Hebron University

Faculty of Graduate Studies

Politeness Strategies in Invitations Used by Palestinian Speakers of English

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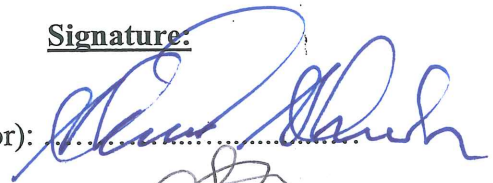
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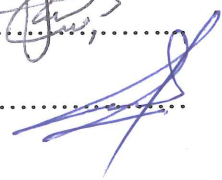
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Declaration

I hereby declare that this thesis is my own original work and has not been presented at any other academic institutions or publication agencies. It should be noted that wherever previous investigations and studies were mentioned, indications of reference were included. Consequently, I declare my full responsibility for accomplishing this thesis.

Signature: Shahd Salhab

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Abstract

The study aimed to find out the politeness strategies that are used by Palestinian speakers of English and to examine the differences that exist among them in relation to gender, age, power, and distance in performing invitations. This study was conducted at Hebron University. The data have been collected in 2018-2019. Subjects were 60 undergraduate students (30 females and 30 males). The role-playing method was used to investigate the politeness strategies that are used by Palestinians in performing invitations and to determine the differences that exist among them. The instrument contained 10 situations, the first three situations are related to power, the next two situations are related to gender, the sixth and the seventh situations are related to age, and the last three situations are related to distance. In this study, the speakers' utterances were described through using Leech's model (1983) of politeness principle which says that in invitations, politeness goes higher when speakers use direct invitations and goes lower when they use indirect invitations. Politeness strategies were described through Brown & Levinson's politeness theory (1987). The findings revealed that the degree of politeness in situation (3) among subjects who have equal power status was the highest and the degree of politeness in situation (1) between students and their teachers was the lowest. All speakers used different politeness strategies in their invitations, such as the bald on record strategy (baldly), positive and negative politeness strategies, and off-record strategy. The findings also revealed that power affects speakers who have equal power to be more direct with each other and it affects speakers who have unequal power to be more indirect with each other in their invitations. Gender affects speakers when they play a role as female students to be more direct in their invitations with male students. The

difference in the politeness degree in both situations related to age and distance is almost the same.

استراتيجيات التأدب في الدعوات التي يستخدمها الفلسطينيون الناطقين باللغة الانجليزية

الملخص

هدفت الدراسة إلى معرفة استراتيجيات التأدب في الدعوات التي يستخدمها المتحدثون الفلسطينيون و إلى الكشف عن الاختلافات المتواجدة بينهم فيما يتعلق بالجنس والعمر والسلطة ودرجة البعد الاجتماعي في أداء الدعوات. أجريت هذه الدراسة في جامعة الخليل و تم جمع البيانات خلال الفصل الدراسي الأول، 2018-2019. أجريت الدراسة على 60 طالبا (ثلاثون من الإناث و ثلاثون من الذكور). تم استخدام طريقة لعب الأدوار لمعرفة استراتيجيات التأدب التي يستخدمها الفلسطينيون في تقديم الدعوات للآخرين, ولتحديد الاختلافات الموجودة بينهم. هذه الأداة احتوت على عشر مواقف, المواقف الثلاثة الأولى المتبعة مرتبطة بالسلطة والقوة التي يتمتع بها الاشخاص, والموقفان التاليان مرتبطان بالجنس, و الموقفين السادس والسابع مرتبطان بالعمر, و المواقف الثلاثة الأخيرة ترتبط بالمسافة والبعد الاجتماعي بين الشخص والاخر. في هذه الدراسة ، تم تحليل دعوات المتحدثين من خلال استخدام نموذج ليتش حيث يؤكد هذا النموذج على أن درجة التأدب تزداد عندما يستخدم المتحدثون العبارات المباشرة وينخفض عندما يستخدمون الطريقة غير المباشرة في الكلام، خاصة في الدعوات. بعد ذلك, تم وصف استراتيجيات التأدب من خلال نظرية التأدب ل براون و ليفينسون. نتائج الدراسة أظهرت أن درجة التأدب في الموقف (3) بين الطلاب الذين يتمتعون بقوة متساوية كانت أعلى درجة ودرجة التأدب في الموقف (1) التي حدثت بين الطلاب ومعلميهم كانت الأقل. بالإضافة إلى ذلك ، استخدم جميع المتحدثون استراتيجيات مختلفة من استراتيجيات التأدب في دعواتهم. و كشفت الدراسة أيضا أن القوة تؤثر على المتحدثين الذين يتمتعون بقوة متساوية ليكونوا أكثر مباشرة في دعواتهم مع بعضهم البعض، و تؤثر على المتحدثين الذين لديهم قوة غير متكافئة حيث يوجهون دعوات غير مباشرة لبعضهم البعض. يؤثر الجنس على المتحدثين عندما يؤدون دور الطالبات ليكونوا أكثر مباشرة في دعواتهم مع الطلاب الذكور. وأيضا الفرق في درجة التأدب في الموقفين المرتبطين بالعمر والبعد الاجتماعي ليس كبيرا.

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Chapter One: Introduction

1.1 Introduction

In our daily life, we use language to perform different communicative functions within the interactional context such as requesting, ordering, inviting, apologizing, promising, etc. Searle (1969) believes that speech act is a term that is used in linguistics to refer to pragmatics. Most linguists define pragmatics as the study of how speakers use the language to match their sentences to the contexts in an appropriate way. Thus, the speaker attempts to convey the meaning and the purpose of the communication to be understandable by the hearer.

To get successful conversations, people should follow some conversational principles such as the cooperative and the politeness principles of Leech (1983) and Brown & Levinson (1987). Following appropriate politeness strategies in our communication constitutes an important role in helping speakers to determine what they should say to others.

This study focuses on the speech act of invitations. An invitation indicates that a speaker conveys something to a hearer through utterances to perform certain actions. For instance, anyone can invite another one for having dinner, attending meetings, watching movies, etc.

Politeness strategies play serious roles in the speech act of invitations. The invitation is an action which is used through the interaction, and people use certain forms of politeness to perform that.

The English language includes different cultural features in different countries. Different people from different countries use the language of other cultures, even it is

different from their cultures. Thus, there are different ways that speakers can use to formulate the invitation and to determine that by cultural basis.

This study aims to find out the politeness strategies that are used by Palestinian speakers of English when performing invitations in their conversations and to determine the differences that exist among them in relation to gender, age, power, and distance.

1.2 Statement of the problem

Politeness is defined as a behavior that supports people to engage in social interaction in an environment of relative harmony. In daily life, many people use different types of politeness strategies when they perform the speech act of invitations in their conversations depending on the context. This study set up a model of politeness strategies in invitations as found in English majors at Hebron University to be used by teachers and linguists.

Objectives of the study

The current study aimed to achieve the following objectives:

1. To find out the politeness strategies that are used by Palestinian speakers of English when performing invitations in their conversations.
2. To examine the differences that exist among Palestinian speakers of English in relation to gender, age, power, and distance in performing invitations.

1.3 Research questions

The current study attempted to answer the following questions:

1. What are the politeness strategies that are used by Palestinian speakers of English when performing invitations?

2. What are the differences that exist among Palestinian speakers of English in relation to gender, age, power, and distance in performing invitations?

1.4 Hypotheses of the study

This study aimed to prove the following hypotheses:

1. It is expected that Palestinian speakers of English use different politeness strategies depending on relationships between the speaker and the hearer.

2. Variations in invitations will depend on the variables of gender, age, power, and distance.

1.5 Significance of the study

People believe that the ability to be involved in the communication process depends on using the language and knowing how to use it. Therefore, they should know how to speak, how to behave, and also how to use different politeness strategies in their interactions. This study will benefit EFL learners, English teachers, and other linguists. For learners, they should have enough knowledge of politeness to build strong relationships with others and to make a good utterance in communication. For teachers, they have to teach politeness for their students and be a model as well. For linguists, they should know the ways in which language is employed in conversation to show consideration for the feelings and desires of one's interlocutors and to set the rules for what society considers appropriate behaviors.

1.6 Limitations of the study

This study focused on finding the politeness strategies that are used by Palestinian speakers of English when performing invitations. The current study was conducted at the English department of Hebron University so the findings of the study may be

limited to Hebron University.   However, the findings of the study could be generalized to similar situations.

1.7 Definition of key terms

- **Speech act theory**

Speech act theory constitutes an essential role in pragmatics which focuses on how speakers can produce and understand the utterances in the language context.

- **Politeness strategy**

Politeness strategy is a real desire to be good with others and has a motivation for an individual's linguistic behavior. By using politeness strategy, the speaker attempts to make the hearer feels comfortable and speaks without hesitation.

- **Invitation**

An invitation is classified as a directive in which the inviter tries to influence the invitee to do an action. Invitation according to Al-Khatib (2006) is defined as a communicative act addressed to the invitee's face-needs and intended to strengthen good relations between speaker and hearer.

- **Redressive actions**

Redressive actions are actions that mitigate the potential face damage of the FTA. These actions are used in the utterances to counteract possible face damage to the hearer, and they are directed to the positive face or to the negative face to use positive or negative politeness strategies.

- **FTA**

A face-threatening act (FTA) is a speech act which represents a threat to a person's self-image. It may threaten either the speaker's face or the hearer's face, and they may threaten either positive face or negative face.

Chapter Two: Literature Review and Theoretical Framework

Review of Literature and Theoretical Framework

Politeness in invitations has become an important issue since Brown & Levinson's theory of politeness was published in 1978. Lin (2013) argues that politeness was observed by many researchers, sociolinguists, psychologists, psycholinguists, and pragmatists.

In this section, the researcher reviews pragmatics, the speech act theory, the speech act of invitations, the previous studies on the speech act of invitations, the definition of politeness, and the principles of politeness.

2.1 Pragmatics

Pragmatics, as mentioned in Levinson's study (1983), is defined as the study of how people can use the language to pair their sentences according to the contexts in a suitable way. The study of pragmatics connects the context and the language usage. In other words, in the communication, people should recognize the principles of the language to understand the pragmatic meaning of the speaker's message.

Pragmatics can be defined as "the study of speaker meaning", "the study of contextual meaning", "the study of how more gets communicated than what is said", and "the study of the expression of relative distances." Yule (1996: 3).

Pragmatics is what the speakers mean from their utterances in a particular context and examines how the hearers can make assumptions about what is said to understand the speaker's intended meaning. Also, pragmatics confirms that the speakers should determine what they need to show their utterances according to the distance between them and the hearers.

Pragmatics focuses on the meaning beyond the speakers' utterances according to the context. The context constitutes an important role in both spoken and written

language and the relationship between the utterance and the context is the main study in pragmatics.

Consequently, pragmatics is the study of the speaker's intended meaning and this study examines the nature of invitation among Palestinian students from a pragmatic point of view. An invitation is a speech act and it occurs in everyday life, especially in maintaining good relationships between speakers and hearers.

2.2 Speech Act Theory

Speech act theory was introduced by Austin in (1962) and then developed by Searle in (1969). Both of them believe that language is used to present information and to perform acts. The speech act theory is important in pragmatics as it focuses on the ways in which words can be used.

Speech acts across cultures and languages as cited in Atawneh (2016) have been varied in conceptualization and verbalization. Their forms of performance take heavy social implications, and it is ruled by the cooperation principles of Grice (1957) and politeness strategies of Brown & Levinson (1987).

Trisnawati (2011) mentions that Austin (1962) believes that most utterances in the language are acts and these utterances are divided into two categories, constantive and performative. On one hand, the constantive is an act of saying something and it can be true or false utterances. For example, *John is running*. On the other hand, the performative is not an act of doing something. For example, *I promise you to be there at 5 p.m.*, the speaker says something and then performs that.

In the next section, the researcher discusses and illustrates the classifications of speech acts by many linguists.

2.2.1 Austin's classification of speech acts

Austin (1962) classifies speech acts into three categories, locutionary act, illocutionary act, and perlocutionary act.

1. Locutionary act

It is the speaker's actual utterances. For example, the speaker can say, *it's too hot in this place*.

2. Illocutionary act

Virbel (2015: 51) states that the illocutionary act is "the act of communication which can be realized through the utterance such as a request, a promise, an affirmation, etc." In other words, the illocutionary act is the force of the speaker's utterances.

For example, when the speaker says: *It's too hot in this place*, the hearer may understand that it is an indirect request to open the window.

3. Perlocutionary act

It is the hearer's reaction to the speaker's utterances. It refers to the effect of the illocutionary act on the hearer (joy, accept, avoid, fear, deny, answer, etc.). For example, when the speaker says: *It's too hot in this place*, the hearer may open or close the window.

Sometimes, when speakers use the language, the hearers don't understand what they say. In this case, the hearer must derive the illocutionary acts because the message's meaning is not expressed directly. Therefore, by understanding what is being said, people can understand and communicate better with others.

According to Austin's classification of speech acts, Bach and Harnish (1979: 3) consider that S is the speaker, H is the hearer, e is an expression in the language (sentence), L is the language, and C is the context of utterance. Then, they clarify the components of speech acts as follows:

- Utterance act: S utters e from L to H in C.

- Locutionary act: S says to H in C that so-and-so.

- Illocutionary act: S does such-and-such in C.

- Perlocutionary act: S affects H in a certain way.

These components are interrelated with each other and it means that if the speaker says something, the hearer does what is said, and by doing that, the speaker affects the hearer, and so on.

After that, Austin (1962) classifies the speech acts according to the illocutionary force for five types: verdictives (giving a verdict), exercitives (the exercising of powers, influence, or rights), commissives (promising), behabitives (attitudes and social behavior), and expositives (expository).

2.2.2 Searle's classification of speech acts

Atawneh (2016) mentions that Searle (1969) criticizes Austin's classifications of illocutionary speech acts, modifies the name of some of his categories, and changes the definition of others. Thus, Searle (1969) classifies the verbs into five categories for deriving the illocutionary force of an utterance in a given context. These categories are:

1. **Representatives**

   These speech acts are similar to Austin's verdictives which tell people how things happen. Examples of verbs in this class: *suggest, describe, insist, swear, analyze, etc.*

2. **Directives**

   These speech acts are similar to Austin's exercitives which get people to perform things. Examples of verbs in this class: *order, invite, want, request, etc.*

3. **Commissives**

   These speech acts are similar to Austin's commissives which express what people intend to. Examples of verbs in this class: *favor, intend, contract, promise, shall, etc.*

4. **Expressives**

   These speech acts are similar to Austin's behabitives which express people's feelings and attitudes towards the propositions. Examples of verbs in this class: *thank, criticize, congratulate, apologize, etc.*

5. **Declarations**

   These speech acts are different from Austin's categories which promote people to make changes through their utterances. For example, *resign, fire somebody, appoint somebody, etc.*

   Also, Bach and Harnish (1979) divide the illocutionary acts into six categories. The conventional illocutionary acts have (effectives and verdictives) and the communicative illocutionary acts have (constatives, directives, commissives, and acknowledgments).

   Bach and Harnish find that these categories are compatible with Austin's categories (expositives, exercitives, commissives, and behabitives, respectively) and with Searle's categories (representatives, directives, commissives, and expressives).

2.2.3 Some criticisms of the speech act theory

Speech act theory has been criticized by different linguists and these criticisms emerged as a result of the problems that are caused by combining indirect speech acts into the theory.

Leech (1983) criticizes Austin for assuming that the performatives verbs in English match all speech acts categories. Leech believes that when we talk about speech acts, we deal with universal principles of linguistic behaviors. Speakers cannot deal with these universal principles but they deal with particular verbs in particular languages.

Brennenstuhl, Waltraud, and Ballmer (1980) criticize both Austin and Searle because they don't present the same classifications for the speech acts. In their speech acts classifications, they depend on the speech act verbs and the semantic model groups to collect a lexicon of English verbs because of the high degree of overlapping between the meanings of verbs.

Atawneh (2016: 12) mentions that Cicourel (1980), Riley (1981), and Wolfson (1989) criticize the speech act theory for "attempting to capture all the possible functions of language by classifying the kinds of actions that can be performed by speech." However, according to Cicourel, Riley, and Wolfson, an utterance has more than one function which can be used in different forms.

2.2.4 The speech act of invitations

Searle (1979), Leech (1983), Weirzbicka (1987), Felix-Brazdefer (2003) (as cited in Bella, 2009) believe that invitations are classified as directives and expressives in Searle's speech acts. Invitations are considered as directives because the inviter tries to influence the invitee to perform an act and as expressives because the inviter expresses his/her attitudes towards the invitation situation.

In our communities, people use speech acts in their communications to interact with each other and to strengthen the relationships between them. They use the language, for instance, to convey information, to give ideas, and to express their feelings for requesting, promising, offering, complaining, or inviting. Therefore, in this study, the researcher investigates how people perform invitations in their conversations.

The speech act of invitation indicates that the speaker (the inviter) asks the hearer (the invitee) through utterances, either spoken or written, to perform an act or to attend an occasion, to the benefit of the hearer.

Radcliff-Johnson and El-Hilawi (2016) mention that there are two kinds of invitations which are the ambiguous invitation (ostensible) and unambiguous invitation (genuine). Most people use these types in different ways and it depends on the relationship between the inviter and the invitee.

For example, Radcliff-Johnson and El-Hilawi (2016: 5) give an example of the ambiguous invitation which takes a form of genuine speech acts. In a cafeteria, the professor meets one of his students during drinking a cup of tea, and after greeting, the professor invites the student to share tea with him.

- *Professor: Hello, it is a good tea.*

- *Student: many thanks, sir. That's very kind of you.*

People can employ the invitation in an informal way when they interact with a close friend and in a formal way with unfamiliar people. Then, it can be done negatively and positively.

Furthermore, Al-Darraji, Foo, Ismail, and Abdulah (2013: 1053) mention that the illocutionary act of inviting can be characterized in the form of the following propositional idealized cognitive models: Agent type (the person who performs the

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action), time of action, the degree of speaker's will, the degree of addressee's will, the degree of cost-benefit, the degree of optionality, the degree of mitigation (the degree to which the force of the speech act is softened), and the degree of power and social distance.

Al-Khatib (2006) mentions that there are three invitation strategies that are used by people like: making an invitation, accepting an invitation, and declining an invitation. Invitation making includes the explicit and implicit way of inviting and the use of different persuasive ways like: the relationship between speakers and hearers, the use of swearing to force the invitee to accept the invitation or the promise of replying, and offering good wishes. Accepting an invitation includes thanking, emphasizing common membership, showing happiness, complimenting, and offering good wishes. Declining an invitation includes rejecting, apologizing, justification, asking for forgiveness, the promise of compensation, and offering good wishes.

