The Philosophy of Teachers' Power based on Leech's Politeness Maxims in Iranian Context

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Article Info

ABSTRACT

The philosophy of education is an important issue in learning and teaching. Also, the relationship between teachers' power and abilities can tremendously influence the learners. The purpose of this article is to explore the practice of power bases and Leech's (1983) politeness maxims among Iranian teachers. A descriptive-qualitative method is used in this research. To this end, nineteen sessions of five classes of five different teachers in a private institute were audio-recorded and transcribed. In the second step of this study, the learners were asked to fill out a questionnaire consisting of 25 Likert-scale items relating to power and politeness issues. In the last stage, four teachers were asked to take part in an interview with the researchers for gathering the complementary data. The classes being observed were chosen based on the rules of convenience sampling method and among young-adult, pre-intermediate learners. The results revealed that Legitimate power among the power base uses and Tact maxim among the politeness maxim practices were the mostly used types of all. Also, it was concluded that in most cases, teachers used one form or a combination of politeness maxims with the practice of power bases.

Introduction

Human beings need some power by nature with the help of which he can pass successful and respectable life in a society. So, in classroom situation the teacher also exerts some powers which are his/her necessary tools for managing the classroom.

In Iran and across the world, the philosophy of education has a long history. Learning how to act linguistically is just as important as knowing how to talk and write in a foreign or second language. Thus, the teacher-student partnership in the classroom is influenced by their pragmatic knowledge as well as how they behave and react in various circumstances and scenarios. For students, classroom lessons that take into account the pragmatic aspects of social interaction may be highly beneficial.

Power is that force enabling the control of the environment around itself as well as the behavior of other entity. Classroom is a place where the teacher and the student are in close contact with one another. Hence, the classroom setting leaves a lasting impression on the brains of the young students. The more learning is anticipated, the more welcoming and nicer this environment maintains. It is the responsibility of both instructors and learners to figure out how to make the classroom a great place to learn. Teachers have to exercise their power which can be named as social power of the teacher. By exercising these powers, seriously, the teacher can manage his classroom in well balanced order.

In a classroom, teachers play the roles of manager and leader; as a result, they need authority in another form, referred to as social power of teacher. It is the means through which teachers may shape their pupils' attitudes and behaviors.

Because it has a significant impact on relationships between teachers and students, pupils' motivation to learn, and learning results, the use of power by teachers in learning contexts demands further investigation.

We can expand our knowledge of classroom learning by studying the philosophy of teaching in the classroom. Teachers as the main source of influence over learners do not have the mere role of teaching in the class. Inside the classroom they have the following roles as well: motivational, instructional, managerial and evaluative. Also, according to Bishop and Glynn, (1999) and Brown (2007), when students are participating in class activities, a teacher's job is to direct, manage, and provide resources to the students so they may participate in the activities.

Additionally, it is believed that the philosophy of tutoring normally is more efficient than classroom instruction. The conversation that occurs between the tutor and student may be one explanation for tutoring's effectiveness. Tutoring discussion resembles everyday conversation more than the lecture model used mostly in classrooms (Resnick, 1977: 365-372).

One of the main ways through which an effective communication can be obtained is the philosophy of politeness. The application of Politeness Principles (PP) sensibly in the class communication might help to narrow the distance between the teacher and learners, make learners feel that the teacher is genial and easy to communicate, and create a harmonious relationship

between teachers and learners. Therefore, it can be affirmed that the practice of PP in the classroom by the teachers could help establish a good teacher-student relationship and endorse the efficient teacher-students exchange, stimulate learners' interest to learn, and enhance learners' motivation to learn English, so as to make learners develop English language skills effectively.

If the teacher in class fulfils learners' self-esteem, learners are willing to take the requests and expectations that the teacher brings forward; if not, they will develop some resistance. Thus, the teacher had better effectively use PP so that learners feel optimistic expectations of their teacher. It will help learners boost self-confidence, and strive to increase academic performance and form effective relationships with teachers. It shows that according to Diamond (1996), politeness can be used to achieve more power. It is claimed that people, teachers in our case, who want to maintain power may choose to present an outward appearance of being respectful of other people's feelings, the students in this study, by the use of politeness principles.

Literature Review

a) Teachers as Technician

Teachers should merely possess a "solid grasp of subject matter and fundamental expertise," according to those who think teachers should be technicians, and teacher professionalization models are "exactly the wrong approach" for enhancing education (MacDonald, 1998: A22). Because they outline what instructors should understand and be able to perform, these perspectives on teaching have been referred to be technical or technocratic. 'Teacher-proof' curriculum and certain digital technologies serve as examples of how instructors might be completely cut out of the learning process in extreme technical education situations. In certain situations, it is thought that professors actually hinder students' ability to learn since they serve as ineffective middle managers while imparting knowledge to them. The 'process-product' research of the late 1960s and early 1970s is largely responsible for the technical viewpoint on education today.

b) Teachers as Professionals

The educational literature typically accepts three definitions of what a professional is. A professional first has to have a lot of talent and expertise. Professionals must also draw on a corpus of information to help them in their work. Thirdly, professionals need the freedom to make choices that combine their knowledge and abilities. Contrary to teacher technologists, who are expected to follow a set of instructions, conceptual arguments maintain that instructors must engage in complicated thinking in order to be effective in their positions.

For example, subject matter complexity and student variability necessitate that teachers engage in complex thinking in order to teach complicated material to a range of students. Additionally, when education is reduced to a collection of methods, learning is reduced to the acquisition of a limited number of behaviors. Learning is considerably more than just picking up new actions. Last but not least, education is a moral profession in which educators frequently choose between

difficult moral choices. The public goal of educating capable and compassionate citizens in a democracy is neglected by teachers who rely on teaching methods that do not take the moral implications of the classroom and the school into account. In fact, some have claimed that teaching's moral aspects constitute the final rationale for why it should and must be regarded as a profession.

Politeness

Despite its observable real-life importance and significance and some initial studies (e.g., Lakoff, 1973: 292-305), it was not until the late 1970s that politeness grew into a main concern in pragmatics. According to Routledge Dictionary of Language and Linguistics, politeness is a term for a blend of interpersonal contemplations and linguistic choices influencing the form and function of linguistic exchanges and interactions.

