

# Face-threatening and Face-saving Speech Acts of Teachers: A Discourse Analysis of Classroom Interactions

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## Abstract

Politeness is fundamental to social order production and social interaction precondition. However, it is inevitable to encounter impoliteness in communication that could threaten a person's self-image. Hence, this study aims to explore the face-threatening acts of teachers in terms of positive and negative faces, as well as how they exhibit face-saving acts in classroom talks. This study employed a discourse analysis approach to investigate how teachers use language to threaten or save students' face needs during classroom interactions. The researchers collected the data from the video recordings taken by researchers from the twelve (12) research subjects' classroom discussions with their students at La Filipina National High School in Tagum City, Davao del Norte. The data was analyzed using the politeness theory of Brown and Levinson (1987) and revealed that the teachers' face-threatening acts in terms of positive face are an insult, disapproval, criticism, bringing bad news, threat, non-cooperation, and unleashed negative emotions. While in terms of the negative face, they employed reminders, accepting compliments, giving offers and suggestions. The analysis also showed that teachers exhibited face-saving acts (Bald- on record, positive politeness, negative politeness, and off record) directly and indirectly by telling jokes or giving hints. These study findings contribute to our understanding of the complex nature of face-to-face communication in the classroom and provide insights into how teachers threaten or manage face needs in their interactions with students.

**Keywords:** Politeness Theory, Face-Threatening Act, Face-Saving Act, classroom interaction

## 1. Introduction

Politeness provides insight into the inner workings of society. It is a fundamental communication ability that promotes positive outcomes in conversations. However, one problem that hinders politeness and positive outcome in communication is the existence of face-threatening acts. A face-threatening act (FTA) is a behavior that could make someone potentially embarrass, humiliate, or lose 'face' (self-image) or harm it in some manner which may lead to conflict between interactants. Because these threats are prevalent and ubiquitous, the face is at stake in every interaction (Lambert, 2020).

Given the evident importance of language in human undertakings, understanding the significance of face concerns and face-negotiation processes is essential to effective communication and developing relational competence. Avoiding conflict, ensuring cooperative content, managing impressions, administering power, ensuring compliance, demonstrating deference, and being kind to other interlocutors are a few of the significant roles of practicing politeness in conversation (Aporbo, 2022). In the classroom, using politeness strategies could promote successful communication between instructor and student, which contain respect values, improve their relationships, reduce interference in their communication, and aid in establishing rapport and mutual comfort (Yoga et al., 2018). It is essential to save the face of teachers and students, especially since face-threatening acts (FTAs) are inevitable in every discussion or talk. People use politeness to mitigate FTAs and satisfy the face of interactants (Kamalu and Fasasi, 2018). It is significant to have a deeper comprehension of politeness and its matter which is the face-threatening acts and the face-saving strategies to mitigate the threat of losing face in communication. Researchers have conducted various studies on this topic is vital to people and society. In China, as a traditional concept of value and personality, the problem of face plays a vital role in their culture. Taiwanese researchers examined English educators' use of threatening acts in EFL classrooms. The study participants were forty-nine (49) EFL students and one (1) female EFL teacher. The researchers discussed the factors affecting the teacher's employment of threatening acts and students' reactions and opinions to the teacher's use of threats (Chen, 2017).

Furthermore, being polite is seen as a Filipino value and is an accepted behavior in the Philippines (Aporbo, 2022). The researchers researched to investigate the efficacy of politeness theory in relating the linguistic strategies that professors and students use when performing prospective face-threatening acts in the Philippine classroom (Victoria and Paderez, 2008). Moreover, in Tagum City, discourse analysis was conducted to discover how teachers show face-saving acts in discussions and look into the face-threatening acts of interactants displayed in casual conversations regarding positive and negative wants (Aporbo, 2022).

The politeness theory by Brown and Levinson sought to identify speakers' intentions in minimizing face threats that were present in some face-threatening acts. Politeness is a complicated and multifaceted phenomenon that permeates every human interaction and is crucial to people's daily lives. It is a set of techniques and strategies for actual communication that aims to promote peace and understanding between

interlocutors (Mirxodjaeva, 2021). Most often, a speaker can be more or less courteous to their audience, which could impact the speaker's social objectives. The informational content of an utterance is modified by a discrete and extensive set of linguistic cues that represent politeness. Depending on the situation, being polite can either be an act of commission or omission.