Al-Khatib (2006) also points out that an invitation can be considered in communities as a humanitarian polite behavior. Therefore, Bích Hà (2010: 3) believes that "To have successful conversations, each interlocutor has to perform some conversational principles such as the cooperative and the politeness principles." Thus, employing politeness utterances in the communicative process is necessary.

In invitations, Bích Hà (2010: 3) gives an example to explain that most people use pre-sequence as a polite strategy to get a successful conversation.

A: *Are you busy right now?* (Pre-sequences)

B: *No, why*?

A: *I'm baking a cake now. Won't you come over*?

For this example, the speaker seeks to maintain a relationship with the hearer. He uses a pre-sequence strategy to know if the invitation will be accepted or not. Then, if

the hearer gives a good sign, the speaker can introduce the invitation, but if he gives a bad sign, he will save the invitation. In other words, the act of inviting introduces to the invitee as the doer of the action, shows a benefit for the invitee, and involves the speaker's cooperation in performing the action.

When speakers use the speech act of invitation, they show their utterances in different ways depending on the situation and the relationship with the hearers. They may show their utterances in both indirect and direct ways.

The next section discusses various previous studies on the speech act of invitation that have been reviewed by many researchers.

2.2.5   Previous Studies on the Speech Act of Invitations

The speech act of invitation is used to invite someone to go somewhere or to do something, either spoken or written. Most speakers use different politeness strategies when performing invitations in their conversations. Being polite is very important to keep the relationship between speakers and hearers, especially in making invitations. People should have knowledge of politeness for making invitations to build a strong relationship and to reduce the social distance between the speaker and the hearer. In this section, the researcher takes several previous studies on the speech act of invitations.

Al-Khatib (2006) conducted a study with the aim of exploring the nature of invitation making and acceptance in Jordanian society from a pragmatic point of view. The results showed that Jordanian language has a particular pattern of inviting that can be understood by people who share the same cultural background. When people have the same language and culture, they will understand and appreciate each other's utterances. Furthermore, Al-Khatib's study revealed that Jordanian Arabic speakers used various strategies for making an invitation, accepting, or refusing it. When they

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invite each other, they use explicit strategies and offer a variety of good wishes. In accepting invitations, they thank each other and express good wishes. In declining invitations, they tend to apologize and offer good wishes. Also, the findings showed that social distance in relation to sex and age of the speaker is an essential factor in determining the type of strategies used for making, accepting, or refusing an invitation.

Suzuki (2008) in his study examined pragmatic strategies employed by native English speakers for the performance of an English speech act of invitation through analyzing the responses provided by U.S. University undergraduate students. The analyses of the linguistic strategies have been carried out at the lexical, grammatical, and discourse levels, with the strategy combinations, applied by Native American English speakers. The results explained that the use of corpus data can be effective for English Language Teaching by supplying appropriate materials of the English language to use them when performing invitations. The results illustrated how the speech act of invitation was accomplished by American university undergraduate students and these results are beneficial not only for language description but also for English language teaching.

Ibrahim (2012) aimed to investigate invitations and invitation responses in both refusals and acceptances in Egyptian Arabic and American English in relation to three variables, social power, social distance, and degree of weightiness. The results showed that Egyptians prefer to invite others with more direct utterances than Americans. In accepting invitations, Americans and Egyptians tend to accept directly. In declining invitations, Americans and Egyptians avoid saying No directly and Egyptians tend to use more indirect formulas than Americans. The variables of

power, distance, and degree of weightiness have a significant role in influencing participants' responses.

Eshreteh (2014) conducted a cross-cultural socio-pragmatic study of invitations in Palestinian Arabic and American English. The study aimed to investigate the using of indirect and direct politeness strategies by American English native speakers and by native speakers of Palestinian Arabic when making, accepting, and declining invitations in relation to social status, social distance, age, and gender. Also, it aimed to investigate the applicability of Brown & Levinson's theory (1987) to the Palestinian context and to suggest some implications for teaching invitations to learners of foreign languages with attention to the effect of politeness.

Eshreteh (2014) in his study showed that Palestinians and Americans used different strategies in accepting and refusing invitations. The Americans are more economical in their choices of the number of symbols of the refusal and acceptance strategies. Also, the study revealed that Brown & Levinson's model (1987) is not applied in Palestinian society. The model was built on Western criteria and its authors set up some principles and observed their applicability to Western cultures. Thus, these principles are viable and certainly can be applied to some other societies. Furthermore, Palestinian learners of English and American learners of Arabic should be aware of the cultural differences in the preference for the choice of politeness strategies between Americans and Palestinians. They should be informed that American English learners use conventional indirect structures to perform the speech act of invitations while Palestinian Arabic speakers have the habit of performing it directly.

Moreover, Eshreteh (2015) conducted the study with the aim of analyzing how Palestinians and USA speakers respond to invitations. When performing an

invitation, the inviter may receive different types of responses: acceptance or refusal. This study focused on refusals invitations in Palestinian and American societies. Refusal may be a face-threatening act to the inviter because it contradicts his/her expectations. The study revealed that Palestinians and Americans used different strategies to mitigate the effect of the face-threatening act on the inviter who reject the invitation. Palestinians believed that the use of apologetic expressions is a significant act of politeness. They used various politeness strategies to show their awareness that something wrong has happened and it has to be improved. Also, this study showed that cross-linguistic differences indicate the differences in cultural values. Americans value individualism and equality, while Palestinians value collectivism and social hierarchy. Collectivism influenced Palestinians to be harmonious in social communication but Americans advocate individualism and freedom, so their association is more simple and direct. However, politeness is what people in both cultures are concerned about.

Abbood (2016) in his study aimed to find the ability of Iraqi EFL learners to understand and produce utterances related to the two speech acts of invitation and offer. Moreover, it aimed to investigate the strategies Iraqi EFL learners adopt when performing the two speech acts and to examine the differences that exist among them in relation to gender and year in their abilities to produce the two speech acts of invitation and offer. This study revealed that Iraqi EFL students faced some challenges in producing the two speech acts and used different imperative and interrogative strategies. Also, this study explained that there is a positive relationship between the factor of year and the students' ability to understand and produce the two speech acts.

Another study in the area of the speech act of invitation is by Nuraini (2017) who conducted the study of politeness strategies of inviting utterances by English department students of Muhammadiyah University of Surakarta. The study aimed to find the invitation strategies and politeness strategies used by English Department students. The result indicated that there are various strategies of invitations used by English Department students like: performative strategy, asking for willingness strategy, want strategy, imperative strategy, hoping strategy, and the others. Most students used the strategy of asking for a willingness to get a definite answer from the hearer. Also, there are different strategies of politeness used by English Department students like: bald-on record strategy, off-record strategy, positive politeness strategy, and negative politeness strategy. Most students used negative politeness strategy because it can be seen as a deference strategy to give freedom to the hearers' right.

Al Marrani and Suraih (2019) conducted the study with the aim of investigating the types of invitation strategies produced by Yemeni EFL learners. The study showed that Yemeni EFL learners tend to be more direct when performing invitations and tend to use the imperative strategy followed by Yes/No questions strategy. It indicated to the influence of their mother tongue and their culture on their responses. Also, the findings revealed that Yemeni EFL learners translated their utterances in their mother tongue into the target language regardless of the differences between the two languages in sentence patterns and word order.

In the next section, the researcher discusses the importance of politeness theory and the principles of politeness.

2.3 Politeness Theory

Politeness theory shows the rules that are used in daily interactions among people in different languages and various cultures. In this section, the researcher describes how politeness has been given great attention in different fields of linguistics.

2.3.1 The definition of politeness

In daily life, most speakers and hearers follow the politeness strategies in their conversations. For example, when someone invites another one and says that *you must come and have dinner with me*, it is considered as a polite behavior. On the other hand, if he says that *I must come and have dinner with you*, it is considered as an impolite behavior because it maximizes the cost to the invitee. Senowarsito (2013) finds that the speech act can be classified as polite if the speech doesn't consist of any speakers' force, gives the chance to the speaker to do something, and provides comfort to the hearer.

Atawneh (2016) mentions that in literature, politeness and deference have been used as two alternative forms. He mentions that in the Arabic language, the term of politeness means "adab" and the term "deference" means "ihtiram". Also, he points out that Arabic speakers say "qillit adab" for the lack of politeness and "waqaaha" for the lack of respect.

Politeness was expressed differently in various languages. It is based on using closeness and relationships as the social distance between the speaker and the hearer. Holmes (2001: 268) indicates that "being linguistically polite involves speaking to people appropriately in the light of the relationship". Thus, the level of politeness depends on the social relationship between the speaker and the hearer and determines the level of formality that is used in their conversations.

Different cultures also cause different views, which affect the idea of politeness and lead to the differences in various aspects. In a word, when we are communicating with people from different cultures, it is important to know what is appropriate to their cultures and act accordingly. Therefore, Brown & Levinson (1987) believe that politeness is considered as a social norm and exists in particular linguistic forms when people use it appropriately with others.

To be polite is to behave appropriately according to the hearer's wants. Politeness is defined as an evaluation of the speaker's behavior by the hearer. Al-Hindawi and Alkhazaali (2016: 1538) state that most linguists believe that "the addressee's evaluation of the speaker's behavior, rather than the speaker's behavior or intention itself, is what determines whether or not politeness arises."

Consequently, politeness indicates that the speaker uses an appropriate language according to the context and to the hearer's needs. Accordingly, the next section discusses the most famous theories of politeness that formulate different principles and rules for politeness strategies. These theories are Lakoff (1975), Leech (1983), Brown & Levinson (1987), and Fraser (1990).

2.3.2 Principles of politeness

Many linguists who have studied the politeness theory focused on Grice's cooperative principle (1967) to form their rules and principles like Lakoff's rules of politeness (1973), Brown & Levinson's theory of politeness (1987), Leech's politeness principle (1983), and Fraser's politeness theory (1990). Thus, this section examines different principles of politeness.

2.3.2.1 Grice's cooperative principle

Paul Grice (1975: 45) introduces a theory of conversation which consists of a Cooperative Principle (CP). This principle says that "Make your conversational contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." In other words, the cooperative principle goes to clarify several rational principles that are observed by people when they speak. It is called (CP) because the speaker and the hearer speak with each other in a cooperative way, follow a certain pattern, and exchange their mutual goals to be understood in an appropriate way.

Leech (1983) shows that a maxim is defined as a particular indication of a principle. Horn and Ward (as cited in Sobhani and Saghebi, 2014: 92) find that there are four conversational maxims that appear from the pragmatics view of the natural language. These conversational maxims are:

1. Maxim of Quality: Do not say what you believe to be false or that for which you lack evidence.

2. Maxim of Quantity: Say as much as but no more than is necessary.

3. Maxim of Relation: Be relevant.

4. Maxim of Manner: Be Clear. Avoid ambiguity. Be brief. Be orderly.

Davies (2008), Lumsden (2008), and Hadi (2013) believe that Grice proposed these maxims as preparations to get successful communication. These maxims do not explain how people should speak but describe the hearers' assumptions regarding the way that the speakers use in their utterances. Therefore, when the explicit meaning of people's utterances does not follow the Gricean maxims, we should understand the implicit meaning beyond that.

In the cooperative principle, if people cooperate with each other in any conversation, they must show their speeches in a clear way without any confusion. In other words, violation of these principles occurs for a purpose and to determine this purpose, people must follow the process of conversational implicature.

Conversational implicature according to Andresen (2013: 3) is defined as "a term which is used to describe something that is conveyed beyond the semantic meaning of the words in a conversation, something that adds an extra level of meaning." It means that there is an additional meaning that is intended by the speaker and generated by the hearer.

In the next section, the researcher discusses and illustrates the rules that are mentioned by Lakoff who is considered as the mother of modern politeness theory.

2.3.2.2 Lakoff's rules of politeness

According to Eelen (as cited in Karafoti, 2007: 121), Lakoff defines politeness as an interpersonal system which aims to facilitate the interaction among people to reduce the potential conflict in daily conversations. Lakoff (1975) proposes three rules that we should follow to consider something that is polite or rude. Then, she determines these rules regarding different cultures and languages. The following politeness rules as cited in Kuntsi (2012: 5) are:

1. Formality: Don't impose. (Keep aloof.)
2. Deference: Give options.
3. Camaraderie: Show sympathy. (Be friendly.)

According to Lakoff (1975), the aim of the first rule which is about formal politeness is to make a distance between the speaker and the hearer. People use indirect expressions in formal ways to impose one's will on others.

In the second rule which is about giving options, the speakers give choices to others to reduce the imposition, and the hearers have the power to take a decision for performing something.

The third rule is about showing sympathy and it aims to make the speaker and the hearer feel that they are as a part of the same team. Lakoff (1975) points out that in this rule, the speaker can use colloquial language, nicknames, and telling jokes to the hearer in friendly ways. Thus, formality rule and camaraderie rule cannot be used together according to Kuntsi (2012: 6) who mentions that "Sympathy and distance simply rule each other out."

In the next section, the researcher discusses and illustrates Brown & Levinson's theory of politeness.

2.3.2.3 Brown and Levinson's theory of politeness

Brown & Levinson (as cited in Flores, 1999: 83) state that their politeness theory is based on the notion of the face which is "the public self-image that every member wants to claim for himself." The concept of face is accepted in different studies of politeness.

Goffman (as cited in Septiyani, 2016: 15) defines the face as "the positive social value a person effectively claims for himself during a particular contact." Brown & Levinson (1987) point out that people have two faces, positive face and negative face,

and every face has its wants. As a result, when people communicate with each other, they attempt not only to save their faces but also to save the others' faces.

Yule (1996: 61-62) defines a person's negative face as "the need to be independent, to have freedom of action, and to be imposed on by others" and illustrates a person's positive face as "the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others." Therefore, Yule confirms that a person's negative face is the need to be independent and a person's positive face is the need to be connected.

Most people have different reasons for saving each other's faces. For example, in performing invitations, if someone invites another one for a certain occasion, the invitee has the right to decline the invitation and apologize for the inviter, and the inviter should accept the apology. In this way, the inviter's face is saved and the social relationship may be returned. Therefore, Brown & Levinson's model may present various ways in which politeness can be conveyed as far as invitation making is concerned.

In some cases, faces cannot be saved as what people want. Septiyani (2016: 15) argues that both "the speakers and the hearer's faces are usually threatened by one another to varying degrees." Thus, speakers and hearers perform the act that damages the face of others to save their faces and this act is called Face-Threatening Acts (FTAs).

Face-threatening acts according to Brown & Levinson (as cited in Septiyani, 2016: 15) are "acts run contrary to the face wants of the hearers and/or the speaker." A Face-Threatening Act occurs in every day in our interactions and it threatens a person's face. People often use mitigation tools in their communication to take the edge off face-threatening acts. In all cultures, people have knowledge of faces (self-

image) and to communicate and behave successfully with others, they must save their faces. Although it may not be achieved consciously by communicating with other people, face-threatening acts (FTAs) make people lose the face in different ways.

Brown & Levinson (as cited in Jakarta, 2015) show different face threatening acts that threaten the hearer's face. On one hand, the actions that damage the hearer's negative face by putting pressure on the hearer to do an act, to accept or reject an act, and to do an act to protect the speaker's desire. On the other hand, the actions that damage the hearer's positive face by showing that the speaker does not want the hearer's wants, the hearer is wrong about some affairs, and the speaker does not worry about the hearer's positive face.

Face-threatening acts can be reduced by using face-saving acts and by using politeness strategies which remove the threat of the face. Senowarsito (2013: 85) states that people prefer to "avoid the use of speech acts that are potentially face-threatening or damaging."

Brown & Levinson (1987) suggest various politeness strategies for doing FTAs to minimize the potentiality of face damaged. These strategies are bald-on record strategy without redressive action (baldly), bald on record strategy with redressive action (positive politeness and negative politeness), and off-record. There are different illustrations and examples of each strategy as follows:

1. Bald-on-record strategy without redressive action (baldly)

Brown & Levinson mention that the bald-on-record strategy means that the speaker introduces the utterances to the hearer in a direct way to provide a clear understanding. Brown & Levinson (1987) give an example of using this strategy which is: *tell me how the meeting goes*. In this example, the speaker uses a direct

imperative form and introduces that in a concise way without minimizing the threats to the hearer to perform an action.

The bald-on-record strategy is applied between two persons who know each other or between two persons, one of them has more power than the other. For example, Yule (1996: 63-64) presents an example of the direct utterance that is done between two friends.

A- *Give me a pen.*

B- *Lend me your pen.*

In this example, the speaker uses an imperative form in a clear way to require a pen from his / her friend. Therefore, in the bald-on-record strategy, the speaker can express what he\she needs directly without using any redressive actions in his/her utterances**.**

2. Bald on record strategy with redressive action

Brown & Levinson (1987) indicate that the bald-on-record strategy means a direct way of saying something in a concise way without using any redressive action. However, when people use the redressive action in their conversations, their utterances will be more indirect. Therefore, with redressive actions, they use the positive and negative strategies.

Abdul-Majeed (2009) mentions that the redressive actions are actions that counteract the potential face damage of the FTA. These actions indicate to the positive face to be positive politeness or to the negative face to be negative politeness. Thus, people use the redressive actions in their utterances to counteract possible face damage to the hearer and then use the politeness strategies to mitigate the FTA.

- **Positive Politeness Strategy**

Brown & Levinson (1987) mention that positive politeness strategy is characterized by the appreciation of the hearer by making him/her feels part of an in-group. It means that this strategy indicates that the speaker and the hearer know each other, want the same thing, and have the same goal.