In everyday interaction and communication, politeness is a norm of life having moral and ethical significance. In order to maintain healthy interpersonal connections, people must make an effort. With politeness being "a system of interpersonal relations meant to ease contact by limiting the potential for conflict and confrontation inherent in every human exchange," the goal is to fulfill or represent the interpersonal or social function of language (Lakoff, 1990: 34).

A very overall way of approaching politeness is from the perspective of social appropriateness, as clarified by the Longman Dictionary of Contemporary English, where it is described as "having or showing good manners, consideration for others, and/or correct social behavior." Some of the sociolinguistic literature advocates this vision as well: for Lakoff (1975: 53) "to be polite is saying the socially correct thing", whereas for Adegbija (1989: 58) politeness is concerned with situations in which one "speaks or behaves in a way that is socially and culturally acceptable and pleasant to the hearer". Similarly, Ide (1993: 7) considers politeness as an overall term for behavior "without friction", while Brown (1980: 114) views it as "saying and doing things in such a way as to take into account the other person's feeling". Fraser and Nolen (1981: 96) adopt a broader approach: "to be polite is to abide by the rules of the relationship. The speaker becomes impolite just in cases where he [sic] violates one or more of the contractual terms". For Watts, Ide, and Ehlich (1992: 2) politeness "helps us to achieve 'effective social living' and for Nwoye (1992: 310) "being polite is ... conforming to socially agreed codes of good conduct".

Leech (1983, 2003, 2005) introduces his Politeness Principle, later retitled as the Grand Strategy of Politeness, as the Gricean Cooperative Principle's (CP) coordinate, that "rescues the CP from serious trouble" (1983: 80). Thus Leech (1983, p. 80) presents the complementary and indispensable Politeness Principle (PP) to elucidate some phenomena that are ostensibly not apprehended by the Cooperative Principle, which cannot describe "why people are often so indirect in conveying what they mean".

According to Leech (1983), which has been described by Cutting (2002: 49-50), there is a politeness principle alongside with conversational maxims parallel to those expressed by Grice which will be explained below.

1) The Tact maxim

The Tact maxim states: "minimize cost to the other and maximize benefits to the other" (Leech, 2014: 133). If in class the teacher uses some right and polite languages alongside with appropriate communicative strategies, the class atmosphere would be harmonious and comfortable (Yingcong & Yan, 2009). The tact maxim can be used by the teacher to stimulate students' interest to learn, increase motivation to learn, so as to lead learners get and learn language skills better.

2) The Generosity maxim

Despite the tact maxim, the maxim of generosity concentrates on the speaker, and states that others should be put first instead of the self. Generosity maxim states: "minimize the benefits to self and maximize cost to self" (Leech, 2014: 133).

3) The Approbation maxim

The Approbation maxim holds that "minimize dispraise to the other and maximize praise to other" (Leech, 2014: 133). The operation of this maxim is equitably obvious and clear: all things being equal, we desire to admire others and if we cannot do so, to avoid the subject, to contribute some sort of slight response (conceivably through the use of euphemisms or to stay silent).

4) The Modesty maxim

Modesty is conceivably a more multifaceted maxim than the others, as the maxim of quality can occasionally be violated in discerning it. The Modesty maxim states: "minimize praise to self, and maximize dispraise of self" (Leech, 2014: 133).

5) The Agreement maxim

It is not being urged that individuals should completely avoid conflict. Simply said, it is noticed and felt that they express agreement far more directly than dissent. Increase agreement and reduce dispute is what the Agreement maxim says (Leech, 2014: 133).

6) The Sympathy maxim

A select selection of speaking actions, including commiseration, congratulations, and condolences, are included in the Sympathy maxim. "Maximize compassion and avoid hostility toward the other," advises Leech (2014: 133).

7) Power

Foucault (1977), who is one of the great thinkers of the 20th century, believes that power is a relationship. It is a system that both students and teachers may use. Power is not a thing that anyone

can own. Power is a term used to describe the arrangement of connections because it determines how individuals behave.

People with power have the ability to adjust others' behaviors by threatening them through economic influence, political/social authority, or violence. An indication of power as Foucault (1980) explains would be in the relationship between a teacher and his/her students. The instructor has the ability to award grades and this will change his relationship with the students.

Of course, the students are free in choosing not to do the tasks, but in this case, they won't win the institution's or the teacher's potential reputation in finding a profession or even applying to other schools. So, it is clear that the teacher has a leadership position endowed in him by the institution to assign grades and assess students' achievements.

> Power is employed and exercised through a net-like organization. Not only do individuals circulate between its threads; they are always in the position of simultaneously undergoing and exercising this power. (Foucault, 1980: 98)

Historical background of social power

a) French and Raven's (1959) bases of power

The idea of the different types of power is frequently utilized in an interaction within an establishment. The five sorts of power by French-Raven involve recognition of the degree of perceptibility, and the degree to which power is related to organizational factors. The downward five modes of power proposed by French and Raven are:

b) Legitimate Power

Legitimate power is sometimes related to assigned or delegated power. It derives from teacher's allocated position in the school. Legitimate power is founded on the students' discernment that the educator has the authority to create particular pleas and orders as a duty of her/his status as an "instructor".

c) Expert Power

French and Raven (1968) emphasize the point that the primary influence of expert power is an adjustment in an individual's beliefs. Any shift in conduct would be an auxiliary consequence of that impact.

d) Referent Power

Richmond and Roach (1992) refer to referent power as ''earned'' power. Though teachers can use the other bases of power, referent power is intensely related to student trust. When teachers obtain this referent power, they can maintain optimistic relationships with students.

e) Rward Power

The reward power of a teacher is focused on a presumption held by the student as to the extent to which the educator is able to give him/her a reward as a result of her cooperation with the instructor's effort at power.

f) Coercive Power

This sort of power is focused on a concept of constraint, which implies that somebody is forced despite their desire to do something. The main purpose of coercion is compliance. Coercive power can be considered as the students' assumption that they will be reprimanded by the teacher if they do not comply with the teacher's impact attempt.

