAs and their adjustment in the teacher training program.

There has been an implicit inclination towards neglecting the impolite behaviour with the constitution of FTAs in the classrooms having serious pedagogical implications that hamper the process of academic learning according to Chen (2017). Chen poses a framework of two questions that are qualitatively asked and further arranged in qualitative data of fact sheets. He deals with two main questions while observing the behaviour of the teachers e.g., types of threats due to their impolite behaviour and patterns of the threatening acts. The researchers of the *Atma Jaya Catholic University of Indonesia* observed a total of 12 FTAs but they confined these among the four nominated acts by Chen (2017). There were the indirect accusations and indirect threats employed by the teachers while being Impolite to the students where they adopt unfavourable behaviour towards the students to avoid the clear indication of the students. The two remaining FTAs were the explicit threats with the modified and accusatory blames due to which the teachers intentionally avoided mentioning the students regarding their behaviour. The second question regarding the patterns of threatening acts was analysed during the interviews and video sessions of the students where they expressed their freedom regarding the lesson opinions.

2.3.2 Classification of FTAs

The researchers came up with the idea of 11 FTAs of indirect threats where they explicitly avoided mentioning the behaviour of the students and 01 indirect accusation, which resolved the questions of the students regarding their personal behaviour. The practice stage was the dominant stage where most of the indirect threats and accusations regarding student behaviour were enacted. Dora Angelina mentions three prominent reasons for the appearance of these FTAs in the EFL classroom. Firstly, the teachers were caught with the idea of a positive image during the practice session for which they had to employ an impolite attitude. Secondly, they had been taught by their mentor to never be emotional or too friendly towards their students and lastly, the teachers had to acknowledge the needs of the students when they cried out for attention in the classroom. However, the response of the students towards the teachers' behaviour expressed the need for positivity and increasing motivation regarding the practice activities and reconsidering the pre-service teachers towards resistance in classroom management.

However, the research studies conducted on the behaviour by the different researchers all over the world pose their position as originators of one-sided behaviour. These studies also pose some questions to the researchers about the stimuli and response of the teachers to the students' behaviour. Do teachers always occupy the production of hegemonic behaviours? Do they not respond to the behaviours of children in different culturally diverse societies while building their perceptions of classroom management and problematic behaviour of the students? These questions are given a subjective explanation by the researcher Demir (2009) to determine the cause of problematic behaviour of the students e.g. Impolite behaviour and their management by the teachers. She shapes the study as a qualitative study while interviewing the teachers and observing their classroom practices.

The researcher takes the research samples from the schools of Kayseri district, Turkey during the academic session of 2006-2007 while inquiring the answers of questions related to the production and reduction of impolite behaviour in response. The enrichment of academia with fast-paced growing ideas has improved the teaching attitudes of the teachers but at the same time, the transformation of needs and social structures has made students prone to adverse behaviour. The need to improve classroom management is grounded when positive development is necessary for the student's learning and teachers' response as the maintenance of one of these in a reciprocal relation guarantees the presence of other. Nonetheless, she refers to the idea of discrimination and reduction in learning as well the teaching process due to the impolite behaviour of the students as hindrance and failure of the teachers to cope with the behaviour in an undesired atmosphere. Semra (2014) delivers the views of the teachers that the impolite and rude behaviour of the students not only hampers the improvement and development of the education but it affects the social structure of the concerned society. The vicious cycle of the problematic behaviour of students hampers the teachers' satisfaction in academia and the result of this comes to the surface of cognitive and behavioural lack of devotion to classroom management.

2.4 Verbal and Non-Verbal Communication of Impoliteness

Coming towards the steps taken by teachers to facilitate the impolite behaviour of students as well its reduction, the researcher refers to the nonverbal communication and personal conversation of teachers with students. The teachers of

one group classify the methods of reward and punishment to restrain the students from doing what seems rude and problematic while the opposite group of the teachers considers it mandatory to keep the student busy in the task even non-academic. Nonverbal communication also remains the main task of some of the teachers in their answers to questionnaires given by the researcher. The teachers consider the proper use of warnings, eye contact and tone during academic sessions that might be a positive sign to tackle the problematic behaviour of the students. On inquiring about the cause of the production of rude behaviour in the students, the teachers seem to blame the social upbringing and the living style of their families. The weak authority of the parents over the student's cognition and failure of formal upbringing related to the social structure due to economic and cultural issues have led the students to behave negatively in the classrooms. Conclusively and collectively, the researcher offers the idea that the less use of discrimination, friendly and patient nature of the teachers and willing attention may hamper the production of impoliteness in modern classrooms resulting into the less dropout rate of students.

2.5 Dropout Impression and Repercussion

The word dropout means that any student who leaves school before completion or graduation of a program of studies or precise series of education for some reason (Khan, Azher, & Shah, 2001) It also denotes to those kids who give up to the education system without finishing the educational year they started, i.e. those children that do not have the right to get the final mark for that educational year and to be issued an authorized document to show they have completed the specific year of primary or secondary school education (Estevao & Alvares, 2014; Witte et al., 2013). In short, the word dropout means to stop or leave the schooling before finishing of any specified series of the education i.e., primary, elementary, and high schools. The dropout means those students who leave the school and the education for any cause except death before finishing of the studies and without going to another school or educational institute as elaborate by Kamal (2002) and Attaullah (2000). The research study by Shahrukh, Rehana & Hussain (1987) investigates about the causes behind the students' dropout from schools. The findings of the research study suggest that teachers' verbal aggression can be one the important causes behind students' dropout. Likewise, Shah, Haider and Taj (2019) also suggested the same reason behind the students' dropout rate.

2.5.1 Situation of Students' Dropout in Pakistan

It is clear from the national educational policies and literature that dropout is an important policy concern which needs to be solved to attain the goal of universal primary education, as legal compulsion, and international obligation of the government of Pakistan. The trouble of dropout is common and mostly at primary level is confronted by all developed and the developing countries of the globe. In the developing countries dropout speed is high, even for the basic or primary level school going children (Martins, 2006). Dropout rate in Pakistan is more than other developing countries. Unsatisfactory primary education system, lack of trained teaching faculty, and fragile parent teacher connections are the chief reasons of dropouts in Pakistan as portrayed by Mohsin (2004). According to Pakistan Educational Statistics (2016-17), the rate of survival of class V is 67% with equal percentage of male and female.

According to Pakistan Education Statistics 2016, there are 145,829 primary schools across Pakistan. 86% schools are in the public sector while 40% are in the private sector. There are 22.7% out-of-school children at primary level. Girls constitute 53% of the out of school children while boys only constitute 47% of the children. From gender perception, it is apparent from literature that girls are more probable to drop out in common across the country. More studies prove that about 25% of children (22% boys, 28% girls) who finish primary school do not join secondary school. The studies highlighted that dropout is higher in girls than boys because of many reasons. One of the main reasons in students' dropout is teachers' rude behaviour and corporal punishment (GOP, NEMIS, 2014; Alif Ailaan, 2014).

2.5.2 Teachers' Impoliteness Contributing to Students' Dropout

Teachers play fundamental role in the quantitative development and qualitative progress of education system in any country, as a matter-of-fact teacher is the centre around which all teaching and learning methods depend. Teacher associated factors are contributing towards dropout of student. According to Shami and Hussain (2005) factors that are related to teachers consist of deficiency of teachers, unavailability of number of teachers which are required at primary level, and teachers' rude attitude are the major reasons of dropout in Pakistan.

Impoliteness as a multifaceted phenomenon has given birth to many practical challenges regarding the position of teachers and students' learning. So far, through the lens of literature review, the researcher has been able to portray the causes and driving mechanism of impoliteness based on differences and similarities in the classrooms. The internal relations of power and individual differences gave rise to the exercise of power and resultant production of impoliteness in different academic institutes worldwide. There seem the potential uses of impoliteness as maintaining the authoritative roles of the teachers and sustaining social relations with peers. Impoliteness is often advocated at the international level for the control and surveillance by its social actors.

However, indirectness and lack of specific target are the primary factors observed in above-mentioned studies due to which, discrepancy in personal intentions, teaching experience and classroom context occurs leading to ambiguous exercise of power. The primary target of this research is the role and intention of the teachers regarding general characteristics of politeness and impoliteness, which is dubiously increasing the dropout rate in the primary schools. The best incising tool for this research is taken as Brown and Levinson's model of politeness and Jonathan Culpeper's model of impoliteness as the theoretical nuances.

2.6 Conceptual Framework

Recently, the communicative events in the teaching field have taken firm ground in the field of pragmatics, which mainly focused on the acquisition as well the proper and accurate learning of the social actors. However, according to Cohen & Olshtain (1993), they have got the attention of critics regarding the proficiency and the performance in the classroom atmosphere due to interaction of social interlocutors. Despite linguistic capabilities, the learners are prone to make pragmatic mistakes and they are not fully accurate in communicative events. The hearers/receivers may deviate from the realization of speech acts of the speakers due to the difference in cultural and social values. For this reason, the socio-cultural and political ground is given for the analysis of Politeness and Impoliteness being enacted in the communicative events.

The notion of politeness and impoliteness has been one of the controversial issues and has been defined in many ways since politeness theory was first introduced

by Brown and Levinson. Watts (2003) argues that “impoliteness is a term that is struggled over at present, has been struggled over in the past and will, in all probability, continue to be struggled over in the future.” This research study will draw upon the theoretical underpinnings of the Brown and Levinson Politeness theory (1987) and Jonathan Culpeper’s model of impoliteness (2005).

2.6.1 Brown and Levinson’s Politeness Model

Linguistic politeness functions as a strategic device for reducing social friction during social interaction (Leech 1983). Politeness generally refers to the civility of life and the proper behaviour in the social domains of life, which can be drawn from the social hierarchy to the simple day behaviour. Although politeness cannot be simply referred to as the quality of being good and showing good manners/approach towards the social actors in daily life. Being the most applicable tool in the pragmatic theory of intercommunicating studies, politeness theory is seen as incising ideas of the complex chain of interpersonal and communicative social relations. Brown and Levinson’s theory comprises of our strategies i.e., positive politeness, negative politeness, off-record politeness, and bald on-record politeness.

To begin with Eelen (1999), politeness referred by Brown and Levinson is more positive in nature to avoid conflict in the communicative events, and it revolves around more natural and universal features of the social conversation. They have set the politeness theory on a Model Person who actively makes choices to act in a given social situation. Two central ideas are attached to the practical nature of Politeness in a communicative event e.g. Rationality and Face, which are defined as the reasoning/logic and personal wants of the speaker and hearer.

Goffman (2017) defines ”Face” as the personal representation of someone’s behaviour in a social and interpersonal context. It is the personal image that one wants to represent but it demands the guarantee of the other in a communicative context. In an interpersonal context, the face is an image that is being wanted or desired from others by a social actor. The social actor wants this image as unimpeded and approved by other social actors being engaged in communicative events. People engaged in communicative events want others to approve their face and this is shown in the form of honour and respect.

However, Brown and Levinson (1990) assert that Face has two values e.g. positive and negative, which further define the wants of social actors in the communicative events. Where the positive face brings social actors respect and honour, the negative face is an unimpeded act of people threatening the position and authority of the communicators. Astonishingly, the negative associated ideas attached to negative face are redressed by Brown and Levinson as only the acts due to which, the elements of want and desire are put into action. If the desire of positive face is associated with the mutual output of social actors, the negative face involves the desire not to threaten but the unimpeded actions of a social actor in a communicative event.

a. Face-threatening Acts

Goffman (1955) defines the FTAs as wronged-face or losing-face situations when a social actor does not stand in a parallel line with others to change or maintain some communicative ideas. He divides the FTAs into three types e.g., unintentional, malicious, and incidental but these are the pure products of social actions of the people to restore their face in the communicative events. Brown & Levinson linked the FTAs heavily with the politeness theory while defining these acts as natural running acts against the face of addressee and hearer. They define these acts as variables in the communication of social actors, which alter the degree of threat and maintenance in sustaining a particular face.

