The study has been completed at the College of Foreign Languages, Danang University

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The thesis will be orally defended to the dissertation board
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The original of the thesis is accessible for purpose of reference at:
- The College of Foreign Language Library, Danang University
- Danang University Information Resources Centre
CHAPTER 1
INTRODUCTION

1.1. RATIONALE

According to Wierzbicka [61] in “Different cultures, different languages, different speech act”, cultural norms reflected in speech acts differs not only from one language to another. Like the other speech acts, advising may be different from language to language, culture to culture and community to community.

Different conceptions of politeness in communication between the two cultures can also be a big source of misunderstanding. Therefore, “An investigation into politeness strategies used by American and Vietnamese teachers for giving advice in campus life in English versus Vietnamese” is believed to be of great importance and significance. The findings from the research, hopefully, will probably provide language learners of American-English and Vietnamese with extra necessary information that can help them to be more successful in communicating with native speakers.

1.2. AIMS AND OBJECTIVES OF THE STUDY

1.2.1. Aim of the Study

This study aims to understand how politeness strategies are used by AmTs and VnTs for giving advice in campus life and put forward some implications of politeness in advising in English teaching and learning.

1.2.2. Objectives of the Study

The study is planned to investigate the common politeness strategies used by AmTs in giving advice, to investigate the common politeness strategies used by VnTs in giving advice, to find out the similarities and differences in the use of the politeness strategies in giving advice by AmTs and VnTs, to investigate the use of the politeness strategies in giving advice by AmTs and VnTs under the influence of age, power and social distance, to compare and contrast the informants’ choice of politeness strategies for the discovery of cross-cultural similarities and differences, and to suggest some implications of politeness in teaching some advice patterns in English.

1.3. RESEARCH QUESTIONS

In this task, the following questions will be used as a basis:

1. What politeness strategies are used by AmTs and VnTs for giving advice in the given situations?
2. What are the factors that govern the use of politeness strategies in giving advice?
3. To what extent, in giving advice by American and Vietnamese teachers, do politeness strategies differ cross-culturally?

1.4. THE SCOPE OF THE STUDY

The study is aimed to investigate the American-Vietnamese cross-cultural interaction on speech act of advice in politeness of both AmTs and VnTs, which is based on Brown and Levinson’s theoretical framework [11] and Nguyen Quang’s approach [46].

1.5. SIGNIFICANCE OF THE STUDY

It is hoped that the study with the original findings provides some considerable implications for both cross-cultural research and English language teaching as well. The results of the study provide the teachers and learners with both coincidences and disparities between the two groups of subjects from the different cultures - American and Vietnamese - in using politeness strategies in the investigated situations.

1.6. THE ORGANIZATION OF THE STUDY

Chapter 1: Introduction
Chapter 2: Literature Review and Theoretical Background

Chapter 3: Methods and Procedures

Chapter 4: Findings and Discussion

Chapter 5: Conclusion - Implications - Limitations - Suggestions for Further Study.

CHAPTER 2
REVIEW OF LITERATURE
AND THEORETICAL BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES
Martinez-Flor, Alicia [45] supposes that *suggestions may be regarded as components of a broader speech act that involves the act of advice.*

Hardin, K.J. [16] states that three acts of advice, suggestion and recommendation overlap in function. These three speech acts differ slightly in degree of intensity.

Wunderlich, D. [64] claims that certain speech acts can only be treated at a pragmatic level and cannot be distinguished from other speech acts taking into account only grammatical or formal rules.

Thomas, J. [55] adds that speech acts may be affected by culturally-specific or context-specific aspects on one hand, and interactional factors on the other hand.

Hinkel, E. [17] conducted a study that focuses on the differences between how 31 NSs of American English and 23 NNSs judged the appropriateness of advice in different situations.

Alcon, E. and Safont, P. [2] compared the realization of advice acts in both an oral corpus containing real life speech and several EFL textbooks, and found that native speakers used direct strategies, particularly declaratives and performatives.

Matsumura, S. [42], [43] conducted a study on the speech act of advice which made a great contribution to the field of Interlanguage Pragmatics (ITP).

Brown, P. and Levinson, S. [11] have a politeness theory in which advice-giving is not an easy speech act though it is made in the best interest of the hearer and regarded as a face threatening act (FTA) since the speaker is in some way intruding into the hearer’s world.

