

Politeness Strategies in EFL Classroom Interaction: Evidence from an Indonesian Islamic Junior High School

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Abstract

This study aims to identify the politeness strategies employed by teachers in English as a Foreign Language (EFL) classroom interaction, analyse their pedagogical functions, and explore their contribution to multilingual classroom interactions. This study employs a qualitative approach using a descriptive case study design. Data were collected through classroom observation, video recording, transcription of teacher-student interactions, and semi-structured interviews with an English teacher at MTs Negeri 2 Magelang. The data were analysed using the Miles, Huberman, and Saldaña interactive model, whilst the classification of politeness strategies drew upon the theory of Brown and Levinson framework. The results indicate that the teacher employed four types of politeness strategies: bald on-record, positive politeness, negative politeness, and off-record. Among these four strategies, positive politeness was the most dominant, manifested through the provision of positive feedback, verbal encouragement, and participatory questions to enhance student engagement. The findings also indicate that politeness strategies not only serve to maintain interpersonal relationships between teachers and students, but also support classroom management, the provision of feedback, and the creation of a supportive learning environment. Furthermore, the flexible use of English and Indonesian demonstrates that politeness strategies operate within the context of multilingual classroom interactions. This study contributes to research on classroom discourse, politeness strategies and multilingual pedagogy in the context of English as a Foreign Language (EFL) in Indonesia.

Keywords: *Politeness Strategies; EFL Classroom Interaction; Multilingual Pedagogy; Classroom Discourse; Teacher-Student Interaction.*

A. INTRODUCTION

Interaction between teachers and students is a fundamental element of foreign language learning, particularly in the context of English as a Foreign Language (EFL). In English language learning, the success of the learning process is influenced not only by the teacher's linguistic competence, but also by their interpersonal skills in managing classroom communication effectively. Classroom interaction plays a crucial role in fostering student engagement, creating a supportive learning environment, and facilitating the negotiation of meaning throughout the language learning process (Walsh, 2011). In this context, politeness strategies are an important pragmatic aspect because teachers constantly engage in communicative acts such as giving instructions, correcting students' answers, managing the class, and building interpersonal relationships with students during learning interactions.

Brown & Levinson (1987) argue that every individual has a need to maintain 'positive face' and 'negative face' in social interactions. Positive face relates to the need to be accepted, valued and recognised, whilst negative face relates to the need to have the freedom to act without pressure from others. In the context of language learning, teachers constantly engage in actions that have the potential to threaten students' face, for example when providing corrections, instructions, or evaluations of students' answers. Therefore, the use of politeness strategies is important for maintaining interpersonal relationships and creating a conducive learning atmosphere.

In educational settings, politeness strategies are closely related to classroom discourse because teachers continuously negotiate authority, participation, and interpersonal relationships through language use (Walsh, 2011).

Research into politeness strategies in EFL classroom interactions has grown significantly in recent years, particularly with the increasing focus on classroom discourse and multilingual pedagogy. Recent research indicates that politeness strategies serve not only as tools for interpersonal communication but also as pedagogical tools to enhance student participation, reduce speaking anxiety, and foster a supportive learning environment (Wati et al., 2025). Furthermore, the use of politeness strategies is also linked to classroom management, affective support, and emotional regulation within multilingual classrooms. Sutyrjmi et al. (2025) also reported that teachers' use of politeness strategies is influenced by pedagogical purposes, classroom relationships, and contextual factors. Their findings indicate that politeness strategies

are closely linked to classroom management and the purpose of interaction, rather than merely serving as a means of interpersonal communication

Research by Wati et al. (2025) shows that EFL teachers tend to use positive politeness to build interpersonal rapport and foster more supportive communication in the classroom. The study found that strategies such as giving praise, using humour, employing informal forms of address, and offering verbal support can enhance student engagement in classroom interactions. Another study conducted by (Sitinjak et al., 2023) also shows that the use of politeness strategies helps to create a more comfortable learning atmosphere and enhances student motivation in English language learning. Similar findings were reported by Fitriyani & Andriyanti (2020), who found that teachers frequently employed positive politeness strategies to maintain classroom harmony and facilitate student participation during EFL learning.