The present research attempts to study teachers' power based on Leech's (1983) politeness maxims in Iranian EFL (English as Foreign Language) classes. Therefore, to achieve the purpose of the present study, the following research questions were formulated:

Research question 1: How is power exercised in the teachers' utterances?
Research question 2: How are politeness maxims generated by the teachers?
Research question 3: How do students perceive the teachers' utterances?

g) The Communication of Power

Power utilization necessitates communication. Power is frequently utilized to persuade without direct verbal contact. It's not typically necessary for a teacher to warn a student that failing to complete their assignment would result in a grade reduction, that they have the right to demand it since they are the teacher, or that they are doing it because they want the student to like them and like them. These inferences of authority are often acknowledged by the student without being explicitly expressed. Other times, explicit power appeals are made. When a teacher threatens to give a student a "F" on an assignment if they don't turn in their work on time, for instance, coercive force may be used. Similar to this, when a teacher says, "If you complete this extra issue, I will award you five bonus points," reward power may be at play. "Will someone help me put up this film projector," the instructor may ask in an attempt to invoke referent power.

Whether power appeals are made explicitly or subtly, in order for teacher power to affect conduct, the student must link the desired action to the instructor's authority. Student impressions are the basis for all instructor authority. A teacher's appeal to that authority, whether explicit or implicit, is unlikely to have an impact if the student does not believe that the instructor possesses that particular kind of power. Similarly, even if the student believes that the instructor has the authority, the attempt to influence them is likely to fail if it is unrelated to the power.

Foucault (1977: 299) argued that 'disciplinary power' emerged with the advent of modern institutions and extended throughout society such that continuities in power relations are evident not only in schools, hospitals, prisons, factories, and other institutions, but also outside of these institutions: "A certain significant generality moved between the least irregularity and the greatest

crime: it was no longer the offence, the attack on the common interest, it was the departure from the norm, the anomaly; it was this that haunted the school, the court, the asylum or the prison". With regard to power analyses, Foucault's idea of disciplinary power expressly moves them from the "macro" level of institutions and ideologies to the "micro" level of bodies. Disciplined power, he argued, operates at the level of the body, unlike sovereign power from earlier eras: "When thinking of the mechanisms of power, I am thinking rather of its capillary form of existence, the point where power reaches into the very grain of individuals, touches their bodies, and inserts itself into their action and attitudes, their discourses, learning processes, and everyday lives" (Foucault, 1980: 39)

Because "everyone knows" that teachers have power, not only are many of our practical ideas about classrooms, students, and teachers based on this "general knowledge," but its implications affect many areas of educational thought (Hustler & Payne, 1982). For example, process-product research about teaching assumes it is what the teacher does that decides what will happen in the classroom, and this assumption has shaped the effective schools' movement (Carlsen, 1991). It also permeates classroom management literature, whose purpose is to instruct teachers in those competencies that will make them victors in the battle described by Waller (e.g., Cangelosi, 1988; Duke, 1982; Swick, 1985). Behavioral measures of teacher competency that judge teachers by observing whether or not students are on task and whether direct teacher intervention is necessary to keep them on task, are founded on this same assumption (Morine-Dershimer, 1985). When teachers are criticized for accepting low student effort in exchange for compliance (Sizer, 1984; Sedlak, Wheeler, Pullin, & Cusick, 1986), it is assumed that they have relinquished their power over students.

Methodology

Design of the Study

A descriptive qualitative method was used in this research. In fact, qualitative research is research in which the data are produced in the form of words. So it does not include any calculation or enumeration (Melong, 1990).

It can also be mentioned that this type of research is more focused on the reality in the field being examined rather than in what has been thought or imagined subjectively before carrying out the research. The main purpose of this research is to recognize the social phenomena. Thus, this qualitative research is sometimes named as "the understanding research".

Settings and Participants

Convenience sampling was used in order to gather the data for this research. The participants of this study were chosen from one of the language institutes in Tabriz, Iran.

Five male and female teachers were selected as the research subjects, ranging from 24 to 35 years old. Also, 68 students, who were taught by the selected five teachers, were the other

participants of this research from whom 35 were males and 33 were females. It was needed to observe the classes to see how the teachers used interactive utterances, how the students responded to these utterances and observed the association between the utterances with the power considered by the teacher in the classroom.

Data collection procedure

In the current study, the selected teachers were asked to record their classes using an audio-recorder and submit them to the researcher. Without disregarding the whole class interaction, the records concentrated mainly on the teacher-student interaction. These utterances and interactions were then transcribed. To obtain the data aiming at giving exact answers to the research questions, the data reduction was done by the researchers at this step to organize the utterances including interpersonal expressions such as asking, inviting, requesting, or ordering done mainly by teachers toward the students.

In the next step, the students who were taught by the teachers of this study were chosen randomly to answer the items of the questionnaire which were distributed amongst learners through social media. All of the answers were collected and were analyzed using Microsoft Excel.

In the last step, the researchers had an interview with the teachers, all of whom agreed to have a video-call. Before starting the interview, the permission for taking the intended notes was asked from each teacher. After the interview, the data were reduced, transcribed, and analyzed for getting the information needed.

Data analysis

The data analysis was carried out according to the theory of Miles and Huberman (1994), which comprises three concepts: data display, data reduction and verification. The data reduction means creating a script according to recorded and written data, selecting the data needed for responding to the research questions and removing unnecessary data, and then identifying the type of power bases and politeness principles. The final step is the verification or conclusion.

Results

The first research question to be answered here is:

1. How is power exercised in the teachers' utterances?

In order to respond to this research question, the utterances of the teachers in the nineteen sessions mentioned above were analyzed and they are presented below:

Table 1. The Frequency of Occurrences of Teachers' Power Use in Their Utterances

Power	N
Legitimate power	534
Expert power	167
Referent power	13
Coercive power	6
Reward power	1

Table one illustrates the frequency of powers taking place in teacher-students' interactions in classrooms. As it is clear, legitimate power is the most commonly used type of power and expert power comes after that. In the extracts below, some examples of each type of power used in the classroom interactions are provided.

a) Legitimate Power

Extract 1
S: May I close the door?
T: Yes, you may.

In this situation, the teacher uses his/her legitimate power to give permission to the student to close the door.

b) Expert Power

Extract 3
S: …. Judy buy a shirt.
T: Judy buy a shirt?
S: No, buys a shirt.
T: Yes, Judy buys a shirt.

