



## Exploring The Factors Influencing Politeness Strategies Visible in Classroom Interaction

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### ABSTRACT

This study examines the factors that influence politeness strategies employed in classroom interactions between first-year students and faculty at Southern Baptist College. Grounded in Brown and Levinson's Politeness Theory, the research examined how personal, contextual, institutional, teacher, and peer factors affect communication styles. A quantitative correlational design was adopted, using convenience sampling with 70 students and 18 teacher respondents. Data were collected through validated Likert-scale questionnaires and analyzed using descriptive statistics and Pearson's  $r$  correlation. Findings revealed that both teachers and students predominantly employ positive politeness strategies, emphasizing respect, gratitude, and inclusion. Teachers identified personal and student-related factors as most influential, while students highlighted teacher behavior and contextual factors. However, correlation tests showed no statistically significant relationship between influencing factors and the frequency of politeness strategies used. These results suggest that individual personality and communication habits may weigh more heavily than external factors. Recommendations include integrating social-emotional learning, reflective practice, and adaptive communication training into educational programs.

**Keywords:** politeness strategies, classroom interaction, communication, Brown and Levinson, pragmatics

### I. INTRODUCTION

The prevalence of modern technology has introduced new behavioral characteristics among students in the 21st century, often leading to a decline in traditional peer interaction etiquette. Despite these changes, politeness continues to play a significant role in facilitating interaction among students. Politeness, broadly defined as a facilitator of communication in human interaction because it minimizes conflict and confrontation (Sakr et al., 2013), is considered a universal principle of communication according to Brown and Levinson (1987), its earliest proponents. The notion of politeness is therefore essential in assessing the effectiveness of communication within classroom interaction.

Communication, understood as an interactive process, is defined as the exchange of information and understanding between individuals (McKinney & McKinney, 2020). It is a dynamic process involving the encoding, transmission, and decoding of messages within social contexts (Crisostomo, 2004). In human life, communication manifests in diverse forms, including systems of norms and modes of speech and behavior,



collectively known as speech etiquette (Ryanova, 2015).

In the Filipino context, politeness is reflected in cultural practices such as the use of honorifics "po" and "opo" to express respect, alongside values of friendliness, hospitality, and cheerfulness. The cultural concept of *hiya*, which relates to dignity and shame, influences the avoidance of rude language, swearing, and excessive sarcasm, especially in particular social contexts (Umila, 2018). Politeness is also conveyed through verbal and non-verbal actions—for example, addressing a teacher as “Sir” or bowing when entering or leaving a church as an expression of respect (Wangia & Otonde, 2020).

Effective communication, which involves the clear and meaningful sharing of thoughts and emotions, is crucial for building and sustaining relationships within family, friendship, and professional domains (Morrison, 2014). Naturally occurring in daily life, communication adapts to different social groups and contexts. Among peers of the same age and status, casual speech is common, whereas interactions across generational or hierarchical boundaries tend to be more formal, reflecting situational adjustments in language use (Wangia & Otonde, 2020).

In line with these challenges, this study seeks to determine the politeness strategies visible in the communication of freshman students in the Bachelor of Secondary Education program. Furthermore, it aims to investigate how influencing factors such as culture, context, and power dynamics affect student interactions within the classroom setting.

The purpose of the study is to determine various politeness strategies visible in communication on classroom setting of the Freshman Students of the Bachelor in Secondary Education and to investigate how these variables influence student interaction based on the given factors.

### Research Objectives

The Objective of this study is to identify the different factors influencing politeness strategies visible in classroom interaction. This study sought to answer the following research questions:

1. To determine the level of the factors influencing politeness strategy used by students in classroom interaction in terms of:
  - 1.1 Student Factors
  - 1.2 Contextual Factors
  - 1.3 Institutional Factors
  - 1.4 Personal Factors
2. To identify the level of the factors influencing politeness strategy used by teachers in classroom interaction in terms of:

- 2.1 Teacher Factors
- 2.2 Peer Factors
- 2.3 Contextual Factors
- 2.4 Personal Factors

3. To identify the level of politeness strategies used by both teachers and students in classroom interaction in terms of:

- 3.1 Bald-on Record
- 3.2 Positive Politeness
- 3.3 Negative Politeness
- 3.4 Off Record

4. Is there a significant relationship between the factors influencing politeness strategies used by teachers and their level of politeness strategies used in classroom interaction?

5. Is there a significant relationship between the factors influencing politeness strategies used by students and their level of politeness strategies used in classroom interaction?

### Significance of the Study

This study is beneficial to the following:

#### To the Students:

This study is significant to the students for it determines interpersonal relationships in classroom setting essential for a healthy learning environment. It helps the students build rapport and understand differences between Age, Gender, Power Dynamics, Social Context, Emotional Climate, Communication Styles and etc.

#### To the Teachers:

This study is significant to the teachers for it determines student behavior and social up bringing which is essential for the development of an effective teaching strategy. It helps the teachers cultivate a more effective and respectful learning environment for the students.

#### To the Parents:

This study is significant to the parents for it determines guardian involvement to the educational practices of the students. It encourages the parents to give active and financial support to their children's academic endeavor.

#### To the Society:

This study is significant to society because it contributes to the cultivation of bright and respectable professionals for the future.

#### To the Future Researchers:

This study is significant to future researchers for this will serve as a foundation for future exploration on the different Factors Influencing Politeness Strategies visible in classroom interaction. The



theories and methods presented in this study will serve as a blueprint to future researchers invested to elaborate these challenges.

#### Definition of Terms

**Bald On-Record** in this study is a strategy that involves straightforward, unambiguous communication without any attempt to soften the impact. It's often used in situations where the speaker has a high level of power over the listener or in close relationships (Holmes, J. 2013).

**Negative Politeness** refers to the strategy that seeks to minimize the threat to the listener's negative face by being indirect, using hedges, and employing formal language. It acknowledges the listener's desire for autonomy (Holmes, J., & Stubbs, M. 2008).

