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A LINGUISTIC STUDY OF POLITENESS STRATEGIES IN MAKING AND RESPONDING TO SUGGESTIONS IN THE HARRY POTTER FILM SERIES IN ENGLISH AND THEIR VIETNAMESE TRANSLATIONAL EQUIVALENTS

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Chapter One
INTRODUCTION

1.1. RATIONALE

Suggestions commonly occur in our everyday life as well as in maintaining relationships among people. An appropriate suggestion can heal a broken link between two people and provide a powerful incentive for the conversation to go ahead. So making and responding to suggestions is one of the most popular activities in human daily communication. Moreover, this research on the politeness strategies in suggestions was carried out using data from the Harry Potter film series - one of the best film series for both adults and teenagers in the world.

For the all reasons mentioned above, I have a decision to carry out the study entitled "A linguistic study of politeness strategies in making and responding to suggestions in the Harry Potter film series in English and their Vietnamese translational equivalents". I attempt to reveal linguistic signposts of politeness markers through making suggestions in the Harry Potter film series from a linguistic point of view. I hope my research can make a contribution for Vietnamese learners of English who are able to apply their usages to English learning.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This research explores:

(i) politeness strategies in making suggestions from the linguistic viewpoints.

(ii) politeness strategies in responding to suggestions from the linguistic viewpoints.

1.2.2. Objectives

To achieve the aims of the study, the following objectives are intended as follows:

(i) Examine the language of politeness strategies in making and responding to suggestions in the Harry Potter film series in English and their Vietnamese translational equivalents.

(ii) Propose several implications of findings for English and Vietnamese teaching and learning of suggestions in conversations.

1.3.   RESEARCH QUESTIONS

Based on research objectives, this research is formulated in the following questions:

What are linguistic features of politeness strategies in making suggestions in the Harry Potter film series in English and their Vietnamese translational equivalents?

What are linguistic features of politeness strategies in responding to suggestions in the Harry Potter film series in English and their Vietnamese translational equivalents?

1.4.   SCOPE OF THE STUDY

The study focuses on the analysis of linguistic features of politeness strategies in making and responding to suggestions in the Harry Potter film series in English and their Vietnamese translational equivalents. Specifically, it examines the language usage in terms of linguistic aspects. The description of the usage of suggestions is made in reference to politeness markers phrases – a signal of a sentence. The examination of the semantic features is done in terms of a linguistic look.

Chapter Two
LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS RESEARCH RELATED TO THE STUDY

While there is a lack of studies in speech act, there are a number of studies that has systemized the various strategies used for the purpose of suggestions up to present.

Eden Sum-hung Li (2010) conducted the study which contrasts the syntactic forms and pragmatic strategies adopted by Cantonese students in making suggestions in English.

Yasser Aminifard, Ebrahim Safaei, Hamdollah Askari (2014) who investigate how Iranian EFL learners employ the speech act of suggestions.

Michael Frese, Eric Teng and Cees J. D. Wijnen (1990), have a research which found that many companies with a list of suggestion forms.

Huyen Le (2016) conducted a research showing that Vietnamese speakers who speak English are aware of differences of speech acts as greeting, requesting, suggesting, refusing, promising, thanking, and apologizing as well as the cultural norms in the target language in order to achieve communication goals.

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of Suggestion

Suggestion is a process of communication resulting in the acceptance with conviction of the communicated proposition in the absence of logically adequate grounds for its acceptance that is guided the thoughts, feelings, or behavior of another. It consists in the forcible control of the comparatively feeble will of the subject by the

comparatively powerful will of the operator. The truth is that this definition, "Suggestion is an idea which undergoes transformation into an action," [1] is erroneous because it is incomplete.

If we make a suggestion, we put forward an idea or a plan for someone to think. Some structures sound rather imposing, almost an order sometimes, and we use them when we want to make our preference very clear, when we want to influence on the other person's choice. Other structures are more neutral or show more interest in the listener's choice. Therefore, we can divide making suggestions and responding to suggestions as below:

When you want to make suggestions, you will:

For the strong emphasizing level:

- Let's …
- Why don't we ...?
- Shall we … ?
- What about/ How about … ?

For the mild emphasizing level:

- Fancy …
- ... . How about you?
- We could (always)...
- … is one idea
- It would be nice to...
- ... What do you think?