Moreover, mapping politeness cues depends on cultural factors, environment or context, and objectives. Generally speaking, being polite in communication is used to pay face to the listener so that they could feel respected (Yeomans et al., 2018). To exemplify "politeness" in the broadest meaning, Brown and Levinson use the concept of "face" in the theoretical section of their work. Face and politeness are two ideas that cannot be dissociated. The concept of "face" pertains to a speaker's linguistic and social identity perception. A person's "face" represents the self-image they want to maintain and desire to protect, and utterances and threats from others might jeopardize this. Every utterance can threaten the face and is likely a face-threatening act (FTAs), either to a negative or positive face. Even an everyday conversation can be considered a possible FTAs. The term "face-threatening acts" refers to any behavior that can damage a person's face, including remarks, statements, or expressions (Andriyani et al., 2019).

In addition, in the book of Brown and Levinson, they explained that the sense of social value one acquires from social encounters is known as their face need. The face needs come in two types: positive face needs and negative face needs. Positive face is the desire to be liked and accepted by others, whereas negative face is the desire to act freely and independently. In everyday conversations, language is employed to meet or avoid face needs. To appeal to face needs, people often use simple politeness signals. The most frequent instances of appealing to negative face are when people are interacting with strangers or those with whom they do not already have a close relationship. However, it is also possible to detect appeals to negative face needs while dealing with close friends or family members. These techniques are frequently employed to strengthen a connection by extending its boundaries. It shows that one acknowledges the other's freedom and desire to live their own life. One can appeal to another's positive face needs in various ways, including approval and politeness markers (Yuniarti et al., 2020). In other words, all interaction participants are motivated to maintain both a positive and a negative "face" at all times.

Further, it is essential to remember that Brown and Levinson do not use the words positive and negative with their traditional meaning. A negative face is not worse than a positive face or vice-versa. According to them, "positive face" refers to people's persistent and positive perceptions of themselves and their need for approval. Brown and Levinson (as cited in Blutner, 1989) stated that actions that could be interpreted as showing that the speaker does not value the addressee's feelings, wants, etc. — that, in some way, he does not want the hearer's wants — including expressions of disapproval, criticism, contempt or ridicule, threats, complaints and reprimands, accusations, insults, contradictions or disagreements, challenges, unleashing negative emotion, irreverence, including those that are inappropriate in the context, bringing of bad news about the hearer, raising of dangerously emotional or divisive topics, and blatant non-cooperation in an activity. On the other hand, 'negative face' is the underlying claim to territory, personal preserves, and rights to non-distraction. These are acts that predicate some future action to the hearer; this includes: orders, requests, suggestions, advice, reminders, warnings, dares, offers, promises, accepting compliments, expressions of envy or admiration, and expressions of strong (negative) emotions towards the hearer. In addition, it should be noted that some FTAs fall under more than one category because they inherently threaten positive and negative faces (e.g., complaints, interruptions, threats, displays of extreme emotion, and requests for personal information).

Language teachers have an effect in some way on language learners' success. It is unavoidable that a teacher can commit or do face-threatening acts to students in an intimidating way. Teachers could employ several politeness strategies inside the classroom to soften or lessen the impact on the students. The book *Politeness* by Brown and Levinson describes how to manage threats using various strategies and language. People can benefit from speech acts that are less threatening because it is nearly impossible to avoid the effect of face-threatening acts completely. Hereafter, "face-saving acts" refers to efforts to minimize face loss. It also includes positive and negative face (Agustina, 2021).

To reduce the impact of face threats and preserve one's face, a person can employ various strategies. Face Saving Approach or Management of Face is the term used for the approach to politeness as proposed by Brown and Levinson (1978 as cited in Salman & Betti, 2022). These strategies are bald on record, positive politeness strategy, negative politeness strategy, and off-record strategy. According to Brown and Levinson, bald on-record strategies usually do not attempt to minimize the threat to the addressee's face. This strategy is a straightforward way to express ideas clearly, concisely, simply, and directly without criticizing the imposition. The strategies for bald on record include: communicating with a high degree of urgency; acting as though excellent efficiency is required; being task-oriented; lacking much or any desire to retain someone's face; alerting; welcoming; offering and requesting. The following strategy is positive politeness. Under Brown and Levinson, this strategy is often used where the audience participants are relatively acquainted and aim to lessen the threat to the hearer's positive face. Hedging and attempts to avoid conflict are frequently employed. This face-saving strategy establishes a good rapport between both parties and respects each individual's desire to be accepted and understood. Positive politeness strategy includes notice; attending to the hearer (his interest, wants, needs); using in-group identifies markers, avoiding disagreement, presupposing/raising/asserting common ground, jokes, include both Speaker and Hearer in the activity.

