

A Socio-Pragmatic Analysis of Politeness Strategies in Whats App Instant Messaging Communication among Palestinian University Students and Lecturers in post 2023-2025 Gaza War

Jaber I. S. Abu Shawish

Al-Quds Open University, Faculty of Arts

doi: <https://doi.org/10.37745/bjmas.0576>

Published July 25, 2026

Citation: Shawish J.I.S.A. (2026) A Socio-Pragmatic Analysis of Politeness Strategies in Whats App Instant Messaging Communication among Palestinian University Students and Lecturers in post 2023-2025 Gaza War, *British Journal of Multidisciplinary and Advanced Studies*,7(4),23-61

Abstract: *In the aftermath of the 2023-2025 Gaza war, academic environment has increasingly relied on online learning rather than face-to-face education. Interaction between Palestinian students and their lecturers has shifted to instant messaging through various digital platforms. This informal means of communication was thought to transcend the classroom etiquette. The current qualitative study presents a socio-pragmatic analysis of language politeness in interactions between students and lecturers on WhatsApp groups where using politeness expressions in such contexts is crucial. The study aims to investigate the politeness strategies adopted by Palestinian lecturers and their students on the WhatsApp groups designated for academic interactions. It employs a qualitative approach grounded in Brown and Levinson's (1987) politeness theory. Nine exchanges between students themselves and with their lecturers were randomly selected from different WhatsApp groups as the data of the current study in the first semester of the academic year 2025/2026. The data were analyzed in light of the five politeness strategies proposed by Brown and Levinson. The findings indicate that both Palestinian lecturers and students employ complex array of politeness strategies in order to maintain social harmony and to foster positive communication despite stress, anxiety and depression they experienced throughout wartime. Student-student interactions favour positive, negative and bald-on record politeness strategies; however, in student- professor interactions, positive and negative politeness strategies are prioritized most frequently to navigate power dynamics while professor-student discourse employs a broader spectrum, including off-record strategy. These linguistic choices serve as tools for fostering collective solidarity within the educational landscape. In light of these findings, more insightful research is required to investigate politeness strategies on other digital platforms.*

Keywords: politeness strategies, pragmatics, whatsapp instant messaging, Post 2023-2025 War

INTRODUCTION

Communication, in general, requires two parties who are ready to respect the ethics of mutuality in order to guarantee the continuity of speech, namely the speaker and the hearer with these roles being switched as talk gets progressed. In the world of digital communication, the roles are a bit different since the interlocutors can send messages at the same time without waiting for the other party to complete. Among the ethics of interaction and maintaining it are respect, honesty, fairness, truthfulness, and politeness whatever the conditions and the circumstances are. Politeness is the application of good manners to put the others at ease and therefore to gain their respect and hence it will be exchanged among the different parties. It is a must among people; young and old, poor and rich, males and females so that respect will be prevailing among them. Monotheistic religions emphasized it in the different heavenly revelations. For instance, a number of holy Quranic verses ordered the believers to deal politely and respectfully with other people even with non-believers.

Many of these verses urge for speaking kindly and respectfully with others" ... and speak to people good..."(Al-Baqarah Chapter: 83)"...and tell My servants to say that which is best..."(Al-Israa Chapter:53), being gentle even with disbelievers as God orders Prophet Moses in (Taha Chapter:44) "And speak to him [Pharaoh] with gentle speech that perhaps he may be reminded or fear [Allah]", lowering the voice and avoiding harshness as in (Luqman Chapter:19) "And lower your voice; indeed, the most disagreeable of sounds is the voice of donkeys." responding with peace and dignity and staying calm and polite even when provoked which is clearly stated in (Al-Forqan Chapter: 63) "And when the ignorant address them [servants of God] harshly, they say words of peace.", and in (Al-Hujurat Chapter:11) God orders the believers: "Let not people ridicule other people...". To mention but few.

By the same token, politeness is also emphasized in the bible verses particularly speaking kindly and graciously as in (Proverbs 16:24) "Gracious words are like a honeycomb, sweetness to the soul and health to the body." in addition to encouraging respectful communication in all situations "Let your speech always be gracious, seasoned with salt..." (Colossians 4:6). Similarly, the bible calls for gentleness and patience in (Ephesians 4:2) "Be completely humble and gentle; be patient, bearing with one another in love." Moreover, politeness is urged in the Bible through kindness and calmness even in disagreement "And the Lord's servant must not be quarrelsome but kind to everyone... correcting opponents with gentleness." (Timothy 2:24–25). Furthermore, kindness and compassion are centered in (Ephesians 4:32) "Be kind and compassionate to one another..." Also, responding to negativity with goodness is plainly stated in (Romans 12:17–18) "Do not repay anyone evil for evil... If it is possible... live at peace with everyone." The verses quoted here show that, like the holy

Qur'an, the Bible strongly promotes respectful speech, gentleness, and kindness in dealing with others. In everyday dealings, language politeness plays an essential and crucial role in keeping up harmonious social relationships. It is favoured for people of different ages and maintains smooth interaction among them. According to Untung & Saasa (2025) "Someone who understands the principle of politeness in pragmatics will be better able to adjust their communication style according to the context and the interlocutor. Thus, politeness not only reflects communication ethics but also helps to create more effective and respectful interactions." Personal and social interaction may change due to the surroundings; that is to say they are not the same at the time of ease as those at the time of hardship and adversity. In other words, language is influenced by the circumstances and conditions at which it is used.

Amid the Gaza 2023-2025 War, it was bluntly observed that people's behaviors had been changing; some common personal and social behaviors disappeared and new strange ones emerged. Manners also have not been stable, as some people offer pretexts, as a result of difficult and challenging life. University students and lecturers' manners and values like others' were influenced both positively and negatively. In academic contexts, politeness remains particularly important in maintaining respectful relationships between students and lecturers. Recent studies demonstrate that students often use hedging, apologies, and indirect requests to mitigate imposition and show deference.

This research aims to investigate the use of politeness strategies in Whats App instant messaging among Palestinian university students and lecturers in the post-2023–2025 Gaza war era. It explores how social, psychological, and contextual changes influence digital communication practices and the expression of politeness in academic interactions.

LITERATURE REVIEW

Pragmatics and Politeness

Politeness is a key concept in Pragmatics, particularly in understanding how individuals manage interpersonal relationships through language and in identifying how meaning is constructed and interpreted in context. Pragmatics is "The study of language used in contextualized communication and the usage principles associated with it." (Grundy 2008: 275). It is the study of language use which is dependent on the addresser and the addressee and the other features of the context of the utterance. Pragmatics is concerned with the application of description of language. It mainly emphasizes interaction and assigns significance to context, functions, social norms, conventions and principles (Untung & Saasa 2025).