In the extract above, the student is giving a summary. He makes a mistake and instead of saying 'buys', she uses 'buy'. The teacher uses her expert power in order to correct his mistake by repeating the student's own wrong sentence and confirming with the correct answer at the end.

c) Referent Power

Extract 5
S: Teacher, I'm so sorry. I don't have my book here.
T: Ok, let's ask one of your friends to share his book with you. Who wants to share the book with Ali?
S_1: Me, teacher.
T: Good. Thank you.

Here, Ali has forgotten to bring his book to the class. Instead of getting angry or commanding the students to share the book with him, the teacher asked for a favor by the use of his referent power.

d) Coercive Power

Extract 7

T: Everyone, be very active in my class. Just the students who always participate in class activities will get good grades from me. OK?

Ss: Yes, teacher.

The teacher uses her coercive power to remind the students of class activity and its importance. Not getting good grades will be the result of less active students.

e) Reward Power

Extract 9

T: Ok, look here. Who is cleverer in the sea?

S: Teacher 'who' no. Which animal.

T: Excellent. Let me give you a positive Nazanin.

Yes. For animals we use 'which'. So, which animal is cleverer in the sea?

In the extract above, the teacher intentionally used 'who' instead of 'which' to test the students. Nazanin got the point and corrected the mistake. The teacher used reward power to give her positives for her attention in the class.

Some examples related to the use of power by the teachers were provided. Below, is a figure reviewing the exercise of power in the classes being observed.
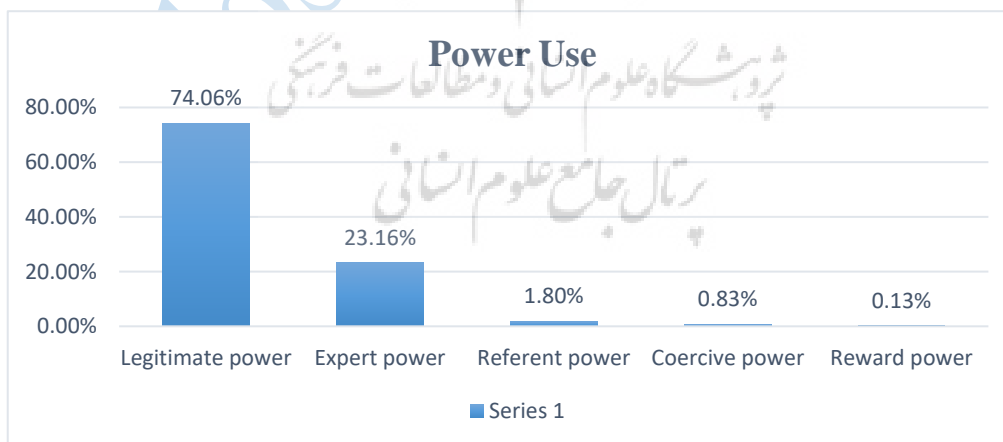

Power Use

| Legitimate power | Expert power | Referent power | Coercive power | Reward power |
| 74.06% | 23.16% | 1.80% | 0.83% | 0.13% |

■ Series 1

Figure 1. Power use

Figure 1: As it is clear, legitimate power was used in about 74% of the cases. From the explanations and definitions given, it was somehow predictable that instructing students inside the classroom context may contain the most part of power use by the teacher. After that, using expert

power comprised about 23% of the total use of power in the teachers' utterances. Referent power takes the percentage of 1.80%, and coercive and reward power take the percentage of about 1% of all.

The second research question to be answered here is:

2. How are politeness maxims generated by the teachers?

In order to answer this research question just as the first one, all the utterances related to politeness maxims use by the teachers were analyzed and the results are presented below:

Table 2. The Frequency of Occurrences of Teachers' Politeness Maxim Use in Their Utterances

Power	N
Tact Maxim	250
Approbation Maxim	151
Agreement Maxim	151
Generosity Maxim	29
Modesty Maxim	26
Sympathy Maxim	22

Table two shows the frequency of politeness maxims' use by the teachers in teacher-students' interactions in classes. As it is clear, Tact maxim is the most commonly used type of politeness principle. Meanwhile, Approbation and Agreement maxims both come after that. Some examples of each type of politeness maxims used in the classroom interactions are provided in the extracts below.

a) Tact Maxim

Extract 10
T: Ghazal, come to the board and take your notebook please.
S: Ok, teacher.

In this case, after checking the student's notebook, the teacher asks the student to come and get it. The teacher gives her the instruction indirectly showing her politeness by the use of the word 'please'. Also, remembering the first name of the student can be a strategy of politeness. In this case, the students feel respected and appreciated by the teachers.

b) Approbation Maxim

Extract 12
T: Open your books to page 37 please. Kamand, read part D number 1.
S: Number 1 is windows.
T: Yes, very good.

The teacher asks the students to open their books and read the exercises. The selected student's answer is correct. So, the teacher appreciates the response by saying 'very good'.

c) Agreement Maxim

> Extract 14
> T: Mobina, ask a question please.
> S: Is the girl point to the bathroom?
> T: Is she….???
> S: pointing teacher. Sorry.
> T: Yes, Is she point**ing** to the bathroom?

Here, one of the students asks a question from her friend. The question is not grammatically correct. By repeating the question and waiting till the student herself corrects it, and by using the word 'Yes' after correction, the teacher wants to increase agreement in the class.

d) Generosity Maxim

> Extract 16
> T: Open your notebooks and write them down.
> T: (After a while). Finished.
> S: not yet teacher. Just 2 minutes please.
> T: Ok, 2 more minutes. Please hurry up.

In this case, the students are supposed to write the words written on the whiteboard in their notebooks. After a while, the teacher wants to clean the board but one of the students isn't finished. He asks for two more minutes. Instead of rejecting the request, the teacher uses generosity maxim and minimizes benefit to self and gives some more time for the student to finish up.

e) Modesty Maxim

> Extract 18
> T: Meysam, please read the word.
> S: zoo, tiger, giraffe, elephant.
> T: Good, do you want to choose the other person to read?
> S: Yes, teacher. Thank you.