To respond suggestions, you should:

For accepting suggestions:

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[1] Charles Baudouin (2015). *Suggestion and Autosuggestion: A Psychological and Pedagogical Study Based upon the investigations made by the new Nancy School*. Routledge Publisher, (page 5).

- Ok / Fine / Sure / Alright.
- Ok. Yes, let's.
- Yes, with pleasure.
- Yes, I'd like to. / Yes, I'd love to.
- What a good idea!
- Why not?
- Yes, I feel like ...
- That sounds like a good idea./ That's a good idea./ That sounds good.
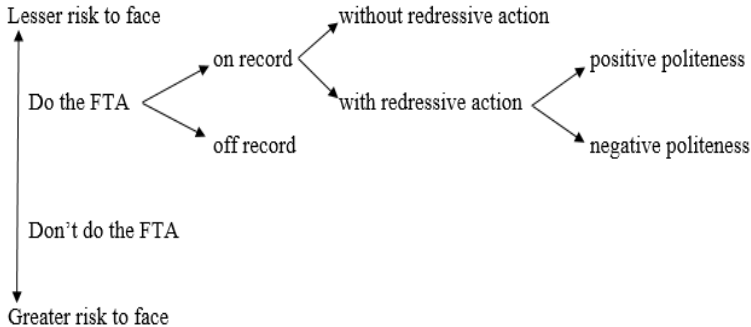
For refusing suggestions:

- No, let's not
- No, I'd rather not.
- I don't feel like it./ I don't like it./ I dislike ….
- What an awful / bad idea!
- Sorry, I can't
- I don't think it's a good idea.
- What? You must be kidding!
- That's a good idea/ That would be great, but...
- I'd love to, but...

2.2.2. An Overview of Politeness Theory

Politeness theory is the most influential in pragmatics to explain how politeness works and has provoked sustained international debate about universals in politeness and perspectives from wide range of specific cultures. It was first introduced in 1978 as a part of collection of essays *Questions and politeness: Strategies in social interaction* by Esther N. Goody and was developed by Penelope Brown and Stephen Levinson in the 1970s and 1980s and proposed as a universal concept in 1987. There are different types of face threatened in various face-

threatening acts, and sometimes the face threats are to the hearer, while other times they are to the speaker.

