The present study aimed at probing possible traces of similarities and differences between English as a foreign language (EFL) and Persian (L1) classroom contexts in use of linguistic politeness strategies. In this study, five EFL intermediate classes and five L1 high school classes were voice-recorded. Linguistic politeness super-strategies used by both EFL and L1 teachers were extracted and categorized according to Brown and Levinson's (1987) theory of politeness. Then the collected data were analyzed applying Scollon and Scollon's (1995) systems of politeness, EFL & L1 participants' background knowledge of English and Persian, and dominant culture of each language. The results show that L1 teachers tended to put positive, negative and off-record linguistic politeness strategies into practice compared to their EFL counterparts since EFL teachers often lack a satisfactory command of English language in comparison with Persian as their mother tongue. Moreover, in this study, it was proved that L1 teachers were inclined to be more careful about their addressees' face. According to results of this study, in contrast to the teachers, EFL students were typically inclined to consider politeness strategies more than their counterparts. However, looking at categories of politeness strategies revealed higher level of considering positive, negative and off-record politeness strategies in L1 students' utterances. These claims were supported by the findings of this study.
implications of this study go for improving Iranian EFL, Persian teachers to have a better understanding of the importance of politeness theoretically and as its consequence practically for meeting the results they mean to