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Article

Teacher's politeness: Does it matter in student's motivation?

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Abstract

Politeness as a social skill set guarantees that everyone involved in an interaction is respected and validated. In a pedagogical setting, especially in language acquisition where anxiety and fear of error are prevalent, politeness strategies are crucial in establishing a supportive learning environment. This research explores the kinds of politeness strategies used by teachers and their effects on student motivation in English learning. Data was collected using a recorded class consultation session held through Google Meet, where real-time teacher-student interactions were recorded. The session was transcribed and analyzed to determine the employment of politeness strategies. Additionally, post-session interviews with five randomly chosen students were held to better understand their views and experiences.

The research findings suggest that politeness strategies can be integrated into the process of teaching and learning to create a healthy and encouraging classroom environment. The research also reveals that aspects like students' intrinsic interest in the topic under study and the tone of voice used by the teacher play a crucial role in affecting how politeness strategies are interpreted and how students interact with learning tasks.

Keywords
Politeness strategies, motivation, computer-aided-instructions

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Introduction

In a language classroom, the sociolinguistic environment is strongly influenced by the social and cultural backgrounds of the participants. Students from diverse linguistic communities bring unique perspectives that shape their language learning experiences and interaction styles. Furthermore, the specific discourse community formed within the classroom, characterized by shared academic goals and norms, affects the communication practices of learners. Teacher-student interaction plays a critical dual role: teachers provide scaffolding, feedback, and socio-emotional support that fosters language development, while students are encouraged to participate actively, engage with peers, and apply language skills in meaningful ways. Such reciprocal engagement promotes a dynamic and culturally responsive language learning environment.

From a psycholinguistic point of view, politeness is considered an important strategy for sustaining people's "face," or their positive social identity, in communication. Ineffective management of politeness strategies can obstruct communication, generate interpersonal tensions, and have a negative impact on classroom rapport. In language classrooms, tactful use of politeness creates a good learning environment where respect, encouragement, and cultural sensitivity are valued. This, in turn, makes it easier to have productive academic interactions and makes students more open to communicating.

Yu and Fu (2020) observed that only a small fraction of students ask teachers questions during class, with about 15% seeking assistance after class and 80% preferring to consult classmates. This reliance on peer support suggests a potential shortfall in teacher-student engagement, highlighting the need for more proactive teacher communication strategies. Studies recommend that teachers create low-anxiety, supportive environments to encourage direct interactions and help students feel comfortable seeking clarification. Enhancing teacher-student dialogue not only improves comprehension but may also re-engage students who otherwise display low academic motivation.

Motivation is universally recognized as a key determinant of second language learning achievement. More motivated students are more likely to engage actively in activities, exhibit persistence, and attain language proficiency. Concurrently, utilizing politeness strategies effectively facilitates the development of inclusive and engaging language learning environments. Politeness behaviors, including empathy expression, providing positive feedback, and handling disagreements tactfully, sustain interpersonal harmony and promote learner autonomy.

The present study is intended to examine the connection between teachers' politeness strategy use and students' motivation in second language learning environments, specifically in computer-mediated communication (CMC). While previous studies have been conducted independently to investigate motivation and politeness, recent research emphasizes the necessity of combined studies in understanding how interpersonal interactions influence learning outcomes. Through analyzing politeness strategies that reduce threats to students' "face" in online environments, this research aims to provide insights for the optimization of teacher communication methods in order to further assist motivated, engaged language learners.

Politeness Strategies in CMC and in a Face-to-Face Context

In more recent studies, politeness studies have focused more on online communication, where the absence of non-verbal signals such as body language, facial expressions, tone of voice, and gestures completely alter politeness and social harmony displays. Non-verbal communication, previously secondary to verbal communication, now becomes a determining contextual variable influencing interpretations of politeness strategies in digital environments (Selgas, 2022).

Technological advancements, most notably the common use of online learning platforms, have drastically shifted educational communication dynamics. The global pandemic caused by COVID-19 further pushed forward the adoption of online learning platforms, focusing on asynchronous discussion boards, email, learning management software, and video conferencing systems as major avenues for teacher-student communication (Sembiring et al., 2021). Under these environments, the lack of visual and auditory nonverbal feedback has reshaped politeness expressions, interpretations, and negotiations.

Given the shifts, there is a pressing need to reexamine how students employ politeness strategies within online educational settings. Online communication differs fundamentally from face-to-face interaction as it often lacks immediate feedback, relies heavily on written language, and can be influenced by anonymity, perceived distance, or the affordances of the digital platform itself (Valdellon & Cuarte, 2025). These factors can both challenge and reshape traditional understandings of polite behavior, potentially leading to greater directness, informality, or new digital etiquettes.

The purpose of this research is to determine and examine the particular politeness strategies employed by students in interactions with teachers in online classrooms. Through examination of these strategies, the research hopes to provide insights into changing norms of digital communication, social harmony maintenance in virtual classrooms, and how students manage status discrepancies in an online environment. A more nuanced understanding of these dynamics can inform instructors to develop communication plans that promote respectful, inclusive, and caring online learning experiences. Additionally, findings can inform the wider literature on digital pragmatics, online relational work, and educational linguistics.

Recent research emphasizes the nuance of politeness in digital contexts. Selgas (2022) conducted a study on students' responses to teachers' online announcements, identifying the use of various politeness strategies such as positive politeness (e.g., greetings, gratitude), negative politeness (e.g., apologies), bald-on-record, and off-record strategies. The study found that male students frequently used negative politeness strategies, challenging traditional gendered assumptions about language use.

Conversely, politeness strategies in face-to-face communication are closely embedded in real-time social context, transmitted through a mix of spoken and unspoken channels including intonation, posture, eye gaze, and ad hoc responses. Conventional politeness markers like the employment of suitable titles, salutations, and thank-yous are inextricably linked with social norms and the negotiation in real time of interpersonal relationships. The multimodality richness of face-to-face communication enables speakers to adapt dynamically according to relational considerations, cultural norms, and situational requirements, rendering such communication elaborate and highly responsive.