**Off-Record** in this study involves indirect communication, where the speaker leaves it to the

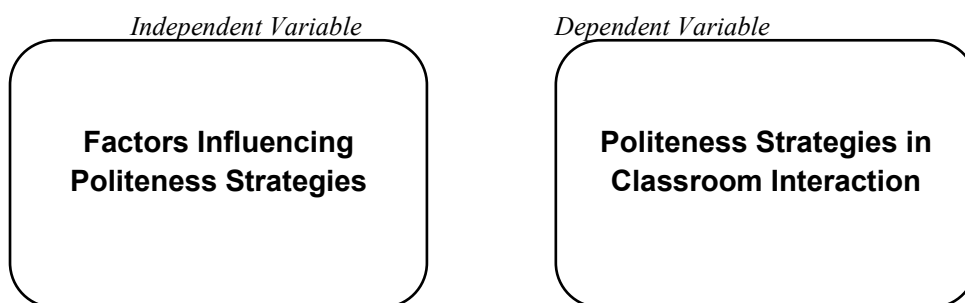
listener to infer meaning. It can involve hints, ambiguity, or irony (Brown, P., & Levinson, S. C., 2006).

**Politeness** is social behavior characterized by respect consideration and courtesy in communication often reflected through language choices tone and body language (Holmes, J., 1995).

**Positive Politeness** is a strategy that aims to enhance the listener's positive face by showing solidarity, affection, or camaraderie. It includes compliments, expressions of interest, and in-group language (Cutting, J. 2002).

#### Conceptual Framework

This study focused on exploring the factors influencing politeness strategies visible in classroom interaction.



#### Theoretical Framework

**Politeness theory** is an essential branch of pragmatics developed by Penelope Brown and Stephen Levinson in the 1970s. The theory draws heavily upon Erving Goffman's concept of face theory and has advanced this concept with a particular focus on how and why we are polite to others. Politeness Theory serves as a valuable lens for analyzing communication strategies and their impact on social interactions. By emphasizing the balance between positive and negative face, it highlights the nuanced ways individuals navigate social relationships and cultural expectations. Understanding this theory can enhance effective communication in diverse contexts.

#### Hypothesis

Null Hypothesis (Ho): There is no significant relationship between the influencing factors and politeness strategies visible in classroom interaction. Alternative Hypothesis (H1): There is a significant relationship between the influencing factors and politeness strategies visible in classroom interaction.

## II. REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive review of related literature on Factors Influencing Politeness Strategies Visible in Student-Student Communication on Classroom Setting, providing a concrete foundation for the current study.

#### Politeness Theory

Politeness involves considering others' feelings and desires when interacting, expressed through verbal and non-verbal actions (Leech, 1983). Examples include non-verbal interactions like appropriate dress, facial expressions, gestures, and body language (Ashizuka et al., 2015) and verbal interactions like honorific language, such as Japanese linguistic forms (Fukada & Asato, 2004; Yoshimura & MacWhinney, 2011). Politeness promotes harmony in interactions by controlling cooperative behavior (Thomas, 1995). Speakers use politeness strategies to maintain social balance (Al-Duleimi et al., 2016).

Politeness encompasses more than just courteous phrases like "please," "sorry," and "thank you." Linguistically, politeness refers to the thoughtful expression of speech, considering the



context, timing, and audience to facilitate effective interaction (Rahma, 2020). In conversations, individuals should exercise caution with their words, employing politeness strategies to ensure communication is well-received. Politeness is a social skill, conditioned by socio-cultural norms, which enables humans to navigate interactions successfully. Politeness theory focuses on preserving the listener's "face" from face-threatening actions (FTAs), which can compromise someone's self-image or challenge their desires. Protecting one's face is a fundamental aspect of communication, often occurring subconsciously (Sunra, L. Nengsi, S.A., Halim, A. 2022).

While politeness is universal, its expression varies across cultures and languages. Different theories explain politeness strategies, each with strengths and weaknesses, making them culture-specific (Al-Duleimi et al., 2016). Politeness develops through sociocultural interactions and is acquired over time. People use politeness to minimize speech act force and facilitate successful communication. Theories on politeness examine its role in communication, highlighting its importance in social interactions.

### **Politeness According to Brown and Levinson**

The most prominent work in the context of interlanguage pragmatic research, which was widely used, was the theory of politeness proposed by Brown and Levinson (1978, 1987) (Brunet, Cowie, Donnan, & Douglas-Cowie, 2012, p. 2). The theory mainly focused on how politeness is expressed to protect participants' face. Brown and Levinson (1987) based their theory on Goffman (1955, 1967), who was the first to introduce positive face and indicated its importance and necessity in any particular social interaction (Brunet et al., 2012, p. 2). However, Brown and Levinson (1987) were more apparent in their treatment of face. They emphasised two ways of portraying the concept of face. The first way dealt with face from a positive and negative points of view, while the second concentrated on the claim that positive and negative faces represent interlocutors' steady wants.

Brown and Levinson (1987) extended the idea of 'face' into politeness. They viewed politeness as a concept with two characteristics: positive and negative. 'Positive politeness' is used to refer to what can be communicated to satisfy the needs of positive face while 'negative politeness,' on the other hand, functions in two ways. First, it can be expressed to save the "interlocutor's face" negatively or positively and second, it can be expressed by fulfilling the requirements of the negative face by the way of

showing respect to the addressee and bearing in mind that his rights must be respected and "not to be imposed on" (Kitamura, 2000, p. 1). In this regard, for interlocutors to maintain their face, they cooperate with each other in any social communication as the need to maintain everyone's face relies on others (Wijayanto, Laila, Prasetyarini, & Susiati, 2013).

Accordingly, Brown and Levinson (1987) proposed their strategies of politeness to protect interlocutor's face when expressing their speech acts in any social interaction. They claimed that these strategies may be universal to help speakers take account of the social factors involved with the speaker maintaining others' face through his use of speech acts. The importance of social factors in clarifying politeness strategies has compelled the researchers to shed light on them before explaining politeness strategies.

Brown and Levinson (1987) focused on three social factors that speakers should consider when interacting with each other. They are: 1) power, 2) social distance, and 3) the degree of imposition. Power refers to the social status of both speaker and hearer. The social distance is defined as the factor that indicates the degree to which interlocutors are familiar with each other (Brown & Levinson, 1987). Kida (2011, p. 183) stated that social distance can be expressed by using different linguistic forms to indicate "respect, deference, and politeness." Meanwhile, the degree of imposition indicates the rank that an addresser enjoys and his ability to impose his ideas and desires on others. In the same sense, Martinze-Flor (2007, p. 6) argued that the degree of imposition is related to the way in which the speaker can impose his intention on the hearer. Consequently, it is necessary to take these social factors into consideration when expressing any speech act appropriately according to the social context because they control the preferred linguistic forms used. Wang, Johnson, & Gratch (2010, p. 2) argued that, to be highly polite, this depends on the "potential threat of a communicative act." They pointed out that the factors involved in evaluating face threats as proposed by Brown and Levinson (1987) might affect the politeness strategies used to express certain speech acts.

