

The Analysis of Teacher-Student Interaction in ELT From the Perspective of Politeness Principle

Yuxia Su^{1, a}

¹China University of Petroleum, Qingdao, 266000, China

^aCorresponding author Email: 1911710665@qq.com

Abstract

Teacher-student interaction has been a hot issue in ELT. To deeply discuss this issue, this thesis aims to analysis how politeness principle is applied in teacher-student interaction in ELT. In the first two chapters, we attempt to build a system, consisting of the definition of teacher-student interaction and politeness principle. According to this system, two questionnaires have been given to students and teachers . What shows from the questionnaires is that the main problem of teacher-student interaction is student' s passive participation. Then watch the high-quality video and transcribe the phonetic materials. Based on the above materials, we analyze how politeness principle is applied in teacher-student interaction in ELT. Finally, we draws a conclusion that the politeness principle is useful in teacher-student interaction. Provided that teachers can follow the politeness principle in classroom interaction, it will directly and indirectly influence and guide students.

Keywords

Politeness principle; Teacher-student interaction; Questionnaires; High-quality video.

1. Introduction

Teacher-student interaction is the action occurring between teacher and student, which is of foundation in quality-oriented education. A teacher should stimulate and cultivate student' s interest and their confidence in learning language, raise their awareness of cultural difference between China and foreign countries, broaden students' horizons, cultivate their patriotic spirit as well as help them form healthy views about life (National English Curriculum for Nine-year compulsory Education). However, in real teaching classroom, it is difficult for most of teachers to stimulate student' s interest and confidence in learning English. Teacher-student interaction has become a tough issue in China' s ELT. This thesis tries to analyze the teacher discourse in high-quality English class. What' s more, we intend to analyze how expert teachers apply politeness principles in teacher-student interaction in ELT so as to provide a guide for teachers to stimulate and cultivate student' s interest and their confidence in learning English.

We have read relevant thesis of these two areas. Most of the materials emphasize on the importance of students' awareness of interactive communication and the importance of students' politeness. However, seldom of them studies how politeness principle is used in the teacher talk. Therefore, this thesis intends to analyze how expert teachers apply politeness principles in teacher-student interaction in English class. Provided that a teacher can apply the politeness principle in teacher-student interaction, it will directly stimulate and cultivate student' s interest and their confidence in learning English as well as indirectly effect and guide students by their polite rules or principle. What' s more, nowadays, teachers are viewed as a multi-role educator. What they do is not just teaching the grammatical and linguistic knowledge and skills, but also including satisfying students' practical needs, developing their strategies of

learning, broadening their cultural horizons and building up their international perspectives. But the realization of those roles is based on the positive participation of students. Therefore, the proper application of teacher's politeness strategies can stimulate student's interest.

The first two chapters try to build a theoretical system to support this thesis. The third chapter is the research methodology, containing the research questions, subjects, instruments, data collection as well as data analysis. The next chapter is result and discussion. Two questionnaires have been conducted to students and teachers from Gaoqing No.1 middle school. What shows from the questionnaires is that the main problems of teacher-student interaction are student's passive participation and teachers discourse. Then we study the real teaching materials and analyze how expert teachers apply politeness principles in teacher-student interaction. Then we draw a conclusion that teachers' strategies of politeness contribute a lot to classroom interaction, students interactive ability as well as their awareness of politeness.

2. Literature Review

2.1. Definitions of Teacher-student Interaction

Teacher-student interaction is the action occurring between teacher and student. In a broad sense, teacher-student interaction is all of the mutual influence between teacher and students, including mutual influence between teacher and students, mutual influence between educational background and social background. In a narrow sense, it refers to the mutual influence between teacher and students in an educational background. (Zuo Bin 2002:73-77).

Based on National English Curriculum for Nine-year compulsory Education, teachers are expected to put on new roles. Task-based teaching methods require the teacher to actively take part in the teaching activities. That is to say, when a teacher has given his/her order and the task has started, it is no use for the teacher to stand in front of the classroom doing nothing. On the contrary, he /she should step out of his place to participate in students' activities. However, he/she should not be in the position of a controller but an ordinary participant. He/she should not appear to be authoritative though he is the person who speaks better than students. (Wangqiang, 2006).