Pham Thi My Le [48] has found, in her study, that the frequency of giving advice in English is less than in Vietnamese.

Le Thu Thao [33] recognized, in her study, that politeness strategies vary according to different parameters of the informants such as age, gender, marital status, occupation, and area of living.

2.2. THEORETICAL BACKGROUND
2.2.1. Language and Culture and the relationship between them
2.2.2. Cross – Cultural Communication
2.2.2.1. Cross–Cultural Communication and Communicative Competence
2.2.2.2. Individualism–Collectivism in Cross–Cultural Communication
2.2.3. Speech Acts
2.2.3.1. Definition and Classification of Speech Act
2.2.3.2. Advising as a Speech Act
2.2.4. Politeness Theory
2.2.4.1. Notion of Politeness
2.2.4.2. Politeness Theory of Lakoff
2.2.4.3. Politeness Theory of Grice
2.2.4.4. Politeness Theory of Leech
2.2.4.5. Politeness Theory of Brown & Levinson

1) Face
2) Face Threatening Act
3) Politeness Strategies for doing FTA.
Lesser risk

**Figure 2.1: Possible Strategies for Doing FTAs**

(Source: Brown & Levinson, 1987)

4) Positive Politeness and Positive Politeness Strategies

According to Brown and Levinson [11, p.70], positive politeness “is oriented toward the positive face of H, the positive self image that he claims for himself”.

Here is the list of 15 positive politeness strategies going on record by Brown and Levinson [11] to minimize the face-threatening act (FTA).

**Strategy 1.** Notice, attend to H (his interest, wants, needs, goods).

**Strategy 2.** Exaggerate (interest, approval, sympathy with H).

**Strategy 3.** Intensify interest to H.

**Strategy 4.** Use in-group identity markers.

**Strategy 5.** Seek agreement.

**Strategy 6.** Avoid disagreement.

**Strategy 7.** Presuppose/raise/assert common ground.

**Strategy 8.** Joke.

**Strategy 9.** Assert or presuppose S’s knowledge of and concern for H’s wants.

**Strategy 10.** Offer, promise.

**Strategy 11.** Be optimistic.

**Strategy 12.** Include both S and H in the activity.

**Strategy 13.** Give (or ask for) reasons.

**Strategy 14.** Assume or assert reciprocity.

**Strategy 15.** Give gift to H (goods, sympathy, understanding, cooperation).

Nguyen Quang [72, p.78-85] suggests two more positive politeness strategies, namely:

5) Negative Politeness and Negative Politeness Strategies

Negative politeness, according to Brown and Levinson [11, p.70], “is oriented mainly toward partially satisfying (redressing) Hearer’s negative face, his basic want to maintain claims of territory and self-determination”.

Brown and Levinson [11] introduce 10 negative politeness strategies used in communication as follows:

**Strategy 1.** Be conventionally indirect.

**Strategy 2.** Question, hedge.

**Strategy 3.** Be pessimistic.

**Strategy 4.** Minimize the imposition.

**Strategy 5.** Give deference.

**Strategy 6.** Apologize.

**Strategy 7.** Impersonalize S and H.

**Strategy 8.** State the FTA as a general rule.

**Strategy 9.** Nominalize.

**Strategy 10.** Go on record as incurring a debt, or as not indebted H.

Nguyen Quang suggests one more negative politeness strategy that is: **Strategy 11.** Avoid asking personal questions

2.2.4.6. Factors Influencing the Choice of Politeness Strategies

Basically, most researchers agree that among the sociological factors which affect politeness, the three factors: Relative powers (P); Social distance (D) and Ranking of imposition (R) are the most remarkable.

Apart from the factors above, there are also many factors affecting politeness in interaction such as communication context, participants, and topic or purpose of communication.

**CHAPTER 3**

**METHODS AND PROCEDURES**

3.1. RESEARCH DESIGN

In the light of the Brown and Levinson’s theoretical framework of Politeness Strategies [11] and Nguyen Quang’s [46], this study is intended to find out and contrast the common strategies of advising in
American English and Vietnamese. Moreover, different parameters such as age, social status, power, social distance, etc. are clarified.

3.2. RESEARCH METHODS

The study is a qualitative and quantitative study executed with contrastive and analysis.

