

Students' E-complaints on the Promises and Pitfalls of Blended Learning: A Socio-Pragmatic Analysis

Justin A. Banguis^{1✉}, Presley Fortes H. Divino², Christian Jay O. Syting³, Karl Christian R. Maintang⁴

¹²³⁴College of Teacher Education, University of Mindanao, Davao City, Philippines

✉ email: j.banguis.489085@umindanao.edu.ph

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ABSTRACT

This study aimed to identify the linguistic make up of the 100 students' e-complaints related to blended learning in the Philippines. The impoliteness strategies and how they are being used in each complaint were unraveled through a socio-pragmatic analysis. Furthermore, the study also examined what politeness strategies were violated in their complaints. In terms of impoliteness strategies, it involves the following: bald on record impoliteness, asserting, claiming, commanding, complaining, deploring, describing, explaining, planning, questioning, and suggesting; mock politeness, commanding, describing, questioning, requesting, stating, and suggesting; negative politeness, asserting, deploring, suggesting; positive politeness, stating, and swearing. On the other hand, the politeness strategies violated include bald on record politeness, positive politeness, negative politeness, and off record politeness. This study demonstrates the significance of recognizing impoliteness and its effects, particularly when posting complaints online. As a result, a complaint that appears to be polite is not always polite. In regard to other elements, such as social emotions and civility, direct and/or implicit attacks employed in complaints might still be considered disrespectful if they are unaware of the strategies that embody politeness and impoliteness.

Keywords: *education; impoliteness; impoliteness strategies; politeness strategies; bald on record; asserting; complaints.*

INTRODUCTION

In today's digital age, students often express their grievances and frustrations on social media platforms, such as Facebook, Twitter, and Snapchat (Herold, 2017). These expressions can be quite blunt, employing various techniques, including threats and offensive language, which can harm the other party (Poltzer-Ahles, 2022). Such expressions include both common impoliteness triggers like insults, threats, and pointed criticisms, as well as less conventional triggers, such as insinuations and snide comments (Tanck, 2002; Pratiwi, Wijayanto, & Malikatul, 2013; Wijayanto, Prasetyarini, & Susiati, 2013; Nikoobin & Shahrokhi, 2017). If left unchecked, this negative discourse can lead to severe defamation, damaging individuals' and educational institutions' reputation and social influence (Aliakbari & Hajizadeh, 2018).

Wijayanto et al. (2013) underscore this issue in their study on the politeness in interlanguage pragmatics of complaints by Indonesian learners. They found that most complaints manifest as insults and threats, especially when directed towards less-familiar interlocutors. Similarly, Tanck's research (2022) illustrates how certain complaints are excessively direct, bordering on pointed criticisms and confrontation. An Indiana University Bloomington study (2022) corroborates these claims by describing how individuals express dissatisfaction directly, often in response to past or ongoing activities that have negatively affected them, potentially damaging their social relationships (Moon, 2001).

Moreover, Wijayanto and Prasetyarini's (2017) study on impoliteness found in English as a Foreign Language supports the previous claim, particularly in the context of student complaints. The study reveals that students frequently use insults, offensive language, profanity, direct criticism, and threats to voice their complaints. Additionally, Nikoobin and Shahrokhi's (2017) examination of impoliteness in Complaint Speech Acts reveals how students often express their complaints through sarcasm, straightforward language, and positive-face threatening actions. Aliakbari and Hajizadeh's (2018) study on students' perceptions of academic impoliteness, whether by teachers or students, emphasizes the prevalence of sarcastic speech, gestures, and remarks in tertiary education. In a similar vein, Rosli's (2018) investigation of the normalization of impoliteness on platforms like 4Chan, directed at ESL users, highlights the isolation, exclusion, and ridicule experienced by other students.

