THE PROBLEMS OF MASTERING LINGUISTIC POLITENESS

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1. INTRODUCTION

As interpersonal discourse is based on our daily social interpersonal interaction which is usually expressed with the help of politeness means. Consequently, politeness is the key aspect for obtaining pragmatic knowledge in FLT process to be successful in all types of interaction.

The scholars use the term of "linguistic politeness" that means to know an appropriate function and application of good manners and etiquette in the process of interacting with another person. Furthermore, accurate utilization of this term obliges an L2 learner to be aware of cultural difference between his/her native and target languages to correctly and accurately articulate the intended message using appropriate politeness strategies and linguistic means taking into account the communicative variety of involved speech acts together with social status of interacting agents. Therefore, politeness is related to linguistic and behavioral levels of communication. Prevalence of linguistic politeness in our daily interpersonal discourse underlies the fact that linguistic politeness is disputable issue in the context of pragmalinguistics and linguodidactics. It was proved the value of acquiring pragmatic competence in FLT that envelops politeness strategies and linguistic means under the angle of speech acts. While organizing interaction between teacher and students and students and students, it is necessary to focus on mastering politeness formulae (Gallaher, 2014). However, analysis of practice of ELT at the English language faculty of Tashkent State Pedagogical University shows that learners have not succeeded in developing enough interlanguage speech act performance although it would help them see the difference between linguistic form and strategy of their language usage. They generally activate non-language specific pragmatic competence and attempt to communicate with their peers and group-mates in L2. Learners usually transfer their pragmatic knowledge of their L1 into L2 and attempt in finding similar equivalent of both grammatical means and pragmatic rules. As a result, they often misuse both of them while delivering their intended message in L2. So, one of the effective solution for this concern is intentionally designed activities with language and culture-learning strategies to acquire linguistic politeness. This solution is the primary goal in honing the fluency and developing pragmatic knowledge of L2 learners in learning the target language. The students of the university feature the positive tendency to intentionally designed language materials but especially they have greatly welcomed communicative activities like face-to-face orientation in learning speech acts with politeness tendency through accurately chosen video material, podcasts and vodcasts, text-books and guide-books designed to implement language and culture strategies consciously and subconsciously (Jung-Ran Park, 2008). These language materials have proven to include immense impact on learning and developing pragmatic competence of linguistic politeness in the target language. They also help to identify the areas where performance and function of linguistic politeness have resemblance or divergence between the native and the target language. In practice most of the students while using speech acts in learning the target language tend to intensify their speech act performances like in their native language while native speakers

perform certain speech acts like apology and request more mildly using linguistic politeness expressions. In addition to this, empirical studies conducted by researchers prove that even study-abroad students who studies abroad for longer than a year prove to lack to achieve language gains when compared to their peers who got their education in the home country. The main reason for this is that study abroad students do not acquire and do not make use of most of the language learning opportunities, they have no adequate exposure to gain pragmatic features, language awareness, and culture strategies of the target language because their daily interpersonal interaction is generally with their peers who are also study-abroad students (Koike D.A, 1989). Thus to raise learners L2 language fluency and accuracy in oral speech, specifically planned language materials with the help of which L2 learners may practice to perform and function linguistic politeness expressions, become aware of cultural divergence and pragmatic behaviour of the language are the significant points in leaning L2.

So, within this article the assumptions and ways of mastering linguistic politeness on the basis of pragmatic approach will be discussed.

2.THE MAIN ASSUMPTIONS IN TEACHING POLITENESS

In H.D. Brown's book "*Principles of Language Learning and Teaching" (2014)* important ideas are presented as 1) the primary key to sociocultural perspectives on acquisition of L2 is regulation and control of communicative activities using linguistic politeness; 2) communicative activities predominate working collaboratively and collectively that enable L2 learners to approach learning the target language as biological perception then smoothly associating it with cultural perception and concepts. That is why Vygotsky's Zone of Proximal Development (ZPD) research finding can be taken as a guideline to develop intentional activities designed to hone L2 learners' linguistic politeness with accurate forms of address, politeness indicators, and conventional expressions. L2 learners have to experience three stages in order to internalize a certain linguistic topic such as association of object regulations with other subject regulations and the last one is self-regulation through working collaboratively and negotiating and creating meaning of the target language materials.

Linguistic politeness is concerned with academic language, and is one of the initiative language utterances that builds a supportive relationship between teacher and students. However, at the same time it calls for teacher's education and prepares teacher's to support academic language development (Schleppegrell, 2012). K. Anstorm et al. (2010) noted academic language with politeness speech act is utilized in different ways with various purposes in the classroom context, but in a broader perspective it is mainly used to assist students to acquire and practise knowledge. Politeness speech act has an impact in L2 learners' language production, so it is in close relationship with cooperation principle and interactional strategies. As we know, our daily interpersonal interaction is usually expressed with verbal exchange ideas and experiences. Demonstration of daily speech through verbal communication should comply with Grice's cooperative principles and implications. Grice mentions that agents participating in the conversational contribution output their exchange to the required level and accepted purpose, and reminds to control the direction of conversation they are engaged in. He breaks cooperation principle into four maxims: quantity, quality, relation and manner. Specifically, quality relates the truthfulness of information elicited by the speaker, quantity refers to the amount of information expected by the speaker. As for relevance, it embodies relation between the speaker and hearer, relevance of expressed utterances, and manner ensures the clarity of information being delivered. Thus, participants of the interaction should follow all the cooperation principles to accurately and succinctly deliver their speech as native speakers.