Brown & Levinson (1987) find that there are 15 strategies that can be used by different persons to indicate to the positive politeness as follows:

Table 1: Positive politeness strategies

No	Positive Strategies	The definition	Example
1	Noticing, attending to the hearer	The speaker should take care of hearer's status (his interest, wants, and needs).	*"Goodness, you cut your hair! By the way, I came to borrow some flour."*
2	Exaggerating	This strategy is used when the speakers give different intonation, tone, and other prosodic features to the hearer.	*"What a fantastic garden you have!"*
3	Intensifying interest to hearer	In this strategy, the speaker may share some of his interests with the hearer to intensify the interest of his own attitudes to the interaction. This can happen by making a good story, for instance.	*A story about something ....*
4	Using in-group identity markers	Speakers and hearers try to use different forms to start conversation in-group membership. Thus, the speaker can claim the common ground with the hearer that is carried by that definition of the group.	*Help me with this bag here, will you mate?* Address forms: Mac, mate, pal, honey, dear, luv, babe, Mom, brother, sister, cutie, sweetheart, guys, fellas.
5	Seeking agreement	Seeking agreement by the addressee's statements through using specific statements or repetition.	*A: John went to London this weekend.* *B: To London!*
6	Avoiding disagreement	This strategy appears by using false agreement, using hedge, or making white lies. Also, this technique is used to exaggerate facts.	*I really think of .....*
7	Presupposing / raising / asserting the common ground	In this strategy, the speaker requests agreement from the hearer. When listeners and speakers tend to use this strategy, they confirm the closeness between them, so it can be observed as a solidarity strategy.	*Now, have we taken our medicine? (doctor to patient)*
8	Joking	Speakers and hearers try to use joking strategy to be as friends and to seek an	*"How if I eat all these cookies?"*

		agreement for some issues. It is used also to share background or some values.	
9	Asserting or presupposing the speaker's knowledge of and concern for hearer's wants	This strategy shows how it is confirming the speaker's knowledge of hearer's wants.	*Daughter: "Oh, this cut hurts awfully, mom."* *Mother: "Yes dear, it hurts terribly. I know."*
10	Offering and promising	The speaker tries to show his good intention in satisfying the hearer.	*I will do that ....*
11	Being optimistic	The speaker will cooperate with the hearer, or at least the hearer seeks collaboration from the speaker because it will be in their mutual interests.	*You will lend me your pen, won't you?*
12	Including both the speaker and the hearer in the activity	In this strategy, both the hearer and speaker must use an inclusive (we) form when the speaker means (you) or (me). Also, the word "let's" is an inclusive 'we'.	*"Let's have a cookie."*
13	Giving or asking for reasons	The speaker uses this strategy to ask the listener about the reasons for doing something or sometimes for avoiding doing something.	*"Why don't I help you with that suitcase?"*
14	Assuming or asserting the reciprocity	This strategy shows that the speaker understands that the hearer has a face to be respected. It also confirms that the relationship is friendly and expresses group reciprocity.	*"I will give you some money if you repair my car."*
15	Giving gift to hearer.	This strategy is used in the form of sympathy, understanding, and cooperation in the interaction.	*"I am proud you can surrender your love to her"*

- **Negative Politeness Strategy**

Negative politeness strategies according to Brown & Levinson indicate that the speaker respects the hearer's negative face. Therefore, it is a way of avoiding a threat to the hearer's negative face.

Senowarsito (2013: 93) states that "Negative politeness strategies are intended to avoid giving offense by showing deference." This strategy indicates that the speaker recognizes the hearer's face in some way and tries to impose on him\her in another way. It puts a distance between the speaker and the hearer to show respect behavior between them.

Brown & Levinson (as cited in Jakarta, 2015: 21-27) present and illustrate 10 negative politeness strategies that can be used between unfamiliar people in their conversations as follows:

Table 2: Negative politeness strategies

No	Negative Strategies	The definition	Example
1	Being indirect	The speaker attempts to be indirect with the hearer by using indirect speech act.	*"Can you please pass me the salt?"*
2	Questions and hedge	The speakers can use hedges or questions in their interactions. In addition, the speaker uses the questions to provide the hearer the options to say (yes) or (no).	*"Will you answer these questions?"* *I think ...*
3	Being pessimistic about things	The speakers become as pessimistic persons if the hearer doesn't react to their needs.	*"You couldn't possibly lend me your lawnmower, could you?"*
4	Minimizing imposition on the other person	The speaker pays attention to the hearer's negative face by avoiding imposing him.	*"I just want to ask you if you could lend me a single sheet of paper."*
5	Giving deference and being deferent to the hearer	The speakers give deference by treating the hearer as a superior person.	*"We look forward very much to dining with you."*
6	Apologizing to other person.	The goal of apologizing is to return the balance relationship between the speaker and the hearer.	*"I am sorry to bother you, but I want to borrow any money from you"*
7	Impersonalizing things	Hiding who the speaker or the hearer is by using the plural (you) instead of (I) can be a way to be polite.	*"Do this for me."* *(from: "I ask you to do this")*
8	Generalizing expression rather than mentioning addressee directly	The speaker communicates the FTA to the hearer as not to impose the hearer' face. So, the speaker states the FTA as a general rule.	*"Passengers will please refrain from flushing toilets on the train" (from: "you will please refrain from flushing toilets on the train").*
9	Going on record as incurring debt or not as indebting the hearer	This strategy presents that when the hearer wants something from the speaker or offers the speaker something, the speaker does it as not a debt of the hearer.	*"I could easily do it for you"*
10	Nominalizing	The speaker nominalizes the expression to make speakers' sentences in the form of nominal phrase.	*"Your good performance on the examinations impressed us favorably." From "You performed well on the examinations and we were favorably impressed".*

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3. Off - Record Strategy

Brown & Levinson (as cited in Trisnawati, 2011: 18) argue that off-record indirect strategy is "a communicative act that is done by unclear speaker's communicative intention." It is used to give the impression that the speaker does not take the responsibility for doing FTA and to let the hearer determine how to explain that.

Yule (1996: 63) points out that in off-record strategy, the speaker can say something but without asking for that in a direct way. For example, he can say: *uh, I forget my pen* or *hmm, I wonder where I put my pen*. These sentences are addressed to the hearer indirectly but actually, in this case, the speaker doesn't require anything.

Consequently, Brown & Levinson (1987) present 15 off-record politeness strategies that can be used in our conversations as follows: giving hints, giving association clues, presupposing, overstating, using the tautologies, using the contradiction, using metaphors, using a rhetorical question, be ironic, be ambiguous, be vague, over-generalizing, displacing the hearer, be incomplete, and using ellipsis.

After that, Brown & Levinson propose many features to determine the level of politeness that is utilized between speakers and hearers in their conversations. These features are power, distance, age, and gender.

In the next section, the researcher discusses and illustrates Leech's politeness principle.

2.3.2.4 Leech's politeness principle

Politeness is based on using closeness and relationships as the social distance between speakers and hearers. In any conversation, there are two partners, the speaker and the hearer. The speaker can choose specific words in certain pragmatic

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scales according to the conditions of the situation in social interactions to show politeness to others.

The politeness principle was introduced by Brown & Levinson (1987) and then it was modified by Leech (1983). Yu and Ren (2013) indicate that the politeness principle is introduced to minimize the impolite manners and to maximize the polite manners. Also, it aims to produce the language based on the politeness strategy and understand the effect of the language on the hearer.

Leech (1983) defines politeness as the form of behavior that maintains the respect within the social group. This definition motivates people to engage in the social interactions in an atmosphere of relative harmony. They can say polite utterances like *thank you, please, sorry, excuse me*, etc.

Leech (1983: 132) presents six maxims of the politeness principle to know the relation between sense and force in daily human conversation. These maxims are: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

1. Tact Maxim (other-centered)

Leech (1983: 132) mentions that this maxim shows some illocutionary acts such as directives and commissives. Thus, it has two sub-maxims:

1. Minimize cost to other.
2. Maximize benefit to other.

Yu and Ren (2013: 54) show some examples to illustrate the degree of politeness that people use with others in their daily conversations:

A. *How about having a cup of coffee?*

B. *May I have the honor to have a cup of coffee with you?*

Sentence "b" states that the speaker uses a high level of politeness in his\her utterance and the hearer gets more benefit from this invitation. On the other hand, if an act forces the hearer, the utterance becomes week and less polite because the hearer's choices become less.

2. Generosity Maxim (self-centered)

Leech (1983) finds that this maxim in impositives and commissives speech acts has two sub-maxims:

1. Minimize benefit to self.
2. Maximize cost to self.

Leech (1983: 133) gives an example of the generosity maxim:

A: *You must come and have dinner with us*.

B: *We must come and have dinner with you*.

From these invitation sentences, we can see that sentence "b" is less polite because it implies the cost to the hearer but sentence "a" is more polite because the speaker maximizes the cost to himself and minimize the cost to the hearer.

3. Approbation Maxim (flattery maxim)

Leech (1983) indicates that this maxim means that it is better for the speaker to avoid saying rude utterances about the hearer. Therefore, this maxim in expressives and assertives speech acts has two sub-maxims:

1. Minimize dispraise to other.
2. Maximize praise to other.

There are some examples that Leech (1983: 135) presents on approbation maxim to understand how people can imply the politeness principle and praise of others in their conversations as follows:

A. *What a marvelous meal you cooked*!

B. *What an awful meal you cooked*!

Sentence "a" is polite because it maximizes praise to the hearer, but sentence "b" is impolite because the speaker minimizes praise to the hearer.

4. Modesty Maxim

Modesty maxim in expressives and assertives speech acts has two other sub-maxims:

1. Minimize praise to self.

2. Maximize dispraise to self.

Leech (1983: 136) presents some examples of modesty maxim to explain that dispraising self is more polite:

A. *They were so kind to us.*

B. *Yes, they were, weren't they*? (Polite)

A. *You were so kind to us.*

B. *Yes, I was, wasn't I*? (impolite)

5. Agreement Maxim

Agreement maxim in assertives speech act has two other sub-maxims as follows:

1. Minimize disagreement between self and other.

2. Maximize agreement between self and other.

Leech (1983: 138) shows some examples of agreement maxim:

A. *It was an interesting exhibition, isn't it?*

B. *No, it was very uninteresting.* (Impolite)

A. *English is a difficult language to learn.*

B. *True, but the grammar is quite easy.* (Polite)

From these sentences, the agreement maxim motivates people to exaggerate agreement with others and reduce disagreement by showing regret.

6. Sympathy Maxim

Sympathy maxim in assertives speech act has two other sub-maxims:

1. Minimize antipathy between self and other.

2. Maximize sympathy between self and other.

Leech (1983: 138) gives some examples of sympathy maxim as follows:

A: *I'm terribly sorry to hear that your cat died.* (Polite)

B: *I'm terribly pleased to hear that your cat died.* (Impolite)

These sentences illustrate why polite speech is important for the hearer even though condolences beliefs which express different negative ideas.

Atawneh (2016: 32) states that "Leech's model emphasizes the benefit value and the cost value to participants in a conversation as criteria for measuring the degree of politeness." Leech's model presents the principle of minimizing the cost and maximizing the benefit to the hearer.

Leech's model (1983) is different from Brown & Levinson (1987) and Lakoff (1973) in determining the politeness strategy. On one hand, Leech model says that if the speaker wants to be polite with others, he/she must follow the maxims of the politeness principle, regardless of the social relationship. On the other hand, other

models as Brown & Levinson (1987) and Lakoff (1973) believe that in any conversation, the speaker should think what kind of people they are talking to, and then they can decide if the situation needs directness or indirectness forms.

For example, Atawneh (2016) shows an invitation sentence *we must come and have dinner with you* to explain the differences in the different models. Firstly, in Brown & Levinson's model, if this sentence is said to a familiar person, the speaker will use a direct form and it will be less polite, but if it is said to a person of higher social status, the speaker will use an indirect form and it will be more polite. Secondly, in Leech's model, this sentence will be impolite because it maximizes the cost to the hearer. Thus, in using the language form, the cost and benefit value is not important in the model of Brown & Levinson, but it is important in Leech's model.

In addition, according to Atawneh's table (2016: 108-109) on coding for politeness in invitations, Leech's model confirms that in invitations, politeness goes higher with directness and lower with indirectness regarding to the cost and benefit scale. For the previous invitation sentence, if it is said to a familiar person, the speaker will use a direct form, and it will be more polite, but if it is said to a person of higher social status, the speaker will use an indirect form, and it will be less polite.

Consequently, in this study, the researcher analyzes the students' utterances by using Leech's model to identify the degree of politeness in their invitations and using Brown & Levinson theory to find the politeness strategies adopted by them when performing invitations.

There is another politeness theory that is important to determine the level of politeness in our utterances. This theory will be reviewed in the next section which is Fraser's politeness theory.

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2.3.2.5 Fraser's politeness theory

Fraser (1990) divides perspectives of politeness into four categories, the social norm view, the conversational maxim view, the face-saving view, and the conversational-contract view.

Fraser (1990) believes that the social norm view indicates that politeness follows different rules of behavior. The societies have different social norms and rules, and when people follow these rules, the rules are considered as polite rules and when they are neglected that, the rules are considered as impolite rules.

According to Fraser (1990), the conversational maxim view is based on Grice's cooperative principle. Grice (1975) indicates that everyone who was involved in any conversation needs to convey his \ her utterances to others in an efficient way.

In addition, Fraser (as cited in Kuntsi, 2012) mentions that face-saving view is the view of Brown & Levinson which states that all people have a public self-image. Thus, people in any conversation try to save each other's face.

In the fourth category which is the conversational-contract view, Fraser (1990) points out that this view was developed by himself and Nolen (1981). It has some similarities to Brown & Levinson's politeness theory (1987). It indicates that when people are involved in the conversation, they follow the rules that they have to obey in the conversation. Therefore, these conditions are being applied in any field of interactional communication according to the speaker's understanding of certain factors such as the power, the status, the speaker's role, and the nature of the situation.

2.4 Summary

Politeness has an essential role in Palestinian society in particular linguistic forms when people use it in a suitable way in their utterances for different social categories.

Thus, using the politeness strategies motivates speakers to use an appropriate language according to the context and to the hearer's wants.

There are different politeness theories that talk about various principles and rules of politeness strategies like Lakoff politeness rules (1975), Leech politeness principle (1983), Brown & Levinson politeness theory (1987), and Fraser politeness theory (1990). When people use these rules and principles, they will use different politeness strategies in their utterances to counteract the potential face damage of the FTA.

This study focuses on the speech act of invitations. The researcher finds out the politeness strategies that are used by Palestinian speakers of English and examines the differences that exist among them in relation to gender, age, power, and distance in performing invitations. In this study, the speakers' utterances will be described through using Leech's model of politeness principle to find the degree of politeness. Leech's model confirms that in invitations, politeness goes higher when speakers use direct utterances and it goes lower when they use indirect utterances. Also, politeness strategies will be examined by using Brown & Levinson's politeness theory.

Chapter Three: Methodology

Methodology

The current study utilizes qualitative and quantitative research methods. The present section discusses the participants, the instrument, the coding and scoring for politeness, and the procedures.

3.1 Subjects of the study

This study was conducted at the English department of Hebron University. Participants are 60 undergraduate students (30 females and 30 males) enrolled in different English courses.

Table 3: Demographic data of the subjects

		Frequency	Percent
	Female	30	50.0
Gender	Male	30	50.0
	Total	60	100.0

Regarding gender, we have 30 females and 30 males. The percentage of each is 50 %. 60 students' invitations will be analyzed by finding the politeness strategies according to Brown & Levinson's politeness theory and the degree of politeness in each situation according to Leech politeness scale (cost-benefit scale).

3.2 Instrument of the study

In order to achieve the objectives of the current study, the researcher used the role-playing method to investigate the politeness strategies adopted by Palestinian speakers of English in performing invitations and to determine the differences that exist among them. The role-playing method includes ten situations in relation to gender, age, distance, and power.

In the role-playing method, the first three situations are related to power. In the first one, the speaker has lower power status and the hearer has higher power status.

In the second situation, the speaker has higher power status and the hearer has lower power status. Also, in the third situation, the speaker and the hearer are equal in social power status.

The next two situations are related to gender. In the fourth situation, the speaker plays a role as a male and the hearer plays a role as a female but in the fifth situation, the speaker plays a role as a female and the hearer plays a role as a male.

Moreover, the sixth and seventh situations are related to age. In the sixth situation, the speaker is assuming an older age and the hearer is assuming a younger age but in the seventh situation, the speaker is assuming a younger age and the hearer an older age.

Finally, the last three situations are related to distance. In the eighth situation, the speaker and the hearer are at equal distance, but in the ninth and tenth situations, the speaker and the hearer have unequal distance.

3.3 Coding and scoring for politeness

In this study, coding the speech act follows Leech's model (1983) in scoring the degree of politeness in the invitations. Brown & Levinson theory (1987) will be used to find the politeness strategies.

3.3.1 Leech's model

The researcher follows the politeness scale by Atawneh (2016: 109) as follows:

Table 4: Coding for politeness in invitations according to Leech's model

Types of Strategy	Points
	Leech
Bald on record	3.5
Redressive directive with:	
One redressive action	3.0
Two	2.5
Three	2.0
Four	1.5

Five	1.0
Off record	0.5
Don't do the FTA	0.0

As shown in Table (4), the politeness value will be counted after each utterance for each subject which is classified under one of the following four strategies. Firstly, the direct utterances (bald on record strategy) will be given 3.5 points. Secondly, the redressive action will be classified into 5 classifications. If the student uses one redressive action, the score will be 3.0, if he\she uses two redressive actions, the score will be 2.5, if he\she uses three redressive actions, the score will be 2.0, if he\she uses four redressive actions, the score will be 1.5, and if he\she uses five redressive actions, the score will be 1.0. Therefore, whenever students use more redressive actions, the degree of politeness will decrease.

Table (4) shows that if the student uses the off record strategy in his\her utterances, the score will be given 0.5, and if the student doesn't say anything, the score will be 0.0. After that, the total of points for all politeness types for all utterances will be divided by the number of the subjects (60 students) to compute the politeness average.

After finding the politeness value, the researcher will find the politeness strategies that are used by subjects in their utterances according to Brown & Levinson's theory (1978). Their theory describes the following politeness strategies: bald on record strategy, positive politeness strategy, negative politeness strategy, and off record strategy.

3.3.2 Brown and Levinson's model

 The researcher follows the politeness scale by Atawneh (2016: 109) as follows**:**

Table 5: Coding for politeness in invitations according to Brown and Levinson's model

Types of Strategy	Points
	Brown & Levinson
Bald on record	0.0
Redressive directive with:	
One redressive action	0.5
Two	1
Three	1.5
Four	2.0
Five	2.5
Off record	3.0
Don't do the FTA	3.5

As shown in Table (5), the direct utterances (bald on record strategy) will be given 0.0 points. If the student uses one redressive action, the score will be 0.5, if he\she uses two redressive actions, the score will be 1.0, if he\she uses three redressive actions, the score will be 1.5, if he\she uses four redressive actions, the score will be 2.0, if he\she uses five redressive actions, the score will be 2.5, and if the student uses the off-record strategy in his\her utterances, the score will be given 3.0. Also, if the student doesn't say anything, the score will be 3.5. Thus, whenever students use less redressive actions, the degree of politeness will increase.

Table (4) and Table (5) show that the coding for politeness in invitations according to Leech's model is in the opposite direction to Brown & Levinson's model. Brown & Levinson (1987) explain that if people use the bald on record strategy (direct utterance), they go to the lowest level of politeness and this does not work with invitations. For example, if someone invites another, he insists on him and uses the

bald on record strategy (direct invitation) to show politeness which is contradiction with Brown & Levinson theory.