3.2.1. DATA COLLECTION METHODS

3.2.1.1. Sample

Questionnaires were delivered to 100 NSAEs and 100 NSVs. However, 50 questionnaires of NSAEs and 50 questionnaires of NSVs are selected for.

3.2.1.2. Instrument for Data Collection

The MPQ was designed with 20 typical advising situations, falling into 2 groups: teacher-student and teacher-teacher relation.

The DCT was designed with 9 situations chosen from 2 groups in the MPQ and rated highly advisable by both American and Vietnamese informants.

3.2.1.3. Data Collection Procedure

The utterances are collected from 100 informants (both Vietnamese and American).

3.2.2. Data Analysis Methods

The data taken from the survey questionnaire are used as the linguistic input.

3.3. RELIABILITY AND VALIDITY

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. THE ADVISING FREQUENCY OF AMERICAN AND VIETNAMESE TEACHERS

4.1.1. The Advising Frequency in Teacher-Student Relation:

Both AmTs and VnTs are generally quite open to give their advice to students. But there are still some differences in levels of advisability. For some situations in which personal issues and individual interests tend to be mildly advised or neutralized by AmTs while VnTs are more easy-going and familiar with giving advice to others, especially to their students. Most of AmTs are inclined more to ADV and Y/N while major of VnTs are inclined more to HADV and ADV.

In general, VnTs are still easier to give their advice than AmTs because Vietnam is considered community-oriented culture and America has an individual-oriented culture. So, VnTs have a higher frequency of giving advice to their students than AmTs do.

4.1.2. The Advising Frequency in Teacher-Teacher Relation:

It is seen that both AmTs and VnTs are not so strenuously advising their colleagues and their responses mostly fall into Y/N column. And there is a tendency that VnTs are more open to get straight to their co-workers by still giving them HADV. On the other hand, teachers in America are pretty more conservative to give their colleagues advice. Therefore, the frequency of giving advice for those situations is equal between AmTs and VnTs.

4.2. THE POLiteness STRATEGIES USED BY AMERICAN AND VIETNAMESE TEACHERS IN GIVING ADVICE

4.2.1. Realization of Strategies Used in Giving Advice

On the basis of the data collected and the politeness theory by Brown and Levinson [11] together with Nguyen Quang’s notions and strategies of PP and NP [46]; the author of this thesis classified politeness strategies employed by American and Vietnamese informants in giving advice into 11 sub-strategies as follow:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ame (%)</th>
<th>Viet (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bald on-record (B.OR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Politeness Strategies (PPS)</td>
<td>9.8</td>
<td>33.2</td>
</tr>
<tr>
<td>Positive politeness strategies+ Positive politeness strategies (PPS+PPS)</td>
<td>11.5</td>
<td>2.4</td>
</tr>
</tbody>
</table>
4.2.2 Politeness Strategies in Advising as seen from Communicating Partners

4.2.2.1 Communicating Partners as Students

1) Politeness Strategies in Giving Advice to Students in Sit 1: “Some of your students have not finished their homework for your class.”

2) Politeness Strategies in Giving Advice to Students in Sit 2: “One student in your class has sent you a letter and confided to you that he/she is in love with you.”

3) Politeness Strategies in Giving Advice to Students in Sit 3: “One of your students is very shy and afraid to take part in class team work and school activities.”

4. Concluding Remarks

To wrap up, with an individual-oriented culture, AmTs are inclined more to respect individual issues and try not to get involved in other people’s business. But if they have to give a piece of advice or a comment for students, they prefer to a respect behavior and giving indirect ideas that won’t put too much pressures on the subject of the
issue. So B.OR strategy rarely appears in the data; instead, NPS are the most favourite ones.

Whereas, teacher-student relationship is defined by the factor of closeness and communication attitude between teachers and students. After analyzing and assessing the data from the survey, it’s explicitly showing that B.OR and PPS are the two politeness strategies that are much preferred by VnTs.

4.2.2.2. Communicating Partners as Teachers
1) Politeness Strategies in Giving Advice to Teachers in Sit 4: “One of your co-workers (Mary) is a gossiper in school.”

2). Politeness Strategies in Giving Advice to Teachers in Sit 5: “One of your close colleagues (John) who is a teacher always dresses too casually to school”.