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Lesser risk to face                    without redressive action
    ↑
    |                    on record <
    |              ↗              ↘ with redressive action <        positive politeness
Do the FTA <
    |              ↘
    |                    off record                                 negative politeness
    |
    |
Don't do the FTA
    |
    ↓
Greater risk to face
```

Picture 2.1. Brown and Levinson's strategies for doing an FTA[2]

Brown and Levinson's politeness theory combines speech act theory and Grice's theory of implicatures with Goffman's notion of face, defined as the positive social value a person effectively claims for himself during a particular contact. Brown and Levinson's work consists of two parts: their fundamental theory concerning the nature of politeness and its functions in interaction; a list of politeness strategies with examples in English. Brown and Levinson divide four strategies that used to avoid face-threatening acts (FTA), namely; bald-on record, off record, negative politeness, and positive politeness. Therefore, it is in everyone's interest to maintain each other's face, which can be threatened and damaged through interaction with others. According to Brown and Levinson's theory, culture has a variation in terms of interactional behavior based on the concept of face to capture the logic

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[2] Richard J. Watts, Sachiko Ide, Konrad Ehlich (1992). *Politeness in Language: Studies in its History, Theory and Practice*. Division of Walter de Gruyter GmbH & KG, New York, (page 12).

of politeness in any language and culture so it is necessary to research the applications of language in linguistic society for the study.

2.2.3. Politeness Markers Concepts

Politeness markers are a mean of polite spoken discourse in conversations. Brown and Levinson (1987) proposed a politeness model which was built on social interaction and viewed the strategic choices of people in interactions to mirror the linguistic variability presenting in communication. This explained the importance of appropriate politeness markers in daily conversations among characteristics in the Harry Potter film series to minimize the imposition and increase rapport through using appropriate politeness markers.

A repertoire of similarities and differences of politeness markers in English and Vietnamese is to help speakers reduce or avoid misunderstanding and inappropriateness in daily communication that leads to more successful linguistic communications. Linguistic politeness is characterized by the presence of linguistic politeness markers to show speakers' intentions.

Chapter Three
METHODOLOGY

3.1. RESEARCH DESIGN

This study combines qualitative technique, quantitative approach and contrastive method to reveal similarities and differences in the use of politeness strategies in the work of Harry Potter.

Firstly, this qualitative technique is to explore linguistic features in terms of linguistic features from the qualitative data.

Secondly, the quantitative approach is essential to calculate the occurrence and frequency of different categories of suggestions in those films.

Thirdly, the contrastive method is used for comparative studies of linguistic groups with a linguistic link between the languages investigated.

3.2. DATA COLLECTION

The data of the study was collected from all the Harry Potter film series: Harry Potter and the Sorcerer's Stone (2001), Harry Potter and the Chamber of Secrets (2002), Harry Potter and the Prisoner of Azkaban (2004), Harry Potter and the Goblet of Fire (2005), Harry Potter and the Order of the Phoenix (2007), Harry Potter and the Half-Blood Prince (2009), Harry Potter and the Deathly Hallows – part 1 (2010), Harry Potter and the Deathly Hallows – part 2 (2011) and with their Vietnamese translational equivalents, which are performed in Vietnam cinemas. The English and their Vietnamese translational equivalents, which are presented in authentic language of suggestions, are highly reliable and well-known.

3.2.1. Sampling Of The Study

The aim of the study is to identify and collect 92 samples of politeness strategies in suggestions defined in the scope of this thesis. The Harry Potter film series are best samples to research in this study because of the acquaintance of their language in our life. Suggestions can be recognized in The Harry Potter film series as well as their Vietnamese translational equivalents in the form of a single word or a phrase, a clause, and a sentence.

3.2.2. Instruments Of Data Collection

The data collected from the seven mentioned films of Harry Potter from the Internet are classified into two groups: one group of English films and one group of their Vietnamese translational equivalents. Types of data were examined to reveal features politeness strategies in the films.

3.3.   DATA ANALYSIS

According to politeness strategies of Brown and Levinson (1987), the expressions of making and responding to suggestions in the Harry Potter film series will be classified into 15 positive politeness strategies and 10 negative politeness strategies in terms of these following aspects:

