Advice and Suggestion Giving as Related to Politeness Strategies Used in Post-Observation Meetings in Universities in Egypt

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Abstract

Post-observation meeting (POM) is a meeting held between a teacher who has recently been observed in the classroom, with a supervisor in order to discuss specific events that occurred in the classroom during the observation. During the meeting, the supervisor provides the teacher with comments in order to enhance the teacher's professional development. In POMs, speech acts such as advice and suggestion giving are common; however, these speech acts may represent a source of anxiety for all participants involved, including the supervisors, who are assumed to possess more power than their teachers. Accordingly, different politeness strategies are employed in order to mitigate face threatening acts (FTAs) used to deliver feedback in POMs. Adopting Brown and Levinson's (1978, 1987) politeness theory and Vásquez's (2004) model, this study adopts a mixed method exploratory design that linguistically analyzes the politeness strategies related to advice and suggestion giving during 42 POMs conducted by ten supervisors in three universities in Egypt. Data analysis revealed that supervisors manipulated almost all politeness strategies proposed by Brown and Levinson, as well as all linguistic expressions related to these politeness strategies proposed by Vásquez. The results entailed that supervisors were very cautious while using these expressions with their instructors.

Keywords: Politeness strategies, post-observation meeting, advice and suggestion, supervision, feedback.

إسداء النصح وتقديم المقترحات المرتبطة بإستراتيجيات اللياقة المستخدمة
في اللقاءات اللاحقة للملاحظات الصفية بالجامعات في مصر

مستخلص

تصنف اللقاءات اللاحقة للملاحظات الصفية على أنها مقابلات يقوم بها المشرف الذي قام لتوه بزيارة أحد المعلمين خلال محاضرته بالتحدث إلى المعلم لمناقشته في بعض النقاط التي لاحظها أثناء شرحه، مقدماً تعليقاته ومسديا نصائحه التي تساهم في دعم مسيرة المعلم المهنية. يقوم المشرف أثناء تلك المقابلات باستخدام أفعالاً كلامية تقدم مقترحاً أو تسدى نصحاً كإجراء طبيعي يهدف إلى تعزيز قدرات المعلم التعليمية، لكن بالرغم من ذلك ربما تمثل تلك الأفعال الكلامية مصدراً لقلق لجميع المشاركين أثناء هذه المقابلات بما في ذلك المشرف الذي من المفترض أن يتمتع بسلطة أكبر من معلميه داخل مؤسسته التعليمية. بناءاً على هذا يتم توظيف استراتيجيات لياقة معينة لتخفيف حدة الأفعال المستخدمة في تقديم تغذية راجعة أثناء اللقاءات اللاحقة للملاحظات الصفية. تقدم هذه الدراسة تحليلاً لغوياً لاستراتيجيات اللياقة الخاصة بإسداء النصح وتقديم المقترحات المستخدمة في المقابلات لاثنتي وأربعين مقابلة قام بها عشرة مشرفون في ثلاث جامعات في مصر. استخدمت الدراسة نظرية اللياقة في الحديث التي قدمها كلاً من براون وليفنسون (1978 ، 1987) ونموذج فاسكيز (2004) لتحليل الخصائص اللغوية المستخدمة عند استخدام نمط معين لتخفيف حدة الأفعال المستخدمة أثناء المقابلات اللاحقة للملاحظات الصفية. وقد أظهرت نتائج التحليل باستخدام المنهج المختلط الاستكشافي استخدام المشرفين لجميع إستراتيجيات اللياقة تقريبا مما يعني حرصهم الشديد إثناء عقد تلك المقابلات.

الكلمات المفتاحية: استراتيجيات اللياقة ، اللقاءات اللاحقة للملاحظات الصفية ، النصح والمقترحات ، الإشراف ، التغذية الراجعة .

1. Introduction

A post-observation meeting (POM) is, a type of speech event of teacher training that takes place outside the classroom, yet it is held within the educational setting. During this meeting, a teacher meets with a supervisor to discuss specific events that took place during the supervisor's visit to the teacher's class and discusses general issues related to teaching to boost the teacher's professional development. In such meetings, supervisors commonly offer support and advice about teaching (Copland, 2012; Vásquez, 2004; Vásquez & Reppen, 2007).

Due to potential anxiety and tension that might be observed in such meetings, participants tend to use face saving practices to save self-representation during this spoken institutional interaction (Bargiela-Chiappini, 2003; Goffman 1967, 2005; Murdoch, 2000; Vásquez, 2004). Since workplace interactions are seldom neutral regarding power, POMs are characterized by the asymmetrical role relationship among participants (Holmes et al., 1999). However, obtaining such power or authority requires adopting a certain strategy when providing teachers with feedback in order to help those teachers develop in very carefully managed meetings (Murdoch, 2000).

In order to manage a POM discreetly to save all participants' faces in such an asymmetrical context where supervisors are assumed to possess some degree of authority, supervisors tend to use particular politeness strategies to mitigate speech acts that threaten the face (i.e., face-threatening acts (FTAs) (Lakoff, 1989; Vásquez, 2004). Advice and suggestions are among speech acts used in POMs which may threaten an addressee's negative face while criticism is considered an act that threatens an addressee's positive face including constructive criticism (Goffman, 1967, 2005).

Developing Goffman's (1967) concept of *face*, Brown and Levinson (1978, 1987) introduced their politeness theory to explore the relationship between politeness and power and to reach an interpretation of what polite behavior is in an institutional context

(Harris, 2003). Brown and Levinson (1978, 1987) suggested that *face* consists of two related aspects: negative face (i.e., an individual's basic claim to territories, personal preserves, self-determination) and positive face (i.e., the positive self-image which individuals claim for themselves). They associated particular speech acts with threats to both negative face (e.g., most forms of directive: orders, requests, suggestions, and warnings and threats, etc.) and positive face (e.g., expressions of disapproval, criticism, complaints, accusations, contradictions, challenges, etc.). Adopting politeness strategies in institutional as well as educational settings (i.e., POMs) serves to investigate the spoken interaction between supervisors and teachers in order to reach effective meetings that save the faces of both participants (Harris, 2003). As a result, the teachers' professional development, which is the maximum goal and for which these meetings are held, is expected to be attained.

Hardly researched in the Egyptian educational setting, this paper aims to investigate Brown and Levinson's (1978, 1987) politeness strategies in POMs in a number of universities in Egypt, examining both negative and positive politeness strategies. The study is an attempt to reach an empirical investigation of how feedback is provided in POMs as well as how supervisors use advice and suggestion giving strategically to mitigate FTAs in order to provide constructive feedback which is the main aim of such meetings.

2. Theoretical Background and Literature Review
2.1 Asymmetry and power in institutional discourse

Thornborrow (2013) defined institutional discourse as a form of interaction between the participants' interactional role on the one hand and their identity and status on the other resulting in such interaction between participants. Such a type of discourse sets up positions for people to talk from while restricting others from the same positions. In addition, institutional discourse is strategic in which the participants focus on adopting concrete strategies to try to create social images when dealing with each other (Habermas, 1984; Miller, 1994).

Habermas (1984) described institutional talk as 'power-laden' and 'goal-directed' which differs from the ordinary communicative discourse that is characterized by the symmetrical engagement between participants who are seeking mutual understanding. In institutional discourse, while achieving any particular tasks or goals, one of the participants or both of them might be restricted by certain constraints set by the given institutional context. (Drew & Heritage, 1992; Foucault, 1980; Thornborrow, 2013).