In the example above, instead of choosing himself, the teacher gives the option to the student to select another student to read. In this particular case, the teacher minimizes praise to self and gives the role of the teacher to the student.

f) Sympathy Maxim

> Extract 20
> T: Hi everyone. Good afternoon. How are you?
> Ss: Hi teacher. Fine thank you. And you?
> T: Fine, thanks.

In this example, the teacher greets the students and asks about their conditions. The students also ask back the condition of their teacher. The manner in which the teacher and students interact with each other can be characterized as the exercise of sympathy maxim.

Some examples related to the use of various types of politeness maxims were presented. Now, a summary of the findings is provided below.
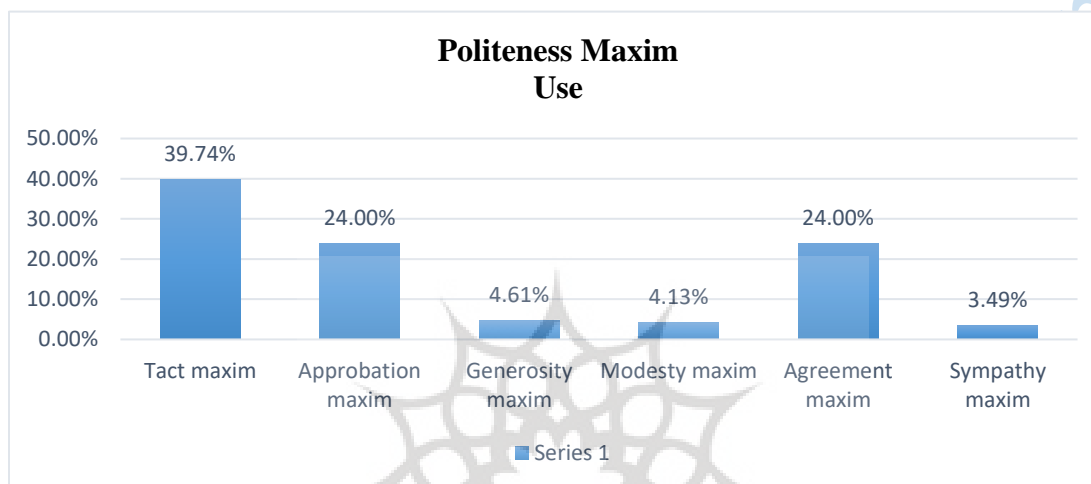

Figure 2. Politeness Maxim us

According to this figure, 39.74% of the uses of politeness maxims relate to tact maxim. The second rate goes to both agreement and approbation maxims with 24 % of the whole utterances, and about 12% of the cases relate to the rest of the maxims.

Some more points explored about Power and Politeness

In analyzing the data gathered from nineteen sessions of five male and female teachers, some other important points were gathered worth mentioning in the figures below.
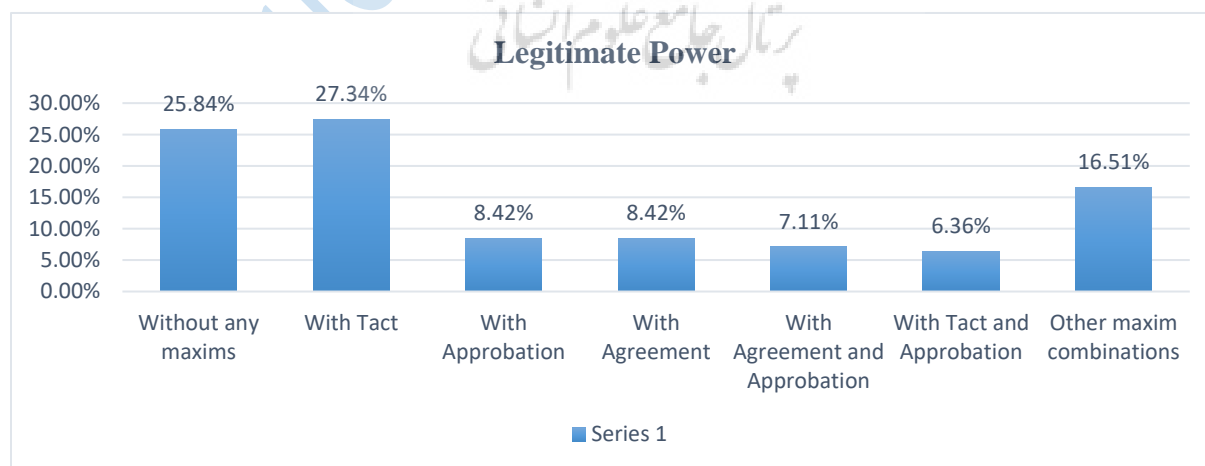

Figure 3. Legitimate power

By paying attention to this figure, it is clear that in most of the cases 74.16% of the cases, teachers used one sort or a combination of politeness maxims with legitimate power in order to shorten the distance in relation to the teacher and students, and also make the classroom atmosphere as friendly and comfortable as possible. In 27.34% of the cases (about 146 occasions), Legitimate power was used with tact maxim. In 8.42% of the cases (45 instances for each of approbation and tact maxims), Legitimate power was used with approbation maxim and agreement maxim. In 7.11% of the cases (38 examples), a combination of agreement and approbation maxims were practiced. In 6.36% of occasions, the combination of tact and approbation maxims were observed. And in 16.51% of instances, other maxim combinations such as (Tact + Modesty, Tact + Generosity, Modesty + Approbation, Generosity itself, Modesty itself, etc.) were practiced by the teachers. The same explanation with expert power is presented here.
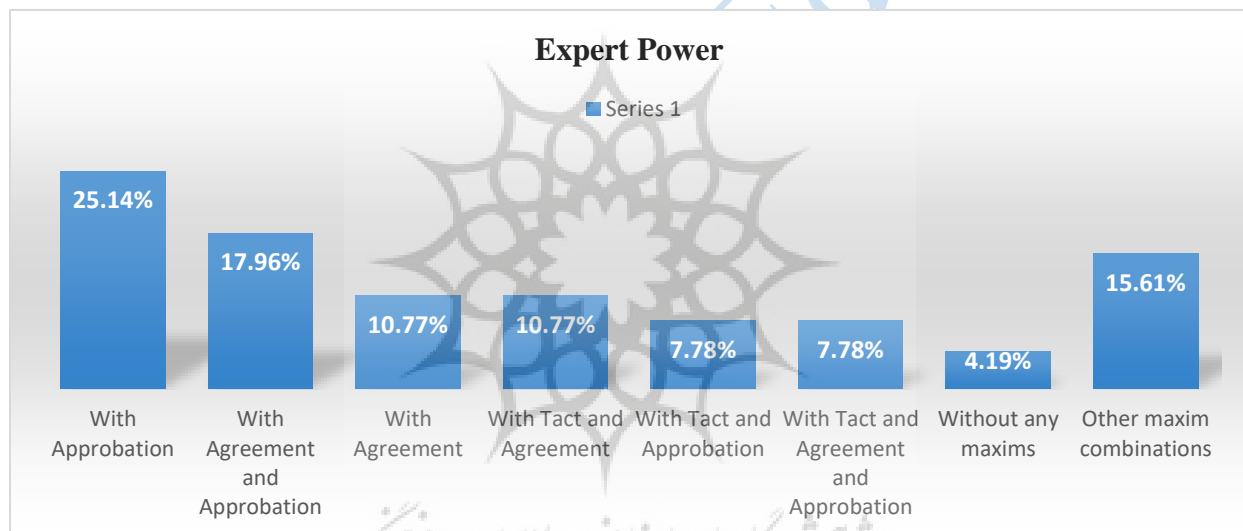