3). Politeness Strategies in Giving Advice to Teachers in Sit 6: “One of your colleagues (Michael) wants to leave the school where he/she has got all kinds of support for his/her promotion because he/she has got an offer for a better job from another school.”

4). Concluding Remarks

In general, teachers mostly focus on NPS, PPS and O.R strategies to give advice to their colleagues. But the basic difference is still the tendency of giving direct and imperative advice or showing the closeness and solidarity through PPS by VnTs while AmTs are looking for indirectness strategies or NPS to advise their co-workers. Basically, NPS and O.R are the two strategies being used the most by both AmTs and VnTs to avoid the disrespected feelings that may be caused by being so point-blank.

4.3. POLITENESS STRATEGIES IN ADVISING UNDER THE INFLUENCE OF POWER, AGE AND SOCIAL DISTANCE

4.3.1. Influence of Power in Giving Advice in Situation 7: “Your colleague has an intimate relationship with one of his girl students.”

4.3.1.1. American Findings
4.3.1.2. Vietnamese Findings

4.3.1.3. Similarities and Differences

- **Similarities**
  - Both AmTs and VnTs are under the influence of social status when giving advice to their colleague.
  - The two both groups give their priority to NPS 2 in this situation.
  - The PPS 13, NPS 2, NPS 5 and Silence are employed by both AmTs and VnTs when giving advice to the higher-powered colleague.
  - Both AmTs and VnTs are inclined to use B.OR when the colleague of lower status.
  - AmTs are interested in PPS 1, PPS 4 and NPS 3, NPS 7 when giving advice to the colleague who is of lower status. So are VnTs.

- **Differences**
  - VnTs are more influenced by the factor of social status than AmTs are.
  - The politeness strategies PPS 1, 2, 6, 13 and NPS 1, 2, 5, and 7 are used by VnTs for this situation meanwhile PPS 2, 3, and 4; and NPS 2, 5 and 7 are used by AmTs the most.
  - VnTs tend to make a combination of NPS and PPS when giving advice to the colleague who is of higher status; especially combining NPS 5 with PPS 6 while AmTs are PPS 4 and NPS 7.
  - O.R is only used by VnTs when they giving advice to the equal-powered colleague.
  - B.OR is used by VnTs with the highest rate when the colleague of lower status.

4.3.2. Influence of Age in Giving Advice in Situation 8: “A teacher (Jack) has a habit of cursing at students whenever he/she gets pissed-off.”

4.3.2.1. American Findings

4.3.2.2. Vietnamese Findings

- There is no big difference of PS employed by AmTs when giving advice to the colleague who is of equal or lower status. They make a preference of PPS 1, PPS 2, PPS 4; and NPS 2, NPS 3 and NPS 7.

4.3.4. Concluding Remarks

In short, AmTs and VnTs are all under the influence of social status. But generally, VnTs are more influenced by the factor of social status than AmTs are. It is noticed that although AmTs don’t use B.OR strategy as shown in the figure, their advice is still considered straightforward while VnTs use a lot of B.OR, but their advice tends to be conservative and indirect to the higher status co-worker. And for the colleagues who are at equal status and lower status, AmTs still keep their attitude of being straight and polite while VnTs tend to give friendly advice to their equal status colleague and show their concern about the problem.

4.3.2. Influence of Age in Giving Advice in Situation 8: “A teacher (Jack) has a habit of cursing at students whenever he/she gets pissed-off.”

4.3.2.1. American Findings

4.3.2.2. Vietnamese Findings
4.3.2.3. Similarities and Differences

- **Similarities**
  - AmTs and VnTs tend to use Silence strategy to advise their older colleagues.
  - Both AmTs and VnTs are inclined to choose B.OR strategy for giving advice to their colleagues at same age and younger age.
  - Both of the AmTs and VnTs share PPS 4 and NPS 1, 2, 3 and 7 to advise their co-worker in this situation.