Institutional discourse has been investigated from different perspectives. Many studies (e.g., Drew & Heritage, 1992; Gunnarsson et al., 1997; Iedema, 1998, 2003; Mumby, 1988, 2001; Mumby & Clair, 1997; Sarangi & Roberts, 1999; Thornborrow, 2013; Tietze et al., 2003) focused on interaction and practices in relation to the triangle of discourse, ideology and power. Other studies (e.g., Chouliaraki, 1998; Fairclough, 1993, 1995) investigated the triangle of discourse in relation to language and education. In addition, Habermas (1987) distinguished between the *communicative uses* of language that aim at producing and comprehending and *strategic uses* that aim at forcing people to do things that can be observed in some institutional systems, such as education.

According to Silverman (1997), two aspects can be observed in institutional discourse. The first is the institutions structure that includes what is said in any given social setting, how it is said, and who may say it. The second aspect is the participants' positions they possess while manipulating certain strategies to achieve their needs and restricting others from enjoying the same position and accessing certain types of discursive actions.

One of the factors that affects interaction in institutional settings is the asymmetrical relationship between interactants due to the unequal distribution of their institutional identities and powers that links the ranks of the participants asymmetrically (Drew & Heritage, 1992; Thornborrow, 2013). For example, in educational settings, the professor has a higher institutional rank and hence power over the student (Diamond, 1996). However, Holmes and

Stubbe (2003) mentioned that although it is assumed that power may grant a license to use discourse strategies during interactions, most of those workplace interactions witnessed mutual respect and concern towards the face needs of interactants. They called such move politeness and considered it the main reason for modifying the obvious imposition of any interactant's wishes on others.

2.2 Brown and Levinson's politeness theory

Erving Goffman (1955, 1967) was the pioneer who introduced the positive self-image or the maintenance of the face in direct interactions. Goffman (2016) introduced the term *face* as "the positive social value a person effectively claims for himself...during a particular contact." (p. 213). Strongly affected by Goffman's face notion, Brown and Levinson (1978 & 1987) devised their politeness theory, one of the most influential theories that still attracts the attention of researchers from different contexts (Ellen, 2014; Holtgraves, 1997).

According to Brown and Levinson (1987), politeness is divided into negative politeness and positive politeness to avoid any face threatening acts (FTAs). Negative politeness refers to respect for the hearer's negative face represented in the freedom of not being imposed on by others. The FTAs are performed while simultaneously caring for the negative face of the recipient. Brown and Levinson proposed ten mechanisms for negative politeness, including being indirect, using hedges, nominalization, and apologies among examples of these mechanisms. It is important to mention that in pragmatics negative politeness differs from impoliteness which is synonymous with being rude. On the other hand, positive politeness attends to the positive face or self-image that individuals claim for themselves among a group in addition to being appreciated by others. Also, it refers to intimacy, closeness and fulfilling the hearer's wants through applying 15 mechanisms, such as the use of joking or offerings to fulfil the hearer's wants.

2.3 Politeness and power in POMs

Studying politeness in relation to interaction in educational settings could be truly vital, especially in the supervisor-teacher social interaction (Vásquez, 2004; Wajnryb, 1994). However, most of the educational literature focused on exploring teachers' and supervisors' perceptions of mentoring (e.g., Jones et al., 1997; Kullman, 1998; Orland-Barak, 2002), while other researchers (e.g., Acheson & Gall, 1997) provided guidelines for effective teacher supervision. A few studies (e.g., Vásquez, 2004; Wajnryb, 1994) attempted to discuss the dynamics (e.g., speech acts) of POMs between supervisors and teachers.

Institutional context is one of the power-laden contexts where politeness and power are closely related (Chamberlin, 2000; Harris, 2003; Lakoff, 1989; Vásquez, 2004). To explain, although teachers and supervisors work for the same educational institution, both do not possess the same degree of authority; supervisors are always assumed to possess some degree of authority which justifies the underlying tension in POMs (Holmes et al., 1999). One of the aims of Brown and Levinson was to explore the relationship between politeness and power to interpret what counts as polite behavior in institutional context with the possibility for confrontational encounters. Consequently, adopting a negative politeness strategy, for example, serves to avoid any confrontations or communication breakdown in such a setting (Harris, 2003).

Brown and Levinson (1987) posited that in different contexts, including the institutional ones, more and/or less powerful individuals make use of different politeness strategies to save one's or the other's face. Harris (2003) stated that the notion of power in Brown and Levinson's theory did not explain why the relatively powerful institutional members use politeness strategies extensively when encountering less powerful hearers. However, she observed that power in most institutional settings is derived from 'the institutional role' represented in the specific legitimacy the speaker has for a particular act, the common goals participants may share and the relative level of the power hierarchy distance (Harris, 2003;

Speirs, 1998).

2.4 Advice and suggestion giving in supervision and feedback

Brown and Levinson (1987) included advice and suggestion giving among mechanisms of negative politeness as acts that may threaten an addressee's negative face by affirming or denying a future act of the hearer that necessitates putting pressure on him/her to either perform or not perform the act. Their politeness strategies stimulated many studies to shed light on a number of linguistic expressions related to negative and positive politeness with reference to the FTAs of advice, suggestion giving and critical evaluation (Vásquez, 2004).

Tsui (1994) defined advice expected from supervisors to teachers as "a directive which advocates a course of action for the benefit of the addressee, and in which the consequence of compliance is desirable" (p. 122). From this definition, two aspects emerge from the process of advice giving: the advisor attending to the face of the advisee and seeking his/her benefits, but, at the same time, this advisor attempts to show superiority over the advisee throughout a suggestion that the advisee might experience for the first time if the advice is accepted (Wilson & Kunkel, 2000). Hinkel (1997) added that advice-giving must be performed cautiously to avoid offending the hearer. As a result, politeness strategies related to advice giving are expected to vary according to the degree of face threat and/or face support resulting from the act (Hosni, 2020).

On the other hand, a suggestion is an utterance which is issued by the speaker voluntarily while the hearer is given the option of accepting or rejecting what is suggested (Al-Aadeli, 2014). However, Searle (1976) classified suggestions as directive speech acts that get the hearer committed to fulfilling a certain action in the future. Also, despite the fact of not having imposition on the hearers, Rintell (1979) referred to suggestions as face-threatening acts since the world of the hearer is intruded in some way by the speaker. Accordingly, such imposition affects the hearer's negative face, and as a result, some politeness strategies should be made in order to

mitigate the effect of such imposition.

During POMs and when using FTAs, supervisors may exert a great effort to avoid giving direct advice. They soften suggestions by inserting encouraging remarks to protect their teachers' negative faces in an asymmetrical power discourse (Strong & Baron, 2004, Vásquez, 2004). When using positive politeness, the supervisor has to send the teacher a message that the FTAs used do not suggest a general negative evaluation of the teacher's face. On the other hand, using negative politeness is characterized by the supervisors' self-effacement, formality and restraint accompanied by apologies, deference and other softening strategies for face saving of both the supervisor and teacher (Bailey, 2006). For this reason, supervisors tend to undercut their own authority to reduce imposition on teachers and redress criticism by using a set of politeness strategies (Wajnryb, 1994).

Both advice and suggestions in feedback delivery are speech acts that are closely concerned with politeness as well as the risk of showing opinionated behavior represented in imposing one's opinion on the other person (Leech, 2014). Such speech acts used in POMs may represent a source of anxiety for all participants involved (i.e., both teachers and supervisors) as the hearer attends to the speaker's implied advice and suggestions to make things better (Wajnryb, 1994). As such, the supervisors' awareness and understanding of the very special nature of POMs is essential during POMs in order to achieve such balance that Bailey (2006) described as "difficult but not impossible" (p. 167).