Numerous studies in the Philippine context have explored the politeness and impoliteness of teenagers or students in various settings. For example, Llorica and Sosas (2022) delved into the different politeness strategies employed by students in household conversations, uncovering instances of disrespectful and impolite behavior even when interacting with elders. Syting and Gildore (2022) examined linguistic politeness in classroom interactions, emphasizing that conventionally or non-conventionally polite language may not always effectively maintain supportive facework. Similarly, Victoria (2009) investigated the use of impoliteness in the context of tertiary education, revealing how professors strategically employ impoliteness to assert dominance in the classroom, highlighting the complex nature of impoliteness and its role in shaping power dynamics within educational landscapes.

This study focuses on the impoliteness strategies employed in complaints about blended learning posted on social media platforms. In today's environment, ethical considerations about language use on social media are often overlooked, and communication norms are frequently ignored (Gultom & Rahmadini, 2022). Therefore, it is vital to examine this issue to enhance our understanding of impoliteness and minimize misunderstanding and conflict.

Despite a substantial body of literature on impoliteness and complaints (Karimi, 2008; Shahrokhi & Nikoobin, 2017; Wijayanto & Prasetyarini, 2017), only a few studies delve into the context of social media. The expanding landscape of social media necessitates an examination of impoliteness in this online setting. This study also considers how students employ impoliteness strategies and which politeness strategies

are violated by their statements. A distinctive aspect of this study is its inclusion of educational agency announcements as part of the continuum of school-related complaints.

To analyze the different impoliteness strategies used in students' complaints, we employ Culpeper's (1996) Theory of Impoliteness. Prior to categorizing these strategies, we analyze Searle's (1969) Illocutionary Acts to determine their illocutionary forces, helping us understand the communicative intentions behind the impoliteness strategies. Additionally, we use Brown and Levinson's (1978) Theory of Politeness to identify which politeness strategies are violated by the impoliteness strategies found. This theoretical framework enables a comprehensive analysis of students' communication of complaints, highlighting both the impoliteness and politeness strategies at play.

This research carries significant implications for educational institutions, teachers, and students. By uncovering the impoliteness and politeness strategies in students' complaints about blended learning on social media, this study provides a collective voice for students, informing policymakers about their concerns. It also offers a valuable reference for teachers and students, aiding in developing effective communication strategies and promoting responsible online language use, ultimately averting potential consequences stemming from impolite language. Furthermore, it can serve as a basis for institutions and teachers to emphasize the role of discourse analysis in their teaching pedagogy, fostering students' awareness of the impact of their language use and preventing unnecessary conflicts arising from impoliteness.

This corpus-driven qualitative research employs socio-pragmatic analysis to describe the linguistic make-up of students' e-complaints on the promises and pitfalls of blended learning. More specifically, it aims to describe the impoliteness strategies used by the students in their e-complaints. The research questions this study focuses on: (1) what impoliteness strategies are utilized in these complaints and (2) what politeness strategies are violated by these complaints.

METHOD

The study collected 100 student e-complaints related to the benefits and drawbacks of blended learning from various educational institutions across all levels, sourced from different social media platforms (Clarke & Braun, 2013). These complaints were selected based on their relevance, focusing on the most recent complaints from the academic year 2022-2023, and excluding those that did not meet the criteria. Personal details of the students were not disclosed for ethical reasons.

This study employed a qualitative approach focusing on socio-pragmatic analysis (Creswell, 2003). It aimed to examine impoliteness and politeness strategies in the collected complaints. Socio-pragmatics, as a suitable approach, was used to study how language use reflects specific social contexts (Leech, 1983, as cited by Grundy, 2014; Tronsborg, 1995, as cited by Hiriyanti, 2016). The analysis was guided by the Impoliteness Theory of Culpeper (1996) and the Politeness Theory of Brown and Levinson (1987).

The data analysis involved the identification of impoliteness and complaint strategies. Complaints about blended learning were collected from various sources, including teachers, school staff, educational institutions, and educational agencies. The analysis utilized the models of Culpeper, Brown and Levinson, and Searle's taxonomy of illocutionary acts. The analysis process included data selection, summarization, categorization, code development, data storage, and organization in a table.

