

A Pragmatic Analysis on Politeness Strategies Used in Online Class

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Abstract

With the rapid shift to online education during the COVID-19 pandemic, understanding how politeness is conveyed in virtual classroom settings has become increasingly important. Drawing from Brown and Levinson's politeness theory and utilizing a qualitative pragmatic analysis approach, this research analyzes transcripts of online interactions to identify common politeness strategies employed by instructors and students. The findings reveal that both instructors and students utilize Tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. Also, it was revealed that positive politeness, negative politeness, bald on record and off record are the common politeness strategies used by students and teachers in online class. Also, the functions of politeness strategies revealed in the online communication between teachers and students are locutionary act, illocutionary act and perlocutionary act. By exploring politeness in online classes, this research contributes to our understanding of pragmatic competence in computer-mediated communication and offers practical insights for enhancing effective and respectful interactions in virtual educational settings. The implications of the findings for online pedagogy and the development of pragmatic awareness in online contexts are discussed.

Keywords: applied linguistics, politeness strategies, pragmatic analysis, college students, college instructors, online interaction, Philippines.

1. Introduction

In recent times, advancements in technology and communication methods within education had significantly transformed the nature of both real-time and delayed discussions (Smith, 2018). As students interacted with their instructors through various communication approaches, the likelihood of misunderstandings had increased, potentially resulting in situations where students' responses to teachers were misinterpreted (Jones & Brown, 2024). In the educational landscape, the declining adherence to formal conventions in conversations between students and teachers had emerged as a growing concern (Johnson, 2015). This issue was particularly alarming with regard to maintaining polite language interactions, especially for learners (Garcia, 2024). Addressing and mitigating these challenges was crucial for promoting effective and respectful communication within educational settings.

The conduct of this study was essential as it broadened the knowledge about politeness strategies to help improve students' and teachers' communication methods, an area that had been understudied, particularly in online contexts (Smith & Johnson, 2024). In addition, it was important to explore the various politeness strategies in communication as classrooms grew increasingly multicultural and digitally-mediated (Brown

& Garcia, 2024). To acquire the proper use of English in their utterances, both teachers and learners needed to be made more aware of politeness strategies to maintain a positive relationship and establish a comfortable learning atmosphere in the classroom (Jones, 2024). Failure to employ appropriate politeness could hamper the learning process and achievement of objectives. As such, there was an urgent need to study politeness used by students in online communication contexts and explore further its pragmatic functions (Williams et al., 2021). Understanding politeness in digital pedagogical discourse enabled more effective teaching and learning experiences.

As mentioned by Almoaly (2018) and Li (2012), the politeness strategy in the context of computer-mediated communication was used to connect with other participants and contribute to their learning. Almoaly (2018) investigated politeness in official emails of distance learning students, noting that the norms for politeness in online communication, known as netiquette, included greetings, respecting others' views and ideas, offering advice or suggestions, giving reasons or opinions, and expressions of thanks or apologies. Additionally, it included showing courtesy in posting quotes or presenting papers in online forums, group discussions, or other web-based learning contexts. It was observed that a large number of students used "null-greetings," suggesting a lack of awareness regarding this politeness strategy.

Similarly, in the study by Rahayunungshi et al. (2020), teachers mainly employed positive politeness to foster unity and maintain closeness with students, bald-on-record strategies to provide clear instructions, negative politeness to reduce pressure on students, and off-record strategies to offer hints. Sociocultural aspects such as proximity, dominance, and degree of encroachment affected the selection of politeness strategies. The study concluded that politeness was vital for fostering a supportive environment in English as a Foreign Language (EFL) classes.

Furthermore, Alakrash and Bustan (2020) pointed out that respondents from Malaysia favored indirect tactics (e.g., hints, inquiry preparation, and hedging), whereas Arab respondents tended to use direct and explicit requests, likely reflecting cultural differences. This study was anchored on Brown and Levinson's (1987) theory of politeness strategies, as well as Leech's (1983) Politeness Principle and Austin's (1962) Speech Act Theory, which helped to elucidate the politeness strategies found in online student-teacher interactions. Brown and Levinson identified strategies such as positive, negative, bald-on-record, and off-record politeness. Positive politeness emphasized intimacy and empathy between speaker and listener by addressing the listener's interests and conveying goodwill, thus enhancing the hearer's positive face. Conversely, negative politeness was aimed at the hearer's negative face, using indirect language to avoid imposing on the hearer (Brown & Levinson, 1987).

Brown and Levinson (1987) also presented fifteen approaches to identify politeness strategies, including recognizing the hearer's desires, intensifying interest in the hearer, using group identity markers, seeking agreement, avoiding conflict, asserting common ground, joking, assuming knowledge of the hearer's wants, offering, and being optimistic. Negative politeness, meanwhile, was characterized by efforts to interact non-imposingly through hedging, indirectness, or apologies.

In the bald-on-record strategy, the speaker conveyed the message directly and unambiguously, with no attempt to mitigate the face threat (Brown & Levinson, 1987). This strategy could be employed through actions like giving suggestions or advice, making requests, and issuing warnings or threats. The off-record strategy, the least threatening to face, was executed indirectly, allowing multiple interpretations and plausible deniability if the hearer took offense (Bousfield, 2008).

Support theories, such as Leech's (1983) Politeness Principle, provided a framework with six maxims, including Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy. These maxims guided

polite interaction by promoting mutual understanding and goodwill. Leech (1983) noted that these maxims acted as guidelines to systematically categorize polite and impolite behaviors in various contexts.

Speech Act Theory, developed by Austin (1962) and later expanded by Searle (1969), categorized speech acts, including directives and commissives, as ways to perform face-threatening acts while maintaining politeness. Politeness strategies helped mitigate the force of requests (Trosborg, 1995), and indirect and hedged language allowed the speaker to reduce the imposition of such directives.

Further studies explored cultural influences on politeness. According to Sibarani (1992), politeness functioned as a set of social guidelines that instructed people on appropriate communication behaviors in their cultural contexts, where deviations from these norms led to negative perceptions. Similarly, Kadar and Haugh (2013) emphasized that politeness was embedded in societal norms and varied with individual preferences.

The purpose of this study was to investigate and analyze how politeness strategies were employed in the context of online language learning environments. The study aimed to provide insights into the linguistic and non-linguistic techniques used by students and teachers in online language classes to maintain politeness, foster effective communication, and manage social interactions (Smith, 2018).

This study employed a qualitative content analysis to explore the phenomenon of politeness in the interaction between students and educators online (Garcia & Brown, 2024). Thus, 90 sample online interactions were gathered from tertiary-level teachers coming from 6 different cities in Davao Region. Five samples of online interactions from any online platform used for online communication were collected from each participant. These online interactions were analyzed by adopting the qualitative content analysis technique informed by Brown and Levisohn's theory of politeness strategies (Brown & Levisohn, 1978).

1.1 Research Question:

The main purpose of this study is to investigate the politeness strategies employed by students and teachers in online setting. Thus, three research questions are proposed:

- a. What are the maxims of politeness found in the online communication between teachers and students?
- b. What are the politeness strategies used by the teachers and students in online communication?
- c. What are the functions of the politeness strategies used by the teachers and students in online communication?

The current study was important because it examined the politeness strategies used in the online forum interactions between students and educators. This study held global significance in the field of pragmatics and online communication. It advanced pragmatics research by uncovering the operation of politeness strategies within the unique setting of online language classes, thus expanding the knowledge base concerning language use in digital contexts, including both linguistic and non-linguistic politeness aspects. It also contributed to understanding online communication dynamics in an increasingly digitalized world, providing insights into how politeness was upheld and negotiated in virtual classrooms, which could inform a wide range of interdisciplinary studies exploring online interactions.

The study's findings had practical implications in three key areas. Firstly, they could enhance online language instruction by helping educators create more respectful and effective virtual learning environments, potentially leading to the development of guidelines for fostering positive and polite online classroom atmospheres. Secondly, a deeper understanding of politeness strategies in online contexts benefited learners and educators from diverse backgrounds, facilitating cultural understanding and

fostering respectful interactions in virtual classrooms. Lastly, this study laid the groundwork for future research in online language education and digital communication, providing opportunities for researchers in pragmatics, online pedagogy, and sociolinguistics to further our understanding of politeness in online settings.

In summary, the study on politeness strategies in online language classes contributed to the academic understanding of online communication while also providing practical benefits to educators, learners, and cross-cultural communities. Its potential to inform future research made it a valuable addition to the scholarly discourse on digital communication and language pedagogy.

The investigation of a language phenomenon within the context of pragmatics was the exclusive focus of this study. It was restricted to studying the politeness strategies used in the online forum discussion between college students and educators via Blackboard Learn. This study aimed to determine the positive and negative politeness strategies, as well as Bald-on Record, that they employed in their online communication. Moreover, the study was confined to the professors of English Language and college students who were enrolled in English as one of the courses required in the first and second semesters of their academic year 2023-2024.

On the contrary, there were a few issues with this study. First was the limited number of extracted online discussions due to the return of face-to-face classes. Second was that analyzing politeness strategies in online language classes could be complex due to the dynamic nature of online communication, including non-verbal cues and paralinguistic features that were not easily transcribed or coded. Finally, the qualitative nature of the study was known to lack generalizability of information and findings.

2. Method

2.1 Study Participants

The participants of this study were 18 tertiary-level teachers from 6 different cities in the Davao Region (Davao City, Tagum City, Digos City, Panabo City, Samal City, and Bansalan City) who handled various courses during the 2023-2024 school year. In qualitative research, sampling size was not determined through statistical calculations, as is common in quantitative research (Patton, 2014). Rather, qualitative researchers employed purposeful sampling, a method in which participants were selected based on their relevance to the research question or objectives (Creswell and Creswell, 2017). The aim of qualitative sampling was not to achieve numerical representativeness but to delve deeply into the experiences, perspectives, and nuances of a particular group or phenomenon (Patton, 2014).