Figure 4. Expert Power

A brief look at this figure illustrates that in almost all the cases (95.81% of cases), one or a combination of various types of politeness maxims are used with expert power which seems to lead to the betterment of the teacher-student interaction inside the class. The most commonly used type of politeness is tact maxim with 25.14% of the situations (42 utterances). Agreement and approbation maxims come in the next part with 17.96% of the total maxims (30 utterances). In the next step, agreement and approbation, and agreement itself contain 10.77% of the cases (18 utterances). In 7.78% of instances, tact and approbation with tact and agreement and approbation were observed (13 cases). In 15.61% of the cases, other maxim combinations like generosity, agreement, agreement and modesty were used. Not using any politeness maxims with expert power takes the percentage of 4.19% (7 cases).

An example related to the use of different types of politeness maxims with legitimate and expert powers is given.

Extract 22

T: Tina, Look at the board. 'Judy buy a shirt'. Is it correct?

S: No, teacher. Judy buys a shirt. Or, Judy is buying a shirt.

T: Yes. Perfect. Judy buys or is buying a shirt.

Here, by the use of legitimate power the teacher asks a question from the student. By using expert power, the teacher confirms her answer. Then, she uses approbation maxim by using the word 'Perfect'. Meanwhile, by the word 'Yes', and by repeating the correct answer uttered by the student, she wants to maximize agreement. A brief illustration about other types of power will be given in this section.
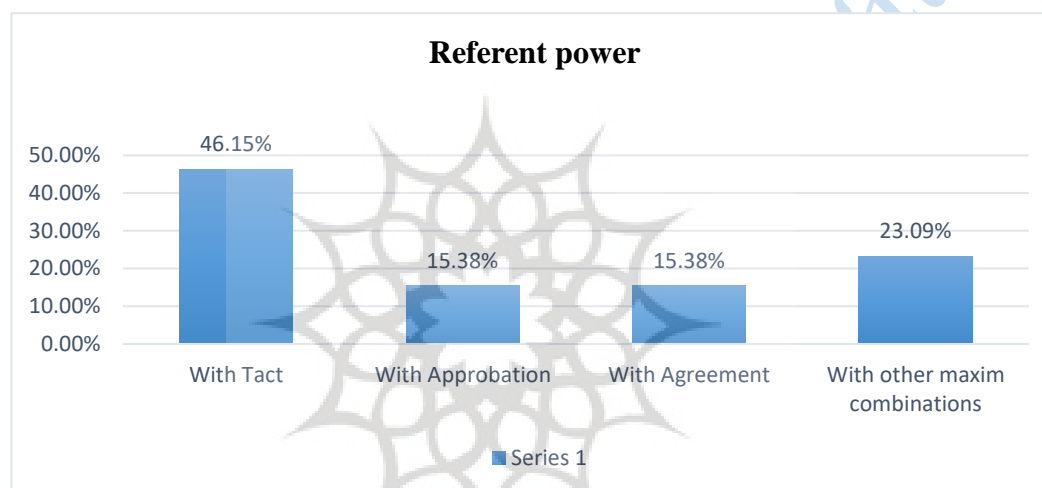

Figure 5. Referent Power

It illustrates that in 46.15% of the cases, (16 utterances) referent power is used with tact maxim and in 15.38% of the situations, it is used with approbation maxim, and agreement maxim. It's worth mentioning that referent power is always used with one or a combination of maxims and in no instances, it is used alone.

Coercive power is used in most cases without the use of any politeness maxims (4 instances out of 6), and Reward power which is observed in just one utterance, is used with modesty and approbation maxim. The examples were provided in the previous parts.

The last research question to be answered is:

3. How do the students perceive the teachers' utterances?

In order to answer this research question, a questionnaire consisting of 25 Likert-scale items was developed and given to 36 students who were taught by the teachers of this study according to convenience sampling method.

Also, for a more dependable and comprehensive result and for triangulation considerations, an interview with the teachers of this study whose classes were recorded was performed. Two male

and two female teachers agreed to participate in this interview. A video call was made with the teachers and some questions, related to the intended study, were asked. The questions were open-ended, and the answers were written down and analyzed and the points helping to get to the desired data and answers were extracted.

Table 3. The students' opinions about the use of politeness maxims by the teachers.