Vigotskiy's ZPD description needs to be considered while developing language materials and conducting lessons. Two major components of ZPD from the scholars' point of view are important development of linguistic politeness in accordance with the desired level by scaffolding and structuring. Scaffolding is a process which refers to materials that are simplified according to L2 learners' level, teacher guiding L2 learner in relevant and appropriate directions, emphasizing important features of the target language such as form-focused activities. Structuring is a process which refers to collaborative working between a teacher and an L2 learner. Teacher supports his/her L2 learners' language acquisition through sentence structures by doing mechanical and meaningful raising activities and language tasks (Krashen, 2009).

3.TYPES OF MATERIALS FOR TEACHING POLITENESS

As Ishihara and Cohen (2010) acknowledge paucity of empirical work and lack of textbooks in L2 pragmatics is a real hinder that delay the target language development in classroom context. The effect of this paucity about empirical work and textbooks reveals the level of urgency that it is highly important to provide a language teacher with specific guidance how-to-say-what-to-whom-when (Kathleen Bardovi-Harlig, 2013, p.68-69). It is significant while teaching polite speech act in L2 classroom, teacher insights and experience be taken into consideration. In essence, some empirical studies prove that speech acts as greeting, requesting, invitation, complaint and others are generally employed with politeness tendency in the tone of speech intentionally and be incorporated into the curriculum of the educational setting (Rodgers, 2017).

In this case, authentic materials such as radio podcasts, videos and textual information can be as a starting point. Ismail Yaman (2016) notes that potential benefits from authentic materials embracing real-world content is a key feature to learn relation of politeness speech act with other pragmatic speech acts through analysis of the usage of grammatical and vocabulary items. In addition, radio podcasts, videos and vodcasts promote learners to work on their

pronunciation skills, accent and fluency before puberty and might promote to sound like a native speaker. Thus, language learners can become autonomy learners developing their intrinsic motivation. In addition to this, class activities are scheduled around not only personal development but professional work, engaging learners in pairs and group works acting both collectively, collaboratively and individually as well. Learners should be engaged in doing activities and tasks like researchers, they become more curious and inquisitive, that creates autonomy of learners (Yaman, 2016).

Authentic materials present an appropriate and accurate forms of address, politeness indicators and conventional expressions of native speakers and they are usually integrated in the class activities with intentional instructions designed to the learners' level. One of the advantages of these utility means through which learners may widen their horizon of culture and develop language resources. Language learners may withdraw time and place which enable learners to have 24/7 access to video and audio files. What is more remarkable, learners have a chance to pause, contemplate, and resume in order to get better comprehension to produce an appropriate and accurate polite speech act in relation with other speech acts to deliver their actions and intentions correctly and clearly. It is beneficial to practice linguistic politeness via Internet technologies that was experienced by Jung-ran Park (2008) and Yaman (2016). Different websites offer language teachers various databases including to the earlier appointed features of linguistic politeness in regular intervals with easy access and sometimes without any subscription on the internet sites (Jung-ran Park, 2008; Yaman, 2016). Such approach involves instructor teaching competency, professional knowledge of the subject matter and to make relevant and appropriate linguistic choices related to linguistic politeness.

4.EXPLICIT AND IMPLICIT METHODS OF LEARNING

Many researches show that the best way of acquiring polite form of speech act is at the beginner level. Instructions that are intentionally involved to hone L2 learners' pragmatic competence are effective at the initial stages of language learning. As Taguchi (2014) notes that generally instructions that are involved in classroom activities purposefully are effective and lead to positive outcome when they are firstly taught explicitly. Furthermore, Ishihara and Cohen (2010) also confirm that explicit method of teaching pragmatic competence tends to lead to positive outcomes of pragmatic performance and be successful with L2 learners who are considered to be beginners of language learning stage. McLaughlin (2010) demonstrated his model of distinction between explicit and implicit learning methods. He noted that implicit learning allows L2 learners automatically and spontaneously use linguistic politeness in language tasks, and explicit learning involves the facts that L2 learners knows about the language (Brown, 2014).

Byalistok (1992) acknowledged implicit and explicit ways of learning a language of L2 learners as a dichotomy and compared it to analyzed and unanalyzed knowledge. In analyzed knowledge L2 learners internalize language rules, accurate forms of address, politeness indicators and conventional expressions through intentionally designed language tasks, and implement this gained knowledge in an unanalyzed way through role plays, simulated and authentic dialogues, spoken presentations, comparing and sequencing pictures and other social interaction and functional communication activities.

