

A Pragmatic Analysis of Undergraduate Male and Female Students' Politeness Strategies in Initiating and Terminating Conversations Online

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ABSTRACT

This study examines the politeness strategies employed by male and female undergraduate students in online interactions, focusing on conversation initiation and termination. A pragmatic analysis was conducted using House and Kasper's (1981) linguistic politeness theory alongside Miles and Huberman's model for data interpretation. The findings indicate that male students predominantly used committers, consultative devices, and downtoners to initiate conversations, while employing downtoners, understaters, and politeness markers for termination. In contrast, female students utilized committers, consultative devices, politeness markers, and playdowns for initiation, and committers, playdowns, and politeness markers for termination. Applying Brown and Levinson's (1987) politeness theory, male students mainly favored positive politeness, negative politeness, and bald-on-record strategies during initiation, while employing both positive and negative strategies for termination. Female students exhibited a preference for positive and negative politeness strategies, along with off-record strategies for initiation, relying solely on positive politeness for termination. These findings highlight distinct gender-specific communication patterns in online environments, providing valuable insights for linguistics, communication studies, and gender studies. The results can guide educators, policymakers, and practitioners in developing inclusive and effective communication strategies tailored to digital learning contexts.

Keywords: *education; pragmatic analysis; politeness strategy; male; female; initiating; terminating; Philippines*

INTRODUCTION

The COVID-19 pandemic has drastically transformed the educational landscape, shifting from traditional face-to-face instruction to various forms of blended learning (Mushahibi, 2020). This transition has introduced new communication challenges, particularly in maintaining politeness and professionalism in online interactions (Hameed, 2020). Research shows that students often use informal language, omit proper greetings, and abruptly end discussions in virtual classrooms—behaviors perceived as impolite (Zarei & Mohammadi, 2012; Rahmia, 2018). Such actions can affect teachers' perceptions of students' professionalism, dedication, and engagement, which may impact teacher-student relationships in online learning environments

(Hashemian & Farhang-Ju, 2019). considered interesting, important, and need to be investigated.

Moreover, studies indicate that online communication can lead to misunderstandings, irritations, and even conflicts. For instance, digital interactions between teachers and students sometimes carry negative connotations, disagreements, and mockery, potentially resulting in social conflict and disharmony (Suchroni Panjaitan, Sumarsih, & Siti Aisah Ginting, 2021). Similarly, Mulyono, Amalia, and Suryoputro (2019) observed instances of rudeness in students' online interactions toward teachers. The virtual medium complicates the interpretation of politeness cues, making it harder for teachers to accurately gauge students' intentions (Zahra, Anggrarini, Wati, & Larasaty, 2023). This highlights how digital platforms and new educational practices have reshaped communication dynamics in teacher-learner relationships (Beddiaf, 2022).

In some contexts, such as among Malaysian undergraduates, students frequently use sarcasm and mock impoliteness, especially when requesting assignment extensions (Ishmedi & Ishak, 2022). Despite teachers accommodating these requests, students often fail to express gratitude, leading to dissatisfaction and miscommunication (Suchroni Panjaitan et al., 2021). According to Chejnova (2013), the informal nature of internet communication blurs the lines of politeness, making social cues less predictable and harder to interpret (Chung, 2022). A study at Sorsogon State University in the Philippines further emphasizes that students' online discourse ranges from respectful to harsh, frequently employing impoliteness strategies such as isolation and dissent (Avenido & Gilbas, 2023). The rise of social media and online learning environments has amplified the vulnerability to impolite behavior in digital spaces (Hunter, 2012).

While there has been extensive research on politeness strategies, most studies focus exclusively on either teachers or students, leaving the nuances of their reciprocal interactions unexplored. This gap underscores the need for a closer examination of how technological advancements and evolving communication norms have collectively influenced the dynamics of teacher-student relationships in online settings.