In the pragmatic context of education, teachers' politeness strategies are also closely linked to multilingual pedagogy and translanguaging practices. In EFL classrooms in Indonesia, teachers often use Indonesian, English, and even elements of local languages flexibly to adapt to the communication needs of the class. This phenomenon demonstrates that the use of politeness strategies cannot be separated from the context of multilingual classroom interaction. Recent research indicates that translanguaging in Indonesian EFL classrooms serves to aid student comprehension, enhance classroom participation, and create a more inclusive and supportive learning environment for students with diverse linguistic backgrounds (Miftakh et al., 2025). Furthermore, translanguaging is also viewed as a pedagogical resource that enables teachers to utilise the full linguistic repertoire of students in the language learning process (Putrawan, 2022). Translanguaging has also been recognized as a pedagogical resource that allows teachers and learners to draw upon their entire linguistic repertoire to support communication and learning processes (Cenoz & Gorter, 2022).

Furthermore, research on classroom politeness also indicates that the use of politeness strategies is closely linked to affective factors in second language learning. The use of humour, mitigating instructions, and verbal support from the teacher can help create a more comfortable and supportive learning environment for students in EFL classrooms. These interpersonal strategies contribute to building positive relationships between teachers and students, increasing class participation, and reducing students' anxiety when using the target language (Jayanti et al., 2024). Other research also indicates that politeness strategies in classroom interactions play a crucial role in building comfortable communication, maintaining interpersonal relationships, and creating a more conducive classroom environment for English language learning (Ginting & Pasaribu, 2023). Another important aspect of classroom interaction is corrective feedback. In language learning, teachers frequently provide feedback to help students recognize and repair linguistic errors. According to Lyster & Ranta (1997), corrective feedback may take various forms, including explicit correction, clarification requests, elicitation, and prompts. The way teachers deliver corrective feedback is closely related to politeness because feedback has the potential to threaten students' face and affect their willingness to participate in classroom interaction. Therefore, examining politeness strategies in teacher feedback can provide deeper insights into how teachers balance instructional goals with interpersonal considerations in EFL classrooms.

Although a considerable amount of research has been conducted on politeness strategies in EFL classrooms, there are still several research gaps that require attention. Firstly, most previous studies have focused on identifying types of politeness strategies without exploring how these strategies are used contextually in classroom discourse. Secondly, research on politeness strategies in the context of MTs or Islamic-based schools in Indonesia remains relatively limited. Yet, the context of Islamic-based schools possesses unique characteristics of interaction, including the use of religious expressions, local norms of politeness, and more complex multilingual practices

Thirdly, most previous research has viewed politeness strategies purely from a pragmatic perspective, without linking them to multilingual pedagogy, translanguaging, and affective classroom interaction. In the context of English language learning in Indonesia, the use of Indonesian and local languages in politeness strategies can serve a significant pedagogical function. Therefore, this study aims to address this gap by exploring teachers' politeness strategies in EFL classroom interactions through the perspectives of classroom discourse and multilingual pedagogy.

This study was conducted at MTs Negeri 2 Magelang, focusing on the interactions of English teachers in grade IX. The study utilised natural data in the form of transcripts of classroom interactions obtained through direct observation and audio-video recordings. This research is important as it provides an empirical insight into how teachers employ politeness strategies in the context of English language learning at an Islamic school in Indonesia

Considering the above background, this study aims to (1) identify the types of politeness strategies used by teachers in EFL classroom interactions; (2) analyse the pedagogical functions of politeness strategies in supporting English language learning interactions; and (3) explore the relationship between

politeness strategies, multilingual pedagogy, and affective classroom interaction.

The research questions in this study are as follows:

1. What politeness strategies do teachers use in EFL classroom interactions?
2. What is the pedagogical function of politeness strategies in EFL classroom interactions?
3. How do politeness strategies contribute to multilingual classroom interaction and an affective learning environment?