(i) Linguistic features of making and responding to suggestions in the view of Brown and Levinson's theory.

(ii) Meaning realizations of making and responding to suggestions through politeness strategies in the view of politeness strategies

According to politeness strategies of Brown and Levinson (1987), the expressions of making and responding to suggestions in the Harry Potter film series will be analyzed with 15 positive politeness

strategies and 10 negative politeness strategies in terms of these following aspects:

Linguistic features of making and responding to suggestions in the view of Brown and Levinson's theory.

Meaning realizations of making and responding to suggestions through politeness markers in the view of politeness strategies.

3.4. PROCEDURES OF DATA COLLECTION

To answer the problem, the technique for analyzing data will be done by the following steps including:

(i) Assemble the politeness strategies in the script of the dialogues expressing suggestions which are produced by the characters in the Harry Potter film series in English and their Vietnamese translational equivalents.

(ii) Describe the linguistic features of politeness strategies in the script of the dialogues expressing suggestion makings in the Harry Potter film series in English and their Vietnamese translational equivalents.

(iii) Classify the linguistic features of politeness strategies used in the script of the dialogues expressing suggestions which are produced by the characters in the Harry Potter film series in English and their Vietnamese translational equivalents.

(iv) Discover similarities and differences in the use of politeness strategies in the script of the dialogues expressing suggestions in The Harry Potter film series in English and their Vietnamese translational equivalents.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1. LINGUISTIC FEATURES OF POLITENESS STRATEGIES IN MAKING SUGGESTIONS IN THE HARRY POTTER FILM SERIES IN ENGLISH AND THEIR VIETNAMESE TRANSLATIONAL EQUIVALENTS

4.1.1. Politeness strategies in making suggestions in the Harry Potter film series

This chapter investigates how the characters in the series of movies Harry Potter make suggestions politely by the frequency of using politeness strategies in their making suggestions as well as how S-H relation affects their choice of politeness strategies. Brown and Levinson framework of politeness strategies is employed with 15 positive politeness strategies and 10 negative politeness strategies in this study. From these films, 7 episodes of these series were collected. The data from English subtitles and Vietnamese subtitles was taken and analyzed.

4.1.2. The frequency of politeness strategies in making suggestions in the harry potter film series

4.1.2.1. *Sampling process in the Harry Potter film series*

In this study, realization of politeness strategies as well as politeness markers is generally analyzed based on main characters' utterances. Finally, 92 making suggestions found in seven episodes of the Harry Potter film series belong to two categories of politeness strategies employed: positive politeness strategies and negative politeness strategies. All the statistics needed for the study are calculated and presented in the following tables.

Table 4.1. The statistics of making suggestions in the Harry Potter
film series

Episode (Ep) / Utterances	Ep 1	Ep 2	Ep 3	Ep 4	Ep 5	Ep 6	Ep 7	Total
Why don't …?	1	3	1	2	1	0	1	9
Let's…	8	16	14	0	5	6	8	57
Shall we…?	0	0	0	0	0	0	0	0
What about?/How about?	0	1	1	0	0	5	2	9
Fancy …	0	0	0	0	0	3	3	6
... . How about you?	0	0	0	0	0	0	0	0
Would you like….?	0	0	0	0	1	2	0	3
We could (always)...	0	1	1	0	1	1	0	4
It would be nice to...	0	0	0	0	0	0	0	0
... What do you think?	0	1	0	0	0	2	1	4
Total	9	22	17	2	8	19	15	**92**

*4.1.2.2. The frequency of politeness strategies in making
suggestions in the Harry Potter film series*

Accumulatively, the data analyzed in this study were 92 samples
which can be classified into two big clusters: negative politeness
strategy and negative politeness strategy.

Positive politeness strategies

In general, data analysis suggested that positive politeness
strategies were favored by more participants than negative ones. There
are 5 positive politeness strategies in the framework of Brown and
Levinson used in making suggestions in the Harry Potter series. It was
found that out of 66 samples in making suggestions of positive
politeness strategies, respectively 13 (19.7%) samples used strategy 1,
19 (28.8%) samples used strategy 4, 11 (16.7%) samples used strategy

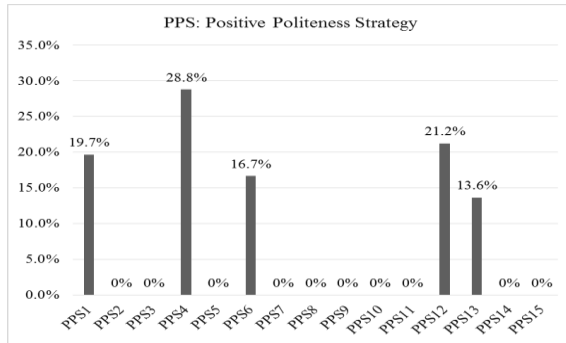6, 14 (21.2%) samples used strategy 12, 9 (13.6%) samples used strategy 13, were realized.

Figure 4.1. The frequency of positive politeness strategies

Negative politeness strategies

Generally, it can be stated that negative politeness strategies were favored by less participants than positive ones, as well. According to 10 negative politeness strategies in the framework of Brown and Levinson (1987), the negative politeness strategies in making suggestions in the seven episodes of the Harry Potter film series. It was found that out of 26 negative politeness strategies, 13 (50%) samples used strategy 1, 13 (50%) used strategy 2.
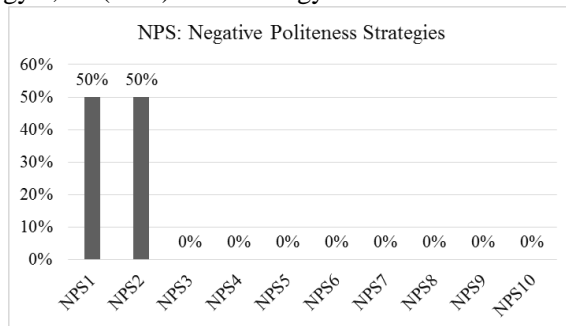

Figure 4.2. The frequency of negative politeness strategies