3. Rationale of the Study

Established in 1978 and revised in 1987, Brown and Levinson's politeness theory has inspired researchers to investigate it in different discourses generating a large body of research in different fields (Ellen, 2014; Harris, 2003). Reviewing the literature has revealed that the majority of the international studies have attempted to discuss the politeness theory in different contexts such as aviation discourse (Linde, 1988), political discourse (Harris,

2001), medical discourse (Speirs, 1998), courtroom (Penman, 1990), mediation and management (Sarangi & Roberts, 1999) and humor (Holmes, 2000). However, most studies discussing the politeness theory in the educational field have obviously focused on teacher's politeness in ESL classrooms in Asian settings (Peng et al., 2014; Xiaoqing, 2010). Other studies focused on exploring teachers' and supervisors' perceptions of mentoring (e.g., Acheson & Gall, 1997; Jones et al., 1997; Kullman, 1998; Orland-Barak, 2002;). Still, very few studies (e.g., Vásquez, 2004; Wajnryb, 1994) conducted in the United States and Australia discussed the linguistic expressions employed by supervisors with their teaching assistants in POMs while delivering advice and/or suggestions using different politeness strategies. Both studies suggested conducting further research in the area of POMs and in different settings to investigate the method of delivering advice, suggestions, and constructive criticism across various educational settings to improve supervision practices.

Concerning the Arab and Egyptian context, literature has revealed a few studies that investigated politeness in educational settings. One of these studies was conducted at a Saudi Arabian university to investigate the teachers' perspectives on post-observation conferences (Rehman & Al-Bargi, 2014). Gender and politeness in the Lebanese academic context have been the focus of another study (Bacha et al., 2012). Studies conducted in Egypt investigated teachers' politeness in ESL classrooms (Soheim, 2014), politeness strategies and power of disagreements among Egyptian students (Bakry, 2015) and polite requests in a comparative study of gender variation of native speaker students at the university level (Salih, 2015). Moreover, reviewing the literature on politeness in the Egyptian context has revealed that light was shed on politeness in relation to other discourses such as Arab sports media (Hamed, 2014), social media (Mohamed, 2020), speech acts in different literary works (Alahmad, 2019; Alsarraf, 2016; Hussain, 2017; Methias, 2011) as well as translation (Muhammad, 2010).

Contributing to the literature presented in this area, the current study investigates the interactional dynamics of the language

used in POMs in higher education settings in Egypt in which participants play certain institutional roles and possess certain degree of authority.

4. Research Questions

The current paper attempts to answer the following research questions:

a. What types of politeness strategies do supervisors use in post-observation meetings?
b. What are the linguistic expressions of politeness with advice and suggestion giving used by supervisors?

5. Research Methodology
5.1 Research design

The study follows a mixed-method exploratory design. It is mainly quantitative since it analyses the linguistic expressions used with different types of politeness strategies observed in POMs. It also adopts a qualitative approach since it focuses on analyzing recorded data. Furthermore, this qualitative analysis is quantified through a framework of descriptive statistics adding strengths and validity to reach a wider framework of the politeness strategies used in the POMs in universities in Egypt.

In order to answer the research questions, the researcher used different data collection tools including audio recording of 42 POMs in three Egyptian private universities in order to analyze different types of speech acts related to different politeness strategies. The study included ten supervisors supervising 27 instructors in these universities during the academic years 2017-2018 and 2018-2019. Although the participants' nationalities were not a variable in the study, it included five Egyptian supervisors and five Americans. Upon recording the POMs, the recorded files were transcribed orthographically to be able to identify the verbal signals.

5.2 Framework of analysis

The frameworks of analysis used in this paper are Brown and Levinson (1978, 1987) and Vásquez (2004). Table 1 shows the scheme with examples from the current study to explain what each strategy refers to. The empty spaces in the example column refer to three strategies that were not manipulated by the supervisors.

Table 1 *Politeness Strategies Scheme*

Politeness Strategy	Indicators/Definitions	Examples
Positive Politeness	P1: Notice/attend to H's interests, wants, needs and goods	"this was beautiful!"/"what an idea!"
	P2: Exaggerate interest/approval/sympathy with H	"I really like that"
	P3: Intensify interest to H	"the student said "I will leave""
	P4: Use in-group identity markers	"…which is always *Tabcan* excellent and very very helpful"
	P5: Seek agreement	"A: it's annoying, B: Very annoying"
	P6: Avoid disagreement	"I didn't see homework then okay so this is the only thing…"
	P7: Presuppose/raise/assert common ground	"…*you know we* do peer teaching in my linguistics course"
	P8: Joke	"it's systemic thing, you're young and you're a woman and you're a foreigner hhh"
	P9: Assert or presuppose knowledge of and concern for H's wants	"I know, I know, I know, I know."
	P10: Offer/promise	"actually, I think I'm going to interfere this time if they're going to be something which is not liked"
	P11: Be optimistic	"… the rest of your life you may or may not explicitly do it but hopefully these things become intuitive."

	P12: Including both S and H in the activity	"But we're not going to give Gilgamesh"
	P13: Give (or ask for) reasons	"Why don't you incorporate that into your inspirational motivational talk?
	P14: Assume/assert reciprocity	---
	P15: Give gifts to H (goods, sympathy, understanding, cooperation)	"I'm thinking about something different for next."
Negative Politeness	**N1: Be conventionally indirect**	**"Did you try talking to him outside the class?"**
	N2: Question, hedge	**"to be honest with you…"**
	N3: Be pessimistic	**"This might be a little confusing for them…"**
	N4: Minimize the imposition	**"just two or three more minutes…"**
	N5: Give deference	**"I thought I would ask you about the name of the video because I would love to show it to my students in the seminar"**
	N6: Apologize	--
	N7: Impersonalize	**"that's a suggestion…"/"it happened after that too"**
	N8: State the FTA as a general rule	**"This is a problem. This is a worldwide problem"**
	N9: Nominalize	**"There are some issues with the assessment that we need"**
	N10: Go on record as incurring a debt or as not indebting H	---

Strongly influenced by Brown and Levinson's politeness theory, Vásquez (2004) expanded on the theory to discuss advice and suggestions giving as types of acts that might threaten the hearer's negative face and provided linguistic expressions to mitigate face threaten in POMs. Adapted from Vásquez (2004), Table 2 provides a descriptive summary of the types of different linguistic expressions of politeness strategies with advice/suggestion giving provided by supervisors during POMs.

Table 2 *Politeness strategies expressions used with advice/suggestion giving (Adapted from Vásquez, 2004)*

Positive politeness strategies	Negative politeness strategies
(a) Adjectives of positive evaluation (e.g., good, nice, effective, professional) (b) Expressions of intersubjectivity (e.g., you know, pronoun shifting in constructed dialogue) (c) Speaker's denigration of self or own ability	(a) Lexical hedges (e.g., maybe, just, kind of, sort of) (b) Modal auxiliaries (e.g., might, would, may) (c) *I* + mental verb (e.g., *think, mean, feel, wonder* (d) Indirectness (e.g., circumlocution) (e) Preceding criticism with a compliment

5.3 Data analysis

In order to answer the first research question, the researcher used Brown and Levinson's politeness theory to explore the types of politeness used in the POMs and to analyze the linguistic expressions related to these types. Also, the analysis includes the frequency of these strategies in different POMs. In order to guarantee the reliability of the data analysis, the study made use of peer checking through interrater agreement.

To answer the second research question, the researcher used the linguistic expressions summarized and employed by Vásquez (2004) to select the expressions of advice/suggestion giving only that are located within both positive and negative politeness expressions extracted from the answers to the first research question. Also, the researcher focused on the frequency of the linguistic expressions of advice and suggestion giving realized by positive or negative politeness strategies.

