

LINGUISTICS AND VIETNAMESE LINGUISTICS

**AN ANALYSIS OF OLITENESS STRATEGIES
IN ENGLISH CONVERSATIONS
IN “SPARK SPECIAL EDITION” GRADE 8
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ABSTRACT: Conversational strategies are an important element of any modern English language textbook in general and English for secondary students in particular. In this paper, the authors resent a general view to politeness, two kinds of politeness strategies (positive and negative) as well as investigate how politeness strategies are used in English conversations in Spark Special Edition Grade 8.

KEY WORDS: politeness; politeness strategies; positive politeness strategies; negative politeness strategies; conversation; communication.

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1. Introduction

Communicative competence is not only made up of linguistic competence but also socio-cultural competence. Grammatical competence and knowledge of syntactic, morphological, and lexical systems do not guarantee that interlocutors will be successful in their communication. In addition to these factors, speakers need knowledge of the rules of communication and know how to express a message appropriately within the social and cultural context of communication. Especially, it is important that speakers know how to communicate in different situations. An important factor contributing to success in communication is that speakers need to show respect for the public self-image of their conversational partners.

For this reason, many studies have been carried out in the politeness strategies. The aim of this paper is to investigate how politeness strategies are used in English conversations in Spark Special Edition Grade 8; accordingly, the authors also make some recommendations to improve learners' communicative competence.

2. Theoretical background

2.1. Definition of politeness

Politeness can be defined as the means used to show awareness of another's face, the respect for the feelings of others, and support for another's face. In this sense, it can be realized in terms of social distance or closeness. In a socially distant relationship, it is perceived as awareness for another person's face in terms of respect or deference. As for a socially close relationship, awareness of another person's face is described in terms of friendliness, camaraderie, or solidarity [Yule, 1996, p. 60]. In addition, politeness is defined as one manifestation of the wider concept of etiquette, or appropriate behavior [Grundy, 2000, tr.146].

2.2. Politeness strategies

Politeness strategies are the ways that interlocutors save, maintain, and support each other's face and try to avoid embarrassing the other person or making them uncomfortable. There are four types of politeness strategies which are bald-on-record, off-record, positive politeness, and negative

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politeness [Yule, 1996, p.63-64]. Of these four strategies, positive and negative politeness are focused on and examined in this study.

2.2.1. Positive politeness

Positive politeness is closely related to a positive face. *“Positive face is a person’s wish to be well thought of. Its manifestation may include the desire to have what we are admired by others, the desire to be understood by others, and the desire to be treated as a friend and a confidant”* [Grundy, 2000, p.146]. Positive politeness consists of strategies seeking common ground, cooperation, and solidarity. In egalitarian societies, positive politeness strategies are employed as a way of encoding and thus confirming a less territorial view of face [Grundy, 2000, p.162]. It tends to preserve the positive face of other people. Specifically, it is used to emphasize solidarity with the hearers. Positive politeness uses forms for minimizing social distance.

Positive politeness orients towards preserving the positive face of the hearers. The tendency to use positive forms, emphasizing closeness between speakers and hearers, can be seen as a solidarity strategy. Linguistically, such a strategy includes personal information, use of nicknames, and shared dialects or slang expressions. Frequently, a solidarity strategy will be marked via inclusive terms such as *“We”* and *“Let’s”* as in the party invitation: *“Come on, let’s go to the party. Everyone will be there. We’ll have fun.”* [Yule, 1996, p.65].

According to Brown & Levinson (2014, p.101) positive politeness is *“redress directed to the addressee’s positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable”*. Redress consists in partially satisfying that desire by communicating that one’s own wants (or some of them) are in some respects similar to the addressee’s wants. Positive politeness strategies include statements of friendship and solidarity, compliments which aim to avoid conflict or giving offense by highlighting friendliness. Brown & Levinson (2014, p.102-126) divided positive politeness into twelve different strategies: (1) Notice, attend to listeners; (2) Exaggerate; (3) Intensify interest towards listener; (4) Use in-group identity markers; (5) Seek agreement; (6) Avoid disagreement (7) Presuppose/raise/assert common ground (8) Jokes; (9) Assert or presuppose the speaker’s knowledge of and concern for listener’s wants; (10) Offer, promise; (11) Be optimistic; (12) Include both speaker and listener in the activity.