- **Differences**
  - Age has no significant influence on the choice of PS to the American informants.
  - AmTs use PPS 4 and NPS 2, 3, and 7 while VnTs use PPS 5 and 8 and NPS 3.
  - Less AmTs use B.OR for giving advice to an older colleague than VnTs do.
  - VnTs are preferable to NPS for the older colleague while AmTs are infavor of PPS+NPS and PPS+OR.
  - AmTs like to use PPS 4 and 9 and NPS 2, 7 to advise to the older colleague while PPS 5 and 8; and NPS 3, 5 are preferred by VnTs.
  - OR strategy is applied only by AmTs for advising same age co-worker.
  - For equal and younger colleagues, AmTs are in favor of NPS (NPS1, 2, 3, 7 and 9) while VnTs are inclined to PPS (PPS 5, 8, 13.).

4.3.2.4 Concluding Remarks

In conclusion, for the influencing factor of age, AmTs are less influenced than VnTs are. The fact is that one of the remarkable characteristics of American people is straightforwardness and outspokenness. However, what they said is not B.OR but the direct utterances normally go along with politeness strategies. And the strategies they use mostly are NPS and PPS. Whereas, VnTs are more afraid and conservative to advise their older co-worker and tend to state the problem indirectly because the respect attitude for the elderly in Vietnam. And VnTs are very informal, straight and even imperative to their colleagues who are at same age or younger.

4.3.3. Influence of Social Distance in Giving advice in Situation 9: “Your colleague (Mary) in school is often late for her class and finishes her teaching earlier than allowed.”

4.3.3.1. American Findings

4.3.3.2. Vietnamese Findings
4.3.3.3. Similarities and Differences:

- **Similarities**
  - Most of AmTs and VnTs choose to stay silent when they are in unfamiliar and normal relationship with their colleagues.
  - For unfamiliar and normal relationship with colleague, AmTs and VnTs are inclined to PPS 1, 7 and NPS 2, 3.
  - For familiar relationship with colleagues, both AmTs and VnTs make a preference of B.OR, PPS and OR to advise.
  - AmTs and VnTs are in favour of PPS1, 16 and NPS3 for familiar colleagues.

- **Differences**
  - AmTs are more influenced by the factor of familiarity than VnTs.
  - AmTs make the best use of PPS with 6 PPS are used: PPS 1, 2, 4, 7, 13 and 17 while VnTs only use PPS 1, 7 and 16 in this situation.
  - VnTs are inclined to B.OR for unfamiliar and normal colleagues while AmTs don’t choose any B.OR.
  - NPS is applied by AmTs while PPS is loved by VnTs to give advice for the colleagues of unfamiliar and normal relationship.
  - Many AmTs prefer to combine PPS with NPS (especially PPS1 + NPS 2, 3) for giving advice under all three communicating partners while VnTs use PPS+NPS only for familiar colleagues.

4.3.3.4. Concluding Remarks

In general, different from the two influencing factors of social status and age, the factor of familiarity makes more influence on AmTs than on VnTs. So to speak, the level of familiarity decides what politeness strategies can be used by AmTs. In contrast, VnTs tend not to concern much about the unfamiliarity or familiarity but they tend to treat everyone quite the same in one way of closeness.

5.1. A SUMMARY OF THE STUDY

This study is carried out in the light of pragmatic; therefore some of prior researches of many scholars in the field as well as relevant theories are mentioned in the Literature Review. In Chapter 2, we first review in detail the theoretical framework for this study, namely, speech act theory and the politeness model developed by Brown and Levinson. In Chapter 3 we raise methods used for the study. Qualitative and quantitative method are suitably adopted for the analysis of this study basing on DCT and MPQ. In Chapter 4, an investigation into politeness strategies in giving advice is conducted on campus by American and Vietnamese teachers basing on the data collected from a survey questionnaire which has explicitly shown the detailed findings of how differently and similarly the two groups of informants give advice to students and teachers in school.

5.1.1. The Advising Frequency of American and Vietnamese Teachers

The frequency of giving advice of American and Vietnamese informants is relatively different. VnTs tend to advise more frequently than the AmTs do. In other words, the advising frequency of the Vietnamese is higher than of the American.

5.1.2. The Politeness Strategies used by AmTs and VnTs in Giving Advice

5.1.2.1. Politeness Strategies in Advising as seen from Communicating Partners as Students

PPS and NPS are mostly used for advising students by AmTs. On the contrary, VnTs are much more straightforward and direct to their students by using B.OR and PPS.
5.1.2.2. Politeness Strategies in Advising as seen from Communicating Partners as Teachers

NPS and OR are the two strategies used mostly by AmTs to give advice to their colleagues and B.OR is rarely used. However, most of VnTs use B.OR, PPS and OR for giving advice to their colleagues in the given situations.