METHOD

This study integrates House and Kasper's (1981) linguistic politeness expressions and Brown and Levinson's (1987) politeness strategies to examine how male and female students express politeness in online communication with teachers. A total of 100 anonymized messages (50 initiating and 50 terminating) were collected from platforms like Facebook, Messenger, Learning Management Systems, and Google Classroom (2021-present). A pragmatic analysis (Dewan, 2018) was used to assess language, speaker intentions, and contextual cues. Following Miles and Huberman's (1994) model, the messages were coded to identify politeness strategies and analyze gender differences and platform-specific communication behaviors in teacher-student interactions. without accompanied by numbering or bullet.

FINDINGS AND DISCUSSION

Politeness Linguistics Structure in Initiating and Terminating Conversation
Various Politeness Linguistics structures were identified in the messages sent by students. In initiating conversations, students employed committers, consultative devices, and downtoners. Conversely, students used downtoners, understaters, and politeness.

Politeness Linguistics Structure in Male Initiating Conversation

Committers. This linguistic structure shows uncertainty or reduced commitment using words that minimize trust in the statement (House & Kasper, 1981; Watts, 2003). It often involves offers or promises (Tajjedin & Pezeshki, 2014) and addresses students' desire for shared understanding with the teacher (Goody, 1978). Committers indicate the speaker's level of commitment, often used to state and respond to opinions (Wijayanto, 2014).

Good morning sir, I won't be able to come in later,
because I will serve in our church. [PLS:MP48]

The phrase "*I won't be able to come in later*" reflects Lakoff's strategies for minimizing face threats while expressing inability. The speaker uses committers to indicate their intention not to attend class and provides a clear reason—serving in their church. "*I will*" shows preparedness and dedication, demonstrating proactive communication and accountability.

Consultative devices. These politeness structures request cooperation by presenting the speaker's desires as consultations, leaving the decision to the listener. Using interrogative forms, they gain cooperation from teachers and students (House & Kasper, 1981; Trosborg, 1995; Watts, 2003), making the request sound like a consultation rather than an imposition (Tajjedin & Pezeshki, 2014). The speaker seeks the audience's cooperation to fulfill the request (Wijayanto, 2014). This is observed in the lines below:

Good morning Sir, may I ask if it's possible for
just one person to submit the final
requirement? Because our names are already
listed on the paper, sir.[PLS:MP27]

Good day, Sir! I have a question about the
instructions for the upcoming essay
assignment. Could you clarify the expectations
regarding the length and
formatting?[PLS:MP45]

Hello, Ma'am. Good afternoon. Can we have
our consultation tomorrow? We have an event
now, and we can't go because of the
attendance.[PLS:MP39]

Good morning, Ma'am. Regarding on the

assignment, where should I follow the format?

[PLS:MP36]

The use of consultative language, such as "*may I*," "*could you*," "*can we*," and "*should I*," serves several communicative functions. According to Agbaglo (2017), "*may*" helps avoid imposing the speaker's views while posing polite questions. Moghadasi (2020) highlights that "*could you*" engages the listener and solicits their collaboration. Reiter (2016) notes that "*can we*" makes requests more polite and less direct, showing consideration for the hearer's perspective. Additionally, using "*should I*" enhances the politeness of an inquiry (Wijayanto, 2014).

Downtoners. This politeness structure softens the impact of a favor or request. Words like "*just*" reduce the impact of requests (House & Kasper, 1981). Downtoners indicate politeness and deference by marking uncertainty, helping to tone down the effect on the listener (Wijayanto, 2014). This is observed in the lines below:

Good morning, Sir. Sorry for the disturbance. I
just wanted to inquire about the Lesson Plan,
Sir. [PSL:MP1]

The use of "*just*" in the utterance suggests modesty or minor significance. Aijmer (2002) notes that "*just*" softens the impact of requests or inquiries, while Holmes (2013) highlights its role in fulfilling politeness functions. Dahui Dong & Andrew Chiu (2013) emphasize that "*just*" as a downtoner helps convey nuanced opinions and attitudes effectively.