In general, though computer-mediated and face-to-face settings both work to encourage politeness and maintain positive relational work, they do so in significantly different ways. The distinctive affordances and constraints of each channel necessarily determine how politeness is performed and understood and so calls for context-specific methods of understanding and developing effective teacher-student communication in the digital age.

Politeness Strategies for Increasing Motivation

Through the analysis of recent studies and literature, this research aims to explore the politeness strategies employed by instructors in computer-mediated communication (CMC) and their role in maintaining respect, fostering positive interactions, and enhancing the overall online learning experience. With virtual learning environments becoming increasingly prevalent, understanding the importance of politeness in these settings is crucial for developing respectful and effective educational experiences.

Abaya, Magonya, and Ongarora (2023) examined the politeness strategies used by lecturers and students in their e-communication via WhatsApp and SMS platforms. The study revealed that lecturers tended to use formal language, while students showed a decline in politeness elements in their follow-up messages. This highlighted the significance of understanding how communication choices impact the perception of cultural appropriateness in CMC.

Similarly, Sembiring et al. (2021) investigated the politeness strategies employed by students in online learning interactions within Google Classroom. Their research identified both positive politeness strategies, such as greetings, expressions of gratitude, and address terms, as well as negative politeness strategies, such as apologies. The findings emphasized the critical role of these strategies in facilitating effective online learning and nurturing positive teacher-student relationships.

Kusmanto and Widodo (2022) conducted a cyberpragmatic study on positive politeness strategies during online learning. They identified six key forms of positive politeness: paying attention, using identity markers, seeking agreement, avoiding conflict, creating humor, and maintaining an optimistic attitude. The study recommended incorporating these strategies into character education to enhance communication within online learning environments.

Selgas (2022) examined the politeness strategies employed by students in response to teachers' online announcements in Google Classroom. The study revealed that students used a variety of strategies, including positive, negative, bald-on-record, and off-record strategies. The research also explored the influence of gender differences on the use of these strategies, suggesting that cultural differences and gender performativity play a significant role in shaping students' communication choices in online settings.

Ytoc (2024) analyzed the politeness strategies used by commenters on online news portals. The study identified both positive and negative strategies, such as claiming common ground, avoiding conflict, and addressing the hearer's needs. The research underscored the role of these strategies in managing potentially difficult conversations in online platforms.

In summary, current research highlights the importance of politeness strategies in both traditional and virtual classrooms. In online learning environments, where non-verbal cues are limited, politeness becomes even more critical in establishing an atmosphere of respect, engagement, and cooperation. As education increasingly moves toward digital platforms, further research is needed to explore the best ways in which teachers can implement these strategies to foster positive and effective interactions in CMC.

Philosophical and Theoretical Underpinnings

The study is anchored in Brown and Levinson's Politeness Theory (1987), Krashen's Affective Filter Hypothesis (1982), and Gardner's Socio-Educational Model of Motivation (2010). Each theory contributes to understanding how teacher communication style, student emotional state, and motivational orientation interact in the context of second language learning. The central aim is to determine how teacher politeness influences student motivation in English language classrooms.

A. Politeness in Teacher-Student Interactions

Politeness Theory explains how people manage interactions to protect their self-image, or "face." In the classroom, teachers often perform face-threatening acts like corrections or instructions. When teachers use politeness strategies such as softening commands or expressing appreciation, they minimize threats to students face and create a more respectful environment. This fosters comfort and encourages student engagement, which may lead to higher motivation. The theory provides a framework for examining how teacher language affects student behavior and emotional response during classroom interactions.

In support, a study by Zhang (2022) investigated politeness in online educational discourse, focusing on teacher-student interactions in EFL settings. The research revealed that teachers utilize relational work strategies, such as positive politeness and emoji usage, effectively addressed students' face needs and increased engagement in online learning environments. This finding aligns with Brown and Levinson's Politeness Theory, which underscores the importance of facework in communication.

Similarly, a study by Cao (2021) explored the application of positive politeness strategies in EFL classrooms for non-English major undergraduates. The researchers found that employing strategies such as compliments and inclusive language fostered a supportive atmosphere, encouraging student participation and reducing anxiety. These findings support the idea that teacher politeness can lower the affective filter, facilitating improved language acquisition.

B. Affective Factors and Motivation

Krashen's hypothesis suggests that emotional factors such as anxiety, self-confidence, and motivation influence a student's ability to process and acquire language. A high affective filter caused by discomfort or fear can block language input. When students feel relaxed and supported, the filter is lowered, allowing for more effective learning. Teacher politeness may reduce anxiety and increase confidence, resulting in improved motivation and language acquisition.

The Affective Filter Hypothesis asserts that emotional factors, including anxiety and motivation, affect language learning. A study by Li and Zhou (2023) applied this hypothesis to EFL class design, demonstrating that creating a positive emotional climate through teacher politeness can lower students' affective filters, resulting in better language learning outcomes. This research highlights the significance of emotional factors in the process of language acquisition.

Additionally, a study by Rivai et al. (2021) examined the relationship between teachers' language politeness and students' academic motivation and self-efficacy during school-from-home periods. The findings revealed that respectful teacher communication positively influenced students' motivation and self-efficacy, emphasizing the impact of teacher behavior in cultivating a motivating learning environment.

C. Teacher-Student Relationships and Motivation

Gardner's model highlights motivation as a critical component in second language acquisition. Motivation is influenced by the social and educational environment, including teacher behavior and classroom atmosphere. The model distinguishes between integrative motivation, where learners wish to integrate into the target language culture, and instrumental motivation, where learners seek practical outcomes such as academic achievement. Respectful teacher communication may contribute to both types of motivation by improving attitudes toward the language and increasing student willingness to participate.