At the initial stage linguistic politeness is taught through intentionally designed activities, i.e. through instructor's control. For controlled activities we relate activities that is considered to require mechanical and meaningful practice. J.C. Richards (2006) emphasizes that while carrying out language tasks with mechanical practice L2 learners are not required fully understand the language they are using. At the beginner level, L2 learners do tasks recommended by their instructor under his/her control and examples for these kind of language tasks are repetition and substitution drills, that require proper implementation of particular grammatical items. Though language tasks designed to be internalized by mechanical practice is of little value, intentionally instructed language tasks oriented to develop L2 learners' linguistic politeness is an initial step to draw L2 learners' attention to use the target language pragmatically correctly.

As for meaningful practice L2 learners' internalization of language usage are still under instructor's control, but L2 learners allowed to do meaningful choices to complete language tasks (Richard, 2006). Specified activities that are oriented to develop and hone L2 learners' target language ability and are recommended by the instructor, L2 learners are allowed do make meaningful choices providing further explanation of their understanding to complete these activities. Examples for these activities are city or street map where L2 learners are enabled to describe the location of various buildings by using appropriate prepositions, using accurate forms of address, politeness indicators, and conventional expression paying attention to both grammatical and vocabulary items such as structure of wh-questions, appropriate answers in the form of declarative sentences and further clarifications using linguistic politeness pragmatically correctly.

5. PRACTICE IN DEVELOPMENT OF ACCURACY AND FLUENCY

Communicative Language Teaching means teaching a language through conversation and lays emphasis on open-ended discussion activities (Richards, 2006). Carefully chosen authentic materials that emphasize appropriate and accurate forms of address, politeness indicators and conventional expressions help L2 learners firstly pick-up language implicitly then paying attention to grammar forms or formal grammar which they can consciously use them in their interaction. Thus, L2 learners initially learn language from authentic materials rather than studying how language works and are enabled to learn the target language in practice. One of the primary goals of CLT is to develop fluency of the target language. Fluency is natural occurrence of language usage when a speaker is delivering their message to the hearer engaging in meaningful interaction, maintaining comprehension of ongoing conversation despite of limitations in their speech. Fluency in the classroom context of politeness speech act is created by negotiating the meaning of

authentic materials, appropriately using communicative strategies by relevantly using forms of address, politeness indicators, and conventional expressions. When L2 learners learn language by authentic materials using politeness they reflect to the natural and pragmatic behavior of the language by implementing cognitive and metacognitive skills. They pick up appropriate and relevant conventional expressions, forms of address and politeness indicators focusing their attention on language to the context and interact with each other negotiating meaningfully. In order to develop fluency in the usage of politeness speech act L2 learners learn language firstly explicitly smoothly changing their learning to implicitly. Mechanical practices of activities that L2 learners do the language behavior in the context may be not fully conceived to the end. But practicing and learning language forms, conventional expressions and politeness indicators consciously and subconsciously by picking up language usage allow L2 learners to internalize the language usage. After mechanical practice of activities L2 learners turn to meaningful practice of exercises followed by communicative practice. While doing meaningful practice, control over the accuracy of the sentence structures are still under by the instructor's control. As an example, for meaningful practice the street maps, finding out necessary object in the library can be widely used by drawing L2 learners' attention to the utilization of language forms, politeness strategies, conventional expressions, and language fillers. They have to ask questions from each other and present their appropriate answers making a link of language use to the context. Communicative practice is usually accompanied with the usage of language in the real communicative and interactive context. Listening or watching to authentic materials such as radio podcasts, videos, and movies enable learners to make discussions by asking appropriate questions with politeness tendency, answering questions using politeness indicators, felicitous politeness tendency in the tone and conventional expressions

6. CONCLUSION

Masterly managing linguistic politeness within communicative skills is the main priority of any L2 or foreign language learner. Consequently, it is in learners' interest to learn a language and evaluate the effectiveness of the intended language activities on the basis to what extent they internalize the given material and improve of language proficiency (Richards, 2006). Furthermore, managing linguistic politeness, exactly. in speaking is one of the pivotal keys that lead an L2 learner to develop their communicative ability in the target language. L2 learners mostly begin learning a foreign language when there is a close relationship between a subject teacher and learners themselves, interaction between them, and when they work collaboratively, thus it requires a subject teacher to create ZPD and build the bridge between L2 learners current knowledge and their planned knowledge that are intended to be mastered by them. Thus, learners realize that more regular practice is needed both in the classroom context and behind the walls of educational setting to develop their communicative abilities appropriately using linguistic politeness by overcoming shyness and hesitation (See: Namaziandost & Nasri, 2019).

Classroom interaction refers to the conversation between a teacher and students or among students themselves with active participation during the lesson. Various types of interaction propose using socio-cultural activities where L2 learners construct and develop their knowledge working collaboratively and collectively. In this case, authentic materials such as radio podcasts, vodcasts, video materials are considered to be essential educational resources. Participation in role-plays, simulated and authentic dialogues, presentations and other socio-cultural activities L2 learners are enabled to experience real communicative situations in which L2 learners can express their opinions and insights using linguistic politeness expressions, accurate forms of address, politeness indicators and daily conventional expressions. Furthermore, they can develop their oral fluency and accuracy because these two factors are essential to develop a foreign language competency to communicate successfully.

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