

**Teaching discursive interpretation of FL pragmatic politeness to the Egyptian EFL senior students**

**Assoc. Prof. Dr. Marghany Mahmoud Marghany**

**Head**

**Dept. of Languages & Translation**

**Higher Institute for Specific Studies, Haram**

**Abstract**

The present study aimed to introduce the discursive interpretation of FL pragmatic politeness as a new approach for teaching FL conversation. Data were collected from 100 participants through an assessment questionnaire of FL pragmatic politeness. The participants were asked to assess the responses to apology-based situations in accordance with (im)politeness criteria of apology strategies before and after attending the training programme. Data were analyzed in terms of the discursive interpretation of FL pragmatic politeness; namely, perception, evaluation and assessment of what constitutes polite or impolite responses. Frequencies and one way analysis of variance (ANOVA) were conducted to find out the significant differences between the total frequencies of the pre and post-tests. The findings showed significant improvement in the participants' assessment of (im)politeness. The findings also emphasized the potentiality of teaching the discursive approach of FL pragmatic politeness to the Egyptian EFL senior students.

**Keywords:** Discursive approach, politeness, Egyptian EFL senior students, FL pragmatic competence, FL pragmatic instruction.

**تدريس التفسير الأستطردى للتأدب التداولى فى اللغة الأجنبىة للطلاب المصرىين الدارسىين**

**للغة الإنجلىزىة كلغة أجنبىة بالفرقة الجامعىة الرابعة**

**أستاذ مشارك د/مرغنى محمود مرغنى**

**رئىس قسم اللغات و الترجمة-المعهد العالى للدراسات النوعىة- الهرم**

**الملخص**

هدفت الدراسة الحالية إلى تقديم التفسير الأستطردى للتأدب التداولى فى اللغة الأجنبىة كمدخل جدى لتدريس المحادثة فى اللغة الأجنبىة، و تم جمع البىانات البحتىة من 100 مشارك من خلال استبىان تقىيم التأدب التداولى فى اللغة الأجنبىة، حىث تم الطل من المشاركىن تقىيم الردود على مواقف الأعتذار طبقا لمعاىير استراتىجىات الأعتذار قبل و بعد برنامج التدرىب، و تم تحليل البىانات البحتىة طبقا للتفسير الأستطردى للتأدب التداولى فى اللغة الأجنبىة من خلال إدراك و تقىيم ما يمكن أعتباره ردود مهذبة أو غير مهذبة ، و تم إستخدام معامل التكرار ثم تحليل التباىن لإيجاد الفروق المعنوىة بىن معاملات التكرار للأختبارىن القبلى و البعدى، و أظهرت النتائج تحسنا معنوىا فى تقىيم الطلاب للتأدب ، و أكدت النتائج على إمكنىة تدريس النهج الأستطردى للتأدب التداولى فى اللغة الأجنبىة للطلاب المصرىين بالفرقة الجامعىة الرابعة و الدارسىين للغة الإنجلىزىة كلغة أجنبىة.

الكلمات المفتاحىة: النهج الأستطردى، التأدب، الطلاب المصرىين بالفرقة الجامعىة الرابعة و الدارسىين للغة الإنجلىزىة كلغة أجنبىة، الكفاءة التداولىة فى اللغة الأجنبىة، تدريس التداولىة فى اللغة الأجنبىة

### **Background of the study**

Bardovi-Harlig (2020) emphasized the importance of FL pragmatic instruction in order to develop the EFL learners' pragmatic competence. This raises a question about the appropriate strategies in terms of politeness which EFL learners can adopt in their realization of FL pragmatic competence. Indeed, Brown and Levinson (1987) introduced the politeness theory that has dominated the analysis of interlanguage pragmatic (ILP) output and the process of learning and teaching different FL speech acts. The TEFL process has focused in teaching FL speech acts to EFL learners on the three contextual variables of social familiarity, social status and severity of imposition. However, the recent ILP studies (e.g. Culpeper and Terkourafi, 2017; Haugh and Culpeper, 2018) recommended that FL pragmatic politeness should be judged according to the discursive approach. That is, EFL learners should be able to evaluate, perceive and assess the FL pragmatic strategies in terms of (im)politeness.