To ensure the trustworthiness of the study, the researchers adhered to Lincoln and Guba's (1985) criteria: Credibility was established by sourcing linguistic corpora from actual students who posted complaints on social networking sites; Confirmability was ensured through the maintenance of an audit trail and consultations with a research advisor holding a Doctor of Education degree in Applied Linguistics; Transferability was upheld by providing comprehensive details on the study, including its gaps, limitations, and data collection restrictions; and Dependability was maintained by offering thorough explanations of the study procedures, facilitating potential replication by future researchers.

FINDINGS AND DISCUSSION

Impoliteness Strategies used in Students' E-Complaints

The analysis was based on Culpeper's (2017) Impoliteness Strategies. As defined by Culpeper (2017), Impoliteness involves communication strategies aimed at causing harm to one's face and, in turn, fostering social discord and dispute. To identify the impoliteness strategies in the complaints, the illocutionary forces were determined. The findings revealed four impoliteness strategies as outlined by Culpeper (2016) present in the students' e-complaints: bald on record impoliteness (involving strategies like asserting, claiming, commanding, complaining, deploring, describing, explaining, planning, questioning, and suggesting), mock politeness (involving strategies like commanding, describing, questioning, requesting, stating, and suggesting), negative politeness (involving strategies like asserting, deploring, and suggesting), and positive politeness (involving strategies like stating and swearing), as depicted in Table 1.

Table 1. Impoliteness Strategies used in Students' E-complaints

| Impoliteness Strategies | Sample Line |
|------------------------------------|---|
| Bald On Record Impoliteness | |
| Asserting | "Sige rag taas ang tuition wa man ganiy improvements nga nakit.an" [IC-FB-58] |
| Claiming | "Mao niy nakalain sa blended learning kay murag walay ugma manghatag ug activities." [IC-FB-19] |
| Commanding | "Kuhaa nalang na ninyo ang sabado og dominggo sa kalendaryo kay murag wala raman gihapoy gamit." [IC-FB-78] |
| Complaining | "Wa ko kasabot nganong mahal kaayo ang singil sa |

| | |
|-------------|--|
| | LMS nga wa man gali halos ginagamit.” [IC-FB-88] |
| Deploring | “Puro ‘manifesting high grades’ tapos way study2, bagag nawong” [IC-FB-24] |
| Describing | “More on requirements, less on teaching.” [IC-FB-72] |
| Explaining | “Kapoy kaayu ning online class sige lang ta ug load kay nlang pa gadget kong wala tay ana so deli ta maga humaman ani malisod jud.” [IC-FB-14] |
| Planning | “May lang labtikan ang mga baba” [IC-FB-43] |
| Questioning | “Sige nalang manig amot amot para sa mga bulohatonon sa acads oi, kanus.a pa man ni mahuman?!” [IC-TWT-65] |
| Suggesting | “di pud unta mo mag hinay hinay ug lakaw anang pathway uy kay ma late name” [IC-FB-96] |

Mock Politeness

| | |
|-------------|---|
| Commanding | “Tambaki pamig schoolworks, kulang paman” [IC-FB-94] |
| Describing | “Hawda sa among prof oi, manghatag og tig lima ka activities during exam week unya mangutana ngano mi gamay score sa iyang exam” [IC-FB-45] |
| Questioning | “Nganong hilakan man nga pwede man kataw-an?” [IC-FB-81] |
| Requesting | “Thank you po sa mga activities, sana tumigil na kayo” [IC-FB-55] |
| Stating | “Walay beach sa among eskwelahan pero didto ko mag summer” [IC-FB-98] |
| Suggesting | “Dapat siguro naa pud entrance exam ang mga parents kay mas daghan pa man sila manguban kaysa students na mag take.” [IC-FB-74] |