B. LITERATURE REVIEW

Teacher Politeness Strategies in Classroom Interaction

Politeness is a crucial aspect of communication because it helps speakers maintain social harmony and reduce behaviors that could potentially undermine self-esteem. Brown and Levinson (1987) proposed four main politeness strategies: "bald on-record," positive politeness, negative politeness, and "off-record." In educational settings, these strategies are frequently used by teachers to manage classroom interactions, provide feedback, and facilitate student participation. By employing politeness strategies, teachers can balance instructional authority with interpersonal sensitivity, thereby creating a supportive learning environment.

In addition to being a means of maintaining one's self-image, politeness is also understood as a way of building relationships, in which speakers negotiate interpersonal relationships and social expectations during interactions ((Locher & Watts, 2005). In an educational context, this perspective focuses on how teachers strategically use language not only to deliver learning content but also to build supportive relationships with students.

1. Bald On-Record Strategy

Bald on-record refers to a direct and explicit communication strategy in which the speaker expresses intentions without minimizing the potential threat to the hearer's face (Brown & Levinson, 1987). In classroom contexts, teachers frequently employ this strategy when giving instructions, managing classroom activities, or correcting student behavior because clarity and efficiency are often prioritized. Examples include commands such as "Open your book," "Read the text," or "Write the answer on the board." Previous studies have reported that *bald on-record* strategies are commonly used for classroom management and instructional purposes where immediate compliance is expected (Fitriyani & Andriyanti, 2020).

2. Positive Politeness Strategy

Positive politeness is used to meet the listener's need for "positive face" by expressing agreement, solidarity, encouragement, or shared understanding (Brown & Levinson, 1987). In English as a Foreign Language (EFL) classroom, teachers often employ this strategy through praise, supportive feedback, and inclusive language to encourage student participation and self-confidence. Expressions such as "Very good," "Excellent answer," or "Let's try it together" demonstrate positive politeness because it reinforces students' sense of belonging and competence. Research by Fitriyani and Andriyanti (2020) found that positive politeness is one of the most frequently used strategies in EFL classrooms because it helps establish a supportive learning environment and encourages participation.

3. Negative Politeness Strategy

Negative politeness aims to respect the listener's freedom of action and minimize the impression of coercion (Brown & Levinson, 1987). This strategy is often manifested through polite requests, evasive expressions, indirect corrections, and the use of softening expressions such as "please" or "could you." In classroom interactions, teachers can use phrases such as "Could you read the next paragraph?" or "Please speak a little louder" to reduce the coercive impression of instructions while maintaining their authority. Previous research indicates that negative politeness is particularly useful when teachers provide corrective feedback or ask students to perform challenging tasks, as it helps preserve students' self-esteem and willingness to participate (Sitinjak et al., 2023).

4. Off-Record Strategy

Off-record strategy is the most indirect politeness strategy, in which the speaker implies their intention rather than stating it explicitly (Brown & Levinson, 1987). Through cues, jokes, rhetorical questions, or indirect comments, the speaker allows the listener to infer the intended meaning. In an educational context, teachers can use the off-record strategy to push students to reconsider their answers, reflect on their learning, or respond voluntarily without feeling pressured. Although previous research has found that off-record strategies occur less commonly than other politeness strategies in classroom interactions, these strategies can contribute to a more relaxed learning environment that does not threaten self-esteem (Fitriyani & Andriyanti, 2020).

Politeness in EFL Classroom Discourse

Classroom discourse plays a central role in language learning because it provides opportunities to interact, negotiate meaning, give feedback, and practice the language. According to Walsh (2011), classroom discourse is not merely a means of conveying knowledge, but also a dynamic process in which teachers and students collaboratively construct learning experiences. Through classroom interactions, students receive linguistic input, engage in communicative exchanges, and develop their language proficiency. Consequently, the quality of teacher-student interactions significantly influences the effectiveness of language learning.

From an interactional perspective, classroom communication is shaped by pedagogical goals and institutional roles, which can influence how teachers and students negotiate meaning during the learning process (Seedhouse, 2010). Consequently, politeness strategies may function differently in classroom discourse compared to everyday conversation.