Politeness theory conceptualizes politeness as a set of strategies used to maintain social harmony and manage interpersonal relationships. According to this theory, individuals possess two types of face: positive face, which reflects the desire to be liked and approved of, and negative face, which reflects the desire for autonomy and freedom from imposition. To protect these face needs, speakers employ various strategies, including positive politeness, negative politeness, bald-on-record communication, and off-record strategies (Brown & Levinson, 1987). The concept of digital politeness (also known as online etiquette and hence netiquette) has emerged as an extension of politeness theory within online contexts. It refers to the ways in which individuals adapt politeness strategies to suit the affordances and constraints of digital communication platforms such as email, social media, messaging apps, and online forums. (Shea, 1994). It involves being mindful of tone, language, cultural differences (Herring, 2013), and the potential impact of one's words in the absence of face-to-face cues (Crystal, 2006). Digital politeness fosters positive relationships, reduces misunderstandings, and creates safer online environments. It is especially important in professional, academic, and multicultural contexts.

WhatsApp is one of the most frequently used social media communication platforms in Palestine in various contexts, namely business, education, social relations and interpersonal communication. In the higher educational context, it is widely used to share information, to communicate with other students and with university professors, to exchange educational announcements, to upload activities, to discuss current academic issues, ...etc. Being a lecturer at one of the Palestinian national universities, I experienced exchanging messages on WhatsApp with my students for a long time. Students prefer interacting with each other and with lecturers via WhatsApp more than other platforms such as the academic portal, Instagram and Telegram since the former is easier and faster to use.

Since the outbreak of the latest war on Gaza in October 2023, it is evident that students' use of WhatsApp increased much. Students used it more frequently to exchange information related to the situation, to ask about their professors and colleagues, to ask for some services and the like. Students got shocked to catch the news of the loss of some of their professors, their friends and their family members. No doubt, this affected their communication and the language they use. Since then, it was noticed that they used spontaneous language to express their emotional state. The language they used is almost informal including some taboos and slang language. Uncommon and strange expressions have been used in the students' communication. In this regard, Santosa and Andriani (2021) reported that students are not aware of politeness in their communication with their teachers, which is evident in the use of slang as an indicator of modernity.

Brown and Levinson's (1987) Politeness Theory

Brown and Levinson's (1987) politeness theory whose core concept is 'face' is a cornerstone of pragmatics. The theory assumes that everyone has a public self-image, i.e. face, which they expect others to respect. Face has two aspects: positive and negative. The positive face refers to one's desire to be liked, appreciated, and approved of by others, whereas the negative face relates to crave and willingness to be autonomous, and free from imposition. Interaction is not always going smoothly and hence the speaker's or the hearer's face is sometimes damaged; widely realized as face-threatening acts FTAs. What threatens the positive face is disagreements, criticisms and insults; however, requests, orders and advice are a threat to the negative face (Gilks, 2009). To reduce putting one's face at risk, interlocutors have to choose of the five strategies: bald on-record, positive politeness, negative politeness, off-record and Not doing the FTA (Grundy 2008).

Choosing between these five strategies, interlocutors heavily rely on the following three factors: social distance, degree of imposition and power differential. Grundy (1995) states that there are three determiners to use politeness strategies. They are distance, power, and imposition. Distance implies the evaluation of the other's place in the world, degree of familiarity, and solidarity towards the addressee. Power is evaluated in terms of numerous factors such as position in society and age. Imposition covers every action which threatens the addressee's autonomy and freedom of action. According to Holmes (2013: 9-11), politeness is influenced by four factors: social distance, status scale, formality scale, and referential and affective function scale.

First, bald on-record politeness strategy is perceived as the speaker showing directness and baldness that generally sounds disrespectful and rude. The strategy is often applied to the closest friends and family. Mulyono, Amalia & Suryoputro (2019) state that this strategy concerns with the speakers' use of direct and bald expressions in communication. The speakers do the FTA in the most direct, clear, and unambiguous way because they believe that there are occasions when some constraints force people to speak very directly (Santoso & Indriani 2021). Sub-strategies included in this strategy are: urgency, channel noise, task-oriented, speaker wants to be rude, warning, granting permission, welcoming, farewell and offers (Farida & Yuliana, 2018:172-173).

Second, positive politeness maintained the interlocutor's positive face by expressing friendship, carrying out common ground and assuring them that FTA is not considered as a negative evaluation (Maros & Rosli, 2017). This strategy commonly aims to improve the speaker and interlocutor's closeness by demonstrating affection, warmth and reciprocity. That is how to make the hearer feel good or think that his values are shared. A positive face is the desire to be liked, appreciated or approved (Shalihah & Zuhdi 2020). This strategy is sub-categorized into some different purposes such as:

attending to hearer his interest, wants and needs, exaggerating approval and sympathy with the hearer, intensifying interest in the hearer, using in-group identity markers, seeking agreement and avoiding disagreement, presupposing and asserting common ground, joking, asserting concern for hearer's wants, promising, being optimistic, giving reason, assuming reciprocity, understanding and sympathizing with the hearer (Farida & Yuliana, 2019:172-173).

Third, negative politeness strategy, on the other hand, is oriented toward the interlocutor's negative face, by establishing carefulness and distance. It is frequently instilling commands of a speaker to the interlocutor (Mulyono, Amalia & Suryoputro 2019). In a communication situation, negative politeness strategy is more preferred to use because it is safer to hearer's peace and determination. Brown and Levinson suggest several negative politeness strategies such as being direct, not presuming/ assuming, not coercing the hearer, not to impinge on the hearer, readdressing what the hearer wants. It frequently involves speakers' command expression to the interlocutor. According to Farida & Yuliana (2019:172-173).), a number of sub-strategies of politeness are entailed in this strategy. Those are: indirectness, questioning and hedging, being pessimistic, minimizing the imposition, giving deference, apologizing, impersonalizing speaker and hearer, and nominalizing.

Fourth, off-record politeness strategy occurs when the speaker lets the interlocutor interpret the meaning of any utterances during the FTA. The utterances can be interpreted in many ways since off-record strategy delivers clues, hints and hence the speaker is uncertain (Supriyanto & Ghozali 2017). In this strategy, the speaker performs the FTA by saying something indirectly, i.e. implicative. Brown and Levinson (1987) suggested certain subcategories of this strategy of politeness, including: giving hints and clues, presupposing, understating, using tautologies and contradictions, being ironic, using metaphors and rhetorical questions, being ambiguous and vague, overstating and overgeneralizing, displacing hearer, being incomplete and using ellipsis. Finally, Not doing the FTA: This strategy is also often referred to as avoidance theory (avoiding the request or imposition) (Grundy, 2008).

The speaker decides the risk is too high and says nothing. In this study, I will refer to this act as silence strategy since silence is not to verbalize or even hum. Whatever it is named, this strategy is helpful in some cases and in certain situations in which you avoid to be rude and other times silence is a matter of rudeness and impoliteness particularly when the other converser expects you to say something. This is different from one culture to another.