A study by Gunas et al. (2023) explored the use of politeness strategies in teacher-student interactions in an EFL classroom in Manggarai, Indonesia. The researchers found that teachers' use of polite requests and positive reinforcement strategies enhanced students' motivation and willingness to communicate in English. This supports the notion that teacher behavior can influence both integrative and instrumental motivation.

D. Sociocultural Perspectives on Learning

Vygotsky's Sociocultural Theory highlights the importance of social interaction in learning. A study by Darong et al. (2020) examined politeness markers in teachers' requests during classroom interactions. The research indicated that teachers' use of polite language facilitated cooperative learning and positive student-teacher relationships, aligning with Vygotsky's emphasis on the social nature of learning.

Brown and Levinson's strategies guide teacher-student interaction, Krashen's hypothesis emphasizes the emotional conditions for language input, and Gardner's model explains how social factors influence motivation. Combined, the theories help assess whether polite communication by teachers leads to lower anxiety and increased motivation among language learners.

To summarize, Brown and Levinson's politeness strategies primarily focus on communication strategies within specific social contexts, which aligns with Gardner's socio-educational model and Krashen Affective Filter in promoting communication competence, sociolinguistic awareness, and cultural competence in second language acquisition. All models contribute to the development of communication skills of second language learners.

It can also be noted that there were no specific studies that directly connect politeness strategies to student motivation. However, we can still explore a theoretical perspective on how politeness strategies might potentially influence student motivation indirectly, even though it is essential to acknowledge that no existing empirical study has established a direct link between the three mentioned theories. It was revealed that politeness strategies have positive outcomes, such as establishing meaningful and respectful contact between teachers and students, strengthening their interactions, and eliminating interruptions in their learning. Hence, the primary aim of this study is to examine how the use of politeness strategies influences students' motivation in the process of second language learning. Analyzing the relationship between these two variables, the study seeks to explore how promoting a respectful communication environment can influence students' motivation and, in turn, improve their language learning achievements.

Methodology

Research Design

This study utilized a qualitative exploratory research design, which is particularly well-suited for investigating complex and underexplored phenomena such as teacher politeness and its effects on student motivation. A qualitative approach allows researchers to collect rich, in-depth data through various methods, including semi-structured interviews, classroom observations, and document analysis. According to Creswell (2013), qualitative inquiry is appropriate when researchers seek to understand the meanings that individuals or groups assign to a social or human problem. In this context, the focus on politeness, an inherently subjective and context-dependent construct, justifies the need for an exploratory qualitative methodology.

The exploratory nature of the study is rooted in its goal of uncovering the underlying values, beliefs, and behavioral expressions related to teacher politeness and understanding how these factors influence student motivation in real educational settings. As noted by Stebbins (2001), exploratory research is valuable when little is known about a phenomenon and researchers aim to develop insights rather than test hypotheses.

The study emphasizes naturalistic settings such as classrooms to assure that the data collected reflects genuine teacher-student interactions. This approach allows for a more authentic and nuanced understanding of how politeness is practiced and perceived in educational environments. Denzin and Lincoln (2018) emphasize that qualitative methods enable researchers to interpret phenomena within their natural context, highlighting the lived experiences of participants and the meanings they construct.

Through direct engagement with participants and immersive fieldwork, the researcher aims to explore how teachers' personal values regarding politeness are expressed in their communication, discipline strategies, and motivational techniques. Furthermore, as suggested by Brown and Levinson's (1987) politeness theory, the strategies individuals employ in communication are influenced by cultural and social norms, making qualitative inquiry especially valuable for uncovering these layers in teacher-student dynamics.

Subject of the study

This study involved two teacher-participants for the observation who were chosen using purposive sampling, which involves deliberately selecting individuals with specific characteristics or qualities relevant to the research objectives. The use of purposive sampling aligns with Creswell's (2013) perspective, which suggests that this sampling technique is suitable for qualitative studies for it often seeks participants who can provide detailed and rich information about the research subject.

It focuses on analyzing the teachers' utterances in motivating students during the teaching-learning process in computer-mediated communication. To select the teacher-participants, the researchers considered criteria such as the length of service (indicating their level of experience), first language (potentially affecting communication style), and gender. These criteria were likely relevant to ensure diversity among the teacher-participants and capture a range of perspectives and approaches to student motivation.

Following the observation phase involving the two teacher-participants, the researcher also interviewed five randomly chosen students. The considerations in choosing the student-participants are their class performance, age, and gender. This additional data collection method was employed to gain a deeper

insight into the results obtained from the observations. By interviewing students, the researchers could gather their perspectives and experiences related to the teachers' utterances and the impact on their motivation.

Data Gathering procedure

In qualitative research, data collection methods are deliberately varied and flexible, enabling researchers to choose techniques that best fit the study's context and goals. Common methods include interviews, focus groups, and observations, each providing valuable insights into participants' behaviors, attitudes, and interactions (Creswell & Poth, 2018). The adaptability of qualitative methods has proven especially beneficial during the COVID-19 pandemic, as traditional in-person data collection faced significant restrictions. Consequently, researchers have increasingly turned to virtual data collection methods, using online platforms for interviews, observations, and focus groups (Gray et al., 2020; Howlett, 2021).

To address these challenges, this study employed a virtual classroom setup, utilizing computer-mediated communication (CMC) tools to observe natural language usage and the interactions between teachers and students. Specifically, Google Meet and Zoom were utilized, these platforms are well-regarded in online education for their accessibility, real-time interaction capabilities, and support for synchronous communication (Adedoyin & Soykan, 2020; Bond, 2020).