Politeness Linguistics Structures in Male Terminating Conversation

Downtoners. In termination aimed to sound polite by softening the impact of speech, often using words like "*just*" to lessen the effect of requests or situations. This is observed in the line below:

Okay, sir, I'll just come to school tomorrow
[PLS:MP35]

This suggests that the speaker's intention to attend school is minor or incidental. Using "*just*" softens the statement, implying a sense of modesty or hesitation and indicating a willingness to comply while also showing deference to the hearer, which aligns with politeness principles (Wijayanto, 2014).

Understater. This politeness structure used to under represent the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself (e.g., "a bit, a little bit, a second"). This is observed in the line below:

It's a bit difficult, sir. Thank you, sir!
[PLS:MP45]

The table prepares the listener by hinting at the conversation's difficulty level. Warnings like "*a bit*" or "*a little bit*" foster solidarity and camaraderie (Wijayanto, 2014; Leech, 1983), promoting modesty, politeness, and empathy.

Politeness markers. This politeness structure are used by speakers to soften the impact of their speech, often through phrases like "*Thank you*," "*Sorry*," or honorific

expressions to show deference and encourage cooperation. This is observed in the line below:

Okay, Ma'am, thank you very much, and take care, Ma'am. [PLS:MP8]
I'm so sorry, ma'am, but thank you anyway. [PLS:MP38]

The phrase "*thank you very much*" expresses appreciation and gratitude, with politeness reflecting deeper respect (Holmes, 1995). The infinitive form also conveys gratitude (Drabik et al., 2018). Similarly, "*I'm so sorry*" shows remorse and respect, enhancing politeness (Hu, 2024; Fhitri & Yanti, 2018). These expressions are crucial for positive social interactions and relationships.

Based on the discourse analysis shown in table 2, several politeness linguistic structures were found. Students used committers, consultative devices, forewarning, play-downs, politeness markers, and hedges in initiating conversations. On the other hand, the students used committers, consultative devices, politeness markers, and hedges in terminating conversations.

Politeness Linguistics Structures in Female Initiating Conversation

Committers in initiation are linguistic structures that soften the level of certainty or commitment in a statement. In the collected data, this is observed in the line below:

Good afternoon, Ma'am! Here is our reference.
I will send the link to the PowerPoint shortly. [PLS:FP31]

The use of "*will*" indicates the speaker's commitment to delivering the PowerPoint link soon, showing intent and assurance (House & Kasper, 1981; Goudarzi, 2015). This proactive communication fosters cooperation and confidence (Phuc & Yen, 2016).

Consultative Devices. These structures request cooperation by framing the speaker's desires as consultations, leaving the decision to the listener. This approach aims to sound collaborative rather than authoritative. This is observed in the lines below:

Good morning. Can we go to school around 9 for the drama? [PLS:FP2]
Good evening, sir, may I ask if you could be the statistician for our study, sir? [PLS:FP6]
Good evening, ma'am, is it okay with you ma'am if I will pass it online on Saturday evening or any extension you will agree Ma'am. Thank you, ma'am, and have a nice evening. [PLS:FP37]
Good afternoon, miss! Sorry for bothering you on the weekend. I've decided on criminal

justice, but my mom wants me to pursue education. Would it be possible for me to switch to education, miss? [PLS:FP32]

Good evening, ma'am. We have received the survey results, and we are grateful for your prompt sharing of this valuable information. Could you kindly provide us with clear guidance on the next steps we should take based on these results? Your direction will help us proceed effectively. [PLS:FP50]

The consultative expressions "*Can we*," "*May I*," "*Is it okay?*" and "*Is it possible?*" are used to make requests more courteous and less direct, showing respect for the recipient's choices and autonomy (Reiter, 2016; Al-Marrani, 2010). These phrases help speakers seek cooperation, clarity, or consent while softening the imposition of their request. For instance, "*Can we*" and "*May I*" allow speakers to express their needs while giving the recipient the option to refuse, thus maintaining social equilibrium (Uso-Juan, 2010; Holmes, 2006). Similarly, "*Is it okay?*" and "*Is it possible?*" demonstrate a willingness to accommodate the recipient's preferences (House & Kasper, 1981; Abblas, 2023). "*Could you*" is another polite request that minimizes communication face threats and helps maintain positive social ties (Yule, 1996; Aribi, 2022; Fichman, 2023).