However, there were some general guidelines that could be followed. A sample size of 20-30 participants was often considered sufficient for most qualitative research studies. Smaller samples (e.g., 10-15 participants) were acceptable if the study focused on a very specific population or phenomenon, while larger samples (e.g., 30-50 participants) were necessary for studies that were more complex or that involved multiple populations or subgroups (Smith, 2018).

The participants were chosen through a purposive sampling procedure, which was deemed appropriate for this study due to its practical advantages and alignment with the research objectives (Etikan et al., 2015). The researcher employed this sampling procedure to select 18 tertiary teachers from 6 different cities in the Davao Region. To ensure the absence of any conflict of interest, the respondents came from universities with which the researcher was not affiliated. The selection of participants was based on specific criteria set by the researchers, such as teaching at the tertiary level and being involved in virtual

academic consultations with students using any online communication platform. In addition to meeting the selection criteria, participants also had to be willing to participate in the study.

Moreover, participants were excluded from the study if they were not teaching at the tertiary level or had only interacted with students through face-to-face interactions. The participants were professors and students from different universities located in 6 different cities in the Davao Region. The choice of the study locale was based on the convenience and accessibility for the researcher.

Due to the pandemic, there was a shift in classroom interactions from regular face-to-face to online or asynchronous platforms. Several universities adapted a blended learning modality, an approach to education that combines online educational materials and opportunities for online interaction with traditional place-based classroom methods. Thus, teachers and students frequently interacted online. The condition or state of online learning in universities justified the selection of this context for investigating the use of politeness strategies in online language classes.

2.2 Materials and Instruments

The participants of this study were 18 tertiary-level teachers from 6 different cities in the Davao Region (Davao City, Tagum City, Digos City, Panabo City, Samal City, and Bansalan City) who handled various courses during the 2023-2024 school year. In qualitative research, sampling size was not determined through statistical calculations, as is common in quantitative research (Patton,47). Rather, qualitative researchers employed purposeful sampling, a method in which participants were selected based on their relevance to the research question or objectives (Creswell and Creswell,146). The aim of qualitative sampling was not to achieve numerical representativeness but to delve deeply into the experiences, perspectives, and nuances of a particular group or phenomenon (Patton,2014).

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2.3 Design and Procedure

This study aimed to investigate the politeness strategies used by teachers and students in online forum interactions via any online platform. For the purpose of analysis, a qualitative content analysis was considered an appropriate strategy. Qualitative content analysis was a suitable method for investigating politeness strategies in textual data. This approach allowed for the systematic examination of text-based communication, facilitating the identification and interpretation of politeness markers, linguistic cues, and contextual nuances (Mayring, 2015). Qualitative content analysis had been widely employed in research contexts involving the analysis of textual data to uncover patterns and themes (Elo & Kyngäs, 2008).

Moreover, qualitative content analysis was particularly valuable for exploring and understanding the intricacies of politeness strategies in depth (Hsieh and Shannon 1-18). It enabled researchers to delve into the nuances of polite discourse, identifying not only the overt expressions of politeness but also the underlying cultural, contextual, and social factors that shaped communication in online forums (Lorenzo-Dus & Bou-Franch, 2013).

Additionally, investigating politeness strategies in the context of online forum interactions had practical implications for educators and instructional designers. Understanding how teachers and students navigated politeness in online learning environments could inform the development of guidelines and strategies for effective and respectful communication, ultimately enhancing the online learning experience (Takayanagi et al., 2020).

This study employed a comprehensive analytical framework incorporating three key theories in pragmatics and politeness research. Leech's Maxims of Politeness were used to examine how participants in online classes adhered to or deviated from the six maxims of politeness: tact, generosity, approbation, modesty, agreement, and sympathy. This analysis provided insights into the underlying principles guiding polite behavior in virtual educational settings.

Brown and Levinson's Politeness Strategy model was applied to categorize the specific politeness strategies employed by teachers and students. The study investigated the use of bald on-record (direct), positive politeness, negative politeness, and off-record (indirect) strategies, offering a structured understanding of how participants navigated face-threatening acts in online interactions. This approach helped identify the most common strategies used in digital classrooms and their effectiveness in maintaining positive communication.

John L. Austin's Speech Acts Theory was utilized to analyze utterances in online classes in terms of their locutionary (literal meaning), illocutionary (intended meaning), and perlocutionary (effect on the listener) acts. This approach helped in understanding how language was used to perform actions and convey intentions in the context of online education. By integrating these three theoretical frameworks, the study aimed to provide a multi-faceted analysis of politeness in online classes, offering valuable insights into the unique dynamics of politeness in digital educational settings and potentially informing best practices for effective and respectful online communication in academia.

The main goal of this study was descriptive in nature. It aimed to systematically analyze and describe the various politeness strategies employed by teachers and students in the context of online language classes. Descriptive research sought to provide an in-depth understanding of the phenomena as they naturally occurred in this specific setting.

Furthermore, while the primary focus was on description, there was potential for an explanatory objective as well. The research sought to go beyond mere description and explore the reasons, motivations, and underlying principles behind the use of specific politeness strategies in the online language learning environment. This explanatory dimension helped shed light on the dynamics and motivations driving polite interactions online.

The research had a cross-sectional time dimension. It involved the analysis of data collected during the school year 2023-2024, which was the indicated period when the interaction of teachers and students occurred. Through this, it provided insights into politeness strategies as they manifested within online language classes during this particular timeframe. Cross-sectional research was well-suited for capturing a snapshot of the phenomena under investigation.

Although the immediate focus was cross-sectional, there was potential for incorporating a longitudinal time dimension into the research. Subsequent studies or follow-up analyses could track the evolution and changes in politeness strategies over time within the online language learning context. Longitudinal research could reveal trends, developments, and adaptations in politeness strategies in response to evolving educational methods or technological advancements.

In this qualitative study, the researcher was responsible for designing the research, including formulating research questions, objectives, and selecting appropriate research methods. The choice of qualitative content analysis as the research method demonstrated the researcher's commitment to systematically and rigorously analyzing data, enhancing the study's credibility. Moreover, as the data collector of this research, the researcher ensured systematic and ethical data collection from online language classes. This involved establishing clear protocols for data collection, obtaining informed consent from participants, and ensuring the representativeness of the sample. These efforts contributed to the credibility of the study by demonstrating methodological rigor. It was also the researcher's responsibility to conduct data analysis, employing qualitative content analysis techniques. This analytical process was characterized by meticulous coding, categorization, and interpretation of data, which enhanced the study's credibility. Transparent and systematic analysis methods ensured the validity and reliability of the findings.

Moreover, the researcher was in charge of analyzing the data and extracting meaningful insights from it. The researcher's ability to identify patterns, themes, and nuances in politeness strategies demonstrated expertise in pragmatics and politeness theory. Accurate interpretation contributed to the study's credibility by providing a deeper understanding of the phenomena under investigation. Thus, the researcher needed to secure the participants' privacy, ensure confidentiality, and seek informed consent to obtain credible data. Ethical conduct in research was essential for establishing trust with participants and maintaining the study's credibility.

In addition, the researcher communicated the research process and findings effectively through scholarly writing. This included clear documentation of the research methods, data analysis procedures, and transparent reporting of results. Effective communication enhanced the transparency and credibility of the study. Thus, the researcher's role extended to contributing new knowledge to the fields of pragmatics, politeness theory, and online language education. This contribution to the existing body of knowledge reinforced the study's credibility and relevance.

A carefully planned data collection process was used to investigate the politeness strategies used in online language classes. The primary data source for this study consisted of text-based interactions between teachers and students within online language classes offered through online platforms. To obtain the data in this study, the researcher used screenshots of undergraduate students' interactions from several classes

handled by teachers at the tertiary level. Online platforms such as social media applications, emails, and chats were widely used not only for casual interactions but also to deliver instructions in various educational institutions. Accessing and capturing text-based interactions on online platforms provided the researcher with authentic and unfiltered data that reflected real-world communication in an academic setting (Bower, 2014).

Moreover, screenshots served as a form of data preservation. They captured interactions as they occurred during the study period, ensuring that the data remained unchanged and accessible for later analysis or reference (Denzin & Lincoln, 2018). In addition, screenshots could be analyzed retrospectively, allowing for flexibility in the analysis process. Researchers could revisit and reevaluate the data as needed, exploring various aspects of politeness strategies over time (Palinkas et al., 2015).

A permission letter was submitted to the chosen participants to gain access to online interactions from any online platform. Once approved, the researcher retrieved the needed screenshots from selected tertiary teachers assigned to different universities in different cities in the Davao Region, handling any college subject. Retrieved documents were saved on a flash drive to protect their confidentiality and for easy access whenever cross-checking of data was needed. The data gathered was from the school year 2023-2024.

Using screenshots of interactions ensured the privacy and anonymity of participants. By avoiding direct access to personal profiles or private messages, the researcher upheld ethical standards and protected the confidentiality of students and teachers (Murray, 2013). Thus, screenshots allowed for a systematic and standardized approach to data collection. The researcher captured specific interactions, ensuring that relevant data was collected consistently across multiple classes and instructors (Guest et al., 2012).

After collecting the data, the researcher proceeded with arranging, coding, and categorizing the documents, saving them electronically in a Word document. Similarly, the researcher conducted an analysis of the data using content analysis, a research approach with wide applications in the social sciences, as noted by Bernard and Ryan, 10. This method encompassed a diverse range of techniques for analyzing textual content. In the capacity of the researcher, the dialogues or utterances were scrutinized and grouped according to Brown and Levinson's politeness model, Geoffrey Leech's politeness principle, and Grice's Conversational Maxims.