Data were gathered through non-participant classroom observation, where researchers observed the class proceedings without direct interaction. This approach is effective for capturing genuine interaction patterns, particularly in research focused on discourse, such as teacher politeness strategies (Holmes, 2013; Haugh, 2013). The entire class was recorded with the necessary consent to ensure a comprehensive and accurate representation of classroom discourse. Video recordings are widely considered valuable tools in discourse and pragmatics research for capturing subtle nuances in language use and interaction (Seedhouse, 2005).

Ethical standards for educational research were upheld by obtaining permission from the teacher being observed. While no specific schedule was noted, observations were conducted during regular class hours, which contributed to the authenticity of the recorded interactions and helped reduce any observer effect (Cowie et al., 2010).

This study adopts a naturalistic observation approach, aligning with prior research that investigates teacher discourse in online or blended environments. Research by Zarei and Mohammadi (2019) on politeness in virtual classrooms underscored the significance of real-time observation in comprehending how language use influences student engagement. Likewise, Nisa and Indriani (2021) emphasize that examining politeness strategies in synchronous online classes can reveal important patterns in the relationship between teachers and students and their motivation.

Through grounding this research in real classroom interactions, the study offers empirical insights into how teacher politeness principles are implemented and how they may correlate with student motivation, reflecting the methodological approaches of related qualitative studies in virtual educational contexts.

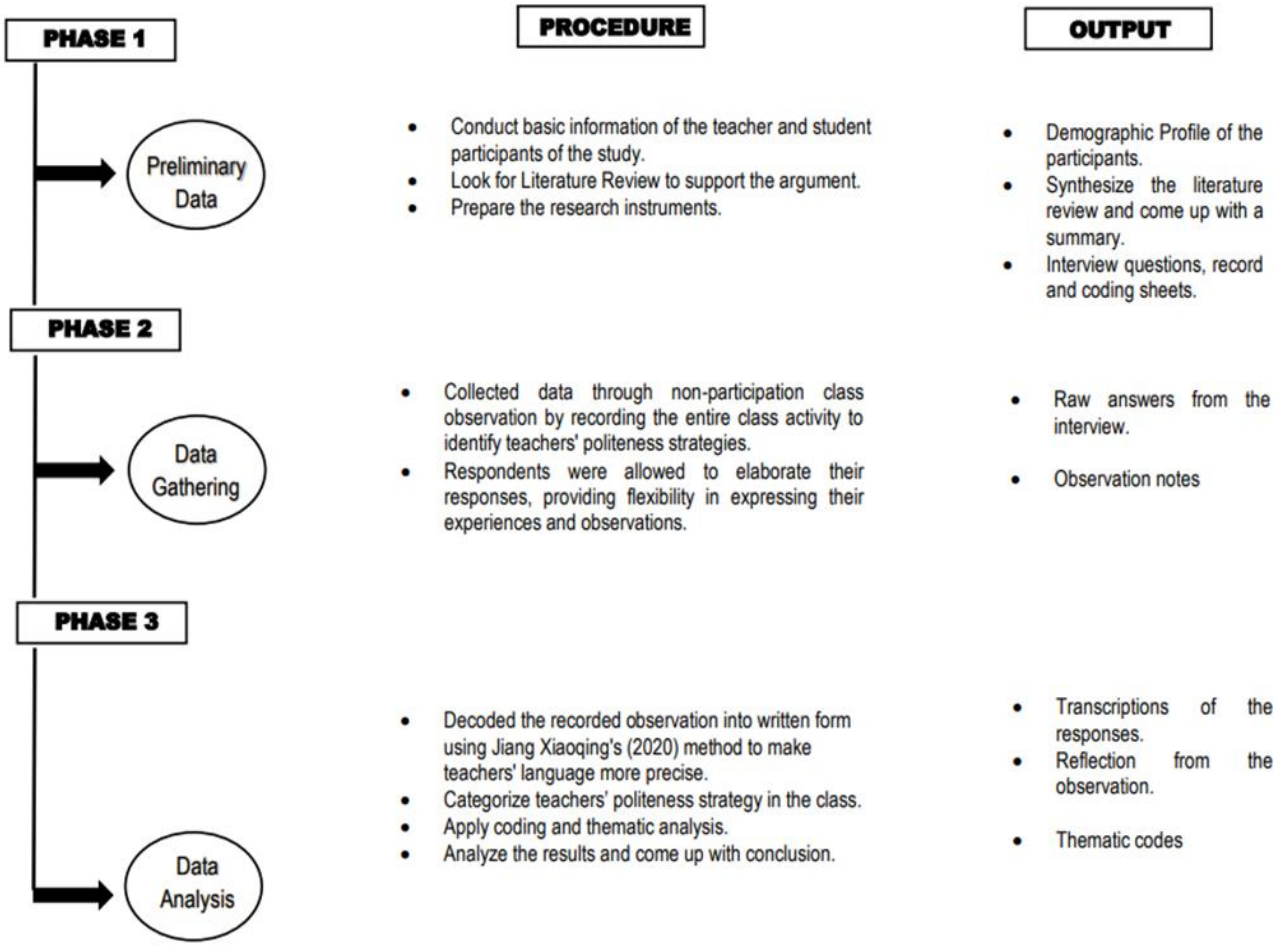


Figure 1: Framework of the study

The study sought to thoroughly explore how teachers skillfully use language to carry out various classroom tasks during observed teaching sessions. To achieve this objective, the researchers applied Jiang Xiaoqing's (2020) method, which involves detailed transcription and decoding of recorded observations. This method not only provided a more refined understanding but also allowed for a thorough and interpretable analysis of teachers' language usage in the classroom.

Subsequently, the researchers classified these linguistic behaviors into four distinct functional categories, each highlighting a specific aspect of classroom interaction. The first category, Academic Instructions, pertains to the specific language teachers utilize to effectively guide and support student learning activities. This includes verbal cues, directives, and instructional phrases aimed at ensuring clarity and comprehension among students.