In the teacher-student interaction, because English is acquired as a foreign language in China, teachers are in a dominant position. That is to say, it is teachers who firstly give the tasks to students and guide student's activities. Therefore, the degree of teachers' control is of vital importance in language teaching. Teachers control the speed with the purpose of running teaching activities smoothly and efficiently. For instance, when students are doing the reading tasks, it is necessary for teachers to control order, question and time. When doing the classroom performance, the teacher should also control the whole class so as to make sure every student has equal opportunities to perform themselves in front of their classmates. However, when we say that teacher' control contributes a lot, what we mention is the control in a controlled degree. Over-control does no less harm to students' enthusiasm than no teacher-control at all. What' s more, it is difficult for us to give an exact degree of appropriate control for different teaching activities need different degree of teacher' s control. But one important thing is that the more communicative teaching activities are, the less teacher' s control they will require (Wang Qiang, 2006).

The classroom is not the place where teachers play a dominant role alone, while the place where both students and teachers play important roles. Although teachers are the people who control the whole class, without the active participation of his students, he will lose the teaching aim and meaning. Therefore, the teacher should care about the students as well as indirectly influence them. At the same time, students should also care about their teachers, stimulate him/her, as well as influencing their teacher. Under task-based teaching methods, the teacher-

student interaction shows the bidirectional relation between teacher and student, which is the essence of teacher-student interaction. Nowadays, a teacher is regarded as a multi-role educator instead of an arbitrary controller. What they do is not just teaching the grammatical and linguistic knowledge and skills, but also including satisfying students' practical needs, developing their strategies of learning, broadening their cultural horizons and building up their international perspectives. Therefore, the real teacher-student interaction is two way street rather than a relation of total instruction and passive reception. (Wangqiang, 2006).

2.2. Theoretical Basis of Politeness Principle

UnderFrom the ancient times, we have the old saying like "good words are warm in winter, bad words hurt in June". People tend to unconsciously adopt the methods or principles with the purpose of fluent communication and proper performance. (Guo Wei, 2005)

As a phenomenon of language and culture, there are different kinds of politeness based on the difference of social life. American linguist Grice came up with the politeness principle, which consisted of the maxims of quantity, the maxims of quality, the maxims of manner as well as the maxims of relation. (Ding Jianmin, 2000) In the 1980s, based on Grice' s conversation implicature, the British linguist Leech proposed the politeness principle whose basic implication was that the speaker should try to maxim the benefit of others and the cost of self with the aim to gain others' favor and make a successful communication. (Lu Yanfang, 2006).

According to Geoffrey Leech, there was a politeness principle with conversational maxims similar to those formulated by Paul Grice. He listed six maxims: tact, generosity, approbation, modesty, agreement, and sympathy.

The tact maxim: Minimize the expression of beliefs which imply cost to others; maximize the expression of beliefs which imply benefit to others.

The generosity maxim: Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self.

The approbation maxim: Minimize the expression of beliefs which express dispraise of others; maximize the expression of beliefs which express approval of others.

The modesty maxim: Minimize the expression of praise of self; maximize the expression of dispraise of self.

The agreement maxim: Minimize the expression of disagreement between self and others; maximize the expression of agreement between self and others.

The sympathy maxim: minimize the antipathy between self and others; maximize the sympathy between the self and others. (Leech, 1983)

In the intercultural communication, different people may have different understandings of the polite implicature. That is to say, one culture' s meat is the other culture' s poison. The six maxims listed by Leech are no escape: what may be considered politeness in one culture may be strange or rude in another. In the daily communication, it is common that we make misunderstanding because of different communicative habits. (Lu Yanfang, 2006) Therefore, in the teaching activities, the teachers should properly apply politeness principles to improve students' communicative competence and to make successful teacher-student communication. What' s more, the teacher should also raise the awareness of the cultural differences between the East and the West to enlarge students' vision, cultivate their patriotic spirit as well as help them form healthy views about life (National English Curriculum for Nine-year compulsory Education). In the following chapter, we will discuss how teachers apply politeness principles in the teaching activities to stimulate and cultivate student' s interest and their confidence in learning English.

2.3. Studies on Politeness Principle on Teacher-student Interaction

Generally speaking, teacher-student interaction includes greetings, directives, questions, feedbacks, summaries. Gao Yunqi (1992) has done a lot of researches on the importance of teacher-student interaction. He argues that the linguistic activities are the fundamental components of classroom and teacher-student interaction has a positive impact on the teaching efficiency. Many researches have been done on the application of the politeness principle in the teacher-student interaction at home and abroad.