6. Analysis and Findings
6.1 Overview of the frequency of positive and negative politeness strategies

Figures 1 and 2 display an overview of the percentages of the positive and negative politeness strategies used that were identified during the 42 POMs. As shown in Figure 1, the highest positive

politeness strategy in use (32%) was presupposing, raising or asserting common ground (P7). On the other hand, four positive politeness strategies were the lowest in use (0.1%): using jokes (P8), asserting or presupposing the speaker's knowledge of and concern for the hearer's wants (P9), offering or promising (P10) and being optimistic (P11). It is important to mention that none of the supervisors used the strategy of assuming or asserting reciprocity (P14).
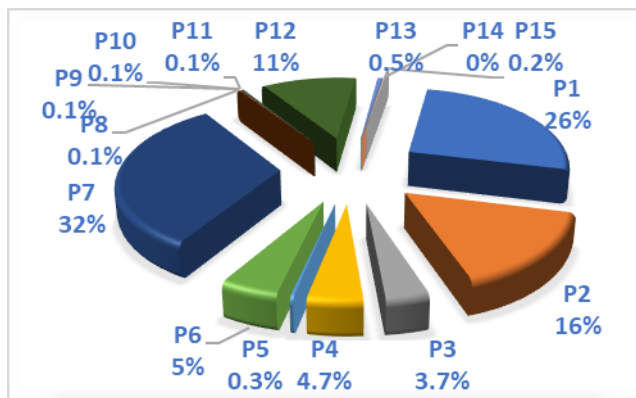

Figure 1. Percentages of positive politeness strategies

Regarding the negative politeness strategies, figure 2 displays that the highest negative strategy in use (61%) was using questioning or hedging (N2). In contrast, the strategy of stating the FTA as a general rule (N8) was the lowest in frequency (0.6%). Both the negative politeness strategies of apologizing (N6) and going on record as incurring a debt or as not indebting the hearer (N10) were never manipulated by any of the supervisors.
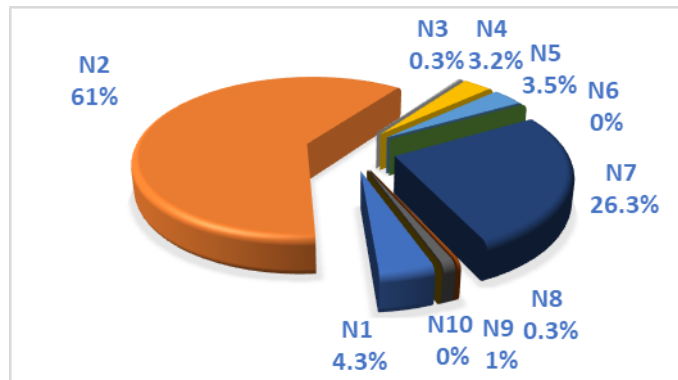
Figure 2. Percentages of negative politeness strategies

6.2 Types of politeness strategies used in POMs

This section attempts to answer the first research question that investigates the types of politeness strategies used in POMs. Both Table 3 illustrates the frequencies and percentages of positive and negative politeness strategies used in each POM.

Table 3 *The frequencies and percentages of positive and negative politeness strategies used in POMs*

Positive Politeness Strategies			Negative Politeness Strategies		
P1	231	26%	N1	29	4.3%
P2	141	16**%**	N2	406	61%
P3	48	3.7%	N3	2	0.3%
P4	40	4.7%	N4	22	3.2%
P5	3	0.3%	N5	24	3.5%
P6	44	5%	N6	0	0%
P7	285	32%	N7	172	26.3%
P8	1	0.1%	N8	3	0.3%
P9	1	0.1%	N9	6	1%
P10	1	0.1%	N10	0	0%
P11	1	0.1%			
P12	93	11%			
P13	5	0.5%			
P14	0	0%			
P15	2	0.2%			
Total: 896			**Total: 664**		

6.2.1 Positive politeness strategies

Upon analyzing the POMs, it was observed that the frequency of the positive politeness strategies used in the meetings varied. The strategy of presupposing, raising or asserting common ground (P7) was the highest in frequency used by all supervisors in 36 meetings. For example, Supervisor 1 used the technique of using inclusive 'we', as one of the techniques of this strategy, for showing comfort when stating *"we need to give them the technical term of proper nouns"* (POM 1). Moreover, the technique of switching place by using proximal rather than distal demonstratives was used too when Supervisor 1 said *"... but my recommendation here..."* (POM 2). Another technique observed was using tag questions as an indication that the knowledge of both the speaker and the hearer is equal. An example is *"You took attendance and you took back homework, didn't you?"* (Supervisor 2, POM 5). Another technique used is presupposing something that could be mutually taken for granted as appears in the example *"the teacher handles unexpected questions and problems"* (Supervisor 3, POM 6).

With a percentage of 26%, the strategy of noticing or attending to the hearer's interests, wants, needs and goods (P1) was the second one in frequency by nine supervisors in 39 meetings. All those supervisors attended to either the good classes they observed or the good performance of their instructors. Examples are very frequent regarding this strategy: *"honestly, you are a master teacher, it was beautiful, it was beautiful from beginning to end"* (Supervisor 2, POM 3), and *"I only have beautiful things to say, it was a lovely, lovely, lovely session I enjoyed every minute"* (Supervisor 3, POM 7).

The third positive politeness strategy in frequency was exaggerating interest, approval or sympathy with the hearer (P2) with a percentage of 16%. This strategy was frequently used by five supervisors in 14 meetings. Examples were presented through a number of words or phrases such as *"perfect"*, *"excellent"*, *"I really like that"*, *"you handled it very very well"*, *"so I liked it very much here"* and *"I really enjoyed the class"*.

The fourth positive politeness strategy in frequency was including both the speaker and the hearer in the activity (P12) with a percentage of 11%. This strategy was frequently used by nine supervisors in 29 meetings. A number of examples were detected in the POMs through manipulating inclusive 'we' that calls upon cooperative assumptions and softens requests which differs from inclusive 'we' used for claiming common grounds (P1) that gives comfort. Examples are: *"we're here to teach them values"* (Supervisor 2, POM 4), and *"why don't you why don't we start out"* (Supervisor 4, POM 12).

At a lesser frequency, a number of strategies were used such as the strategy of avoiding disagreement (P6) with a percentage of 5%. This strategy was used by five supervisors in 17 meetings. Supervisor 1, for example, said in one of her meetings *"you kind of skipped or allowed speaking Arabic in the classroom"* (POM 2) to vaguely express her disagreement with using Arabic inside the classroom.

Another strategy that emerged was using in-group identity markers (P4), which is using L1 (Arabic language) in this study, with a percentage of 4.7%. This strategy was repeatedly employed by five supervisors in 11 POMs. Examples are expressions such as *"mesh momken"* (*no way*), *"besaraha"* (*frankly speaking*), *"yacny"* (*I mean*) and *"yacni they were khalas"* (*this means they were done*).

One of the strategies used quite less frequently was the strategy of intensifying interest in the hearer (P3). This strategy was manipulated by three supervisors in 15 POMs with a percentage of 3.7%. One of the techniques of this strategy was bringing direct quoted speeches to the POMs rather than using reported speeches such as saying *"You asked: "Does speaking in English make us lose our identity?" Well, that was a very nice provocative question"* (Supervisor 8, POM 24).

A number of strategies were rarely manipulated, with a percentage of less than 1%. One of these strategies is the strategy of giving or asking for reasons (P13) with a percentage of 0.5%. This

strategy depends on including the hearer in the activity by demanding reasons for doing or not doing an action by using the question 'why not?' by the speaker or the supervisor. In case the hear or the instructor does not provide reasons, the speaker will provide it as an indirect suggestion for help. In the following example, Supervisor 2 was inquiring about the reason for not using one of the suggested teaching techniques – elicitation – to reduce the FTA that might be caused in case the instructor had no reason:

> *Instructor: ...I was sort of putting the word in the sort of lack I want to elicit something, and I felt maybe I shouldn't have, maybe I should have left them like... [why not?] I don't know.*

> *Supervisor: Why not? I thought the elicitation techniques were excellent, Mai!* (POM 5)

Another rarely used strategy was the strategy of seeking agreement (P5) with a percentage of 0.3%. This strategy was used by two supervisors in two meetings. One of the techniques observed in this strategy was the technique of using repetition. Supervisor 2, for instance, used this technique to stress on the emotional agreement. Here is an example: *"Instructor: I think there wasn't...; Supervisor: There wasn't"* (POM 5).