There comes the interplay of Politeness to redress the FTAs (face-threatening acts) due to which, the social discipline or authority is maintained. Brown and Levinson (1978) argue that the weightiness of a social speech determines the positive or negative quality of the speech. Some social variables directly affect the magnitude of the weightiness of a social speech e.g., the perceived distance, power and cultural rankings of the speaker and hearer. This whole procedure counts the whole assessment of the communicative situation. Being more important, Negative face is dependent upon the FTAs and according to their social action; Brown & Levinson divide the Politeness into, Positive politeness, Negative politeness, Off-record and bald on-record politeness.

b. Positive politeness

Brown and Levinson (1987) categorize positive politeness as an action of solidarity and mutual understanding due to which the wants of the addressee and hearer's face are brought home mutually. In the operations of positive politeness, the social actors may not be caught in the net of power and distance due to which the interlocutors often feel alien to the given social face. Further, positive politeness is aimed to promote and maintain the positive social face of the addressee while making him avoid conflict. Positive politeness stresses friendliness and tends to avoid giving offense. Positive politeness includes juxtaposing criticism with compliments, using jokes, tag questions, nicknames, special discourse markers, honorifics, and in-group slang and jargon.

c. Negative politeness

This strategy is oriented towards the hearer's negative face and stresses circumvention of imposition on the hearer. Brown and Levinson argue that negative politeness is aimed at tempering the infringement on the freedom of want of the addressee or the hearer. There is always a restraint towards the negative face of the hearer to attend to the face wants of the same. There are different social and linguistic means, which are used by the addressee to resist the power and cultural difference imposed by the addresser.

d. Off-record politeness

It is an indirect strategy that relies upon implication. For implying a recommended course of action, this strategy involves the breaking of conversational norms. Brown & Levinson recommend this strategy as avoidance of direct imposition of but rather a hint, which replaces a direct request.

e. Bald on-record politeness

In this type of politeness strategy, a speaker directly addresses the other person in order to meet his/her need.

Social interactions require all participants to cooperate to maintain everyone's face - that is, to maintain everyone's simultaneous wants of being liked and being autonomous. Thus, politeness strategies develop to negotiate these interactions and achieve the most favourable outcomes. In a similar way, politeness is one of the major concerns of effective teaching learning process. It is considered as one way to

maintain effective classroom interaction. Therefore, as one of the important actors in the class, teachers, and students need to practice politeness to create effective classroom interaction.

2.6.2 Culpeper's model of Impoliteness (2005)

Beebe (1995) used the term “rudeness” to refer to “impoliteness”, saying that rudeness is defined as “a face threatening act (FTA - or feature of an FTA such as intonation - which violates a socially sanctioned norm of interaction of the social context in which it occurs”. There can be two highest possible social situations e.g., the state to mitigate the FTAs and the other when they are intentionally delivered to highlight the damaged face they inflict. Culpeper (2005) is of the view that the purpose of Impoliteness is achieved and fully acknowledged when it is endorsed at the end of the receiver or hearer e.g., the authenticated perception of the speaker's acts damaging the Face. Specifically, Impoliteness does not serve its best purpose when one of the interlocutors does not perceive or intend the FTAs. This relation further divides the Impoliteness into Accidental or Intentional Impoliteness where the hearer perceives the speaker damaging his face with some accidental stimulus or the intentional engaging social activity.

Culpeper (2005) defines impoliteness as “communicative strategies designed to attack face and thereby cause social conflict and disharmony.” Self-damage is attributed to impoliteness. He states that “the phenomenon of impoliteness is to do with how the offense is communicated and taken.” Aydinoglu (2013) lists some triggers of impoliteness as “anger, a show of power, a dispute, a threat to the face, great sorrow, strong disapproval, desire to provoke, the wish to entertain, etc.” Jonathan Culpeper (2005) proposed five strategies of impoliteness i.e., bald on record impoliteness, positive impoliteness, negative impoliteness, and with-hold impoliteness.

a. Bald on record impoliteness:

In this type of impoliteness, the face-threatening act (FTA) is clear, direct and exercised in a shortest way irrelevant of Face.

b. Positive impoliteness:

It is the use of strategies designed to damage the addressee's positive face wants.

c. Negative impoliteness:

It is the use of strategies designed to damage the addressee's negative face want.

d. Withhold politeness:

In this the politeness remains absent adverse to the expectation of social actors.

Verbal impoliteness is a linguistic behaviour assessed by the hearer as threatening her or his face or social identity and infringing the norms of appropriate behaviour that prevail in particular contexts and among particular interlocutors, whether intentionally or unintentionally (Holmes et al., 2008). Similarly, verbal impoliteness in teacher-student interaction may hinder the effective teaching-learning process.

This research study takes into the consideration the above-mentioned frame works and explores and analyzes the use of politeness and impoliteness strategies used by teachers in classrooms. Furthermore, it investigates the effect of teachers' harsh behavior on students' dropout rate. The next chapter explains the adopted methodology of the current research by providing the details of each step of the data analysis procedure adopted in the present study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design

This chapter deals with the research methodology incorporated in the current research in detail. This study has both quantitative and descriptive qualitative design. Descriptive qualitative design is “the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest” (Gay, Mills, & Airasian, 2006). The present study is both quantitative and qualitative in nature. It presents the collected data in the form of frequencies and further describes and analyses it. The data is collected with the help of interviews, video and audio recording of lessons and observation sheets of both male and female English teachers. This study intends to collect, analyse, and interpret data which relates to the classroom discourse by focusing on the use of (im)politeness strategies by teachers in the learning atmosphere. Current research is exploratory in nature because the objectives of the study are to explore or investigate rather than to experiment or prove.

3.2 Sample and Sampling Technique

3.2.1 Sample

The samples of this research study were the Primary school teachers and dropout students from the districts of Rawalpindi, Chakwal, and Mianwali, Punjab. According to school census of Punjab (2018), there are approximately 52470 government schools in Punjab out of which approximately 37000 are Primary schools. Thirty PSTs (5 male and 5 female) were taken as a sample of the study for classroom observation from each district. Ten teachers (5 males and 5 females) and ten dropout school children were selected for the purpose of interviews.

3.2.2 Sampling Technique

Purposive sampling technique was used for selecting the sample of teachers for interviews and classroom observation. The teachers having at least 3 years of teaching experience were selected as samples for this research study. Random

sampling technique was used for selecting the sample of dropout students for interviews. For data collection purpose, video and audio recording of teachers are used. Before video or audio recording participants' consent was taken.

3.3 Research Instruments

Two research instruments were used: interviews (**Annex B**) and observation checklist (**Annex A**).

3.3.1 Interviews as a Research Instrument for Data Collection

Interviews are primarily done in qualitative research. According to Mathers (2000), "interview is an important data gathering tool involving verbal communication between the researcher and the subject". Interviews are particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic. Primary school English teachers and dropout students from schools were interviewed. The questions of interviews were open ended. In interview, the researcher gave certain situations in the form of questions to the participants and recorded their responses via audio or video recorder. If the researcher was not permitted to record interviews, then the researcher made notes. The researcher also took help from research assistant for recording interviews of male and female primary school teachers and dropout students. The researcher took permission from the principals of the institutions before class observations and video audio recordings of various classes.

An interview guide was designed by a researcher before taking interviews. It is a list of topics or questions that the interviewer hopes to cover during an interview. The researcher designed the interview guide keeping in view the main theme of the research study i.e., use of politeness and impoliteness strategies by PSTs in Punjab. The interview questions were designed keeping in view the different situations in which a teacher might react politely or impolitely. A brief introduction about the topic of the research study was given to the interviewees by the interviewer. The interviewer gave the brief information about the politeness and impoliteness strategies to the interviewees. This brief introduction helped the interviewees to comprehend the topic more and to share their experience accordingly.

Thematic analysis was used for the purpose of teachers' interviews analysis. Method of thematic analysis comprises six steps i.e., familiarization, coding, generating themes, reviewing themes, defining themes and writing up. Descriptive analysis method was used to analyse the interviews data of dropout students.

3.3.2 Observation Checklist as a Research Instrument for Data Collection

An observation checklist is a list of things that an observer is going to look at when observing a class. Checklists provide details for every step in a process, thereby keeping things organised. The researcher designed the observation checklist keeping in view the examples of politeness and impoliteness strategies commonly being used by teachers in classrooms. Video and audio recorders were used to record the lessons of the teachers. The recorded lessons helped in filling the observation checklists.

Observation can be biased if the observer is aware of the research objectives. So in order to mitigate the observation bias, the researcher took help of the research assistant for classroom observations. Each classroom was observed twice in order to diminish the observation bias.

3.4 Procedure of Data Collection

At the stage of data collection, the researcher used two methods for the sake of achieving objectivity. The data was collected with the help of observation checklist (**Annex A**), video and audio recording of lessons and interviews (**Annex B and Annex C**). The researcher silently observed the lessons being delivered by the teacher and the way the teacher interacted with students. The researcher used audio/video recorder and observation checklist for classroom observations.

For interviews, the researcher took time from the participants (i.e., teachers and dropout students). In the given time the researcher took interviews from the participants. For this purpose, the researcher took help from the research assistant. The researcher gave some situations to the participants in the form of questions. The questions were open ended. The responses of the participants were recorded via video/audio tape or observation notes. Afterwards, the collected data was transcribed. Thematic analysis was done for the analysis of teachers' interviews and descriptive analysis was done for the analysis of dropout students' interviews. The researcher collected previous three years dropout data of students and also conducted the

interviews of dropout students to see the effect of teachers' harsh behaviour on students' dropout rate. For the purpose of data analysis, theoretical framework of Brown and Levinson (1987) and Jonathan Culpeper's (2005) model of impoliteness was used to generate a discussion.

3.5 Data Analysis

The collected data from classroom observation was analysed by using the framework of "discourse analysis". Teachers' interviews data was analysed by using thematic analysis and method of descriptive analysis was used to analyse the data collected from the interviews of dropout students.

3.5.1 Discourse Analysis as a Method of Data Analysis

Discourse analysis is "the study of language-in-use; the study of language at use in the world, not just to say things, but to do things" (Gee, 2011). For discourse analysis, first the data is recorded, then it is transcribed, after transcription the selected data is interpreted, and a discussion is generated. The researcher followed the following procedure:

a. Data Recording

Data recording is the process of collecting data in a systematic way to answer the stated research questions. Data collection helps to maintain the integrity of research. For this current study, 15 female Primary school teachers and 15 male Primary school teachers were observed for three weeks. The researcher filled her observation sheet during the lesson, and she also video/audio taped same lessons delivered by the teachers wherever she was allowed. The researcher recorded the interviews with the help of audio-video recorder. If the researcher was not allowed to record interviews, then the researcher made observation notes.

b. Data Transcription

Data transcription is a process in which the audio recordings are converted into written texts. The recorded audios are listened to carefully while transcribing data so that there is no chance of any mistake while transcription. It is an important step of data analysis. This process is mainly used in qualitative research. The collected data in

the form of audios and videos was carefully transcribed by the researcher in the form of an observation sheet.

c. Data Selection

Since the transcriptions are long, the data is selected based on the research objectives. As the main objectives of the research are to analyze and identify the use of (im)politeness strategies by male and female teachers. So, only that data from the transcriptions was selected which was related to the use of (im)politeness strategies.

d. Data Interpretation

In discourse analysis conversational extracts are used for data interpretation. In order to do so, extracts of relevant data from the transcription are identified, analysed and discussed for describing the use of (im)politeness strategies by the research participants. In this regard a theoretical framework of Brown and Levinson politeness theory (1987) and Jonathan Culpeper's model of impoliteness (2005) were incorporated. Many research studies suggest that the rude behaviour of teacher is a factor which contributes to students' dropout. The researcher collected the information about students' average dropout from the observed schools. So, the dropout rate of the students was seen in relation to the use of impoliteness strategies by a teacher in classrooms.

3.5.2 Thematic Analysis as a Method of Teachers' Interviews Analysis

This method is used to analyse qualitative data such as interviews, texts or transcripts. The researcher thoroughly surveys the data to find common themes. There are two approaches to thematic analysis i.e., inductive and deductive. Inductive approach allows the data to determine themes while a deductive approach involves coming to the data with some predetermined themes one expects to find there, based on theory or previous knowledge. The researcher used deductive approach for thematic analysis. Keeping in view the theoretical framework of current research, themes were predetermined i.e., theme of politeness and theme of impoliteness.

In thematic analysis, there are six steps i.e., familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. The researcher followed the following procedure:

Step 1: Familiarization

First step of thematic analysis is to get familiar with the data. This may involve transcribing audio, taking initial notes and reading through the text to get familiar with the data. The researcher took initial notes and transcribed the audios in order to get familiar with the data.

Step 2: Deductive Coding

In deductive coding, the codes are predefined. In the current research, the codes were predefined keeping in view the research questions and theoretical framework of the study.