Leech came with a theory to solve this problem and proposed the politeness principle which is based on the cost-benefit value. It means that if the cost is high to the speaker, the speech act is more polite and if the cost is high to the hearer, the speech act is less polite. Thus, on the one hand, when someone invites another to eat something with him at his expense, it is highly polite. On the other hand, if he invites himself to someone else's house, it is less polite.

Using the bald on record strategy in invitations also depends on the power relationship between the two sides who could be of equal power like *friends* or of unequal power like *student and teacher*. This study includes ten situations that are related to four factors: power elements (high to low, low to high, equal power), gender variations (male to female and female to male), age elements (old to young and young to old), and social distance (high to low, low to high, equal distance).

3.4 Procedures

The study described the politeness strategies that are used in performing invitations by Palestinian speakers of English. The data have been collected from different students at all University levels. The role-playing method in this study involves ten situations in relation to gender, age, distance, and power in performing invitations. Two situations are related to gender (male to female and female to male), two situations are related to age (older to younger and younger to older), three situations are related to distance (high to low, low to high, and equal distance), and three situations are related to power (high to low, low to high, and equal power).

The researcher described the speakers' utterances through using Leech's model of politeness principle regarding the benefit and cost scale. The focus of this study is on

Leech's model (1983) who presents the coding for politeness strategy and the maxims of the politeness principle to know the relationship between sense and force in daily human conversations.

Leech's model focused that if the speaker wants to be polite with the others, he/she must follow the maxims of the politeness principle regardless of the social relationship. Thus, if subjects minimize the cost to others, the invitation will be as polite, but if they maximize the cost to others, the invitation will be as less polite. Also, according to Atawneh's study (2016: 108-109) on coding for politeness in invitations, Leech's model confirms that in invitations, the degree of politeness becomes higher when people use more direct utterances, and it becomes lower when they use less direct utterances.

After that, the researcher examined the politeness strategies that are used by students according to Brown & Levinson's theory and illustrated the differences that appear among them according to the four factors: age, gender, distance, and power.

Chapter Four: Results and Discussion

Results and Discussion

This section presents the results of the study by answering the research questions. The researcher had to analyze the results in order to find out the politeness strategies that are used by Palestinian speakers of English and to examine the differences that exist among them in relation to gender, age, power, and distance in performing invitations.

In all invitations, there are two partners, speaker and hearer. Leech's politeness principle is utilized to show politeness or lack of politeness. Leech (1983) shows the maxims of the politeness principle to define the directness in the conversation.

In invitations, speakers show the tact maxim and the generosity maxim which indicate the illocutionary act that shows the directives in the utterances. These maxims are introduced to maximize the benefit and minimize the cost to others.

In this study, the situations were analyzed by using Leech's model to find the degree of politeness and using Brown & Levinson's theory to identify the politeness strategies used by subjects.

The redressive actions in invitations were discussed in relation to Brown & Levinson's theory as an introduction to invitations. However, such redressive actions either negative or positive will not be viewed as central to the invitation. To measure the degree of politeness, our main concern here will be on the cost-benefit scale of Leech to show the degree of politeness and on Brown & Levinson's theory to find politeness strategies.

4.1 Politeness in situation one, two, and three

Table 6: The degree of politeness in the first three situations

	Situations	**Pol. Value (Leech)**
1	Suppose you are a student and you would like to invite your teacher to your wedding party next week. What would you say to him/her?	1.66

2	Suppose you are a supervisor and you would like to invite your students to your conference next month. What would you say to them?	2. 20
3	Suppose you are a student and you would like to invite your colleagues to drink something at the cafeteria. What would you say to them?	2.85

The first three situations are related to power. In the first one, the speaker (student) has a lower status and the hearer (teacher) has a higher status. In the second situation, the speaker (supervisor) has a higher status and the hearer (student) has a lower status. Also, in the third situation, the speaker (student) and the hearer (colleague) have equal power status.

The value of politeness in situation (1) is 1.66, in situation (2) is 2.20, but in situation (3) is 2.85. Thus, the degree of politeness in situation (3) among subjects who have equal status is the highest one and the degree of politeness in situation (1) between students and their teachers is the lowest.

As we mentioned, in Leech's terms, in invitations, being more direct is more polite. Therefore, subjects are supposed to be direct in their invitations to be more polite with others. According to Table (6), from speakers' invitations, it is noticed that when they play a role as students to invite their colleagues, they use the directness in their invitations, but when they play a role as supervisors or teachers to invite their students, they use the indirectness in their invitations.

4.1.1 Situation 1 (lower power of speaker)

In situation (1), the speaker is (a student) and the hearer is (a teacher). The degree of politeness is (1.66) the lowest degree of the three situations. The power of the speaker as a student is lower than the power of the hearer as a teacher. All speakers introduced the generosity in their invitations to show politeness when they play a role as students to invite their teachers to the wedding party. This kind of

invitation shows the generosity on the part of the speaker to maximize the benefit to others.

It is supposed that when subjects intend to invite their teachers to an occasion, they tend to use the indirectness and show different redressive actions in their utterances to encourage them to accept the invitation. According to Leech's politeness principle in invitations (1983), whenever speakers use the redressive actions, the utterances will be indirect and less polite.

In situation (1), all speakers used the bald on record strategy with redressive actions in their invitations by using different address forms and various hedging terms like: *hello, good evening, excuse me, dear, Mr., Miss., Sir, teacher, doctor, it would be, it's a pleasure, if you could, I'd like, please, I will be happy, etc.*

The following examples from situation (1) show how speakers used the redressive actions in their invitations when they played a role as students to invite their teachers:

- ***Hello teacher****, my wedding party is next week on Friday evening, here is your invitation card. **It would be a pleasure** for me **if you come***.

- ***Hello teacher****. **I would be** so grateful **if you could** attend my wedding party.*

- ***Hello Sir****, my wedding party next week on Monday evening, **I will be** happy **if you attend***.

- ***Excuse me****; **I would** invite you to my big day next week. **I wish** you **could** come.*

- ***Hello Sir, please*** *join us for our wedding next week on Friday at 7:00 p.m.*

- ***Dear teacher****, **I would like** to invite you to my wedding party that **will** take place next week on Friday.*

The above examples show that speakers used different kinds of redressive actions in their utterances when they played a role as students to invite teachers to be more indirect in their invitations.

In situation (1), it is noticed that most speakers used the approbation maxim (flattery maxim) to maximize the praise of others. They used this maxim to show politeness and praise of the teacher in their invitations like: *you are so kind and the best for me, I appreciate you and I consider you are one of my best teachers, etc.* They attempted to be polite with their teachers by using representative speech acts to encourage them to accept the invitation.

Also, in situation (1), most subjects used the past subjunctive mood such as, *it would be, I would like, would you, could you, etc*. According to Suzuki (2014), people use the past subjunctive mood to show the indirectness in their utterances. Thus, according to Leech's model, in invitations, the more indirect utterance we use, the less polite it will be. However, in this situation, speakers cannot be commanding their teacher.

In addition, it is noticed that most speakers used different modal verbs in their utterances to introduce indirect invitations as *would, will, could, etc*. Speakers attempted to be indirect in their invitations and this corresponds with Brown & Levinson's negative politeness strategy which is (being indirect).

Moreover, most speakers used different address forms to start a conversation with hearers like: *teacher, sir, dear, doctor, etc*. These address forms showed the deference between the speaker and the hearer. This goes in line with Brown & Levinson's negative politeness strategy (giving deference).

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4.1.2 Situation 2 (higher power of speaker)

In situation (2), the speaker is (a supervisor) and the hearer is (a student). The degree of politeness is 2.20 and it is higher than the degree in situation (1) and lower than the degree in situation (3). The power of the speaker as a supervisor is higher than the power of the hearer as a student. Speakers used different politeness strategies in performing invitations when they played a role as supervisors to invite students to a conference.

The speakers (supervisors) attempted to maximize the benefit to hearers (students) to get the advantages of the conference proceedings. They used many expressions in their invitations to motivate the hearers to accept that. For example, they mentioned: *to gain what you want for your courses, it will be helpful for you to develop your papers, it would be a push towards your future, it is a benefit for your courses, etc.*

In this situation (2), several speakers used the bald on record strategy with redressive actions in their invitations. The following examples show how speakers used the redressive actions in their invitations when they played a role as supervisors to invite their students to a conference:

- *My **dear students**, next month there will be a conference, organized by me. So, **I would like** to invite each one of you to gain what you want for your courses.*

- *My **precious students**, I'm organizing a conference next month, so all of you are invited, **I will be happy** to see you there.*

- ***Would you like** to come and join the conference next month? **If so, it would be** a push towards your future.*

- ***It would make me happy** to see you at my conference, **guys**.*

In addition, in situation (2), some speakers used the bald on record strategy (baldy) to be more direct and more polite with the hearers. For example:

- *Next week, the university is holding "..." conference. All of you are welcomed.*

- *How about coming to the conference next month?*

- *Next week, I have a conference and all of you are invited.*

- *You are welcomed to my conference next month.*

Consequently, in situation (2), the speakers used the redressive actions in their invitations to be indirect with others and used the bald on record strategy (baldly) without redressive actions to be more direct and more polite.

It is also noticed that most speakers when they played a role as supervisors, they tried to use different redressive actions to show their feelings to hearers to affect them to accept the invitation. For example, they said: *I will be happy to see you, I will be too glad, it would be such a gift to see you, etc.* In this case, the speaker attempted to share some of his\ her interests with the hearer to show politeness. This goes in line with Brown & Levinson in their positive politeness strategy (Intensifying the interest to the hearer) which indicates that the speaker may share some of his interests with the hearer to emphasize the interest of his own attitudes to the interaction.

Moreover, most speakers used different greeting words and various address forms to start a conversation with the hearers like: *dear students, precious students, guys, hello students, hello sweet guys, folks, etc*. These address terms go in line with Brown & Levinson's negative politeness strategy (giving deference).

In situation (2), most speakers used two modal verbs in their utterances as *would and will*. They introduced indirect invitations to be indirect with the hearers to be in line with Brown & Levinson's negative politeness strategy (being indirect).

4.1.3 Situation 3 (equal power between hearer and speaker)

In situation (3), the speaker is (a student) and the hearer is (a colleague). The degree of politeness is (2.85) the highest degree of all situations. The speaker and the hearer have equal power status. Thus, there is no power, no distance, and no risk between them.

When speakers are closer or equal in aspects, they are supposed to have more direct invitations. Therefore, situation (3), most speakers used the directness in their invitations to be more polite. This goes in line with Leech's model, he confirms that in invitation, the more direct utterance we use, the more polite it will be.

When speakers played a role as (students) to invite their (colleagues) to have a drink in the cafeteria, most of them showed direct utterances by using the bald on record strategy (baldly) in their invitations. For example:

- *I'm thirsty; join me to drink something in the cafeteria.*

- *Come on! Let's drink something in the cafeteria.*

- *I invite you to the cafeteria to have a drink with me.*

- *I'm having a drink at the cafeteria, join me.*

- *I want to drink something in the cafeteria, join me.*

Moreover, most of them use the bald on record strategy with different redressive actions in their invitations as follows:

- ***Hey boys****, **if you** are free, **please** come to the cafeteria to drink something.*

- ***Hey friends****, let's go to the cafeteria to have a drink. **Please**.*

- ***If you** are free, **I'd like to** invite you to drink coffee together in the cafeteria.*

- ***Hey friends, I'd like to** invite you to drink something in the cafeteria.*

- ***My guys, I'd** invite you to drink something in the cafeteria.*

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It is also noticed that, in situation (3), only one student used the off-record politeness strategy to introduce the invitation. She said: *I want to give you something in the cafeteria, let's go.* In this case, the speaker tried to be indirect with the hearer to encourage him\her to accept the invitation.

In situation (3), most speakers when they played a role as students, they attempted to give options to the hearers (colleagues) like: *would you like? Do you have the time? What do you think? Are you free? Can I invite you? etc.* This goes in line with Kuntsi (2012) who showed that in the negative politeness strategies, the speaker draws the attention to the addressee's wants. In this case, speakers try to give options to the hearers, and they don't impose on them to agree. However, in the invitation, if the speaker does not impose on the hearer, the invitation will be weaker and less polite.

Moreover, in situation (3), the invitations are short. Speakers presented the invitation without determining the time or the day and only said: *let's go to the cafeteria, can we go? Come with me, let's go, can I invite you? etc.* This corresponds with Kuntsi's study (2012: 10) which examines that people "convey cooperation with the addressee" to employ the politeness in their conversation based on Brown & Levinson's positive politeness strategy (including both the speaker and the hearer in the activity). In this case, the hearer and the speaker used (let's) which means an inclusive (we) when the speaker means (you) and (me).

4.1.4 Power

The first three situations are related to power. In the first one, the speaker has lower power and the hearer has higher power. In the second situation, the speaker has

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higher power and the hearer has lower power. In the third situation, the speaker and the hearer have equal power.

Firstly, situation (1) states that (Suppose you are a student and you would like to invite your teacher to your wedding party next week. What would you say to him/her?). In this case, the speaker plays a role that he\ she has lower power (student) but the hearer (teacher) has higher power. Secondly, situation (2) states that (Suppose you are a supervisor and you would like to invite your students to your conference next month. What would you say to them?). In this case, the speaker plays a role as he \ she has higher power (supervisor) but the hearer (student) has lower power. Thirdly, situation (3) states that (Suppose you are a student and you would like to invite your colleagues to drink something at the cafeteria. What would you say to them?). In this case, the speaker and the hearer have equal power.

Table (6) shows that the degree of politeness in situation (1) is 1.66, in situation (2) is 2.20, but in situation (3) is 2.85. Thus, the degree of politeness in situation (3) among subjects who have equal status is the highest one and the degree of politeness in situation (1) which occurred between students and their teachers is the lowest.

As shown in Table (6), when speakers have lower social power as (students) and they want to invite persons of higher social power as (teachers) as shown in situation (1), they use different kinds of redressive actions to be more indirect in their utterances.

Moreover, most speakers who have higher social power as (supervisors) when they want to invite their (students) who have lower social power as shown in situation (2), they use both the direct and indirect utterances in their invitations.

Also, as shown in the situation (3), when speakers and hearers have equal power status and they are familiar to each other, they present their invitations in the direct and polite way.

Power plays a significant role among speakers and hearers and gives the person the freedom to be polite or impolite in his\her utterances. In this study, power affects speakers who have equal power to be more direct with each other and it affects speakers who have unequal power to be more indirect with each other. When speakers and hearers have equal power, they tend to be direct in their invitations, but when they have unequal power, they tend to use more redressive actions and be more indirect in their invitations. Thus, the more direct utterance we use, the more polite it will be. In this case, speakers show politeness in social interaction depends on the speakers' relationship with the hearer and on the social context.

In general, in the first three situations, most subjects started their invitations by showing greeting words to get the others' attention and to show their interests for the invitation. Greeting is a part of any social interaction and it is used to respect the hearers' faces and to keep calm in the conversation. Also, most of them used different address forms in their invitations like: *Sir, Mr., Miss, teacher, doctor, dear, students, guys, boys, girls, etc.* This goes in line with Brown & Levinson's negative politeness strategy (giving deference). However, the cost-benefit scale does not take into account the address terms or any politeness strategies in the introduction of invitations.

4.2 Politeness in situation four and five

Situation four and five are related to gender. In the fourth situation, the speaker is (male student) and the hearer is (female colleague). In the fifth situation, the speaker is (female student) and the hearer is (male colleague).

Table 7: The degree of politeness in the fourth and fifth situations

	Situations	Pol. Value (Leech)
4	Suppose you are a male and you want to invite your colleague female to have dinner with you. What would you say to her?	2.36
5	Suppose you are a female and you want to invite your colleague male to have breakfast with you. What would you say to him?	2.71

4.2.1 Situation 4 (male to female)

In situation (4), the speaker is (a male) and the hearer is (a female). The degree of politeness in situation (4) is 2.36 and it is lower than the degree in situation 5 (2.71). All speakers introduced the generosity in their invitations to show politeness when they played a role as (male students) to invite their (female colleagues) to have dinner.

The speakers (male students) tried to maximize the benefit to their colleagues to come and have dinner. Using the directive speech act in situation (4) indicates that the speaker is being tactful in his utterance, and he is less imposing on the hearer (female colleague). Thus, the degree of politeness in situation (4) will decrease.

In situation (4), most speakers when they played a role as (male students) started their invitations by using different greeting words and address forms to get their female colleagues' attention and to show their interests for accepting the invitation, like: *hello, hello girl, hello friend, excuse me, dear friend, good morning girl, hi mate, etc.* This goes in line with the negative politeness strategy (giving deference).

Moreover, in situation (4), most speakers used the negative politeness strategy which is (using questions and hedges). The speaker used hedges and questions in the utterances to provide the hearer the option to say (yes) or (no), like: *Would you please*

have dinner with me? Would you like to eat something with me? Would you mind going with me? etc. This means that the invitation is less strong and less polite.

It is also noticed that some speakers used the word *let's* in their invitations. This term means that speakers want to do the same thing and go to the same place. This goes in line with Brown & Levinson's positive politeness strategy (Including both the speaker and the hearer in the activity) which indicates that both the hearer and the speaker use an inclusive (let's) form when the speaker means (you) and (me).

It is supposed that when speakers (male colleagues) intend to invite their (female colleagues), they tend to use different redressive actions in their utterances to promte them to accept the invitation. As we mentioned, according to Leech's model in invitations, whenever speakers use the redressive action, the utterance will be indirect and less polite.

In situation (4), most subjects used the bald on record strategy with redressive actions in their invitations as follows:

- **Hello**, **it would be** *a pleasure* **if you** *accept my invitation to have dinner this evening.*

- **I will be over the moon** *(happy)* **if you accept** *my dinner invitation tonight.*

- **Excuse me, if you don't mind** *and you have nothing to do,* **would you please** *have dinner with me.*

- **Hi mate, would you like to** *eat something with me this evening?*

- **Hey darling, would you like** *to go to have dinner with me?*

Also, in situation (4), some speakers used the bald on record strategy (baldly) as follows:

- *I invite you to have dinner with me today.*

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- *We want to go out and have some dinner. Come with us.*

- *Come to have dinner with me.*

- *Come and have dinner with me in the cafeteria.*

The above examples are strong invitations. When speakers use direct invitations without any options to the hearers, the invitations become strong and more direct.

Therefore, in situation (4), 93.33 % of speakers used the bald on record strategy with redressive actions in their invitations to be more indirect with others and 6.66 % of speakers used direct utterances to be more direct and more polite in their utterances like the above examples.

Moreover, in situation (4), it is noticed that most speakers used different arguments as a way to show politeness when they invited others like: *I want to take you to meet my family and have dinner with them, come to have dinner with us this night, I would like to invite you to my home to have dinner with us, etc.* Therefore, speakers claim that they invite the hearers to their own homes and have dinner with their families to attract them to accept the invitation.