Taguchi and Kim (2018) explained that in the process of teaching English as a second or foreign language, there should be a connection between discursive pragmatics and task-based language approaches (TBLA). This is attributed to the fact that discursive pragmatics and TBLT commonly involve application of classroom communication and practical interlanguage pragmatic (ILP) research. TBLT can be employed to teach different pragmatic aspects such as honorifics and mitigators. The communication tasks can indicate the aspects of sociopragmatic and pragmalinguistic competences of EFL and ESL learners. As such TBLT can help develop the L2 and FL pragmatic competence. The performance of EFL/ESL learners in those communication tasks can also help to assess how they use language for communicative purposes and how they are aware of the appropriateness which native speakers observe in using different pragmatic strategies and expressions. Thus, task-based pragmatic assessment provides an environment for assessing the EFL/ESL learners' performance in interaction and communication. This assessment can be attained through discursive pragmatics or interaction pragmatics. The discursive approach reflects how native speakers of English perceive apologetic expressions in terms of (im)politeness. For instance they no longer constantly consider 'sorry' as a polite apology strategy. This depends on their assessment of the sincerity of 'sorry'. Other apology strategies such as giving excuses, blaming the victim or further task-oriented remarks are viewed as impolite apology strategies. Therefore, it was felt necessary that Egyptian EFL learners should be

trained and taught how to evaluate, perceive and assess FL pragmatic politeness according to the discursive approach.

### **Statement of the problem**

The present study examined the possibility of teaching the newly investigated discursive interpretation of FL pragmatic politeness in the Egyptian context. It handled the potentiality of training Egyptian EFL senior students to judge politeness based on their perception and evaluation. It tested the ability of Egyptian EFL senior students to understand the discursive interpretation of FL pragmatic politeness. In other words, the present study looked into how the participants' perception and evaluation of certain apology, in terms of (im)politeness would change after attending the training programme of the discursive approach. Thus, the current study aimed to introduce the discursive interpretation of FL pragmatic politeness as a new approach for teaching FL conversation. The importance of the discursive interpretation dwells on the fact that it enables the Egyptian EFL learners to be aware of how native speakers of English view apology strategies in terms of politeness. For instance, the traditional ways of teaching conversation consider 'sorry' as a polite apology strategy. However, 'sorry' may be viewed as impolite apology strategy based on how the hearer perceives its sincerity. The present study also provided training to Egyptian EFL senior students to use the discursive approach of FL politeness. The present study is based on the rationale of discursive approach of (im)politeness as introduced by Haugh (2103) and Culpeper and Terkourafi (2017), and Haugh and Culpeper (2018).

### **Questions**

The current study sought to answer the following questions:

1. Why is it necessary to teach the discursive approach of FL politeness to the Egyptian EFL senior students?
2. What is the performance of the Egyptian EFL senior students in evaluating the (im)politeness of FL pragmatic strategies before being taught the discursive approach of FL politeness?
3. What is the effect of teaching the discursive approach of FL pragmatic politeness on the Egyptian EFL senior students' FL pragmatic performance?

### **Aims**

The present study aimed to:

1. Highlight the importance of teaching the discursive approach of FL politeness to the Egyptian EFL senior students.
2. Measure the performance of the Egyptian EFL senior students in evaluating the (im)politeness of FL pragmatic strategies before being taught the discursive approach of FL politeness

3. Determine the effect of teaching the discursive approach of FL pragmatic politeness on the Egyptian EFL senior students' FL pragmatic performance.

### **Significance of the study**

The study is significant because it introduced the use of the discursive approach in teaching FL conversation in the Egyptian context. It contributed to the development of teaching FL to Egyptian students because it did not rely on conventional ways of teaching FL conversation. It rather trained Egyptian EFL students to evaluate politeness based on their perception. It reinforced the teaching of FL pragmatics to the Egyptian EFL students. Thus, it helped them to master the appropriate use of FL speech acts and develop their FL pragmatic and interactional competence.