Furthermore, the researcher applied a data analysis process involving three steps, drawing inspiration from the methods proposed by Miles and Huberman (1994) and Gempes et al., (2009) These steps encompassed data reduction, data display, and the derivation of conclusions, followed by verification. In the initial phase of data reduction, the researcher amalgamated data with similar meanings, effectively organizing and classifying them as per their relevance. Additionally, within this data reduction phase, the researcher engaged in emergent coding, establishing categories based on the research questions and the framework established for this study.

Subsequently, the second step entailed data display, where the researcher transcribed the data into tabular form as deemed suitable for the research. Data display, as explained by Miles and Huberman, 10, served the purpose of presenting information in a concise, immediately accessible format to facilitate comprehensive result reporting.

The third step encompassed the derivation of conclusions and the process of verification. Initially, the data categorization procedure took precedence, aligning with the core concepts corresponding to the sub-questions. After a comprehensive review of all responses, the researcher tallied those sharing similar

concepts, consolidating these responses into overarching core ideas. This iterative process continued until major themes had been established, rooted in these core ideas.

The subsequent phase involved drawing conclusions and presenting them, a task undertaken in conjunction with the researcher's interpretation of the findings. The conclusions were formulated based on knowledge and insights derived from the study's outcomes.

3. Results and Discussion

This chapter presents the findings on Politeness Strategies Used in Online Class. The direction of presentation follows the order of research questions presented in the first chapter. These are the Politeness Strategies reflected in online interactions of students and teachers, the maxims employed in the said online interactions of students and teachers and the functions of the politeness used in the conversation.

Maxims of Politeness Found in the Online Communication Between Teachers and Students

From the data of this study, there were 6 main strategies and subcategories of maxims of politeness gathered from the online communication between teachers and students. These were the following: First, tact maxim politeness principle with using respectful terms, greeting politely, asking permission/indirect requests and minimizing imposition as sub categories; Second, generosity maxim politeness principle with offering to help/take responsibility as sub category; Third, approbation maxim politeness principle with maintaining respectful tone and expressing gratitude as subcategories; Fourth, modesty maxim politeness principle with self-dispraise and using deferential language as sub-categories; Fifth, agreement maxim politeness principle with accepting/agreeing with other's statements as subcategory; Sixth, sympathy maxim with explaining situations to gain understanding, expressing concern/well-wishes, using friendly/informal tone and showing consideration as sub categories

Tact Maxim

From the analysis of this study, tact maxim was investigated through the extracted online communication between teachers and students. Tact maxim is about being considerate and minimizing any imposition on others. In this study, tact maxim occurs when the teacher requests politely and setting considerate deadlines, providing constructive feedback with positive framing, and offering help in a non-imposing manner. Also, students can adhere to the Tact Maxim by making polite requests for extensions and clarifications, respecting teachers' time by scheduling meetings conveniently, and showing appreciation for timely responses.

It is showed in the following conversation:

Hello miss tine! I already instructed my peps mam nga 4am sa Scaling market na mag wait.

Miss, sa Sta Juana ra dayon ko pahapit miss. Dia man gud ko diri karon. Thanks po

← You replied to Jusfer

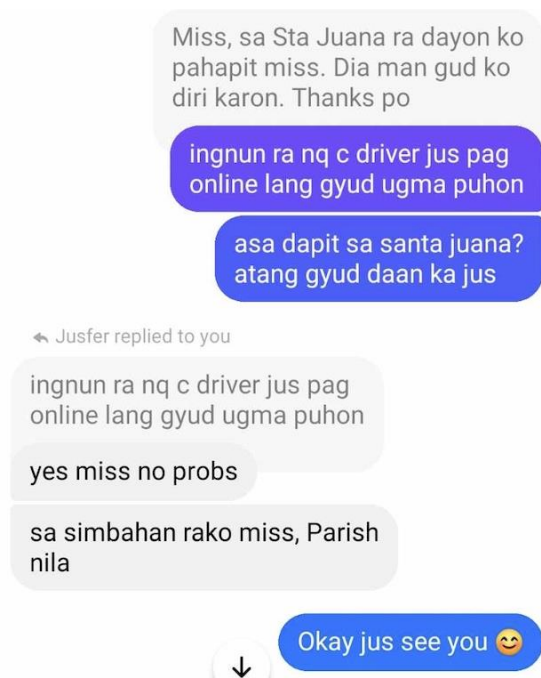


Figure 1. Conversation 1 between teacher 7 and student 7

In figure 1, student 7 begins with a respectful greeting "Hello miss tine!" and provides detailed information about the arrangements. This aligns with the Tact Maxim by reducing the effort required from the teacher to understand the situation. The use of honorifics like "miss" and "po" further demonstrates respect, which Haugh and Kádár identify as crucial in maintaining positive face in social interactions (215). In addition, teacher 7's reply exemplifies the Tact Maxim in several ways: a) She provides clear instructions, minimizing potential confusion for the student. b) She asks for specific information about the location, showing consideration for the student's convenience. c) The use of "jus" (likely meaning "just") softens the directive, making it less imposing. This aligns with what Culpeper and Terkourafi describe as "mitigation strategies" in politeness (286). The student's response further exemplifies the Tact Maxim: a) The quick affirmation and provision of requested information minimize any potential inconvenience to the teacher. b) The phrase "no probs" (no problems) reduces any perceived imposition, aligning with the concept of minimizing cost to others. The teacher's "Okay just see you" concludes the conversation politely, acknowledging the student's information and confirming the meeting, thus minimizing any uncertainty.

Generosity Maxim

Generosity Maxim was examined from the analysis of online conversations retrieved from professors and students. It suggests minimizing benefit to self and maximizing benefit to others. It occurs when teachers provide supplementary resources like readings and videos, enriching students' understanding beyond the curriculum. They also provide specific and actionable feedback aimed at improving student learning, fostering growth and comprehension. Encouraging collaborative activities such as group projects and peer reviews cultivates teamwork and shared learning experiences. Additionally, students contribute by sharing their own resources and offering constructive peer feedback, fostering a culture of mutual respect and academic integrity. It is apparent in the following conversation.

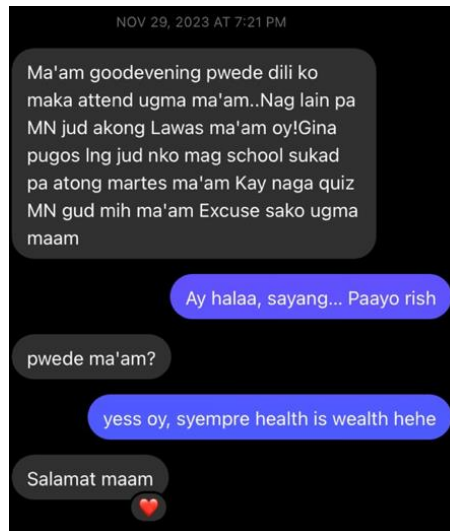


Figure 4. Conversation 4 between teacher 1 and student 1

In figure 4, The student begins with a respectful greeting "Ma'am good evening" and uses an indirect approach to request absence from class. This aligns with what Culpeper and Terkourafi describe as "negative politeness strategies," minimizing imposition on the teacher (2021). The detailed explanation of the illness and the student's effort to attend despite feeling unwell demonstrates what Haugh and Kádár term "account-giving" as a face-saving act (2013). The teacher's reply "Ay halaa, sayang... Paayo rish" shows empathy and concern, which Pizziconi identifies as a key aspect of the Tact Maxim in educational contexts (2022).

The use of local expressions creates a sense of rapport and informality, which Félix-Brasdefer notes can reduce social distance in certain cultural contexts (2023). The student's brief "pwede ma'am?" seeks explicit permission, demonstrating respect for the teacher's authority. This aligns with Brown and Levinson's concept of negative politeness, showing deference to the teacher's face needs (Locher and Larina 2019). The teacher's "yess oy, syempre health is wealth hehe" grants permission while reinforcing the importance of the student's health. The use of "oy" and "hehe" maintains the informal, supportive tone. This response exemplifies what Schneider calls "affiliative small talk" in institutional discourse (2021), balancing professionalism with interpersonal warmth. The student's "Salamat ma'am" (Thank you ma'am) expresses gratitude, which Kádár and House identify as a crucial element in maintaining polite interactions, especially in hierarchical relationships like teacher-student (2013).