Rationale and Problem Statement

The widespread use of WhatsApp among university students and their professors has fundamentally changed patterns of communication, shifting from traditional face-to-face interaction to fast, informal, and text-based exchanges. This transformation creates a need to re-examine how politeness is expressed in digital environments. Traditional theories such as Politeness Theory were developed based on spoken interaction and may not fully capture the nuances of computer-mediated communication. Features such as emojis, abbreviations, and message timing introduce new ways of expressing politeness that require systematic investigation. Moreover, university students frequently use WhatsApp for both social and academic purposes, which makes WhatsApp an ideal site for examining how politeness strategies shift depending on social roles and communicative purposes.

Research Questions

To address the problem above, the research will seek to answer the following questions:

1. What are the most prevalent politeness strategies used in WhatsApp communication among Palestinian students and lecturers in the post 2023-2025 Gaza war?
2. How do these strategies differ based on power relations?
3. How has the post-war context influenced politeness strategies?

Objectives

This study aims to:

- Identify the types of politeness strategies used by university students and their professors in their interaction on WhatsApp.
- Explore whether digital interaction as opposed to face-to-face interaction affect politeness strategies employed by Palestinian university students and professors.
- Examine the influence of power, social distance and imposition on students and professors' politeness in their digital interactions.

METHOD

This study aims to explore the characteristics of language politeness in students' WhatsApp messages to their peers and their lecturers. For this end the qualitative method is employed. The data of the present study is collected from text messages sent to their peers and their professors of which only nine exchanges in the second semester of the academic year 2025/2026 are randomly selected in four English language courses targeting students of different faculties. After the data collection process, the selected text messages were analyzed in light of Brown and Levenson's (1987) Politeness theory. Text messages were first categorized into three groups: student-student, student- professor and professor-

student text messages. Those were analyzed on socio- pragmatic ground to explore the favored politeness strategies in each category.

RESULTS, DISCUSSION AND INTERPRETATION

The following data has been randomly selected from different WhatsApp groups specially created for academic purposes. The messages are taken from student-professor interactions as well as professor-student interaction in the first semester of the academic year 2025/2026. This is only a few months after ceasefire in Gaza Strip after the aggressive long war. Some of the messages are written in English and others in Arabic as these messages represent different academic fields.

1. Student- Professor interaction

Excerpt 1:

Professor: "I modified the title just to be more researchable. Go Ahead. Approved." Student: "Thank you very much for your feedback and approval. I will start working on Chapter 2 as you suggested. "

In this mini-dialogue, in which a student replies and comments on her professor's note, it is plainly observed that the student used a variety of politeness strategies. These strategies altogether aim to successfully close negotiating the topic very smoothly and politely. Here is an investigation of the strategies she used:

a. Positive Politeness Strategy:

The student mainly emphasized the positive face of her professor, showing gratitude when she started her speech thanking him for the effort he exalts. Here she admits her professor's favor approving the title after modifying it himself. By the same token, she used 'Thump Up' emoji as an indicator of positive affect. Using such emotional sign breaks academic formality and rigor and adds a positive friendly atmosphere. The student meant to minimize social distance and to make communication more friendly, warm and amicable.

b.Negative Politeness Strategy:

Negative politeness is apparent in the student's showing deference 'as you suggested', which shows her modesty and stressing her professor's power. She purposively used these words to pinpoint that the professor's instructions and suggestions are of paramount importance for her and she will abide by them. This, no doubt, satisfies the professor's willingness much. The student's mentioning that she will be working on chapter two as the professor instructed, she is implicitly indicating commitment and cooperation and hence she is adhering to the hearer's wants.

Excerpt 2:

Message 1

Student: Hello Dr. Jaber, Sorry if I'm texting at a late time 🙏
My name is Esraa Waleed Suleiman Mady. I apologize for not being able to attend the lectures due to my work circumstances, as I work from 8 AM to 4 PM in Egypt.
I just wanted to let you know that I'll be starting my graduation project, and I'm thinking about writing on The Representation of Sisterhood and Ambition in Louisa May Alcott's Little Women
I'd really appreciate your opinion on whether it's suitable or if you have any suggestions that could help me.

Thank you in advance 🙏

Professor: Dear Israa, the title you choose should be related to the current Palestinian reality.

Message 2

Student: I chose this topic because most of my friends I asked about possible graduation project ideas suggested literature, education, or linguistics and since I am more interested in literature and novels, I decided to choose a literary topic.
However, I wasn't aware that the project needed to be related to the Palestinian reality. I can change my topic and work on Ghassan Kanafani's novel Men in the Sun, with the title: Displacement and Suffering in Men in the Sun: A Reflection of Palestinian Reality. Or, if you prefer, I would appreciate it if you could suggest a suitable topic or novel.

Thank you

Professor: Here I suggest any of these latest works: A Mask the Color of the Sky by Bassem Khandaqji 2026 (English Translation)

The Earth and Sky Sahar Khalifeh 2026 (English Translation)

No One Knows Their Blood Type Maya Abu Al-Hayyat 2025 (Translated) So, you can choose one and work on it. Regards

This lengthy interaction between the professor and his student employs several politeness strategies which are carefully layered to manage the professional relationship and the impositions, i.e. requests and corrections being made. Through the lenses of Brown & Levinson's (1987) politeness theory, the exchange balances between high 'Power Distance' and negotiation of 'Face'. The exchange includes several messages each of which will be discussed independently.

In the first message, the student, Esraa, is focusing heavily on 'Face-Saving Acts'. She is attempting to minimize the degree of annoyance through the use of different substrategies. She is explaining the strong reasons of her absence and hence is asking for a favor. She is mainly mitigating imposition, using **Negative Politeness Strategy**. This strategy is being demonstrated through: (1) Apologetic framing when she started with 'Sorry if I'm texting at a late time' and 'I apologize for not being able to attend the lectures'. The student is acknowledging her professor's right to his own time and privacy and his right not to be disturbed during off-hours. By doing so, she is recognizing the professor's negative face. (2) Formal deference and honorifics through providing her full name, aiming to establish her identity within the institutional hierarchy and using 'thank you in advance', which reinforces the status gap. (3) Softening the request through making it indirect 'I'm thinking about...' and 'I'd really appreciate your opinion' instead of using direct request which will be a hallmark of negative politeness. (4) The folded hands emoji (🙏) serves several critical pragmatic functions- not only one. First: it functions as a hedge and as illocutionary force softener (Micle & Iacob 2024). Second: it serves as a face-saving technique which aims to reduce the FTA and the student's acknowledgement of the professor's superior status and of the former's imposition. It seeks to bridge the social distance as well. Third: this emoji which generally replaces hand-over-heart gesture in face-to-face meetings between a female student and her male professor in the Palestinian Islamic culture expresses non-verbal deference and respect (Crombie 2020).