### **Literature review**

Rieger (2017) viewed apology as an interactional exchange not just in terms of Illocutionary Force Indicating Device IFID. Rieger analyzed natural interaction situations elicited from the Sitcom interaction using the discursive approach in analyzing the apology responses. Rieger explained that '*sorry*' may not serve as an apology; it may have a discourse function to open or close conversation. In addition, insincere '*sorry*' does not necessarily express real remorse on the part of the apologizer, but rather it is considered as a marker for repairing the situation, not for performing apology. This is related to the fact that insincere '*sorry*' lacks the offender's intention to use '*sorry*' as an apology. In the discursive pragmatic approach, the (im)politeness of sorry is not dependent on the verbal expression but rather on the interactant's evaluation of the apologizer's intention and his/her perception of the whole apologetic behavior as polite or impolite. Thus, the mechanical utterance '*sorry*' could be considered as an insufficient apology because it lacks sincerity and reflects indifference on the part of the apologizer towards the victim.

Katchamat (2018) examined the impact of using flipped classroom on developing the Thai EFL learners' pragmatic competence in expressing apology. Data were collected from twenty-two students majoring in English who were asked to respond to a Discourse Completion Test (DCT) as pre and post-tests. The flipped classroom consisted of before-class, in-class and after-class procedures. As for before-class procedures, the participants watched online videos about apology in order to define usage of apology. They also compared English

apology strategies to Thai apology strategies. As for in-class procedures, the participants presented what they found apology to their classmates and the FL instructor made discussion of their presentation. As for after-class procedures, the participants submitted their videotaped presentation to their instructor. Katchamat found that the frequency of using apology expressions differed between the control and experimental groups, but the difference was statistically insignificant. However, in terms of appropriateness, the flipped classroom instructions were effective in improving the accuracy and appropriateness of the experimental group when using apology strategies compared to the control group.

Haugh and Chang (2019) investigated the perception of impoliteness in terms of different cultures among twenty five Australians of different cultural backgrounds. The researchers asserted that individuals of different cultural backgrounds vary in their perception of polite or impolite apology strategies. In other words, the variability of perceiving apology strategies in terms of (im)politeness varied significantly among the participants who belong to different cultural backgrounds. Hence, the participants relied on different cultural norms that determine the polite or impolite apology responses. These cultural norms are of significant variability among the participants. Such varying perception of (im)politeness affects the theorization of politeness theory. Haugh and Chang emphasized that there is a need for further research on the theorization of (im)politeness. They also recommended that those studies should rely on eliciting authentic data of natural discourse instead of using constructed data of language use.

Hussein, AlBakri, and Seng (2020) investigated how teaching pragmatics (i.e. pragmatic instruction) can enhance the Iraqi EFL learners' communicative competence in English. Hussein, et. al. (2020) asserted the necessary role of EFL instructors and teachers to teach pragmatics through using activities in different social contexts. They explained that some Iraqi EFL learners may fail in recognizing the intention of English speakers because they are not familiar with using the pragmatic aspects of social expressions. As such, there should be an increasing interest in using pragmatic-based activities to enhance the communicative competence of Iraqi EFL learners when expressing FL apology and request speech acts. These activities helped to develop the pragmatic and culture awareness of Iraqi EFL learners in using pragmatic strategies. Therefore, Iraqi students would be able to use language properly in daily situations as a result of developing their FL communicative competence. Hussein, et. al. pointed out that FL pragmatic instruction can rely on two types of activities: (1) socio-cultural activities and (2) language function activities. They elaborated

that the first type depends on activities that develop the EFL learners' recognition of using FL language forms in an appropriate way. Thus, the first type of activities deals with the pragmalinguistic and sociopragmatic competences of Iraqi EFL learners. The second type of activities uses language functions to develop the Iraqi EFL learners' FL communicative competence. Language functions can be taught via group work and cultural communication.

Pourmousavi and Zenouzagh (2020) examined the effect of teacher feedback, whether in groups or to individual learners, on improving Iranian EFL learners' ability to express apology in letter writing. Thirty two participants were divided into a control group and an experimental group with sixteen participants each. Data were collected through a quick placement test where participants were pretested and post-tested. Participants of both groups were taught three forms of writing apology letters, namely formal, informal and business apology letters. The control group received teacher feedback in groups while the experimental group received teacher feedback to individual learners. The teacher group and individual types of feedback were delivered collectively and individually to the participants through online applications. Pourmousavi and Zenouzagh reported that both types of teacher feedback, group and individual, had significant contribution towards the improvement of Iranian EFL learners' expression of apology. However, the teacher individual feedback was more effective compared to teacher group feedback in improving the participants' ability to use apology strategies in letter writing. These apology strategies include illocutionary force indicating device (IFID), offer of repair, responsibility of offence, and promise of forbearance.