2.2.2. Negative politeness

Yule (1996, p.61) states that a person’s negative face is the need to be independent, to have freedom of action, and not to be imposed on by others. Negative face is the desire not to be imposed and intruded upon. In other words, negative politeness orients towards preserving the negative face of other people, which is used when there is a great degree of social distance between the speaker and hearer, signaling the intended meaning that the speaker wishes to disturb the addressee as little as possible.

Moreover, according to Yule (1996, p.62), negative politeness is used to emphasize deference for the hearers, the importance of other’s time or concerns, and an apology for the imposition or interruption. A deference is involved in what is called *“formal politeness”*. It is impersonal, as if nothing is shared, and can include expressions that refer to neither the speaker nor the hearer. The language associated with a deference strategy emphasizes the speaker’s and the hearer’s independence, marked via an absence of personal claims as in this alternative version of the party invitation:

For example: - *There’s going to be a party, if you can make it. It will be fun!* [Yule, 1996, p.65-66].

Negative politeness is *“redressive action addressed to the addressee’s negative face: his want to have his freedom of action unhindered and his attention unimpeded. It is the heart of respect behaviour, just as positive politeness is the kernel of ‘familiar’ and ‘joking’ behaviour”* (Brown & Levinson, 2014:129). According to Brown and Levinson (2014) any utterance that contains some

implication is a manifestation of indirectness. Indirect speech acts are certainly the most significant form of conventional indirectness which has received a good deal of attention from linguists. Negative politeness strategies can be divided into the following sub-categories: (1) Be conventionally indirect; (2) Question, hedge; (3) Be pessimistic; (4) Minimise the imposition; (5) Apologise; (6) Impersonalise speaker and listener.

3. Material and methods

The paper focuses on studying politeness strategies in English conversations obtained from Spark Special Edition Grade 8 workbook and student's book. Within the scope of the study, the positive and negative politeness are analysed and considerable attention is given to statistical analysis of the distribution of the strategies of positive and negative politeness in English conversations. The paper is based on Yule's (1996), Grundy (2000) and Brown & Levinson's (2014) theories of politeness, Brown and Levinson's (2014) classification of politeness strategies into the positive and the negative politeness as well.

4. Study and results

4.1. Positive Politeness

Strategy 1: Notice, attend to listeners (their interests, wants, needs, goods)

Mary: You look great in that polo-neck, Sally. It matches the colour of your eyes.

Sally: Thank you, Mary.

Mary: It really suits you. Is it new?

Sally: Yes, it is. It's a birthday present from my aunt. She also got me these jeans.

Mary: Wow! They fit you perfectly! Your aunt has got great taste in clothes.

In this conversation, Mary shows her close attention to Sally's clothes which match her eyes' colour. The positive politeness is shown by the way Sally complimented "You look great", "It really suits you", "They fit you perfectly". The conversation demonstrates Sally's positive attitude towards her friend. (Spark Grade 8, Student's book, p. 16).

Strategy 2: Exaggerate (interest, approval, sympathy with the listener)

This strategy can be observed in the following conversation between two friends discussing the arrangement to join in building a greenhouse at their school.

Ann: Look at this! The school is building a greenhouse. Why don't we join in?

Bob: Sure. It sounds like fun. When is it?

Ann: It's on Sunday 26th April from 10 in the morning.

Bob: Oh, I'm afraid I can't. I'm playing tennis with my cousin.

Ann: Never mind. I'll go by myself.

Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?

Ann: Great! Why don't you ask your cousin to come along too?

Bob: Brilliant idea! I'm going to call her right now! (Spark Grade 8, Student's book, p.64)

By using the adjective "Brilliant", Bob conveyed a highly positive connotation, expressed his approval and praised Ann's idea. In doing so, Bob wanted to show his interest in Ann's suggestion.

Strategy 3: Intensify interest towards listener

This strategy may be done by either using the "vivid present" or "exaggerating facts" to involve the listener in the conversation (Brown & Levinson, 2014:106). However, no examples explicating strategy 3 are found in the student's book and workbook of Spark Grade 8.

Strategy 4: Use in-group identity markers

According to Brown & Levinson (2014:107), using in-group identity markers allows the speaker to claim common ground with the listener as in the following conversation.

Jenny: Are you OK, John? You don't look well.

John: I feel terrible.

Jenny: Oh dear! What's wrong?

John: I've got a dreadful toothache. (Spark Grade 8, Student's book, p.28)

Using "Oh, dear", Jenny implies a close relationship with John, emphasizes closeness between them and highlights friendliness.