4.2.2 Situation 5 (female to male)

In situation (5), the speaker is (a female) and the hearer is (a male). The degree of politeness in this situation is 2.71 which is higher than the degree in situation 4 (2.36). All speakers showed politeness in their invitations when they played a role as female students to invite their male colleagues to have breakfast.

It is also noticed that when speakers played a role as (female colleagues) to invite their (male colleagues), they tried to stick the tact maxim in their invitations to show the politeness strategies and to maximize the benefit to the hearers to have breakfast with them.

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In situation (5), the degree of politeness is higher than the degree in situation (4). Speakers in situation (5) used less redressive actions to be more direct with the hearers and more polite in their invitations. Some of them used week invitations with different options to be more indirect.

The following examples show the redressive actions in their invitations:

- ***Excuse me, if you don't mind*** *and you have nothing to do,* ***would you please*** *have breakfast with me. (week invitation)*

- ***Hello, would you like*** *to have breakfast with me? (week invitation)*

- ***Good morning mate, would you like*** *to have breakfast with me? (week invitation)*

- ***Hello dear, are you free? It will be my pleasure if you share*** *breakfast with me. (week invitation)*

Moreover, most speakers used the bald on record strategy (baldly) without redressive actions to show politeness and directness in their strong invitations as follows:

- *Join me to have our breakfast in the cafeteria.*

- *Come with me to the cafeteria to have breakfast.*

- *I want to invite you to have breakfast.*

- *I am going to the cafeteria to have breakfast, join me.*

- *I am so hungry. Join me to have breakfast.*

71.6 % of speakers (female colleagues) in situation (5) used the bald on record strategy with redressive actions to be more indirect with the hearers (male colleagues) and 28.33 % of speakers used the bald on record strategy (baldly) without redressive actions to be more direct and more polite.

Also, in situation (5), most speakers utilized the modal auxiliaries in their invitations like: *could, can, would, will, may, etc*. Boncea (2013) points out that the

modal verbs encourage speakers to express their ideas in an indirect way and reveal their attitudes to the hearers. Thus, the modal verbs are considered hedging devices to minimize the threat to the hearer's negative face. Using hedging in the utterances is considered as a negative politeness strategy according to Brown & Levinson's theory.

Using the hedges between speakers and hearers in their utterances as mentioned in Boncea's study (2013) represents a high degree of efficiency in social interaction by demonstrating the ability to express degrees of certainty. Thus, politeness and hedging play an important role in social interaction to save the faces from others' behaviors.

Furthermore, most speakers when they played a role as (female students) to invite their (male colleagues) tried to give different options for them. Any time the speaker gives options in the invitation, the invitation becomes weaker like: *Can you join me? Would you like? Are you free? What do you think? etc*. It goes in line with Brown & Levinson's negative politeness questioning strategy.

It is also noticed that most speakers when they played a role as (female students) started their invitations by showing greeting words and different address forms to get their male colleagues' attention like: *hi mate, hello friend, hello dear, good morning friend, etc*. It corresponds with negative politeness strategy (giving deference).

In situation (5), most speakers used different arguments as a way to show politeness and to promote the hearers to accept the invitations such as, *can we discuss the topic we talked about on breakfast tomorrow, I am very hungry and I do not like to eat alone, I need to explain some points with you, etc*.

4.2.3 Gender

Situations 4 and 5 are related to gender. Table (7) shows that the degree of politeness in situation (4) is 2.36 and in situation (5) is 2.71. It is supposed that females should be more indirect in their invitations due to their nature and the finding is unexpected. It revealed that females make invitations with more direct speech act and this means that such females are more open for today's generations than the past's generations. In the past, girls were usually shy and they didn't even dare to invite friends.

The degree of politeness in situation (5) when speakers played a role as (female students) to invite (male colleagues) is higher than the degree of politeness in situation (4) when speakers played a role as (male students) to invite (female colleagues). On one hand, in situation (4), 93.33 % of speakers used the bald on record strategy with redressive actions in their invitations to be more indirect with others and 6.66 % of speakers used the bald on record strategy (baldly) to be more direct and more polite in their invitations. On the other hand, in situation (5), 71.6 % of speakers used the bald on record strategy with redressive actions to be more indirect with the hearers and 28.33 % of speakers used the bald on record strategy (baldly) to be more direct. Thus, gender plays an important role to determine the degree of politeness between speakers and hearers in their invitations.

It is noticed that when speakers played a role as female students, they used less redressive actions and be more direct in their invitations to invite their male colleagues. On the other hand, when speakers played a role as male students to invite their female colleagues, they used more redressive actions in their utterances.

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In situations (4) and (5), all speakers presented their invitations in different ways. They started the invitations with different greeting words and various address forms, presented some details on the place where the invitation will be held to encourage the hearers to accept the invitation, and granted the hearers many choices to have the right to accept or reject the invitation. Finally, most of them in these situations used different arguments as a way to show politeness when they invited others.

Also, all speakers used different politeness strategies in their invitations in both situations. They used the bald on record strategy (baldly), positive politeness strategies, and negative politeness strategies.

4.3 Politeness in situation six and seven

Situation (6) and situation (7) are related to age. In the sixth situation, the speaker played a role as an old one (a grandmother) to invite the hearers (grandsons) who are young ones, but in the seventh situation, the speaker played a role as (a young person) to invite his\ her (grandparents) who are old ones.

Table 8: The degree of politeness in the sixth and seventh situations

	Situations	**Pol. Value (Leech)**
6	Suppose you are a grandmother and you want to invite your grandsons to your home to watch a movie. What would you say to them?	2.64
7	Suppose you would like to invite your grandparents to your home to watch a film. What would you say to them?	2.81

The value of politeness in situation (6) is 2.64 and in situation (7) is 2.81. The degree of politeness is high in both situations but in situation (7) when speakers

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played a role as young persons, the degree of politeness is higher than the degree in situation (6) when speakers played a role as old ones by 0.17 percent.

4.3.1   Situation 6 (old to young)

In situation (6), the speaker is a grandmother and the hearer is a grandson. The degree of politeness is 2.64. All speakers tend to show politeness in their invitations when they played a role as old persons to invite their grandsons to watch a movie in their homes.

It is expected that when old persons intend to invite other young persons, they may tend to use direct invitations without using redressive actions. However, in situation (6), most speakers used different redressive actions in their invitations and the others used the bald on record strategy (baldly) without any redressive actions.

The followings are examples that show how speakers used the direct utterances in their invitations:

- *Listen. Come to my place today in order to watch a movie. I miss you all.*

- *I want to invite you to have a good night and watch an interesting movie with some grandma delicious dishes.*

- *Come to my home to watch a movie together this evening.*

Also, most speakers used the indirectness in their invitations by showing different redressive actions in their utterances as follows:

- *My **sweet children**, you are **perfect people**. **Can you** come to my home to watch a movie together?*

- ***Hello grandsons**. Are you free? **I'd like to** invite you to watch a movie together and eat popcorn.*

- *Dear grandsons, it would be* so lovely *if you come* to my house and watch a movie with me.

- *Beautiful kids*, *I will be happy if you have time* to watch a movie with me tonight.

In situation (6), the speakers (grandmothers) showed politeness to the hearers in different ways. Firstly, they used different greeting words and address forms to get their attention and to show respect to the hearers' faces. For example, they said: *hello grandsons, my sweet children, my lovely grandsons, good evening, dear loves, beautiful kids, etc*. In this case, they used the negative politeness strategy (giving deference). Also, most of them granted the hearers different options in the invitations to be more indirect. It corresponds with negative politeness strategies (using questions and hedges and being indirect). For example, they said: *Can you? Will you? Would you? Are you free? etc*. According to Leech's scale, in invitations, if the speaker gives many options to the hearer, the invitation becomes weaker and less polite.

Moreover, most speakers when they played a role as (grandmothers) presented their invitations with some details on the time and the place to be direct and more polite with others. They mentioned that the movie will be at home *this evening, tonight, today, tomorrow, this afternoon, etc.* These details encourage the hearers to accept the invitation.

In situation (6), It is also noticed that most speakers used the negative politeness strategy (minimizing the imposition on the other person) in their invitations to pay attention to the hearer's negative face by avoiding imposing on him like: *I will be happy If you have time to watch a movie, If you are free, If you don't mind, etc.* However, as we mentioned, according to Leech, if you impose in your invitation, the invitation becomes more polite.

4.3.2　Situation 7 (young to old)

In situation (7), the speakers are grandsons and the hearers are grandparents. The degree of politeness is 2.81 and it is higher than the degree in situation (6). All speakers intend to show politeness when they played a role as young persons to invite their grandparents to watch a film in their homes.

It is supposed that when grandsons intend to invite their grandparents, they may tend to use the indirectness and show different redressive actions in their utterances. According to Leech's politeness principle, in invitations, whenever speakers use the redressive action, the invitation will be indirect. The following examples show how speakers used the indirect utterances in their invitations:

- ***Would you like** to watch an awesome film in my home **if you are not busy**, my lovely grandparents?*

- *Hello, lovely grandparents. **If you are not tired, I am happy to** invite you to watch a film with me in my home.*

- ***Sweet grannies**. **Please** come today to my place to watch a movie.*

- ***Grandpa, grandma**, **can you** join us tomorrow to watch such a nice film, **please**?*

- ***Hello,** my **second family**, my **unique people**. There is a gorgeous film that I don't watch, **it would be excited** to watch it with you, **please** come.*

In situation (7), it is also noticed that only one speaker used the bald on record strategy (baldly) to be direct and more polite in the invitation. He said: *Come to watch a dramatic film together this night.*

In situation (7), some speakers used the approbation maxim (flattery maxim) in their invitations to show politeness and to praise hearers (grandparents), such *as my*

second family, my unique people, and the best grandparents at all. They attempted to be polite in their utterances to praise others and affect them to accept the invitation.

Moreover, in situation (7), the speakers (grandsons) showed politeness to the hearers (grandparents) in different ways. Firstly, they started their invitations by using different greeting words and address forms to show the appreciation to the hearers' faces like: *sweet grannies, hello lovely grandma, hello grandparents, dear grandparents, dear loves, etc*. They used the negative politeness strategy which is (giving deference). Secondly, most of them showed their positive feelings to the hearers to affect them and accept the invitations, such as *I am happy to invite you, we will have good time, I missed you so much, I would be so delighted if you can, I would be extremely happy, etc.*

Furthermore, most speakers presented their invitations with some details on the time and the place. They mentioned that the film will be at home *today, this evening, tonight, tomorrow, this afternoon, etc.* These details motivate hearers to accept the invitation and come on time. Also, to show politeness, most of them utilized the modal verbs in their invitations, such as *can, could, would, will, may, etc.* They tend to express their ideas in an indirect way to the hearers to minimize the threat to their negative faces. It goes in line with the negative politeness strategies.

In situation (7), most speakers paid attention to the hearers' wants. They presented different ideas to encourage the hearers to accept the invitations, such as *I know you like old romantic films, you can choose any film you wish, I will prepare some popcorn, I will let you choose the film this time, there is a gorgeous film that I don't watch, etc.* It corresponds with Brown & Levinson's positive politeness strategy (1987) "noticing and attending to the hearers". The speakers grant their attention to

the hearers' wants and give them different ideas to choose what they want. In this case, the invitation becomes strong and more polite.

4.3.3 Age

Situation (6) and situation (7) are related to age. In the sixth situation, the speaker is assuming an old one and the hearer is assuming a young one. On the other hand, in the seventh situation, the speaker is a young one and the hearer is an old one.

Firstly, situation (6) states that (Suppose you are a grandmother and you want to invite your grandsons to your home to watch a movie. What would you say to them?). The speaker plays a role that he\ she is an old one (grandmother) but the hearer (grandson) is a young one.

Secondly, situation (7) states that (Suppose you would like to invite your grandparents to your home to watch a film. What would you say to them?). In this case, the speaker plays a role as he \ she is a young one (grandson) but the hearer (grandparent) is an old one.

As shown in Table (8), it is noticed that the degree of politeness is high in both situations. In situation (8), the degree of politeness is 2.64 and in situation (7), the degree of politeness is 2.81.

All speakers in both situations used different kinds of politeness strategies, such as the bald on record strategy (baldly), positive politeness strategies, and negative politeness strategies.

4.4 Politeness in situation eight, nine, and ten

The last three situations are related to distance. In the eighth situation, the speaker and the hearer played a role as students. They are in the same social status

and there is no distance between them. In the ninth situation, the speaker played a role as an employee and the hearer as a boss, but in the tenth situation, the speaker played a role as a boss and the hearer as an employee. In both situations, speakers and hearers have different power status and there is a distance between them.

Table 9*:* The degree of politeness in the last three situations

	Situations	**Pol. Value (Leech)**
8	Suppose you would like to invite your colleagues to your birthday party at your home next month. What would you say to them?	2.08
9	Suppose you are an employee and you want to invite your boss to drink coffee. What would you say to him/her?	2.05
10	Suppose you are a boss and you want to invite an employee to a job interview. What would you say to him/her?	2.25

The degree of politeness in situation (8) is 2.08, in situation (9) is 2.05, but in situation (10) is 2.28. The degree of politeness in these situations is almost the same which is (2.0). All speakers used different kinds of politeness strategies. For instance, they used the bald on record strategy without redressive actions to be more direct, and used positive and negative politeness strategies to be more indirect in their invitations.

4.4.1 Situation 8 (equal distance between speaker and hearer)

In situation (8), the speaker is (a student) and the hearer is (a colleague). The degree of politeness is 2.08. The speaker and the hearer have equal status and there is no power, no distance, and no risk between them.

It is supposed that when colleagues intend to invite each other to an occasion, they tend to be direct and concise in their invitations. In this situation, some speakers used the directness and the others used the indirectness in their invitations.

When speakers played a role as (students) to invite their (colleagues) to their birthday party at their homes, most of them used the direct utterances in their invitations as follows:

- *Everyone is invited to my birthday party. Come to celebrate with me.*

- *Next month, I am organizing my birthday party. All of you are welcomed.*

- *All of you are invited to my birthday next month. Don't forget that.*

- *Guess what?! I'm having my birthday party next month. Everyone is invited.*

Moreover, some of them used the indirectness in their invitations by introducing various redressive actions as follows:

- ***Hello guys****, I'm having my birthday party next month, I'm sure that **it will be** the craziest party ever. Each of you is invited and **if you know** anyone interested, get her/ him with you, I'm waiting for you, **lovely friends.***

- ***Hello****, my **sweet colleagues***, *I am pleased to invite you for my birthday next month, **please** come.*

- ***Hey guys****! Next week is my birthday and I want to have a party. **Would you like** to come and celebrate my birthday party?*

- ***I will be really glad if you come** to my birthday party, **dear friends.***

In situation (8), most speakers started their invitations by showing greeting words to get the others' attention and to show their interests for accepting the invitation, such as *hello, hey, dear, hi, good morning, hey, etc.* The greeting words are important to start any conversation to respect the hearers' faces.

Also, most of them used different address forms to start a conversation with the hearers like: *guys, colleagues, friends, dear, etc.* It goes in line the negative politeness strategy (give deference).

Moreover, it is noticed that most speakers when they played a role as students, they tried to use different redressive actions to show their feeling to the hearers to affect them and accept the invitation, such as *I'll be very glad, I'm so excited, I will be happy to invite you, I'll be so happy, etc.* The speakers attempted to share some of his\ her interests with the hearers to show politeness for them. It goes in line with the positive politeness strategy (Intensifying the interest to the hearer).

In addition, most of them used the negative politeness strategy (questioning) to provide the hearers the option to say (yes) or (no). For instance, they said: *would you like, can you, what about, etc.* In this case, they used the negative politeness strategy and the invitation became weaker.

It is noticed that most speakers followed the tact maxim in their invitations. Leech (1983) says that in the tact maxim, the speakers used the illocutionary act to minimize the cost and maximize the benefit to others. On the other hand, in situation (8), most speakers tried to maximize the cost to others in their invitations, such as *don't come without your gifts, don't forget the gifts, come with the gifts, etc. They maximized the costs to the hearers and required the gifts.*

4.4.2 Situation 9 (there is a distance between speaker and hearer)

In situation (9), the speaker is an employee and the hearer is a boss. The degree of politeness is 2.05. There are distance and power between the speaker and the hearer.

It is supposed that when employees intend to invite their boss, they may tend to be indirect in their utterances. In situation (9), all speakers used the bald on record strategy with redressive actions to be more indirect.

The following examples show how speakers used the redressive actions in their invitations when they played a role as employees to invite the hearers (their bosses) to such a place to drink coffee:

- *Hello Sir, it will be a pleasure if you* *have a cup of coffee with me.*

- *Good evening my boss. Would you like to* *drink a cup of coffee with me to have a nice break from work?*

- *Hello Sir, I will be happy if you accept* *my invitation to drink coffee with me.*

- *Good morning Sir, I wondered* *if you can* *drink coffee with me,* *please.*

- *Dear Boss, would you like to* *have some coffee with me?*

In situation (9), the speakers used positive and negative politeness strategies in their invitations as follows:

Firstly, they used the negative politeness strategy as using in-group identity markers by showing two address forms in their invitations as *"sir" and "boss"*. Secondly, they used the negative politeness strategies like *using questions and hedges.* For example, they used *can, would, will, may, please, etc.* In this case, they express their ideas in an indirect way to the hearers to provide them the option to say (yes) or (no) and to minimize the threat to their negative faces.

4.4.3   Situation 10 (there is a distance between speaker and hearer)

In situation (10), the speaker is a boss and the hearer is an employee. The degree of politeness is 2.25. The speaker has higher power and the hearer has lower power and there is a high distance between them.

It is supposed that, when speakers have higher power and they intend to invite others, they tend to use direct invitations without redressive actions. However, in this situation, all speakers used the bald on record strategy with redressive actions in their invitations. The following examples show how speakers used indirect speech acts when they played a role as bosses to invite the hearers their employees to come to the job interview:

- ***Hello dear***, *I need an employee,* ***would you like to*** *come to a job interview?*

- ***Good morning dear, please*** *come to my office tomorrow to see you and to make a job interview.*

- ***Dear hardworking employee***, *there is a job interview that I want to invite you to.*

- ***Hello dear, if you are free***, *I want to invite you tomorrow for a job interview.* ***Please*** *come on time.*

- ***Hello employee***, *I will make an interview for work tomorrow.* ***I'd like to*** *invite you to be in my office early.*

As situation (9), in situation (10), the speakers used positive and negative politeness strategies in their invitations as follows:

Firstly, they used the negative politeness strategy (give deference) by showing different address forms in their invitations like: *dear, employee, hardworking employee, outstanding employee, etc.* Secondly, they used the negative politeness strategy (being indirect) by using the modal verbs *would, will, can* to show the indirectness in their utterances.