## **Methodology**

### **Research design**

The present study is an experimental research where the participants were pre-tested and post-tested after attending a training course. The current study is a mixed approach-based qualitative and quantitative research. It is qualitative as it provides descriptive analysis of the participants' responses to the pre-test. It is also considered as a quantitative research because it compared the results of the pre and post-tests using the one way analysis of variance (ANOVA).

### **Participants**

The participants were one hundred English-majoring senior students enrolled at the Department of Languages and Translation, Higher

Institute for Specific Studies, Haram. They studied conversation as a core course combined with essay writing.

**Data collection instruments**

Data were collected from 100 participants through an assessment questionnaire of FL pragmatic politeness. The politeness evaluation questionnaire was based on the Likert scale with five potential responses: (1) very impolite, (2) impolite, (3) not sure, (4) very polite, and (5) polite (Culpeper, Mackey, and Taguchi, 2018). The politeness evaluation questionnaire consists of 10 situations of offence, apology expressions, classification of apology strategies and the previous five potential responses. The illustration of the politeness evaluation questionnaire resembles Table I in addition to the five potential responses. The 10 situations are intensively used in various interlanguage pragmatic research. The participants were asked to assess the responses to various apology-based situations in accordance with (im)politeness criteria of apology strategies. The participants' perception and assessment of FL pragmatic politeness was pretested and post-tested after attending the training programme. The perception and assessment questionnaire of FL pragmatic politeness was piloted using 20 Egyptian EFL senior students. The purpose was to determine its reliability and the easiness or difficulty of its items. Piloting the questionnaire indicated that its Cronbach Alpha coefficient is .93 suggesting high reliability of its items.

**Procedure**

The researcher designed a training programme which was taught to Egyptian EFL senior students as part of the conversation syllabus in the academic year 2018-2019 (Table 1). The training programme was based on different apology schemes (i.e. Linde, 2009; Bardovi-Harlig, 2010; Sanz, and Leow, 2011; and Bardovi-Harlig, 2013). The training programme aimed to familiarize the participants with the different strategies of apology sustained with various illustrative examples.

Table 1: Content of the training programme

Situations	Apology	Strategy
Wrong office	I'm sorry, I seek your forgiveness.	IFID
Dispatching a wrong message	It is my fault, I acknowledge.	Acknowledgment
Book damage	I will get you a new one	Offer of repair
You forgot to bring a book you borrowed from your lecturer	I am really sorry; I'll bring it next time.	IFID + offer of repair
Heavy bag	It not my fault, you can blame the careless driver	Blaming others
Car accident	Sorry, there is a tiny	Minimizing the offence

**Teaching discursive interpretation of FL pragmatic politeness to the Egyptian EFL senior students**

Situations	Apology	Strategy
	scratch on the car	severity
Late for an interview	Traffic was so heavy that I could not come on time.	Excuse
Forget to bring your classmate' notes	Sorry, let's attend the lecture.	further-task oriented remark
Late for an appointment	Are we supposed to meet at 11?	Query
Forgot to send an email to your boss	Sorry, but I was not supposed to send it before 3 pm	Problematizing a precondition

The training programme included criteria for classifying apology strategies into polite and impolite ways of apologizing (Table 2). These criteria helped the students to understand politeness according to the FL culture. It also includes several apology situations performed by English native speakers (Haugh, 2013; Young, 2009; and Eelen, 2014; Leech, 2014). As such, the participants were knowledgeable of which apology strategies that are viewed as polite strategies based on the target language culture and which ones are classified as impolite apology strategies.