In the EFL context, teachers' linguistic choices affect not only language development but also students' willingness to participate in classroom activities. The way teachers ask questions, provide feedback, deliver instructions, and respond to student contributions can shape the classroom atmosphere and student engagement. Therefore, politeness strategies are crucial as they allow teachers to balance instructional goals with interpersonal considerations. The effective use of politeness strategies can encourage student participation, reduce anxiety in communication, and foster positive relationships in the classroom.

Multilingual Classroom Interaction and Translanguaging

Today's EFL (English as a Foreign Language) classes are often characterized by multilingual communication practices, in which teachers and students draw on a variety of linguistic resources during their interactions. In the context of EFL learning in Indonesia, English is often used alongside Indonesian and regional languages to facilitate understanding and participation. This practice is generally associated with translanguaging, which refers to the flexible use of learners' entire linguistic repertoire to support communication and learning (Cenoz & Gorter, 2022). García & Wei (2014) argue that translanguaging allows multilingual speakers to draw on their entire linguistic repertoire as an integrated communicative system, rather than as separate languages. Previous research indicates that translanguaging functions as a pedagogical resource that enhances comprehension, classroom participation, and meaning-making in EFL classrooms (Rasman, 2018; Putrawan, 2022). Therefore, politeness strategies in multilingual classrooms should be understood not only as pragmatic tools but also as pedagogical practices embedded within classroom interactions.

Although previous research has examined politeness strategies in EFL classrooms, most of these studies have focused on identifying the types of strategies and their linguistic characteristics. Attention to the pedagogical functions of politeness strategies in multilingual classroom discourse remains limited, particularly in the context of Islamic schools in Indonesia. Furthermore, the relationship between politeness strategies, translanguaging practices, and affective interactions in the classroom has not been extensively explored. Therefore, this study investigates teachers' politeness strategies, their pedagogical functions, and their contribution to multilingual classroom interactions in Indonesian EFL classrooms.

C. METHOD

This study employs a qualitative approach using a descriptive qualitative case study design. The qualitative approach was chosen because this study focuses on exploring the meaning, context and function of politeness strategies in natural interactions within an EFL classroom. Qualitative research enables the researcher to gain an in-depth understanding of linguistic phenomena through the interpretation of teachers' utterances within their social and pedagogical contexts.

A case study design was chosen because the research focuses on a single specific context, which is English class interactions at MTs Negeri 2 Magelang. A case study enables the researcher to explore the phenomenon in depth within a real and naturalistic context. This study takes classroom discourse as its primary unit of analysis.

The study was conducted at MTs Negeri 2 Magelang, Central Java, Indonesia. The research participant was a female English teacher who taught grade IX and had over 20 years' teaching experience. The participant was selected using purposive sampling because the teacher consistently used both English and Indonesian in classroom interactions.

The research data was obtained through classroom observation, video recordings, transcriptions of teachers' speech during teaching and learning process, and semi-structured interviews. Observations were conducted during four English language learning sessions. The entire learning process was recorded using video equipment to capture natural interactions. Once the observations were complete, the recorded data was transcribed verbatim.

In addition to observation, the researcher also conducted semi-structured interviews with teachers to gain an understanding of the reasons for using politeness strategies in teaching. The interviews were conducted in a flexible manner so that participants could explain their experiences and considerations in using specific strategies.

The research instruments included an observation sheet, interview guidelines, a video recorder, and field notes. In qualitative research, the researcher acts as the primary instrument, carrying out the collection, analysis, and interpretation of data.

Data analysis utilised the interactive model developed by (Miles et al., 2014), which comprises data condensation, data display and conclusion drawing. During the data reduction stage, the researcher identified teachers' utterances containing politeness strategies based on Brown and Levinson's theory. Subsequently, the data were classified into four main categories: bald on-record, positive politeness, negative politeness and off-record politeness.

Each teacher utterance containing a face-management function was coded according to Brown & Levinson (1987) politeness framework. Utterances were first segmented into meaningful interactional units and then categorized as bald on-record, positive politeness, negative politeness, or off-record strategies. Similar utterances were grouped under the same category, and frequency counts were calculated to identify dominant patterns of strategy use.