By the same token, **Positive Politeness Strategy** is clearly stated through the student's employment of: (1) Face saving when she uses a disclaim of intent 'I wasn't aware...'. She uses this strategy to protect her positive face as she was simply uninformed. (2) Optimism and religious markers as she ended the message with ' insha'Allah' , which in her specific cultural context signals shared values and a hopeful cooperative spirit. (3) The Tulip Emoji (🌷)- unlike the folded hands emoji which is dealt with as a negative face- functions as a friendliness marker to soften the formal tone and to show goodwill and hence addresses the positive face (Micle & Iacob 2024). In addition, it is a symbolic token of appreciation or giving gift to the hearer (Brown and Levinson 1987). Pragmatically speaking, such emoji helps mitigating the request and accordingly, it is not easy to the professor to respond negatively or harshly. It sweetens the message as well and maintains a harmonious relationship.

As for the second message, the same student also used several politeness and etiquette techniques in order to maintain politeness and friendliness with her professor in the exchange. She mainly used Negative Politeness Strategy and this is obvious through her purposive employment of certain substrategies which seek for remedial interchange and show deference. She aims to fix the misunderstanding from her part without sounding defensive. Amongst the substrategies she used for this ending are the following: (1) Maintaining the professor's superior face by taking the blame for the misunderstanding 'I wasn't aware that the project...'. This is a face-lowering move through admission of the professor's supervision and control. (2) Showing cooperative politeness through offering alternatives. Instead of asking for a new topic, the student politely suggests one. This indicates her willingness to put in the work rather than asking her professor to choose one for her, which may bother him. (3) Giving the hearer options 'Or, if you prefer....', which places the decision-making power at the hands of the professor.

EXCERPT 3:

Student: Good morning, doctor.	رونگريخا لخص
I wanted to ask you regarding the dialogue—	؟راو حلال معن حرفيك، راو حلا عوضو مل يقابل كلاسليب؟ يدا عرو وولانع
how should we do it?	فلم لاوتوص
Should it be an audio recording, or just a	يفال عشا اديديو وويلو لا اعز جاتصلخ انيلا
regular Word document?	اولمعا يدب فيك تمهف ا مبنوكي هنلض
I've finished the first part (the PowerPoint) and I	رونكلا بلا ووف و يترص فلم راو حلا
want to start working on the second,	يف
but I didn't quite understand how I'm supposed to	بالاطلا؟ يا حل راو ح رونك فاعلا كيطعي مامت ها
do it.	لا تلمع ول يدا عرونك
professor: The dialogue should be an audio or	
video file, though video is preferred.	
Student: Oh, okay. May God grant you	
wellness (Thank you), doctor.	
Doctor, is it okay if I do the dialogue by	
myself?	

In this interaction, the student experiences clear power hierarchy with her professor, so we find the dialogue heavily characterized by negative politeness and positive politeness to maintain the face of the superior and to avoid imposing the professor. The student uses certain expressions carefully in the interaction in order to avoid the FTA and to preserve social harmony (Eelen 2001). **The Negative Politeness Strategy** is demonstrated through the following: (1) The use of honorifics and address forms: This is apparent in the student's repetition of 'doctor' three times. This is an instance of giving deference which serves to acknowledge the power distance and the status of the addressee. (2) Hedging on the illocutionary force ' *I want to ask you regarding the dialogue...* '. The student, instead of using a direct question, uses a presequence which warns the professor that an FTA is coming. (3) Admitting that the FTA is necessary through giving reasons ' *Because I finished the first part... and I want to start the second but I didn't understand.* '. By explaining why she is asking, the student proves that the request is not random and hence she mitigates the threat to the professor's time.

By the same token, **Positive Politeness Strategy** is used through the following substrategies: (1) Giving gifts, and showing sympathy and understanding '*Alright, may God grant you wellness, Doctor.*' is evident. By wishing the professor wellness, the student is satisfying his positive face-his desire to be appreciated and cared for (Al- Azzam 2021). (2) Seeking agreement and avoiding disagreement is apparent in the student's talk '*okay/perfect.*'). Before exceeding and moving to her next inquiry, the student agrees with the professor's previous reply regarding the video format. She is attempting to establish common ground and shows that she agrees with him making him more likely to agree on the next request.

In the exchange above, the student is saving the professor's face by being very polite, the student ensures the professor does not feel his authority is being challenged when she says 'I didn't understand.' She is also saving her own face by providing a positive atmosphere by giving a reason ('*Because I finished the first part*'), she protects her image as a good student by not sounding demanding. She is not asking because she is unprepared; she is asking because she is ahead of schedule. Similarly, the professor employs empathy gaps by softening his own language, moving from authoritative to supportive as a result of the trauma the students are facing due to the latest long war.

Eshghinejad & Moini (2016) concluded that despite the fact that there are no gender differences among male and female foreign language learners in favoring politeness strategies in their short message service (SMS) to their professors, they adopted negative politeness strategies. By the same token, Farida & Yuliana (2019) explored that Sundanese students used all politeness strategies in their WhatsApp text messages to their lecturers with tendency to favoring the negative politeness strategy the most. Similarly, Alsout & Khedri's (2019) study revealed that Libyan postgraduate students applied mostly negative politeness strategies more than the other politeness; they used a high level of directness and displayed a fundamental inadequacy in the use of politeness strategies in their emails to their lecturers. In addition, the study of Faiz & Lin (2014) showed that most Malaysian students used informal greetings to start their email and SMS messages to their lecturers, which indicates that the former failed to employ appropriate politeness strategies that could lessen face-threatening acts between themselves and their lecturers. However, in the current study, it is apparent that Palestinian students prefer both positive and negative politeness strategies in their WhatsApp text messages to their professors.

Professor-Student Interaction

EXERPT 1:

Professor: "I modified the title just to be more researchable. Go Ahead. Approved."

In this example, pragmatically speaking, the interaction shows a pure academic setting where

the professor seeks to make a balance between his authority, i.e. Power and his willingness and desire to be supportive, i.e. solidarity. For this end, the professor used different politeness strategies as follows:

a. Positive Politeness Strategy:

It is clearly stated that the professor is claiming common ground through using strategies to minimize the threat to the student's positive face, which indicates his desire to be liked as he values his student's work. The professor's conscious use of certain expressions such as the quantifier 'just' and the phrase 'to be more researchable' plainly show that he claims the common ground. The professor is using the quantifier as a softener, aiming to minimize the imposition as he suggests that the change was minor, which cannot be a critique of the student's capability. He also tends to provide justification for what he is saying 'to be more researchable'. He aims to shift the focus from his authority to change student's work to a shared goal that he is helping and guiding to reach it. The latter is an instance of goal-oriented language. This suggests a 'mentor' persona rather than a 'boss' persona. Regarding Gricean Maxim of Relation, the professor is being highly relevant by explaining researchability and not just saying 'it is better'. This fulfils the cooperative goal of academic mentorship.

b. Negative Politeness Strategy:

The Professor's use of 'Approved', gives the student green light to proceed the work independently. He claims respecting student's autonomy and avoiding sounding overbearing though he has the power to command. The expression despite being authoritative, it functions as a permission-giving act. In addition, it signals the end of a barrier and allowance for the student to act independently and autonomously.

c. Bald on-record strategy:

The employment of the direct imperative 'Go Ahead.' which in some contexts would be considered rude, is interpreted as encouragement and efficiency in a professor-student relationship. Since the face threat has been mitigated in this direct imperative, directness here feels like supportive push rather than a cool command. Correcting student's work can be interpreted as a face threatening act from a technical perspective, which suggests that the student's original version was not that perfect. Here the professor intends to repair the threat by framing the change as a technical optimization rather than personal correction by mentioning 'more researchable'. This can be interpreted as preserving the student's professional ego.