Along the same line, Scollon and Scollon (2001) replicated, to some extent, Brown and Levinson's (1987) definition of the social factors as a vertical relationship that takes place between participants not from the same level or status (2001).



### **Politeness in Culture, Society and Gender**

Politeness strategies vary across cultures and genders, with tag questions being a notable exception. Both men and women employ different types of tag questions, influenced by cultural conditioning rather than gender. For instance, English speakers use more tag questions than Serbians, with varying frequencies depending on the discourse type, whether cross-gender or same-gender.

Research reveals distinct differences in communication styles between men and women. Men's speech tends to be more directive, straightforward, and simple, whereas women's speech employs diverse strategies to express emotions and psychological states (Wahyuningsih, 2018). Politeness strategies play a crucial role in navigating social interactions, managing relationships, and conveying respect.

Sociolinguists like Penelope Brown and Stephen Levinson have categorized politeness strategies into various frameworks. These strategies serve distinct roles in communication, including managing social relationships, conveying respect or deference, expressing emotions and psychological states, negotiating power dynamics and mitigating face-threatening acts

Understanding these politeness strategies is essential for effective communication, as they facilitate harmonious interactions and foster positive relationships.

### **Politeness in Classroom Interaction**

Classroom discourse provides a unique setting where politeness is crucial for maintaining an effective teaching and learning environment. Politeness fosters positive relationships, enhances participation, and minimizes conflict between teachers and students. According to Lestari, Arifin, and Marhum (2018), politeness is a fundamental aspect of teaching and learning, as it establishes a respectful classroom climate. Purandina, Tirtayani, and Rasana (2014) also emphasized that teachers' use of polite utterances encourages student engagement and promotes cooperative behavior. However, as Purnomo (2019) noted, students may unintentionally exhibit impoliteness due to spontaneous reactions rather than deliberate intent, which may disrupt learning.

Empirical studies confirm the centrality of politeness in classroom interaction. Ginting, Nainggolan, and Simarmata (2023) found that positive politeness strategies dominated high school student discourse, reflecting solidarity, while teachers often used bald-on record strategies to give

clear instructions. Similarly, Fitriyani (2020) observed that negative politeness was prevalent in EFL classrooms, reflecting students' awareness of power and age differences with teachers. Nugrahanto (2020) also documented that biology class interactions consisted of 50% positive politeness, 32% bald-on record, 16% negative politeness, and 2% off-record strategies, demonstrating the balance between clarity and politeness in instructional settings. These studies highlight that classroom communication involves a blend of politeness strategies shaped by hierarchy, context, and situational demands.

### **Politeness in Teacher–Student Interaction**

Teacher–student communication is a core area where politeness strategies operate visibly, as interactions are often shaped by power asymmetries. Heriyawati et al. (2019) emphasized that politeness is essential in teacher discourse to maintain authority while fostering inclusivity. Nurmawati and Weda (2019) similarly noted that teacher–student interaction requires politeness to ensure clarity, respect, and productive learning outcomes. In this context, language serves as both a tool for instruction and a mechanism for managing relationships.

Studies reveal that teachers adopt varied strategies depending on pedagogical goals. Rahayuningsih, Sari, and Dewi (2020) found that teachers used positive politeness to build rapport, bald-on record for clear directives, and negative politeness to avoid excessive imposition. Victoria (2008), in her study of Philippine higher education classrooms, observed that teachers often employed humor and indirect language to soften face-threatening acts, balancing authority with approachability. These findings highlight that teacher–student interactions involve constant negotiation between formality, authority, and relational closeness, with politeness strategies functioning as a bridge between power and solidarity.

### **Relevant Studies in the Filipino or Local Context**

In the Philippine context, politeness has been examined in both face-to-face and mediated communication. Berrones Liwanag, Ganapathy, and Ching (2023) compared Filipino and Malaysian students' emails and found that Filipinos tended to use more indirect requests and hedges, while Malaysians favored more direct phrasing, reflecting differing cultural norms in politeness strategies. Similarly, Correo (2022) analyzed Bikolano asynchronous online discourse and observed that Filipino speakers often combined positive and negative politeness strategies, reflecting a hybrid



communicative style shaped by collectivist values. Santos (2023) studied Manobo students' classroom interactions and confirmed that all four politeness strategies identified by Brown and Levinson—bald-on record, positive politeness, negative politeness, and off record—were evident in student discourse, demonstrating the adaptability of politeness theory in local contexts.

These findings suggest that while Brown and Levinson's framework is broadly applicable, cultural variations influence how politeness is expressed in Philippine classrooms. Filipino students, often shaped by collectivist values and respect for authority, may emphasize indirectness, hedging, and deferential forms more than Western counterparts. At the same time, contextual variables such as institutional norms and digital communication platforms introduce new dynamics that shape politeness strategies in educational settings.

### **III. METHODOLOGY**

This chapter presents the actions taken in investigating the study entitled "Exploring Factors Influencing Politeness Strategies Visible in Classroom Interaction". This section provided a detailed description for the application of specific procedures used to identify, select and analyze information applied to understanding the collection of data. This gave conducive validity and reliability to the findings of this investigation.

#### **Research Design**

This study employed a quantitative research method with a correlational approach. Creswell (2020) defined quantitative correlational approach as a design that examines statistical relationship between two or more variables without manipulating them. This design is used to measure how variables are associated using numerical values such as test scores or survey responses. In the case of this study, the research aimed to explore the influencing factors and politeness strategies used in classroom interaction.

#### **Source of Data**

The primary source of data for this study were First Year students of the Bachelor in Secondary Education major in English and the Full-time Faculties from CLAPA and CTE department teaching English Courses at the Southern Baptist College A.Y. 2024-2025. Among the 87 total population of Major in English students, the researchers used Convenience sampling to get 70 respondents. The researchers also used Convenience

sampling for the faculty respondents to get 18 respondents. Convenience sampling is a non-probability sampling method in which participants are selected based on their ease of access, availability, and willingness to participate, rather than being chosen randomly from the entire population. The data was collected using a validated structured survey questionnaire to assess the respondents. Participation was voluntary, and informed consent was obtained by student respondents.

#### **Research Locale**

This study was conducted at the Southern Baptist College, Bialong, M'lang, North Cotabato, during the second semester of the A.Y. 2024-2025. The researchers selected the said locale so that any relevant findings of the study can help curriculum developers, teachers and other stakeholders to plan and implement relevant strategies to help students decrease communication breakdown and increase politeness in student interactions.