Negative Impoliteness

| | |
|------------|--|
| Asserting | “Di ko ganahan sa among prof karon, kay mao niy pina ka taas ug standard pero walay gina tudlo na tarong.” [IC-FB-4] |
| Deploring | “Dear Students, di lang mag expect og high grades, samot na og sige raka’g katawa sa room.” [IC-FB-47] |
| Suggesting | “Sana ephase out din yung mga taong malakas mag plagiarized.” [IC-FB-70] |

Positive Impoliteness

| | |
|----------|--|
| Stating | “Ka hilas aning mga classmate nato abig hawd kaayo, puros plagiarized ra man sad ang outputs” [IC-TWT-67] |
| Swearing | “Shout out sa mga prof diha na seg share about life instead mag discuss mga ywa mo bantayg di na mo gawas sa exam ha” [IC-TWT-3] |

Bald On Record Impoliteness. According to Culpeper (2017), bald on record impoliteness is the use of words in a straight, plain, and succinct manner when the speaker does not seek to retain the face of others. Its most prevalent tactic is to express impolite assertions toward another individual (Wijyanto, et. al.,2017). In this study, bald on record impoliteness comes in various forms: asserting, claiming, commanding, complaining, deploring, describing, explaining, planning, questioning, and suggesting.

The prevalence of declarative statements in expressing complaints is notable, primarily because this form is commonly used to convey information (Denomme, 2023). A declarative statement offers information or facts (BYJU'S, 2023). When declarative statements are employed for impoliteness, they signify the speaker's intention to engage in impolite behavior. In the context of bald-on-record impoliteness, complaints take on the form of clear, concise, and unambiguous assertions, claims, complaints, deplorations, descriptions, explanations, or plans that directly threaten the hearer's face.

For instance, in IC-FB-58, the assertion is used in the complaint, where the complainer confidently states a situation (Study Smarter US, 2023). This represents an unambiguous threat to the institution's reputation, intending to damage it. Similarly, in IC-FB-19, the complainer employs claims to express discontent with blended learning. The complainer makes an unverified statement, asserting the downside of blended learning in providing assessments, which directly provokes the professors. These findings align with Acheampong and Kwarteng's (2021) study, highlighting the use of bald-on-record impoliteness to target the addressee directly.

In IC-FB-88, the complainer expresses annoyance with the expensive service fee of the Learning Management System (LMS), clearly insulting the institution for forcing students to subscribe to something rarely used. Meanwhile, in IC-FB-24, the complainer deplores the increasing trend of high grades during blended learning, using the term "*bagag nawong*" as an insult, aggravating the hearer. These findings are consistent with Taylor's (2015) research, emphasizing how complaints asserted using the bald-on-record strategy aim to be impolitely explicit.

In some cases, complaints are framed as descriptions, where the complainer explains a situation. In IC-FB-72, the complainer describes their blended learning experience, emphasizing the professors' focus on assessments rather than proper teaching, directly insulting their profession. Similarly, in IC-FB-14, the complainer

employs the explaining illocutionary force to detail their discontent with blended learning, particularly the need for additional resources, which they deem inconvenient.

However, impoliteness is not limited to declarative statements. Imperatives, which issue orders or make suggestions, are also used for impolite expressions. In IC-FB-78, the complainer commands the removal of weekend tasks, highlighting their frustration due to academic overload. The phrase "*useless weekends*" further insults the hearer. In IC-FB-96, the complainer suggests while expressing annoyance at slow-walking individuals, clearly pointing out their flaws.

Furthermore, questions are another form of bald-on-record impoliteness. In IC-TWT-65, the complainer employs direct questions to express frustration with academic expenses and contributions. The question "When will this end?!" directly challenges the institution's financial structure.

In summary, while declarative statements are the most common form for expressing complaints, imperatives and questions are also used for bald-on-record impoliteness. These linguistic forms convey impoliteness clearly, leaving no room for ambiguity.