Approbation Maxim

Approbation Maxim, one of Geoffrey Leech's politeness principles, is significantly manifested in online interactions between teachers and students. This maxim suggests minimizing criticism of others and maximizing praise or approval. It occurs when teachers regular positive feedback to reinforce desired behaviors and academic achievements, offering words of encouragement to motivate students, and acknowledging the effort students put into their work. Constructive praise that highlights specific strengths and areas for growth helps students understand their progress and encourages further improvement. Similarly, students can uphold the Approbation Maxim by supporting peers, offering respectful feedback that balances positive reinforcement with constructive criticism, expressing gratitude for teachers' guidance, and demonstrating active listening skills. The following conversations are examples of how approbation is utilized in online interactions by students and teachers

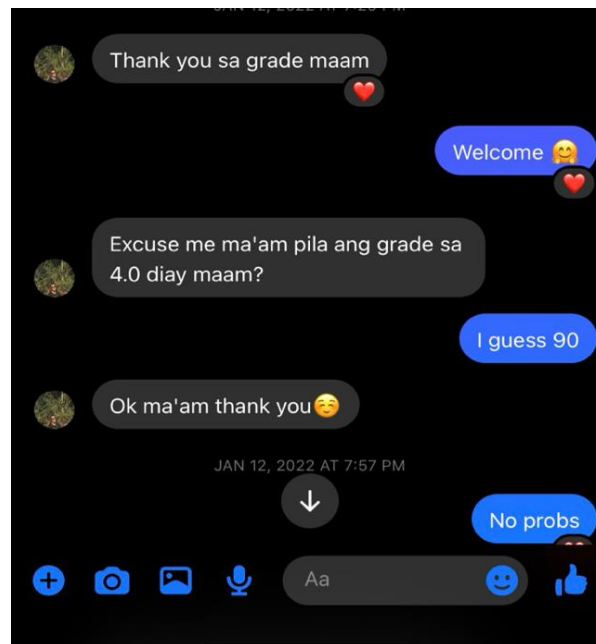


Figure 7. Conversation 5 between teacher 1 and student 1

In figure 7, the student's responses "Ahh ok ma'am so much ma'am" and later "Thank you sa grade maam" exemplify the *Approbation Maxim*. By expressing gratitude, the student is maximizing praise of the teacher, which Félix-Brasdefer (2023) notes as a "positive politeness strategy in educational contexts". In addition, The teacher's "Welcome" is a brief but polite acknowledgment, maintaining the positive tone set by the student's gratitude. This aligns with what Pizziconi (2022) terms "minimal but sufficient politeness markers" in professional communication. Moreover, The teacher's responses "I guess 90" and "No probs" are brief but maintain a neutral to positive tone. While not explicitly praising, they avoid any criticism, adhering to the basic principle of the *Approbation Maxim*. This approach aligns with Schneider's (2021) observation of "concise but polite interactions in digital communication".

Modesty Maxim

As another essential maxim, modesty maxim was observe in the online interaction between students and

teachers. This maxim suggests that individuals should minimize self-praise and maximize self-dispraise in communication is utilized in online interactions between teachers and students. It is manifested when teachers praise students' achievements while deflecting personal credit, offering modest corrections, and emphasizing collaborative language in feedback. By sharing credit and acknowledging the collective efforts of students, teachers role-model humility in expertise and encourage a mutual learning process. Similarly, students can contribute by downplaying their own successes, praising peers and teachers, and making modest requests and responses. The following conversations are samples of how modesty maxim is being utilized.



Figure 10. Conversation 5 between teacher 3 and student 3

In figure 10, the teacher's brief and direct responses demonstrate a form of modesty by not drawing attention to their authority or expertise. By simply providing the grade and giving instructions without embellishment, the teacher avoids self-promotion or unnecessary assertions of power (Brown and Levinson,62). In addition, The students consistently use the respectful term "po" when addressing the teacher, which is a common politeness marker in Filipino culture. This usage aligns with the Modesty Maxim by showing deference to the teacher's position (Ancheta and Perez, 2013). The phrase "Thank you po ma'am <3" further emphasizes this respect while also expressing gratitude. When the teacher instructs, "palihug ko collect Kyan para isa lang mag submit," they are employing a strategy that involves students in the process, rather than simply issuing commands.

This approach aligns with the Modesty Maxim by sharing responsibility and acknowledging students' capabilities (Lakoff,1973). Moreover, Both the teacher and students keep their messages concise and to the point. This brevity can be seen as a form of modesty, as neither party imposes unnecessarily on the other's time or attention (Watts,2023). The exchange of "thank you" between the teacher and students

demonstrates mutual appreciation, which is a key aspect of the Modesty Maxim in action (Culpeper, 2012).

Agreement Maxim

The Agreement Maxim, another of Leech's politeness principles, suggests that speakers should minimize disagreement and maximize agreement between themselves and others. It is exemplified when teachers affirm student contributions with positive reinforcement and building on their ideas, encouraging constructive dialogue through open-ended questions and acknowledging efforts, and providing consensus-based feedback using inclusive language and highlighting agreement. Students can respectfully acknowledge teachers' points, echo their perspectives before adding their own, engage in constructive peer interactions by finding common ground and offering positive reinforcement, and practice polite disagreement by softening disagreements and engaging in respectful dialogue. The following sample conversation exemplifies how teachers and students utilize agreement maxim in online interactions

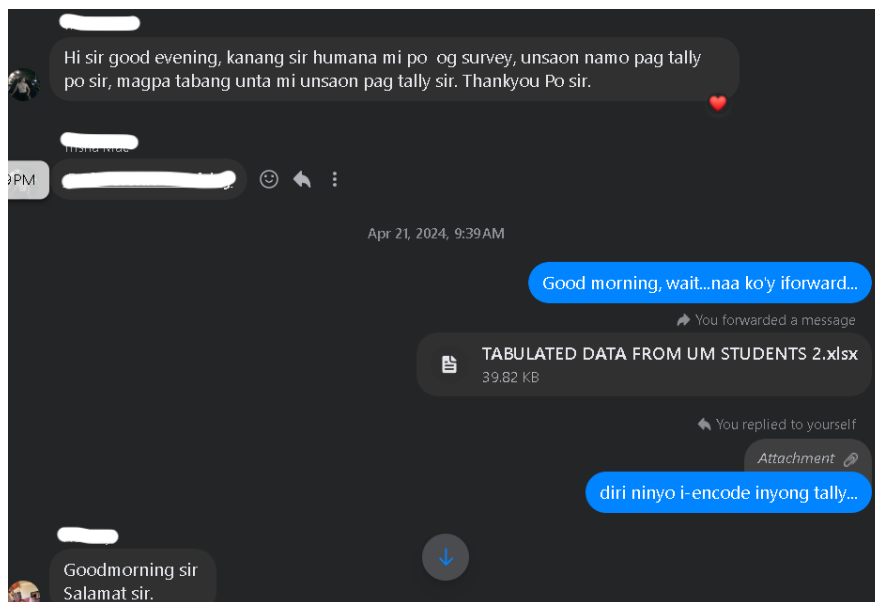


Figure 13. Conversation 1 between teacher 13 and student 13

In figure 13, the student begins with "Good morning sir," setting a respectful tone that invites a positive response (Brown and Levinson, 1987). This greeting aligns with the Agreement Maxim by establishing a foundation for cooperative communication. Also, when the teacher asks for clarification ("Jen, unsa ganeh to?"), the student promptly confirms with "opo sir." This quick agreement demonstrates the student's eagerness to facilitate mutual understanding (Watts, 2023). The teacher's admission, "Nag basa pa ko hehehe" (I'm still reading), shows honesty and openness. This transparency can be seen as an effort to maintain agreement by managing expectations (Culpeper, 2012). In addition, the student's response "sege sir" (likely "sige sir" or "okay sir") shows acceptance of the teacher's situation, maximizing agreement by not expressing disappointment or urgency (Ancheta and Perez 2012). Moreover, the teacher's final message, "Jen done na inuhang paper Please ko kuha diri" (Jen, your paper is done. Please get it here), demonstrates prompt follow-through. This action aligns with the Agreement Maxim by fulfilling the student's request and maintaining positive interaction (Lakoff, 1973). Also, the student's "Thank you sir"

reinforces the positive nature of the interaction, aligning with the Agreement Maxim by expressing appreciation for the teacher's efforts (Leech, 2007).

Sympathy Maxim

From the retrieved online conversations between professors and students, the study's analysis examined sympathy maxim. It suggests that speakers should maximize sympathy and minimize antipathy between themselves and others. It occurs when teachers can recognize student efforts, offer positive reinforcement and constructive feedback, provide individual attention, and respond promptly to queries, demonstrating empathy and support. Students can express gratitude, show understanding towards teachers, make polite requests, and actively participate in discussions, fostering a positive and respectful atmosphere. The following conversation shows how teachers and students utilize sympathy maxim in online interactions

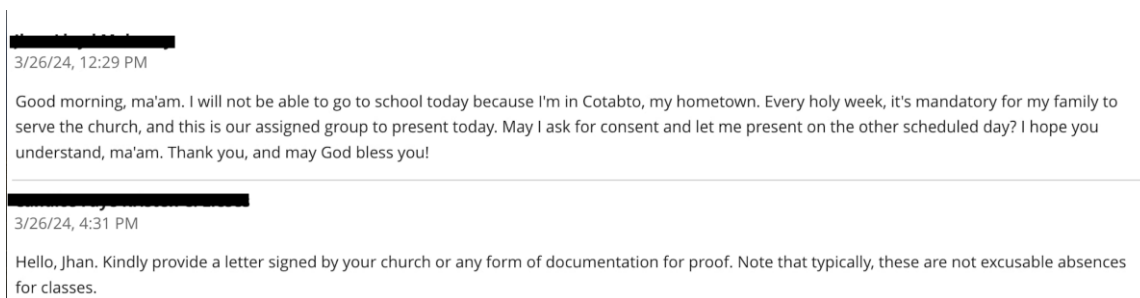


Figure 16. Conversation 3 between teacher 11 and student 11

In figure 16, the student begins with a polite greeting and provides a detailed explanation of their situation. This aligns with Leech's Sympathy Maxim by inviting the teacher to understand and sympathize with their circumstances (Leech, 2007). The phrase "I hope you understand, ma'am" directly appeals to the teacher's sympathy. By explaining the religious nature of their absence, the student implicitly invokes the Sympathy Maxim, expecting the teacher to be understanding of cultural and religious obligations (Brown and Levinson, 1978). This approach aligns with what Ancheta and Perez describe as "culture-specific politeness strategies" (2013).