Then, Motivation, encompasses the various language strategies that educators implement to inspire, encourage, and energize their students throughout the learning process. This can involve positive language, relatable stories, or motivational statements designed to cultivate a supportive classroom environment and elevate student enthusiasm.

Followed by the third category, Evaluation, relates to the range of feedback, both positive and constructive that teachers provide to assess student performance. This aspect underscores the importance of language in delivering evaluations that can inform students' learning paths and encourage self-assessment.

Finally, the Classroom Management category includes the language strategies that teachers employ to maintain order, establish discipline, and create a conducive learning atmosphere. This might involve setting rules, addressing disruptions, and fostering respectful interactions among students. Hence, this

study highlights the intricate ways language influences educational settings, revealing how teachers' verbal interactions impact the dynamics of learning and classroom management.

Research Instruments

Semi-structured interviews were selected as the main method for data collection in this research due to their ability to provide the necessary flexibility for an in-depth exploration of participants' insights. This approach enabled respondents to expand on their experiences and observations, leading to richer and more meaningful data that aligns with the research goals. Semi-structured interviews allow participants to express their viewpoints openly while ensuring that essential themes related to the study variables are covered. The researcher developed an initial set of guiding questions based on the study's aims and the variables being studied. As noted by Adams (2020), this interview format is especially effective in qualitative research because it strikes a balance between a structured framework and the flexibility to investigate emerging themes.

To guarantee the content validity of the questionnaire, a panel consisting of four experts was assembled to review the instrument. This group included three Master Teachers and one Head Teacher from various schools within the division, all chosen for their specialized knowledge in language education and their experience in assessing instructional and evaluation tools. They performed a comprehensive evaluation of the questionnaire, concentrating on the clarity, relevance, comprehensiveness, and suitability of each question.

During the review, the experts ensured that the questions aligned with the research goals and effectively covered the essential elements of second language learning. The questionnaire featured items addressing language proficiency, language exposure, patterns of language use, language learning strategies, motivation in language acquisition, challenges faced during the process, and attitudes toward the second language. The experts provided valuable feedback and suggestions that were incorporated to refine and enhance the questionnaire before its use. Their contributions played a crucial role in improving the overall quality and validity of the research tool.

The validity or trustworthiness of the findings was assessed in two forms: 1) inter-rater agreement: where two experts in the field of qualitative analysis and the subject domain of research were consulted. 2) intra-rater agreement: where the researcher herself coded and analyzed the data. When addressing the trustworthiness of results from qualitative content, Graneheim and Lundman (2004) point out that there is still some degree of interpretation when approaching a document. Researchers must know how to verify the organization phase's integrity and conformability. The conformability of findings means that the data accurately represents the information that the participants provided, and the interpretations of those data are not invented by the inquirer (Polit & Beck, 2012).

Results and Discussion

This section outlines the findings and analysis obtained from the interviews, which were assessed through thematic analysis. To facilitate a clear understanding of the identified themes, excerpts from the interviewees are provided. The combination of results, analysis, and discussion guarantees a seamless flow of ideas throughout this paper. A methodical and organized approach enables a thorough investigation of the language patterns and communication strategies utilized by teachers.

Recent research has highlighted the considerable influence of teacher-student communication on student engagement and learning outcomes. Zhang and Sapp (2025) discovered that students' views on teacher talk had a strong effect on their language learning results, with favorable perceptions leading to heightened motivation and decreased emotional exhaustion, subsequently enhancing academic performance. Furthermore, Wang (2023) examined the impact of teacher-student interactions on emotional intelligence and motivation among primary school students, emphasizing the essential role of teacher talk in cultivating a positive classroom atmosphere. A discourse analysis conducted by Narvacan and Metila in 2022 uncovered that teacher talk techniques, such as scaffolding and extended wait time, significantly improved student learning in online English classes, particularly regarding participation and understanding.

The results underscore the significance of effective communication techniques in establishing a positive and productive classroom setting. Implementing dialogic teaching methods and considering students' emotional and cognitive reactions, educators can boost student motivation and engagement. Additionally, this study's findings can guide educational practices by identifying successful communication strategies that encourage a supportive learning environment and lead to better student results

Table 1. Utilization of Bald Record Politeness Strategies in Teacher Feedback During Classroom Interactions

	Learning Episodes ***Jiang Xiaoqing's (2020)***	**Politeness Strategies** ***Brown and Levinson (1987)***
Academic instructions *demonstrate how teachers' direct students' learning activities, such as the teacher's academic presentation, answering students' academic questions, and providing positive and corrective feedback.*	**Situation 1:** Teacher A, ready to embark on the day's grammar lesson, greeted his students with a warm and enthusiastic welcome. The online class came to life as the students logged in, their faces appearing as small video tiles on the screen. Today's topic was the elusive present perfect tense, and he began with a warm smile, trying to create a comfortable atmosphere for learning. *"Alright class," Teacher A began, sharing his screen to display the day's lesson, "I want you to practice using the present perfect tense in a sentence. Who would like to give it a try?"* Amid the virtual silence, a student mustered the courage to unmute herself and spoke up, her voice projecting confidence despite the distance. *"I haven't understood this concept yet," the student honestly admitted, "Can you please explain it again Sir?"* Teacher A smiled and gave a heart react, acknowledging students' direct approach. He said *"Let's go over it once more so that everyone can grasp the concept fully.*	**BALD ON RECORD** It can be gleaned that the teacher understood the importance of addressing the students' question promptly, as online learning could sometimes lead to students feeling more isolated and hesitant to voice their uncertainties. Employing bald on record in the teacher-student relationship helps to minimize the perceived distance between the two parties. By delivering feedback and instructions directly, the students are less likely to feel awkward, strained, or nervous since they receive clear and unambiguous communication. Bald on record is a communication strategy that prioritizes directness and clarity, aiming to minimize face-threatening acts and make the recipients feel comfortable and at ease. While it can be effective in specific contexts, it's important for speakers to be aware of the social dynamics and the appropriateness of using this strategy in different situations.