Mock Politeness. According to Culpeper (2017), mock politeness is a face-threatening act that utilizes insincere politeness strategies. In other words, mock politeness occurs through the mismatch of incompatible polite and impolite strategies within the same statement, complaint, or utterance (Taylor, 2016). In this study, mock politeness comes in various forms: commanding, describing, questioning, requesting, stating, and suggesting.

In IC-FB-94, the complainer employs the illocutionary force of commanding to express mock politeness. While the statement may seem optimistic, with the speaker appearing willing to take on more academic-related activities, it carries a hidden tone of sarcasm. The phrase "*kulang paman*" affirms the complainer's ability to handle additional workload. However, given the blended learning context with its numerous assignments, assessments, and requirements, students often become overwhelmed. The complainer's sarcastic expression conveys their frustration and mocks the professors for not considering the students' situations when assigning tasks. This form of mock politeness aligns with Nikoobin and Shahrokhi's (2017) study, where both Iranian EFL learners and native English speakers used sarcasm to express impolite complaints, regardless of social distance.

In IC-FB-55, a request is used by the complainer. The statement initially appears polite, expressing gratitude for the given activities. However, a contradiction arises in the following phrase, indicating the complainer's desire for the academic workload to end. This dual-layered statement suggests that task overloading is a common complaint in blended learning, where professors often assign excessive activities. The mock politeness here involves making insincere statements using polite language and descriptions to appear courteous, but the underlying message conveys dissatisfaction. This finding is consistent with Xavierine's (2017) study on impoliteness strategies in social media comments, where sarcasm is employed to express anger and insult indirectly.

As discussed by Leech (1983 as cited in Dynel, 2018), mock politeness can also manifest in declarative form. In IC-FB-45, the complainer uses description to mock their professor's actions. The phrase "*hawda sa among prof oi*" initially appears to praise the professor's qualities, suggesting they are exceptional. However, the subsequent phrase contradicts this polite claim, highlighting the professor's heavy emphasis on assigning activities to the detriment of proper learning and rest. This ironic statement reveals the professor's actions to be contrary to the expected behavior of a great and considerate professor.

In IC-FB-98, the complainer employs the impoliteness strategy of mock politeness by making a statement. The statement suggests no beach at their school, but they will spend their summer there. Traditionally, summer is associated with going to the beach and having fun, free from academic responsibilities. However, the complainer will have to spend their summer at school, possibly for enrichment programs or advanced courses. The complainer's statement appears polite, but it critiques the institution for not allowing students to enjoy their supposed break. This is an example of mock politeness using situational irony, as discussed by Nikoobin and Shahrokhi (2017).

In summary, mock politeness involves the use of insincere politeness strategies to convey impolite meanings within seemingly polite statements. This complexity adds depth to the study of impoliteness in various linguistic forms.

Negative Impoliteness. According to Culpeper (2016), negative politeness is the use of strategies to harm the addressee's negative face. This study reveals negative impoliteness through statements bearing contemptuous and scornful remarks (Culpeper et al., 2017). This manifested in the form of asserting, deploring, and suggesting.

In this study, declarative statements, as defined by Dictionary (2023), are employed to disclose information and are used within the context of negative impoliteness. They convey comments that hurt the hearer's negative face, often through the assertion of contemptuous and scornful remarks.

In IC-FB-4, the complainer uses assertions to express their negative attitude. The complaint begins with the direct phrase "*di ko ganahan,*" which translates to "*I do not like you*" in English. This statement clearly reveals the individual's resentment toward a specific professor. Subsequently, the individual explains their dislike, emphasizing their negative attitude due to the professor's perceived failure to deliver effective lectures, despite high-performance standards. This assertion damages the professor's reputation and signifies the presence of negative impoliteness in this complaint.

Negative impoliteness can also manifest as criticism, as seen in IC-FB-47, where the complainant disapproves of students who expect high grades without putting in the necessary effort. This response may be triggered by a trend among students who seek to improve their grades. The complainant's criticism could harm the students' negative face by ridiculing this behavior.