In conclusion, data analysis suggest that positive politeness strategy was favored by characters in the Harry Potter film series.

Quantitative data showed that politeness strategies appeared 66 times or 72% of making suggestions of the total data with 92 samples, and the negative politeness strategies occurred 26 times or 28% in making suggestions of the entire data.

4.1.3. Politeness strategies in making suggestions in the Harry Potter film series and their comparison between English and their Vietnamese translational equivalents

4.1.3.1. *Positive politeness strategies*

According to Brown and Levinson's politeness theory, there are 15 positive politeness strategies that we can use to analyze these utterances in movies, stories or daily conversations but 5 positive politeness strategies are revealed to indicate making suggestions in the Harry Potter film series.

Strategy 1: Notice, attend to H

In this study, characters seem to prefer using this strategy in making suggestions with 19.7%. Among 66 occurrences, this strategy appears 13 times. The Harry Potter film series used the marker "let's" in English or "hãy" in Vietnamese in making suggestions that is to attract the H's attention. The marker "let's" was mostly applied by natives, whereas the marker "hãy" was employed more frequently by Vietnamese ones.

Strategy 4: Use in- group identity markers

This strategy also accounts for 28.8% of the occurrence of positive politeness strategies - the highest frequency of occurrence. the strategy are appeared 18 times. With the same marker "let's", speakers show their desires and promote hearers' actions in the situations. In Vietnamese, the markers "nào", "thử", "hãy" are employed in the equivalent situations to reveal their intentions.

Strategy 6: Avoid disagreement

In the Harry Potter film series, they use continuously the marker "let's" to bring out their avoiding disagreement to pretend hearers' agreement in each utterance of making suggestions. This strategy accounts for about 16.7% in the making suggestions of the characters with the purpose of avoiding disagreement. In English, speakers still use the marker "let's" to find the best way to seek hearers' agreement without making a mistake while Vietnamese people use the makers "thử" or "xem" to show their slight hesitation or consideration.

Strategy 12: Include both S and H in the activity

In the movie series, the characters prefer using this strategy to others with the frequency about 21.2%, which ranks after strategy 4. In this strategy, speakers continuously use "let's" to connect the same intention in English whereas speakers also use "nào", "đừng", "đi" or "lên" as Vietnamese markers to desire the cooperation from hearers in Vietnamese.

Strategy 13: Give or ask for reasons

This strategy takes up about 13.6% of the frequency of politeness strategies in making suggestions by the characters in these film series. The marker "why don't" helps speakers show their expectation easily in English as well as the marker "tại sao" or "sao" in Vietnamese utterances. That is the most popular way in both English and Vietnamese making suggestions. That indicates there is a priority for direct and explicit communication in English culture while Vietnamese people tend to use more implicit communication style with their culture.

4.1.3.2. *Negative politeness strategies*

Strategy 1: Be conventionally indirect

The characters in the Harry Potter film series seem to be interested in the strategy to be conventionally indirect with nearly 52% of using it in negative politeness strategy of their making suggestions. It seems that English speakers tend to utilize negative strategies with these makers "would you like", "we could", or "fancy" while the Vietnamese makers including "mà", "thôi", "cả", "có lẽ", "liệu rằng", or "nhỉ" to bring out the preparation of making suggestions to seek hearers' satisfaction.

Strategy 2: Question and hedge

In this study, the strategy related to question and hedge is used quite often in making suggestions with 50% in the negative politeness strategies. Characters of the Harry Potter film series used structures of questions to make suggestions although the frequency of these structures was not very high in the native English speakers. In their Vietnamese translational equivalents, there are "thế nào", "thì sao", "nghĩ xem", or "bạn nghĩ thế nào" as their equivalents.

4.2. LINGUISTIC FEATURES OF POLITENESS STRATEGIES IN RESPONDING TO SUGGESTIONS IN THE HARRY POTTER FILM SERIES IN ENGLISH AND THEIR VIETNAMESE TRANSLATIONAL EQUIVALENTS

4.2.1. Politeness strategies in responding to suggestions in the Harry Potter film series

According to the Brown and Levinson framework, politeness strategies are found out 26 positive politeness samples. Some makers to respond to suggestions include "OK/Okay", "Alright", "Well", "Oh", "That sounds great",… which are common in the study.

4.2.2. The frequency of politeness strategies in responding to suggestions in the Harry Potter film series

4.2.2.1. Sampling process in the Harry Potter film series