4.4.4 Distance

Situations (8), (9) and (10) are related to distance. In the eighth situation, the speaker and the hearer have the same social status and there is no distance between

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them. In ninth and tenth situations, the speaker and the hearer have different social status and there is a distance between them.

As shown in Table (9), it is noticed that the degree of politeness is almost the same in these situations which is (2.0). In situation (8) is 2.08, in situation (9) is 2.05, but in situation (10) is 2.28.

All speakers in these situations used different kinds of politeness strategies. For example, they used the bald on record strategy (baldly), positive politeness strategies and negative politeness strategies.

Consequently, when speakers played a role as colleagues to invite each other and there is no distance between them, they tend to use the direct and indirect speech acts in their utterances. On the other hand, when speakers and hearers have different social status and there is a distance and power between them, they tend to be indirect in their utterances.

4.5 Politeness in all situations

Table 10: The degree of politeness in all situations from the highest to the lowest

NO	Factor	Situations	Pol. Value (Leech)
3	Power	Student to Colleague (equal power between speaker and hearer)	2.85
7	Age	Grandson to Grandparents (young one to old one)	2.81
5	Gender	Female to Male	2.71
6	Age	Grandmother to Grandson (old one to young one)	2.64
4	Gender	Male to Female	2.36

10	Distance	Boss to Employee (high distance between speaker and hearer)	2.25
2	Power	Supervisor to Student (higher power of speaker)	2. 20
8	Distance	Colleague to Colleague (equal power between speaker and hearer)	2.08
9	Distance	Employee to Boss (high distance between them)	2.05
1	Power	Student to Teacher (lower power of speaker)	1.66

Table (10) shows that the degree of politeness in situation (3) is the highest and in situation (1) is the lowest. Both situations are related to power, situation (1) from a student to a teacher and situation (3) from a student to a colleague.

As we mentioned, Leech in his politeness principle (1983) found that in invitations, when speakers used the direct utterances, the degree of politeness will increase and when they used the indirect utterances, the degree of politeness will decrease.

On one hand, in situation (1), the degree of politeness is lower because all speakers used the bald on record strategy with different redressive actions to be more indirect with their teachers. On the other hand, in situation (3), the degree of politeness is higher because almost all speakers used the bald on record strategy (baldly) without any redressive action to show politeness to their colleagues and to be more direct and more polite in their invitations. Thus, the more direct utterance we use, the more polite it will be.

For politeness strategies, all speakers used bald on record strategy (baldly) in all situations to be more direct in their invitations except in situation (1) and in situation (9). As shown in Table (10), both situations (1) and (9) have the lowest degree of politeness. All speakers used the redressive actions in these situations with their teachers and their bosses. When speakers used more redressive actions, they tend to be indirect with others. Thus, it is expected that when students invite other teachers and bosses, they tend to use the indirectness in their invitations. According to Leech, in invitations, the more indirect invitation we use, the more polite it will be.

It is also noticed that most speakers used the bald on record strategy with redressive actions in all situations. When speakers used redressive actions, they tend to be more indirect in invitations. Thus, almost all of them tried to be indirect in their utterances by using different past subjunctive moods, greeting words, address forms, modal verbs, questions, hedges, etc.

For the differences that exist among subjects in relation to gender, age, power, and distance in performing invitations, it is noticed that power affects speakers who have equal power to be more direct with each other. Also, power affects speakers who have unequal power to be more indirect with each other. When subjects have equal power, they tend to be direct in their invitations, but when they have unequal power, they tend to use more redressive actions in their invitations and be more indirect. Thus, according to Leech, in invitations, when we use direct utterances, the invitations will be more polite.

Secondly, it is noticed that gender affects speakers when they played a role as female students to be more direct in their invitations to male students, and it affects them when they played a role as male students to be more indirect in their utterances with their female students.

Thirdly, the degree of politeness is almost the same in situations (6) and (7) which are related to age. It is noticed that speakers and hearers use direct and indirect utterances in their invitations and the difference between them is not big.

Finally, the degree of politeness is almost the same in situations (8), (9), and (10). When speakers played a role as colleagues to invite each other and there is no distance between them, they tend to use direct and indirect invitations. Also, when speakers and hearers played a role as they have different social status, they tend to use more redressive actions in their utterances and the invitations become more indirect.

Chapter Five: Summary and Conclusion

Summary and Conclusion

The present study was designed to achieve the following objectives: (1) to find out the politeness strategies that are used by Palestinian speakers of English when performing invitations and (2) to examine the differences that exist among them in relation to gender, age, power, and distance in performing invitations.

The hypotheses of the study were that Palestinian speakers of English use different politeness strategies depending on relationships between the speaker and the hearer and variations in invitations depend on the variables of gender, age, power, and distance.

The present study was conducted at Hebron University. It utilized qualitative and quantitative research methods. The subjects were 60 undergraduate students (30 females and 30 males) enrolled in different English courses.

The instrument was designed by the researcher, and it contained ten situations in relation to gender, age, distance, and power. The role-playing method was used to examine the politeness strategies that are adopted by Palestinians in performing invitations and to determine the differences that exist among them in relation to gender, age, distance, and power. In the role-playing method, the first three situations were related to power, the next two situations were related to gender, the sixth and the seventh situations were related to age, and the last three situations were related to distance.

The theoretical framework that was employed in this study focused on Leech politeness principle (1983) which says in invitations, politeness goes higher when speakers use the direct utterances, and it goes lower when speakers use the indirect utterances. Thus, Leech's politeness scale was used in this study to find the degree of politeness. This study also mentioned that Brown & Levinson's theory (1978) says

that speakers may use different politeness strategies in their invitations, such as the bald on record strategy (baldly), the bald on record strategy with redressive actions, the positive politeness strategy, the negative politeness strategy, and the off-record strategy. Therefore, Brown & Levinson's politeness theory was used in this study to find the politeness strategies that are used by Palestinians in their invitations.

Moreover, in this study, there are three factors that affect speakers to choose the politeness strategy used in their invitations depending on the hearer's status and the relationship between the speaker and the hearer. These factors are power, gender, age, and distance.

It is noticed that the degree of politeness is the highest in situation (3) and the lowest in situation (1). Situation (1) is from a student to a teacher, situation (3) is from a student to a colleague, and they are related to power. In situation (1), all speakers used the bald on record strategy with different redressive actions to be more indirect with their teachers but in situation (3), almost all speakers used the bald on record strategy (baldly) without redressive action to be more direct with their colleagues. Thus, the more direct utterance we use, the more polite it will be.

In light of the discussion, it is noticed that all speakers in all situations used different politeness strategies as follows:

1. Bald on record strategy (baldly):

According to Brown & Levinson (1987), the bald on record strategy is a direct and clear way to say something in a concise way without using the redressive action. In the present study, all speakers used this strategy to be more direct and more polite in their invitations except in situation (1) and situation (9) which have the lowest degree of politeness.

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2. Bald on record strategy without redressive actions:

Almost all speakers used the bald on record strategy with different redressive actions in all situations to be more indirect in their utterances. They attempted to be indirect in their utterances by using various positive and negative politeness strategies in their invitations as follows:

- **Positive politeness strategy:**

The positive politeness strategy indicates that the speaker shows respect to the hearer and confirms that the relationship between them is friendly. In the present study, most speakers used different positive politeness strategies in their invitations like: noticing and attending to the hearer, including both the speaker and the hearer in the activity, intensifying interest to the hearer, etc. When the speaker uses positive politeness strategies in his\her invitation, the invitation becomes strong and it is more polite.

- **Negative politeness strategy**

The negative politeness strategy indicates that the speaker recognizes the hearer's face in some way and tries to impose on him\her in another way. The present study showed that most speakers used different negative politeness strategies in their invitations like: Being indirect, using questions and hedges, giving deference, minimizing imposition on the other person, etc. When the speaker uses negative politeness strategies in his\her invitation, the invitation becomes weaker and it is less polite.

3. Off-Record strategy:

The off-record indirect strategy indicates that the speaker says something in an indirect way. It is used to give the impression that the speaker does not take the responsibility for doing FTA and to let the hearer determine how to explain the utterance. In this study, only one speaker in situation one used this strategy in an indirect way to affect the hearer to accept the invitation. Thus, avoiding using this strategy in this study is not expected. By using this study, subjects may tend to be more indirect in their invitations to promte others to accept their invitations.

In addition, in light of the discussion, it is noticed that there are some factors that affect the degree of politeness and the politeness strategies that are shown in speakers' invitations as follows:

1. Power:

Power gives the person the freedom to be polite or impolite in his\her utterances. In this study, power affects speakers who have equal power to be more direct with each other and it affects speakers who have unequal power to be more indirect with each other. When speakers and hearers have equal power, they tend to be direct in their invitations, but when they have unequal power, they tend to use more redressive actions in their invitations and be more indirect. Thus, the more direct utterance we use, the more polite it will be. All speakers in the first three situations used different politeness strategies in their invitations.

2. Gender:

In this study, gender affects speakers when they played a role as female students to be more direct in their invitations with male students, and it affects persons when they played a role as male students to be more indirect in their invitations with female students. The finding is unexpected for Arabic culture. It is supposed that females

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tend to be more indirect in their invitations with males. In this study, most females presented their invitations with more direct utterances and this means that such females are more open for today's generations than the past's generations.

3. **Age**:

   The current study shows that age affects speakers to be more polite to the person who is older but the difference in the politeness degree in both situations is not big. All of them used different politeness strategies in situations (6) and (7).

4. **Distance**:

   The current study shows that the distance affects the politeness strategies that are used by speakers in their invitations. The degree of politeness in the last three situations is almost the same. When speakers played a role as colleagues to invite other colleagues and there is no distance between them, they used the direct and indirect invitations and when they played a role as bosses and employees to invite each other and there is a distance between them, they used the indirectness in their invitations.

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Appendix 1: The role-playing situations for students

The purpose of using role-playing situations is to identify the politeness strategies that are used by Palestinian speakers of English and to examine the differences that exist among them in relation to gender, age, and social status in performing invitations. This role-playing contains (10) situations which are considered relevant for invitations. Please read these situations carefully and answer PART I and PART II. Your answers will be kept strictly confidential and anonymous.

PART I: Please, tick (✓) in the appropriate box.

Gender :	□	**Female**	□	**Male**

PART II: Answer the following situations as requested?

1. Suppose you are a student and you would like to invite your teacher to your wedding party next week. What would you say to him/her?

   _____

   _____

2. Suppose you are a supervisor and you would like to invite your students to your conference next month. What would you say to them?

   _____

   _____

3. Suppose you are a student and you would like to invite your colleagues to drink something at the cafeteria. What would you say to them?

_____

_____

4. Suppose you are a male and you want to invite your colleague female to have dinner with you. What would you say to her?

_____

_____

5. Suppose you are a female and you want to invite your colleague male to have breakfast with you. What would you say to him?

_____

_____

6. Suppose you are a grandmother and you want to invite your grandsons to your home to watch a movie. What would you say to them?

_____

_____

7. Suppose you would like to invite your grandparents to your home to watch a film. What would you say to them?

_____

_____

8. Suppose you would like to invite your colleagues to your birthday party at your home next month. What would you say to them?

_____

_____

9. Suppose you are an employee and you want to invite your boss to drink coffee. What would you say to him/her?

_____

_____

10. Suppose you are a boss and you want to invite an employee to a job interview. What would you say to him/her?

_____

_____

Appendix 2: Situation (1)

Situation (1): Suppose you are a student and you would like to invite your teacher to your wedding party next week. What would you say to him/her?

	Subjects' Answers
1	Hello teacher, my wedding party is next week on Friday evening, here is your invitation card. It would be a pleasure for me if you come.
2	Hello teacher. I would be so grateful if you could attend my wedding party. It will be on the first of May. Here is your card.
3	Hello Sir, my wedding party next week on Monday evening, I will be happy if you attend.
4	Excuse me; I would invite you to my big day next week. I wish you could come.
5	Hello Sir, please join us for our wedding next week on Friday at 7:00 p.m.
6	Hello Mr., it would be a great honor for me to invite you to attend my wedding party next week.
7	Hello Mr., It's a pleasure for me that you come to my wedding party next week on Friday at 6:00 p.m.
8	Hello teacher, my wedding party is next Friday. I will be very pleased with your presence.
9	It would be my pleasure if you could come to my wedding party next week, Sir.
10	Dear teacher, my wedding party is on Sunday evening. I will be happy if you could come, please.
11	Hello teacher, I have the honor to invite you to my wedding party next week on Wednesday.
12	Hello teacher, I would like to come to my wedding party this week on Friday at 6:00 p.m.
13	Hello. I'd like to invite you to my wedding party next week evening and it would be my pleasure to attend.
14	Dear teacher, I would like to invite you to my wedding party that will take place next week on Friday.
15	Dear teacher, next Friday, I am honored to invite you to my wedding party.
16	Hello teacher, I'd like to invite you to my wedding next week at 7:00 p.m.
17	Hi Doctor. Would you please come to my wedding party next Friday? I will be very happy if you come.
18	Dear teacher, you are so kind and the best for me, I would be happy if you come to my wedding party next week at 8:00 p.m.
19	Dear teacher, it would be nice if you come to my wedding party next Friday and share the happiest moments with me.

20	I appreciate you and I consider you are one of my best teachers, I wholeheartedly want to see you in my big day next month on Friday evening. Please try to come to the wedding.
21	I would be glad if you could come to my wedding party next Friday, Sir.
22	Good morning Mrs. I would like to tell you that my wedding party is going to be next week on Friday. I would have the honor if you attend.
23	Hello Doctor, could you please come to my wedding, it's next week.
24	Dear Mr., I gladly invite you to my wedding next week. I will be happy if you could light my night.
25	My teacher, my wedding party next Friday, I hope you can come.
26	Dear teacher, it would be a pleasure to see you at our wedding party next week to share the happiest moments with us, please come.
27	Good morning teacher, It would be a pleasure for me if you come to my wedding party. It is next Friday at 5:00 p.m.
28	My teacher, you are very modest. I hope to come to my wedding party to make my day. It is next week at 7:00 p.m.
29	Dear teacher, It would be a pleasure for me if you join us next week, it is my wedding party.
30	Dear teacher, it would be great if you share with me this unforgettable day next week, waiting for you to make my day.
31	Hello teacher, could you come to the wedding party, please. It is next week on Friday.
32	Hello teacher, I'm getting married next week, can you come to share my happiness?
33	Good evening teacher, I would like to invite you to a wedding party, please come.
34	Hello teacher, I would like to invite you to my wedding party next week on Friday, come please.
35	Dr, I'd like to invite you to my wedding party. It's next Friday.
36	I will be happy if you come to my wedding party next week, my teacher.
37	Hello Sir, I will be happy if you come to my wedding party.
38	Hello Miss, I would like to invite you to my wedding next week and I will be so happy if you come.
39	Hello Sir, I would like to invite you to my wedding party next week, please come.
40	Hello teacher, I'm getting married next week and I will be so happy if you come.
41	I will be very glad if you come to my wedding party next Sunday, my teacher.
42	Dear, my teacher, please come to my wedding party at 6:00 p.m. next Friday.
43	Good morning Sir, I would like to invite you to my wedding party next week.
44	I would be honored if you attend my wedding party next week, my teacher.

45	Dear teacher, I'll be pleased if you come to my wedding next week at 5:00 p.m.
46	It is my pleasure to invite you to my wedding ceremony next week, my teacher.
47	Hello teacher, I would like to invite you to my wedding party, can you please come?
48	Dear teacher, it would be nice if you can come to my wedding next week on Sunday evening.
49	I would be glad if you could come to my wedding party next week, my teacher.
50	Hello Mrs. I would like to invite you to my wedding party which is going to be next week. I would have the honor if you attend.
51	Hello Doctor, could you please come to my wedding, it's next week.
52	Dear Mr., I'd like to invite you to my wedding next week. I will be happy if you can come.
53	Hello teacher, It would be a pleasure for me if you come to my wedding party.
54	Dear my teacher, my wedding party next week and I will be very happy with your presence.
55	Dear teacher, it would be a pleasure to come to my wedding party to share the happiest moments with you, please come.
56	Hello teacher, It would be a pleasure for me if you join us next week, it is my wedding party.
57	Hello Sir, it would be great if you share my happiness in my wedding party next week.
58	Hello Doctor, I wonder if you come to my wedding party next week on Monday.
59	Hello teacher, could you come to my wedding party next week, please.
60	Hello teacher, I'd like to invite you to my wedding party, please come. It is on Friday at 8:00 p.m.

Appendix 3: Situation (2)

Situation (2): Suppose you are a supervisor and you would like to invite your students to your conference next month. What would you say to them?

	Subjects' Answers
1	My dear students, next month there will be a conference, organized by me. So, I would like to invite each one of you to gain what you want for your courses.
2	Hello students. Next month, I will be attending the conference in Jordan. Feel free to come and participate with me.
3	My precious students, I'm organizing a conference next month, so all of you are invited, I will be happy to see you there.
4	Dear students, there is a conference next month. I'm waiting for you to show your ideas, don't forget, please.
5	Hello students, I have a conference next month. You must come and participate with me.
6	Next week, the university is holding "…" conference. All of you are welcomed. Try to come. It includes important events and sessions that will be helpful for you to develop your papers.
7	How about coming to the conference next month?
8	Dear my students, could you come to the conference next month?
9	Would you like to come and join the conference next month? If so it would be a push towards your future.
10	It would make me happy to see you at my conference, guys.
11	I would like to invite you to attend my conference which is to be held next month, my students.
12	Hello students, if you come to my conference next month, I will be happy.
13	Dear students! It would be highly appreciated if you come to my conference next month.
14	I have a conference next month, and I will be too glad if you can join it, my students.
15	Dear students, you are one of my distinguished students. I am happy to invite you to attend my conference next month.
16	Hello, I want to invite you to my conference next month, I will be happy if you come.
17	Dear students, I'd like to invite you to the conference next month. It is a benefit for your courses.
18	Dear folks, it would be nice if you come to my conference next month.
19	Dear students, if you feel to be yourselves, next month come to the conference, it would be great for your papers.
20	My dear students, I would give you the chance to be at the conference next month. This will benefit you.