In the data display stage, the researcher presented the data in the form of tables, narrative descriptions, and transcript quotations to facilitate the identification of patterns in the use of politeness strategies. The final stage was conclusion drawing and verification, namely drawing conclusions based on the patterns that emerged in the data.

To ensure the validity of the data, this study employed methodological triangulation and data source triangulation. Data from observations, transcripts of classroom interactions, and interviews were cross-referenced to ensure the consistency of the research findings. Triangulation is used to enhance credibility and trustworthiness in qualitative research (Denzin et al., 2023).

D. RESULT AND DISCUSSION

Results

The results of the study show that teachers use four types of politeness strategies based on Brown and Levinson's theory, namely bald on-record, positive politeness, negative politeness, and off-record politeness. Of all the data, the most dominant strategy is positive politeness.

Table 1. Distribution of Politeness Strategies

Strategy	Description
Positive Politeness	Encouragement, praise, approval
Negative Politeness	Mitigated request and correction
Bald On-record	Direct instruction and classroom management
Off-record	Hinting, joking, indirect comment

Table 2. Sub-strategies of Politeness Found in Classroom Interaction

Main Strategy	Realization
Positive Politeness	Praise, encouragement, approval, involvement
Negative Politeness	Mitigated correction, polite request
Bald On-record	Direct instruction, classroom management

Positive Politeness Strategies

Positive politeness is the strategy most frequently used by teachers in classroom interactions. This strategy is used to build interpersonal rapport, create a supportive classroom atmosphere, and encourage and enhance student participation.

One form of positive politeness is seen when a teacher praises a student's answer.

Teacher: "Yes, *longer than*. OK, benar jawabannya."

These utterances indicate that the teacher provides verbal support and positive validation of the students' answers. The use of the expressions "Yes" and "OK" demonstrates the teacher's efforts to boost the students' confidence in using English. Furthermore, the use of bilingual feedback helps the students understand that their answers are accepted.

Teacher: "*Gapapa, it's okay. Gapapa kalau salah.*"

Utterance above represents positive politeness through encouragement and emotional support. By explicitly assuring students that making mistakes is acceptable, the teacher reduces anxiety and creates a supportive learning environment that encourages participation

Teacher: "*Pake Inggris gapapa, it's okay belepotan dulu salah-salah sedikit gapapa nanti sambil ada progresnya.*"

This utterance demonstrates the teacher's effort to maintain students' positive face by normalizing errors as part of the learning process

The strategy of positive politeness also comes into play when teachers try to get students involved in classroom activities.

Teacher: "Who wants to read number one? Who wants to read number one?"

This utterance shows that the teacher uses participatory questions to encourage student involvement in the learning process. This strategy helps to create a more interactive and supportive classroom atmosphere.

Teacher: "Maybe you can write about yourself."

This utterance reflects the positive politeness strategy of showing interest in the learner and encouraging self-expression. Rather than imposing a topic, the teacher provides students with autonomy while maintaining a supportive interpersonal relationship.

Bald On-Record Strategies

Teachers use the bald on-record strategy when giving direct instructions to ensure the effectiveness and efficiency of learning.

Teacher: 'Exchange your book with your friend.'

Teacher: 'Clean the board, please.'

These utterances demonstrate the use of direct instructions without complex mitigations. In a classroom context, this strategy is used to quickly organise students' activities and ensure the learning process runs smoothly.

The 'bald on-record strategy' strategy also comes into play when the teacher provides explicit guidance during grammar lessons.

Teacher: "We don't say 'more'. We say 'heavier than'."

This statement shows that the teacher provides direct feedback on the student's mistake so that the student can immediately understand the correct grammatical form.

Negative Politeness Strategies

Teachers use negative politeness to reduce the psychological pressure on students when giving instructions or corrections.

Teacher: "Speak louder, please."

The use of the word “please” indicates that the teacher is trying to soften the instruction so that it does not sound too forceful.

This strategy of negative politeness is also evident when teachers correct students’ answers.

Teacher: “This should be heavier.”