Politeness Marker encompasses elements such as greeting at the appropriate time of day, using titles, and incorporating confirmation tag questions. This is observed in the line below:

Good afternoon sir, can you please help me with this, I'm feeling stressed with my studies... when is the deadline for their research, sir? [PLS:FP42]

Including "*please*" in "*Can you please help me with this?*" softens the tone and shows courtesy (Watts, 2003). It reduces the impact of direct requests (Darong & Basthomi, 2020), avoids overbearing demands, and encourages cooperation (Wijayanto, 2014), demonstrating respect for the listener.

Playdowns involve syntactic devices that mitigate the impact of an utterance on the addressee, indicating negative politeness and deference between the speaker and the listener, as discussed by Tri Wijayanto in 2014. This is observed in the lines below:

Good morning, ma'am. I'd like to apologize for messaging you this weekend. However, I passed the draft of my lesson plan in the UVE, and I'm unable to unsubmit it. Here's my final output for module 5, Financial Literacy. I hope for your kind consideration, ma'am. [PLS:FP11]

Good morning, ma'am, I would like to confirm if you will no longer change the grade because I am about to submit it. I have no concerns about the grade ma'am. [PLS:FP18]

The phrase "*I'd like to apologize*" formally acknowledges any transgression, showing sincere remorse and a desire to make amends (Wouk, 2017). It reflects regret and responsibility, alleviating negative emotions and providing justification (Blum-Kulka, 1987). "*I would like*" is a standard method for polite requests (Reiter, 2016), used here to request confirmation and demonstrate accountability (Alafnan & Rudio, 2022).

Politeness Linguistic Structures in Female Terminating Conversation

Committers in termination are linguistic structures that soften the level of certainty or commitment in a statement. This is observed in the lines below:

Okay sir, I'll relay this one, I just realized it now, might get confused inside. [PLS:FP28]
We'll just use the time. [PLS:FP26]

The speaker obeys the listener's request by promising to convey the message in the utterance, as stated by T. Phuc. Additionally, Yen, N. (2016) "*i'll=I will*" denotes the speaker's will to take responsibility for and act upon future acts. Using these linguistic patterns reduces a statement's degree of commitment or assurance (House & Kasper, 1981). Furthermore, the polite word "*will*" guarantees the listener's end and willingness to comply with their wishes and instructions (Dorta, G., 2008).

Playdowns mitigate the impact of an utterance on the addressee, often implying negative politeness and deference between the speaker and the listener as the conversation concludes. This is observed in the line below:

I hope for your kind consideration, ma'am.
Thank you and God bless! [PLS:FP11]

Using "*I hope for your kind consideration, ma'am,*" the speaker requests the book's acceptability. The phrase "*I hope*" expresses the wish for a favorable outcome while respecting the listener's feelings (Budiarta, 2021). It acknowledges the listener's judgment, minimizes imposition, and fosters a respectful tone (Chejnova, 2014).

Politeness Markers are used to soften the conclusion of a conversation, often conveying gratitude, well-wishes, or appreciation for the interaction. This is observed in the line below:

Okay, sir. Thank you. [PLS:FP1]

Holmes (1995) highlights that politeness involves more than surface-level phrases like "*thank you,*" emphasizing deeper politeness routines. Markers of politeness, such as gratitude, are essential for building rapport and social cohesion (Kuzhevskaya,

2019). The phrase "*Okay, sir. Thank you.*" shows appreciation and acknowledges authority, enhancing communication's legitimacy (House & Kasper, 1981).

Politeness Strategies in Initiating and Terminating Conversations

Brown and Levinson (1987) described politeness strategies to protect an individual's "*face*," or their self-respect and self-esteem, during social interactions. The term "*face*" comes from English colloquial language and focuses on maintaining dignity and avoiding social discomfort.