Strategy 5: Seek agreement

This strategy allows the speaker to find ways in which it is possible to agree with the listener by repeating a part or all of what has been said to show that they have heard correctly or stress their agreement with the utterance [Brown & Levinson, 2014, tr.112].

Ann: Look at this! The school is building a greenhouse. Why don't we join in?

Bob: Sure. It sounds like fun. When is it?

Ann: It's on Sunday 26th April from 10 in the morning.

Bob: Oh, I'm afraid I can't. I'm playing tennis with my cousin.

Ann: Never mind. I'll go by myself.

Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?

Ann: Great! Why don't you ask your cousin to come along too?

[Spark Grade 8, Student's book, p.64]

In the above proposed conversation, by accepting Ann's suggestions "It sounds like fun", "I'll tell her we'll get together next weekend", and suggesting another time for meeting "How about meeting at 9:30?" Bob showed his agreement and shared the same opinion with Ann. In addition, to seek agreement, Ann agreed with Bob by saying "Great!" and suggested "Why don't you ask your cousin to come along too?".

Strategy 6: Avoid disagreement

According to Brown & Levinson (2014:113), the speaker draws a conclusion to a line of reasoning carried out cooperatively with the addressee. This is a manifestation of the desire to avoid disagreement.

Anna: Look at this! The school is building a greenhouse. Why don't we join in?

Bob: Sure. It sounds like fun. When is it?

Anna: It's on Sunday 26th April from 10 in the morning.

Bob: Oh, I'm afraid I can't. I'm playing tennis with my cousin.

Anna: Never mind. I'll go by myself.

Bob: No, I'll tell her we'll get together next weekend. How about meeting at 9:30?

Anna: Great! Why don't you ask your cousin to come along too?

[Spark Grade 8, Student's book, p.64]

In this conversation, when Bob did not arrange the exact time that Anna recommended, Anna reassured by saying "Never mind" in order to avoid disagreement. In response to Anna, Bob tried to arrange another time so that they could make an appointment by suggesting "No, I'll tell her we'll get together next weekend. How about meeting at 9:30?". As can be seen in this conversation, both the speaker and hearer showed their cooperation in communication.

Strategy 7: Presuppose/raise/assert common ground

According to Brown & Levinson (2014:117), this strategy can be realised through gossip and small talk, point of view operations, personal-centre switch, place switch and different presuppositions.

Alice: Hi, Janine. How was your holiday? You went to Portugal, didn't you?

Janine: No, we didn't. We went to Spain and it was great, thanks.

Alice: So tell me everything! Where did you stay?

Janine: We stayed in a great little town called Nerja near Malaga.

Alice: That's on the Costa del Sol, isn't it?

Janine: Yes, it is. [Spark Grade 8, Student's book, p. 100]

In the above-mentioned conversation, Alice used the question tags “*didn’t you*”, “*isn’t it*” as a way to presuppose her interest in Janine’s holiday. The way Alice made the question “*How was your holiday?*” shows that she knew that Janine went somewhere for her holiday. This question is also a way to show Alice’s goodwill in communication with Janine.

Strategy 8: Joke

Jokes are based on mutually shared background knowledge and values; therefore, they should be used to stress the shared background values. Joking is a major positive-politeness technique (Brown & Levinson, 2014:124). However, it is not mentioned in the set of Spark Grade 8 including student’s book and workbook.

Strategy 9: Assert or presuppose the speaker’s knowledge of and concern for listener’s wants

This strategy is the way to help the speaker communicate with the hearer by indicating that the speaker and hearer are cooperators. This commonly occurs with the use of “*I know*” or “*I suppose*” from the speaker. This is also a very interesting strategy which makes the hearer feel comfortable (Brown & Levinson, 2014:125).

Jenny: *Oh dear! What’s wrong?*

John: *I’ve got a dreadful toothache.*

Jenny: *Why don’t you take a painkiller?*

John: *I did, but it still hurts.*

Jenny: *Well, it should make you feel better soon.*

John: *I can’t stand it any longer.*

Jenny: *Then you should see a dentist.*

John: *I hate going to the dentist.*

Jenny: *I’m sorry, but you have to go.*

John: *I suppose you’re right.* (Spark Grade 8, Student’s book, p. 28)

As can be seen at the end of the above conversation, the speaker (John) showed his cooperation with the hearer (Jenny). Using “*I suppose you’re right*”, John indicated his willingness to fit Jenny’s wants and made Jenny feel comfortable when she advised him to see the dentist. Accordingly, Jenny’s positive face was satisfied because her advice was accepted by John.