In China, most of researches study the contribution of politeness principle in stimulating and cultivating student's interest and their confidence in learning English. For example, a research conducted by Ding Jianmin (2000) studies the classroom language from the perspectives of language function of interactivity. He believes that the purpose of the interactive communication is to effectively build up and maintain social relation. The teacher should follow the politeness principle so that the function of interactivity can be fully exerted to guide teacher-student interaction and raise students' awareness of politeness. He maintained that only when the importance was attached to the language function of information transmission, could students really obtain the ability of interactive communication. Only in this way did they realize the transformation from the exam-oriented education to the quality-oriented education. In another study, to analyze how politeness principle was put into use in the discourse teaching of college English, Guo Xianying (2003) studied how a teacher violated the politeness principle in teacher-student interaction. She held the view that the English teacher should pay attention to the contextual meaning and its reference. The teachers applied the theories of pragmatics to the real communication to correctly understand the contextual implicature and improve students' communicative competence.

Abroad, John Austin, an English legal theorist, combined the Speech Act theory with the study of classroom interaction. Speech acts can be analyzed into three levels: locutionary acts, illocutionary acts and perlocutionary acts. The division of those three acts has positive effects on the analysis of the teacher-student interaction in FLT.

Teacher-talk is an important part in classroom teaching and the success of teaching largely depends on the quality and quantity of teacher talk. Today countries all around the world are concerned with the same problem of raising the education standard. There are many methods to achieve this goal. Along with teacher reflection, the educational potential of teacher talk can help teachers test whether their teaching is effective or not and make something improve it. Natalia Stepanova (2019) explored and described one teacher's questions and feedback types using interaction analyses between a teacher and her students in a Kazakhstani secondary classroom in ELT. He studied what types of questions and feedback the teacher used in teacher-student interaction and showed what teachers can learn about their interactions with the students through reflection. (Natalia Stepanova, 2019).

On the whole, the ability-oriented education should change the stereotype of the relationship between teacher and student. It should emphasize not only the rules of teachers as an instructor but also as a cooperator and a guider to assist students and develop their intelligence and ability of innovation and initiative. Nowadays, a teacher is regarded as a multi-role educator. What they do is not just teaching the grammatical and linguistic knowledge and skills, but also including satisfying students' practical needs, developing their strategies of learning, broadening their cultural horizons and building up their international perspectives. We hope that the teacher can properly follow or violate the politeness principle to effectively stimulate and cultivate student's interest and their confidence in teacher-student interaction in ELT.

3. Methodology

3.1. Research Questions

Based on Leech's politeness principle, we observe the English classes of two expert teachers from Gaoqing No.1 middle school and transcribe video materials of high-quality English class. We analyze how expert teachers apply politeness principles in their talk from the following two aspects: teachers' directives and teachers' evaluations. What's more, we have conducted two questionnaires to students and teachers to find the main obstacles of teacher-student interaction.

What is the main obstacle of teacher-student interaction?

How expert teachers apply the politeness principle in their discourse to deal with those obstacles?

3.2. Research Participants

The subjects are teachers and students. There are 6 teachers. Two of them are expert English teachers from the Gaoqing No.1 Middle School. And the other four are teachers in the high-quality English class video. As for students, with the purpose of direct data, they are 100 students of those two teachers from Gaoqing No.1 Middle School.

3.3. Research Instruments

With the purpose of the correctness of the data, we adopt two methods: class observation and questionnaires.

Questionnaire:

To exactly understand the factors that influence the Teacher-student interaction, two questionnaires have been conducted. (Lu Yanfang, 2006: 31-34, make some adjustments of her questions). One is for 100 students from Gaoqing No.1 middle school, containing 10 questions with at least three options of each question. The other is for 10 teachers from Gaoqing No.1 middle school, with 13 questions.

Class observation:

To analyze how expert teachers apply politeness principle in their discourse, we observe two English teachers who both come from the senior one in Gaoqing No.1 middle school. I ask those two teachers to help me to record their whole class by MP3 and send the video materials to me by QQ. Then I transcribe the teaching materials into the text materials.