Politeness Strategies in Male Initiating and Terminating Conversation

It outlines students' politeness strategies in conversations. For initiation, they favored positive politeness (noticing interests, offering gifts, making promises) and used negative politeness (being pessimistic, minimizing imposition, apologizing), bald on-record (showing disagreement, being task-oriented), and off-record strategies (giving association clues). For termination, they used positive politeness (token agreement, gifts, promises) and negative politeness (showing deference, apologizing)

Politeness Strategies in Male Initiating Conversation

Positive Politeness Strategies. Speakers use utterances to make the hearer feel pleased, preserving their positive face and addressing their desires and needs (Brown & Levinson, 1987). This involves seeking acceptance, acknowledgment, and approval, and valuing group membership (Sukarno, 2018).

Positive Politeness Sub-strategies

Notice and attend to H – (H), his interests, wants, needs, and goods. Brown and Levinson (2014, p. 102) describe a politeness strategy where the speaker notices the addressee's (H's) condition, interests, and needs. Culpeper (2011) highlights the importance of this attentiveness in communication.

Good morning, Ma'am. I've just left, Ma'am,
and I've only now read your message. Should I
bring the snack here to DPT, Ma'am?[PS:MP3]

The student buys snacks to appeal to the hearer's positive face, aligning with politeness strategies for maintaining positive relationships (Brown & Levinson, 1978). Leech (1983) supports this, emphasizing the importance of addressing the hearer's desires and interests.

Presuppose/raise/assert common ground involves using gossip or small talk to address face-threatening acts (Brown & Levinson, 2014, p. 117). Eshghinejad and Moini (2016) add that discussing general topics shows interest in the listener. This is shown in the line below:

Good evening, Miss! I wanted to ask Miss, Is it
ok? Miss, is English really difficult? [PS:MP15]

It uses strategies to maintain friendly conversations and reduce tension (Brown & Levinson, 1978). Starting with small talk, like "*I wanted to ask Miss, is it okay?*" shows proactive friendliness (Brown & Levinson, 1987), enhancing comfort before addressing the main point (Nurmawati et al., 2019).

Offer, Promise. According to Brown and Levinson (2014), the speaker uses offers and promises to satisfy the hearer's request and maintain a positive face. This demonstrates goodwill, even if insincere (Eshghinejad and Moini, 2016). This is seen in the line below:

Good morning ma'am. I would like to discuss the registration of players with her and also provide updates on the sports activities from your PE teachers.[PS:MP26]

The speaker uses offers or promises to show good intentions (Eshghinejad & Moini, 2016). Brown and Levinson's politeness theory (1987) explains how to maintain friendliness and cooperation. Discussing mutual interests, such as player registration and sports activities, aims to make the listener feel good and cooperative.

Assume or assert reciprocity. Culpeper (2011) explains that this involves expecting or demanding that an action be reciprocated. It reflects a mutual understanding where one party expects an equivalent response from the other. This is seen in the line below:

Good morning, Ma'am. Regarding the assignment, is there a format to be followed?[PS:MP36]

Individuals use strategies to foster cooperation and maintain positive interactions, such as asking about formats, expressing willingness to cooperate, and establishing shared interests (Brown & Levinson, 1978; Nurmawati et al., 2019).

Presuppose hearer's knowledge means assuming the listener understands the context and shares common linguistic knowledge, including language, dialect, and specialized terms (Brown & Levinson, 1987). This is seen in the line below:

Good morning, Sir. I have a question regarding Relativistic momentum, Sir. What formula do you use for that, Sir?[PS:MP12]

The speaker asks the professor about relativistic momentum, implying a shared understanding. Brown and Levinson (1987) state that effective communication relies on shared language, dialect, jargon, and terminology.

Give gifts to H (goods, sympathy, understanding, cooperation). It involves showing care by satisfying the listener's desires, including both tangible gifts and emotional needs like appreciation and understanding (Nurmawati et al., 2009; Eshghinejad & Moini, 2016).