Another observed strategy with a very low frequency was giving gifts to the hearer's goods, sympathy, understanding or cooperation (P15) which was used twice by Supervisor 4 with a percentage of 0.2%. These two examples are *"I'm actually coming up with a new idea",* and *"I'm thinking about something different for next semester"* (POM 15).

Four positive politeness strategies emerged one time in all meetings with a percentage of 0.1% each. The first strategy was joking (P8) used by Supervisor 4: *"in spite of also there this disrespect and part of it, I mean, it's a systemic thing [aha] you're young and you're a woman and you're a foreigner [aha] hhh"* (POM 38). The second strategy was asserting or presupposing the speaker's knowledge of and concern for the hearer's wants (P9). This strategy

was also manipulated by Supervisor 4 who asserted her knowledge by saying *"I know, I know, I know, I know"* (POM 15). The third strategy was offering or promising (P10) which was used by Supervisor 9 when she said *"actually, I think I'm going to interfere this time if they're going to be something which is not liked"* (POM 34). The last strategy was the strategy of being optimistic (P11) that was used by Supervisor 8 when saying *"you've done it and the rest of your life you may or may not explicitly do it but hopefully these things become intuitive"* (POM 25).

It was observed that one strategy was never used. This strategy was assuming or asserting reciprocity (P14) that refers to the possible cooperation between the speaker and the hearer. So, the speaker may offer doing X for the hearer in return for the hearer doing Y for the speaker. Considering the relation between the supervisor and the instructor, it was clearly observed that this strategy could not be met as there were no shared debt between the supervisors and the instructors. Moreover, no action, such as providing feedback, was expected to be paid back to the supervisor.

6.2.2 Negative politeness strategies

Data analysis revealed that the frequency of the negative politeness strategies that was observed in the meetings varied, too. The strategy of using questions or hedges (N2) was observed as the highest in frequency, with a percentage of 61%. This strategy was frequently used by all supervisors in 38 meetings. All supervisors opted for using different hedges very frequently, such as using *really*, *maybe*, *little*, *kind of*, *but*, *would*, *just*, *bit*, etc. Examples are *"I would really suggest you take into consideration the recommendations I gave to you"* (Supervisor 1, POM 2) and *"I felt it was a little bit too fast"* (Supervisor 2, POM 3).

Using questioning, including tag questions, was observed as one of the techniques manipulated in this strategy such as saying *"didn't we?"* (Supervisor 4, POM 11). Another technique that emerged was using *if* as a hedge to soften commands such as telling the instructor *"if everybody gives five minutes feedback on it, pass,*

pass, pass, pass, pass" (Supervisor 7, POM 21) to show how in-class activities and feedback should be in the form of a suggestion instead of an order.

The second negative politeness strategy in frequency was impersonalizing both the speaker and the hearer (N7) with a percentage of 26.3%. This strategy was manipulated by nine supervisors in 33 meetings. One of the techniques of this strategy is using passive voice such as *"it was directed at you"* (Supervisor 2, POM 4). Another technique used was impersonal verbs where agents and verbs might be deleted when verbs encode acts which are intrinsically FTA by stating direct pronouns. An example is *"I go to your class and I don't see for instance uh homework assigned, so when it comes to this item homework assigned is appropriate I ticked not observed"* (Supervisor 3, POM 7). In this example, the supervisor preferred to indirectly advise the instructor to assign homework. Moreover, deleting both the agent and the object to avoid direct accusation or confrontation was manipulated as another technique in this strategy. Another example is *"You have to assess the situation and I know from the previous class that you cut that one activity totally out. So that's what you have to do is teach yourself to make those choices"* (Supervisor 6, POM 20). In both examples, the supervisors tried to avoid accusing their instructors of missing some aspects to consider during teaching.

The next strategy in frequency was being conventionally indirect (N1) with a percentage of 4.3%. This strategy was used in 15 meetings by seven supervisors who exerted effort to be indirect trying to satisfy their instructors' face wants while requesting, giving advice or providing suggestions. Also, sometimes supervisors used indirectness to refer to their pessimism as they assume their instructors to be unlikely willing or able to do any acts predicated to them. An example is *"that was very good you addressed the grammatical mistakes but you forgot to address the punctuation mistakes"* (Supervisor 1, POM 1).

The following strategy in frequency was giving deference (N5), scoring 3.5%. This strategy was expressed by six supervisors

in 12 meetings. Here, the supervisor humbles him/herself to attend to the instructor's positive face and wants to be treated as superior was observed with most of the supervisors in many examples, such as: "*I thought I would ask you about the name of the video <u>because I would love to show it to my students in the seminar</u>*" (Supervisor 2, POM 5), and *"<u>I don't know the whole thing</u>"* (Supervisor 4, POM 15).

The following negative strategy in frequency was minimizing the imposition (N4). This strategy was used by six supervisors in 13 meetings with a percentage of 3.2%. This strategy was manipulated through using words such as *just*. Examples are frequent such as *"<u>just</u> two or three more minutes"* (Supervisor 2, POM 3) and *"it was <u>just</u> a good opportunity to point out"* (Supervisor 5, POM 18).

The next negative strategy in frequency was the strategy of nominalizing (N9) for more formality through shifting the sentences towards the noun end of the continuum from the verb end of the continuum through adjectives and then nouns. This strategy was used by two supervisors in three meetings with a percentage of 1%. Examples are *"when it comes to this item homework assigned is appropriate I ticked not observed which is not of course <u>it was not observed</u>"* (Supervisor 3, POM 7), and *"<u>one thing that I wanted to see that I wasn't sure about was what your exact learning outcomes were through the lesson</u>"* (Supervisor 4, POM 16).

The least two negative strategies in frequency were the strategy of being pessimistic (N3) and the strategy of stating the FTA as a general rule (N8), with a percentage of 0.3 each. The strategy of being pessimistic (N3) was used by Supervisor 2 in two meetings. One of the examples is using this strategy through requesting indirectly when saying *"I <u>would've loved to hear</u> why do you think you're a hero?"* (Supervisor 2, POM 3) that used negation as one of the techniques of the strategy of being pessimistic. On the other hand, the strategy of stating the FTA as a general rule (N8) was used by two supervisors in three meetings to reduce any particular imposition. Examples are "*but you need it for your mentor, your three-mentor observations and for me and <u>it's a part of methods</u>*" (Supervisor 8, POM 25) and *"Yes, <u>in general</u> using open*

discussion depends on having a space for it or not" (Supervisor 10, POM 40).

Finally, it was observed that two strategies were never manipulated. The first strategy was apologizing (N6) and the other strategy was going on record as incurring a debt, or as not indebting the hearer (N10). Obviously, the nature of the relation between the supervisor and the instructor does not allow for manipulating these strategies.

6.3 Overview of the frequency of the linguistic expressions of politeness related to advice and suggestion giving

Figures 3 and 4 show an overview of the percentages of linguistic expressions of positive and negative politeness related to advice and suggestion giving in the 42 POMs.