In addition, The teacher's reply, "Hello, Jhan," acknowledges the student personally, showing a degree of sympathy through this personalized approach (Watts, 43). However, the teacher balances this with the need to maintain academic standards. By asking for "a letter signed by your church or any form of documentation for proof," the teacher shows a willingness to consider the student's situation, albeit with conditions. This approach aligns with Culpeper's notion of "institutional politeness" where sympathy is constrained by professional requirements (2012). The teacher's statement, "Note that typically, these are not excusable absences for classes," demonstrates a balance between sympathy and maintaining academic standards. This aligns with Lakoff's concept of "pragmatic competence" in educational settings (1973). Thus, The teacher uses the word "kindly" and phrases the requirement as a request rather than a demand. This softens the potential negative impact of the response, showing a degree of sympathy in the delivery of the message (Goffman, 1967).

Politeness Strategies Revealed in the Online Communication Between Teachers and Students

Based on the analysis from the extracted online interactions, It was revealed that there are 5 main strategies and subcategories of politeness strategy utilized by students and teachers. These were the following: First, positive politeness strategy with Using in-group identity markers, Using polite forms of

address, Humor and light-hearted banter, Expressing approval/gratitude and Use of friendly language/emoji as sub categories; Second, negative politeness strategy with Being indirect, apologizing, providing reasons/explanations and using hedges as sub category; Third, bald-on-record with using direct speech acts as sub-categories; Fourth, off-record with using hints or indirect speech acts as subcategory; Fifth, face threatening acts with vague or ambiguous language, Addressing potential imposition directly and Direct inquiries or requests as sub categories.

Positive Politeness Strategy

One type of politeness strategy found in the online interaction between teachers and students was positive politeness strategy. It includes friendly greetings, personal acknowledgments, showing enthusiasm, providing positive reinforcement, and expressing empathy. Teachers can create a welcoming atmosphere by addressing students by name and sharing personal experiences, while students can show respect by appreciating their teachers' guidance and using inclusive language. Both parties benefit from engaging constructively, offering encouragement, and being considerate of each other's efforts. The following conversation demonstrates how teachers and students apply positive politeness strategies in their online interactions.

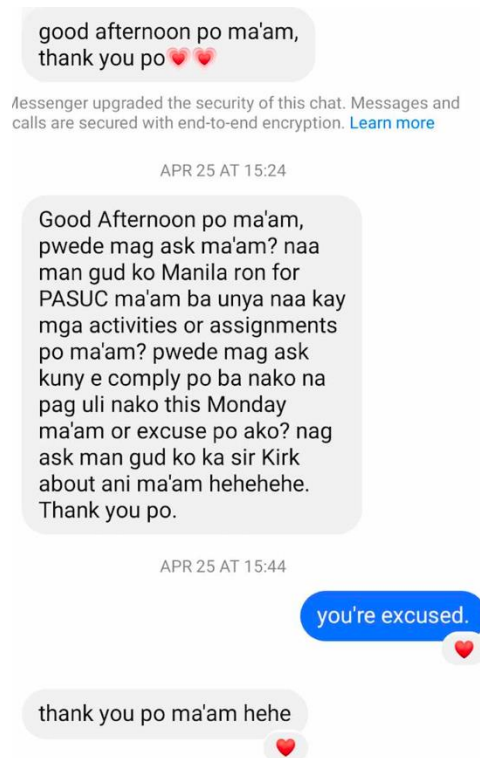


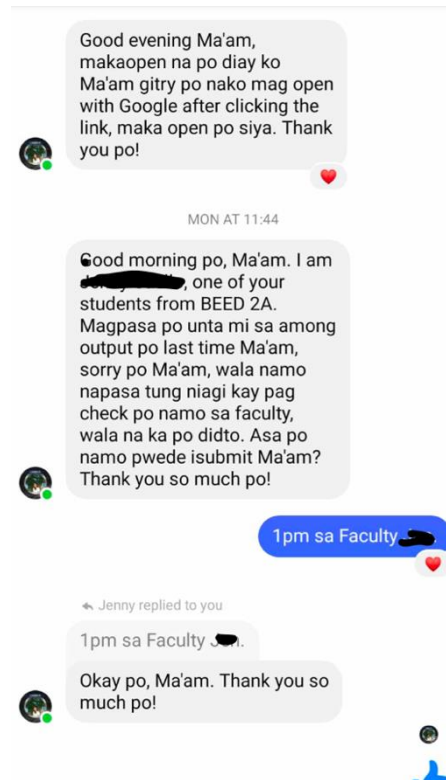
Figure 19. Conversation 1 between teacher 6 and student 6

In figure 19, the student begins with "Good Afternoon po ma'am," using a formal greeting and the respectful Filipino marker "po." This aligns with Brown and Levinson's strategy of "conveying that S and H are cooperators" (1978), establishing a positive relationship from the start. Also, The phrase "pwede mag ask ma'am?" (Can I ask, ma'am?) is an example of what Brown and Levinson call "being conventionally indirect" (1978). This strategy shows respect for the teacher's face by not assuming the right to ask questions. The student explains their situation ("naa man gud ko Manila ron for PASUC")

before making a request. This aligns with the strategy of "giving reasons" which helps to justify the subsequent request for accommodation. By asking whether they can comply with assignments upon return or be excused, the student is employing the strategy of "giving option not to do act" (Leech, 2007). This shows consideration for the teacher's preferences.

Mentioning consultation with another teacher ("nag ask man gud ko ka sir Kirk") demonstrates what Watts calls "networking" (2023), showing respect for institutional hierarchy. In addition, The "hehehehe" at the end of the student's message is an example of Brown and Levinson's strategy of "joking" (1978), which can help to build rapport and lighten the tone of the request. The student's "Thank you po" both at the beginning and end of the message exemplifies the strategy of "giving gifts to H (goods, sympathy, understanding, cooperation)" (Brown and Levinson, 1978). Moreover, The teacher's brief "you're excused" is an example of what Culpeper terms "bald on record" politeness (2013), which in this context shows a direct granting of the student's request without elaboration. Thus, The final "thank you po ma'am hehe" reiterates gratitude and maintains a light tone, further reinforcing positive politeness.

Negative Politeness Strategy



Additionally, negative politeness as a strategy was investigated in the online communication between students and teachers. These strategies include the use of indirect language, formal address, hedging, apologetic prefaces, impersonalization, conventional indirectness, and efforts to minimize perceived impositions. Students often employ these tactics when making requests or asking questions, while teachers may use them when assigning tasks or providing feedback. Such approaches acknowledge the power dynamics inherent in educational settings while allowing for necessary communication. The following conversation illustrates how teachers and students implement positive politeness strategies in their online interactions.

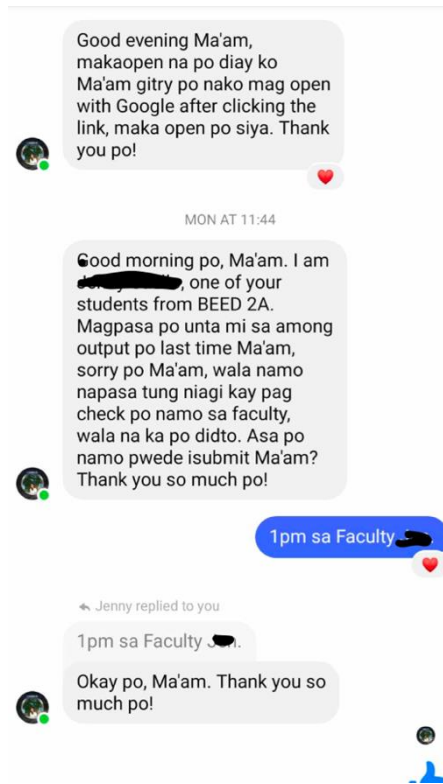


Figure 22. Conversation 2 between teacher 14 and student 14

In figure 22, the student uses honorifics like "Ma'am" and polite expressions like "po" to show deference. The student also offers multiple apologies and indirect language when discussing the late submission of their work, softening the admission of fault and acknowledging the potential inconvenience to the teacher (Brown & Levinson, 1987; Quinto, 2020).

The teacher's brief and direct response reflects authority, but addressing the student by name softens the tone slightly. The student's final message continues to show respect through polite markers, reinforcing their acknowledgment of the teacher's authority. Overall, the use of negative politeness strategies—through apologies, indirectness, and deference—helps the student maintain a respectful interaction while minimizing the imposition of their requests (Brown & Levinson, 1987; Quinto, 2020).

Bald-on-Record

Another strategy was revealed in the online communication between students and teachers online. Bald-on-record strategies involve direct communication without minimizing imposition, typically used where clarity and efficiency are prioritized over politeness or where relationships allow such directness without offense. In online communication between students and teachers, these strategies are effective in various scenarios, such as giving instructions ("Submit your assignments by Friday"), requesting information ("What time is the meeting?"), providing feedback ("Your report needs more sources"), and clarifying misunderstandings ("I don't understand this topic"). The dialogue below illustrates the application of bald-on-record by teachers and students in their online communication.