Step 3: Deductive themes

A deductive approach involves coming to the data with some preconceived themes we expect to be reflected there, based on existing knowledge or some theory. Keeping in view the research questions and theoretical framework of the current research, the themes were predefined i.e., politeness strategies and impoliteness strategies.

Step 4: Reviewing themes

In order to ensure the accurate representation of data, themes are reviewed. In the current study, the researcher reviewed the themes to present the accurate data.

Step 5: Defining themes

Defining themes involves articulating accurately what we mean by each theme. The Researcher defined the preconceived themes.

Step 6: Writing Up

This step requires a proper introduction including methodology section and then findings or results section in which we discuss the themes. The researcher gave a proper introduction, methodology and then discussed the themes.

3.5.3 Descriptive Analysis of the Interviews of Dropout Students

Descriptive content analysis surveys the qualitative and quantitative data collected through methods e.g. interviews, document analysis, or surveys with the aim of summarising the informative contents of data with respect to the research questions. According to the needs of the study, the informative content is presented in a precise and descriptive summary.

For current research study, the researcher used descriptive analysis for interview analysis of dropout students. In descriptive analysis, the collected data was reviewed with respect to the research questions. Afterwards, the relevant informational content was identified and a concise descriptive summary was presented.

In this chapter, the research methodology for data analysis was discussed in detail. The next chapter deals with the detailed analysis of collected data for the present research.

CHAPTER 4

DATA ANALYSIS

Chapter 4 deals with the analysis of (im)politeness strategies used by the PSTs of Punjab. “Discourse analysis” method was used to analyse the data collected from classroom observations. “Thematic analysis” method was used to analyse teachers’ interviews and “descriptive analysis” method was used to analyse the interviews of dropout students’ interviews. The research was exploratory in nature.

4.1 Discourse Analysis of Classroom Observation

It is “the study of language-in-use; the study of language at use in the world, not just to say things, but to do things” (Gee, 2011). In this section politeness and impoliteness strategies used by male and female teachers will be analyzed with the help of classroom observation checklist. The classroom observation checklist was made keeping in view the (im)politeness strategies. Further examples related to (im)politeness strategies were added in the observation checklist through classroom observations. Video and audio lectures were also recorded where the researcher was given permission to record lectures. The selective transcriptions relating to (im)politeness strategies were added in the observation sheet. 30 classroom observations were made twice by the researcher. 6 male and female schools were observed out of which 1 male and 1 female school were from Rawalpindi, 1 male and 1 female school were from Chakwal and 1 male and 1 female school were from Mianwali, Punjab.

Discourse analysis of the classroom observations was performed in four steps. The first step was data collection; the second and third steps were data transcription and data selection. The fourth step was data interpretation.

4.1.1 Data Collection

For data collection purposes, a sample of 30 teachers was taken from three districts of Punjab province i.e., Rawalpindi, Chakwal, and Mianwali. Two instruments i.e., Classroom observation checklist and interviews were used for data analysis. The classroom observation sheet was primarily designed by keeping in view the theoretical framework of the study.

Demographic Profile of Teachers' Sample or Observation

This part shows the demographic profile of teachers who were taken as the research participants for classroom observation.

Table 4.1

Demographic Profile of PSTs for Classroom Observation

Variable	Category	Frequency
Gender	Male	15
	Female	15
Academic qualification	BA	2
	BS/MA	25
	MPhil	3
Professional	B.Ed./M.Ed.	28
	Nil	2
Subject being taught	English	30
Teaching Experience	Less than 5 years	12
	5-10 years	8
	10-15 years	3
	Above 15 years	7

Table 4.1 shows that total of 30 teachers were taken as a sample of study out of which 15 were males and 15 were females. This table further indicates the academic qualification of the participants. Out of 30 teachers, 2 teachers were holding only BA degrees, 25 teachers were holding BS/Masters degrees and 3 teachers were post-graduates. 28 teachers were holding professional degrees i.e., B.Ed. /M.Ed. and 2 teachers were enrolled in a professional qualification program. 30 teachers were observed while teaching English subject. The teaching experience of the teachers varied from less than 5 years to 15 years or more.

4.1.2 Data Selection and Transcription

After data collection, the selective data was transcribed in the form of a classroom observation sheet for further data interpretation and discussion. Selective transcription of classroom observation and interviews was done according to the politeness and impoliteness strategies used in classroom.

4.1.3 Data Interpretation

For data interpretation, some prominent ideas related to (im)politeness strategies were taken out as the codes for analysis during the conversation between a teacher and a student in the classroom. Moreover, this study also analyzed the effect of (im)politeness strategies on students' dropout rate.

4.1.3.1 Analysis of Politeness Strategies used by English PSTs in Classroom

Learning happens in a web of social relationships because teachers and students interconnect in formal and informal ways. Schools are systematic places for communities of learners, including teachers and students. For education to be efficacious in schools, the atmosphere needs to be encouraging to learning, giving the students liberty and time to cooperate within the teaching and learning process. Creative and continuing interesting learning surroundings can be attained via effective classroom association.

The use of politeness strategies in the classroom plays a very evident role in creating a favorable learning environment. Politeness needs to be implemented in the classroom conversation between a teacher and his/her students since impoliteness creates a negative environment which in return affects a student in every possible way. The use of impoliteness strategies not only damages the students' personalities but also affects the learning process in a negative way. This section deals with the analysis of Politeness strategies used by PSTs in a classroom while interacting with students. The Politeness strategies will be analyzed, keeping in view the following strategies i.e., Positive politeness, negative politeness and bald-on record politeness.

a. Positive Politeness

Table 4.2

Positive Politeness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
Good Morning	20	28	48
AOA	25	32	57

How are you?	25	32	57
Subah-bakhair	1	1	2
Please be quiet	22	33	55
Stop talking, please	23	27	50
Please do not roam around the classroom	12	18	30
Please do not drag your chair	14	22	36
Please have your seat	11	14	25
Kindly open the next page for reading	15	12	27
Please read aloud	13	16	29
Kindly underline the important words for dictation	8	12	20
I hope everything is clear. Shall I move on to the next topic?	14	12	26
Please draw marginal lines before writing on your notebooks	35	41	76
Great job	22	18	40
Well done!	24	27	51

I am impressed	9	11	20
Nice work	4	6	10
Wow! Excellent	9	15	24
Total Utterances	306	377	683

The above table indicates the frequency of positive politeness strategies used by male and female teachers during classroom interaction. The observer made 30 observations twice.

Analysis

According to Brown and Levinson's (1987) politeness strategies, "Positive politeness denotes to any struggle to meet a person's positive face wants, reducing face-threatening acts to one's positive face so that the speaker wants what the hearer wants". Similarly, greeting is basically an expression of good wishes which addresses the positive face wants of another person. Greeting someone familiar is an imperative part of **politeness** and goodwill. When we greet somebody, we tend to recognize their presence. Every greeting and introduction are a chance to show respect for others and to create a good impression of you to others. One can say that greetings help in creating a friendly environment for interaction. In a classroom, the friendly interaction between a teacher and a student enhances the teaching-learning process. There are many kinds of greetings e.g., **Hi, Hello, Good Morning, Asalam-o-Alikum, Good Afternoon**. Apart from many kinds of greetings, there are different ways in which you can greet other person e.g. greeting someone with a smiling face, serious face, or with simply no expressions at all. These kinds of gestures relate to the use of politeness or impoliteness strategies of the people involved in the conversation.

In the classroom observation, the observer observed that many teachers were found greeting their students before starting their class. The researcher observed that almost every teacher started their class with greetings except three teachers. It was observed that both male and female teachers made **48** utterances of "**Good Morning students**", **57** utterances of "**Asalam-o-Alikum everyone**" and **57** utterances of "**How are you doing all?**" These greetings denote the use of "**Positive Politeness**" by teachers in their classrooms. Calling "**students**" in spite of "**class**" or "**children**"

could be classified as a **positive politeness strategy** that is, the instructor did not position herself/himself as the powerful one or keep a distance from students. Both males and females' teachers used greeting words to lessen the face threat (of dignity) of students and create a friendly environment.

The researcher of the current study observed that, the teachers who started their class by greeting students helped to set a positive tone for the rest of the day, promoting their sense of belonging, boosting their academic engagement, and reducing disruptive behaviour. A child's progress is directly related to its capability to interact with its atmosphere. Children grow an understanding of themselves during their interactions with incidents and resources outside themselves (Piaget, 1951). Every surrounding can fasten or slow down the process of learning. Anita (2014) says that "the motivation to interact with the environment exists in all children as an intrinsic property of life, but the quality of the interactions is dependent upon the possibilities for engagement that the environment provides".

Many studies reveal that greeting a student sets a constructive tone in the classroom and can upsurge engagement and lessen troublemaking behavior. Greetings set a positive atmosphere around the classroom and students seem confident and happy. Greetings in the classroom or classroom reception are more than simple hello. It shows to students that they matter and they are welcomed. A welcome says, "I see you, I welcome you, and I want to know more about you". The custom of shaking hands or hugging each other, an act of saying hello and taking the time to talk to others and to exchange information enhances the relational values of "We" -ness, of belonging (Boyd, Edmiston, Vasquez, Staples, 2020). Greetings encourage socio-emotional comfort. When teachers and students meet and greet each other, it indicates that they welcome the chance for a discussion or dialogue. As a collaborative social tradition, greetings construct and cultivate community. Surely, classroom greetings are solely one of the many important things that teachers do to create and nurture a classroom environment in such a way where students work together, grow together and taking care of each other (Noddings, 2006).

All teachers, but primary school teachers especially spend significant time constructing classroom communities that are encouraging students' societal, emotional, physical and educational needs. Similarly, the observer of the current study

observed the use of certain instructions given by males and females teachers in classroom to ensure favourable learning atmosphere. Both male and female teachers made **55** utterances of **“please be quiet”**, **50** utterances of **“stop talking please”**, **30** utterances of **“please do not roam around the classroom”**, **36** utterances of **“please do not drag your chair”** and **25** utterances of **“please have your seat”**. All these utterances denote the use of **positive politeness strategy** by male and female teachers while managing their classrooms. The teachers seemed more polite while keeping classroom discipline. It was observed that the students obeyed their teachers more. The use of words like **“please”** ensures a sense of respect given by a teacher to the student (Ellis, 1985) and majority of the teachers were found to be respectful towards their students. Students tend to learn more in a respectful and motivational environment where teacher acts as a motivator.

Motivation can be defined as an inspiration that impels somebody into action. It is a process by which the learner’s inner energies are focused on numerous goal objects in his/her atmosphere. Motivation is another important factor that plays an evident role in making the learning environment more conducive (Goswami, 2014). The observer of the current research study observed that, both male and female teachers gave motivational feedbacks at the end of their lessons. For example, **40** utterances of **“great job”**, **51** utterances of **“well done”**, **20** utterances of **“I am impressed”**, **10** utterances of **“nice work”** and **24** utterances of **“Wow! Excellent”** were made by both male and female teachers while observation.

Positive motivational attitude of teachers was observed while giving feedback to students. The expressions like well done, wow, and great job motivate the learners to a great extent. Students seemed very motivated with such remarks. Motivating learners to learn is a chief concern of every learning institution. Motivation is one of the major responsibilities of teaching. The instructor needs to ensure that motivation is found in every lesson presentation.

According to Mayuri (2021), politeness and motivation should be the key element at the start of the lesson to ensure the learners’ attention and their interest in the topic. It should not discontinue at the introduction stage but be continued during the complete lesson demonstration. Therefore, the classroom observation revealed that both male and female teachers frequently use positive politeness strategy while greeting students, managing classrooms and motivating students.

b. Negative Politeness**Table 4.3***Negative Politeness*

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
You come and sit here	3	5	8
The trash under your table is not looking good.	1	5	6
This topic needs more concentration	9	13	22
Just focus on the question and try to think	2	5	7
A marginal line on your notebook will make your work look neat	0	7	7
I am looking for a chair.	0	1	1
I am looking for someone who can read aloud.	2	5	7
Work hard, I know you can do it	5	8	13
It's ok; you can score more next time	6	3	9

Total Utterances	28	52	80
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The table 4.3 indicates the frequency of negative politeness strategies used by male and female teachers during teacher-student classroom interactions. The observer made 30 observations twice.