This statement shows that the teacher has chosen a more subtle form of correction rather than stating that the student’s answer is entirely wrong.

In addition, the teacher also gives students space and opportunity to correct their own answers.

Teacher: “Are you sure?”

This utterance shows that the teacher does not immediately dismiss the student’s answer, but gives the student the opportunity to review their answer.

Off-record Strategies

Off-record strategies are also evident when teachers provide suggestion during lessons.

Teacher: “My biography? I think my biography is not interesting, find the famous person *ya*.”

Rather than directly rejecting the student’s suggestion, the teacher humorously redirects attention to the task. This indirect response reflects an off-record strategy because the intended meaning is implied rather than explicitly stated.

Multilingual Classroom Interaction

The research findings also indicate that politeness strategies in EFL classrooms are closely linked to multilingual classroom interaction. Teachers flexibly use English and Indonesian to ensure students’ understanding whilst maintaining their exposure to the target language.

Teacher: “Okay, let’s start our lesson today.”

Teacher: “What is a descriptive text?”

Teacher: “Do you understand?”

The use of English in instructions and questioning indicates that the teacher is striving to maintain classroom exposure to the target language. However, the teacher still employs translanguaging when necessary to ensure students’ understanding.

Furthermore, the use of multilingual interaction also serves as pedagogical scaffolding.

Teacher: “Longer than. OK, *benar jawabannya*.”

The teacher uses English to provide a linguistic model, then uses Indonesian to reinforce students’ understanding of the material.

Affective Regulation Through Supportive Interaction

This study also found that politeness strategies function as a form of affective regulation in EFL classrooms. Teachers strive to ensure students’ comfort through supportive interaction and encouraging responses.

Teacher: "Yes, Handi is the tallest. Is this correct?"

This utterance demonstrates that the teacher not only provides feedback but also involves other students in the process of checking the answer.

Furthermore, the teacher also employs supportive prompting.

Teacher: "What's the answer?"

This strategy helps students remain engaged in the learning process without feeling pressured when they make mistakes.

Discussions

The research findings indicate that positive politeness is the most dominant strategy employed by teachers in EFL classroom interactions. The prevalence of this strategy suggests that teachers strive to foster a supportive classroom environment and ensure students' comfort throughout the English language learning process. In an EFL context, interpersonal strategies such as verbal support, encouragement, and positive feedback play a crucial role in enhancing student participation.

Unlike previous studies that mainly focused on identifying politeness categories (Fitriyani & Andriyanti, 2020; Sitinjak et al., 2023), the present study demonstrates that politeness strategies also function as pedagogical tools for scaffolding participation, maintaining emotional safety, and supporting multilingual classroom interaction.

These findings align with Ginting (2023), which indicates that politeness strategies in EFL classrooms serve to maintain interpersonal relationships between teachers and students and create a more comfortable learning interaction. The use of expressions such as "Yes", "OK", and "Speak louder please" suggests that teachers focus not only on linguistic aspects but also on affective aspects of language learning.

Furthermore, the use of supportive feedback in this study indicates that politeness strategies can help boost students' confidence in using English. In foreign language learning, many students experience speaking anxiety when required to speak in the target language. Therefore, the use of positive politeness helps create emotional safety for students.

These findings also support the view that classroom interaction in language learning is not only related to the transfer of knowledge, but also to the development of relational closeness between teachers and students. The use of questioning strategies such as "Who wants to read number one?" and "Are you sure?" indicates that teachers strive to involve students in the negotiation of meaning and classroom participation.

The bald on-record strategies identified in this study suggest that teachers still require direct instruction to maintain the effectiveness of classroom management. The use of utterances such as "Exchange your book with your friend" and "Clean the board please" indicates that direct instruction remains necessary in institutional contexts such as the classroom.

However, the research findings indicate that teachers often combine blunt on-record feedback with other mitigation strategies, such as the use of "please" or a supportive tone, so that instructions continue to sound polite and supportive. This suggests that the use of politeness strategies in the classroom is dynamic and contextual.