In Excerpt 2 in the previous section, in his responses to the student's messages, the professor used different politeness strategies which do not contradict with his professional authority. He mainly employed **Bald on-Record Strategy and Positive**

Politeness Strategy. The former strategy is demonstrated through his directness ' *The title you choose should be related to the current Palestinian reality.* ' Despite the fact that the professor was rigorous and strict and included no hedges where he did not use any of the expressions that indicate opinion or probability, from a pragmatic perspective, his directness is acceptable. This can be justified since the professor has a high power and from a pedagogical perspective, there is a need for clarity for the student who claimed ignorance of the conditions of choosing her project title. It is also evident that the **Positive Politeness Strategy** is employed through: (1) The professor's guidance since he provided a list of modern works, which indicates that he treats the student as a contributor to the Palestinian studies field- not just a student who is required to complete the graduation requirements only. The professor intends to get the student involved in a relevant scholarly community. (2) The professor's offering options instead of assigning one option as he says '*You can choose one...*' This tends to mitigate the threat to the student's negative face by providing her chance to choose and allowing her a degree of autonomy. (3) The professor's use of formal closing '*Regards*' shows that he maintains respect between him and the student as well as indicating a clear boundary between him and the student.

EXCERPT 2:

Dear students,
Regarding the practical part of the course ELT Methodology 2 to which 60 marks out of 100 will be allotted, it will start directly after Mid -term exams. Following are the requirements for the practical part:
1. A lesson Plan (A detailed plan for 40-minute lesson Grades 6-12) 2.
End of year Exam (Grades 6-12)
3. Microteaching (teaching a speaking/ grammar lesson, a reading Lesson, a writing lesson, or a listening lesson)
4. Presentation (on any recent successful pedagogical theory or experience)

This is an announcement from the professor to his students, providing them with a formal, structured framework for the practical part requirements of the intended course. Here, the professor employs a combination of positive and negative politeness to balance his institutional authority with the desire to be clear and helpful. Here is a pragmatic breakdown of the strategies used: **First, Negative Politeness Strategy** is achieved through (1) The address 'Dear students' shows that the professor acknowledges his students as respected. Pragmatically speaking, using this formal salutation sets a professional distance that is polite rather than cold. The deference strategy employed here signals that the professor is approaching the task with a professional courtesy. (2) Clarity and order adopted by the professor are demonstrated by using a numbered list 1-4 and by specifying the weight of the mark 60/100. This unveils that he is transparent and adheres to the maxim of manner by Grice since the professor is clear and avoids ambiguity. Providing clear information reduces the students' anxiety and makes them feel focused and well guided, which protects their positive face. **Second: Positive Politeness Strategy** is demonstrated through (1) Claiming common ground as the professor frames the requirements as ones for the practical part of the course. This shifts

the focus from personal demand to a shared academic goal, which creates a sense of cooperation. (2) Mitigation of the FTA through the professor's use of objective language 'allotted, requirements, detailed plan' reduces the threat to the students as it frames the matter as an institutional standard.

EXCERPT 3:

Professor: Dear students, peace and blessings be upon you.
I would like to clarify the following regarding graduation projects:
First: Communication is only permitted through this group or the academic portal. I will not respond to any private messages, regardless of their nature or importance.
Second: In previous lectures, I repeatedly emphasized that students must prepare their graduation projects in their own style and using their own language (which I am well aware of). I don't want any student copying from AI and claiming to have completed a chapter or anything similar. Please respect our intelligence. Furthermore, I have a program that can detect AI language.
Third: I initially requested that you complete the second chapter of the project for several reasons, but I am surprised to find some students sending me the first chapter.

This message is an instance of downward vertical communication in which the professor holds a high institutional power. From the first sight, the professor's discourse leans heavily towards Bald On-Record and Negative Politeness. Here is a meticulous analysis of this message:

1. Bald on-record Strategy

This strategy is used when the speaker prioritizes authority and efficiency over the listener's feelings. It is typical in urgency, warning and task-orientation in instructional contexts (Farida & Yuliana 2018). The professor mentions ' *I will not respond to any private messages...* ' and ' *I don't want any student copying from AI ...* ' and hence he is using imperatives and absolute statements where there are no hedges. This asserts the professor's dominance, directness and rigidity.

2. Negative Politeness Strategy

Negative politeness is intended to respect the listener's negative face (Brown & Levinson 1987). According to Farida and Yulian (2018), this politeness strategy includes different subcategories such as giving deference and using hedges. This is clear in the professor's message ' *Dear students, peace and blessings be upon you.* ' Pragmatically, the greeting acts as a formal opener which acknowledges the students' social presence before delivering the commands. By using this formal greeting, the professor

fulfills the social requirement of deference, which softens the strict rules.

3. Off-Record Politeness Strategy

Brown and Levinson (1987) suggested certain subcategories of this strategy, including: giving clues, presupposing, understating, being ironic, being ambiguous and vague, overstating and overgeneralizing. Almost all are represented in the professor's message in order to enforce discipline. In the following examples '*Please respect our intelligence.*' and '*I am surprised to find some students sending me the first chapter*' there is a powerful FTA. It implies that the students are dishonest and the professor is attacking their moral standing.

Mulyono, Amalia, & Suryoputro (2019) examined the politeness strategies used by teachers and students. The finding of the study showed that students employed more politeness strategies than their teachers. This is because Indonesian students perceived that teachers to be a higher social class where students are required to highly respect them.

3. Student-Student Interaction

No doubt, student -student S-S interaction enjoys characteristics which may be different than professor-student P-S and student-professor S-P interactions. The matter shifts significantly relying on who holds the 'power' in the exchange. S-S interaction is characterized by horizontal communication, where the interlocutors share the same social status and power level, i.e. symmetrical power (Brown & Levinson, 1987). On the contrary, in P-S interaction, usually there is a downward vertical communication where the professor acts as an authority; however, in S-P interaction, an upward vertical communication is preserved due to the power imbalance (Bourdieu, 1991; Thomas, 1995). Let us dive into the ocean of S-S interaction to explore its quality and characteristics.