#### **Data Gathering Procedure**

Prior to the actual collection of data, the researchers secured a validation letter to ensure the validity of the structured survey questionnaire to obtain quantitative data relevant to the research objectives. The questionnaire is composed of a set of close-ended questions using a Likert Scale. After obtaining the validated questionnaires, the researchers obtained approval and started the face-to-face distribution of questionnaires to the selected participants. The researchers explained the purpose of the study and informed consents were attached to the questionnaire to ensure anonymity and confidentiality. Participants were given time to complete the questionnaires, and the researchers collected the responses to confirm completeness and consistency. The data was then encoded, tabulated and subjected to appropriate statistical treatment.

#### **Ethical Considerations**

This study adhered to ethical standards to ensure the rights and welfare of the participants. The researchers provided written informed consents for the participants prior to the collection of data, this consent forms explained the purpose of the study, the risk and benefits of participating in the study, as well as the confidentiality and anonymity of the participants involved in the study. Participation in the study was voluntary, and no coercion or incentives were given to the participants just so not to influence the findings of the study.



### Data Analysis

A descriptive method of analysis was utilized in analyzing the collected data. Standard

Deviation and Measures of central tendency specifically the mean were used to answer objectives 1, 2, 3 and interpreted through the following table.

**Table 1. Qualitative Interpretation of 5-Point Likert Scale Measurements (Brown, 2010)**

Likert-Scale Description	Likert-Scale	Likert Scale interval
Strongly Disagree	1	1.00 – 1.80
Disagree	2	1.81 – 2.60
Neutral	3	2.61 – 3.40
Agree	4	3.41 – 4.20
Strongly Agree	5	4.21 – 5.00

**Table 2. Qualitative Interpretation of 5-Point Likert Scale Measurements (Brown, 2010)**

Likert-Scale Description	Likert-Scale	Likert Scale interval
Never	1	1.00 – 1.80
Rarely	2	1.81 – 2.60
Sometimes	3	2.61 – 3.40
Often	4	3.41 – 4.20
Always	5	4.21 – 5.00

For objective numbers 4 and 5, the researcher used Pearson's r Product Moment Correlation to answer the null hypothesis, "There is no significant relationship between the influencing factors and politeness strategies visible in classroom interaction" and interpreted through the following table.

**Table 3. Pearson's r Product Moment Correlation Chart (cited in the textbook of De Guzman, 2017)**

Absolute value of the coefficient	Interpretation
1	Perfect correlation
0.90 – 0.99	Very high correlation
0.70 – 0.89	High correlation
0.50 – 0.69	Moderate correlation
0.30 – 0.49	Low correlation
0.10 – 0.29	Negligible correlation
0	No correlation

## IV. RESULT AND DISCUSSION

The Objective of this study is to identify the different factors influencing politeness strategies visible in classroom interaction. This study sought to answer the following research questions:

1. To identify the level of the factors influencing politeness strategy used by students in classroom interaction in terms of:

- 1.2 Student Factors
- 1.2 Contextual Factors
- 1.3 Institutional Factors
- 1.4 Personal Factors

2. To identify the level of the factors influencing politeness strategy used by teachers in classroom interaction in terms of:

- 2.1 Teacher Factors
- 2.2 Peer Factors

2.3 Contextual Factors

2.4 Personal Factors

3. To identify the level of politeness strategies used by both teachers and students in classroom interaction in terms of:

- 3.1 Bald-on Record
- 3.2 Positive Politeness
- 3.3 Negative Politeness
- 3.4 Off Record

4. Is there a significant relationship between the factors influencing politeness strategies used by teachers and their level of politeness strategies used in classroom interaction?

5. Is there a significant relationship between the factors influencing politeness strategies used by students and their level of politeness strategies used in classroom interaction?



**Table 4. Demographic profile of respondents based on Age (Teachers)**

Age (in years)	Frequency	Percentage
25-29	7	38.89
30-34	5	27.78
35-39	2	11.11
40-above	4	22.22
Total	18	100

The data in Table 4 shows the age distribution of the 18 teacher respondents. The largest age group is **25–29 years**, comprising **7 teachers** or **38.89%** of the total. This suggests that a significant portion of the teaching staff is relatively young and possibly early in their careers.

The next largest group is those aged **30–34 years**, accounting for **5 teachers** or **27.78%**, followed by **4**

**teachers (22.22%)** aged **40 and above**. The smallest group is the **35–39 years** category, with **2 teachers**, making up **11.11%** of the respondents.

Overall, the data indicates that the teaching population surveyed is predominantly under 35 years old (66.67%), pointing to a youthful demographic with fewer teachers in the mid-to-late career stage.

**Table 5. Demographic profile of respondents based on Gender (Teachers)**

Gender	Frequency	Percentage
Male	7	38.89
Female	11	61.11
Total	18	100

Table 5 presents the gender distribution of the 18 teacher respondents. The data shows that the majority are **female**, with **11 teachers**, representing **61.11%** of the total. In contrast, **7 teachers** are **male**, accounting for **38.89%**.

This indicates a **female-dominated teaching workforce** among the respondents, which may reflect broader trends in the teaching profession, especially in certain educational levels or institutions. The gender distribution suggests a slight imbalance, with females forming a clear majority.

**Table 6. Demographic profile of respondents based on Teaching Experience**

Years	Frequency	Percentage
1 to 3	4	22.22
4 to 6	4	22.22
7 to 9	6	33.33
10 to above	4	22.22
<b>Total</b>	<b>18</b>	<b>100</b>

Table 6 presents the distribution of the 18 teacher respondents according to their years of teaching experience. The largest group consists of those with **7 to 9 years** of experience, totaling **6 teachers**, or **33.33%** of the respondents. This suggests that a significant portion of the participants are in their **mid-career stage**, with substantial teaching experience.

The remaining respondents are evenly distributed across the other three categories: **1 to 3 years**, **4 to 6**

**years**, and **10 years and above**, each comprising **4 teachers** or **22.22%**. This balanced distribution indicates a mix of early-career, mid-career, and experienced educators within the sample.

Overall, the data reflects a **diverse range of teaching experience**, with a slight concentration in the mid-experience bracket, potentially contributing to varied perspectives in the study.