The use of negative politeness in this study indicates that teachers try to reduce the psychological pressure on students when giving corrections. The use of expressions such as "This should be 'heavier'" and "Are you sure?" shows that teachers choose a more subtle form of correction that is less likely to threaten the students' self-esteem.

From a pragmatic perspective in education, this strategy is important because overly harsh immediate corrections can undermine students' confidence in using English. Therefore, the use of mitigating language in corrective feedback helps to maintain students' positive self-image during the learning process.

These findings can also be interpreted through the perspective of corrective feedback. Lyster & Ranta (1997) stated that teachers employ various feedback moves, such as explicit correction, clarification requests, and prompts, to facilitate language development. In the present study, utterances such as "This should be heavier" and "Are you sure?" demonstrate how corrective feedback can be delivered while minimizing threats to students' face and maintaining classroom participation.

The research findings also indicate that politeness strategies in EFL classrooms are closely linked to multilingual classroom interaction. Teachers use English as the target language, whilst continuing to utilise Indonesian as pedagogical support to ensure students' understanding.

These findings support the perspective of multilingual pedagogy, which emphasises that translanguaging can function as a pedagogical resource in language learning. The use of bilingual interaction helps students understand the material whilst maintaining exposure to English.

Furthermore, the research findings indicate that politeness strategies also function as affective regulation in EFL classrooms. Teachers try to maintain students' emotional comfort through supportive interaction, prompting, and positive feedback.

These findings reinforce the view that classroom discourse in language learning is multidimensional, as it involves not only linguistic aspects but also interpersonal, affective and pedagogical aspects.

Theoretically, this study contributes to the development of research on classroom discourse, politeness strategies and multilingual pedagogy in the context of EFL in Indonesia. This study demonstrates that politeness strategies function not only as interpersonal pragmatic devices but also as pedagogical communication strategies in language learning.

In practical terms, the results of this study can serve as a reference for English teachers in developing classroom communication that is more supportive, humanistic, and interactive. The use of positive politeness, supportive feedback, and multilingual interaction can help create a more comfortable learning environment for students.

This study has several limitations. Firstly, the study was conducted with only one teacher and in a single school context, so the findings cannot yet be widely generalised. Secondly, the study focused primarily on the teacher's utterances, so students' pragmatic responses were not analysed in depth.

Further research is recommended to explore politeness strategies in various different educational contexts and to link them to speaking anxiety, learner identity, and classroom participation in English language learning.

E. CONCLUSION

This study shows that teachers employ four politeness strategies in EFL classroom interactions, namely bald on-record, positive politeness, negative politeness, and off-record. Of these four strategies, positive politeness is the most dominant. This strategy is manifested through the provision of positive feedback, verbal encouragement, participatory questions, and various forms of supportive interaction aimed at building positive interpersonal relationships between teachers and students. These findings indicate that politeness strategies function not only as a means of interpersonal communication but also as pedagogical strategies that support student engagement in the English language learning process.

This study also found that the use of politeness strategies is closely related to multilingual classroom interaction practices. Teachers flexibly utilise English and Indonesian to facilitate students' understanding, provide feedback, and create a comfortable learning environment that supports student participation. Thus, politeness strategies contribute not only to the management of classroom interaction but also to the creation of a learning environment that supports the foreign language learning process.

The findings also reveal that politeness strategies frequently co-occurred with translanguaging practices. For example, expressions such as "*Gapapa*, it's okay. *Gapapa kalau salah*" combined English and Indonesian to provide emotional support while maintaining classroom interaction. Rather than functioning merely as a comprehension aid, translanguaging served as an affective scaffold that reduced anxiety and encouraged participation. This finding supports the view that multilingual resources can facilitate both cognitive and emotional dimensions of language learning (Cenoz & Gorter, 2020).

Theoretically, this study expands the literature on politeness strategies by linking them to the perspectives of classroom discourse and multilingual pedagogy within the context of EFL in Indonesia. In practical terms, the findings of this study can serve as a reference for English teachers in developing classroom communication in a way that is more supportive, participatory and student-centred. Further research is recommended to involve a larger number of participants and diverse educational contexts in order to gain a more comprehensive understanding of the use of politeness strategies in English language learning.

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