In IC-FB-70, negative impoliteness takes the form of a suggestion. The phrase "*phase out,*" associated with the jeepney phase-out issue in the country, is used to mock

students who frequently engage in plagiarism, suggesting they should be removed from the institution. This contemptuous statement also harms the students' negative face.

These findings align with the research conducted by Wijayanto et al. (2017), indicating that EFL learners commonly use negative impoliteness strategies, such as unpalatable questions and threats, when making complaints. Wijayanto's (2018) study on Interlanguage Pragmatics further supports these findings, highlighting how speakers assert their dominance over others through linguistic choices.

Positive Impoliteness. According to Culpeper (2016), positive impoliteness is the use of strategies designed to damage the addressee's positive facial wants. This is often manifested through making others uncomfortable, using taboo or swear words, and using derogatory nominations (Culpeper, 2016). In this study, positive impoliteness comes in the form of stating and swearing.

Declaratives are inherently designed to declare information, as the Oxford Advanced American Dictionary (2023) indicates. In the context of positive politeness, declaratives are employed to convey statements that treat others as if they are disliked or to discuss negative aspects of the other person, as explained by Language Matters (2017).

In IC-TWT-67, the complainer uses declarative statements to express positive politeness. The statement reveals a condescending attitude among the students, implying that active participants in the class are superior to those who are not. This attitude is particularly prevalent in junior high school education, where students often go to great lengths to prove their academic abilities to their peers, sometimes disregarding moral considerations. The phrase "*puros plagiarized ra man sad ang outputs*" directly challenges the students' positive face by actively seeking disagreements with those involved. Seeking disagreement on a sensitive topic can be seen as behavior that would aggravate the students' positive face, making the statement an example of a complaint that uses positive impoliteness.

Positive impoliteness can also be expressed through the use of swear words, as seen in IC-TWT-3. In this context, the phrase "*shout out sa mga prof dihaa na seg share about life instead mag discuss*" suggests that the professor frequently digresses from the class discussion to share personal experiences unrelated to the topic. This can turn the class into more of a storytelling session, which can be frustrating for students who feel that important exam material is being neglected. The Visayan profanity "*yawa*," which conveys cruelty, evilness, and wickedness, implies that the complainer views the professor as wicked. Additionally, the statement "*bantayg di na mo gawas sa exam ha*" serves as a conventionalized impoliteness, acting as a threat, further emphasizing the overall impoliteness of the statement.

These observations align with Wijayanto et al.'s (2017) research findings, which demonstrate that Indonesian EFL learners use positive impoliteness, such as taboo words, name-calling, and derogatory terms, in their complaints to harm the addressee's positive face.

Politeness Strategies Violated by Impoliteness Strategies in Students' E-Complaints

The analysis was based on the Politeness Strategies identified by Brown and Levinson (1987). Accordingly, they defined politeness is the ability to transmit a speech in the most polite manner possible, which is required in this case to reduce disagreement with others (Brown & Levinson, 1987). To determine how the politeness strategies were violated in every complaint, the impoliteness strategies of Culpeper (2016) were first identified. Findings showed that four politeness strategies by Brown and Levinson were violated by Culpeper's (2016) impoliteness strategies in the students' e-complaints. These included bald on record politeness, bald on record impoliteness; positive politeness, positive impoliteness, mock politeness, negative impoliteness, bald on record impoliteness; negative politeness, negative impoliteness, positive impoliteness; off record politeness, mock politeness, bald on record impoliteness; as shown in table 2.