Strategy 10: Offer, promise

In order to redress the addressee’s positive face, a speaker may choose to stress his/ her cooperation with the hearer. In the following conversation, Bob tried to satisfy Ann’s want by promising to tell his cousin about the appointment with Ann so that he could join the plan to build a greenhouse with Ann “*No, I’ll tell her we’ll get together next weekend*”. He also stressed his cooperation that he really wanted to join in building the greenhouse when Ann made a suggestion “*Why don’t you ask your cousin to come along too?*”. In response to Ann’s recommendation, Bob promised to invite his cousin to join in building the greenhouse. It can be seen that Ann’s positive face was fulfilled because Bob showed his enthusiasm in satisfying Ann’s wants.

Anna: *Look at this! The school is building a greenhouse. Why don’t we join in?*

Bob: *Sure. It sounds like fun. When is it?*

Anna: *It’s on Sunday 26th April from 10 in the morning.*

Bob: *Oh, I’m afraid I can’t. I’m playing tennis with my cousin.*

Anna: *Never mind. I’ll go by myself.*

Bob: *No, I’ll tell her we’ll get together next weekend. How about meeting at 9:30?*

Anna: *Great! Why don’t you ask your cousin to come along too?*

Bob: *Brilliant idea! I’m going to call her right now!* [Spark Grade 8, Student’s book, p. 64]

Strategy 11: Be optimistic

In this strategy, the speaker expresses their wants in terms that assume that the listener wants it too. The speaker is sure that the listener will cooperate with them because it is in their mutual shared

interest (Brown & Levinson, 2014: 126). In other words, the speaker assumes that the hearer wants to do something for the speaker and will help the speaker to obtain the goals because they share the same interest.

A: What's your name please, sir?

B: Jeremy Paxton.

A: OK, Mr Paxton. You were in the clothes store when the shoplifter was there. Can you tell me what you saw?

B: Yes, I saw a boy of about 15 pick up a leather jacket and put it into his bag.

A: What happened then?

B: He ran out of the shop and jumped into a car that was waiting for him. The car drove off down the main street. [Spark Grade 8, Workbook, p.34]

This strategy can be observed in the above conversation in which the hearer (*Jeremy Paxton*) cooperated in reporting what he saw in the clothes shop. It shows that both the speaker and hearer shared the same goal of catching the thief.

Strategy 12: *Include both speaker and listener in the activity*

This strategy uses an inclusive “we” form, when the speaker really means “you” and “me”. An inclusive “we” often use with the word “let’s” [Brown & Levinson, 1987, p.127]

Steve: Anna, there's a quiz show on TV. Do you fancy watching it?

Anna: Not really. Quiz shows are boring. What else is on?

Steve: Well, there's a wildlife programme on about sharks.

Anna: That sounds great. What channel is it on?

Steve: Channel 4.

Anna: What time is it on?

Steve: 6:00.

Anna: Let's watch that. There's a teen social drama after that.

In this conversation, the speaker used the inclusive “we” (Let’s) form to make the request more polite. “Let’s” indicates the cooperation between the speaker and the hearer.

4.2. Negative Politeness

Strategy 1: *Be conventionally indirect*

The strategy consists in the use of indirectness (including conventional - specific expressions that have additional or implied sense/ connotation) and shift of tenses (Brown & Levinson, 2014:130). Brown & Levinson (2014) argue that the speaker should avoid impinging on the hearer’s negative face by avoiding the assumption that the act involved in the utterance is also desired by the hearer. The speaker avoids a direct request/ command so that the hearer does not feel imposed on.

Wendy: Hey, what's wrong?

Sam: I don't know how to copy my history project onto this memory stick. Can you help me?

Wendy: Sure. First, insert the stick into the slot in the tower.

Sam: All right. [Spark Grade 8, Student's book, p.76]

In this dialogue, Sam intended to ask Wendy to instruct how to copy his/her history project onto the memory stick. However, the speaker (Sam) spoke in a way that avoided a direct request or command so that the hearer (Wendy) did not feel imposed on.