Analysis

Negative politeness is basically being indirect and minimizing the imposition on the hearer (Brown & Levinson, 1978). The researcher observed frequent use of negative politeness during classroom management tasks. Classroom management denotes the wide diversity of techniques and skills that teachers utilize to keep the classroom and students organized, arranged, motivated, alert, on task, and productive during a class. A teacher's language also plays an important part in managing the classroom environment. Environment not only includes a plan, furniture and embellishment but also the emotional atmosphere that is shaped. The environment which is right for the kids creates a significant difference. Kids who experience comfort yet are encouraged in the environment are capable to settle in and enjoy education. It influences parents as they can observe that the atmosphere will be protected and safe for their children. Performance can be enhanced in receptive, stimulating atmospheres that have been cautiously planned (Dagarin, 2004).

The observer while observing the classroom observed the use of negative politeness strategy by the teacher while giving instructions to the students during classroom management tasks. For example, it was observed that both male and female teachers made **8** utterances about **“you come and sit here”**, **6** utterances about **“the trash under your table is not looking good”**, and **22** utterances about **“this topic needs more concentration”**.

“The trash under your table is not looking good” example shows that both male and female teachers were minimizing the FTA by indirectly asking the students to pick up the garbage under his/her table. Addressing the negative face wants of students and minimizing the face threat by not imposing on students creates a positive classroom atmosphere. There is another example in which the teachers were trying to minimize the imposition on students by indirectly asking them to pay more attention to the topic i.e. **“This topic needs more concentration”**. It was observed that few

students were not paying attention to the topic being taught in class. So, the teacher minimized the imposition by stressing on the importance of the topic and it's needed to be understood.

Use of negative politeness was further observed in classroom instructions given by teacher. Any types of instructions given by a teacher in a classroom are known as classroom instructions. There can be many types of instructions like instructions related to classwork or classroom management. The quality of student learning is related to how students receive and process information (Biggs, 1987).

The observer while observing the classroom observed the use of negative politeness strategy by the teacher while giving instructions to the students. For example, 7 utterances were made by male and female teachers about, **“just focus on the question and try to think”**, 7 utterances about **“a marginal line on your notebook will make your work look neat”**, 1 utterance about **“I am looking for a chair”** and 7 utterances about **“I am looking for someone who can read aloud”**.

These classroom instructions denote the use of **negative politeness strategy** by teachers in the classroom. The teachers were trying to be indirect or minimize the imposition while giving classroom instructions. For example, **“A marginal line on your notebook will make your work look neat”**. In this line, the teachers were indirectly asking the students to draw marginal lines on their notebooks. **“I am looking for a chair”**, **“I am looking for someone who can read aloud”** are some other examples in which the teacher was minimizing the imposition on students and was asking for a chair to sit. In other example, teachers were asking students to read aloud without calling out their names. This example shows the minimization of imposition. It is the politest way of instructing students.

Students tend to achieve more if the teacher gives clear and precise instructions to the students in a polite way. Giving clear instructions to the students will ease students' nerves and lessen their shyness (Mills, 2003). Similarly, motivating expressions by teachers also play an evident role in creating a positive learning atmosphere. The researcher of the current study observed that male and female teachers used negative politeness utterances to motivate students. For example, **13** utterances about **“Work hard, I know you can do it”** and **9** utterances about **“It's ok; you can score more next time”** were made by male and female teachers. These examples denote that teachers are minimizing the FTA in order to meet the students' negative face wants by indirectly asking his/her students to work harder in the future

for achieving good marks without hurting the sentiments of the students. With such encouragement, the students were found to be more motivated, and they were willing to work hard in the future. Learners need continuous motivation to focus and learn the subjects. Continuous motivation is needed to help learners concentrate on the lessons to be learned. If an individual is encouraged, he/she will display some form of consummation. Table 4.4 shows the use of negative politeness utterances by male and female teachers. Negative politeness lessens the imposition on the hearer thus, saving the negative face wants of hearer. Teachers used negative politeness utterances to motivate their students. This helps in the self-development of the learner.

Motivated behaviour is directed, sustained and energized. Motivation inculcates and stimulates learner's interest in learning various activities. Motivation helps in moving towards set goals. It is an energy that boosts the behaviour of students. A student may be extremely motivated to complete a task and totally unmotivated in another. It is evident that when students are inspired, they will work untiringly to accomplish their ambitions. Motivation upsurges the initiation and perseverance of learning activities. It escalates students' time on task and is also an imperative aspect affecting their accomplishment and learning. (Goswami 2014).

c. Bald-on Record Politeness

Table 4.4

Bald-on Record Politeness

Examples	Frequency of Females utterances	Frequency of Males utterances	Total Frequency
Show me your homework	30	27	57
Give me your pen	2	7	9
Close/open the door	15	17	32
Close/open the window	3	5	8
Open your books	25	29	54

Don't make noise	33	17	50
Don't drag your chair	12	15	27
Just finish your work quickly	22	25	47
Okay now stop writing everyone	3	7	10
Hurry up! Bring your notebook to me	12	19	31
Total	157	168	325

The table 4.4 indicates the frequency of bald-on record politeness strategies used by male and female teachers during teacher-student classroom interactions. The observer made 30 observations twice.

Analysis

Bald-on record politeness is direct and usually does not try to lessen the imposition on the hearer (Brown & Levinson, 1978). The observer while observing the classroom observed the use of the bald-on record politeness strategy by the male and female teachers while giving instructions to the students. For example, teachers made **57** utterances about **“Show me your homework”**, **9** utterances about **“Give me your pen”**, **32** utterances about **“Close/open the door”**, **8** utterances about **“Close/open the window”**, **54** utterances about **“Open your books”**, **50** utterances about **“Don't make noise”**, **27** utterances about **“Don't drag your chair”**, **47** utterances about **“Just finish your work quickly”**, **10** utterances about **“Okay now stop writing everyone”** and **31** utterances about **“Hurry up! Bring your notebook to me”**.

The teachers commanding role in the class was reflected when they gave commands and instructions. For the purpose of giving instructions, the teachers chose direct strategies which created pressure on students. It can be argued that the teachers using the bald-on record strategy for giving instructions were demonstrating their

power over students. The number utterances show that frequent use of bald-on record strategies was observed among male and female teachers.

The communication between the student and the teacher provides an association within the two which gives a better ambiance for a classroom atmosphere. A teacher then also needs to know the worth of the students' belonging, which can be of better worth to the general growth of the students in all directions regardless of the racial conflicts. By making a student love the school, he/she reaps significant social compensations such as building companionship, gaining value for other classmates and adults and learning public skills. These side by side assist the student to achieve good educational records and performance.

Therefore, politeness needs to be implemented in the classroom conversation between a teacher and his/her students since impoliteness creates a negative environment which in return affects a student in every possible way. The use of impoliteness strategies not only damages the students' personalities but also affects the learning process in a negative way.

Comparison of Male and Female Politeness Utterances

Table 4.5

Politeness Utterances

Politeness Strategies	Male Teachers Utterances Frequency	Female Teachers Utterances' Frequency	Total Frequency
Positive Politeness	306	377	683
Negative Politeness	28	52	80
Bald-on Record Politeness	168	157	325
Total Utterances	502	586	1088

Table 4.5 indicates the comparison between the frequencies of male and female teachers' politeness utterances. Total 1088 politeness utterances were used by both male and female teachers out of which, male teachers used 502 polite utterances and female teachers used 586 politeness utterances. It is evident from the table that female teachers slightly used more politeness strategies than males.

4.1.3.2 Analysis of Impoliteness Strategies by English PSTs

Impoliteness is an act deliberately planned or performed to attack others' face (Archer, 2008; Bousfield, 2008; Limberg, 2009). Culpeper, Bousfield, and Wichmann (2003) state that when the impolite acts are done by the speakers, they deliberately not only attack the hearer's face but they also chose an aggressive language to damage the hearer's face. Impoliteness is likely to be evident in a situation in which the individuals have conflicts of interest (Culpeper, 2005; Kienpointner, 2008) or they are closely interrelated to each other (Culpeper, 1996). Furthermore, impoliteness is undoubtedly interrelated to social power. Research studies have shown that individuals with more power are likely to use more impoliteness (Culpeper 1996, Kantara 2010).

In a classroom environment, the teacher is the one who holds the authoritative power. The use of impoliteness strategies not only damages the students' personalities but also affects the learning process in a negative way. This section deals with the analysis of impoliteness strategies used by PSTs in the District of Rawalpindi, Chakwal and Mianwali in order to address the second objective of this research study.

a. Positive Impoliteness

Table 4.6

Positive Impoliteness

Examples of Positive Impoliteness	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
(No greetings), Hurry up take out your books and notebooks	2	1	3
Don't act like the principal of this school.	1	2	3
I think you should be the teacher of the class (in a sarcastic tone)	4	5	6

The ones with low voices should not raise their hands for reading	7	9	16
Don't act like a joker and sit on your seat	2	0	2
Don't act like a goof in front of the principal	0	1	1
You will never succeed	5	3	8
Your performance is embarrassing	6	4	10
Your writing is awful	7	5	12
No, you are wrong	15	18	33
Total	49	48	97

The table 4.6 indicates the frequency of positive impoliteness strategies used by male and female teachers during teacher-student classroom interactions. The observer made 30 observations twice.

Analysis

Positive impoliteness intends to damage the hearer's positive face wants. If a person does not greet anyone while meeting, it damages the positive face wants of the hearer. The greeting is an act of saying "**Hello, how are you?**" or "**Asalam-o-Alikum**". This is the most friendly and polite way to start the classroom conversation. The friendly interaction between a teacher and a student creates a favourable learning environment for students. Boyd, Edmiston, Vasquez and Staples, (2020) argue that greetings let the students know that their teacher care about them not only as students but as individuals too. One of the basic needs of friendly communication is greeting which triggers a positive environment for conversation. Greetings help the teachers to connect with their students at a more personal level. In this way, a more comfortable zone would be created among students and teachers in which they can exchange information more comfortably with each other.

The observer observed that almost all the teachers greeted their students by saying **“Hello, how are you?”** or **“Asalam-o-Alikum”** but table 4.6 shows that there were **2** male teachers and **1** female teacher who did not greet their students and directly started their lecture by saying, **“Hurry up take out your books and notebooks”**. Noddings (2006) argues that the teachers who do not start their class with a friendly exchange of words (i.e., greetings) can make their students feel worthless and maybe disrespected. This in return can lead to students’ disruptive behaviour. Frequently, teachers spend more time and energy responding to misbehavior with corrective discipline, for example telling students to keep quiet or giving them a break. These may work for a short time, but they can harm teacher-student interactions while doing little to stop future misbehavior. Research shows that it can be useful for student and teacher comfort to instead focus on creating a positive classroom environment and greetings is one of the factors that help in creating a favorable learning environment (Boyd, Jarmark, Edmiston, 2018).

Furthermore, the use of male and female teachers’ positive impoliteness utterances was observed during classroom management tasks and instructions. For example, **3** utterances were made about, **“Don’t act like the principal of this school”** and **6** utterances about **“I think you should be the teacher of this class (in a sarcastic tone)”** by male and female teachers. These examples indicate that teachers intentionally or unintentionally tried to damage the student’s positive face wants. A sentence like **“don’t act like the principal of this school”** uttered by teachers, seems to be rude. It can damage students’ confidence and the students can feel demotivated. Another sentence was spoken by teachers while addressing their students was, **“I think you should be the teacher of this class.”** This sentence seemed sarcastic in nature and it could damage the hearer’s positive face wants.

Furthermore, the use of positive impoliteness was observed in teacher-student interaction while giving instructions. **16** utterances were made about **“The ones with low voices should not raise their hands for reading”**. This type of rude sentence can lower down the confidence of students. The teacher needs to boost the confidence of students instead of lowering them. Such **16** utterances clearly denote the use of teachers’ biased and impolite behaviour in classrooms. A teacher should be the one who equally divides his/her attention on students. Biased and impolite attitude can ruin students’ interest in studies.

Likewise, some more mean, and sarcastic comments by the teachers were observed. i.e., 2 utterances about **“Don’t act like jokers and sit on your seats”** by male teachers and 1 utterance about **“Don’t act like a goof in front of the principal”** by female teacher was observed in classrooms. The use of a word like **“joker”** for students is mean and sarcastic in nature. Many people will find it funny and being funny is sometimes impolite. One more example of positive impoliteness was observed while classroom observation when a teacher told a student, **“don’t act like a goof in front of the principal”** right before the visit of the school principal. **“Goof”** means **“foolish”** or **“stupid”** person. Most of the time, this word is used negatively and is impolite. A research study by Mills (2003) reveals that ridiculing, scorning, or making sarcastic comments is the most impolite attitude. This impolite attitude can damage the self-confidence and lower down the motivation of an individual.