Moreover, similar to positive politeness, the negative politeness strategy acknowledges that the people we interact with want to be respected. However, we also assume that we are imposing in some way. This FSA reduces the infringement of a request while still respecting the individual's freedom of action, to put it another way, respect. According to Brown and Levinson, some negative politeness sub-strategies include: being conventionally indirect, questioning, hedging, being pessimistic, minimizing imposition, giving difference, and apologizing. The final strategy, Off Record, uses indirect language to protect the speaker from the potential of being forced. One can use this strategy by giving hints, association clues, understating, and metaphors. The hearer must draw an inference to determine the intended meaning in this

situation. Additionally, it shows that the speakers can use the strategy to avoid their obligation to complete FTAs. Off-record strategy includes dropping clues and acting assertive, unclear, and sarcastic (Supriyanta, 2017).

Numerous studies about face-threatening and saving acts have been conducted, yet upon readings that the researchers have made for this study, there is no existing research focused on the threatening acts of teachers regarding negative and positive faces in classroom talks and how they exhibit their face-saving acts. The researchers have not encountered a discourse analysis with the same focus as this study. The researchers conducted this discourse analysis since they have seen on the internet growing complaints about teachers insulting and humiliating their students in class. The data of this study is significant in analyzing how insults and humiliation towards the students happen inside the classroom, as well as how the teachers exhibit politeness strategies. More so, this research adds to the existing knowledge about politeness and related topics. This discourse analysis provides relevant concepts to future researchers. It would give them a better comprehension of politeness, the face-threatening acts of teachers, and how they show their face-saving acts in classroom discourse.

This discourse analysis aims to identify the teachers' face-threatening and saving acts in classroom talks. By conducting this study, the researchers answered the following: i.) what are the threatening acts of language teachers regarding a.) positive face? b.) negative face? ii.) How do teachers exhibit their face-saving acts in their classroom discourse? This present study will be helpful to learners, educators, parents, and the academe to know the face-threatening acts addressed by the teachers to the students inside the classroom and how the teachers exhibit their face-saving acts to reduce the threat to face.

Furthermore, this study will benefit Schools Division of Tagum City, Davao del Norte, La Filipina National High School English teachers, and UM Tagum College English teachers. Research on face-threatening and face-saving acts can be beneficial in four ways. First, regarding teacher training programs, the Department of Education division can use research on face-threatening and face-saving acts to design professional development programs for English teachers. These programs can enhance teachers' awareness of face-related issues, provide strategies for managing face-threatening situations, and equip them with the knowledge to teach students about intercultural communication. Moreover, the development of language-teaching materials is the second benefit of this study; the findings of this research can inform the development of language-teaching materials that address face-threatening and face-saving acts. English teachers can integrate examples and activities related to these concepts into their curriculum, helping students develop language skills that are culturally appropriate and effective in various communication contexts.

## **2. Methodology**

### *2.1 Setting and Participants*

This Discourse Analysis was conducted at La Filipina National High School in Tagum City. The subjects are twelve (12) English teachers of any grade level, ages 25-40, 3-15 years in service, and fifty (50) students from each grade level enrolled in the same school. The research subjects had their discussion, like what they do every day in school. The researchers video-recorded their discussion, and their discourse was transcribed and analyzed. The researchers chose middle school students and their teachers as participants since, according to Deguzman (2018), middle school teachers assert that they seldom get through a lecture without being interrupted by students behaving poorly or impolitely. High school students are said to be naughty and lack politeness which could challenge the face-threatening and saving acts of the teacher. Thus, the researchers gathered more data from them.

### *2.2 Research Materials*

This study applied observation as the tool to collect data on the threatening acts of teachers in terms of their positive/negative faces and face-saving acts during discussion sessions. Furthermore, video recording was used in this research to gather the data in the data-gathering process. The spoken interactions between the lecturers and the learners were transcribed and analyzed. During the discussion, the researchers taped the conversation and wrote notes while the research subjects engaged in and paid attention to each other's faces. Rapley (2007) stated that learning about what is being observed can be accomplished by creating thorough transcripts.

### *2.3 Design and Procedure*

This study was qualitative, using the Discourse Analysis (DA) approach. This method gathered information to study a social phenomenon, which may take the form of spoken transcripts, written text, or other documents. This data was analyzed to comprehend how people behave and interact in social situations. Moreover, since the data in this study was in the form of words and will be described in descriptive terms, it falls under the category of a qualitative study employing the Discourse Analysis (DA) method (Agustina, 2021). The DA approach was used to explain the threatening acts of teachers in terms of positive and negative face and how teachers commit their face-saving acts in their classroom discourse. Additionally, according to Agustina (2021), discourse analysis explains the relationship between form and function in verbal communication.