Items	Ag	Un	Dis	T
1- Utterances generated by teachers determine the class atmosphere.	34 94.44%	1 2.77%	1 2.77%	36 100%
2- Utterances generated by teachers determine the smoothness of teaching and learning process.	36 100%	- -	- -	36 100%
3- Utterances generated by teachers influence the academic achievement of the students.	32 88.88%	3 8.33%	1 2.77%	36 100%
4- Utterances generated by teachers influence the students' esteem.	31 86.11%	2 5.55%	3 8.33%	36 100%
5- Teachers' utterances in the classroom should not disgrace the students' esteem.	35 97.22%	1 2.77%	- -	36 100%
6- You feel uncomfortable when your teachers ask you openly to do something in the classroom.	21 58.33%	3 8.33%	12 33.33%	36 100%
7-You feel unhappy when your sentence is interrupted by your teachers in the classroom.	18 50%	3 8.33%	15 41.66%	36 100%
8- An imperative sentence like *"Finish your task!"* is less polite and would offend students.	19 52.77%	6 16.66%	11 30.55%	36 100%
9- Explicit instructions are not necessarily practiced by the teachers in the classroom.	15 41.66%	4 11.11%	17 47.22%	36 100%
10- Teachers should mind their language when speaking to students in the classroom.	32 88.88%	3 8.33%	1 2.77%	36 100%
11- You feel appreciated when your teachers ask you to do something in the classroom using the word *"Please"*.	28 77.77%	2 5.55%	6 16.66%	36 100%
12- You feel less intimidated when your teachers interrupt you using the word *"Sorry"*.	19 52.77%	7 19.44%	10 27.77%	36 100%
13- An interrogative sentence like "*Could you…*?" is more polite to use.	31 86.11%	4 11.11%	1 2.77%	36 100%
14- I prefer polite language to clear and explicit utterances.	25 69.44%	2 5.55%	9 25%	36 100%
15- Your teachers frequently use polite language such as using *"Please"* and "Sorry*"*.	31 86.11%	4 11.11%	1 2.77%	36 100%

Ag: Agree; Un: Undecided; Dis: Disagree; T: Total Mean of ageement:75.3%

Items 1-15 of this questionnaire relate to the exercise of politeness maxims by the teachers and the students' perceptions of them. By analyzing table 3, it can be concluded that in the items related to politeness, about 75.3% of the students agree on the point that teachers' utterances can influence students' esteem to a large extent. The students prefer interrogatives, indirect and polite utterances to direct and open ones. They feel respected and comfortable in the classes with these types of

utterances. For example, 69.4% of the students agree on the idea that, "I prefer polite language to clear and explicit utterances" (Item 14).

According to the analysis of the interview data, it is understood that the teachers prefer the use of polite language in the classroom. They stated that they usually use indirect utterances for instructing the students. As an example, one of the answers to the researchers' question that relate to this issue is given here:

"…Do you think the teacher's utterances can affect the feeling of students about English? How?"

In total, three affirmative answers and one negative response were received. Three of the teachers agreed on the idea that teachers' manners and utterances can encourage or discourage a student to learn a subject like English. One of them disagreed because he believed that the student can change the class if he/she is not satisfied with the teacher. The instances are provided below:

"… I don't think so. Because they're not going to be in that teacher's class forever. They can change their teacher if they don't like him/her. However, as a teacher I always prefer to be nice and polite to the students because I know that they are sensitive and I don't want to hurt their feelings."

The affirmative answer:

"Yes, for sure. The more positive and accurate the teacher's utterances are, the more probable it is that learners are mentally, emotionally and effectively engaged in class which leads to the better feeling of that subject which is English in our case."

Table 4. The Students' Opinions about the Use of Power Bases by the Teachers

Items	Ag	Un	Dis	T
16- Utterances generated by teachers determine the lecturers' academic competence.	34 94.44%	2 5.55%	- -	36 100%
17-You obey your teachers' instructions because of their role as teacher in the classroom.	28 77.77%	2 5.55%	6 16.66%	36 100%
18- You obey your teachers' instructions because you want to please them.	24 66.66%	6 16.66%	6 16.66%	36 100%
19-You obey your teachers' instructions because they are the most competent and knowledgeable persons in the classroom.	32 88.88%	2 2.77%	2 2.77%	36 100%
20- You obey your teachers' instructions because they will reward you with good scores.	19 52.77%	7 19.44%	10 27.77%	36 100%
21- You obey your teachers' instructions because you are afraid of punishment if disobeying them.	12 33.33%	4 11.11%	20 55.55%	36 100%

Ag: Agree; Un: Undecided; Dis: Disagree; T: Total Mean of agreement: 68.9%

Items 16-21 are about the practice of different kinds of power in the classroom and how students perceive them. These items relating to the use of power indicate that more than half of the students

68.9%, obey their teachers because of their use of power especially, legitimate and expert power. So, using power inside the classroom is not something rejected by the students. On the other hand, it can be considered as one of the important things which impels the students to obey their teachers inside the classroom.

In the last item, 55.5% of the respondents disagree with the statement which declares, "You obey your lecturers' instructions because you are afraid of punishment if disobeying them." It shows that according to students, coercive power is actually the least effective factor in persuading them to obey their teachers.

The results of the interview indicate that teachers' power is one of the main reasons that students follow the teacher's instructions. Others believed that it's because of the good teacher-student relationship. An example is provided below:

"…Why do you think the students obey the teachers' instructions in class?"

As mentioned above, the answers are classified into two groups. In the first group, the teachers believed that the students obey them because they are the source of information, and actually they're the most knowledgeable and competent persons in the class. In the second group, the teachers said that it's because of the teacher-student relationship. The students follow their teachers because they like them. An example of each group is provided:

"…I think they obey us because they see the teacher as the source of information and accuracy who provides them with novel and relevant ideas about the language they are learning. This is especially true about the young adults' classes."

The other idea:

"…. I think it depends on the teacher-student relations. If the students like their teacher and if they think their teacher loves and respects them and understands their feelings, they obey their teacher's reasonable instruction in class."

Table 5. The students' opinions about the simultaneous use of politeness maxims and power bases by the teachers

Items	Ag	Un	Dis	T
22- Utterances generated by teachers in the classroom are influenced by their power in the classroom.	17 47.22%	10 27.77%	9 25%	36 100%
23- Using clear and explicit utterances show that teachers have more power in the classroom.	15 41.66%	6 16.66%	15 41.66%	36 100%
24-Using polite utterances shows that teachers do not have power in the classroom.	2 5.55%	1 2.77%	33 91.66%	36 100%
25- Teachers who frequently use polite utterances would build relationship that is more positive with the students.	35 97.22%	-	1 2.7%	36 100%

Ag: Agree; Un: Undecided; Dis: Disagree; T: Total

Finally, numbers 22-25 relate to the use of both power and politeness maxims and how the students perceive the exercise of politeness maxims with power bases. A brief look at the responses

illustrates that students prefer the use of politeness maxims alongside power bases and believe that using politeness in teachers' utterances does not reduce their power in the classroom. For instance, 91.6% of the students disagree with the idea that, "Using polite utterances shows that teachers do not have power in the classroom" (Item 24).