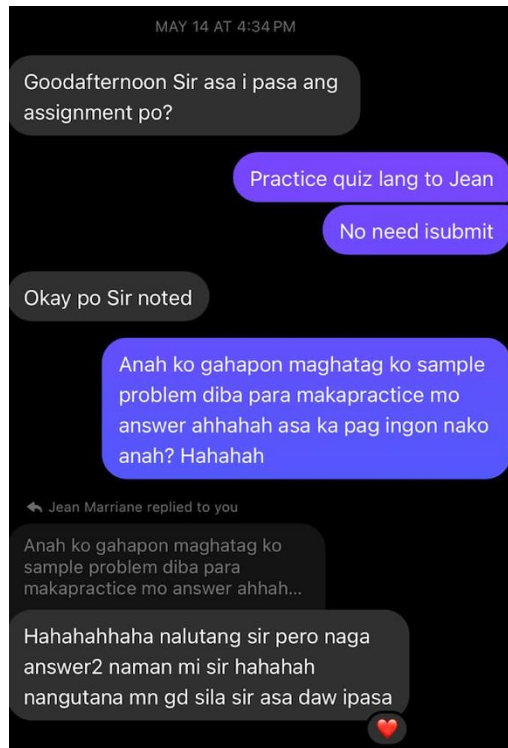


Figure 25. Conversation 2 between teacher 13 and student 13

In figure 25, The teacher's response "Practice quiz lang to Jean No need isubmit" is a clear example of the bald-on-record strategy. The teacher provides a direct, unambiguous instruction without hedging or softening the message (Brown and Levinson 1978). This directness ensures that the student understands exactly what is expected. Also, While not explicitly using an imperative, the teacher's statement functions as a command: "No need isubmit." This direct form is characteristic of bald-on-record communication (Culpeper, 2012). Furthermore, The teacher addresses the student by their first name, "Jean," which in some contexts can be seen as a bald-on-record approach, reducing formality to increase directness (Economidou-Kogetsidis, 2022). More so, The teacher's follow-up message "asa ka pag ingon nako anah?" is a direct question that doesn't employ hedging or indirect language, aligning with bald-on-record strategy (Blum-Kulka & Olshtain, 1989). Thus, The student's response "nalutang sir" (which roughly translates to "I was confused/distracted, sir") is a direct admission without face-saving attempts, which aligns with bald-on-record communication (Watts ,2023).

Off-Record

An additional strategy was identified in the online communication between students and teachers. Off-record strategies in Brown and Levinson's politeness model involve indirect communication, where the speaker hints at something without stating it directly, allowing the speaker to avoid responsibility for the imposition and giving the listener freedom to interpret the message. In online communication between students and teachers, these strategies are used to maintain politeness, reduce imposition, and manage face needs. For example, a student might say, "I have so much homework tonight," hinting at needing help without directly asking, or a teacher might say, "Some students find it helpful to start their projects early," suggesting good practice without direct instruction. These strategies help maintain respect and positive face in teacher-student relationships, avoid direct imposition, and offer interpretive flexibility, promoting

a polite, respectful, and effective communication dynamic. The conversation below illustrates how teachers and students utilize off-record strategies in their online interactions.

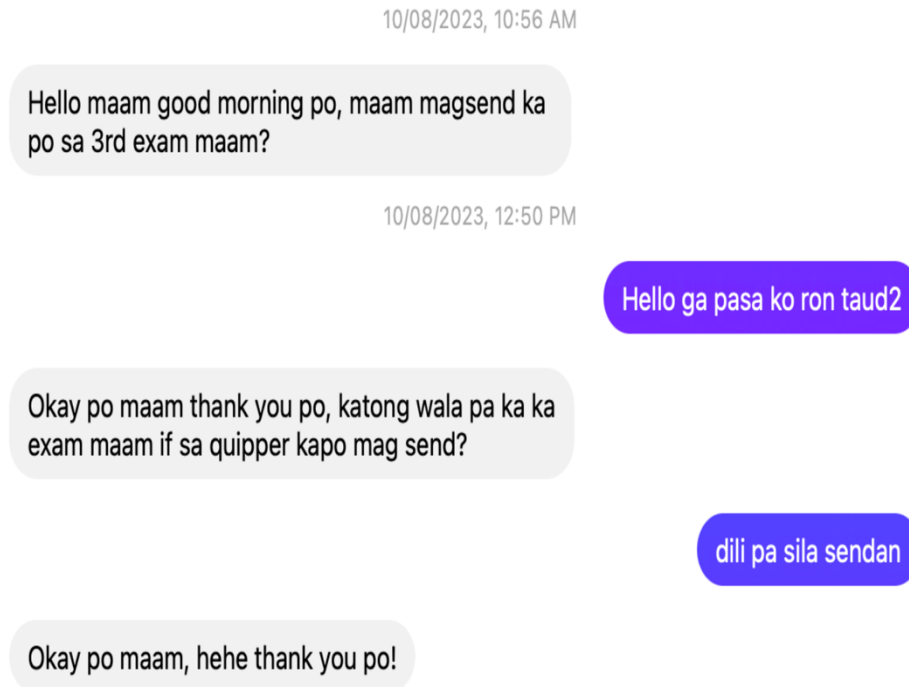


Figure 28. *Conversation 4 between teacher 14 and student 14*

In figure 28, the student's initial question, "maam magsend ka po sa 3rd exam maam?" can be interpreted as an indirect request for the teacher to send the exam (Blum-Kulka and Olshtain, 1989). This off-record strategy allows the student to inquire about the exam without directly asking the teacher to send it. Also, The student's follow-up question, "katong wala pa ka ka exam maam if sa quipper kapo mag send?" is a form of hinting, an off-record strategy where the speaker provides partial information to prompt the hearer to take action (Culpeper 2012). Here, the student is indirectly asking about the method of exam distribution for those who haven't taken it yet. In addition, The teacher's response "pasa ko run taod2" uses vague language, particularly "taod2" (which roughly translates to "in a while"), leaving the exact timing ambiguous (Gonzalez and Teodoro, 2024). This off-record strategy allows the teacher flexibility in when to send the exam. Furthermore, The student's final response, "okay po maam, hehe thank you po!" includes a light laugh ("hehe"), which could be interpreted as an understatement of their relief or gratitude, another off-record strategy (Economidou-Kogetsidis, 2022). In addition to this, by mentioning "quipper," the student provides an association clue, indirectly suggesting a preferred method of exam distribution without explicitly stating it (Watts, 2023).

Face Threatening Acts

Another strategy was identified in the online communication between students and teachers. Face-Threatening Acts (FTAs) can occur unintentionally in online teacher-student communication. For instance, public criticism from teachers can harm a student's confidence, while sarcastic remarks can seem dismissive, threatening their desire for approval. Conversely, students questioning a teacher's authority or giving minimal responses can challenge the teacher's authority or seem disrespectful.

To avoid these issues, teachers should provide sensitive feedback privately, frame corrections positively, and use humor carefully. Students should acknowledge messages promptly, use polite greetings and closings, and express disagreements respectfully. Text-based communication lacks non-verbal cues, increasing the risk of misunderstandings, and cultural differences can complicate interactions further. The following conversation illustrates how teachers and students use face-threatening acts in their online interactions.

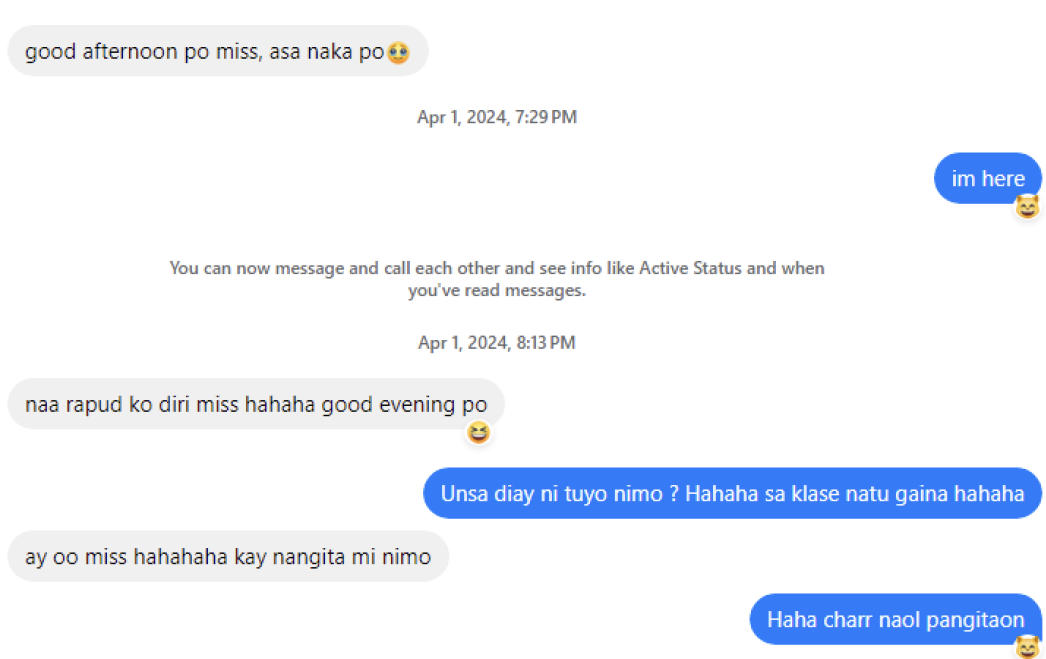


Figure 31. Conversation 1 between teacher 2 and student 2

In figure 31, the student's initial question "asa naka po" (where are you?) could be seen as a potential threat to the teacher's negative face, as it intrudes on their personal space and time (Culpeper, 2012). Also, The teacher's response "Unsa diay ni tuyo nimo?" (What's your purpose?) is a direct FTA that challenges the student's positive face by questioning their intentions (Economidou-Kogetsidis, 2012). Furthermore, The teacher's comment "Grabi ka busy gaina uy hantud karon wala pa human ning kamot" (I was so busy earlier and until now my work isn't finished) could be interpreted as an indirect criticism of the student's interruption, threatening their positive face (Blum-Kulka and Olshtain,1989).

In addition, The teacher's comment "Grabi ka busy gaina uy hantud karon wala pa human ning kamot" (I was so busy earlier and until now my work isn't finished) could be interpreted as an indirect criticism of the student's interruption, threatening their positive face (Blum-Kulka & Olshtain,1989). Then, The teacher's statement "Haha charr naol pangitaon" (Haha, I wish I was being looked for) is a self-deprecating comment that could threaten the teacher's own positive face (Gonzalez & Teodoro,2024). Thus, The teacher's response "To be save for later used natu to" is a direct instruction that could be seen as threatening the student's negative face by imposing an action (Watts, 2023).