Table 2. Politeness Strategies Violated by Impoliteness Strategies in Students' E-Complaints

| Violated Politeness Strategies | Sample Line |
|----------------------------------|---|
| Bald On Record Politeness | |
| Bald On Record Impoliteness | "Sige rag taas ang tuition wa man ganiy improvements nga nakit.an" [IC-FB-58] |
| Positive Politeness | |
| Mock Politeness | "Tambaki pamig schoolworks, kulang paman" [IC-FB-94] |
| Negative Impoliteness | "Dear Students, di lang mag expect og high grades, samot na og sige raka'g katawa sa room." [IC-FB-47] |
| Off Record Politeness | |
| Mock Politeness | "Hawda sa among prof oi, manghatag og tig lima ka activities during exam week unya mangutana ngano mi gamay score sa iyang exam "[IC-FB-45] |
| Bald On Record Impoliteness | "Kananag late na ka unya langayan pa gyud kaayo mamaktas sa pathway ning uban. "[IC-FB-63] |
| Negative Politeness | |
| Negative Impoliteness | "Mga mahihinang nilalang ang mga students labi na ang mga parents karon panahona mura mag wa gilusi ang kilid sauna" [IC-FB-41] |

Bald On Record Politeness. In the realm of politeness, the "bald on record" strategy, as per Brown and Levinson's (1987) theory, involves delivering messages directly and unequivocally, without attempting to lessen the impact on the listener. This approach doesn't consider the potential risks to the listener's face, rendering it potentially impolite. The "bald on record" strategy encompasses various sub-strategies,

including those pertaining to urgency, task-oriented communication, and disregard for maintaining face, among others (Goody, 1978). Culpeper (2016) breaches the "bald on record" politeness strategy by transgressing one of the identified sub-strategies in this particular instance.

Statement IC-FB-58 violates the "bald on record" politeness sub-strategy of "no desire to maintain someone's face," as defined by Goody (1978). This violation is characterized by the speaker's use of vulgar or impolite language, showing no concern for the listener's feelings or reputation. In polite discourse, such statements are often intended to be taken humorously by the listener. However, in the context of impoliteness, they can be interpreted as a direct attack on the listener's reputation, with no intent to preserve their dignity. This violation is evident in the phrase "there are no visible improvements," which suggests that the institution has made no progress despite the tuition increase.

Positive Politeness. In Brown and Levinson's politeness theory (1987), positive politeness is a strategy that revolves around acknowledging each other's identities and nurturing social bonds. According to Cutting (2008), this strategy is commonly observed among acquaintances who express interest in each other, assume shared interests and knowledge, and affirm each other's face. Good (1978) identified several sub-strategies of positive politeness, including attending to the hearer's interests, using in-group identity markers, hedging opinions, and assuming the hearer's knowledge. However, this study employs impoliteness strategies that violate positive politeness, such as mock politeness, negative impoliteness, and bald-on-record impoliteness, by transgressing their respective sub-strategies.

Statement IC-FB-94 breaches the positive politeness sub-strategy of "exaggerate." As per Goody (1978), this sub-strategy involves the use of excessive pitch, tension, and other inflectional elements, as well as intensifying modifiers. In the realm of politeness, expressing optimism about taking on more tasks exemplifies the "exaggerate" sub-strategy. However, in this instance, the sub-strategy is violated through the utilization of the impoliteness strategy of "mock politeness." The speaker's clear sarcasm implies they cannot handle any more workload, contradicting the positive politeness sub-strategy. Another positive politeness sub-strategy that could be violated is the use of in-group identity markers.

Statement IC-FB-47 contravenes the positive politeness strategy of using in-group identity markers. As Goody (1978) described, this strategy involves indicating that the speaker and the listener belong to the same social group or community, such as a work culture. In terms of politeness, the phrase "Dear students" softens the request by suggesting minimal status difference between the speaker and the hearer, framing it as a request rather than a command. However, the subsequent remark violates this positive politeness sub-strategy by delivering a contemptuous message. By addressing the hearer as if they were close and then scolding them, the speaker demonstrates a clear disregard for the hearer's face, which is an example of negative impoliteness that contradicts the positive politeness strategy.