**Table 7. Factors that influence politeness strategies in classroom interaction (For Teacher)**

Factors	Statements	Mean	Standard Deviation	Interpretation
Student Factors	1. Students' age and maturity level	4.00	0.77	Agree
	2. Students' identity and cultural background	4.00	0.84	Agree
	3. Students' individual personalities and learning style	4.22	0.94	Strongly Agree
	<b>Overall</b>	<b>4.07</b>	<b>0.85</b>	<b>Agree</b>
Contextual Factors	1. Classroom environment and Physical Setting	3.89	1.08	Agree
	2. Lesson topic and subject matter	3.94	1.06	Agree
	3. Time of day and class schedule	3.78	1.06	Agree
	<b>Overall</b>	<b>3.87</b>	<b>1.07</b>	<b>Agree</b>
Institutional Factors	1. School policies and administration	4.06	0.94	Agree
	2. Departmental expectations and teaching styles	3.94	0.94	Agree
	3. Parental expectations and involvement	4.11	1.02	Agree
	<b>Overall</b>	<b>4.04</b>	<b>0.97</b>	<b>Agree</b>
Personal Factors	1. Own personality trait and teaching style	4.39	0.7	Strongly Agree
	2. Emotional state and stress level	4.00	0.91	Agree
	3. Teaching experience and training	4.33	0.69	Strongly Agree
	<b>Overall</b>	<b>4.24</b>	<b>0.77</b>	<b>Strongly Agree</b>

The results in Table 7 paint a compelling picture of how various factors shape teachers' use of politeness strategies in classroom interaction. Among the four categories, **Personal Factors** emerged as the most influential, with an overall mean of **4.24** and a relatively low standard deviation of **0.77**, indicating a strong and consistent agreement among teachers. Notably, statements such as "own personality trait and teaching style" ( $M = 4.39$ ) and "teaching experience and training" ( $M = 4.33$ ) received the highest ratings, reflecting how deeply personal and professional attributes shape the tone and manner of teacher-student communication. Teachers seem to view their own character and professional development as central to how they manage classroom interactions politely and effectively.

**Student Factors** also received high importance ( $M = 4.07$ ,  $SD = 0.85$ ), with a particularly strong emphasis on "students' individual personalities and learning style" ( $M = 4.22$ ), showing that teachers are sensitive to the diversity in student needs and adjust their strategies accordingly. The moderately low standard deviation suggests general agreement, though with slight variations based on individual teaching contexts.

In contrast, **Contextual Factors** such as the classroom environment and timing of classes were rated lower overall ( $M = 3.87$ ), and this group had the **highest standard deviation ( $SD = 1.07$ )**, signaling more varied perceptions among teachers. This suggests that situational elements may affect politeness strategies differently depending on school conditions, personal adaptability, or perhaps even daily classroom dynamics.

**Institutional Factors** like school policies and parental involvement were generally seen as influential ( $M = 4.04$ ,  $SD = 0.97$ ), but not as strongly as personal or student-related elements. The wider range in standard deviation indicates that while most teachers agree on their impact, experiences may differ across institutions.

Altogether, the findings reveal a thoughtful and human-centered approach to classroom communication, where teachers consistently recognize the importance of internal and relational factors in fostering respectful dialogue. The variability in standard deviations across categories reflects how some influences are universally acknowledged, while others are more context-dependent.



**Table 8. Politeness strategies used by teachers in classroom Interaction.**

Strategy	Statement	Mean	Standard Deviation	Interpretation
Bald-on Record	1. I directly tell students what to do without using any polite language.	2.5	1.38	Rarely
	2. I give direct orders or instructions to students.	4.06	0.94	Often
	3. I express criticisms or disapproval directly and bluntly.	3.00	1.24	Sometimes
	4. I used direct and forceful language when correcting students' mistakes.	2.22	1.17	Rarely
	5. I made direct and blunt statements in class.	2.50	1.29	Rarely
	<b>Overall</b>		<b>2.86</b>	<b>1.20</b>
Positive Politeness	1. I use phrases like "please and thank you" when giving instructions.	4.56	0.62	Always
	2. I complement our praise students' work.	4.56	0.62	Always
	3. I show appreciation or gratitude towards students' effort.	4.72	0.46	Always
	4. I use positive language when discussing a topic.	4.61	0.5	Always
	5. I make an effort to include all students in a conversation	4.67	0.49	Always
	<b>Overall</b>		<b>4.62</b>	<b>0.54</b>
Negative Politeness	1. I apologize our show regret when correcting students' mistakes.	3.67	1.03	Often
	2. I use phrases like "I'm sorry to interrupt" when interrupting a student.	4.22	0.73	Always
	3. I show deference or respect when interacting with students.	4.44	0.62	Always
	4. I use indirect language when giving feedback.	3.39	1.03	Sometimes
	5. I avoid direct confrontation or disagreement with students.	3.33	1.24	Sometimes
	<b>Overall</b>		<b>3.81</b>	<b>0.93</b>
Off Record	1. I make hints or suggestions instead of directly giving instructions.	3.11	1.18	Sometimes
	2. I use nonverbal cues like body language or facial expressions to convey politeness.	3.44	1.15	Often
	3. I avoid directly stating my expectations or needs.	3.11	1.13	Sometimes
	4. I use indirect language to avoid offending students.	3.67	1.28	Often
	5. I rely on shared knowledge or context to convey politeness.	3.83	0.99	Often
	<b>Overall</b>		<b>3.43</b>	<b>1.15</b>

The results in Table 8 offer a vivid narrative of how teachers weave politeness strategies into their classroom interactions, balancing directness with tact and empathy. Among the four strategies, **Positive Politeness** stands out as the most frequently used, with an overall mean of **4.62** and a very low standard deviation of **0.54**, indicating that teachers **consistently and regularly** use kind, affirming

language. Statements such as "I use phrases like 'please' and 'thank you'" and "I show appreciation for students' effort" received some of the **highest ratings** ( $M = 4.72, SD = 0.46$ ), highlighting a shared professional culture where warmth, respect, and encouragement are central to classroom communication.



In contrast, the **Bald-on Record** strategy, which involves direct and often blunt language, was the **least frequently used**, with an overall mean of **2.86** and a relatively high standard deviation of **1.20**. While one item — “I give direct orders or instructions to students” — was rated relatively high ( $M = 4.06$ ), the rest, such as using forceful language or blunt criticism, were marked as “Rarely” used. The higher standard deviation suggests a **broad range of responses**, possibly reflecting differences in classroom management styles or teaching contexts. This implies that while teachers may sometimes need to be direct, they generally avoid harsh or blunt communication.