	Situation 2: As the lesson progressed, Teacher B shared her screen, displaying an important grammar rule on the slide. Then one of the students noticed an error in the explanation displayed on the screen. She didn't want her fellow classmates to misunderstand the concept, so she raised her hand using the virtual "raise hand" feature. *"Permission to speak, Ma'am,"* the student respectfully spoke up, her voice clear through the virtual platform, *"but you made a mistake in the explanation flashed on the screen. The verb should be conjugated differently in that sentence."* Teacher B appreciated the student's attentiveness and her proactive approach to seeking clarification. She quickly reviewed the slide and realized her oversight. Acknowledging the student contribution, Teacher B thanked her for catching the mistake. *"Thank you for bringing that to my attention, you are absolutely right. Let me correct it right away."*	**Bald on record** Using the bald on record strategy still maintains a respectful and positive demeanor. In the scenario, the teacher fosters a sense of trust and openness in the classroom, encouraging students to feel comfortable asking questions and seeking clarification without fear of judgment. They appreciate and acknowledge students who are bold enough to voice their opinions or raise concerns, recognizing that such openness contributes to the overall learning experience. By being bald on record, this teacher helps minimize any potential face-threatening acts and makes the learning process smoother and more efficient. They prioritize effective communication, enabling students to learn and progress with confidence, knowing they can rely on the teacher's clear and straightforward guidance.

In online education, using a clear and direct communication style, like Teacher A's straightforward and supportive response, is key to engaging students. According to Brown and Levinson (1987), this approach is used when being clear and efficient is more important than being polite. This is especially helpful in digital learning, where misunderstandings and student hesitation often happen. Jiang (2020) notes that clear communication strategies are essential in virtual classrooms to reduce confusion and encourage participation. Additionally, Kent, Laslo, and Rafaeli (2022) say that behaviors like timely feedback and supportive actions from teachers help lessen feelings of distance and build community online. Similarly, Lee and Song (2023) explain that clear instructions from teachers help students feel safe and confident, especially in cultures where they might hesitate to ask questions. Thus, using a direct communication style in this case not only solved the student's problem but also created a positive, engaging learning environment.

Table 2. Utilization of Positive Politeness Strategies in Teacher Feedback During Classroom Interactions

	Learning Episodes *Jiang Xiaoqing's (2020)*	**Politeness Strategies** *Brown and Levinson (1987)*
Motivation *refers to a variety of illocutionary actions aimed at energizing students, such as engagement, academic questions, and initiative feedback.*	**Situation 3:** Teacher B creates a supportive and open atmosphere for students to share their feelings and emotions regarding their learning tasks. *(addressing to the class) "So, let me just ask you, what zone are you in today? Your feelings regarding your process of answering your learning task."* *(Type in on the chat box) "I am in the blue zone; I feel tired from all the tasks. It's been a bit challenging to keep up today."* *"I understand your situation. It's completely normal to feel that way sometimes. You will be okay; you can do it! Remember, it's okay to take breaks and give yourself some time to recharge."*	**POSITIVE POLITENESS** By employing positive politeness strategies, the language teacher enhances students' motivation, confidence, and overall learning experience. It creates a supportive classroom culture where students feel valued and encouraged to excel in their language learning journey. Positive politeness also strengthens the teacher-student relationship, leading to a more productive and enjoyable language class for everyone involved.
	Situation 4: As Teacher A enthusiastically introduced the lesson with a quick review of the present perfect tense. And asked the students to come up with the definition through the given sentences flashed on the screen. "That's correct! Excellent review. Now, let's move on to some examples to see how the present perfect tense is used in context." *(curious student) "Teacher, can you give us more practice exercises to reinforce what we've learned?"* *"Absolutely! I have prepared some exercises for you to work on in the next class. It will give you more opportunities to practice and master the present perfect tense."*	**POSITIVE POLITENESS** It means that this politeness strategy used by the teacher softens the impact of the Face Threatening Act. This technique is often used in evaluation categories where the instructor gives positive or negative feedback on the student's work. It is beneficial in preventing students from being embarrassed, even if their work is not very good, since the instructor can communicate his positive or negative feedback without jeopardizing the students' positive image.

The interaction shows positive politeness, which means recognizing students' feelings and building connections through kindness and support. Recent research of Taguchi & Ishihara (2022) shows that strategies are important for creating a safe classroom where students feel comfortable participating and taking risks in using the target language. Using positive politeness, the teacher validates students' feelings and helps boost their confidence and motivation. This approach creates a welcoming classroom environment where students feel respected and empowered, which are key to learning a new language. It also strengthens the relationship between teachers and students, leading to better communication and more engaging learning experience.