5.1.3. The Politeness Strategies in Advising under the Influence of Power, Age and Social Distance

Both AmTs and VnTs are influenced by the factors of power, age and social distance in giving advice but the levels of the influence are different basing on the choices of the politeness strategies. More VnTs like to give advice to their boss than AmTs do. However, VnTs are more influenced by the factor of power than AmTs. To the American informants, the influence of power in giving advice is low.

Additionally, the factor of age doesn’t matter much to American informants when they have to give advice. By contrast, Vietnamese informants are much influenced by age especially the over-age.

Social distance matters more to American informants than to Vietnamese ones.

5.1.4. Major Similarities and Differences

5.1.4.1 Similarities

- Most eleven strategies are used by both American and Vietnamese informants in the questionnaire conducted. They are SPPS, PPS+PPS, PPS+NPS, PPS+OR, SNPS, NPS+NPS, NPS+PPS, NPS+OR, B.OR, OR and SL.
- PPS and NPS are the strategies that are applied the most by the two groups of informants.

- The American and Vietnamese informants are both under the influence of social status, ages and social distance in giving advice.
- Both American and Vietnamese informants tend to avoid using B.OR to give advice for their senior.
- For those who are at higher status, older and unfamiliar, both American and Vietnamese informants are pretty much inclined to employing Silence strategy.

5.1.4.2. Differences

- American informants tend to use more NPS and OR while Vietnamese informants use more PPS and B.OR.
- American informants tend to respect the personal issues of teachers and students by using OR or Silence strategy while Vietnamese ones tend to use B.OR and PPS.
- Vietnamese informants tend to put more imposition in their advice than American informants do.
- Vietnamese informants are less influenced by the factor of familiarity than American ones but Vietnamese informants are more influenced by the factor of social status and age than American ones.
- American informants are more conservative in giving advice to friends and colleagues who are at equal status, same age and familiar while Vietnamese informants are more free-and-easy.
- AmTs are inclined to PPS 2, 4, 9, 12, 16 and NPS 1, 2, 3, 4, 6 and 7 while VnTs are PPS 1, 6, 8, 13, 16, 17 and NPS 1, 3, 5 and 10.

5.2. SUGGESTIONS FOR COMMUNICATION AND LANGUAGE TEACHING

5.2.1. Suggestions for Communication
This study is supposed to be one of the helpful materials for those who concern about communicating and teaching English language with American folks with the politeness strategies of giving advice. More importantly, you can be able to avoid so-called cultural shock.

5.2.2. Suggestions for Language Teaching

Firstly, the teacher ought to help the students understand more about the cultural values and be aware of cultural differences.

Next, teacher should emphasize on teaching a language with its function or speech act rather than grammar.

Lastly, while teaching English the teacher is advised to create chances of social interaction for students because one of the best ways to teach social English language is through social situations.

Briefly, teaching English cannot be separated from teaching its culture – its politeness.

Below is the summary of the politeness strategies used in giving advice by AmTs and VnTs. It is supposed to provide teachers and learners with some advising patterns and structures that are categorized upon politeness strategies to help teachers and students know how to give advice appropriately in some particular situations in American English and Vietnamese.