Good morning, ma'am. I've informed the reporters about the continuation and schedule of the report. Also, I've reminded everyone about the attendance.[PS:MP24]

The speaker uses strategies to address face-threatening acts (FTAs) and maintain positive interactions (Brown & Levinson, 1978). Informing the professor about updates and attendance reminders shows cooperation and attentiveness, satisfying the hearer's positive face (Nurmawati et al., 2019).

Negative Politeness Strategies

Negative politeness. It involves respecting others and avoiding intrusion, addressing their desire to maintain freedom and autonomy (Brown & Levinson, 1987; Waziana et al., 2021).

Negative Politeness Sub-strategies

Minimize imposition on the listener by using words like "*just*" to reduce intrusion (Goody, 1978). This strategy downplays the connection between the speaker and listener, decreasing the relational aspect (Astuti, 2021). This is seen in the line below:

I just wanted to ask, sir, what time are you available tomorrow? I'd like to ask for your signature on some documents for the reaccreditation, sir.[PS:MP7]

The speaker minimizes imposition by using "*just*," as in "*I just wanted to ask you, sir, what time are you available tomorrow?*" (Astuti, 2021). This reduces the cohesiveness and limits face-threatening acts (FTAs).

Apologize. The speaker uses regret to address Face Threatening Acts (FTAs) impacting the recipient's dignity (Brown & Levinson, 2014). Apologizing acknowledges the imposition and seeks forgiveness (Astuti, 2021).

Good morning, Sir, I apologize for my absences, Sir. [PS:MP11]

The speaker apologizes to avoid intruding on the addressee's negative face: "*I apologize for my absences.*" Astuti (2021) identifies four ways to express regret. Brown and Levinson's (1978) theory explains that mitigating face-threatening acts maintains positive interactions.

Bald-on Strategy. Direct communication involves bluntly expressing thoughts or requests, disregarding social norms or the need for a positive image (Grin, 2022). According to Brown and Levinson (1987), this strategy prioritizes achieving the Face Threatening Act (FTA) efficiently over preserving the hearer's face.

Bald-on Sub-strategy

Channel Noise. The speaker beckons the listener from a distance, necessitating a direct approach due to physical space and communication obstacles. This is seen in the line below:

Ma'am, where are you? We need your signature
for our proposal.[PS:MP14]

The speaker shows a distant relationship by asking, "*Where are you?*" This indicates a lack of closeness and aims for maximum efficiency in communication (Njuki & Ileri, 2021).

Politeness Strategy in Male Terminating Conversation

Positive Politeness Sub-strategies

Give gifts to H (goods, sympathy, understanding, cooperation). This strategy satisfies H's positive face by showing care through generosity and fulfilling emotional needs like appreciation and attentive listening (Nurmawati et al., 2019; Eshghinejad & Moini, 2016).

You're welcome, ma'am. [PS:MP29]

The phrase "*you're welcome*" satisfies the hearer's desire for acknowledgment and recognition (Nurmawati et al., 2019; Eshghinejad & Moini, 2016).

Offer, Promise. In terminating the conversation, the student maintains the professor's positive face by making a promise (Nurmawati et al., 2019). According to Brown and Levinson (1978), such tactics help address potential hurt feelings and maintain friendliness.

Okay sir, I'll just come to school
tomorrow.[PS:MP35]

The student maintains the professor's positive face by offering cooperation (Nurmawati et al., 2019). According to Brown and Levinson (1978), such strategies keep interactions friendly. By saying, "*Okay sir, I'll just come to school tomorrow,*" the student shows readiness to meet expectations and avoid disappointment.

Presuppose/raise/assert common ground. This strategy uses gossip or small talk to address an FTA, showing interest in the listener and a broader focus (Brown & Levinson, 2014; Eshghinejad & Moini, 2016).

Ahh maybe that's why I'm going to take the
course. Thank you, miss.[PS:MP15]

The speaker uses small talk and "*maybe*" to seem friendly (Nurmawati et al., 2019; Eshghinejad & Moini, 2016).