4. Results and Discussion

In the third chapter, we mentioned our instruments are questionnaires and class observation. In this chapter, we conduct two questionnaires to students and teachers from Gaoqing No 1 middle school. And we also observe the English class of six expert teachers. Two of them are teacher from Gaoqing No 1 middle school and the other four are teachers of the high-quality English teaching video. In this part, we analyze the data collected from questionnaires and class observation. We aim to find the main obstacles of teacher-student interaction and how expert teachers apply the politeness principles in their discourses to deal with those obstacles.

4.1. Data Analysis of Questionnaires

From the data collected by the two questionnaire:

There are 49% of teachers believing that the major problems of teacher-student interaction are the students passive participation.

There are 93% students believing that the major reason of their passive participation is their worries of the incorrect answer and poor performance as well as the classroom atmosphere.

There are 54% of the teachers infrequently applying the politeness principle in the teaching activities.

There are 89% of the teachers evaluating students with the scores and only 11% using the comprehensive quality and the classroom performance while of 96% students hope their teacher using the performance and comprehensive quality to praise themselves instead of scores.

4.2. Data Analysis of Teacher Discourse

The teaching video materials: "Little duck's Shadow" of Ge Langqing from Hefei, Anhui province; "I am angry" of Chen Haiyan from Guangdong province; "Ask and show the way", Sheng Yating from Beijing City; "Suggestions on keeping healthy", Chen Yajing from Fujian province as well as the English teaching class of two expert teachers from Gaoqing No 1 middle school.

In the six classes of Ge Langqing, Chen Haiyan, Sheng Yating, Chen Yajing, and two teachers from Gaoqing No 1 middle school. Teacher's indirectives applied politeness principles are 303 times. The sentences that are used most frequently are "Do/would/could you...". They are 97 times with the percentages of 32%. Then are the sentences of "imperative sentence +please". They are 87 times with the percentage of 28.7%. Next are the sentences "let's do". They are 67 times, with the percentage of 22.1%. The last one are imperative sentences. They are 52 times with the percentage of 17.2%.

As for the teacher's evaluations applied politeness principles are 328 times. The sentences that are used most frequently are the repetition of students' answer. They are 94 times with the percentages of 28.7%. Then are sentences to express thanks. They are 89 times with the percentage of 27.1%. Next are sentences "do you agree with him". They are 76 times, with the percentage of 23.2%. The last one are sentences that the teacher indirectly point out students' error. They are 69 times with the percentage of 21.0%.

4.3. Major Obstacles of Teacher-Student Interaction

From the above data, we calculate the barriers of teacher-student interaction: the student's passive participation, the single teaching model as well as the behaviorist theory and structural view.

From the questionnaire for the teacher, we can be informed that 65% teachers think that their students have a lower passion to participate in the teaching activities. And from the questionnaire for the student, 49% students think themselves are not active in teaching activities and 28% think themselves do not want to perform themselves in front of the class. Therefore, we can know that the negative participation of students is the main barrier of the teacher-student interaction, which is caused by students' worries of the poor performance and incorrect answer as well as the class atmosphere.

From the questionnaire for the teacher, we can find that only 26% teachers are hot on the design of teaching activities, such as the role play, the pair work games as well as group work. While from the questionnaire for students, we can obtain that 67% students long for the multiple teaching activities instead of the single and boring grammatical and linguistic knowledge of text book in ELT. The teacher is an arbitrary instructor and controller of the knowledge. What they focus on is that the teaching materials should be based on the textbook and served for test. They put the instruction of the knowledge point as the center of the English teaching with the continuous stimulation of language point and repeatedly practice, which is the violation of the task-based language teaching. It will obsoletely exert negative effects to the stimulation and cultivation of student's interest and their confidence in teacher-student interaction in ELT. Therefore, we can arrive at the conclusion that the single teaching model

is also a barrier of teacher-student interaction which is also one of the reason of students' passive participation in class and the low teaching efficiency.

From the above questionnaire for the teacher, 51% teachers think that they are the instructor in the class instead of the cooperator and only 28% teachers are the cooperator. What is used by the teachers to evaluate the students is mainly scores, while seldom of teachers choose the classroom performance. And 62% students think that they are the passive receiver of the knowledge and 77% hope that their teacher evaluate themselves by classroom performance and comprehensive quality instead of the single method—score. Therefore, we can see that the question is that the teacher tends to regard students as passive receivers of knowledge in English language teaching. What they insist on is that the teaching materials should be based on textbook and served for test. They put the instruction of the knowledge point at the center of the English teaching with the continuous stimulation of language point and repeatedly practice, which is the violation of the task-based language teaching. It will obsoletely exert negative effects to the stimulation and cultivation of student' s interest and their confidence in teacher-student interaction in English language teaching.