In the study, we use main characters' utterances to analyze the realization of politeness strategies as well as politeness markers in responding to suggestions. There were 26 samples of using politeness strategies to respond to suggestions in seven episodes of the Harry Potter film series. All examples solely were categorized into one certain type of positive politeness strategies. Finally, all the statistics needed for the study are calculated and presented in the table below.

Table 4.2. The statistics of responding to suggestions in the Harry Potter film series

Episode (Ep) / Utterances	Ep 1	Ep 2	Ep 3	Ep 4	Ep 5	Ep 6	Ep 7	Total
OK/ Okay	0	1	1	0	1	0	0	3
Alright.	0	1	1	0	0	0	1	3
Oh,…	0	0	1	0	1	0	0	2
No,..	0	1	1	0	0	0	1	3
Yes,..	1	0	0	0	0	1	0	2
Sound great!/ That sounds great!	0	0	1	0	1	0	0	2
Well,…	0	2	0	0	0	1	0	3
I don't know	0	0	0	0	0	1	1	2
Perhaps,…	0	0	1	0	0	2	0	3
Others	1	1	2	0	0	0	1	5
Total	2	6	8	0	3	5	4	**26**

4.2.2.2. The frequency of politeness strategies in responding to suggestions in the Harry Potter film series

Quantitative data showed that out of 26 samples in responding to suggestions, 16 (61.5%) strategies to respond to suggestions were in line

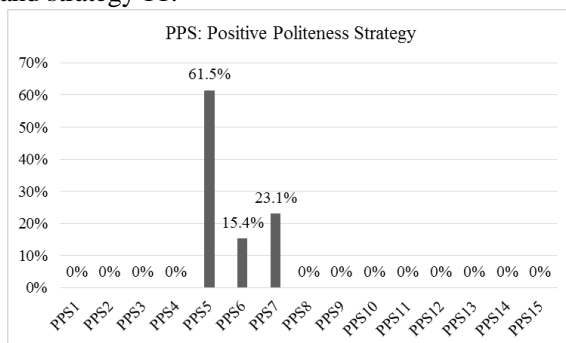with strategy 5, while 4 (15.4%) ones and 6 (23.1%) responded to strategy 6 and strategy 11.

Figure 4.3. The frequency of positive politeness strategies

4.2.3. Politeness strategies in responding to suggestions in the Harry Potter film series and their comparison between English and their Vietnamese translational equivalents

Three positive politeness strategies including strategy 5, strategy 6 and strategy 11 employed in utterances in these film series, but that mainly focuses on strategy 5, as below:

Strategy 5: Seek Agreement

There are many types of markers "Okay/OK", "Alright", "no", "yes", "that sounds great/ Sound great!" used to stress emotional agreement with the utterance characters' interest in this strategy in English. This most common strategy takes up to 61.5% of the frequency of politeness strategies in responding to suggestions by the characters in these film series. In Vietnamese, they use the markers "Được thôi", "Đồng ý", "Hay đấy", "Được đấy", or "Không", "Không biết" which are endlessly variable the ways of response show agreeing and disagreeing.

Strategy 6: Avoid Disagreement

In the Harry Potter film, they use markers such as "perhaps" or "well" to consider something carefully before they want to avoid

disagreement in responding to suggestions of English speakers while Vietnamese ones used "có lẽ" or "ừ" in the same situations. It only takes up 15.4% of strategy 6 in responding to suggestions.

Strategy 11: Be Optimistic

Characters in the Harry Potter film series used various markers including "whoa", "oh", "hey", "Aah" to minimize the size FTA and show their optimistic expressions in showing their responding to suggestions in English utterances whereas Vietnamese equivalents include "ồ", "ôi", "rồi", or "nào". This strategy occupies 23.1% of positive politeness strategies in these film series.

4.3.   SUMMARY

Briefly, the characters tended to employ politeness strategies of the Brown and Levinson's theory in their making suggestions as well as responding to suggestions. However, they seemed to be more in favor of using positive politeness strategies than negative ones to minimize the imposition on the hearers and respect their freedom in doing the acts.

Chapter Five
CONCLUSIONS AND IMPLICATIONS
5.1.   CONCLUSION OF THE STUDY

Politeness in communication goes to the very heart of social life and interaction since politeness is crucial to the construction and maintenance of social relationship. Indeed, it is probably a precondition for human cooperation in general and one of the status of universal principles of human interaction in particular. Politeness covers behaviors through which people indicate that they take into account others' feelings of how they should be treated, and it comes into operation through evaluative moments. The study deals with 15 positive politeness strategies and 10 negative politeness strategies as described in the theoretical framework of Brown and Levinson (1987). Data were utterances of making suggestions and responding to suggestions used in the movie series Harry Potter.

According to the study results, characters in the movies are more in favor of using positive politeness strategies with 72% compared with just 28% negative ones in making suggestions and in all utterances of responding to suggestions with positive politeness strategies account up to 100%. Among 15 positive politeness strategies in making suggestions, strategy 4 - *Use in group identity marker* was employed the most with nearly 29% when the S tries to give address action to a H's positive face through positive politeness strategies. However, there was no appearance of strategy 2, 3, 5, 8, 9, 10, 11, 14, 15 in making suggestions. In terms of negative politeness strategies in making suggestions, characters in the movies prefer using strategy *1 - Be conventionally indirect* much more than other strategies with nearly

61.5% in order to minimize the imposition on H. On the other hand, it can be found that strategy 5 - *Seek agreement* are used to stress emotional agreement with the utterances with 61.5% while the other strategies including strategy 6 - *Avoid disagreement* and strategy 11 - *Be optimistic* take up 15.4% and 23.1% respectively in responding to suggestions.