Negative Politeness Sub-strategies

Give Deference. Astuti (2021) explains that the speaker humbles themselves and elevates the hearer, satisfying the hearer's positive face and treating them as superior. This can also be seen as a request for understanding or forgiveness (Culpeper, 2011).

Ah, I see. Alright, thank you, Ma'am.[PS:MP5]

The utterance, "*Ah, I see,*" suggests the hearer may have corrected the speaker (Astuti, 2021). The speaker then shows self-abasement and expresses gratitude with "*thank you,*" elevating the hearer's positive face and making them appear superior (Jung, 1994).

Apologize. The speaker uses expressions of regret to mitigate threats to the recipient's dignity or autonomy by acknowledging the imposition, using cautious language, providing reasons, and seeking forgiveness. This is evident in the line below:

Thank you very much for the grade, ma'am,
and sorry for being impatient last time,
ma'am.[PS.MP22]

The speaker expresses gratitude and apologizes to avoid imposing on the hearer's negative face (Astuti, 2021). This aligns with Eshghinejad and Moini's (2016) view that acknowledging impatience and providing reasons justifies the speaker's behavior. The apology helps mitigate the imposition on the hearer's negative face.

Politeness Strategies in Female Initiating Conversation

Positive Politeness Strategies involves seeking recognition and acceptance, desiring to be valued within a group (Brown & Levinson, 1987; Sukarno, 2018).

Positive Politeness Sub-strategies

Offer, promise. Brown and Levinson (2014, p. 125) state that offers or promises fulfill the listener's requests and uphold positive face. Eshghinejad and Moini (2016) add that this strategy demonstrates goodwill, even if insincere. This is evident in the line below:

Good evening, sir !I will send my certificates
and pictures during DCTAFA for
proof.[PS:FP16]

The student offers certificates and photos as proof, showing openness and thoughtfulness. This positive politeness strategy (Brown & Levinson, 1987) involves meeting the hearer's needs and preferences through assistance or promises (Goody, 1978).

Give gifts to H (goods, sympathy, understanding, cooperation). Acts of generosity from the speaker include tangible gifts and meeting the listener's emotional needs, like appreciation, admiration, care, understanding, and attentive listening. This is observed in the line below:

Good evening, ma'am. The message has already been forwarded to the group chat.[PS:FP29]

The speaker uses the "*give gift*" strategy by sharing the message in the group chat, showing concern and collaboration. According to Fikri AhliAziz and Sri Mulatsih (2021), this involves providing tangible or intangible goods. The speaker demonstrates understanding and effort to meet the audience's needs (Goody, 1978).

Asserting knowledge of and concern for the hearer's wants fosters cooperation (Goody, 1978). This strategy aligns the hearer's desires with the speaker's intentions, minimizing resistance.

Good evening, ma'am. I hope you can give me a chance to submit. Hoping for your kind consideration.[PS:FP30]

By expressing hope for submission, the speaker shows concern for the hearer's desires, indicating cooperation and gently pressuring action (Brown & Levinson, 1987; Goody, 1978).

Negative Politeness Strategies. These strategies involve showing respect and avoiding intrusiveness, preserving the addressee's freedom and attention (Brown & Levinson, 1987).

Negative Politeness Sub-strategies

Be indirect. This approach addresses conflicting wants through indirect speech acts, which are a significant form of conventional indirectness. This is observed in the lines below:

Good evening, sir, may I ask if you could be the statistician for our study, sir?[PS:FP6]

Felicity conditions are crucial for effective communication in indirect acts (Brown & Levinson, 1987). Speakers should consider the addressee's ability to repay favors and use negative politeness to show respect and allow refusal. Indirect phrasing like "*May I*" respects the addressee's autonomy and reduces pressure, as noted by Panuntun (2021).