In teaching-learning situations, motivation is an influential factor. The successful learning of learners depends on the level of motivation to which they are motivated. Motivation helps learners in reaching their set learning goals. While, during classroom observation the element of motivation was missing in some classrooms. Few utterances denoting the lack of element of motivation were made by both male and female teachers. For example, 8 utterances about **“You will never succeed”**, 10 utterances about **“Your performance is embarrassing”**, 12 utterances about **“Your writing is awful”** and 32 utterances about **“No, you are wrong”** were made by both male and female teachers.

All the comments above denote the use of **positive impoliteness** by teachers in their classrooms. The use of this strategy tries to damage the hearer’s positive face wants. Telling a student that, **“you will never succeed”** can damage the whole career of a student and shockingly 8 utterances were made repeating the same sentence. If a student is told that he/she cannot be successful, and they cannot achieve anything in their lives then how will they try to work hard. They will automatically lose hope and get demotivated. Likewise, telling a student that his performance is extremely **“embarrassing”**, or he/she is **“wrong”**, or his/her writing is **“awful”** can humiliate students in front of others. It can create a sense of hesitation among students. Students will not participate in class because of the fear of getting wrong. These punitive words by teachers can damage the positive face wants of students by telling them that they can never succeed, their handwriting is awful, their performance is bad, or they are

wrong. These types of comments particularly lower the confidence of students thus, preventing them to perform well in the classroom. Children need sense of motivation and appreciation to succeed (Borah, 2021).

b. Negative Impoliteness

Table 4.7

Negative Impoliteness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
Oh! You are very right (ironically)	7	3	10
If I found your classroom dirty, you all will be thrown out of the class	3	6	9
OMG! What a genius you are (Ironically)	0	3	3
The ones who will create any disturbance will be sent out of the classroom	7	8	15
Are you deaf? Didn't you hear what I said?	3	1	4
You have scored full marks (ironically)	5	6	11

You will top in 3 exams (Ironically)	1	4
Your writing is 4 perfect (ironically).	2	6
Total	32	62

The table 4.7 indicates the frequency of negative impoliteness strategies used by male and female teachers during teacher-student classroom interactions. The observer made 30 observations twice.

Analysis

Negative impoliteness tends to damage the hearer's negative face wants (Wijayanto, 2014). It is to ridicule or scorn someone or to exert relative power on somebody. The observer while observing the classroom noted the use of negative impoliteness utterances by male and female teachers. For example, **10** utterances were made about **"Oh! You are very right (ironically)"**. **9** utterances about **"If I found your classroom dirty, you all will be thrown out of the class"** and **3** utterances about **"OMG! What a genius you are (Ironically)"** were made.

The teachers ironically said, **"Oh! You are very right"** and **"OMG! What a genius you are"** on the wrong answers given by students. Such type of unkind and sarcastic comments can humiliate students in front of others. A research study by Mills (2003) reveals that ridiculing, scorning, or making sarcastic comments is the most impolite attitude. This impolite attitude can damage the self-confidence of an individual. Another instance of exerting the relative power was found while observation when the teacher said, **"If I found your classroom dirty, you all will be thrown out of the class"**. It denotes the authoritative power of a teacher in an impolite way. Bousfield (2008) argues that power and impoliteness are interrelated with each other. The interaction among the people depends on power. Impoliteness is referred to as an exercise of power. In a classroom environment, a teacher is the one who holds power and sometimes a teacher exercises that power impolitely.

The exercise of power by teachers was also observed while giving classroom instructions. For example, **15** utterances were made about, **“The ones who will create any disturbance will be sent out of the classroom”** and **4** utterances about **“Are you deaf? Didn’t you hear what I said earlier?”** by male and female teachers. It is evident that the teacher is trying to frighten the students by showing his/her authority. **15** utterances by male and female teachers reveal the frequent use of authoritative power in an impolite way. Such types of authoritative commands can damage the negative face wants of the students. **“Are you deaf? Didn’t you hear what I said earlier?”** is another utterance implying negative impoliteness.

Rude and sarcastic comments not only humiliate students but also shatter their confidence and motivation. The researcher observed few sarcastic utterances by male and female teachers. For example, **11** utterances were made about **“You have scored full marks (ironically)”**, **“OMG! What a genius you are”**, **4** utterances about **“You will top in exams (Ironically)”** and **6** utterances about **“Your writing is perfect (ironically)”**. These comments are sarcastic in nature thus, implying the use of **negative impoliteness** strategy by teachers. It was observed that when students failed a test, the teachers announced it ironically by saying, **“You have scored full marks”**. Another harsh and sarcastic comment by teachers was noted when teachers were indirectly telling students that you will fail all the exams by saying, **“you will top in exams”**. **“Your writing resembles the insects moving freely on a notebook”** is another mocking comment which teachers made while checking the notebooks of students. These types of sarcastic comments can make students feel humiliated thus, lowering their self-confidence.

Motivation gives a sense of self-confidence to children. The children who are not motivated have no self-confidence left in them. Harsh or rude comments by the teachers can ruin the confidence of the students to a great extent. Swann (1987) in a research study explored that when continuous optimistic feedback is given by some honest comments, it improves the performance of the student. Likewise, if the student is given a dose of continuous negative or sarcastic comments it affects the student’s performance badly.

c. Bald-on Record Impoliteness

Table 4.8

Bald on record Impoliteness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
Pick the garbage right away	7	9	16
Align your chairs properly or I have to come and do that for you	2	1	3
Your uniform is untidy, you need to wash your shirt properly.	4	6	10
Your handwriting is awful	8	6	14
Your hair look dirty.	3	2	5
You can never read fluently	12	11	23
You are a born loser	1	0	1
You will fail this time too	5	2	7
You can never succeed	1	3	4
Total	43	40	83

The table 4.8 indicates the frequency of bald-on record impoliteness strategies used by male and female teachers during teacher-student classroom interactions. The observer made 30 observations twice.

Analysis

Bald-on record impoliteness intends to use language in a clear, precise and direct way particularly designed to threaten the hearer's face (Wijayanto, 2017). This strategy highlights authority and command. The researcher observed the use of bald-on record politeness utterances by both male and female teachers during teacher-student interaction. **16** utterances were about **"Pick the garbage right away"**, **3** utterances about **"Align your chairs properly or I have to come and do that for you"**, **20** utterances about **"Get out of classroom"** and **15** utterances about **"Stand up and show me your work right now"** were noted by the researcher during observation.

The authoritative tone of teachers is evident in all these examples. The teachers being the authoritative figures of classrooms seemed to show power by giving orders i.e., **"pick the garbage right away"**, **"get out of the classroom"** and **"stand up and show me your work right now"**. Impoliteness and power are closely knitted with each other (Bousfield, 2008). The teacher is using an impolite way to exercise his/her power in the classroom.

Furthermore, the use of precise and direct language in a, particularly unfriendly way by male and female teachers was observed by the researcher of the study. For example, **"Your uniform is very untidy"** was uttered **10** times by teachers, **"Your handwriting is bad"** was uttered **14** times and **"Your hair look dirty"** was uttered **5** times during teacher-student interaction.

During uniform checking, teachers were found directly using impolite language. 10 utterances were made by teachers in a direct way by saying, **"your uniform is untidy"**. That student seemed humiliated in front of the whole class. One more example related to such a scenario was also noted when **5** utterances were made by teachers while commenting on a students' hair by saying, **"your hair look dirty"**. **"Your handwriting is bad"** is another impolite comment demonstrating the use of bald-on record impoliteness by teachers. Words like **"dirty"** and **"bad"** are extremely

impolite. The teachers could have used some more polite words for communication. Such types of teachers' attitudes generate several problems and disruptive behavior of students is one of those problems.

Disruptive behavior of students is one of the most common problems occurring in schools nowadays. One of the biggest challenges for teachers is to control such types of problematic behaviors of students (Weigle, 1997). Troublemaking classroom behaviour is the main reason contributing to teachers' anxiety and restlessness. Such type of problematic behaviour mainly affects teachers' ability to uphold a productive and friendly learning environment (Hawe, Tuck, Manthei, Adair, & Moore, 2000). Teacher's flexible style of instruction can help in avoiding students' problematic behaviours. The focus of flexible methods of instruction is on the learner and his/her needs and interests. So, it boosts the motivation of learners to learn and certainly may help in reducing disruptive behaviour (Burden, 1995).

. Few utterances by teachers were noted by the researcher which lacked the element of motivation. For example, **23** utterances were made about **“You can never read fluently”**, **7** utterances about **“You will fail this time too”**, **4** utterances about **“You can never succeed”** were used by both male and female teachers and **1** utterance about **“You are a born loser”** was used by male teacher. The comments above denote the impoliteness in comments made by teachers. The teachers severely made direct use of the language making certain predictions about students. Teachers were observed telling students that they can never read fluently. One male teacher was found telling a student that he/she is a born loser. Comments like **“you will fail this time too”** and **“you can never succeed”** were noted in which the teachers were making direct use of language in a very rude way. A research study by Akhtar (2014) was done in Pakistan to find out the effect of teachers' comments on the student's performance. The findings of that research study reveal that the actions and words of a teacher play an evident role in building students' self-confidence and their self-reliance. All the participants of this research study agreed to this notion and no refusal was observed.

The student-teacher relationship can be strong if the teachers inspire the students to communicate helpfully in the classroom circumstances. The teacher should act in such a manner that a student should adore him/her with respect. As (Montalvo,

Mansfield & Miller, 2007) have recommended, parents often suppose that children like school because of the opportunities it gives for peer communication. Although earlier studies assist that concept, research also shows that certain teachers' behaviour serves as important indicators of students' likes and dislikes for their school. Additionally, researchers point out those students who accomplish good results in classes taught by their teachers they adore.

Comparison of Male and Female Teachers Impoliteness Utterances

Table 4.9

Impoliteness Utterances

Impoliteness strategies	Total utterances	Males	Total Utterances	Females	Total Utterances of Impoliteness strategies
Positive Impoliteness	49		48		97
Negative Impoliteness	32		30		62
Bald-on Record Impoliteness	43		40		83
Total	124		118		242

Table 4.9 shows the comparison between male and female teachers' impolite utterances. Total 242 impoliteness utterances were used by both male and female teachers out of which, male teachers used 124 impolite utterances and female teachers used 118 impoliteness utterances. It is evident from the table that male teachers slightly used more impoliteness strategies than females.

4.1.4 Comparison of Male and Female Teachers' (Im)Polite Utterances

A research study by Hobbs (2003) suggests that women use more politeness strategies than males. Many research studies have reported that women pay more compliments than men. Women tend to use more politeness strategies while having a conversation with same-sex peers whereas men in analogous situations do not. Moreover, women are more likely to make an apology, soften criticism or express thanks than men.

Lakoff's (2004) linguistics research focused on the relationship between language and gender. According to him, there are many reasons for language differences between male and female. A widespread notion implies that language use, including language (im)politeness, is influenced by gender differences (Coulmas, 2005). Wardhaugh (2009) precisely studied the language dissimilarities between men and women. The language difference does not mean that the languages of the two genders are totally diverse and distinct. Nevertheless, the languages are still one but have diverse features in use by men and women speakers. Women are more likely to preserve the language whereas men are advanced and innovative. Linguistic occurrences such as impoliteness are very concerned about what causes speakers to be rude.

One of the reasons for disrespect among speakers is gender differences. In terms of language use, compared to men, women are known to be more polite due to their language marginalization and powerlessness. Lakoff (2004) argues that women's language marginalization and powerlessness are reflected in the way women are expected to speak and be discussed following sociocultural expectations. There can be many other reasons behind the politeness of females.

In current research studies, classroom observations revealed that female teachers are a bit more polite than male teachers. It was observed that female teachers made 586 polite utterances with male teachers made 502 polite utterances. It is evident that the number of polite utterances made by female teachers is more than male teachers. On the other hand, the use of impolite utterances was also observed. It was noticed that female teachers used 118 impolite utterances while male teachers used 124 impolite utterances. It is evident from the analysis that females are also impolite but they are less impolite as compared to males.

4.2 Thematic Analysis of English PSTs Interviews

This section of the data analysis will address the first two objectives of this research study i.e., to identify and analyze the (im)politeness strategies used by the English PSTs in Punjab. 10 English teachers (5 males and 5 females) were taken for interviews. 2 female interviewees were taken from A school of Rawalpindi District, 1 female teacher was taken from B school of Chakwal district and 2 female teachers were taken from C school of Mianwali district. 2 male teachers were taken from D

school of Rawalpindi district, 1 male teacher was taken from E school of Chakwal and 2 male interviewees were taken from Mianwali district, Punjab. Table 4.2 shows the complete demographic profile of interviewees. The interviewees' real names are not shown in the data analysis to ensure their privacy. The interviewees are given pseudonyms like AA, AB, AC, AD, AE, BA, BB, BC, BD and BE. AA, AB, AC, AD and AE were female interviewees and BA, BB, BC, BD and BE were male interviewees.