As shown in Figure 3, the most frequent linguistic realization of positive politeness in use was using expressions of intersubjectivity (96%). In a notably lower percentage (3.2%), the second linguistic expression used was the speaker's denigration of self or own ability. Finally, using adjectives of positive evaluation were used rarely (0.8%). On the other hand, figure 4 shows that the highest linguistic realization of negative politeness used was lexical hedges (45.2%). The second highest linguistic expression was using modal auxiliaries (30.7%). With a slightly lower percentage, I + Mental verb was used with a percentage of 20.1%. The next linguistic feature in frequency was preceding a criticism with a compliment (3.2%). Finally, the linguistic feature of using indirectness was the least in frequency (0.8%).
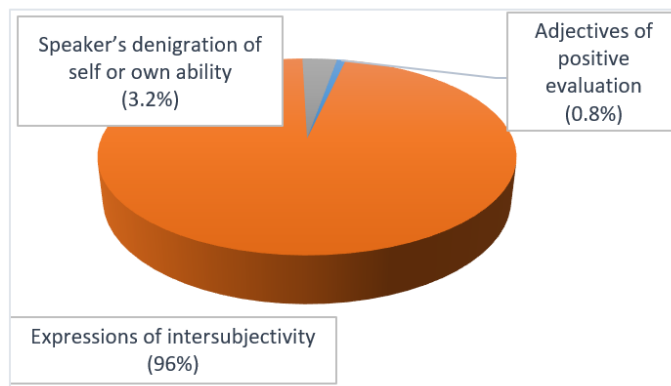
Figure 3. Total instances of linguistic expressions of positive politeness related to advice and suggestion giving
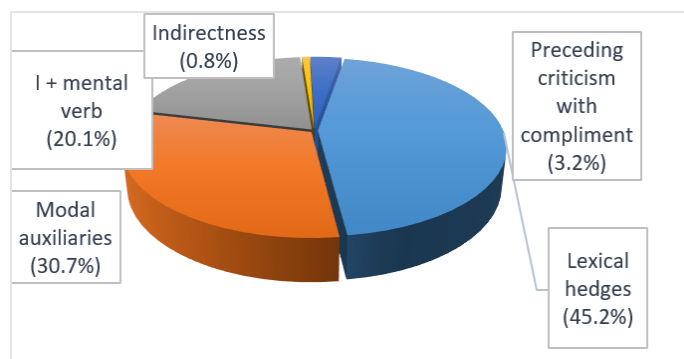

Figure 4. Total instances of linguistic expressions of negative politeness related to advice and suggestion giving

6.4 Linguistic expressions of positive and negative politeness strategies related to advice and suggestion-giving

This section relates the linguistic expressions introduced by Vásquez (2004) to the different types of politeness strategies introduced by Brown and Levinson (1987). Both Tables 4 and 5 illustrate these linguistic expressions of advice and suggestion giving in both types of politeness.

Table 4 *Linguistic expressions of positive politeness related to advice and suggestion giving*

	Positive Politeness Strategies		
	(a)	**(b)**	**(c)**
	Adjectives of positive evaluation (e.g., good, nice, effective, professional)	**Expressions of intersubjectivity** (e.g., you know, pronoun shifting in constructed dialogue)	**Speaker's denigration of self or own ability**
P1	1	-	1
P2	-	-	-
P3	-	1	-
P4	-	-	-
P5	-	-	1
P6	-	-	-
P7	-	110	1
P8	-	-	-
P9	-	-	-
P10	-	-	-
P11	-	-	-
P12	-	11	1
P13	-	-	-
P14	-	-	-
P15	-	-	-
Total	**1**	**122**	**4**
	(0.8%)	**(96%)**	**(3.2%)**
	Total 127		

Table 5 *Linguistic expressions of negative politeness related to advice and suggestion giving*

	Negative Politeness Strategies				
	(a)	**(b)**	**(c)**	**(d)**	**(e)**
	Lexical hedges (e.g., maybe, just, kind of, sort of)	**Modal auxiliaries** (e.g., might, would, may)	**I + mental verb** (e.g., think, mean, feel, wonder)	**Indirectness** (e.g., circumlocution)	**Preceding criticism with a compliment**
N1	7	6	-	2	7
N2	124	79	53	1	4
N3	-	1	-	-	-
N4	12	2	4	-	-
N5	3	-	1	-	-
N6	-	-	-	-	-
N7	25	28	16	-	1
N8	-	-	1	-	-
N9	-	-	1	-	-
N10	-	1	-	-	-
Total	**171**	**117**	**76**	**3**	**12**
	(45.2%)	(30.7%)	(20.1%)	(0.8%)	(3.2%)
			Total 379		

6.4.1 The linguistic expressions of positive politeness related to advice and suggestion giving
6.4.1.1 Adjectives of positive evaluation

The following is the only example of using *adjective of positive evaluation* with the strategy of noticing/attending to the hearer's interests, wants, needs and goods (P1): *"it's nice to see that happening because otherwise it does make it dry…"* (Supervisor 4, POM 15).

6.4.1.2 Expressions of intersubjectivity

The second linguistic expression used with the positive politeness strategies was the *expressions of intersubjectivity* which assists with minimizing the social distance to establish a sense of

solidarity between supervisors and instructors (Vásquez, 2004). These linguistic expressions were observed with three positive politeness strategies: intensifying interest in the hearer (P3), presupposing/raising/asserting common ground (P7) and including both the speaker and the hearer in the activity (P12).

Analysis showed that this linguistic expression appeared once with the strategy of intensifying interest to the hearer (P3) by using both the pronoun *I* instead of *you* or the discourse marker *you know* that assumes sharing a similar perspective of having a mutual understanding:

> *so in the end, I end up just trying to pick kind of a middle way, so like when we were walking here like I was telling you that uhm I'll I'll do I'll usually do fewer exam practices than what the students want, but more than what I would want so is kind of a compromise and in the last week, I pretty much just to practice test because if I try to do anything else they, you know, there's an uproar* (Supervisor 10, POM 38).

The majority of examples were observed with the strategy of presupposing, raising or asserting common ground (P7) due to the excessive use of the discourse marker *you know* in almost all meetings. An example is: *"This is part, but I am bringing it up consecutively because it's so important you know this mindset of ideas are you know not to be attacked or defended they're supposed to be explored"* (Supervisor 2, POM 4).

The third positive politeness strategy that was used with the expressions of intersubjectivity was the strategy of including both the speaker and the hearer in the activity (P12). An example is *"I think that we should do away with mmm these kinds of tests, the MCQ readings and stuff. I think that we should move towards target language use task like writing summary response"* (Supervisor 4, POM 15).

6.4.1.3 Speaker's denigration of self or own ability

The linguistic expression of the speaker's denigration of self or own ability appeared only four times. Throughout this strategy the supervisors, who have special abilities and are more powerful, denigrate themselves or their abilities while simultaneously shedding more positive light on their instructors' abilities as a method of assisting those instructors to accept the advice or suggestion offered to them or explaining some difficult situations to the instructors who were advised to think critically. This linguistic expression was observed with one supervisor in three POMs. It was noticed with the strategy of noticing/attending to the hearer's interests, wants, needs and goods (P1) when the supervisor said, *"that's really nice and that's working well for you, yeah, I think maybe I should go back to using the group tables sometimes"* (Supervisor 4, POM 10). In this example, the supervisor showed that she would use the tables too as a kind of advice for the instructor to keep using the group tables without face-threatening. Also, the strategy of seeking agreement (P5) was noticed when Supervisor 4 mentioned "*we're dealing with this, like just profound apathy and lack of knowledge of anything. And it's coming from the educational system absolutely that they've been through that's kind of killed all in their interest in anything and so now we're at this point where we were trying to help them get interested basically and honestly I have not found a way to get them intrinsically motivated enough that they'll actually do their homework"* (POM 15). In this example, the supervisor herself admitted that it was challenging to keep her students motivated.

Moreover, the strategy of presupposing, raising and asserting common ground (P7) was observed with denigrating the self when Supervisor 4 said

> *I think that we should be grading them on their notes or that they have to write a summary of the listening; they've just heard something other than just answering multiple choice questions because really the target language use tasks that they want to be able to is is to take good notes when they're listening to a lecture, you know, and learning that skill is very*

challenging. <u>It's still challenging for us</u>, even if we're, you know, if it's a fast speaker or whatever, <u>it's very challenging</u>" (POM 14).