EXCERPT 1:

Student 1: According to what Dr. Jaber said in the previous recording. He mentioned that the practical side is divided into two missions which they are. A) presentation b) dialogue. And he clarifies that you can participate the dialogue with someone even if they are from outside the university. This means you can choose someone who is good in English to handle the practical side with you. You can accomplish the dialogue easily after choosing someone who is appropriate for that.

Student 2: 🙏

Student 3: (sent a message and then omitted it.)

Student 4: شلجنفر عبونكىل كو خاناكول شحيدا عكح (Professor said it's possible to have your brother who can speak English as a partner in the dialogue.)

Student 5: اللوبعص (It's hard, I swear.)

Student 6: كورظندحتايشلا بعص، "بعص" كسوماق ندمهيش (Strike the term 'hard' from your lexicon. Even if it is hard, just defy the odds.)

To analyze this excerpt from a pragmatic perspective, it is of paramount importance to look at how the interlocutors manage social relationships and convey the intended meanings. In this S-S interaction, the speakers share the same social status and power level. What

characterizes their talk is that they use various strategies to keep the flow of speech. According to Grice's cooperative principle, the exchange functions as a collaborative clarification where student 1 acts as an information broker; following the maxim of quality as she is providing what she believes to be true information from the professor. She is also following the maxim of relation since the information she is providing is relevant to the practical requirements of the course.

The exchange includes instances of different politeness strategies. **The Positive Politeness Strategy** aims to minimize the threat to the listener's face, her classmates', through emphasizing intimacy and closeness. In her clarification, student 1 is claiming common ground guiding her peers to overcome challenges 'You can accomplish the dialogue easily...' She attempts to reduce the anxiety accompanying the task and hence protecting the listener's negative face. Positive politeness was also dominant through the use of informal language and slang which help build solidarity. Non-verbal communication, i.e. student's 2 use of 'Thump-Up' which signals agreement and closes the turn-taking warmly serves as a phatic communion—confirming the channel of communication is open and the message was received positively without requiring a lengthy reply. Moreover, student's 4 use of '*He {the professor} said it's normal/fine...*' serves as simplification and solidarity. This student is attempting to minimize the imposition of the task. She is interpreting the professor's instructions in a way that is accessible to her peers. The suggestion of family member serves to reduce the social distance and stress of the requirements of the practical part of the course. On the other hand, **Negative Politeness Strategy** is also demonstrated in the students' exchange through giving deference where student 1 is avoiding sounding like an authority figure as she is citing the professor, which softens the advice being given.

In addition, student's 3 omission of his message serves as avoidance strategy or '**Don't Do the FTA**'. Deleting a message after having been written can be interpreted as a move to avoid a potential misunderstanding or disagreement. This behavior is also pragmatically seen as self-censorship where the student realized that his input was redundant, potentially offensive or too direct so he chooses to withdraw in order to maintain the harmony of the exchange.

Moreover, **Off-Record Strategy** is plainly employed in student's 5 turn '*It's hard. I swear.*' which is seen as expressing the negative face. By admitting something is hard, this student is seeking empathy from the peers. By swearing, he tries to invite the others to provide support. **Bald On-Record Strategy** is also observed in student's 6 turn '*Strike the term 'hard'..... Defy the odds.*' where her talk is direct as an imperative. Directness is usually interpreted as a face threatening act, but between the students who lead horizontal communication, it functions as motivational solidarity. The student is treating

her peer as an equal who is capable of success, which reinforces the positive face by showing belief in the other student's ability to do the task as the professor instructed.

EXCERPT 2:

Student 1: Registration department staff do not help when you call.	املأ قب مهنم د ح المجله هكت
You have to go to university in person. It's better.	ة عما جلا لعجورتمز لا. كالأظ.
Student 2: Is Khanyounis Branch open?	؟ لا غش بنوينا عرف
Student 1: Yes, it is.	لا غش يا.
It's Open from Saturday to Wednesday. What is their address?	Student 2: اء عبر لأ انا بيلانم
Hamad City, Make sure by yourself.	Student 1: I think
Student 2: Alright, may God grant you wellness thank you.	فأعلا طيعي ملنت معدلا
Student 3: This is the number for someone in tech support... he solved my problem.	ب لا غش صخش مقر اداه
I contacted him concerning my registration and tuition issue.	فأ
(He solved my problem. You can contact him; I am sure he will help.)	لجلاب لكتمب هء عصولت fees غلا صق
Student 2: What is his name?	لج
Student 3: I did not ask.	هء عصولت وق لكتملا هب تكلمو
Most importantly, he solved mine. And that's it.	همسؤ شيلنس
Student 2: Alright, thanks.	ام
	م هملا
	فكتملا لج صلخر
	ار كش ملنت

This exchange is a real-world example of politeness and solidarity. It is clear that the text is utilitarian during the high stress period, i.e. post-war time. In this context, the communication style moves a way from formal language. It is pure colloquial informal speech. Pragmatically speaking, what characterizes this exchange which seems to be spontaneous and unplanned is the employment of different politeness strategies based on student-to-student support. It includes instances of positive politeness, negative politeness and bald on-record politeness.

First, **Positive politeness strategy**: With reference to the data presented above, students use positive politeness strategy when communicating with each other on WhatsApp. The exchange employs different positive politeness sub-strategies, including advice-giving, care, shared burden and building in-group solidarity. Student 1 does not just answer a question, but offers advice as well ' *None of... help you when you call* '. This is a positive politeness strategy since the speaker looks out for the hearer's interests, aiming at saving the latter's effort and time. In addition, shared burden is demonstrated in the reliability of information student 1 is offering, particularly all students may have experienced the same difficulty due to complexity of the situation in Gaza strip in general as a consequence of the last war which is also reflected in the institutions' dealings. Student 2 use of the closing salutation 'May God grant you wellness' which stands for 'thank you and Good bye' at the same time is a politeness marker. Student 2 is acknowledging student 1 effort she makes to provide him information. This formulaic expression affirms value and addresses the hearer's positive face (Farhat 2009; Feghali 1997). By wishing the other person wellness or health, student 2 recognizes that student 1 did something valuable and hence to be appreciated. In addition, this social invocation signals a shared identity and mutual respect.

Second, **Negative politeness strategy**: In this exchange several negative politeness substrategies are employed. They are focused on face saving acts that mitigate the imposition on the hearer and the desire to be unhindered. Student 1 says '*I think..., Make sure by yourself.*' These instances hedge on certainty and express doubtedness about the information. This protects the speaker's face if the information is wrong and avoids forcing the listener to rely solely on the speaker. It shifts the burden of responsibility back to the listener, thereby not imposing a false reality. In addition, when student 3 mentions '*Most importantly, he solved mine and that's it.*', she seeks to minimize the imposition and limit the scope of the talk. She is also minimizing the weight of the missing information and mainly focuses on reducing the threat to her competence as a helper.