Table 2: Classification of apology strategies in terms of (im)politeness

Polite strategies	Impolite strategies
Illocutionary Force Indicating Device IFID	Excuse
Acknowledgment	Minimization
Offer of repair	further-task oriented remark
	Blaming others
	Query
	Problematizing a precondition
	Sorry (insincere apology)

### Data analysis

Data were analyzed in terms of the discursive interpretation of FL pragmatic politeness, namely perception, evaluation and assessment of what constitutes polite or impolite responses. Frequencies and percentages of the five responses were computed pre and post the training programme. Total frequencies of classifying all strategies, particularly those shown in Table 2 as impolite strategies, were compared in the pre-test and the post-test. One way analysis of variance (ANOVA) was conducted to find out the significant differences between the total frequencies of the pre-test and post-test.

**Results**

The results showed significant improvement in the participants' assessment of polite and impolite apology strategies, particularly after attending the training programme of discursive interpretation of FL pragmatic politeness. Tables 3 and 4 indicate that the participants had no difficulty in evaluating and perceiving the polite apology strategies (IFID, acknowledgment, and offer of repair) as polite apology strategies. The total frequencies of evaluating these strategies as polite strategies in the pre-test and the post-test were 300 each. It was also noticed that the frequency of evaluating these strategies as 'very polite' in the post-test (180) was higher than that of the pre-test. The increase of the 'very polite' response was attributed to the effect of the training programme.

As for the strategies classified in Table 2 as impolite strategies, the majority of the participants evaluated them in the pre-test as either 'very polite' and 'polite' with the total frequency of (619). The total frequencies that evaluated these strategies in the pre-test as either 'very impolite' or 'impolite' were (46). On the other hand, Table 4 showed the participants' evaluation and perception of these strategies in the post-test were improved as the total frequencies of evaluating and perceiving them as either 'very impolite' and 'impolite' were (670). It was also clear that the total frequencies of evaluating and perceiving these strategies in the post-test as 'very polite' and 'polite' were (30). The reduced frequencies of evaluating them as 'very polite' and 'polite' on the one hand and the increased frequencies of evaluating them in the post as 'very impolite' and 'impolite' on the other hand indicated the effectiveness of the training programme of the discursive interpretation of FL pragmatic politeness in improving the participants' evaluation and perception of the apology strategies in terms of (im)politeness. These findings also emphasized the potentiality of teaching the discursive approach of FL pragmatic politeness to the Egyptian EFL students. These findings are compatible with those reported by Katchamat (2018) and Hussein, et. al. (2020).

Table 3: Pre-test statistics of the participants' evaluation and perception of apology strategies (im)politeness

Polite strategies	V. impolite%/F	Impolite %/F	Not Sure%/F	V. polite%/F	Polite%/F
IFID				62	38
acknowledgment				41	59
Offer of repair				62	38
Total polite strategies			165	135	300

**Teaching discursive interpretation of FL pragmatic politeness to the Egyptian EFL senior students**

Polite strategies	V. impolite%/F	Impolite %/F	Not Sure%/F	V. polite%/F	Polite%/F
Impolite strategies					
Excuse	10	10	15	35	30
Minimization	8	4	8	40	40
further-task oriented remark	6	4	-	70	20
Blaming others	2			44	54
Query				60	40
Problematizing a precondition	2			50	48
Sorry (insincere apology)	5	7		34	54
Total impolite strategies counted as very polite and polite			333	286	619

Table 4: Post-test statistics of the participants' evaluation and perception of apology strategies (im)politeness

Polite strategies	V. impolite%/F	Impolite %/F	Not Sure%/F	V. polite%/F	Polite%/F
IFID				70	30
acknowledgment				60	40
Offer of repair				50	50
Total post-test polite strategies				180	120
				300	
Impolite strategies					
Excuse	46	40		12	2
Minimization	30	54		16	
further-task oriented remark	70	30			
Blaming others	60	40			
Query	80	20			
Problematizing a precondition	50	50			
Sorry (insincere apology)	56	44			
Total post-test frequency of impolite strategies perceived as very impolite and impolite	392	278			
	670				

Table 5: ANOVA of changing frequencies of impolite strategies in the pre and post tests

	Sum of squares	df	Mean of squares	F	Sig.
Within pre and post tests	244.979	2	118.941	83.605	.003
Between pre and post tests	102.678	98	62.104		
Total	347.657	100			