According to behaviorist theory, all complicated forms of behavior are formed by the simple elements that can be directly observed and measured. The key point of this theory is that " you can train an animal to do anything (with reason) if you follow a certain procedure which has three major stages: stimulus, response, and reinforcement"(Harmer, 1983:30). Strongly influenced by this theory, teacher believes that language is acquired by constant repetition and reinforcement. If there is a mistake, teacher will immediately correct it while the correct sentence will be quickly praised. Therefore, students are worried about making mistakes and having a bad performance. According to the structural view, to learn a language means to learn these structural items in order to understand and produce language (Wang Qiang, 2006)

Based on the above factors that influence the teacher-student interaction, we propose a consumption that weather teacher can apply the relevant theories of pragmatics in the teaching activities to guide and test interactive teaching, stimulate and cultivate student' s interest and their confidence as well as improve students' communicative competence. Language should be learned as close as possible to how it is used in real life. Therefore, in the second chapter, we give the definition of the politeness principle. The proper violation and application of politeness principle contribute a lot to the active classroom interaction and the improvement of students communicative ability as well as their polite awareness. In the following chapter, we will discuss how politeness principle is used in language teaching.

4.4. Expert Teachers' Ways of Dealing with Those Major Obstacles

Based on the class observation of the expert English teachers, we find that if teachers apply politeness strategies in teacher discourse, it will contribute a lot to stimulate students' interest. From the data collected from class observation and questionnaires, we can see that most of the students has a matter of face, caring about the evaluation and the praise from the teacher and classmates. Therefore, teacher should pay close attention to the face of his students. The application of politeness principles in teacher discourse can help teacher to maintain his student' s face.

We can see that when expert teachers use the greeting sentence in their discourse, the relationship between teachers and students are closer than before. Most of students like polite and indirectteacher talk, which can stimulate and cultivate their interest and their confidence as well as improve their communicative competence. When teacher find that students make errors or mistakes, the best method is to to repeat their errors or mistakes to let them realize their errors by themselves, which is regarded as the most effective way for students to get rid of the embarrassment. Most of students are still positive in class if teacher correct their mistakes politely and indirectly instead of worrying about making errors next time, which

proves that teacher' s polite language has a positive effect on the teacher-student interaction. What' s more, the more praise the teacher use in their discourse, the more active the students will be, especially for the students at a medium level. The application of the politeness principle in teacher talk contributes a lot to the stimulation and cultivation of students' interest as well as development of good polite habits, effective learning strategies and cooperative sprit.

Therefore, the appropriate application of the polite strategies in teacher discourse can protect student' s face, stimulate and cultivate their interest and their confidence as well as improve their communicative competence. The positive emotion can promote students' cognitive activities and facilitate autonomy and cooperative spirit in learning. What' s more, it also can build the favorable relationship between teacher and students.

5. Conclusion

This research is conducted by the real teaching material in English class. The final aim of this research is to study how expert teachers apply politeness principle in their discourse to deal with the major obstacles in teacher-student interaction as well as provide reference of how to stimulate and cultivate student' s interest and their confidence in ELT. What' s more, we found the application of politeness principle in teacher discourse will directly teach students what politeness is and indirectly effect and guide students by their polite rules or principle in ELT and teachers can realize their teaching aim of communicative competence.

The first two chapter gave definitions of teacher-student interaction and politeness principle. We have looked up the relevant information and previous studies of these two areas. The third chapter discussed research methodologies. In the forth chapter, we delivered two questionnaires to students and teachers from Gaoqing No 1 middle school. We find the main obstacles of teacher-student interaction are teacher talk and student' s passive participation which is caused by students' worries of the poor performance and incorrect answer as well as the class atmosphere. What' s more, we observed the English class of expert teachers and transcribed the real teaching materials.