The use of **Negative Politeness**, which emphasizes respect and indirectness, had a moderate frequency ( $M = 3.81$ ,  $SD = 0.93$ ). Teachers often apologized, showed deference, or used softening strategies like indirect feedback. However, the relatively high variability in responses suggests that some teachers rely on this strategy more than others, likely depending on their personal teaching style or student group.

**Off Record** strategies, which involve subtlety and indirect hints, were also used **moderately often** ( $M = 3.43$ ,  $SD = 1.15$ ). The wide standard deviation here indicates **divergent practices**, with some teachers embracing subtle, non-verbal, or context-based communication, while others may prefer more direct methods. Statements like “I use nonverbal cues” and “I use indirect language to avoid offending students” show that while many teachers recognize the value of indirectness, its use varies widely.

In summary, the data tell a story of a teaching community that strongly values **positive and respectful communication**, favoring strategies that build rapport and maintain harmony in the classroom. Teachers generally avoid bluntness unless necessary, and while indirectness and respect are often employed, they vary more across individuals. The **standard deviations** reflect this beautifully: low where there is shared consensus (as in positive politeness), and higher where practice is shaped by individual differences and situational needs.

**Table 9. Demographic profile of respondents based on Age (students)**

Age (in years)	Frequency	Percentage
18-19	61	87.14
20-21	8	11.43
22-23	1	1.43
24-above	0	0.00
<b>Total</b>	<b>70</b>	<b>100.00</b>

Table 9 presents the demographic profile of student respondents based on age, showing a clear concentration in the younger age group. The majority of participants, **87.14% (n = 61)**, fall within the **18–19** age range, indicating that most of the students are likely in the early stages of their higher education. A smaller portion, **11.43% (n = 8)**, are aged **20–21**, while only **1.43% (n = 1)** are between **22–23 years old**. Notably, there were no respondents aged **24 or above**. These figures suggest that the sample primarily consists of traditional college-age students, which may influence their perceptions and use of politeness strategies in the classroom.

**Table 10. Demographic profile of respondents based on Gender (Students)**

Gender	Frequency	Percentage
Male	17	24.29
Female	53	75.71
<b>Total</b>	<b>70</b>	<b>100.00</b>

Table 10 outlines the demographic profile of student respondents based on gender. The data indicates a significant gender imbalance, with **75.71% (n = 53)** of the respondents identifying as **female**, while only **24.29% (n = 17)** identified as **male**. This distribution suggests that female students make up the majority of the sample population, which could have implications for interpreting classroom interaction dynamics and the use of politeness strategies, as gender may influence communication styles and preferences.



**Table 11. Factors that influence politeness strategies in classroom interaction (For Students)**

Factor	Statement	Mean	Standard Deviation	Interpretation
Teacher Factors	1. Teacher's teaching style	4.21	0.68	Strongly Agree
	2. personality and attitude	3.99	0.79	Agree
	3. Teacher's expectation and feedback	4.00	0.68	Agree
	<b>Overall</b>	<b>4.07</b>	<b>0.72</b>	<b>Agree</b>
Peer Factors	1. Peers' behavior and attitude	3.73	0.78	Agree
	2. Peers' cultural background	3.56	0.91	Agree
	3. Peers' social status	3.47	0.93	Agree
	<b>Overall</b>	<b>3.59</b>	<b>0.87</b>	<b>Agree</b>
Contextual Factors	1. Classroom environment and physical setting	3.94	0.74	Agree
	2. Lesson topic and subject matter	4.10	0.73	Agree
	3. Time of day and class schedule	3.90	0.82	Agree
	<b>Overall</b>	<b>3.98</b>	<b>0.76</b>	<b>Agree</b>
Personal Factors	1. My own personality traits and attitudes	3.96	0.69	Agree
	2. My emotional state and stress levels	3.71	0.74	Agree
	3. Prior experiences and interaction	3.84	0.63	Agree
	<b>Overall</b>	<b>3.84</b>	<b>0.69</b>	<b>Agree</b>

The data presented in Table 11 provides insights into the factors influencing politeness strategies in classroom interactions from the students' perspective. Among the four categories, **Teacher Factors** received the highest overall mean score of **4.07** with a standard deviation of **0.72**, indicating that students generally agree that the teacher's teaching style, personality, attitude, expectations, and feedback significantly impact how politeness strategies are perceived and applied. The highest individual rating was given to "Teacher's teaching style" (mean = 4.21), with a relatively low variability, suggesting strong and consistent student agreement on its influence.

**Peer Factors** received an overall mean score of **3.59** and a standard deviation of **0.87**, showing that students agree peers also influence classroom politeness, though to a slightly lesser extent than teachers. Individual factors such as peer behavior, cultural background, and social status all fell within the "Agree" range but demonstrated more variability in responses. The higher standard deviation implies that students' experiences and perceptions of peer influence vary more widely, potentially due to

diverse classroom dynamics or differing interpersonal relationships.

**Contextual Factors**, such as the classroom environment, subject matter, and scheduling, also received high agreement, with an overall mean of **3.98** and a standard deviation of **0.76**. Notably, the lesson topic and subject matter scored particularly high (mean = 4.10), reflecting its strong perceived influence on classroom interaction styles. The moderate standard deviation suggests that while students generally agree on the importance of these factors, there is some variation in how strongly they feel affected by them.

Lastly, **Personal Factors**—including students' own personalities, emotional states, and past experiences—garnered an overall mean of **3.84** with a standard deviation of **0.69**. This suggests that students recognize their internal states and personal histories as important contributors to how they express politeness. The relatively consistent responses, indicated by the lower standard deviation, reveal a shared understanding among students that their individual traits and emotions play a meaningful role in shaping respectful and polite classroom communication.