Regarding the role of S-H relationship in using politeness strategies, it is revealed that in terms of making suggestions in the Harry Potter films, people who tend to employ positive politeness strategies three times more often than negative politeness strategies to show their closeness and solidarity. On the other hand, characters in the movies only employ positive politeness strategies in responding to suggestions in the Harry Potter films in close relationship.

5.2. IMPLICATIONS OF THE STUDY IN TEACHING AND LEARNING ENGLISH

There are different assumptions of speakers in several cultures of their communication that can cause misunderstanding or cultural conflicts. It cannot be denied that language teachers and learners may have good understanding of the language, and its patterns of realization. However, they seem to lack an awareness of using language appropriately in each norm of the culture. Especially, having knowledge about how to perform politeness behaviors in making suggestions and responding to suggestions is important in using language.

Firstly, the finding of the research shows that English speakers prefer using positive politeness strategies in making suggestions and responding to suggestions than using negative ones in the Harry Potter film series. Therefore, teachers can help students be more aware of

linguistic differences rather than its function in order that students are able to use language appropriately and effectively in their communication. Moreover, students can be easy to distinguish and use politeness markers in negative or positive strategies to make daily conversations flexibly.

Secondly, it is advisable for teachers to focus on teaching functions of language combined with cultural factors of various contexts in teaching English. Moreover, this study will help students learn not only grammatical system but also a cultural manner of communication through the awareness of linguistic differences so that the students are able to speak with native speakers effectively. It will be better to use politeness markers in politeness strategies in making suggestions and responding to suggestions in the daily life. From that, students can use language appropriately and effectively in their communication without cultural conflict or misunderstanding.

Finally, teaching politeness markers of politeness strategies in making suggestions and responding to suggestions is necessary for students. Teachers should explain their use in specific contexts or real situations and point out the considerable influence of social factors. Moreover, teachers should teach the rules or patterns of suggestions by choosing particular situations such as friend-friend, student-professor, customer-seller, etc. in their lectures so that students can understand clearly and accurately.

5.3. LIMITATIONS OF THE STUDY

It was inevitable that the study has shown many shortcomings and weaknesses due to my limited knowledge of the field as well as my limited ability of carrying out the research. Moreover, owing to the

limited size of a minor M.A. thesis, it is impossible for me to investigate politeness markers in the politeness strategies in making suggestions and responding to suggestions in the Harry Potter film series more deeply and thoroughly.

Actually, I just focus on verbal communication through English utterances and Vietnamese ones in the Harry Potter film series. There are some important factors such as non-linguistic factors including facial expression, gestures, eye contact, etc…, and paralinguistic factors including intonation, pause, speed of speech, etc… which are not taken into consideration in my study. The politeness strategies in making suggestions and responding to suggestions in the Harry Potter film series should have been revealed more specifically and clearly.

In addition, more should have been done on politeness markers in the politeness strategies of making suggestions and responding to suggestions in the Harry Potter film series in all seven episodes of them. Thus, it is advisable for other researchers to study makers of politeness strategies in making suggestions and responding to suggestions of other movies as well as finding out the use of other speech acts like complaints, promises, criticism in the same series.

Finally, it was quite challenging me to collect and analyze the data and statistics in these film series because modern tools were not employed effectively. So it is highly recommended to use counting methods as supportive tools in collecting and analyzing data to promote the research of politeness strategies according to Brown and Levinson theory (1987).

5.4.   SUGGESTIONS FOR FURTHER RESEARCH

Although limitations are not avoidable in the study, I hopes this research will be significant practically to serve as the background for practice of further studies. The study provides practical implications for the use of politeness strategies in other films. The writer also hopes this study gives valuable information to compare and contrast the use of politeness markers in politeness strategies in making suggestions and responding to suggestions in literary works in English and their Vietnamese translational equivalents.