Also, according to the results of the interview, it is concluded that the teachers themselves usually practice politeness maxims with the use of power bases. An example is given below:

> "…Do you usually instruct you students indirectly with the use of interrogatives
> such as "Could you…? Would you….?", or directly and openly? Why?"

The teachers said that they usually used indirect utterances for instructing the students because they believed that direct utterances are rather harsh and may irritate students. In this case, the atmosphere of the class will not be friendly anymore. Also, two of them said that it is their personal way of moving the class forward and they personally prefer to be polite. One of the answers is given here:

> "……Yes, I always instruct my students with the use of indirect statements such
> as 'Could you…?' because I want to be polite. As you know, the students don't
> obey the teachers if they don't like their manners in the classroom."

Discussion

The findings obtained and summarized in this study led to the responses to the research questions discussed below:

Research question 1: How is power exercised in the teachers' utterances?

One of the findings of this study was related to the answer to research question number one. According to the analysis of the data, 97.22% of all the utterances related to power exercise concerning legitimate power (534 cases) and expert power (167 cases). The other occasions related to referent and coercive power. Reward power was observed just in one case.

In Agustina's (2016) study, legitimate power was the mostly used type of power as well. But no other data relating to the use of other types of power was provided except the point that no utterances indicating the use of coercive power were found during the observation.

Research question 2: How are politeness maxims generated by the teachers?

Based on the findings, in order to answer this research question, a descriptive qualitative method was used for collecting and analyzing the data. The results of the analysis of teachers' utterances in nineteen sessions indicated that the tact maxim (with 250 instances), and approbation and agreement maxims (with 151 instances for each) were the most frequent politeness maxims used in the classroom. If our findings are compared with the results of the study conducted by Haryanto et al. (2018), we can notice some similarities and differences. In their study, tact maxim with the percentage of 34.62% was also the most frequent politeness maxim. The second maxim is

approbation with 30.77%, and agreement with 13.44%, generosity with 11.54%, sympathy with 7.69% and modesty with 1.92% of the cases come after that.

In this study, all the forms of politeness maxims were observed as well. Unlike their study, approbation and agreement maxims had the same frequency in teachers' utterances. Also, modesty maxim was the fifth and sympathy maxim the last maxim according to the frequency of utterances in this study, which was noticed conversely in the results of the study performed by Haryanto et al. (2018).

A very significant point that was observed during the classroom observation was that except for coercive power, in most cases teachers used one or a combination of politeness maxims with power use in the class in order to manage their power inside the classroom and narrow the distance between themselves and the students. For example, figure 3 indicates that in 27.34% of the cases, legitimate power is used with tact maxim, in 8.42% with approbation and tact maxims, in 7.11% of the cases with agreement and approbation maxims and so on. Also, figure 4 illustrates that in 25.14% of the cases, expert power is used with approbation and in 17.96% it is used with a combination of agreement and approbation maxims.

These findings are in accordance with Searle (1975, cited in Song, 2012: 5) that, "in order to be polite in ordinary conversations, people must avoid flat, imperative sentences or explicit performatives."

Unlike Morand's (1996) study which claimed that those in higher positions used less linguistic politeness than those in lower positions, in this study teachers tried to use politeness maxims with power bases.

Victoria (2009) used Brown and Levinson's politeness theory as explanatory framework to analyze linguistic strategies used by three professors in Philippine higher education. These researchers found out that the professors actively used a mix of positive politeness strategies which reduced the power differential in the classroom enabling the 'high power' professors to come down to the level of their students.

An interview with the four teachers of this study whose classes were audio recorded and analyzed showed that they preferred the use of polite utterances because they thought it would help a lot in building a good teacher-student relationship. This relation along with the good atmosphere created in the classroom situation can be one of the main causes of students' success. The teachers also believed that teacher's behavior may affect the students' feelings about the subject being taught.

Research question 3: How do students perceive the teachers' utterances?
A questionnaire consisting of 25 Likert-scale items was given to 36 students taught by the teachers of this study. After analyzing the answers to all the items, it was observed that:

a) Most of the students prefer the use of politeness by the teachers. Some (88.8%) of the respondents agreed with the utterance that "Teachers should mind their language when speaking to students in the classroom" (Item 10).

b) The students also believed that using politeness has nothing to do with teachers' power. It means, using politeness maxims does not indicate that teachers do not have power in the classroom. As a result, 91.6% of the respondents disagreed with the statement that, "Using polite utterances shows that teachers do not have power in the classroom." (Item 24).

c) The use of all the bases of power inside the classroom (except coercive power) can be one of the reasons persuading the students to obey their teachers. For example, 77.7% of the respondents agreed with the statement that "You obey your teachers' instructions because of their role as a teacher in the classroom." (Item 17).

Conclusion

The main purpose of this research was to study the exercise of different types of power and various forms of politeness principles by the teachers in classroom context. Also, the students' perception about these uses were taken into account. In order to maintain management in the classroom in one hand, and narrow the space between the teachers and students on the other hand, it is best suggested that the teachers practice some sorts of politeness maxims with power bases. The results of this study recommend various forms of politeness maxims that could be practiced with power bases. The results of the analysis of the questionnaire completed by the students and interview with the teachers also indicated that both teachers and students prefer simultaneous use of power and politeness in most cases.

Future research is needed to look at increased sample sizes, teachers' gender, and different learning contexts. In talking about the gender, both the students and teachers' gender may have an impact on the final results. The students in this research were young adult learners ranging from 10-14 years old. Classes with adult learners like high schools, universities, or language institutes with adult learners can be the subject of the future research. Also, if possible, video recording the classes may provide the researchers with useful information since teachers' non-verbal expressions like gestures, mimics and tone may be of great importance.

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