Off Record Politeness. According to Brown and Levinson (1987), off-record politeness involves using indirect language to avoid imposing on the hearer. This strategy allows the speaker to indirectly convey a face-threatening act (FTA), leaving room for various interpretations (Syting & Gildore, 2022). Hearer inference is crucial to grasp the speaker's intended meaning (Supriyanta, 2017). Goody (1978) identified sub-strategies like giving hints, providing association clues, presupposing, understating, overstating, being ironic, and using metaphors. In this study, off-record politeness is violated by the impoliteness strategies of mock politeness and bald on record impoliteness, which transgress its sub-strategies.

Statement IC-FB-45 violates the off-record politeness sub-strategy of being ironic. Irony, as described by Malewitz (2023), involves saying or doing something contrary to expectations and can serve to save the addressee's face. Brown and Levinson (1978) note that irony can be used politely but can also turn offensive. In this case, the speaker employs irony in the first clause by praising their professor while subsequently listing negative qualities. However, the statement violates the ironic off-record politeness sub-strategy by directly insulting the professor and undermining the purpose of off-record politeness. Similarly, IC-FB-63 also breaches the "be ironic" sub-strategy, as the phrase "remove Saturday and Sunday from the calendar" was intended to be ironic. However, the subsequent phrase turns it into a clear insult, defeating the purpose of off-record politeness.

Negative Politeness. As defined by Brown and Levinson (1987), negative politeness is a communication strategy aimed at reducing the threat to the hearer's negative face or their desire to be unimpeded by others. It is often used to convey deference and avoid direct imposition on the hearer. Negative politeness can be expressed through various redressive actions, including hedging, employing indirect speech acts, and demonstrating empathy (Syting & Gildore, 2022). However, this study violates the negative politeness strategy by resorting to positive impoliteness and disregarding the sub-strategies of negative politeness.

Statement IC-FB-41 breaches the negative politeness sub-strategy of minimizing imposition. According to Goody (1978), this strategy involves using words like "just" and "taste" to soften the intrusion when communicating something to the listener. In terms of politeness, it attempts to downplay the severity of the face-threatening act directed at the hearer (Njuki et al., 2021). The speaker employs this method to suggest that the incident was not significant and should be taken lightly. This conveys that the imposition is minor and not deserving of serious attention. However, the phrase violates the politeness strategy as it asserts the statement's severity. Although the latter clause appears to minimize the face-threatening act, it does so with scorn and contempt, indicating positive impoliteness and violating the principles of negative politeness.

CONCLUSION

The study's findings underscore the need to investigate impoliteness attitudes expressed by students on social media. The implications for educational procedures

highlight students' impoliteness towards peers, professors, employees, and educational institutions, offering valuable insights for real-world applications. These implications encompass methods for employing language knowledge to avert issues in practical contexts.

In student complaints, a range of impoliteness techniques is observed, including bald on record impoliteness, negative impoliteness, positive impoliteness, and mock politeness. This variety of speech acts and illocutionary forms necessitates an emphasis on discourse analysis in the curriculum, enhancing students' ability to decode linguistic cues and understand how speech acts convey meaning.

Conversely, politeness strategies that are violated by impoliteness include bald on record politeness, positive politeness, negative politeness, and off-record politeness. Recognizing the nuances of politeness and impoliteness is crucial for avoiding interpersonal issues like hostility, abuse, bullying, and harassment. Integrating these concepts into the educational curriculum is essential.

The study's findings and results don't mark the end of this research topic. The study specifically examined impoliteness and violated politeness strategies within 100 students' blended learning-related complaints on social media. This suggests that further research in this area is warranted. Researchers interested in pursuing a similar study might consider the following:

Firstly, expanding scope. While this study focused on student complaints about blended learning, future researchers could explore complaints on various social media platforms and broader topics related to academics, professors, or other school-related issues beyond the Philippines or from different time periods.

Secondly, increasing the sample size. Future researchers could consider increasing the number of complaints from the current limit of 100 to enhance the quality of linguistic data for analysis.

Thirdly, diverse complaints. Beyond academic issues, future research could explore complaints related to government, businesses, societal matters, personal life, or influential figures. Researchers should recognize the study's scope limitations and aim to collect data from a variety of sources.

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