Third, **Bald on-record strategy**: This strategy is characterized by speaking in a direct, clear, and unambiguous manner without any attempts to soften the face threatening act (FTA). In this exchange, this occurs primarily when the speakers prioritize information efficiency.

When speaker 1 says ' *You have to go to the university. It's better for you.* ', she uses direct command aimed at the listener's best interest. And when she mentions ' *Yes, it's open. From Saturday to Wednesday.* ', she provides data directly without hedging

or introductory formulas such as 'I believe' in order to transfer the necessary data as quickly as possible. By the same token, student 2 use of direct questioning ' *What is the address?* ' and ' *What is his name?* ' is acceptable since the social distance among students is low and because the need for clarity outweighs the need for face-saving. In addition, face threat is perceived as non-existent.

EXCERPT 3:

Student 1: Good health to everyone. I've finished the activity, only the last part is left—the Voice [recording]. Should I send the activity to the Doctor via the website, and send the Voice here on the group?	لا و Voice ايضاً طائناً ليح انا عيجم هيا علو كي طعي نجليله
Student 1: The Voice is an introduction about oneself, I think??	لا و عوملا عروت Voice ميلا لاؤس ر خلب ذو وتعا كل طائناً؟ هعو مجملع
Student 2: What "introduction about oneself?	؟؟ قعلقلا نغرت او ملامولا لمن نغرت يا؟؟
Student 1: What is the Voice about then??	ص يعماج مقر ومسا ليلتلا بكيحها
Student 3: Yeah, we say our name and university ID in the recording, right?	انعم عوضوم نعر او ح وتقر ربط طائناً و مرقما ف
Student 2: The activity is a presentation and a dialogue about a topic we have in the curriculum.	فملا ططبخ نعر او موقلا نكج
Student 1: No, I'm talking about the Voice; it's about future plans.	نم توصلا دا مكلجوكف نغرت قلا ع لا ورو 3 ل 5 قيق
Student 1: About yourself and your life. This audio should be 3 to 5 minutes long.	نكلو يوق
Student 1: Should we send it to the Doctor or on the group?	يشاكيه تعمسا ام لا بولطمو
Student 2: No, I haven't heard anything like that.	ش توصف حضور ونگلا
Student 2: The Doctor clarified what is required in the audio.	رونكلاؤ تبلا طائناً بف تاتناو توصف
Student 1: My dear, it's in the activity [instructions] that the Doctor sent.	نوكي بكي ونگلاؤ تورا
Student 2: For the presentation, the Doctor said there should be audio where you explain what's in it.	فوش حوش
Student 2: And the dialogue should be a video.	ويفونوكي راو حلاو يشيت
Student 1: I'm talking about one thing, and you're talking about another.	نلوش نكجكنا
Student 1: "The presentation should have audio where you explain what's in it"—that is the practical [part].	تتاو توصفونوكي بكي ونگلاؤ تورا للمعلا دا فوش حوش
Student 1: Correct.	ت
Student 2: What are you talking about?	جصر كج
Student 1: I know that we record an audio for 3 to 5 minutes as well.	فوش نغلا
	نم توصلا جس و نغرت عبا نا ماق 3 ل 5 قيق

This WhatsApp exchange between three students in a particular course is an example of face threatening acts managed in peer-to-peer context. The students are confused about the nature and length of the assignment, so their positive face and negative face are at risk. Here is an analysis of the strategies used:

First: Positive Politeness Strategy

Using this strategy, the students claim common ground and show that they are part of the same in-group. The substrategies used to represent this strategy are: (1) In group identity is clear in student 1 greeting which started with the Palestinian colloquial formulaic expression 'May God grant you wellness'. Such expressions create a friendly communal atmosphere before asking a question or stating an opinion which might impose on other's time. (2) Seeking agreement is demonstrated in student's 1 use of 'I think' and the double question marks which acts as a hedge. This invites others to participate in the knowledge sharing. (3) Optimism is also obvious in student's 3 response 'Yeah, we say...in the recording, right?' as she uses 'yeah' to create a positive atmosphere and provide clarification which others are seeking.

Second: Negative Politeness Strategy:

This strategy is employed basically to avoid imposing on others or to soften the blow of direct clear talk. This strategy is demonstrated in the students' hedging and apologetic tone. (1) Hedging: Student's 1 use of 'What I know is...' and 'I believe' is an attempt to frame her knowledge as a personal belief rather than absolute fact, which minimizes the threat to the other's face if it happens to be wrong. (2) Apologetic tone: Student 2 use of '*What, introduction about oneself?*' as a question rather than a command or instead of saying 'you are wrong' shows that they are confused about the assignment. This question can be seen as clarification request which is less face threatening to others.

Third: Bald-on-Record Strategy:

Due to the confusion that students experienced regarding the assignment, the students abandon some politeness markers for the sake of clarify. Student 2 says "*No, I haven't heard anything like that.*" where he drops the etiquette expressions to get to the truth directly. This may be interpreted as informational efficiency. Similarly, when student 1 mentions "*I am talking about one thing and you are talking about another.*" She is using a very direct way of signaling breakdown in communication. She tends to prioritize the resolution of the problem over the face of the interlocutor.

CONCLUSION

The present study sought to investigate politeness strategies and substrategies in Palestinian university students and professors' digital interactions via WhatsApp in the post 2023-2025 Gaza war. Based on the data analysis, grounded on Brown and Levinson's

(1987) politeness theory, the findings revealed that various politeness strategies are employed in the students and professors' digital interactions in the WhatsApp groups assigned for academic purposes. The findings showed that students prioritized positive, negative, bald-on record politeness strategies and to a lesser degree off-record politeness strategy when communicating with their peers as they share the same social status and power level. They unconsciously sought to minimize the threat to the listener's face through emphasizing closeness and intimacy, and building solidarity through the use of informal language and slang, in addition to non-verbal communication such as using emojis. They also emphasized giving deference and minimizing imposition to the other. Seeking agreement, using hedging and apologetic tone are politeness substrategies which characterize student-student interaction.

As for the students' contact with their professors, it is plain to say that the former mainly employed both positive politeness and negative politeness strategies. They used expressions and emojis to create positive and friendly atmosphere with their professors. They also used expressions showing deference and using honorifics in addition to softening the requests, which all serves as a face-saving technique which aims to reduce the FTA and the student's acknowledgement of the professor's superior status and of the former's imposition. Using indirect questions, giving gifts and showing sympathy and understanding in addition to seeking agreement and avoiding disagreement is indicative evidence of politeness toward their professors.