Functions of Politeness Strategies Revealed in the Online Communication Between Teachers and Students

The analysis of data from online interactions revealed that students and teachers use three main functions and subcategories of politeness. These were the following: First, locutionary act with constative (describing a state of affairs), literal Meaning, reporting/Informing, greeting and statement as

subcategories; Second, illocutionary act with directive (requesting or commanding an action), commissive (committing to a future action), expressive (expressing gratitude), acknowledgment, request, explanation and question as subcategories, Third, perlocutionary act with intended effect (e.g., reassurance), actual effect, establishing rapport/friendly atmosphere, providing clarity and showing understanding/gratitude as subcategories.

Locutionary Act

Good evening po Miss, pasensya na po sa disturbo Miss, maghangyo tana ko nimo Miss 😔😔 akong papa man gud namatay po then niule po ko sa amoa. May 07 pa po sya ilubong Miss, hangyo tana nko Miss bacg pwede pa po tana ma move akoo demo po sa translation kay dili po ko maka school ana nga day 😔😔 salamat daan sa response Miss and God bless po 🙏😔



6 MAY AT 8:35 AM

← You replied to Latiban

Good evening po Miss, pasensya na po sa disturbo Miss, maghangyo tana ko nimo Miss ...

Good morning okay sa Thursday na mu kay mg oberve ko ugma sa Sta Cruz NHS final demo sa atoa 4th year students ddto ugma. Condolences sa nyu family Ms. [REDACTED]



One function of the politeness strategy identified in online interactions between teachers and students was the use of locutionary acts. In online interactions between students and teachers, locutionary acts are crucial for conveying clear information and intentions. These acts, involving the actual utterance and its literal meaning, help teachers clarify instructions for assignments, pose questions to check understanding, provide straightforward feedback, and make important announcements. Both teachers and students use locutionary acts to express opinions in discussions and forums, fostering engagement and idea exchange. The following dialogue illustrates how teachers and students use politeness strategies through locutionary acts.

Good evening po Miss, pasensya na po sa disturbo Miss, maghangyo tana ko nimo Miss 😞😞 akong papa man gud namatay po then niule po ko sa amoa. May 07 pa po sya ilubong Miss, hangyo tana nko Miss bacg pwede pa po tana ma move akoa demo po sa translation kay dili po ko maka school ana nga day 😞😞 salamat daan sa response Miss and God bless po 🙏😞



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Good morning okay sa Thursday na mu kay mg oberve ko ugma sa Sta Cruz NHS final demo sa atoa 4th year students ddto ugma. Condolences sa nyu family Ms. [REDACTED]



Figure 34. Conversation 4 between teacher 7 and student 7

In figure 34, The student's "Good evening po Miss" and the teacher's "Good morning" function as phatic locutionary acts, establishing communication (Huang, 2008). Also, The phrase "pasensya na po sa disturbo Miss" (excuse me for the disturbance) is an expressive locutionary act, conveying regret for potential inconvenience (Leech, 2007). Then, "pasensya na po sa disturbo Miss" (excuse me for the disturbance) is an expressive locutionary act, conveying regret for potential inconvenience (Leech,2007). Additionally, The student's explanation about their father's death is a complex informative locutionary act, providing context for the request (Brown & Levinson, 1987).

The phrase "Miss bacg pwede pa po tana ma move akoa demo po sa translation" is a directive locutionary act, explicitly asking for a change in schedule (Watts 2003). Subsequently, "salamat daan sa response Miss" (thank you in advance for the response) functions as an expressive locutionary act of appreciation (Huang, 2008). Thus, The teacher's "okay sa Thursday na mu" is both an commissive locutionary act (agreeing to the request) and an informative one (providing the new date) (Leech, 2007).

Illocutionary Act

An additional function of politeness was identified from the analysis of the online communication between students and teachers. Illocutionary acts significantly influence online interactions between students and teachers by shaping the intended function of their statements, such as requests, commands, questions, or assertions. Teachers use these acts to give instructions, provide feedback, and motivate students, while students employ them to seek clarification, confirm understanding, and express gratitude or concerns. For example, a teacher might request assignment submissions or assert the need for more evidence in a thesis, while a student might ask for clarification on assignment requirements or express struggles with a concept.

The following conversation illustrates how teachers and students use illocutionary acts in their online interactions.

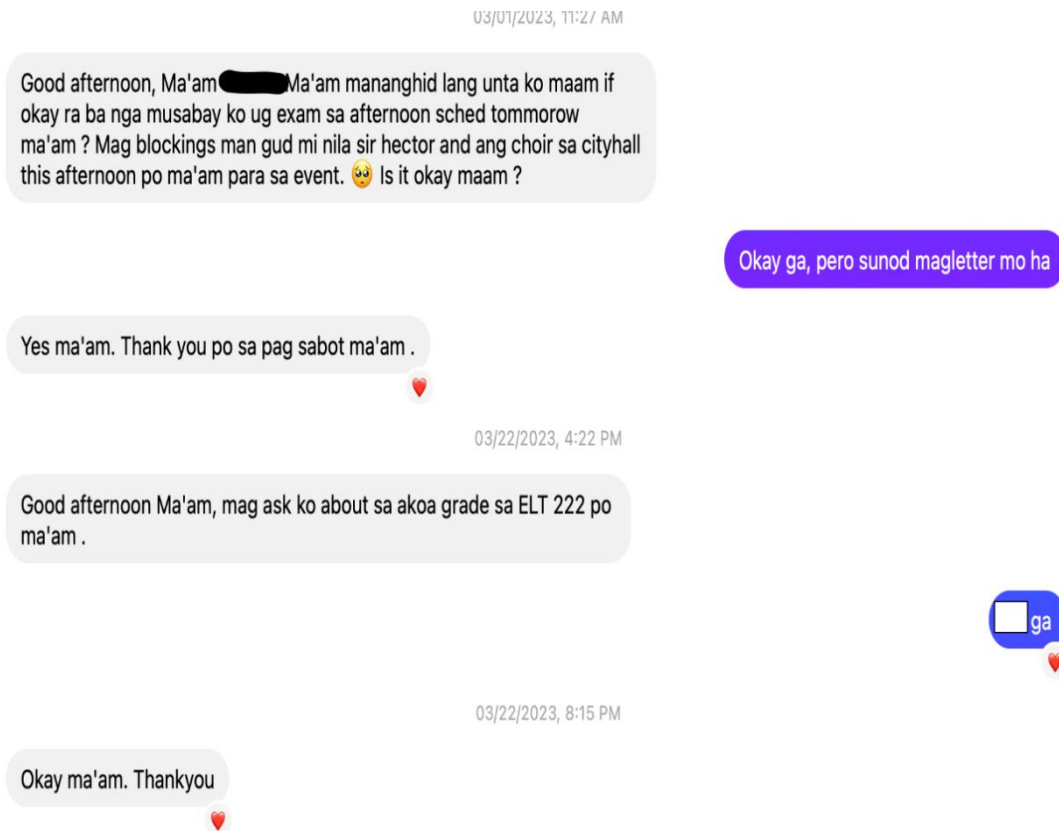


Figure 37. Conversation 5 between teacher 14 and student 14

In figure 37, the student's dialogue "Ma'am mananghid lang unta ko maam if okay ra ba nga musabay ko ug exam sa afternoon sched tomorrow ma'am?" functions as a requestive illocutionary act (Leech 2007). The student is not merely asking a question but seeking permission to take an exam at a different time. The indirect phrasing and use of "unta" (hopefully) soften the request, demonstrating politeness strategies (Brown & Levinson, 1978). In addition, when the student mentioned "Mag blockings man gud mi nila sir hector and ang choir sa cityhall this afternoon po ma'am para sa event." This statement serves as an assertive illocutionary act (Huang, 2008). Its function is to provide a reason for the request, justifying the need for a schedule change. By offering this explanation, the student aims to increase the likelihood of a positive response.

Furthermore, as the teacher responded "Okay ga, pero sunod mag letter mo ha.", it functions as both a commissive and a directive illocutionary act (Culpeper, 20012). It grants permission (commissive) while also instructing the student on future behavior (directive). The use of "ga" (a term of endearment) softens the directive, maintaining a positive teacher-student relationship. Then, as the student replies "Yes, ma'am. Thank you po sa pag sabot ma'am.", this response functions as an expressive illocutionary act (Watts, 2023). It acknowledges the teacher's decision and expresses gratitude, reinforcing positive rapport. Moreover, The student's inquiry about grades, serves as a requestive illocutionary act (Brown & Levinson, 1978). While phrased as a statement, its function is to request information about grades. The polite phrasing and use of "po" demonstrate respect and acknowledge the power dynamics in the teacher-student relationship.

Perlocutionary Act

From analyzing online communication between students and teachers, another function of politeness was recognized. In online interactions between students and teachers, perlocutionary acts, defined by J.L. Austin as the effects of speech acts on listeners, are pivotal in shaping communication outcomes. For instance, when teachers offer constructive feedback on assignments, students may feel motivated to improve, while reminders about deadlines can prompt timely submissions. Likewise, supportive responses to student queries can reduce anxiety and foster a positive learning environment.

These interactions demonstrate that communication's impact goes beyond information exchange, influencing emotions, attitudes, and subsequent actions. Effective use of perlocutionary acts enables teachers to enhance student engagement, understanding, and performance, while students demonstrate active participation in their learning process. The conversation below illustrates how teachers and students employ perlocutionary acts in their online exchanges.