Table 3. Utilization of Off Record Politeness Strategies in Teacher Feedback During Classroom Interactions

	Learning Episodes *Jiang Xiaoqing's (2020)*	**Politeness Strategies** *Brown and Levinson (1987)*
Evaluation *referring to constructive and negative input from teachers, which can both motivate and discourage students***.**	**Situation 5:** Teacher A tests the students' knowledge in a recitation where they have to correct sentences flashed on the screen. Individually, they will turn on their microphone; some students are struggling, but Teacher A does not want to single	**OFF RECORD** This approach allows the student to receive the feedback indirectly, while also reminding the whole class about the significance of grammar rules.

	them out in the class. Instead, he decided to use "off record" communication to help the student improve without drawing attention to the issue by saying: *"Great job! Remember, it's essential to know the rules in constructing perfect tense. Practice makes perfect, and it will help you sound even more fluent."*	Using off record communication, Teacher A maintains a supportive and non-threatening classroom environment, fostering a sense of camaraderie among the students. The student appreciates the discreet attention to their needs and feels encouraged to work on their pronunciation without feeling embarrassed. In this scenario, off record communication proves to be an effective way for the teacher to address individual language learning challenges while upholding the dignity of each student in the class. It ensures that the focus remains on constructive feedback and growth rather than highlighting potential shortcomings publicly.
	Situation 6: In the break-out room, Teacher B grouped the students and provided feedback to their performance, the teacher uses "off record" communication to deliver constructive criticism in a subtle and sensitive manner. The goal is to maintain a positive and encouraging tone while addressing areas for improvement. *"I wanted to talk to you about your recent project. Overall, it was well done, and I could see the effort you put into it. I can tell. There were some strong points in your presentation, but I also noticed that you could further develop the transitions between different sections. Maybe exploring smoother ways to link the ideas together could make your project even more compelling."*	**OFF RECORD** The teacher uses off the record communication to address the need for improvement in the student's project. Instead of directly pointing out the weaknesses, the teacher praises the student's efforts and highlights the project's strong aspects first. Then, the teacher gently suggests the area that could be enhanced, without using harsh or critical language. By employing this strategy, the teacher ensures that the student remains receptive to the feedback and feels motivated to work on the suggested improvements. The use of "off record" communication in giving evaluations helps maintain a positive and supportive teacher-student relationship, fostering an environment where constructive feedback is received with openness and encouragement.

Table 3 depicts the use of off-record politeness strategies in teacher feedback during classroom discussions. Off-record strategies, as described by Brown and Levinson (1987), involve indirect communication that allows the speaker to avoid making direct demands, thus reducing the potential threat to the hearer's dignity. Recent research has examined how these strategies are applied in educational contexts. A study by Luthfi and Sofyawati (2022) analyzed the politeness strategies utilized by both students and teachers in classroom interactions, revealing the dominance of positive politeness strategies. Likewise, a study by Widiadnya et al. (2018) explored the effects of politeness strategies in classroom exchanges, highlighting the significance of cultural awareness and character development in the application of these strategies. The investigations indicate that the deliberate use of off-record politeness can improve teacher-

student interactions by fostering a supportive and non-threatening educational atmosphere.

Table 4. Utilization of Negative Politeness Strategies in Teacher Feedback During Classroom Interactions

Learning Episodes ***Jiang Xiaoqing's (2020)***		**Politeness Strategies** ***Brown and Levinson (1987)***
Classroom management *refers to disciplines of instructions or directives (orders, requests, questions, and calls), procedural instructions, and procedural directives).*	***Situation 7:*** *Students are still talking about their previous tasks, when Teacher B, said "Excuse me, class, I hope I'm not interrupting. If it's alright with you, could we take a moment to review yesterday's lesson before moving on to the new topic?"*	**NEGATIVE POLITENESS** By using negative politeness, the teacher shows respect for the students' time and attention, acknowledging that their learning process might be interrupted by the review. The teacher also seeks permission in a non-intrusive manner, making the students feel valued and empowered in their learning experience. During the review, the teacher carefully uses language that avoids imposing on the students' schedule or preferences. The teacher maintains a considerate and respectful tone, ensuring that the students feel comfortable with the review process.
	Situation 8: *Before the class ends, Teacher A repeats his reminder for the students. "I apologize for having to remind everyone, but please remember that the given activities last meeting must be submitted to the given deadline. I hope you understand that it takes a lot of effort on my part to check it. Thank you for your understanding."*	**NEGATIVE POLITENESS** In this situation, the teacher uses negative politeness to gently remind the students about the output deadline without directly smiling anyone out. By apologizing and expressing gratitude for their understanding, the teacher maintains a respectful tone while addressing the issue.

This table illustrates the utilization of negative politeness strategies in teacher feedback during classroom interactions. Brown and Levinson's (1987) theory of politeness identifies negative politeness as strategies that aim to avoid imposing on the hearer's autonomy, often through indirectness, hedging, and deference. In the context of classroom management, such strategies are essential for maintaining a respectful and non-intrusive environment. For instance, in Situation 7, Teacher B employs a negative politeness strategy by acknowledging the potential interruption and seeking the students' consent before reviewing the previous lesson. This approach minimizes the imposition on students' time and demonstrates respect for their autonomy. Similarly, in Situation 8, Teacher A uses negative politeness by apologizing for the reminder and expressing gratitude, thereby softening the directive and maintaining a considerate tone.

It is aligned with findings from Senowarsito (2013), who observed that teachers often use negative politeness strategies, such as indirect requests and hedging, to mitigate face-threatening acts in classroom interactions. Additionally, a study by Peng et al. (2014) highlighted that teachers employ negative politeness strategies, like hedging and questioning, to minimize imposition and give students more freedom of choice, thereby fostering a more collaborative learning environment. By integrating these strategies, teachers can effectively manage classroom dynamics while preserving students' dignity and promoting a positive learning atmosphere.

Impact of Politeness Strategies to Students

According to the interview responses of the students, it was observed that the teachers were able to use motivational words through evaluation, which was the most prominent response that was observed with respect to how students were being motivated by the teachers; “Kapag po sinasabihan ako ni Ma’am ng Very Good o Great Job, mas naeexcite po akong matuto at sumagot," "she put more effort to give us corrective feedback." These are the politeness strategies identified as these strategies can be observed to be employed as a manner of saving face (Brown & Levinson, 1987).