In this example, the supervisor highlighted the difficulty of taking good notes while listening as an essential skill that students should learn. The supervisor admitted that such skill is challenging not only for the learners but also the supervisor and the instructor.

Finally, the strategy of including both the speaker and the hearer in the activity (P12) was noticed when the supervisor: *"but I also felt they must be something <u>I can learn when I'm watching you, and I was thinking maybe I would do it, is kind of use a quiet voice</u>"* (Supervisor 4, POM 10) to highlight the importance of using quiet voices while teaching.

6.4.2 The linguistic expressions of negative politeness related to advice and suggestion giving
6.4.2.1 Lexical hedges

A 'hedge' is defined as "a particle, word or phrase that modifies the degree of partial membership of a predicate or noun phrase in a set or that membership is more true only in certain respects (Brown & Levinson, 1987). Vásquez (2004) stressed on the function of hedges as markers of negative politeness, throughout lexical hedges, such as *maybe, just,* or *kind of*, for mitigating advice and minimizing imposition with any suggestions or advice-giving.

POMs analysis showed that using lexical hedges as a linguistic expression related to advice or suggestion giving appeared with five negative politeness strategies: Being conventionally indirect (N1), using questions or hedges (N2), minimizing the imposition (N4), giving deference (N5), and impersonalizing (N7).

The strategy of being conventionally indirect (N1) appeared with the linguistic expression of using lexical hedges in a number of examples in which the supervisors expended more effort to save their instructors' faces while providing them advice or suggestions.

For example, when Supervisor 1 said *"I see I see but from now on <u>maybe</u> the late uh uh comers they can get some pre-explanation of the activity"* (POM 2), she was trying to show some degree of indirectness mixed with hesitation "*I see I see….uh uh*" with the hedge *maybe* when asking the instructor to provide some pre-explanation of the activity for the late comers.

Intersected with the strategy of using questions or hedges proposed (N2) by Brown and Levinson as one of the negative politeness strategies, Vásquez proposed using lexical hedges as a linguistic feature for advice and suggestion giving (e.g., *maybe*, *a kind of*, *a sort of*, *just*, etc.) which justifies the high percentage of this linguistic features among other features (see table 5). An example is *"I was wondering <u>maybe</u> there were some points you needed to cover"* (Supervisor 1, POM 1).

The strategy of minimizing the imposition (N4) appeared frequently too with lexical hedges. Examples are: *"it was <u>just</u> a good opportunity to point out"* (Supervisor 5, POM 18), *and "when you're teaching uh to, you know, your contents there, and you are very well organized <u>just</u> slow it down for you"* (Supervisor 8, POM 30).

The strategy of giving difference (N5) was observed with lexical hedges in three examples. For instance, when saying *"I feel like uhm we both <u>maybe</u> have things to learn and discuss about this since we share the same class. Uhm… giving feedback to students, again it was <u>a bit</u> hard for me to hear what you were exactly doing when you went around in the groups"* (POM 17), Supervisor 4 here tried to humble and abase herself while raising the instructor's position to satisfy their faces and show respect.

The strategy of impersonalizing (N7) was used very frequently with lexical hedges. Examples are: *"it was <u>kind of</u> how do we stop this"* (Supervisor 2, POM 4), and *"that was a good idea of the future <u>just</u> to see if any of the class involved"* (Supervisor 7, POM 21).

6.4.2.2 Modal auxiliaries

Modal auxiliaries appeared as a linguistic expression that accompanied six negative politeness strategies: Being conventionally indirect (N1), using questions or hedges (N2), being pessimistic (N3), minimizing the imposition (N4), impersonalizing (N7) and nominalizing (N9).

The strategy of being conventionally indirect (N1) appeared on a number of occasions with modal auxiliaries in which the supervisors tried to give their instructors an out by being indirect while requesting them to follow their advice or put their suggestions into consideration. An example is *"...that would be a good thing to think about as a goal"* (Supervisor 4, POM 36).

The strategy of using questions or hedges (N2) could be observed very frequently with modal auxiliaries. Examples are: *"this might be a little confusing for them, proper nouns versus common nouns that's the right timing for you to you know to distinguish between these two"* (Supervisor 1, POM 1), and *"if you need another one of... someone to get, do it, that would be my advice"* (Supervisor 8, POM 28).

Three strategies appeared rarely with modal auxiliaries. The first strategy was being pessimistic (N3) appeared when Supervisor 2 said: *"then you went into what a hero is and qualities of a hero, and do they apply to heroes previously taken? And do we have heroes today? I was really curious, I wanted you to spend a few more minutes on this because it was an extremely interesting question and I feel they had something to say when one student said "I'm a hero" I would've loved to hear why do you think you're a hero? Tell us"* (POM 3). The second strategy was minimizing the imposition (N4) when Supervisor 7 said *"I think just having it in the bigger mood might it help"* (POM 21). The third strategy was nominalizing (N9) which appeared only once when Supervisor 2 said *"it is not weaknesses, most of the time it's like an issue... it's an issue that can be discussed"* (POM 10).

The strategy of impersonalizing the speaker and the hearer (N7) was noticed frequently with the linguistic expression of modal auxiliaries. An example is: *"Well, that <u>would</u> be a second step but just they have the written questions* (Supervisor 8, POM 30).

6.4.2.3 I + mental verb

The linguistic expression of using *I + mental verb* was noticed with six negative politeness strategies: Using questions or hedges (N2), minimizing the imposition (N4), giving deference (N5), impersonalizing (N7), State the FTA as a general rule (N78) and nominalizing (N9).

The strategy of using questions and hedges (N2) was the most frequent strategy noticed with this linguistic expression. This strategy depended mainly on using the form of I + mental verb to show a kind of partial membership through using these verbs. An example is *"<u>I felt</u> that the student was a little bit offended <u>I don't know</u> but she was she didn't feel comfortable really her reactions, so I don't know even though this is a common problem"* (Supervisor 1, POM 2).

The next strategy in frequency that appeared with this linguistic expression was the strategy of impersonalizing the speaker and the hearer (N7). Examples are: *"<u>I felt</u> sometimes the pace was a little too fast"* (Supervisor 2, POM 3), and *"<u>I thought</u> it was like short"* (Supervisor 8, POM 32).

The remaining three strategies were observed rarely. The strategy of minimizing the imposition (N4) was observed four times with *I + mental verb*. This linguistic expression was observed in some examples with hedges (e.g., *just* and *sometimes*) as another concurred factor to reduce imposition and reinforce politeness. An example is *"but <u>I mean</u> it's sometimes useful just on the board you know to remind them because they are not teachers they are not memorizing how they learn English"* (Supervisor 8, POM 29).

The strategy of giving deference (N5) was used once in which

the supervisor abases herself while providing advice: *"I am actually struggling on that issue myself and <u>I've been wondering</u> maybe it's too much to expect them to make their own inference questions, <u>I wonder</u> because when I'm trying to come up with an inference question, sometimes I sit there for ages trying to figure out; well… where can I… where have I made an inference or where has the author assumed that we're inferring something? Um… <u>I think</u> is quite tricky…Like <u>I feel</u> like it's still… it's it's it's too complicated for them in a way, although if we could I want them to be able to get to the point where they can write good inference questions, up to now my students don't; I can't get them to do it either"* (Supervisor 4, POM 13).

Likewise, the strategy of nominalizing (N9) was manipulated once when Supervisor 8 used the hedge *just* to maximize politeness*: "it would've been a good teaching moment [hmm] on how to reduce a long sentence spoken or written into three or four words, and I would've… <u>I just thought</u> that was a missed opportunity"* (POM 27).