Table 5 indicates the changing frequencies of impolite apology strategies that were perceived ‘very polite’ and ‘polite’ in the pre-test (619) and then perceived very impolite and impolite in the post-test (670). The p-value was  $>.05$  indicating the improvement of the participants’ ability to distinguish between polite and impolite apology strategies. In other words, the training programme was effective in changing the participants’ perception, evaluation of the impolite apology strategies. Due to the discursive approach of FL politeness interpretation, Egyptian EFL senior students had become aware that excuse, minimization, problematizing a precondition, query, further-task oriented remarks, insincere sorry should not be perceived and evaluated under FL pragmatic politeness, but FL pragmatic impoliteness instead. These findings are similar to those reported by Rieger (2017) and Haugh and Chang (2019).

### **TEFL implications and conclusion**

#### **1. Why is it necessary to teach the discursive approach of FL politeness to the Egyptian EFL senior students?**

The present study found that FL pragmatic instruction is necessary to the Egyptian EFL senior students because it had positive effects on their understanding of the discursive interpretation of FL pragmatic politeness. This was evident in the improvement of the participants’ understanding to properly evaluate FL pragmatic politeness after attending the training programme. This finding conformed the results reported by Katchamat (2018), Hussein, et. al. (2020) on the importance of FL pragmatic instruction to develop the EFL learners’ ability to use the speech acts appropriately. The Egyptian EFL senior students were trained how to evaluate and perceive the (im)politeness of apology expressions. For instance, ‘sorry’ can be considered as an impolite apology if it lacks apologetic intention on the part of the offender. As such, the participants were trained to differentiate between real apologetic ‘*sorry*’ and insincere ‘*sorry*’. Therefore, the present study stressed that the EFL curricula planning in the Egyptian context should take into consideration the

necessity of teaching pragmatics as a socio-cultural skill. Egyptian EFL learners should be aware of how the native speakers of English evaluate and perceive different apology strategies in terms of politeness as they do not simply consider each apology as a genuine expression of remorse or regret of the offender. The Egyptian EFL learners' comprehension of how apology expressions are usually evaluated will help develop their FL pragmatic competence. The Egyptian FL instructors should teach their students how to correctly use, evaluate and perceive different apology strategies as polite or impolite linguistic behavior.

**2. What is the performance of the Egyptian EFL senior students in evaluating the (im)politeness of FL pragmatic strategies before being taught the discursive approach of FL politeness?**

The Egyptian EFL senior students' performance in the pretest indicated that most of them were not aware of the proper evaluation of the impolite apology strategies in terms of (im)politeness. They had high frequency of evaluated the apology strategies shown in Table 2 as very polite and polite strategies. Only some participants evaluated these strategies as very impolite with the total frequency of (33) while some other participants evaluated them as impolite strategies with the total frequency of (25). In addition a few participants were not sure about the proper evaluation of these strategies in terms of (im)politeness with the total frequency of (23).

**3. What is the effect of teaching the discursive approach of FL pragmatic politeness on the Egyptian EFL senior students' FL pragmatic performance?**

The present study found that it is effective to teach the discursive approach of FL politeness to the Egyptian EFL senior students in order to improve their proper evaluation of the impolite apology strategies. The Egyptian EFL senior students' performance in the posttest showed remarkable improvement in their evaluation of the impolite apology strategies in terms of (im)politeness. Only a few students maintained their evaluation of these strategies as very polite and polite strategies with total frequencies of (28) and (2) successively. All participants were sure of how to judge these impolite apology strategies. In addition, there was higher frequency in the posttest of evaluating these strategies as very impolite (392) and impolite (278) compared to the pretest.

**Recommendations for further research:**

The researcher suggested the following topics for conducting further research:

1. Replication of the study to investigate the impact of discursive approach of FL pragmatic politeness on the performance of the Egyptian EFL learners in other speech acts like requesting and refusing.
2. Examining the Egyptian EFL learners' sociopragmatic and pragmalinguistic competences.
3. Examining the influence of teaching discursive approach of FL politeness on the pragmatic performance of participants of different areas of study like English-majoring and ESP students.
4. Investigating the effects of teaching discursive approach of FL politeness on the pragmatic performance of Egyptian EFL male and female students.
5. A study can be carried out using participants at other educational stages like preparatory and secondary schools.
6. Studying the impact of Egyptian EFL learners' different attitudes towards learning English on their pragmatic performance.
7. Investigating how the Egyptian EFL learners' pragmatic performance can vary in terms of their different proficiency levels.