It was found that a study that investigates the attitude of students towards learning English as a second language using an attitude/motivation battery has found that students that are frequently given constructive feedback and encouragement were found to have higher motivation and perform better compared to those who were reported to not receive frequent feedbacks and encouragement (Daniel, et al., 2020). The encouragement played an essential role in meditating the motivation of the student. Encouraging words assures the students that they have the capacity to learn and apply the lesson, as it was observed that they are more directed toward seeing the value of the subject.

The next most prominent observation in terms of how teachers can motivate students, as reported by the students, is when the teachers "make an effort" through "detailed explanation" and "updates." It was found that the teachers were observed to take effort in terms of understanding the challenges the students face "iintindihin pa rin po niya”, providing reminders “halimbawa marami pa kaming hindi nagagawa tapos sinabi na yung deadline nakaka-sipag po gumawa”, and putting effort in teaching, “Maayos po yung presentation nila ng lesson”, “nagbibigay po ng mga example na mas understandable”, and “Ipapaliwanag po nila ng maayos”. On the other hand, it was observed from the excerpts that teachers primarily engage more with students with classroom management techniques.

It was found that the motivation of L2 students increased as the teacher provided encouraging words from the evaluation of the students’ assessments. The encouraging words of the instructors are primarily provided during the feedback and evaluation given by the teacher on student assessments. It was also observed that the teachers' motivation was directly correlated to the motivation the students expressed (Orsini, C.A., 2020). The teacher's motivation was reflected in the efforts the teachers put into the instruction of the students; as the teacher's perceived effort diminishes, the students' motivation also decreases.

According to the responses of the students during the interview, the factors that affected the implementation of the politeness strategies were the teacher's voice, "sa boses po," manner of answering "sa sagot po nila," and the engagement techniques the teachers use to facilitate light-hearted learning, "kapag masaya po yung Turo." It was found that the moderation of language and its transmission can retain the power in the conversation and maintain the attitude, saving the speaker's face (Ambarwati et al., 2019).

It was observed from the excerpt that the teachers were found to have a polite tone of voice when addressing the students and asking for their capabilities to do the work assigned to them. There was a prominent observation of how the teachers engage with their students, primarily through asking questions and asking for volunteers to have the class participate. The engagement of the teacher shows an indirect causality of the teacher's motivation in terms of the efforts the teacher exerts in maintaining a teacher-student interaction during class, as it was found that interactive education modalities tend to increase the level of learning received by the student.

Conclusion and Recommendation

Politeness strategies are techniques that can be used to save face. Likewise, the study can also conclude that politeness strategies implemented in the educational sector can be beneficial in increasing the student's motivation and indirectly promoting learning, specifically English. It was observed that utilizing politeness strategies led to increased positive interaction between the two parties in a communication process (Park, 2008). The interaction between the students was observed to be a form of redressing the sender's (teacher's) politeness, which led to a positive interaction between the student and the teacher. It was observed that the teacher used encouraging words, considerations and exerted effort to build a closer relationship with the students, such as saying, "It's okay if you don't have good skills," to build a positive relationship among the students.

It was identified in the study that the most common mode of politeness strategy is through effort, encouraging words, and consideration. Politeness in English can be expressed in different ways, such as through greetings, which can be perceived as a form of concern by the speaker (Mahmud, M., 2019). The effort, encouraging words, and considerations are one of the multiple forms of politeness that may be expressed in a classroom setting indirectly.

Furthermore, the study also concludes that the factors affecting politeness strategies are the student's personal interest and the tone of voice. It was found that distance and power are mediating factors that influence the politeness strategy employed by a teacher (Natanael, T., 2018). Observations showed that teachers that employ positive strategies more often have the intent to be closer to the students, while teachers who employ negative politeness strategies have the intent to socially distance themselves from the students.

As a recommendation, the researcher suggests employing a mixed-methods approach to provide a comprehensive understanding of the interplay between face-to-face politeness strategies and student motivation. While the quantitative phase enables statistical analysis and generalizable insights, consider incorporating qualitative methods like interviews or focus groups. These can help capture the nuances of participants' experiences and provide context for the quantitative findings. Ethical considerations must remain paramount, including obtaining informed consent and protecting participant identities. Ultimately, the study's outcomes could contribute valuable knowledge to educational practices by fostering a deeper comprehension of how interpersonal dynamics influence student motivation.

Implication to SL Pedagogy

It was found that the success of implementing the politeness strategies is affected by various factors that include the student's primary insight on the topic and how the teacher acts to mediate and enhance the students' motivation (Carreira, J.M., 2011). This suggests that an engaging mode of delivery is often desirable when implementing politeness strategies to its full extent. Furthermore, it was observed that the perceived enjoyment of the student depends on factors that make them either comfortable or threatened (Lin, C.Y., 2020).

The politeness strategies employed by the teachers, as per the accounts of the students in the interview, were seen to have a positive effect on the drive and motivation of the students to do work and learn the lesson, "mas naeexcite po akong matuto at sumagot." This is further supported by the students' responses when they were asked what strategies or acts employed by the teacher motivated, and they responded with the identified politeness strategies implemented by the teacher.

It was mentioned that politeness strategies promote positive interactions between teachers and students and reduce interruptions in learning (Widiadnya et al., 2018).

Politeness strategies grew in popularity in 2013 when they correlated the participants' performance, and they observed a significant difference in the mean score of the students without the politeness interventions applied to the experimental group (Rahayunusinghi, D., 2020). The politeness strategy maintains a leveled face that induces teacher-student interactions. It was found, however, that the effects of politeness strategies in terms of the received educational instruction vary by socio-cultural factors (Suwartama, I.M. & Fitriati, S. W., 2017).

Moreover, it was found that the politeness strategies of teachers in oral discourse between EFL students revealed that there is a positive influence on the student's learning (Yanina et al.; S., 2017). The positive impacts on learning were an indirect result of the increase in teacher-student interaction, which was fostered by the implementation and performance of the politeness strategies, which were mentioned to make the instructors more approachable.

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