6.4.2.4 Indirectness

Although being conventionally indirect is one of the negative politeness strategies proposed by Brown and Levinson, Vásquez introduced indirectness seeking more indirectness for reducing imposition and maximizing politeness. This linguistic expression appeared rarely due to its intersection with the strategy of being conventionally indirect (N1) of Brown and Levinson. It appeared two times with the strategy of being conventionally indirect (N1): *"<u>Is there any way we can avoid this?</u>"* (Supervisor 2, POM 4) and *"<u>Another thing, there was one thing which was yacny I didn't like very much hhh</u> it was when you gave your students your back when you were writing on the blackboard"* (Supervisor 9, POM 35).

Additionally, this linguistic expression appeared one time with the strategy of using hedges and questions (N2) when Supervisor 5 said: *"<u>I guess one thing that you could think about is just… I mean we did that play a necessary and had that play posted thing</u>"* (POM 18).

6.4.2.5 Preceding criticism with compliment

This speech act of complaining accompanied negative politeness strategies rarely. It co-occurred with three strategies only: Being conventionally indirect (N1), using questions and hedges (N2) and impersonalizing the speaker and the hearer (N7).

An example of using compliments preceding criticism while being conventionally indirect (N1) is: *"teaching style instructions and techniques they're all accomplished except for this one okay which the teacher appropriately handles unexpected questions and the problems that arise during the lesson this was NOT observed"* (Supervisor 3, POM 9).

Compliments preceding criticism were observed too with the strategy of using questions and hedges (N2). An example is: *"you were talking about this link like they they're learning the vocabulary but then they're not maybe actually putting it into their into their writing. I don't think we caught like I had to leave kind of before you got to the point"* (Supervisor 4, POM 12).

Finally, the strategy of impersonalizing the speaker and the hearer (N7) appeared once with this linguistic expression when Supervisor 1 said *"that was very good you addressed the grammatical mistakes, but you forgot to address the punctuation mistakes"* (Supervisor 1, POM 1).

7. Analysis and Discussion
7.1 Politeness strategies in POMS

The present study identified the politeness strategies that supervisors used in their POMs and how they were linguistically realized. Additionally, the present study assists with understanding the participants' roles in the 'institution structure' offered by Silverman (1997) which refers to the positions they possess while manipulating certain strategies to achieve their needs and restrict others from enjoying the same position. The present study witnessed the unique position the supervisors enjoyed that enabled them to

guide their instructors while ascending one of the steps of their professional development ladder by using all possible politeness strategies to evade any embarrassment that might be threatening to both participants' faces. On the other hand, their instructors do not enjoy the same merits granted to their supervisors other than replying to their supervisors whenever needed.

As pointed out earlier, manipulating both positive and negative politeness strategies was detected with different percentages in the analyzed data which proves that FTAs threatening to the face of an interactant can be performed more politely through using Brown and Levinson's strategies (Holtgraves, 1997). It could be argued that the present study responded to the claims to revisit Brown and Levinson's politeness theory in a different context to be added to the other research (e.g., Bargiela-Chiappini, 2003; Xiaoqing, 2010) that revisited the theory earlier.

Brown and Levinson (1987) introduced 15 positive politeness strategies to attend to the positive face or self-image which individuals claim for themselves to be respected by others. In addition, they introduced ten negative politeness strategies to show respect to the hearer's negative face represented in the freedom of not being imposed on by others. Analysis showed that almost all positive and negative politeness strategies were used by the supervisor with different percentages. All supervisors were keen on using different politeness strategies seeking face-saving for their faces as well as their instructors' faces. Results show how complicated the supervisors' situation was as they manipulated the positive politeness strategies 896 times and the negative politeness strategies 664 times. The higher frequency of positive politeness strategies indicates that supervisors were seeking intimacy and closeness throughout claiming common ground and solidarity and fulfilling the instructors' wants through positive politeness strategies while performing the threatening acts. However, the supervisors used negative politeness strategies simultaneously to care for the negative face to mitigate any criticism directed to their instructors.

7.2 Institutional discourse and power

As previously stated, the interaction between participants in POMs might be characterized by sensitivity as a result of the asymmetry between the participants (Wajnryb, 1994). In such a type of discourse, supervisors must balance the competing demands of addressing teachers' positive and negative face wants while providing advice and suggestions to foster the teachers' professional development. In their analysis of workplace discourse, Holmes et al. (1999) stressed on the vitality of negative politeness strategies while exercising power. On the other hand, Vásquez (2004) referred to the extreme importance of positive politeness strategies in POMs which seek to establish solidarity among participants. Analysis revealed that supervisors manipulated 14 (out of 15) positive politeness strategies and eight (8 out of 10) negative ones in their POMs, which reflects and supports their awareness of expressing solidarity with their instructors while attending to the instructors' negative face at the same time.

Such a result supports Holmes and Stubbe's (2003) opinion that although power may grant a license to use discourse strategies during workplace interactions, most of those interactions witness showing politeness, mutual respect and concern towards the face needs of interactants even if they are not granted authority or power. Obviously, supervisors in the present study were keen on keeping such a balance between the competing demands of addressing teachers' positive and negative face wants while providing guidance.

7.3 Advice and suggestion giving linguistic realization in POMs

Brown and Levinson (1987) included advice and suggestion giving among mechanisms that may threaten an addressee's negative face which stimulated many studies (e.g., Vásquez, 2004) to investigate the negative and positive politeness linguistic expressions with reference to such FTA of speech acts. Data analysis identified a number of politeness strategies used in the context of advice or suggestion-giving in POMs. Tables 4 and 5 witnessed the existence of linguistic expressions of both positive and negative politeness

related to advice and suggestion giving. All linguistic expressions were manipulated by supervisors with different percentages.

As for positive politeness strategies, the linguistic expressions of intersubjectivity received the highest percentage (96%), while the other two expressions of speaker's denigration of self or own ability and adjectives of positive evaluation were the lowest with percentages of 3.2% and 0.8% respectively. As for the negative politeness strategies, the percentages of the linguistic expressions varied: lexical hedges (45.2%), modal auxiliaries (30.7%), I + mental verb (20.1%) as the highest in frequency versus preceding criticism with a compliment (3.2%) and indirectness (0.8%) as the lowest in frequency.

Regarding positive politeness, supervisors used expressions of intersubjectivity as the main linguistic expression used specifically with the strategy of presupposing, raising or asserting common ground (P7) and including both the speaker and hearer in the activity (P12) as an indication of expressing solidarity with their instructors. At a larger scale, all linguistic expressions related to negative politeness were observed to minimize FTAs that may threaten the instructors' negative face. Also, it was observed that supervisors intended to use lexical hedges, modal auxiliaries and I + mental verb heavily to save the negative faces of their instructors. While using these expressions heavily, the supervisors rarely used indirectness and preceding criticism with compliments to support the positive face of all participants since advice or suggestion should be directed with the intention of minimizing the criticism in these sensitive meetings.

The present study proves that both advice and suggestions are "closely concerned with politeness in the domain of opinion receiving and opinion giving" (Leech, 2014, p. 201) due to their relatedness to the risk of imposing one's opinion on the other person which may represent a source of anxiety for all participants involved in the institutional context.

8. Conclusion

A post-observation meeting is still considered one of the hardest tasks for any supervisor due to the possibility of delivering feedback that might threaten the face of the teacher. Reviewing the literature has revealed that the relationship between saving the teacher's face and the level of politeness included in the feedback given requires further empirical studies. Also, it referred to the necessity of conducting more studies on politeness strategies in relation to supervision in the educational context in Egypt.

The present paper adopted Brown and Levinson's (1978, 1987) theory that considered advice and suggestion giving as acts that may threaten an addressee's negative face, as well as Vásquez (2004) model as an extension to this theory to explore the linguistic expressions related to both positive and negative politeness strategies. Analysis showed that the supervisors used all linguistic expressions related to both positive and negative politeness strategies proposed by Vásquez but with different percentages. The results entail that supervisors were very careful while using these expressions with their instructors. When these POMs are carefully managed, they play an essential role in the teachers' professional development and growth for which these meetings are held.

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