Strategy 2: *Question, hedge*

According to Brown & Levinson (2014:145), this strategy derives from the want not to presume and the want not to coerce the listener. The speaker expresses their point of view in such a way as to give the listener freedom of action. The speaker avoids direct answers, direct expression of their attitudes to the topic, any direct descriptions or unequivocal statements. This is hedging behaviour. A major way to hedge is to use *I'm afraid, I think, I guess, In my opinion or their synonyms*. They allow the speaker to emphasise the idea that their words are only their own opinion and that the listener has

a certain degree of freedom as to how to interpret them. Moreover, the speaker does not insist that the listener should necessarily share their point of view. Apart from the above-mentioned hedges there exist other types which Brown and Levinson (2014) classify into three groups: (1) hedges on illocutionary force, (2) hedges addressed to Grice's Maxims, and (3) hedges addressed to politeness strategies (Brown & Levinson, 2014:146-170).

Ann: Hi Bob. Did you hear that the school is holding a charity concert for WWF?

Bob: Really? That sounds great. When is it?

Ann: Friday evening at 9 o'clock. Why don't we go together?

Bob: I'm afraid that I can't. I have to work in the shop.

[Spark Grade 8, Workbook, p.42]

Ann suggested going to the charity concert; however, Bob had to work in the shop. To mitigate the negative force of his refusal, Bob used the hedge "*I'm afraid that I can't. I have to work in the shop*", which means that he is sorry.

In addition, the informants use a hedging strategy with markers like "*I guess*". Look at the following example:

Ryan: Oh, hi Todd. Where are you off to?

Todd: Rome - just for the weekend. How about you?

Ryan: Glasgow, but my flight has been delayed.

Todd: Really? Have you been waiting long?

Ryan: Three hours and there haven't been any announcements for a while.

Todd: Oh! Then I'd better go and check my flight, too. See you later, Ryan.

Ryan: Bye - oh! Todd, wait! I think you've taken my bag!

Todd: Oh, did I? I didn't realise we had the same bag.

Ryan: Yes, I guess we do, but mine's got a sticker on the hand.

[Spark Grade 8, Workbook, p.40]

As we can see in the conversation above, Ryan said that Todd had taken his bag. Then, he realised that both of them had the same bag. In this situation, Ryan used the hedge "*I guess we do*". This hedge allows the speaker (Ryan) to emphasise the idea that his words are only his own opinion and that the listener (Todd) has a certain degree of freedom as to how to interpret him. Moreover, the speaker (Ryan) does not insist that the listener (Todd) should necessarily share their point of view.

Strategy 3: Be pessimistic

This strategy is commonly found in redressing the hearer's negative face by the clear expression of the doubt that the conditions for the appropriateness of the speaker's speech act obtain. This strategy can be carried out through, namely, doing indirect requests with assertions of felicity conditions like: *Could (Would, Might) you please...?* ([Brown & Levinson, 2014, p.173].

After observing the English conversations in the set of Spark Grade 8 including student's book and workbook, the authors realise that this strategy is hardly registered in the English dialogues of these books.

Strategy 4: Minimise the imposition

According to Brown & Levinson (2014, p.176), this strategy is used when the speaker estimates the perceived danger of performing a speech act in a particular setting as high and wants to redress it. In addition, the use of *just, a little, a bit, a little bit, just a second, for a moment,...* merely minimises the intrinsic imposition of speech acts, as in this conversation:

Todd: Hey Ryan! Fancy seeing you here!

Ryan: Oh, hi Todd. Where are you off to?

Todd: Rome - just for the weekend. How about you?

Ryan: Glasgow, but my flight has been delayed.

Todd: Really? Have you been waiting long?

Ryan: *Three hours and there haven't been any announcements for a while.*

[Spark Grade 8, Workbook, p.40]

In such a case, the speaker wants to soften the imposition of what is being said in situations where they have to make the listener/ hearer waste time. The speaker wants to assure the listener that this period of time will be short.

Strategy 5: Apologise

The strategy is expressed with the markers “*sorry, really sorry, terribly sorry, etc...*” to interrupt, to apologise, to show you do not understand or to disagree [Brown & Levinson, 2014, p.187].