**Table 12. Politeness strategies used by students in classroom Interaction.**

Strategy	Statement	Mean	Standard Deviation	Interpretation
Bald-on Record	1. I directly asked my teacher a question without using any polite language.	1.64	1.06	Never
	2. I give direct orders or instructions to my peers.	2.99	1.04	Sometimes
	3. I express my disagreement directly and bluntly.	2.63	1.05	Sometimes
	4. I used direct and forceful language when discussing a topic.	2.06	1.13	Rarely
	5. I make direct and blunt statements in class.	2.14	1.13	Rarely
	<b>Overall</b>		<b>2.29</b>	<b>1.08</b>
Positive Politeness	1. I use phrases like please and thank you when asking for help.	4.63	0.73	Always
	2. I compliment or praise My classmates' work.	4.26	0.85	Always
	3. I show appreciation or gratitude towards my teacher.	4.70	0.6	Always
	4. I use positive language when discussing a topic.	4.43	0.77	Always
	5. I make an effort to include others in a conversation.	4.33	0.79	Always
	<b>Overall</b>		<b>4.47</b>	<b>0.75</b>
Negative Politeness	1. I apologize or show regret when asking for help.	3.99	0.97	Sometimes
	2. I use phrases like "I'm sorry to bother you" when asking for help.	4.00	1.02	Often
	3. I show deference and respect when interacting with my teacher.	4.47	0.85	Always
	4. I use indirect language when asking for something.	3.33	0.99	Sometimes
	5. I avoid direct confrontation or disagreement.	3.44	0.97	Often
	<b>Overall</b>		<b>3.85</b>	<b>0.96</b>
Off Record	1. I make hints or suggestions instead of directly asking for something.	3.50	0.97	Often



2. I use nonverbal cues like body language or facial expressions to convey politeness.	3.47	1.03	Often
3. I avoid directly stating my opinion or needs.	3.36	1.02	Sometimes
4. I use indirect language to avoid offending someone.	3.70	1.07	Often
5. I rely on shared knowledge or context to convey politeness.	3.77	0.89	Often
<b>Overall</b>	<b>3.56</b>	<b>1.00</b>	<b>Often</b>

The data in Table 12 presents the frequency and consistency with which students employ various politeness strategies during classroom interactions. Four distinct categories—Bald-on Record, Positive Politeness, Negative Politeness, and Off Record—are assessed through individual statements, with corresponding mean scores and standard deviations provided. These statistics offer insights into how students navigate interpersonal communication within an academic setting.

The **Bald-on Record** strategy, which involves direct and often blunt communication, was used least frequently by students, as reflected in the overall mean score of **2.29** ( $SD = 1.08$ ), interpreted as "Rarely." Individual statements within this category, such as giving direct orders ( $M = 2.99$ ) or bluntly expressing disagreement ( $M = 2.63$ ), show slightly higher usage but still hover within the "Sometimes" range. The higher standard deviations across this strategy suggest varied use among students, indicating inconsistency in employing direct communication in classroom settings.

In contrast, **Positive Politeness** strategies are employed most consistently and frequently, with

an overall mean score of **4.47** ( $SD = 0.75$ ), interpreted as "Always." This includes behaviors such as expressing gratitude ( $M = 4.70$ ), using polite language like "please" and "thank you" ( $M = 4.63$ ), and complimenting peers ( $M = 4.26$ ). The relatively low standard deviation implies a high level of agreement among students in the use of positive and inclusive language, highlighting a strong preference for maintaining harmonious classroom interactions.

**Negative Politeness** and **Off Record** strategies show moderate to frequent usage, with overall mean scores of **3.85** ( $SD = 0.96$ ) and **3.56** ( $SD = 1.00$ ), respectively—both interpreted as "Often." These strategies, which involve indirectness or attempts to mitigate imposition, suggest that while students value politeness, they also employ subtle forms of communication. The moderate standard deviations in both categories reflect a fairly consistent application of these strategies across the student body, underscoring a nuanced approach to maintaining respect and social harmony during classroom exchanges.

**Table 13. Pearson's  $r$  Product Moment Correlation output for testing the level of significance between the factors influencing politeness strategies used by teachers and their level of politeness strategies used in classroom interaction.**

Variables	Computed $r$	Interpretation
Factors that influence politeness strategies in classroom interaction	0.29	Negligible correlation
Politeness strategies used by teachers in classroom Interaction.		

Table 13 presents the results of a Pearson's  $r$  Product Moment Correlation analysis, examining the relationship between the factors influencing politeness strategies and the actual level of politeness strategies employed by teachers in classroom

interaction. The computed correlation coefficient is  $r = 0.29$ , which falls within the range interpreted as a **negligible correlation**. This suggests that there is a **very weak positive relationship** between the two variables. In other words, while there may be a slight



tendency for teachers who are more aware of influencing factors to apply politeness strategies, the relationship is too weak to be considered meaningful. This finding implies that other variables not

measured in this analysis may play a more significant role in shaping how teachers use politeness strategies in classroom settings.

**Table 14. Pearson’s *r* Product Moment Correlation tests on the significance of the relationship between the factors influencing politeness strategies used by teachers and their level of politeness strategies used in classroom interaction.**

Source of Relationship	Degrees of Freedom (N – 1)	Computed <i>r</i>	P - value	Decision on H <sub>0</sub> @ 0.05 alpha	Interpretation
Factors that influence politeness strategies in classroom interaction	17	0.29	0.24	Accept the Null	Not Significant
Politeness strategies used by teachers in classroom Interaction.					

The results presented in Table 14 reflect the outcome of a Pearson’s *r* Product Moment Correlation analysis conducted to determine the relationship between the factors influencing politeness strategies and the actual level of politeness strategies used by teachers in classroom interaction. With a computed **correlation coefficient (*r*) of 0.29**, the data suggests a **weak positive relationship** between the two variables. However, the **p-value of 0.24** exceeds the standard significance level of **0.05**, leading to the

**acceptance of the null hypothesis.** This indicates that the observed correlation is **not statistically significant**, meaning there is no strong evidence to suggest a meaningful association between the influencing factors and the degree to which teachers apply politeness strategies in the classroom. In practical terms, although some degree of positive relationship exists, it may be attributed to chance, and thus, cannot be confidently generalized to a wider population.

**Table 15. Pearson’s *r* Product Moment Correlation output for testing the level of significance between Factors that influence politeness strategies in classroom interaction and Politeness strategies used by students in classroom Interaction.**

Variables	Computed <i>r</i>	Interpretation
Factors that influence politeness strategies in classroom interaction	0.02	No correlation
Politeness strategies used by students in classroom Interaction.		

The Pearson’s *r* value of **0.02** indicates **no correlation** between the factors that influence politeness strategies in classroom interaction and the actual politeness strategies used by students. A correlation coefficient close to zero suggests that there is no meaningful linear relationship between the two variables—meaning, changes in the influencing factors do not predict or relate to changes in how students apply politeness strategies. This result implies that even if certain factors (such as cultural norms, peer influence, or classroom environment) are present, they do not appear to significantly affect students’ choices or behaviors in using polite communication within the classroom setting.