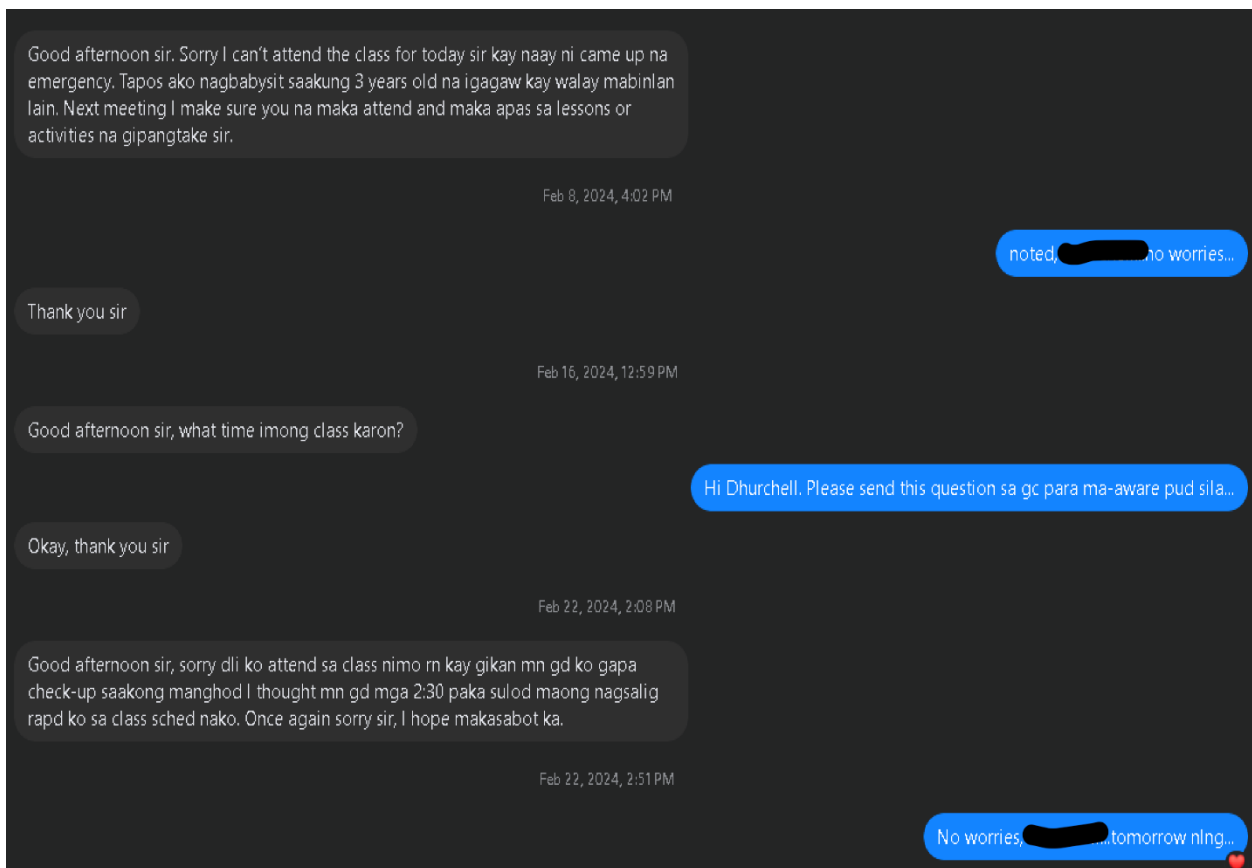


Figure 40. Conversation 2 between teacher 13 and student 13

In conversation 2 between teacher 13 and student 13 shown in figure 40, the perlocutionary effect of the student's explanation and apology aims to elicit understanding and acceptance from the teacher, as seen in the teacher's reassuring response, "noted, Dhurchell...no worries" (Huang, 2008). This response alleviates the student's anxiety, reflected in the student's grateful reply, "Thank you sir" (Leech, 2007).

The student's gratitude reinforces a positive teacher-student relationship (Culpeper, 2012). However, the student's question about class time unintentionally prompts the teacher to redirect the communication method, instructing the student to ask elsewhere, thereby altering the student's behavior (Watts, 2023).

The teacher's redirection, "Please send this question sa ge para ma-aware pud sila..." leads to the student's compliance, evidenced by the final message (Brown & Levinson 1978). The student's final acknowledgment, "Okay, thank you sir," indicates that the teacher's instruction is understood and accepted, completing the exchange positively (Searle, 1963).

Concluding Remarks

Based from the analysis, Students' frequent use of indirect speech and hedges also supports findings that politeness strategies among students often focus on deference to mitigate perceived power imbalances (Goffman, 1967). This disparity aligns with the expectation that students maintain a respectful stance, whereas teachers balance authority with occasional positive politeness markers to foster inclusivity.

Students frequently use politeness strategies, particularly positive politeness like polite address and gratitude, as a means to navigate the hierarchical structure of teacher-student relationships. This is aligned with Brown and Levinson's concept that individuals in lower-power roles often use positive politeness to reduce social distance and foster rapport with authority figures (Brown & Levinson, 1978). Students' frequent use of indirect speech and hedges can be understood as a way to avoid appearing confrontational or overly assertive, which aligns with research suggesting that students rely on deference to mitigate perceived risks in communication with authority figures (Li, 2012). Furthermore, by using positive politeness, students can express respect and appreciation, which helps maintain a harmonious classroom environment and encourages positive reinforcement from teachers (Holmes et al. 2023).

Moreover, Teachers' higher use of direct speech acts reflects a focus on task-oriented goals, while students' indirectness suggests an effort to avoid imposing on teachers. This aligns with recent studies indicating that teacher-student interactions are shaped by hierarchical social expectations, where students often take a more subservient approach to ensure favorable responses (Brown & Levinson, 1978). Overall, these trends reflect how politeness strategies and speech acts in academic settings are shaped by both power relations and the goal of creating a conducive learning environment.

Teachers' use of direct speech acts, especially bald-on-record strategies, is often motivated by the need for efficiency and clarity in communication within a structured, goal-oriented environment. Studies show that direct speech acts in instructional settings help ensure that instructions are clear and understood, minimizing potential misunderstandings in task-oriented activities (Nguyen 88). Additionally, teachers' role as authority figures allows them to employ direct language without risking negative interpretations, as students expect teachers to assert control and provide explicit guidance (Harris and Sherblom 50). This aligns with recent observations that direct communication by teachers aids in establishing classroom structure and reinforces their authoritative role, creating an environment conducive to learning (Meyerhoff 124).

The impact of politeness strategies on teacher-student relationships extends beyond mere cordiality. Research indicates that appropriate use of these strategies can significantly enhance student motivation, participation, and overall academic performance (Hyland & Jiang, 2024). For instance, positive politeness strategies, such as acknowledging students' contributions and using inclusive language, can create a sense of community in virtual classrooms, encouraging more active participation and collaboration among students.

Cultural considerations in politeness strategies are particularly pertinent in the increasingly globalized landscape of online education. Linguistic practitioners must navigate the complex interplay between universal politeness principles and culture-specific norms. This navigation requires a deep understanding

of intercultural communication and the ability to adapt language use to diverse student populations (Kádár and Haugh, 2020).

The shift to online learning environments necessitates a reevaluation of how politeness is conveyed through digital mediums. Traditional face-to-face politeness strategies may not always translate effectively in online settings. For example, the use of emojis, GIFs, or specific formatting choices in written communication can serve as digital equivalents of non-verbal cues, playing a crucial role in conveying tone and maintaining politeness in online interactions (Vandergriff, 2024).

Furthermore, the study opens avenues for exploring the intersection of politeness strategies with emerging technologies in education. As artificial intelligence and machine learning become more prevalent in educational tools, understanding how to program and implement politeness strategies in these systems becomes crucial. This intersection presents new challenges and opportunities for linguistic research, particularly in the development of chatbots and AI-driven tutoring systems that can effectively mimic human-like politeness in educational interactions (Littleton & Mercer, 2024).

In the context of language instruction, the application of these strategies requires a sophisticated understanding of both linguistic and cultural nuances. Educators must not only be aware of traditional politeness norms but also adapt them to the unique characteristics of diverse student populations and digital communication platforms. This adaptation involves considering factors such as cultural background, individual learning styles, and the specific challenges of online interaction, including the absence of non-verbal cues and the potential for misinterpretation in text-based exchanges (Barton & Lee, 2023).

The implications of this research extend beyond the language classroom, influencing how linguistic practitioners approach communication in various digital contexts. The principles of online politeness strategies can be applied to professional communication, social media interactions, and other forms of digital discourse, highlighting the broader societal impact of this area of study. As Locher and Bolander (2019) argue, the skills developed through learning politeness strategies in language instruction have far-reaching implications for students' future personal and professional interactions in an increasingly digital world.

In teacher training programs, the incorporation of modules on politeness strategies should go beyond theoretical knowledge. Practical workshops and simulations can provide educators with hands-on experience in applying these strategies in various scenarios, including challenging situations that may arise in multicultural and online classrooms. These training sessions should also address the psychological aspects of politeness, such as its role in reducing student anxiety and building confidence in language production (MacIntyre & Gregersen 2008).

Moreover, the assessment of politeness strategies in language instruction should be considered. Developing rubrics or guidelines that include the appropriate use of politeness strategies as part of language proficiency evaluation could encourage both teachers and students to pay more attention to this aspect of communication. This approach aligns with the growing recognition of pragmatic competence as a crucial component of language proficiency (Taguchi 298).

In conclusion, the study of politeness strategies in language instruction offers rich ground for linguistic research and practical application. It emphasizes the need for a multidisciplinary approach, combining insights from linguistics, education, psychology, and technology to develop comprehensive and effective communication strategies for language teaching in the digital age. As language education continues to evolve, so too must our understanding and application of politeness strategies to ensure inclusive,

engaging, and effective learning environments that prepare students for successful communication in a globalized world.

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