

# **Politeness Strategies Used by Male and Female English Teachers in Oral Communication in Intermediate EFL Classrooms in Iran**

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**This study was designed to investigate politeness strategies used by Iranian male and female EFL instructors and also whether there is any statistically significant relationship between Iranian EFL instructors' gender and their use of politeness strategies. To achieve the objective, two Iranian male teachers and two Iranian female teachers teaching English at Simin Language Institute, in Rudsar, Gilan were ed and they were asked to teach a 60 minute lesson of Unit 3 of the book New English File Intermediate. First all four classes were recorded whose transcripts were later used for analyzing politeness strategies proposed by Brown and Levinson (1987). To analyze the student-teacher interactions in all four classrooms, every strategy was explored based on its categories. The second step included analyzing every line to find out its group of strategies and subcategories. Every student-teacher interaction was carefully scrutinized and the highlighted subcategories were codified. Based on the findings of this study, Iranian instructors (both males and females) used "Bald on-record strategies" and "Positive politeness strategies" more frequently than "Negative strategies" and "Off-record strategies." In fact, the results showed that unlike male instructors who used "Bald on-record strategies" more than other strategies, female instructors gave priority to using positive strategies. The results of the Chi-Square test rejected the null hypothesis and implied that that there was no significant relationship between the frequency of the types of politeness strategies used and Iranian EFL instructors' gender.**

**Keywords :** Politeness theory, Positive and negative face ,Face-threatening acts

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