

## Positive Politeness in Writing Centre Consultations with an Emphasis on Praise

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**Abstract :** In especially the context of a writing center, learning takes place during, and as part of, the conversations between the writing center tutor and the student. This interaction or dialogue is an integral part of writing center research and is the focus of this largely qualitative study, employing a politeness lens. While there is some research on positive politeness strategies employed by writing center tutors, there is very little research on specifically praising as a positive politeness strategy. This study attempts to fill this gap by analyzing a corpus of 10 video-recorded consultations to determine how tutors in a writing center utilize the positive politeness strategy of praise. Findings indicate that while tutors exploit a range of politeness strategies, praise is used more often than any other strategy. The research indicates that praise as a politeness strategy is utilized significantly more when commenting on higher-order concerns, as in line with the writing center literature. The benefits of this study include insights into how such analyses can be used to better prepare and equip the tutors (usually postgraduate students appointed as part-time tutors in the writing center) for the work they do on a daily basis.

**Keywords :** writing center, academic writing, positive politeness, tutor

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