By analyzing the real teaching material, we got the following ideas: Firstly, confronted with the new teaching ideas and the new curriculum, English teachers are expected to make many changes. Secondly, teacher are supposed not only to have a solid foundation of the grammatical and linguistic knowledge, but also to have the professional training on linguistic theories and practice of education. Thirdly, the school should take the responsibility of providing teachers a more comfortable teaching environment, supporting their research work, as well as respecting their basic rights so that teachers can do better in their research works.

Therefore, in this chapter, we draw a conclusion that provided that teacher can raise the awareness of politeness and apply the politeness principle in teacher-student interaction, it will directly teach students the linguistic and grammatical knowledge and indirectly effect and guide students by their polite rules or principle in ELT. Only in this kind of methods can the teachers realize their teaching aim of communicative competence.

By analyzing the real teaching material and the consequence of application of the theories of pragmatics in teacher-student interaction, we reach a conclusion that the proper utilization of politeness principle is helpful to improve the efficiency of interactive English class. Students are more satisfied with the teachers who praise and encourage them frequently because they believe that under the instruction of this kind of teachers, they are not worried about making errors and mistakes as well as bad performance. What' s more, they show their great respect for their teacher. Therefore, teacher' s awareness of politeness and the proper application or violation of politeness principle in teacher-student interaction have direct influence on students' positive participation and indirect effects on students' polite behavior.

The study of the polite strategies is of vital importance in ELT. English is the foreign language in China, which means it is acquired mainly through the textbook and the teaching course and is used neither as a means of social communication nor as a means of teaching instruction. Therefore, the English class is the best place for Chinese students to improve their communicative competence. Provided teacher can make full use of this platform together with the politeness principle in ELT, it will certainly improve the teacher-student interaction and the overall teaching quality. However, the question is that how to effectively apply the politeness principle in teacher-student interaction. By analyzing the real teaching material and the consequence of violation and application of the polite principle, we get the following suggestions:

The National English Curriculum raise a higher claim for teacher. Confronted with the new teaching ideas and the new curriculum, English teachers are expected to make many changes. Firstly, their view towards language. Language used to regard as a system of grammatical and linguistic knowledge, while now it tend to be viewed as a way of communication.

Secondly, their role in the classroom. They used to be a knowledge transmitter while now they are a multi-role educator. What they do is not just teaching the grammatical and linguistic knowledge and skills, but also including satisfying students' practical needs, stimulating and cultivating student' s interest and their confidence, developing their studying strategies, broadening their cultural horizon as well as building up their international perspectives.

For any educational change, s it is teacher who is the fundamental factors as he is the major agents for conducting the new teaching ideas and methods. That is to say, teacher not only are supposed to have a solid foundation of the grammatical and linguistic knowledge, but also have the professional training on linguistic theories and practice of education. Therefore, a good teacher is the one who keep on studying, practicing and reflecting as time changes.

According to the 2001 National English Curriculum for Nine -year Compulsory Education, the main task of the English curriculum is to stimulate and cultivate students' interest and their confidence in learning the language, help them develop good leaning habit as well as form effective learning strategies. Therefore, the teacher should adopt more communicative activities and find and immediately correct the pragmatism mistakes and errors. They should directly teach students the linguistic and grammatical knowledge and indirectly effect and guide students by their polite rules or principle in ELT.

The school should take the responsibility of providing teachers a more comfortable teaching environment, supporting their research work, as well as respecting their basic rights so that teachers can do better in their research works.

References

- [1] Brown, H. D.(2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Beijing: Foreign Language Teaching and research Press and Prentice Hall Regents.
- [2] Ellis, R. (1990:26-36) Activities and procedures for teacher participation. In Richards, J&D. Nuanan (eds). *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- [3] Ellis, R. (2003). *Task-based Language learning and teaching*. Oxford: Oxford University Press.
- [4] Grice, H. P.(1975) *Logic and Conversation. syntax and semantics, Vol.3: speech acts(eds.)*,P.Cole and J.L.Morgan. New York: Academic Press.
- [5] Harmer, J (1983). *The Practice of English Language Teaching*. London: Longman.
- [6] Harmer, J (1998). *How to teach English*. Harlow: Longman.
- [7] Harmer, J (2001). *The Practice of English Language Teaching. (3rd edition)*.London: Longman.

- [8] Leech, G, N. (1983) Principle and Pragmatics. London: Longman.
- [9] Richards, J. C. & Lockhart. C.(1994:182-201) Reflective Teaching in Second Language Classroom. Cambridge: Cambridge University Press.