Table 5.1. Summary of Politeness Strategies used in Giving Advice

<table>
<thead>
<tr>
<th>STRA</th>
<th>Substrategies</th>
<th>Typical Tokens</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Imperatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You should...</td>
<td>You should...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don’t...</td>
<td>Don’t...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ame</td>
<td>Ame</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viet</td>
<td>Viet</td>
<td></td>
</tr>
<tr>
<td>BOR</td>
<td>-Compliment</td>
<td>- You are creative and very</td>
<td>- Minh/thi cuid dao nay...</td>
</tr>
<tr>
<td></td>
<td>-Showing concern to H</td>
<td>intelligent...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-I noticed that...</td>
<td>- Minh/thi cuid dao nay...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-What’s wrong</td>
<td>- Minh/thi cuid dao nay...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with you?</td>
<td>- Minh/thi cuid dao nay...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ame</td>
<td>Ame</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viet</td>
<td>Viet</td>
<td></td>
</tr>
<tr>
<td>BOR</td>
<td>-Intensifiers: really.</td>
<td>- You really need</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Minh/Tôi rất...</td>
<td>Minh/Tôi rất...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRA</th>
<th>Substrategies</th>
<th>Typical Tokens</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Imperatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Making a good story</td>
<td>- I used to also be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Exaggerating</td>
<td>- I used to also be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-When I was your age, I...</td>
<td>- When I was your age, I...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-This is so wrong</td>
<td>- This is so wrong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in so many levels.</td>
<td>in so many levels.</td>
<td></td>
</tr>
<tr>
<td>BOR</td>
<td>-Generic name</td>
<td>- Students, you need...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Address forms</td>
<td>- Jack...</td>
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<td>-In-group language</td>
<td>- Jack...</td>
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<td>BOR</td>
<td>-Safe topic</td>
<td>- Wow...</td>
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<td>Minimal encouragers</td>
<td>- Wow...</td>
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<td>BOR</td>
<td>-Token agreement/</td>
<td>- It’s OK, but...</td>
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<td>Pseudo agreement</td>
<td>- It’s OK, but...</td>
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<td>BOR</td>
<td>-Gossip/small talk</td>
<td>- You know...</td>
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<td>-Common-ground claim</td>
<td>- You know...</td>
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<td>BOR</td>
<td>-Appreciation</td>
<td>- Cam em Yeu em</td>
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<td></td>
<td>-Come on!</td>
<td>- Cam em Yeu em</td>
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<td>BOR</td>
<td>-Questions</td>
<td>- Can you give me any advice on how</td>
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<td>- Can you give me any advice on how</td>
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<td>- Can you give me any advice on how</td>
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<td>to...</td>
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<td>Y might be too much</td>
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<td>I think you should...</td>
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<td>I’m pretty sure you can’t...</td>
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<td>Maybe, you shouldn’t...</td>
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<td>Em/tôi...</td>
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<td>Tôi nghĩ nói...</td>
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<td>Xem mà situ đỏi</td>
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Negative Politeness Strategies
3. Be pessimistic
- Hypothesis: subjunctive; “if” clause
- Pessimistic hedges: perhaps, might...
- Negative forms
  - If you don’t,…, you won’t/cannot…
  - If I were you, I would…
  - I don’t think you can…
- Nếu em/cậu, mình sẽ…
- Nếu em/mình…là anh/chị, mình sẽ không
- Thầy/tôi…không nghĩ…

4. Minimize the imposition
- Downtoners: just
- Understaters: a bit, a little
  - It may be scary, but just give it a try!
  - Try to participate a little
- Em/bạn…cứ thử một lần rồi sẽ…

5. Give deference
- Honorifics
- Words of respect
  - You are a respected teacher
  - Sẽ p…

6. Apologize
- Indicate reluctance
- Expression of regret: I apologize, I’m sorry
  - I’m sorry but this cannot happen

7. Impersonalize S and H
- Impersonal verbs
- Passive voices
- Replacement of the pronouns “I” and “you” by indefinites
  - It’s important/ inappropriate to…
  - This was supposed to…/ It needs to…
  - One shouldn’t…
  - Ai lại……bao giờ.

8. State the FTA as a general rule
- At this school we have to begin and end class on time
  - Học phải làm thời mà mọi chữ
  - Hãy làm việc giữ gìn tiến các nhiệm vụ!
- Cam ơn…nhưng tốt không thể…

9. Go on record as incurring a debt, or as not indebting H
- “Thank you” pattern
  - Thank you…
  - Cam ơn…nhưng tốt không thể…

5.3. LIMITATIONS OF THE STUDY
Because of knowledge and time limit, I have not been able to
have full look at all aspects of speech acts of advising. And the factors
such as tones, facial expressions and body language should be
considered to be influencing factors.

The results from the questionnaires are not so adequate and
reliable enough to illustrate differences as well as similarities, so
answers might not be slightly exact to what is said in real life.

5.4. SUGGESTIONS FOR FURTHER STUDY
There are many problems which need further research in the future:
- An investigation into politeness strategies used by AmTs and
  VnTs in responding to advice.
- To apply this result for further studies, researchers are highly
  advised that Informant’s Parameters such as age, gender, marital status
  and living area should be taken into consideration.