## References

- Bardovi-Harlig, K., (2010). Pragmatics and second language acquisition. In R. Kaplan (Ed.), *The handbook of applied linguistics*, (2<sup>nd</sup> edition, pp. 232-243). Oxford, UK: Oxford University Press.
- Bardovi-Harlig, K., (2013). Developing L2 pragmatics. *Language Learning*, 63, (1), 68-86.
- Bardovi-Harlig, K., (2020). Pedagogical linguistics: A view from L2 pragmatics. *Pedagogical Linguistics*, 1, 1, pp.44-65.  
<https://doi.org/10.1075/pl.19013.bar>
- Brown, P., and Levinson, S., (1987). *Politeness: Some universals of language use*. Cambridge: Cambridge University Press.
- Culpeper, J., and Terkourafi, M., (2017). Pragmatic approaches (im)politeness. In J. Culpeper, M. Haugh, & D. Kadar (Ed.). *The palgrave handbook of linguistic (im)politeness*. (pp.11-39). London: Palgrave Macmillan.  
<https://doi.org/10.1057/978-1-137-37508-7>
- Culpeper, J., Mackey, A., and Taguchi, N., (2018). *Second language pragmatics: From theory to research*. New York: Routledge  
<https://doi.org/10.4324/9781315692388>
- Eelen, G., (2014). *A critique of politeness theories*. London Routledge. Taylor and Francis Group.
- Haugh, M., (2013). Disentangling face, facework and im/politeness. *Sociocultural Pragmatics*, 1(1), pp. 46–73.
- Haugh, M., and Chang, W., L., M., (2019). The apology seemed (in)sincere: Variability in perception of (im)politeness. *Journal of Pragmatics*, 142, pp. 207-222.
- Haugh, M., and Culpeper, J., (2018). Integrative pragmatics and (im)politeness theory. In: Ilie, C. and Norrick, N. eds. *Pragmatics and its interfaces*. Amsterdam: John Benjamins, pp.213-39.
- Hussein, N., O., AlBakri, I., S., & Seng, G. H. (2020). Developing undergraduate EFL students' communicative competence through using pragmatic instruction. *International Journal of English, Literatures and Social Sciences (IJELS)*, 5, 1, pp. 232-238. <https://dx.doi.org/10.22161/ijels.51.42>
- Katchamat, P., (2018). The effect of flipped classroom instruction on appropriacy of English apology by Thai EFL. *International Journal of Pedagogy and Teacher Education*, 2, pp. 119-130.
- Leech, G., (2014). *The pragmatics of politeness*. New York: Oxford University Press.
- Linde, Á., (2009). How polite can you get? A comparative analysis of interlanguage pragmatic knowledge in Spanish and Moroccan EFL university

students. *PortaLinguarum: Revistainternacional de didáctica de laslenguasextranjerass*, 12, pp. 133-148.

Pourmousavi, Z., and Zenouzagh, M., (2020). A comparative study of the effect of teacher's group and individual feedback on Iranian EFL learners' learning of speech acts in apology letter writing. *Asian-Pacific Journal of Second and Foreign Language Education*, 5, 14, pp03-24. <https://doi.org/10.1186/s40862-020-00088-w>

Rieger. C., L., (2017). I want a real apology: A discursive pragmatics perspective on apologies. *Pragmatics*, 27, 4, pp. 553–590.

Sanz, C., and Leow, R., P., (Eds.). (2011). *Implicit and explicit language learning: Conditions, processes, and knowledge in SLA and bilingualism*. Washington, DC: Georgetown University Press.

Taguchi, N., and Kim, Y., (2018). *Task-based approaches to teaching and assessing pragmatics*. Amsterdam: John Benjamins Publishing Company

Young, R., F., (2009). *Discursive practice language learning and teaching*. Malden, MA and Oxford: Wiley-Blackwell.