In the professors' exchanges with their students, professors preferred to make balance between their power and solidarity. They used positive, negative, bald-on record and off-record politeness strategies frequently. Professors used mentor persona, respecting students' autonomy and avoiding sounding overbearing though they have the power to command. Sometimes, what characterized professors' talk is their directness, which is pragmatically acceptable as they have high power. Professors also acted as guides for their students, giving them options and they used formal closings, which maintain respect between them and their students. In the openings of their announcements for their students, professors employed address forms which show respect to their students and their use of objective language which serves to mitigate the FTA. Despite the fact that professor-student interaction demonstrates downward vertical communication in which the professor holds a high institutional power, they tended to be candid, cooperative and respectful.

Despite the common claim that crises, particularly wars and armed conflicts negatively affect people's interaction since they reshape community structures and interpersonal trust and violence and displacement can fracture communities and erode social trust (Justino, 2023), this study proved that Palestinian students and professors employ different politeness strategies. According to Bauer et al. (2016), wars create a complex social landscape where they disrupt broad interpersonal trust, they, on the contrary, foster localized solidarity and

civic engagement in the Palestinian community. They increase cooperation as a collective coping mechanism against shared threats.

REFERENCES

- The Qur'an (Sahih International, Trans.). (1997). Abul-Qasim Publishing House. *The Holy Bible*, (2011). *New International Version*. Grand Rapids, MI: Zondervan.
- Al-Azzam, M. (2021). Politeness strategies in Arabic-speaking social media platforms. *Journal of Pragmatics*, 172, 54–68.
- Alsout, E., & Khedri, M. (2019). Politeness in Libyan postgraduate students' e-mail requests towards lecturers. *Journal of Language and Communication*, 6(1), 69.
- Bauer, M., Blattman, C., Chytilová, J., Henrich, J., Miguel, E., & Mitts, T. (2016). Can War Foster Cooperation? *Journal of Economic Perspectives*, 30(3), 249–274.
- Bourdieu, P. (1991). *Language and Symbolic Power*. Harvard University Press.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.
- Crombie, P. (2020). "Faces, hearts and thumbs: Exploring the use of Emoji in online teacher-student communications in higher education." *Journal of Academic Language & Learning*, 14(1), 30–41.
- Crystal, D. (2006). *Language and the Internet* (2nd ed.). Cambridge University Press.
- Dwi Santoso, D. & Indriani, N. (2021). The positive politeness strategies used on whatsapp conversation between student and teacher in English learning at al-luthfah Islamic school. *International Journal of Education and Learning* Vol. 3, No. 2, August 2021, pp. 145-155. ISSN 2684-9240
- Eelen, G. (2001). *A Critique of Politeness Theories*. St. Jerome Publishing.
- Eshghinejad, S., & Moini, M. R. (2016). Politeness strategies used in text messaging. *SAGE Open*, 6(1), 2158244016632288. <https://doi.org/10.1177/2158244016632288>
- Faiz, H. & Lin, O.M. (2024). Use of greetings in messages from students to lecturers at a hospitality college. *BERJAYA Journal of Services & Management* 2, 95-101
- Farhat, S. H. (2009). *Politeness phenomena in Palestinian Arabic and Australian English: A cross-cultural study of selected contemporary plays* (Unpublished doctoral dissertation). Australian Catholic University, Australia.
- Farida, F., & Yuliana, D. (2019). Politeness strategies in WhatsApp text messaging between Sundanese students and lecturers. In *Proceedings of the Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)* (pp. 172–175). Atlantis Press. <https://doi.org/10.2991/icollite-18.2019.37>
- Feghali, E. (1997). Arab cultural communication patterns. *International Journal of Intercultural Relations*, 21(3), 345–378.
- Gilks, K. (2009). Is Brown and Levinson (1987) Model of Politeness as useful and influential as originally claimed? An assessment of the revised Brown and Levinson (1987) model. *INNERVATE* vol2 ISSN:2041-6776
- Grundy, P. (2008). *Doing pragmatics* (3rd ed.). Hodder Education.
- Heriyawati, D. F., Siba, S. Y., & Sulisty, T. (2019). Lecturers' politeness strategies in EFL classroom with multicultural background. *Litera*, 18(3), 447–464. <https://doi.org/10.21831/ltr.v18i3.26494>
- Herri, M., Amalia, D. Z. & Suryoputro, G. (2019). Politeness Strategies in Teacher-Student WhatsApp Communication. *A PASAA* Volume 58.
- Herring, S. C. (2013). Discourse in Web 2.0: Familiar, reconfigured, and emergent. In D. Tannen & A. M. Trester (Eds.), *Discourse 2.0*. Georgetown University Press.
- Holmes, J. (2013). *An Introduction to Sociolinguistics*. New York: Routledge Taylor & Francis Group.

- Justino, P. (2023). What Do We Know about How Armed Conflict Affects Social Cohesion? A Review of the Empirical Literature. *International Studies Review*, 25(3)
- Maros, M., & Rosli, L. (2017). Politeness strategies in Twitter updates of female English language studies Malaysian undergraduates. *3L: Language, Linguistics, Literature*, 23(1), 132–149.
- Micle, V. D., & Iacob, M. I. (2024). "Creating communicative context through the use of emoji and politeness in online academic written interactions." *Studia Universitatis Babeş-Bolyai Philologia*, 69(3), 207–228.
- Mulyono, H., Amalia, D. R., & Suryoputro, G. (2019). Politeness strategies in teacher-student WhatsApp communication. *PASAA*, 58, 295–318. <https://doi.org/10.58837/chula.pasaa.58.1.11>
- Pratiwi, V. & Anindyarini, A. (2021). Students' Politeness Strategies to Lecturers in Sending Messages through WhatsApp. *Budapest International Research and Critics Institute-Journal*. DOI: <https://doi.org/10.33258/birci.v4i3.2402>
- Shea, V. (1994). *Netiquette*. Albion Books.
- Santosa, D. & Andriani, N. (2021). The positive politeness strategies used on whatsapp conversation between student and teacher in English learning at al-luthfah Islamic school. *International Journal of Education and Learning* Vol. 3, No. 2, pp. 145-155. ISSN 2684-9240
- Shalihah, M., & Zuhdi, M. (2020). Language politeness in students' text messages sent to the lecturers through WhatsApp application: A sociopragmatic study. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(2), 134-148. doi:10.26905
- Supriyanto & Ghazali, M. (2017) An Analysis of Politeness Strategy used by Claire Peterson in the Boy Next Door Movie. *Journal of English Language and Language Teaching*. 1(1), 1-6.
- Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. Longman.
- Untung & Saasa (2025). Politeness of Students' Short Message (SMS) to Lecturers: Pragmatic Approach. *SELL Journal*, VOL.10 No.1 , 21-31 e-ISSN 2580-8400, p-ISSN 2528-6595

British Journal of Multidisciplinary and Advanced Studies,7(4),23-48, 2026

Arts, Humanities and Social Sciences

Print ISSN: 2517-276X

Online ISSN: 2517-2778

<https://bjmas.org/index.php/bjmas/index>

Publication of the European Centre for Research Training and Development –UK