The interview is a formal conversation between two people. There are two types of interviews i.e., structured interview and unstructured interview. Structured interviews are used to collect quantitative data as the questions are close ended while unstructured interviews are used to collect qualitative data. In unstructured interviews, the questions are open-ended. In the current research studies, unstructured interviews (Annex B) were taken by the researcher to collect the data for the research. Each interview comprised of 13 questions. The interviews were recorded using audio recorders. Some interviews were also taken telephonically. The researcher took the help of the research assistant for this purpose.

Deductive thematic approach was used for analyzing the interviews of teachers. In order to get familiar with the collected data, the researcher transcribed the interviews and selected suitable data for data interpretation. Keeping in view the two models of theoretical framework i.e., Brown and Levinson's Politeness model (1987) and Jonathan Culpeper's Impoliteness model (2005), the researcher predetermined two themes for data interpretation (i.e., Politeness and Impoliteness). The collected data relating to the themes of politeness and impoliteness was further analyzed for results.

4.2.1 Theme of Politeness in Interviewees' Responses

Politeness needs to be implemented as impoliteness generates skirmish between student and teacher. Politeness teaches students the ways of being polite and avoids conflict in communication. An emotionally flexible teacher (i.e., who has control over his/her nerves), plays a very important role in creating a welcoming learning environment. While the teachers who do not have control over their nerves contribute to creating a chaotic learning environment. The prime responsibility of primary teachers is to help learners learn. In unfriendly environment, there is no

learning. Consequently, teachers are daily challenged to create and uphold a constructive and productive classroom environment that is constructive for learning.

In the teaching-learning process, the interaction between a teacher and a student plays an imperative part in classroom management. Lecturer-student interactions and their language have an important role in managing the classroom. The polite language of a teacher plays an important part in classroom management (Nunan, 1991). The politeness strategies used by the teachers are considered to be a role model for the students as these strategies are used to positively criticize learners' performance and motivate them. While giving feedback, it depends on a teacher to either save or threaten learners' face. It suggests that teachers should choose their words wisely when giving their feedback to students.

Classroom management and discipline are imperative tasks for a teacher yet, difficult and complex at the same time. In an unstructured interview, several questions related to classroom management were designed. The most suitable answers of interviewees related to this theme are discussed.

Q.1. "If you find any student throwing rubbish in the classroom, what will be your reaction in this situation?"

The interviewee AB (female) replied: **"I will politely ask the students to pick that garbage"**.

The interviewee BB (male) replied: **"I will tell the negative aspects related to garbage indirectly to the whole class. Maybe he/she will realize that it is not good to throw the garbage"**

The response of AB shows the use of the bald-on record politeness strategy as the teacher intends to give the command to the student in a precise way. The response of BB shows the use of a negative politeness strategy. The teacher intends to avoid imposition on the student thus, reducing the face threat to the minimum.

Q.2. If you find students fighting in the classroom, what will be your reaction?

The interviewee AE (female) replied: **"I will ask them that aren't you both the good students of mine? Just please say sorry and hug each other"**.

The interviewee BA (male) replied: **“I will talk to both the students and will tell them the disadvantages of fighting and will make sure that they become friends”**

The response of AE shows the use of a positive politeness strategy. The respondent used special discourse markers such as **“please”** to save the positive face of the students. The response of BA somehow implies the use of a negative politeness strategy. The respondent BA said that he will indirectly persuade students to avoid fighting by telling them the disadvantages of fighting.

Q 3. How will you tackle a hyperactive student in your classroom?

The interviewee AD (female) replied: **“I will utilize his/her energy by assigning him/her different classroom tasks”**

The response of AD shows the use of a negative politeness strategy. The teacher intends to use the energy of the child positively in some other tasks without threatening the student’s negative face by scolding him/her. Hyperactive students can sometimes be problematic if their energy is not used properly.

Q.4. If a student steals something in the classroom, what will be your reaction?

The interviewee BC (male) replied: **“I think that I will ask that very particular student to search for the lost item without pointing him/her out. Maybe he/she will feel guilty and return that item”**.

The use of a negative politeness strategy is evident from the BC’s response. The respondent intends to indirectly give awareness about the wrong deeds to a student without hurting his/her self-esteem.

Q.5. What will you do to make shy students participate in classroom activities?

Interviewee AA (female) replied: **“I will motivate him/her by telling them that he/she can do it. If a shy student gives a wrong answer, I will appreciate him/her for at least class participation. This act of appreciation may help in removing the shyness of that student”**.

The interviewee BA (male) replied: **“I will directly call out his/her name for different classroom tasks. I will motivate him/her that she can do it”**.

The use of positive politeness is visible from AA’s response. The respondent is intending to save the positive face of a student by appreciating and motivating him/her. The BA’s response implies the use of bald-on record politeness. The respondents intend to use language instantly by pointing out the name of a student and asking him/her to perform different tasks. The authoritative tone is evident in BA’s response.

Q.6. What will you do, if a student fails your test?

The interviewee BB (male) responded: **“I will provide a targeted study guide”**. The interviewee BA (male) responded: **“I will lessen the topic to half and I will give few more days to that student to prepare. I will ensure that he/she can do it”**.

BB’s response is direct and clear. So, we can say that this response falls into the category of bald-on record politeness strategy. BA’s response denotes the negative politeness strategy as the teacher is willing to create a more comfortable environment for a student to learn. The teacher intends to minimize the pressure on the student.

Q.7. If a student daily comes untidy, what will you do in this situation?

The interviewee AE (female) replied: **“I think I will try to fix her uniform and make her look tidy by washing his/her face and combing his/her hair. This will at least make that student look presentable. If I will repeat this act 3-4 times, I think that student will realize and will try to look presentable”**.

The interviewee BD (male) replied: **“I will take that student in private and will politely tell him/her how bad it looks when one comes untidy”**

The respondent AE intends to choose an indirect way for making the student realize the importance of neatness. This indirect strategy where the teacher is minimizing the imposition on the student relates to negative politeness. The response of BD denotes the use of positive politeness. The teacher intends to save the positive face of a student in that situation by politely making him/her realize the bad impact of untidiness.

Jiang (2011) assumes that lecturers' and students' interaction is also positively affected by the use of politeness. The interactions between lecturers and students involve socio-cultural knowledge as well. Consolo (2006) states that language classrooms can be seen as the environment of sociolinguistics and discourse communities in which speakers use various functions of language to establish a communication system, and lecturer-student interaction is believed to contribute to students' language development.

Conclusively, the responses of the male and female teachers reveal that they intend to use politeness strategies like **positive politeness, negative politeness and bald-on record politeness** strategies in different classroom tasks. From the responses, it can be said that teachers are flexible enough to mould their emotions during different circumstances. They are aware of the solutions to problematic circumstances. Such types of teachers contribute to students' overall personality development while impolite teachers on the hand can damage students' confidence and personality (Borphy, 1993).

4.2.2 Theme of Impoliteness in Interviewees' Responses

The teacher is a role model for students. Students try to follow their teachers. Children are very keen observers, and they observe everything happening around them. Children observe every event and behaviour. Their cognition process is very fast. The polite behaviour of a teacher is an essential condition for an effective teaching-learning process. Impoliteness, on the other hand, hampers the effective learning process. The questions of interviews were designed keeping in view the classroom environment. Questions related to everyday issues which a teacher faces in the classroom were asked from PSTs and their responses were recorded. This section tends to analyse the impolite attitude of primary school teachers in certain situations. The most suitable answers of interviewees related to this theme are discussed.

Q.1. If you find any student cheating in the exam or test, what will you do in this situation?

The interviewee BB (male) replied: **“cheating? Cheating is not at all a good practice. I will report it to the principal. I will also talk to his/her parents”**

The response of BB implies the use of a bald-on record impoliteness strategy. The respondent intends to directly report to the principal. This is an impolite way of dealing with such a situation. Instead of reporting to the principal, the teacher should talk in private with the student and should ensure his/her trust in the student. The teacher should talk to the student that cheating is a bad habit, and he/she hopes that the student will not do that in the future.

Q.2. If you find any student throwing rubbish in the classroom, what will be your reaction in this situation?

The interviewee BE (male) replied: **“I will ask that student to pick the garbage of the class for the next whole week”**

The response of BE shows the use of negative impoliteness. The teacher intends to instil fear by giving a small punishment in the form of a garbage picking task. The respondent intends to damage the negative face wants of students.

Q.3. what will you do to ensure discipline in the classroom?

The interviewee AE (female) replied: **“A teacher needs to be very principled and strict.”**

The response of AE somehow implies the use of impoliteness. The word **“strict”** relates to impoliteness. Weigle (1997) argues that the impolite conduct of a teacher leads to students' disruptive behaviours in the classroom. Disruptive behaviour of students is one of the most mentioned problems happening in public schools nowadays. One of the greatest challenges for teachers is to tackle the troublesome behaviour of students (Weigle, 1997).

Q.4. If you find students fighting in the classroom, what will be your reaction?

The interviewee BC (male) replied: **“I will make them stand throughout the whole period”**.

BC's response implies the use of negative impoliteness. The respondent intends to inculcate fear among students by giving punishments. Such types of punishments can threaten the negative face want of the students. According to Burden (1995), a teacher's flexible instructional style focuses on learner's needs, boosts the

interest of the students and upsurges their motivation level. It can naturally help in reducing student's problematic behaviour.

Q.5. If a student daily comes untidy, what will you do in this situation?

The interviewee BE (male) replied: **“I will make him/her stand in front of the principal office”**.

The BE's response implies the use of bald-on record impoliteness. Punishing students is considered to be impolite. The teacher can privately talk to that student instead of humiliating him/her in front of the whole school.

Q.6. Can the verbal aggression of teachers be one of the reasons behind students' dropout from schools?

The respondents AA, AB, AC, AD, BA, BB and BC mentioned the same cause of students' dropout i.e., teachers' rude behaviours. They all agreed to a fact that students spend most of their time in school. They need a friendly environment. They need proper care, attention and affection from their teachers. If a teacher keeps insulting a child, it will automatically lower his/her self-confidence leading to dropout.

Therefore, the data analysis shows that apart from the use of politeness strategies, teachers also intend to use **positive, negative and bald-on record impoliteness** strategies in different classroom situations. Verbal aggression of teachers makes learning difficult for students. Glenn and Nelsen's research (2000) stated that the teacher is the one to whom students look up to. They stated that the teachers should set an example of good and polite behaviour. They highlighted the major components for effective behaviour management techniques i.e., problem solving, honesty and setting limits. Teachers need to follow the desired behaviours as the children follow their teachers frequently. According to Birch & Ladd, 1997; Klem & Connell, 2004, it is declared that teachers who practice close and friendly relationships with their students stated that their students were less likely to leave or avoid school, they seemed more independent, more encouraging, and more indulge in learning. Therefore, politeness not only helps in creating an environment conducive to learning but can also help in decreasing students' dropout rate from school.

4.3 Students' Dropout Rate

Table 4.10

Dropout Rate of Observed Schools

Schools	District	Male/Female School	Average dropout (%)
A	Rawalpindi	Female	12%
B	Rawalpindi	Male	9%
C	Chakwal	Female	10%
D	Chakwal	Male	11%
E	Mianwali	Female	7%
F	Mianwali	Male	14%

For data collection, the researcher of the current study collected the information of students' dropout from 6 schools of three districts of Punjab at the primary level. The researcher has not revealed the names of institutions due to ethical constraints. So, the researcher has named schools as A, B, C, D, E and F to ensure the institutions' privacy. A and B schools belonged to Rawalpindi district. C and D schools belonged to the Chakwal district of Punjab. E and F belonged to Mianwali district of Punjab.