Apologize. Acknowledging the imposition, conveying hesitance, providing good reasons, and asking for forgiveness or understanding, as noted by Brown and Levinson (2014, p.176) and Astuti (2021). This is observed in the line below:

Good afternoon, Sir. I apologize for not being able to submit the Assignment-Alignment because we experienced a power outage, and it was only restored recently. What should I do to still receive the points allotted for the assignment? I don't want the points to go to waste.[PS:FP25]

The speaker apologizes for missing the Assignment-Alignment due to a power outage, using negative politeness to soften the fault and seek forgiveness (Brown & Levinson, 1987). This approach reduces tension and shows care for the audience (Angggraini, Yulianti, & Wahyuni, 2022).

Off-Record Politeness Strategy. This strategy involves indirect communication to imply intentions while maintaining harmony and respecting the listener's autonomy (Brown & Levinson, 1987).

Off-record Politeness Sub-strategies

Give Hints. This involves subtly suggesting information without direct statements to preserve social harmony and avoid confrontation. This is observed in the line below:

Good afternoon ma'am, someone said that
classes are only until 2 pm, is that true
ma'am?[PS:FP12]

The speaker subtly asks for class length confirmation, using an off-record tactic to suggest meaning indirectly while preserving the listener's face (Brown & Levinson, 1981; Rovita & Gulo, 2022).

Politeness Strategies in Female Terminating Conversations

Brown and Levinson describe positive politeness strategies in ending conversations as efforts to maintain goodwill by expressing appreciation or well-wishes, fostering a positive atmosphere.

Positive Politeness Sub-strategies

Give Gifts. Non-verbal gestures of appreciation and goodwill contribute to a positive atmosphere as the conversation concludes. This is observed in the line below:

Here's my floor plan activity, ma'am. Thank you
for considering it, and regarding the deduction, it's
okay, I understand. God Bless.[PS:FP30]

The speaker's remark, "*about the deduction, it's okay,*" uses positive politeness to strengthen social ties and show understanding, offering goodwill and collaboration (Brown & Levinson, 1981). Including a religious blessing fosters a positive relationship (Pathan, 2015).

Offer, Promise. Way to do this is through offers and promises. This is observed in the line below:

Okay sir, I'll relay this one, I just realized it
now, might get confused inside.[PS:FP28]

In the statement, "*I'll relay this one,*" the speaker indicates their intention to fulfill the listener's request. This approach, according to Brown and Levinson (1987), uses

promises and offers to satisfy the listener's positive-face desires. Thus, the speaker effectively meets the hearer's expectations (Goody, 1978).

Exaggerate. This strategy involves showing interest or approval through overstated intonation, pitch, and intensifying modifiers (Brown & Levinson, 1987; Goody, 1978). This is observed in the line below:

Thank you so much![PS:FP1]

The speaker uses politeness strategies, such as exaggeration, gratitude, and agreement, to preserve the interlocutor's positive face (Kuzhevskaya, 2019). For instance, "*thank you so much*" with exaggerated stress and intonation, as noted by Brown and Levinson (1987), expresses approval and interest, fostering positive relationships and teamwork.

CONCLUSION

This study underscores the vital role of politeness in both online and offline conversations, highlighting its significant implications for educational practices. Integrating politeness into curricula, particularly in Language, Culture, and Society, is essential for enhancing students' intercultural competence and communication skills. By analyzing linguistic strategies from scholars like House and Kasper (1981) and Brown and Levinson (1987), educators can better understand effective communication techniques. Additionally, incorporating politeness principles into extracurricular activities can help mitigate incivility and manage conflicts, especially in student-teacher interactions.

Future empirical studies are needed to evaluate the effectiveness of these politeness principles across various educational settings, including both traditional classrooms and online environments. Exploring how politeness operates within diverse cultural contexts can significantly enhance communication and conflict resolution. Ultimately, politeness is crucial for fostering positive relationships and effective communication, enabling students to balance assertiveness and respect in their interactions with professors. This research reveals the complexity of social interactions, challenges traditional views, and emphasizes the importance of recognizing gender differences in online communication dynamics, further enriching the learning experience for all students.

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