21	Hello, Next month, there will be a conference. Be sure to come on time, please students.
22	Dear students, I will have a conference next month, and it would be a good chance for you. You should come to share new ideas and enrich your information. Think about it.
23	Hello students, you must come to my conference next month. Don't be late.
24	Dear students, I have a conference next month. You are kindly requested to join me.
25	Hello guys, I will be happy if you come to the conference next month.
26	Dear students, it would be such a gift to see you at my humble achievement conference.
27	I have a conference next month, and I will be glad if all of you come, dear guys.
28	Hello students, If you can come to my conference next month, I will be happy.
29	Dear students, because you are unique persons in the department. I'd like to invite you to come next month at my conference.
30	Dear students, it would be great to see you at the conference. Please come to gain the advantages of the conference proceeding.
31	Hello students, you are invited to my conference which will take place next month
32	Next week I have a conference and all of you are invited.
33	You are welcomed to my conference next month.
34	Students, you are invited to my conference next month, please come and join me.
35	Hello students, I want to invite you to the conference next month, please join me.
36	Hello guys, If you can come to my conference, I will be happy.
37	Students, how about coming to the conference next month?
38	My students, there is a conference next month and I'd like to invite you and it will be a good experience for you.
39	Hello students, I want to invite you to the conference next month, please come.
40	Hello students, I have a conference next month, it would be useful for you, so please come.
41	I would like to see you at my conference. Your presence will support me.
42	Dear my students. Would you come to my conference next month on Friday, please?
43	There is a conference conducted by me next month, I will appreciate your coming.
44	I would be happy if you can attend my conference on Saturday at 2:00 p.m., students.
45	Dear students, I would like to see you at the conference next month, so you will benefit from it.
46	We have a conference next month. Come and participate with me.

47	Hello students, I invite you to my conference next month to support me.
48	Dear my students, I'd like to invite you to my conference next month, please come.
49	Students, you are invited to the conference next month. It is a benefit for you.
50	Hello guys, to support me, you can come to my conference which is held next month.
51	Students, you should come to the conference next month to get a benefit from its proceeding.
52	My students, all of you are invited next week to my conference on Monday morning.
53	Dear students, it would be useful to you if you attend the conference next month, please come to take a benefit from it.
54	Hello students, I'd like to invite you to my conference next month, please come.
55	Dear my students, I'd like to come to the conference next month to take the advantages of the conference notions.
56	Would you like to join my conference next month? It would be a good step for your academic achievements.
57	Hello my sweet guys, you are creative students. It would make me happy to see you at the conference next month on Sunday morning.
58	I invite you to attend and participate in such a conference which is held next month on Sunday at 6:00 p.m. my students
59	Hello students, if you come to my conference next month, I will be so glad.
60	Dear students, please come to my conference next month to support me with my ideas.

Situation (3): Suppose you are a student and you would like to invite your colleagues to drink something at the cafeteria. What would you say to them?

	Subjects' Answers
1	Let's have something to drink at the cafeteria.
2	Come on! Let's drink something in the cafeteria.
3	Let's go to the cafeteria and have something to drink.
4	Hello guys, how about having something from the cafeteria?
5	If you are not busy, I want to invite you to drink something in the cafeteria.
6	What about having something to drink in the cafeteria, guys?
7	Hi guys. Let's go and drink something in the cafeteria.
8	Hey, if you are free, let's go to drink something in the cafeteria.
9	Hey, would you like to drink something in the cafeteria? It will be on me.
10	Hey guys, let's go and have a drink at the cafeteria.
11	Would you like to drink something at the cafeteria?
12	Hello girls, would you come to the cafeteria to drink something?
13	Let's go to drink something in the cafeteria.
14	How about drinking a cup of coffee at the cafeteria?
15	Colleagues, the break is long. What do you think to accompany me to drink orange juice in the cafeteria?
16	How about going to the cafeteria to drink something?
17	I want to give you something in the cafeteria, let's go.
18	Let's go to the cafeteria to drink tea.
19	Hi colleagues, if you are free after an hour, come to the cafeteria, I want to share you some drink.
20	Hey guys, what about taking a break and having lunch? I don't want to hear any excuses. I invite you all.
21	Today, your drinks will be paid by me. Join me.

22	Come to the cafeteria to drink coffee or anything else you want.
23	Let go and drink something in the cafeteria.
24	I'm having a drink at the cafeteria, join me.
25	Hello lovely girls, I'd like to invite you to the cafeteria to drink something.
26	Hi colleagues, if you want to have some fun, meet me in the cafeteria and let's drink something.
27	Hello. Would you want to drink something with me in the cafeteria, let's go?
28	Go to drink something with me in the cafeteria.
29	I invite you to the cafeteria to have a drink with me.
30	My guys, I'd invite you to drink something in the cafeteria.
31	Hey students, come with me to drink something in the cafeteria.
32	I'm thirsty; join me to drink something in the cafeteria.
33	Let's go to drink something in the cafeteria.
34	How about drinking something at the cafeteria?
35	Hey friends, I'd like to invite you to drink something in the cafeteria.
36	Join me to drink something in the cafeteria.
37	Would you like to drink something in the cafeteria?
38	Let's go to the cafeteria to drink something.
39	Hey friends, let's go and have a drink. Please.
40	How about going for a break to drink something?
41	I want to drink something in the cafeteria, join me.
42	Hey guys, what about drinking coffee before the lecture?
43	Let's go to drink something, it will be on me.
44	Would you like to drink coffee with me?
45	Do you have the time to share a drink with me?
46	Let's go to drink something in the cafeteria.
47	Let's go to drink coffee in the cafeteria.
48	Hello boys, let's go to the cafeteria to drink something, it is on me.
49	Hey boys, come with me to drink something in the cafeteria.

50	Hey, I'd like to invite you to drink something in the cafeteria?
51	Hey friends, let's go to the cafeteria to drink something. Please.
52	Hey guys. How about drinking a cup of coffee at the cafeteria? Please come.
53	Hey friends, can I invite you to drink something in the cafeteria?
54	Come with me to drink something in the cafeteria?
55	Would you like to drink something with me? Let's go to the cafeteria?
56	Hey boys, if you are free, please come to the cafeteria to drink something together.
57	Hey friends, let's go to the cafeteria to have a drink. Please.
58	Hello guys, let's go to drink something. It's on me, don't worry.
59	Come and let's go to drink something in the cafeteria.
60	Are you free? I'd like to invite you to drink coffee together in the cafeteria.

Appendix 5: Situation (4)

Situation (4): Suppose you are a male and you want to invite your colleague female to have dinner with you. What would you say to her?

	Subjects' Answers
1	Hello, It would be a pleasure if you accept my invitation to have dinner this evening.
2	I don't want to embarrass you, but I would be so grateful if you accept my invitation to have dinner.
3	I will be happy if you share dinner with me this evening.
4	Excuse me, if you don't mind and you have nothing to do would you please have dinner with me.
5	Hi mate, would you like to eat something with me this evening?
6	I would be pleased if you accept my invitation to have dinner at the restaurant.
7	Come and have dinner with me in the cafeteria.
8	If you have not a problem, would you like to come and have dinner with me in the cafeteria?
9	We want to go out and have some dinner. Come with us.
10	Hello girl, would you like to have dinner with me today?
11	Do you have some time to have dinner with us?
12	What are you doing, would you like to have dinner with me this evening?
13	Hello, I wonder if you like to have dinner with me tonight.
14	I will be over the moon if you accept my dinner invitation tonight.
15	Friend. Can you have dinner with me tonight?
16	Would you mind going with me this afternoon to have dinner together?
17	Would you mind coming and eating dinner with me?
18	Come to have dinner with me.
19	Hello girl, how about having dinner tonight?
20	Would you mind if I invited you to dinner today?
21	Hello girl, would you like to have dinner with me?

22	It would be nice to go and have dinner. What do you think?
23	I invite you to have dinner with me today.
24	Hello my friend, would you like to join my table to have dinner tonight?
25	Hello girl, would you like to have dinner with me today?
26	Dear girl, I'd like to invite you tonight to have dinner with us?
27	Hi girl, would you mind having dinner with me today?
28	It's my pleasure to invite you for dinner today, dear friend.
29	Dear girl, would you like to have dinner with me today.
30	Good morning girl, would you like to have dinner with me today?
31	Hey darling, would you like to go to have dinner with me?
32	Hey friend, I want to take you to meet my family and have dinner with them, so would you like to come, I will cook?
33	Hello girl, would you like to go with me to have dinner?
34	Good evening friend, would you like to go to have dinner with me?
35	Hello girl, I'd like to invite you to have dinner with me?
36	Hi friend, would you like to go to have dinner with me?
37	It's my pleasure to have dinner with me, what do you think?
38	Hi girl, let's go with me to have dinner tonight, we will have so much fun.
39	Hello, would you like to join me to have dinner?
40	Would you like to have dinner with me?
41	Hello darling, I think we will have a good time if you come to have dinner with us this night.
42	My colleague, would you like to have dinner with me?
43	Can you join me for dinner tonight, please?
44	I would be happy if you accept my invitation to have dinner with each other.
45	It will be my pleasure if you accept my invitation to dinner tonight.
46	I'll be very happy if you accept my invitation to have dinner with me tonight.
47	I would like to invite you to have dinner with me if you don't mind.
48	Good morning girl, would you like to go with me to have dinner?
49	Hello sweet girl, how about going out and having dinner today?

50	Hello, in the evening, we have a small party. If you don't mind, I would like to invite you to have dinner with us.
51	Hello darling, if you don't mind, I would like to invite you to have dinner with us tonight?
52	Hello girl, I would like to invite you to my home to have dinner with us.
53	Hello darling, would you like to have dinner with me?
54	Hello, my friend, I want to invite you to have dinner with me, so what do you think?
55	Hello girl, would you like to have dinner with me?
56	Good afternoon friend, if you don't mind, would you like to have dinner with me?
57	Hello girl, I would like to invite you to have dinner with me?
58	Hi girl, how about coming to the restaurant and having dinner with me?
59	It's my pleasure to invite you for having dinner with me, what do you think?
60	Hi girl, let's have dinner together tonight, my family will be happy if you come.

Appendix 6: Situation (5)

Situation (5): Suppose you are a female and you want to invite your colleague male to have breakfast with you. What would you say to him?

	Subjects' Answers
1	Hello, I'm so hungry. I going to have breakfast now, wanna join me?
2	Hello, let's have breakfast if you don't mind.
3	Hello, I heard that this new restaurant offers good meals, wanna join me?
4	Excuse me, if you don't mind and you have nothing to do would you please have breakfast with me.
5	Join me to have our breakfast in the cafeteria.
6	Hello, could we have breakfast together today?
7	Come with me to the cafeteria to have breakfast.
8	I want to invite you to have breakfast.
9	I am so hungry. Join me to have breakfast.
10	Hello, would you like to have breakfast?
11	Do you have some time to have breakfast together?
12	Go with me to have breakfast at the cafeteria.
13	If you are free tomorrow morning, we can have breakfast together. What do you think?
14	Join me to have breakfast with each other in the cafeteria.
15	Hello, would you mind having breakfast with me?
16	Friend. How are you? I'd like to invite you to have breakfast with me. What do you think?
17	Would you mind coming with me to have breakfast?
18	Come with me to have breakfast in the cafeteria.
19	I am going to the cafeteria to have breakfast, join me.
20	I like to invite you to have breakfast with me in the cafeteria.
21	If you don't mind, what about having some breakfast in the cafeteria.
22	I feel hungry. Would you like to join me for having breakfast?

23	I'm hungry; I didn't eat my breakfast. I'm going to the cafeteria, come with me.
24	We are having breakfast together, would you like to join us?
25	If you don't mind, I want to invite you to have breakfast with me?
26	I will go to the cafeteria and have breakfast, would you like to join me?
27	Hello friend, I want to invite you to have breakfast with me?
28	Come with me to have breakfast in the cafeteria.
29	Hello mate, would you like to have breakfast with me?
30	Hello dear, would you like to go with me and have breakfast in the cafeteria?
31	Hello friend, would you like to have breakfast with me?
32	Hey, would you like to have breakfast with me?
33	Good morning mate, would you like to have breakfast with me?
34	Hello my friend, I'd like to invite you to have breakfast with me?
35	Hello friend, do you prefer to have breakfast, let's go.
36	Go to have breakfast together in the cafeteria.
37	If you have time, I will invite you to have breakfast with me.
38	Hello, how are you, would you like to have breakfast together?
39	I invite you to have breakfast with me.
40	Hello friend, can we discuss the topic we talked about at breakfast tomorrow?
41	Go with me to eat healthy breakfast in the cafeteria.
42	How about having breakfast in the cafeteria?
43	Good morning, can you join me for having breakfast?
44	Hello friend, how are you, would you like to have breakfast with me?
45	Hello dear, are you free? It will be my pleasure if you share breakfast with me.
46	I am very hungry and I do not like to eat alone, if you don't mind, I will invite you to have breakfast with me.
47	Let's go to have breakfast with each other.
48	Hello friend, would you like to have breakfast with me?
49	Hello friend, if you have time, I would like to invite you to have breakfast with me?
50	Hello friend. Can I invite you to have breakfast with me?

51	Hello, my friend, I need to explain some points with you. I'd like to invite you to have breakfast with each other if you don't mind.
52	Good morning friend, if you have time, I'd like to invite you to have breakfast with me?
53	Hello, we will have breakfast together, would you like to join us?
54	If you don't mind, I want to invite you to have breakfast with me?
55	Hello friend, can you join me? I will go to the cafeteria and have breakfast.
56	Hello mate, would you like to have breakfast with me in the cafeteria?
57	Join me to have breakfast in the cafeteria?
58	Hello, would you like to have breakfast with me?
59	Hello, would you like to go and have breakfast together in the cafeteria?
60	Hi mate, how about having breakfast in the cafeteria?

Situation (6): Suppose you are a grandmother and you want to invite your grandsons to your home to watch a movie. What would you say to them?

	Subjects' Answers
1	Hello grandsons, I miss you. Tell your parents that all of you are going to come over and watch a movie at my home this evening.
2	Listen. Come to my place today in order to watch a movie. I miss you all.
3	I want to invite you to have a good night and watch an interesting movie with some grandma delicious dishes.
4	If my little angel wouldn't mind, it would be my pleasure to come with me to have a great time to watch a movie.
5	My sweet children, you are perfect people. Can you come to my home to watch a movie together?
6	What about attending such a movie at my home today? All of you are welcomed, kind children.
7	Hello children, come to my home tonight and let's watch the movie together.
8	Hello grandsons. Are you free? I'd like to invite you to watch a movie together and eat popcorn.
9	My lovely grandsons come tomorrow and watch a movie with me. I haven't seen you for ages.
10	Would you come to my home to watch a movie together, please?
11	I will be happy If you have time to watch a movie with me tonight.
12	Come to my home to watch a movie together this evening.
13	Dear grandsons, it would be so lovely if you come to my house and watch a movie with me.
14	My lovely grandsons, come to see a movie with me, I am too bored.
15	My dear grandchildren, I miss you so much. What do you think that you come to my house to see your favorite film?
16	Hello, I'd like to invite you to my house to watch a movie with me?
17	Hello grandsons, I would be extremely happy if you come to my home to watch a movie together this evening.
18	Hey children, I would be happy if we watch a movie with me tonight.
19	My lovely grandsons, I made chocolate cake and sweets. I like to share it with you during watching an exciting movie, what do you think?
20	I've heard that the action film you were talking about last week is just out. I'll wait you in my home to watch it together. Ask your mother for permission and don't be late.
21	Hello dear. I'd like to invite you to my home tomorrow. So that we can watch a movie together.
22	Oh dear, I really miss you. Come and watch a movie with me this afternoon. I will be so happy.
23	I have a great movie for you, waiting your visit lovely children.
24	Dear children, I made some cake, come to my house and have some with a nice movie.
25	My beautiful grandsons, I miss you so much. What do you think that you visit me and watch your favorite film?

26	Good evening children, today, I'm preparing such an exciting movie for you, don't be late.
27	Dear kids come today to my house, so we could watch a movie.
28	My sweet grandsons, how about watching a movie together?
29	My beautiful grandsons, what do you think to propose great memories for us to remember, for example, watching an interesting movie.
30	My beautiful grandsons, I would like to invite you to watch an interesting movie this evening with me, don't be late.
31	Hello Children, come to my house tonight to watch a film with me.
32	Hello grandsons, I'm too bored, would you like to come and watch a movie with each other?
33	Hey sons, come to my house tonight to have a fun time and watch an interesting movie.
34	Hey sons, come tonight to my house to watch a movie together.
35	Hello grandsons, I'm going to invite you to my home to watch a movie with me.
36	My sweet grandsons come this evening to my home to watch a movie together.
37	My grandsons, I'd like to invite you tonight to watch a movie together.
38	My lovely grandsons come tonight to my home to watch a movie together.
39	Hey children, come tonight to watch a movie together.
40	Would you like to watch a movie with me, sons?
41	I made tasty food and you should come tomorrow to eat with me. Then, we can watch a movie together.
42	Oh, the apple of my eyes, come to my home. I make a cake and I need to watch a movie with you.
43	Hello. Come and watch a movie with me next Friday, please.
44	Come inside to watch a movie with me, darling sons.
45	My sons, I would be happy if you come to watch a movie with me.
46	Dear children. I missed you a lot. I have prepared food for you to watch movies with me. Come please.
47	Lovely grandsons, it will be an entertaining time if we watch a movie in my home, you will make my day.
48	Hello grandsons, tell your parents that all of you are invited to my home to watch a movie.
49	Beautiful children, come to my home today to watch a movie with me. I miss you all.
50	Join me this night to watch an interesting movie together.
51	If you are free, I will take you with me to have a great time and watch a movie together.
52	Will you come to my home to watch a movie together, my sweet children?
53	Dear children, all of you are invited to attend such a movie at my home tonight.
54	Hello grandsons, may I invite you to my home tonight to watch such a movie together?
55	If you don't mind my lovely grandsons, I will invite you to watch a movie together this evening.
56	My lovely grandsons come tonight and watch a movie together, I miss you so much.
57	Come to my home to watch a movie together this evening.

58	Beautiful kids, I will be happy If you have time to watch a movie with me tonight.
59	How about watching a movie together this evening, lovely grandsons?
60	Good evening grandsons, I will be happy if you come to my house to watch such a movie with me.

Situation (7): Suppose you would like to invite your grandparents to your home

to watch a film. What would you say to them?