Figure 4.1

Average dropout of students in 2019, 2020, 2021

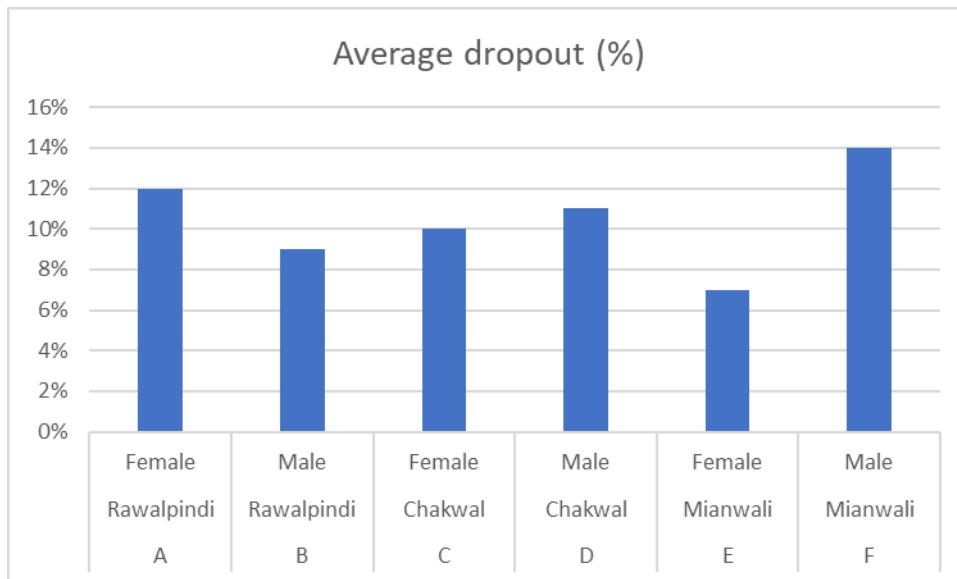


Figure 4.1 shows the average dropout of the past three years i.e., 2019, 2020 and 2021 of the observed schools. The average dropout of A school was 12%, B school was 9%, C school was 10%, D school was 11%, E school was 7% and F school was 14%. These were the same schools in which the observations were made, and the interviews were conducted.

"Dropout" means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis has not graduated from high school and does not have an acceptable excuse. Neglect for students means whose parent; guardian or legal custodian ignores, refutes or is not in the position to reason other than poverty to provide necessary care, food, clothing, or shelter which truly endangers the physical, mental as well as academic health of the child. Many other significant issues can only come from those who had the experience that needs to be considered and addressed if we are going to create meaningful interventions for those students at risk of dropout rates. These dropout students mostly fail to see prerequisite motivation as a support from teachers, counsellors, administration, and others in the school that could have had a positive impact on the performance of students in primary and secondary grades.

In the light of the previous research studies, the impact of teachers' impolite behaviour on students' dropout rate will be observed with the help of the classroom observation analysis and interviews analysis.

4.3.1 Descriptive Analysis of Dropout Students' Interviews

This section of the data analysis will address the third objective of this research study i.e., to what extent teachers' impoliteness effect on students' dropout rate in Public schools of Punjab. 15 interviews were taken from male and female dropout students from the district of Rawalpindi, Chakwal and Mianwali. In interviews the students were asked about the reasons behind their dropout from schools. Students gave mixed reasons out of which poverty was the major reason behind students' dropout from schools. Other reasons behind their dropout from schools were household chores, no interest in studies and teachers' impolite behaviour.

Table 4.11 Demographic Profile of Dropout Students'

Variable	Category	Frequency	Percentage
Gender	Male	6	40
	Female	9	60
	Total	15	100
Age Group	7-10 years	3	20
	10-13 years	8	53
	13-15 years	4	27
District	Rawalpindi	8	53
	Chakwal	2	13
	Mianwali	5	33

Table 4.11 indicates the demographic profile of students' sample. 6 male dropout and 9 female dropout students were interviewed. The age group of the male and female dropout students was between 7-15 years. These students belonged to Rawalpindi, Chakwal and Mianwali district.

Table 4.12 Major Reasons of Students' Dropout from Schools

Reasons	Frequency	Percentage %
Poverty	6	40
Household chores	3	20
School is far away from home	2	13
Teachers' impolite behaviour	3	20
No interest in studies	1	6.6
Total	15	

Table 4.12 indicates the major reasons behind students' dropout from schools. While interviewing, students were asked about the reasons behind their dropout from schools. 5 major reasons were given by the students i.e., 40% students dropped out because of poverty, 13% students dropped out because of house chores, 20% students dropped out because of the long distance of school from their homes, 6.6% students dropped out because they had no interest in studies and 20% students dropped out from their schools because of their teachers harsh attitude.

4.3.2 Analysis of Teachers' Impolite Behaviour on Students' Dropout

Education is a cornerstone of economic growth, social development and principal means of improving the welfare of individuals. It is also the basis for reducing poverty and inequality, improving health, enabling the use of new technologies, creating and spreading knowledge. Scholars also, affirmed that, education is a key to development of the economic, social, scientific and political institutions of nation states (Lockheed & Verspoor, 1991). Primary education as the gateway to higher levels of education must be the first priority and the foundation of secondary and higher education (World Bank, 2009). Accordingly, the Government of Pakistan introduced a series of educational policies and strategies in the previous years. Most of them were focused on increasing access to education at all levels, with

a special focus on the expansion of primary education and preventing students' dropout from schools. Many research studies propose that verbal aggression and harsh attitude of teachers are one of the many factors which contribute to students' dropout from schools.

In the current research study, classroom observations were made and interviews were taken from male and female English teachers in order to highlight the use of politeness and impoliteness strategies by the teachers. In order to find the reasons behind students' dropout from schools, 15 dropout students were interviewed. The students gave number of reasons behind their dropout from schools but 20% of the students left schools because of their teachers' impolite behaviour.

Dropout is the problem not only faced by under developing countries like Pakistan but the developed countries are also facing this issue. A great deal of research has been carried out on why a child actually drops out. The research by Tyler (2004) has come up with five major factors leading to highly significant dropout rates. The five factors start with poverty, teachers' harsh attitude, race, uneducated parents, and ends up with lack of proficiency in English. In the present study, researcher's main focus is on the effect of teachers' harsh attitude on students' dropout from schools. The interviews of the dropout students reveal that 20% of the students left school because of teachers' impolite behaviour.

Impolite behaviour not only discourages students, but it also makes them doubt their other abilities. The sarcastic remarks of teachers make learning a monotonous thing and at the same time, a motivational remark from a teacher makes students even more studious and interested in their studies (Barber & Stone, 2003). In the current research study, teachers were observed making sarcastic comments and they were being rude towards students in many cases. Sarcasm and rudeness create hindrance between a teacher and a student. So, we can say that teachers' impolite behaviour can be one the causes of students' dropout in the schools observed.

Students leave educational institutions willingly or unwillingly either because of economic reasons, cognitive reasons, or psychological factors. The reasons list is long but the role of psychological factors like emotional distress mostly because of discouragement has been one of the major reasons behind students' bad performance leading to high dropout cases (Hassan, Farooq & Akhtar, 2017). The teachers'

negative criticism affects the performance of a student as it has been observed through research that negative comments on part of the teachers not only discourage students but also sometimes push students to the extremes. Students because of it cannot dare to accept challenges courageously. Sometimes they run away from their institutions.

It has been observed in various research studies that the potential causes like family issues, negative criticism, use of impolite strategies by teachers and peer pressure play a dominant role in the higher dropout rates of students all around the globe (Hussain, 1987). The dropout rates at school are higher as children are less mentally mature and quite prone to manipulation as they tend to take words at face value. This is generally considered to be an abuse for a student. Zimmerman (1989) defines abuse as a physical and physiological injury inflicted on a child by other than accidental means. "Physiological injury" includes degradation of student morale through impolite strategies, and it is not only confined to lacerations, burns, internal injuries, fractured bones, or great bodily harm.

There are about 54000 government schools in Punjab with more than 10.6 million students is about 50%. About half of the eight million children studying in 38000 primary schools leave the education system before reaching elementary level. According to many research studies poverty, lack of knowledge, ignorance and teachers' harsh behaviour are one of the major reasons behind students' dropout from schools. In the present research study, the interview results of the dropout students reveal some of the major reasons behind students dropout i.e., poverty, teachers' impolite behaviour, lack of interest in studies, etc.

The government of Punjab is trying very hard to provide quality education for students and to increase the enrolment of students throughout the Punjab. Despite many efforts, it was observed in the current study that teachers were found to be using impolite strategies in their classrooms. Many researchers i.e., Shahrukh, Rehana & Hussain (1987), Farooq (2016), Shah, Haider & Taj (2019) in their research studies reveal that teachers impolite behaviour is one of the major causes behind students dropout from schools.

Similarly, the results of the classroom observations and teacher and dropout students in current research studies reveal that teachers use impolite behaviour in their classrooms. Table 4.11 shows the dropout rate of observed schools which is high.

During the survey it was revealed that 20% of the dropout students in the present research study left school because of the teachers' impolite behaviour. So it can be concluded that out of many reasons, teachers' impolite behaviour can be one of the reasons behind students' dropout from schools.

This chapter presented the detailed analysis of collected data for current research study. The next chapter which is the final chapter of this study will sum up the findings and give recommendations and a conclusion to the study.

CHAPTER 5

CONCLUSION

This chapter presents the findings and conclusion based on the data analysis conducted for this study. The aim of the present study was to explore and analyse the use of (im)politeness strategies by English Primary School Teachers of Punjab. Moreover, the effect of teachers' impoliteness on students' dropout rate was also examined. For the purpose of data collection, sample of 30 teachers (i.e., 15 males and 15 females) was taken for classroom observation. For further data collection about the use of im(politeness), 10 (5 males and 5 females) interviews from PSTs were also taken. In order to see the effect of teachers' impoliteness on students' dropout rate, dropout students were interviewed. The reasons for their dropout were noted. The data of classroom observation and interviews was analysed qualitatively and quantitatively. The polite and impolite utterances were presented quantitatively in the form of frequencies and then the qualitative descriptive analysis was done. This chapter begins by answering the research questions in order to sum up the findings of the current research study.

5.1 Findings

5.1.1 Exploring the Politeness Strategies used by English PSTs in Classrooms

The first question of the current research study deals with the identification and analysis of politeness strategies used by English Primary School Teachers of Punjab. Observations were made keeping in view the four politeness strategies i.e., positive politeness, negative politeness, bald-on record politeness and off-record politeness. It was observed that teachers frequently used politeness strategies while interacting with students. The use of **positive politeness, negative politeness and bald-on record politeness** strategy was observed in data analysis portion. The frequency of **positive politeness** utterances made by both male and female teachers was **683**. The frequency of **negative politeness** utterances was **80** and the frequency of **bald-on record** utterances was **325**. It means that both male and female primary school teachers tend to use **positive politeness** frequently in their classrooms.

The collective frequency of both male and female politeness utterances was 1088 out of which male teachers politeness utterances were **502** and female teachers politeness utterances were **586**. No use of **off-record politeness** strategy was observed. In interviews, teachers were given certain situations related to classroom environment and their responses were recorded. In many classroom situations, the interviewees intended to use **positive politeness, negative politeness and bald-on record** politeness. No response related to off-record politeness strategy was recorded.

It was revealed from the data analysis that positive instructor-learner affiliation is one of the chief components of the environment favourable for learning. The findings of the current research study were similar to the findings of other research studies (Shahni, 1991; Crowley, 1993). The data analysis of current study suggests that students tend to learn more efficiently in a friendly learning environment. Hence, politeness needs to be implemented in the classroom conversation between a teacher and his/her student since impoliteness creates a negative environment which in return affects a student in every possible way (Burden, 1995).

5.1.2 Exploring the Impoliteness Strategies used by PSTs in Classrooms

The second question of this research study deals with the identification and analysis of impoliteness strategies used by Primary School Teachers in Punjab. The teachers were observed while teaching. Observation was made keeping in view the four impoliteness strategies i.e., positive impoliteness, negative impoliteness, bald-on record impoliteness and withhold politeness. The data analysis portion of the present research study reveals that few teachers used impoliteness strategies while interacting with students. It was observed that **withhold politeness** was not used by the PSTs while interaction. In interviews, teachers were given certain situations related to classroom environment and their responses were recorded. The data analysis revealed that in many classroom situations, the interviewees intended to use positive impoliteness, negative impoliteness and bald-on record impoliteness.

The data analysis of classroom observation revealed that the frequency of both male and female teachers' positive impoliteness utterances was **97**, negative impoliteness utterances' frequency was **62** and bald-on record impoliteness utterances' frequency was **83**. It is evident that teachers used more positive

impoliteness strategy than negative and bald-on record impoliteness strategies. The total frequency of impoliteness utterances in classrooms was **242** out of which male teachers impolite utterances were **124** and female teachers impolite utterances were **118**.