Here are examples of this strategy:

A: *Hi, Charlotte, I'm sorry I'm late. Have you been waiting long?*

B: *No, not long. So, are you ready to play badminton?*

A: *Actually, I can't play badminton today.*

B: *Oh no! Why not?*

A: *My parents just called me to say I have to babysit my little brother this afternoon. I'd better go.*

B: *I'm really sorry.*

A: *I'm free tomorrow afternoon though. Why don't we play badminton then?*

(Spark Grade 8, Workbook, page 26)

This apology strategy is also shown as in the following conversation:

Todd: *You're right! I'm terribly sorry about that. Here you are.*

Ryan: *Oh, don't worry about it. Have a good trip.*

Todd: *Thanks, and you too!* [Spark Grade 8, Workbook, p. 40]

Strategy 6: Impersonalise speaker and listener

This strategy allows not to impinge on the listener by phrasing utterances as if the agent were other than the speaker. When using this strategy, the speaker does not want to pun any imposition on the hearer. Therefore, the speaker can use a number of ways of avoiding the pronouns *I* and *you*, for example, *imperatives* (without *you*), *impersonal verbs*, *passive forms*, *the use of reference terms instead of I*, *point of view distancing and others* [Brown & Levinson, 2014, p.190]. For example, by saying “Go on then”, speaker (A) used the imperative structure not to impose on the listener (B) that he/she must see a doctor.

A: *Maybe you should see your doctor.*

B: *I suppose you're right.*

A: *Go on then. I can finish the cooking for you.*

[Spark Grade 8, Workbook, p.18]

Moreover, this strategy is shown clearly as in the following dialogue:

Wendy: *Sure. First, insert the stick into the slot in the tower.*

Sam: *All right.*

Wendy: *Now go to your files in “My Documents”. Then click on the file you want to copy.*

Sam: *Got it! What's next?*

Wendy: *Click on “Copy this file”. A window will open.*

Sam: *Then what?*

Wendy: *Click on “Removable disk” and then on “Copy”. When it copies your file, close the window.*

[Spark Grade 8, Student's book, p. 76]

In this case, the speaker (Wendy) used a series of imperatives including “*insert the stick into the slot in the tower*”, “*Go to your files in “My Documents”*”, “*Click on the file you want to copy*”, “*Click on “Copy this file”*”, “*Click on “Removable disk” and then on “Copy”*” and “*close the window*” in order to instruct the listen (Sam) how to copy his history project onto this memory stick.

By avoiding the pronouns *I* and *you*, the speaker did not impinge on the listener by phrasing utterances as if the agent were other than the speaker.

5. Conclusion and recommendations

This paper applied Yule (1996), Grundy (2000) and Brown and Levinson's (2014) theory of politeness and politeness strategies to the analysis of positive and negative strategies which are expressed in English conversations in Spark Special Edition Grade 8. A wide range of conversations in the book set of Spark Grade 8 have been studied and thorough statistical analysis has been carried out, which obtained the following results. On the one hand, most of the positive politeness strategies, attending to the interlocutors' positive face, are commonly used in the English conversations in this set of books. Although strategy 8 "joking" is a major positive politeness technique, it is not included in both the student's book and workbook of Spark Grade 8. Besides, strategy 3 "Intensify interest towards listener" is not found in these books. On the other hand, the negative politeness strategies including strategy 2 "Question, hedge", strategy 5 "Apologise", strategy 6 "Impersonalise speaker and listener" are frequently employed. However, there are no examples in this book set to illustrate strategy 3 "be pessimistic". Generally speaking, effective English dialogues should employ both positive and negative politeness strategies so as to avoid the negative reaction from the listeners/hearers.

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Phân tích một số chiến lược lịch sự qua các cuộc hội thoại trong bộ sách "Spark Special Edition" dành cho học sinh lớp 8

Tóm tắt: Chiến lược hội thoại là một yếu tố quan trọng của bất kì giáo trình tiếng Anh hiện đại nói chung và tiếng Anh cho học sinh THCS nói riêng. Trong bài viết này, tác giả trình bày khái quát lí thuyết về lịch sự, hai chiến lược lịch sự (lịch sự dương tính và lịch sự âm tính) cũng như tìm hiểu về cách thức sử dụng các chiến lược lịch sự thể hiện trong các cuộc hội thoại tiếng Anh trong sách giáo khoa và sách bài tập Spark Special Edition dành cho học sinh lớp 8 tại một số trường THCS ở Việt Nam.

Từ khóa: lịch sự; các chiến lược lịch sự; các chiến lược lịch sự dương tính; các chiến lược lịch sự âm tính; hội thoại; giao tiếp.