	Subjects' Answers
1	Grandma, I know you like old romantic films, I've just downloaded one, and I like your company especially when watching a film, so please come to watch it together.
2	Sweet grannies. Please come today to my place to watch a movie. You can choose any film you wish. I will prepare some popcorn.
3	Hello lovely Grandma. What do you think about watching such a dramatic film? I know it's your favorite.
4	Would you like to watch an awesome film in my home If you are not busy, my lovely grandparents?
5	Hello, lovely grandparents. If you are not tired, I am happy to invite you to watch a film with me in my home.
6	Grandma, could you please come tonight to watch such a film. It is exciting. We will have good time.
7	Hello lovely grandparents. I'd like to invite you to watch a film tonight at my home.
8	I'd like to invite you to watch a film together, lovely grandparent.
9	Grandpa, grandma. What about visiting us tomorrow and watching a film. I will let you choose the film this time. Please come.
10	Hello Grandpa, I'd like to invite you to watch a film together.
11	Hello grandparents, I want to invite you to my home to spend some time together and watch a film.
12	Hello. Can you come to my house and watch a movie with us, lovely grandma?
13	I would be so delighted if you can come to my house and watch a film with us, lovely grandparents.
14	My lovely grandmother, there is a nice film today at 9 p.m. I will be too happy if you can come to see it together.
15	Dear grandparents, I missed you so much. I brought your favorite film. What do you think of visiting us this week?
16	Dear grandparents, can you come to our house and watch a film with us, please?
17	Dear loves, I would be extremely happy if we watch a film together this afternoon.
18	Hello dear, how about coming and watching a film together tonight?
19	Dear grandparents, I will be alone at home this weekend, would you come to watch a film with me and have a fun time.
20	My lovely grandparents, would you mind if I came to take you to my home to join us to watch a film? This will please you. Trust me.
21	Dear grandparents. I prepared everything for this evening film, can you come to

	watch it with me?
22	Grandpa, grandma, can you join us tomorrow to watch such a nice film, please?
23	Dear grandparents, could you come to my home to watch a film together?
24	Grandma, grandpa, would you like to come for a visit to watch such a film with each other?
25	Dear grandparents, I'd like to invite you to watch a great film with us. We are very bored, please come.
26	Hello, my second family, my unique people. There is a gorgeous film that I don't watch, it would be excited to watch it with you, please come.
27	Dear grandparents, I'd like to invite you today to watch such a film, what do you think?
28	Hello. How about watching a film together, lovely grandparent?
29	The best grandparents at all, I really missed you. Let' have fun together, what do you think about watching a film?
30	Dear grandparents, may I invite you to watch a film together this evening?
31	Hello Grandma, I'd like to invite you to watch a film together.
32	Hello grandparents, I'd like to invite you to watch a film together and have a fun time.
33	Hello grandparents. Come and join us at home to watch a film this night.
34	Grandparents, would you like to come and watch a film together this evening?
35	Hello grandparents, could you come to our home to watch such a film, please?
36	Hello grandparents, I will be happy if you visit me and watch a film with me.
37	Come to watch a dramatic film together this night.
38	Hello grandparents, can you come to our home to watch such a film with us?
39	Hello grandparents, I'd like to invite you tomorrow to our home to watch a nice film with us.
40	Lovely Grandpa, sweet grandma, how about watching a film together this afternoon?
41	My sweet grandparents, I have a lot of old worries, come and watch a film with me this night.
42	My beloved grandparents, can you visit us today and watch such a film with me?
43	Dear grandparents, I will make some cake and popcorn to watch a special movie, please come.
44	It is a good idea to come to watch a film with us tonight, my beloved grandparents.
45	My grandparents, you will honor me if you visit us to watch a film together this night.
46	Hello grandparents, I missed you a lot. I will come to take you in my car to watch an old film with me.
47	Dear grandparents, I'm inviting you to spend all the day at our home and watching a film with us, please come.

48	Grandma, grandpa, I'd like to invite you to watch an interesting film with us in our home today.
49	Hello grandparents, I'd like to invite you to have dinner and watch a film with us tomorrow. What do you think?
50	Hello grandparents. Please come and join us at home to watch a movie tonight.
51	Grandparents, would you like to come and watch a film together? I missed you so much.
52	Hello grandparents, could you come to our home to watch a film, please?
53	Lovely grandparents, if you are free, I'd like to invite you this night to come and watch an interesting film together.
54	Grandparents, I'll be happy if you visit our family and watch such a film with us.
55	What is your opinion, grandparents? Come to our home to watch such a film with us.
56	Hello grandparents, can you come to our home to watch a film together tomorrow? I will cook and make a cake.
57	Grandparents, how about watching a film together today?
58	Hello lovely grandparents, can you come and watch a movie with me?
59	Grandpa, grandma, please come and watch a film with me this night.
60	Grandparents, I'd like to invite you to watch a film, please come.

Situation (8): Suppose you would like to invite your colleagues to your birthday

party at your home next month. What would you say to them?

	Subjects' Answers
1	Guess what?! I'm having my birthday party next month. Everyone is invited. Don't forget to be there on time and don't come without your gifts.
2	What's up! I am having a birthday party next month. It will be so fun. You must come all. Don't forget the gifts. I will prepare the invitation cards soon.
3	Hello guys, I'm having my birthday party next month, I'm sure that it will be the craziest party ever. Each of you is invited, and if you know anyone interested get her/ him with you, I'm waiting for you, lovely friends.
4	Everyone is invited to my birthday party. Come to celebrate with me.
5	Hello, my sweet colleagues, I am pleased to invite you for my birthday next month, please come.
6	Next month, I am organizing my birthday party. All of you are welcomed.
7	Hey friends. You are invited to my birthday party next month, I'll be very glad if you come.
8	Hello colleagues, I'll be very glad if you come to my birthday party next month.
9	Hey guys! Next week is my birthday and I want to have a party. Would you like to come and celebrate my birthday party?
10	Hello friends, I'll be very glad if you come to my birthday party next month.
11	I will be happy to invite you to my birthday party at my home next month, beautiful friends.
12	Good morning friends, I would like to invite you to my birthday party next month, don't forget the gifts.
13	Hey guys. I'm planning to have a birthday party next month, and you are all invited. Please don't miss it. We'll have so much fun.
14	All of you are invited to my birthday next month. Don't forget that.
15	My friends and dear colleagues. My birthday party will be at the end of the week, Please come.
16	Hey friends, It's my birthday, come please, and don't forget the gifts.
17	Hey friends, my birthday is next month, it will be crazy if you celebrate with me at my

	house, so please come.
18	Hey friends, please come to my birthday next month, it will be crazy if you celebrate with me.
19	Dear colleagues, it would be great if you come to my party next month, it will be full of fun.
20	Hey guys, all of you are invited to my birthday party next month. I'm sure we'll have fun, don't be late.
21	I was wondering if you can come to my birthday party next month, my kind friends. I will make cakes and sweets.
22	I would be very pleased if you can come to my birthday party next month. Do your best to come, please.
23	My birthday party is next month. I'm waiting for you to join us and I will give you the details, please don't be late.
24	Dear colleagues, I'm having a party at my house, you are invited to join me.
25	My sweet colleagues, I'd like to invite you for my birthday next month, please come.
26	Hi friends, my birthday is in the next month, and I would like to share my happiest moments with you, please come.
27	Hi friends, I'm having a birthday party at my house next month, please come and join us.
28	Hello, my best friends, you will make my day if you come to my birthday party next month, please don't forget that.
29	Dear colleagues, next month, I will have been living on this earth for 20 years and it will be great if you come to my birthday, all of you are invited.
30	Dear colleagues, I'm having a birthday party at my house, you are invited to join me, please don't be late.
31	I'll be very happy if you come to my birthday party next month.
32	Hello friends, I would like to invite you to my birthday party.
33	Hello friends, all of you are invited to my birthday, don't be late.
34	Hello, I would like to invite you to my birthday party next month, don't be late and don't forget the gifts.
35	Hey guys, I would like to invite you to my party next month, please come.
36	Hello friends, you all are invited to my birthday party at my home, don't forget that.
37	Hello friends, what about coming to my birthday party?
38	My friendly colleagues, my birthday is in next month, and I'll be so happy if you join us.

39	Hello guys, I will be happy if you come to my birthday party and join me next month.
40	My birthday is next month and I would be happy if you come and celebrate with me, my friends.
41	I will be really glad if you come to my birthday party, dear friends.
42	Dear colleagues, I want to invite you to my birthday party next month, don't be late.
43	Good morning friends, I'm having a birthday party next month. Definitely, you will come to celebrate with me.
44	Hello guys, would you like to attend my birthday party next month, please come.
45	My friends, it will be amazing if you come to my birthday party next month.
46	Hello friends, you are invited to attend my birthday party next month, please come.
47	I'm so excited to hang out with you at my home to celebrate my birthday, my lovely friends.
48	Hello, I hope to come to my birthday party next month. Don't come without the gift.
49	Hey friends, It's my birthday, please come and join us at my home to celebrate.
50	Hello friends, my birthday party is next month, it will be my pleasure if we celebrate together, so please come.
51	My best friends, please come to my birthday party, it will be next month at my home.
52	Good morning colleagues, it would be great if you come to my party next month.
53	Hey guys, all of you are invited to my birthday party next month. Please join me and don't be late.
54	I was wondering if you are free next month. It's my birthday party. Come please and celebrate with me, my kind friends.
55	I would be very happy if you can attend my birthday next month. Come please.
56	My friends come to my birthday party next month. I'm waiting for you, please don't be late.
57	Dear colleagues, you are invited to join me at my house to celebrate together. It's my birthday party.
58	Lovely colleagues, I'd like to invite you for my birthday next month, please come.
59	Hello friends, I would like to invite you to join me at my birthday party next month, please don't be late.
60	Hi friends, can you come to my birthday party at my house next month. Come with the gifts, please.

Situation (9): Suppose you are an employee and you want to invite your boss to drink coffee. What would you say to him/her?

	Subjects' Answers
1	Hello Sir, would you like to drink a cup of coffee with me?
2	Regards Sir, would you like to drink a cup of coffee with me?
3	Hello Sir, would you like to drink a cup of coffee with me?
4	Excuse me, Sir, would you like to drink a cup of coffee with me?
5	Good morning Sir, I wondered if you can drink coffee with me, please.
6	Hello Sir, would you like to drink a cup of coffee with me?
7	Hello. May you come and drink coffee with me, Sir?
8	Hello Sir, If you haven't a problem, I will invite you to drink coffee with me.
9	My Boss. Do you have time? I would like to invite you to drink a cup of coffee with me if you don't mind.
10	Dear Boss, may you come and drink a cup of coffee with me?
11	Dear Boss, would you like to have some coffee with me?
12	I would like to invite you to come and drink coffee with me, my Boss.
13	If you don't mind Sir, I'd like to invite you to drink coffee with me.
14	Hello, would you like to come and have a cup of coffee with me?
15	Dear Sir, If you are free, I am honored to invite you to drink coffee with me.
16	Dear Sir, would you like to have a drink with me?
17	Hello Sir, would you mind drinking a cup of coffee with me?
18	Dear boss, can you drink a cup of coffee with me?
19	Dear Boss, I want to invite you to drink coffee that I tasted last week, it would be great if you share it with me.
20	I know you are a little bit busy but I will be very grateful if you agree to join me in drinking the morning coffee.
21	Hello Sir, would you mind drinking a cup of coffee with me?

22	I would be very grateful if you have time to drink a cup of coffee with me, please?
23	Hello Sir, would you mind drinking a cup of coffee with me?
24	Hello Sir, would you like to drink a cup of coffee with me?
25	Dear Sir, If you are free, I am honored to invite you to drink coffee with me.
26	Dear Boss, it would be a pleasure to share your precious time with me and drink some coffee.
27	Would you like to drink coffee with me, my Boss?
28	Dear Boss, would you like to come with me to drink coffee?
29	Dear Boss, I'd like to invite you for having a drink with me.
30	Dear boss, I would be very grateful if you have time to drink coffee with me, please?
31	Good evening Boss, would you like to have some coffee with me?
32	Hello boss, would you like to have coffee with me?
33	Dear Boss, would you like to drink coffee with me?
34	Dear boss, can you come and drink coffee with me?
35	Good morning Sir, may I invite you to drink coffee with me?
36	I will be glad if you come and drink coffee with me, Sir.
37	Hello Boss, I will be happy if you come and drink coffee with me.
38	Hello Sir, it will be a pleasure if you have a cup of coffee with me.
39	Hello boss, can you have a cup of coffee with me, Sir?
40	Dear boss, are you free now? I would like to invite you to drink a cup of coffee with me.
41	Good evening my boss. Would you like to drink a cup of coffee with me to have a nice break from work?
42	Please my boss, can you share a cup of coffee with me?
43	Would you like to have a cup of coffee with me, Sir?
44	Dear Sir, if you don't mind, I will invite you to drink a cup of coffee with me?
45	My boss. Let me invite you to have a cup of coffee with me if you are free, please come.
46	Hello Sir. Can I invite you to drink a cup of coffee with me?
47	It is my pleasure to invite you to drink coffee with me, my Sir.
48	Dear Sir, If you are free, I am honored to invite you to drink a cup of coffee with me.

49	Dear my boss, if you don't mind, I'd like to invite you to drink coffee with me to discuss such a topic that is related to the work.
50	Hello Sir, would you like to drink coffee with me?
51	Dear Boss, would you like to have coffee with me after an hour?
52	Dear Boss, I would like to invite you to drink coffee with me?
53	Dear boss, can you come and drink coffee with me? Please come.
54	Good evening Sir, can I invite you to drink coffee with me?
55	Hello Sir, I will be happy if you accept my invitation to drink coffee with me.
56	Hello Sir, I will be happy if you come and drink coffee with me.
57	Hello Sir, if you have time, it will be a pleasure to drink a cup of coffee with me.
58	Dear boss, I'd like to invite you to drink coffee with me today.
59	Dear boss, if you are free, I would like to invite you to drink coffee with me.
60	Good afternoon Sir, would you like to drink coffee with me?

Appendix 11: Situation (10)

Situation (10): Suppose you are a boss and you want to invite an employee to a job interview. What would you say to him/her?

	Subjects' Answers
1	Good morning dear, your job interview will be tomorrow at 9:30 am. It'd be better for you to come earlier.
2	Good morning, your job interview will be tomorrow at 9:00 a.m. I think you should come earlier.
3	Hello dear, you will have your job interview tomorrow at 8:00 a.m., don't be late.
4	Dear employee, you have to come to a job interview tomorrow earlier.
5	Hello dear, I need an employee, would you like to come to a job interview?
6	Hello dear, your job interview will be tomorrow at 9:30 am. Don't be late.
7	Hello dear, I'd like to invite you to a job interview tomorrow early.
8	Hello dear. Tomorrow, I will make an interview for work for some people, I'd like to invite you to be there early.
9	Good morning dear, please come to my office tomorrow to see you and to make a job interview.
10	Hello dear, I'd like to invite you to a job interview tomorrow at 9:00 a.m.
11	Hello dear, we invite you tomorrow at 9:00 a.m. to attend a job interview, don't be late.
12	Hello, if you are free, I want to see you tomorrow for a job interview.
13	Hello dear, can you come to the job interview tomorrow early?
14	Good evening dear, may I invite you to come to the job interview tomorrow at 9:00?
15	Dear Employee, from the CV, It is apparent that you are an outstanding employee and I want you to come to a job interview tomorrow early, please don't be late.
16	Dear employee, can you come to the job interview tomorrow at 9:00 a.m.?
17	You are one of the best, so I would like to come to a job interview, what is your opinion?
18	Hello dear, I would like to invite you to a job interview, please come early.

19	Dear hardworking employee, there is a job interview that I want to invite you to.
20	We were impressed by your CV and we want to invite you to interview at our office tomorrow to talk about the job. Please come.
21	Dear hardworking employee, I want to invite you to come to this job interview tomorrow, don't be late.
22	Hello dear, I will be waiting for you in my office tomorrow at 1:00 p.m. Please don't be late.
23	Hello dear, If you are interested, there is a job interview tomorrow at 10 a.m., please don't be late.
24	Hello dear, we are having a job interview tomorrow, if you are free, please come.
25	Hello dear, I would like to invite you to a job interview, please come early.
26	Dear employee, there is a job interview that I want you to come to and see how you can work.
27	Hello dear, would you come to have a job interview tomorrow at 9:00 a.m.?
28	Dear employee, you must come to your interview to discuss something with each other.
29	My hardworking employee, I want to tell you that you have a job interview tomorrow at 9:00 a.m. please don't be late.
30	Dear hardworking employee, I want you to come to this job interview at 8:00 a.m.
31	Hello dear, we invite you to attend a job interview tomorrow at 9:00 a.m.
32	Hello employee, you have a job interview at 3 p.m., and you should come.
33	Dear employee, tomorrow we have a job interview for you. Don't be late.
34	Hello employee, tomorrow we have a job interview, if you are interested, please come.
35	Hello employee, I choose you to come to our company. Please come early to your job interview.
36	Hello employee, you are invited to a job interview tomorrow at 8:00 a.m. Don't be late.
37	Hello employee, I invite you to attend a job interview tomorrow at 8:00 a.m.
38	Hello employee, you are one of my best employees, I choose you for a job interview. Please come early tomorrow.
39	Dear employee, I'd like to invite you to attend a job interview tomorrow at my office, please come early.

40	Hello employee, I will appreciate your coming for a job interview tomorrow. Don't forget that.
41	We will be happy to see you in the interview today, please come on time at 1:00 p.m.
42	Dear employee, please come to my office tomorrow early to talk about your new work.
43	Hello. I am having a job interview tomorrow. Hopefully, you are joining me. Please come.
44	Hello dear, what about having coffee and sharing new ideas on a job?
45	Hello, I'd like to invite you to come on time for your job interview tomorrow.
46	Hello, the Interview will take place at 10 am tomorrow. I wish you good luck. Please, don't be late.
47	Hello employee. You are with the candidates who deserve the job interview, so you must come on Monday at 12:00 p.m. regards.
48	Hello dear, I'd like to invite you to come to the interview tomorrow early.
49	Hello, tomorrow I will have job interviews for work. I'd like to invite you to be there early.
50	Hello, I'm the boss of the company. I choose you according to your CV. I'd like to invite you to a job interview tomorrow, please come on time.
51	Hello dear, I'd like to invite you to a job interview tomorrow at 8:00 a.m. please come early.
52	Good evening, we invite you tomorrow at 11:00 a.m. to attend a job interview, please don't be late.
53	Hello dear, if you are free, I want to invite you tomorrow for a job interview. Please come on time.
54	Hello employee, may you come to the job interview tomorrow early?
55	Good evening, can I invite you to attend the job interview tomorrow at 8:00 a.m.?
56	Hello, It is apparent from your CV that you are a creative employee. Therefore, I would like to invite you to come to a job interview tomorrow early.
57	Hello, Can you come to the job interview tomorrow at 9:00 a.m. at our office?
58	Hello. According to your CV, I would like to invite you to attend the job interview, what do you think?
59	Hello, I'd like to invite you to a job interview tomorrow early.
60	Hello employee, I will make an interview for work tomorrow. I'd like to invite you to be in my office early.