Therefore, it is evident that both male and female teachers used impolite utterances in their classrooms. Impolite utterances of teachers lead to damaging of students' self-confidence. Similarly, Akhtar (2014) in his research study stated that the impolite behavior of teacher damages students' confidence. He states that, students more often get absent from school if they do not get the desired friendly environment. Akhtar (2014) further adds that, harsh attitude of teachers can sometimes lead to students' dropout from schools.

5.1.3 Comparison of Male and Female Teachers (Im)Politeness Utterances

According to many research studies, females are more polite than males. Politeness is influenced by P (power), D (distance), and R (relationship). In the classroom context with its unbalanced power relationship, teachers are in the position of influential power and it could be debated that this gets partly expressed through the use of direct strategies. The observations of the current research studies reveal that, male and female tend to use both polite and impolite strategies. It was observed that female teachers made more politeness utterances than male teachers. While on the other hand, the use of impolite utterances was also observed male and female teachers. Male teachers slightly used more impolite utterances than female teachers.

5.1.4 Impact of Teachers' Impolite Behavior on Students' Dropout

Many research studies have been conducted on the reasons behind students' increasing dropout from schools. According to Farooq (2016), teachers' harsh attitude towards students is one of the reasons behind students' dropout in Pakistan. In the current research study, the researcher collected information about students' dropout from 6 schools of Punjab. The average dropout of past three years was collected from these schools. The average dropout of A school was 12%, B school was 9%, C school was 10%, D school was 11%, E school was 7% and F school was 14%. These were the same schools in which the observations were made, and the interviews were conducted.

The aim of Government of Punjab is to provide constructive and friendly environment to students in schools. In this regard, the Government expects a positive and polite attitude from teachers. The data analysis of this research study suggests that teachers used both politeness and impoliteness strategies in classroom. Impolite strategies not only discourage students, but it also makes them doubt their other abilities. The sarcastic remarks of teachers make learning a monotonous thing and at the same time a motivational remark from a teacher make students even more studious and interested in their studies (Barber & Stone, 2003).

As the third research question of the current study deals with the effect of teachers' impolite behaviour on students' dropout rate, the dropout students were interviewed. Interviews of dropout students revealed many reasons behind their dropout i.e., poverty, no interest in studies, household chores and teachers' harsh behaviour. 20% of the interviewed students revealed that they dropped out from their schools because of the impolite behaviour of their teachers. The findings of other studies (i.e., Farooq, 2016; Shah, Haider & Taj 2019; Shahrukh, Rehana & Hussain, 1987) align with the findings of this study that teachers' impolite attitude, somehow or the other, contributes to students' dropout.

5.2 Summary of the findings

1. Teachers used politeness strategies like positive politeness, negative politeness, and bald-on record politeness in classroom. No use of off-record politeness strategy by the teacher was observed.
2. The collective frequency of both male and female politeness utterances was 1088 out of which male teachers' politeness utterances were **502** and female teachers politeness utterances were **586**.
3. The data analysis portion suggest that teachers used positive politeness strategy frequently in their classrooms. **683** positive politeness utterances by male and female teachers were observed in classrooms. Male and female teachers made **80** negative politeness utterances and **325** bald-on record politeness utterances.
4. Teachers use impoliteness strategies like positive impoliteness, negative impoliteness, and bald-on record impoliteness in classroom. It was observed that the teachers did not use with-hold politeness strategy.

5. The collective frequency of both male and female impoliteness utterances was **242** out of which male teachers' impoliteness utterances were **124** and female teachers' impoliteness utterances were **118**.

6. The data analysis portion suggests that teachers used positive impoliteness strategy frequently in their classrooms. **97** positive impoliteness utterances by male and female teachers were observed in classrooms. Male and female teachers made **62** negative impoliteness utterances and **83** bald-on record impoliteness utterances.

7. Data analysis portion of the current study suggests that teachers used both polite and impolite strategies. Table 4.11 shows the average dropout of previous three years of observed schools. The interviews of the dropout students reveal many reasons behind their dropout from schools. 20% of the interviewed students dropped out from their schools because of their teachers' impolite attitude. So we can say that, impolite behaviour of teachers can be one of the causes behind students' dropout from schools,

5.3 Suggestions for Future Studies

1. This research study was conducted on a Primary level. The future researchers can identify and analyse the use (im)politeness strategies on Elementary, High and Higher Secondary level in Punjab, Pakistan.

2. As this research study was conducted in the limited districts of Punjab, the future researchers can conduct the research study on a massive scale by cross comparing the use of (im)politeness strategies in schools of 2 provinces like Punjab and Khyber Pakhtun Khuwa.

5.4 Recommendations

“Education for all” and “Maar nahen pyaar” were the main slogans introduced by Punjab School Education Department (National Education Policy 2003-2008). The main focus of the School Education Department (SED) is to enrol all the children above age 5 in schools. For this purpose, the Government is trying to create friendly environment in schools, but the findings of this research study suggest that few teachers in classroom use impoliteness strategies. There can be many reasons like burden of extra work on teachers other than teaching or lack of teacher training on stress management. The literature review of the current study suggests that teachers'

impolite behaviour can be a cause behind students' dropout. So, it is recommended that:

1. SED may arrange training for teachers on the awareness about the impact of impolite strategies on students. The teachers may be trained to use more politeness strategies and avoid the use of impolite strategies in classrooms. Teachers' polite behaviour towards students may help in controlling the students' dropout rate.
2. It is also recommended that, extra workload i.e., dengue duties, enrolment campaign duties, election duties and other clerical tasks on teachers may be reduced. This may help in reducing teachers' stress. Thus, it will lead to the creation of environment conducive to learning.

5.5 Conclusion

The research study concludes that primary school teachers in Punjab use both politeness and impoliteness strategies. Male and female PSTs use three politeness strategies i.e., positive, bald-on record and negative politeness. No use of off-record politeness strategy by the teacher is observed. Teachers also use impoliteness strategies like positive impoliteness, negative impoliteness, and bald-on record impoliteness in classroom. The use of with-hold politeness strategy is not observed.

The findings suggest that a teacher's pleasant attitude towards students lays a basis of effective teaching-learning process. Consequently, it can be said that the positive instructor-learner affiliation is one of the chief components of the environment conducive to learning. The results of this research study are similar to the results of previous research studies (Shahni, 1991; Crowley, 1993). On the other hand, when the learner-instructor affiliation is not in a pleasant manner, the risk of violating school rules among students will intensify and negative learning environment will be created.

The findings of this research study suggest that polite interaction between a learner and a student will enable them to reach their desired educational goals. When a teacher shows respect and care to students, the students are motivated. Appropriate and polite teacher-student communication creates strong social behaviour among teachers and learner. The bond between a teacher and a student is one of the imperative characteristics of a pleasant learning environment. The affiliation which is

devoid of aggressiveness and rudeness, leads to empathetic, gentle and comfortable learning environment. The pleasant and respectful behaviour of the teacher safeguards a sense of confidence in learners leading them to accomplish their educational goals. To build such kind of rapport the teacher needs to be emotionally intelligent. An emotionally intelligent teacher is mindful of the means to control his/her feelings. He/she has stable control over his/her emotional outbursts. An emotionally intelligent teacher is flexible enough to handle any kind of situation without losing self-control and becoming aggressive. This type of teacher plays an obvious role in creating a constructive learning atmosphere.

Aggressive or rude teacher on the other hand creates a discouraging learning atmosphere. Teachers' harsh attitude such as highlighting the ill-mannered and naughty students to school head, telling them to stay out of the class, negligence and abandoning the students' serious problems have an unwanted impact on the students' overall personalities. Aggressive behaviour of a teacher can harm educational achievements and upsurge students' psychological illnesses and physical indications of stress. Teachers who degrade or use ironic comments can leave a learner feeling demeaned. Discipline by fear and pressure can be detrimental to the student's future achievements.

Teachers who are stringent and harsh with no flexibility in nature can be a reason behind students' disruptive behaviour. Students' troublemaking behaviour is one of the most commonly quoted problems arising in schools today. In fact, it is very challenging for teachers to control the problematic behaviours of students. Troublemaking students' behaviour is a chief aspect adding to teachers' stress and unhappiness.

Teacher's behaviour which is guided with feelings of hope, gentleness, appreciation, joy and politeness becomes operational in modifying and refining the behaviour of the troublemaking students who have had disturbing behaviour issues. Impolite behaviour on the other hand can sometimes contribute to students' dropout from schools. The findings of the current research study also support this fact that teachers' impolite behaviour can be one the causes behind students' dropout. Many research studies support the findings of the current research study. For example, the research study by Shahrukh, Rehana & Hussain (1987) investigated about the causes

behind the students' dropout from schools. They concluded that, teachers' verbal aggression can be one the important causes behind students' dropout. Likewise, Shah, Haider and Taj (2019) also suggested the same reason behind the students' dropout rate.

Therefore, it can be concluded that teachers' appreciation, admiration and polite interaction are the most important operative elements in making students interested in participating in each and every activity of the school. When teachers have flexible behaviours and they show respect to students, students consider them as companions and friends. Ferguson and Howton (1992) in a research study explored the positive effect of teachers' polite words and appreciation on students. Likewise, Jumanto (2008) also suggested that a student tends to score high if he/she is taught respectfully and vice versa. So, a gentle teacher may not only help in creating friendly classroom environment and contribute in shaping the overall personality of a student but he/she may also help in lessening the students' dropout rate.

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APPENDIX A

Classroom Observation Tool (Politeness Strategies)

Part 1: Pre- observation

School Name:

Name of teacher to be observed:

Gender:

Subject observed:

Duration of the lesson observed:

Date of lesson observed:

Teaching experience

Part 2: Classroom Observation

Positive Politeness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
Good Morning			
AOA			
How are you?			
Subah-bakhair			
Please be quiet			
Stop talking, please			
Please do not roam around the classroom			
Please do not drag your chair			

Please have your
seat

Kindly open the
next page for
reading

Please read aloud

Kindly underline
the important words
for dictation

Great job

Well done!

I am impressed

Nice work

Any other

Total Utterances

Negative Politeness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
-----------------	--	--	------------------------

You come and sit
here

The trash under
your table is not
looking good.

This topic needs
more concentration

Just focus on the question and try to think

A marginal line on your notebook will make your work look neat

Any other

Total Utterances

Bald-on Record Politeness

Examples	Frequency of Females utterances	Frequency of Males utterances	Total Frequency
-----------------	--	--------------------------------------	------------------------

Show me your homework

Give me your pen

Close/open the door

Close/open the window

Open your books

Don't make noise

Don't drag your chair

Any other

Total

Positive Impoliteness

Examples of Impoliteness	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
(No greetings), Hurry up take out your books			
Don't act like the principal of this school.			
You will never succeed			
Your performance is embarrassing			
Your writing is awful			
Any other			
Total			

Negative Impoliteness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
Oh! You are very right (ironically)			
If I found your classroom dirty, you all will be thrown out of the class			

You have scored
full marks
(ironically)

You will top in
exams (Ironically)

Your writing is
perfect (ironically).

Total

Bald on record Impoliteness

Examples	Frequency of Males utterances	Frequency of Females utterances	Total Frequency
-----------------	--	--	------------------------

Pick the garbage
right away

Your uniform is
untidy

Your handwriting is
awful

Your hair look
dirty.

You can never read
fluently

You will fail this
time too

Any other

Total

APPENDIX B

Interview

Name of teacher to be interviewed:

School name:

Teaching experience:

Gender:

Date:

Duration of the interview:

Questions

- 1. What will you do if a student fails your test?**
- 2. If you find any student cheating in the exam or in test, what will you do in this situation?**
- 3. If you find any student throwing rubbish in the classroom, what will be your reaction in this situation?**
- 4. What will you do to make shy students participate in classroom activities?**
- 5. What will you do to ensure discipline in classroom?**
- 6. If you find students fighting in classroom, what will be your reaction?**
- 7. How will you tackle a hyperactive student in your classroom?**
- 8. If a student steals something in classroom, what will be your reaction?**
- 9. If a student daily comes untidy, what will you do in this situation?**
- 10. Can the verbal aggression of teachers be one of the reasons behind students' dropout from schools?**

APPENDIX C

Interview of Dropout Students

Date:

Name of dropout student to be interviewed:

Gender:

Duration of the interview:

Q 1: What is your age?

Q 2: What was your school name?

Q 3: At what age did you dropout from your school?

Q4: What was the reason behind your dropout from school?