The absence of correlation could be due to several reasons. First, it’s possible that students’ use of politeness strategies is more heavily influenced by **individual traits**, such as personality, personal values, or habitual communication styles, rather than external or environmental factors. Second, students may be **less responsive to formal influences**, like teacher modeling or school policies, especially in informal peer interactions. This lack of connection may impact the effectiveness of interventions or programs aimed solely at modifying external factors, assuming they would influence student behavior. Educators and administrators may need to consider more personalized or socially embedded approaches



to promote polite communication among students, focusing on social-emotional learning, peer

modeling, or self-awareness training rather than relying solely on modifying classroom-level factors.

**Table 16. Pearson's  $r$  Product Moment Correlation tests on the significance of the relationship between Factors that influence politeness strategies in classroom interaction and Politeness strategies used by students in classroom Interaction.**

Source of Relationship	Degrees of Freedom (N - 1)	Computed $r$	P - value	Decision on $H_0$ @ 0.05 alpha	Interpretation
Factors that influence politeness strategies in classroom interaction	69	0.02	0.87	Accept the Null	Not Significant
Politeness strategies used by students in classroom Interaction.					

Since  $0.87 > 0.05$ , the result is **not statistically significant**. This means there is **no sufficient evidence** to conclude that a significant relationship exists between the factors influencing politeness strategies and the politeness strategies used by students in classroom interaction. The very high p-value (close to 1) suggests that any observed relationship is likely due to **random chance** rather than an actual effect. As a result, we **fail to reject the null hypothesis**, which proposes that there is no significant correlation between the two variables.

## V. SUMMARY, CONCLUSION, RECOMMENDATIONS

This study explored the various factors influencing politeness strategies in classroom interactions, particularly among teachers and students. The demographic data reveals that the teaching population in the study is relatively young, with 66.67% of respondents under the age of 35. The largest age group is 25–29 years old (38.89%), followed by those aged 30–34 (27.78%). Most teachers are also female (61.11%), aligning with broader trends of female predominance in education. In terms of teaching experience, the sample includes a diverse mix, with the highest concentration (33.33%) having 7–9 years of experience, suggesting a mid-career profile overall. These demographics may play a subtle role in how politeness strategies are perceived and practiced in the classroom.

When examining the factors influencing politeness strategies among teachers, personal factors—such as teaching style, personality, and training—emerged as the most influential, with high mean scores and low variability, reflecting strong consensus. Student factors also ranked high, indicating that teachers adjust their communication

based on student personality and learning style. Meanwhile, contextual and institutional factors were rated slightly lower and showed greater variability, implying that their influence is perceived differently across teaching contexts. These findings suggest that teachers view politeness in classroom interaction primarily as a reflection of their individual approach and their students' needs.

In terms of actual politeness strategies used, teachers showed a clear preference for Positive Politeness strategies ( $M = 4.62$ ), consistently using affirming and respectful language. Strategies involving Negative Politeness and Off Record communication were moderately used, with higher variability indicating diverse teaching styles. Bald-on Record strategies, characterized by directness, were least frequently used ( $M = 2.86$ ), suggesting that teachers avoid blunt communication unless necessary. Students reflected similar patterns: Positive Politeness strategies were used most consistently ( $M = 4.47$ ), while Bald-on Record strategies were rarely employed ( $M = 2.29$ ). Students also showed moderate use of Negative and Off Record strategies, suggesting an overall preference for respectful and harmonious communication.

However, correlation analyses revealed that neither for teachers nor students was there a statistically significant relationship between influencing factors and the level of politeness strategies used. For teachers, the Pearson's  $r$  value of 0.29 indicated only a negligible, non-significant correlation ( $p = 0.24$ ), while for students, the  $r$  value was nearly zero ( $r = 0.02$ ) with a very high p-value ( $p = 0.87$ ). These findings suggest that while personal and relational factors are perceived as important, they do not predict the actual use of politeness strategies in a statistically meaningful way. This may imply the influence of unmeasured internal variables such as



personality, implicit norms, or habitual communication patterns that warrant further exploration.

## VI. CONCLUSION

Based on the results of the study, it can be concluded that both teachers and students place a high value on positive and respectful communication within the classroom. Positive Politeness strategies emerged as the most frequently used by both groups, highlighting a shared emphasis on encouragement, gratitude, and harmonious interaction. Teachers acknowledged personal and student-related factors—such as teaching style, personality, and student diversity—as the most influential in shaping their communication strategies. Similarly, students recognized teacher behavior and contextual elements like lesson topics as key influences on how politeness is expressed. Despite these perceptions, the actual correlation between influencing factors and the use of politeness strategies was found to be weak or statistically insignificant, suggesting that internal, perhaps individual, characteristics may play a more critical role.

These findings imply that while external factors like classroom environment and institutional policies are acknowledged, they may not significantly alter the frequency or type of politeness strategies used in practice. The absence of strong correlations points to the potential influence of personal habits, communication preferences, or cultural norms that operate independently of structured factors. This calls for a more nuanced approach in future research and educational programs—one that goes beyond external influences and considers individual communication styles and social-emotional competencies as central to promoting polite and respectful classroom interactions.

## VII. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. **Develop personalized communication training** for teachers that focuses on self-awareness, emotional intelligence, and adaptive interaction styles to strengthen positive politeness behaviors.
2. **Integrate social-emotional learning (SEL)** into the curriculum for students to enhance interpersonal skills, empathy, and respectful communication habits from an early age.
3. **Encourage reflective practice** among educators to help them better understand how their personalities and emotional states influence

classroom interaction and how they can consciously improve their communication strategies.

4. **Promote a school-wide culture of respect** by incorporating shared language policies that emphasize courtesy, inclusivity, and recognition of cultural diversity in communication.

5. **Conduct follow-up studies** with a more balanced demographic sample (e.g., more male teachers, wider age range) to examine whether the observed patterns hold true across broader populations.

6. **Include peer observation and feedback sessions** in teacher professional development to foster dialogue about politeness strategies and share best practices across different teaching styles.

7. **Use role-playing and real-life scenarios** in both teacher training and student development sessions to help individuals practice positive, negative, and off-record politeness strategies in realistic settings.

8. **Incorporate qualitative methods (e.g., interviews, focus groups)** in future research to capture the nuanced personal and social dynamics that quantitative measures may miss.

9. **Design classroom interaction guidelines** collaboratively with students and teachers to encourage ownership and commitment to maintaining respectful and productive learning environments.

10. **Re-evaluate disciplinary and feedback policies** to ensure they align with respectful communication values and encourage the use of constructive, positive language even in moments of correction or disagreement.

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