Furthermore, in conducting this study, researchers adhered to the research process, which was to ask first for permission to conduct the study. The researchers sent the letter of request to the Division Superintendent, and the school principal of La Filipina National High School for permission to conduct the study. Also, an Informed Consent Form (ICF) was given to the selected English teachers of La Filipina National High School as they were our research subjects and for them to be fully informed of the purpose of the study and to decide if they will continue to participate in conducting the study. In addition, the data collection process includes the following: First, the researcher showed up at the targeted classes and recorded the interactions between the students and the teachers as they were being taught in the teaching-learning process. Second, the researchers employed an observational approach and tools, including field notes, recording videos,

and transcription, to gather all the lecturers' utterances. Third, the researcher transcribed the lecturers' verbal exchanges, which were captured and recorded during the classroom observation. Then, the researcher made the data reduction to only include the utterances that contain face-threatening and saving acts and politeness strategies of the lecturers to the students.

In addition, this study also adhered to the four criteria of trustworthiness proposed by Lincoln and Guba for evaluating the reliability of qualitative research: credibility, dependability, conformability, and transferability. The researchers established credibility by ensuring the study's participants were appropriately identified and described. Dependability is the stability of data throughout time and under various circumstances. Conformability relates to objectivity, or the potential for agreement between two or more independent parties regarding the data's accuracy, relevance, or meaning. Transferability is the ability to extrapolate. It bases its claims on the idea that research results can be extrapolated or applied to different contexts or groups (Elo et al., 2014). Also, it is necessary that the conduct of this study was morally upright. With this, the researcher provided an informed consent form. This form was signed by the research subjects as proof of their voluntary participation in this study. The researchers also emphasized that their voluntary participation would not impact their careers or jobs if they chose not to participate or quit the study while it was ongoing. The research subjects were also asked for permission to record the discourses in classroom discussions.

On the other hand, the participants' anonymity and confidentiality were protected by withholding their names and identities during the data collection, analysis, and publishing of the study results. The discourses in the classroom were controlled carefully for privacy and confidentiality (Arifin, 2018). The researchers also achieved anonymity and confidentiality by using code names during transcribing.

Moreover, fabrication is fabricating data, citing never recorded observations, or creating something not included in the data-gathering process. Falsification is the intentional alteration of (data, information, a document, or proof) with the intent to deceive. The conclusions being provided cannot be drawn because the results have been manipulated or the data has been conveniently omitted. Further, plagiarism is claiming credit for the work of others and failing to provide fair credit to those who contributed or where it is due (Chaddah, 2022).

In conforming to the ethical provisions in the qualitative research, the researchers ensured that all the data provided were from the recorded discourses during classroom discussions only in La Filipina National High School. The researchers did not provide any data not gathered during the data gathering process. Also, the researchers gave the research subjects and works utilized in this study proper credit to avoid plagiarism. All the data and information provided by the researchers in this study are certified authentic and correct.

**3. Findings**

In this section, the main findings of the study—which included identifying the teachers' face-threatening and face-saving behaviors in class discussions—are given and discussed in textual and table formats. The researchers tabulated and analyzed the acquired data using Discourse Analysis following Brown and Levinson's Politeness Theory, which served as a framework to address the study's purpose. The researcher focused on the face-saving and face-threatening acts the teachers showed during class discussions. The researchers acquired answers to the central question of the study using the findings presented; few cases were selected to provide further explanation. The explanations in the selected cases in the discourse were presented to determine the positive and negative faces displayed by the teachers and how they demonstrated their face-threatening and face-saving acts in the classroom discussion.

Table 1. Face-Threatening Acts in Classroom Talks

Face-Threatening Acts		Frequency	Percentage
Positive Face Threatening Acts	Insult	2	9.1%
	Disapproval	4	18.2%
	Criticism	4	18.2%
	Bringing Bad News	1	4.5%
	Threat	1	4.5%
	Non-Cooperation	1	4.5%
	Unleashed Negative Emotions	3	13.6%
Total Positive Face Threatening Acts		16	
Negative Face Threatening Acts	Reminders	1	4.5%
	Accepting Compliments	3	13.6%
	Giving Offers	1	4.5%
	Suggestions	1	4.5%
Total Negative Face-Threatening Acts		6	
Total Face-Threatening Acts		22	

The present study explored teachers' face-threatening and saving acts in classroom talks. The results were reported based on data obtained from the corpora of the study in the form of video recordings of classroom discussions to answer the research questions. A total of 22 face-threatening acts were found. With 16 counts, the FTAs found that threats to the positive face of the hearer were an insult, disapproval, criticism, bringing bad news, threat, non-cooperation, and unleashed negative emotion. Teacher participants were seen uttering 2 (9.1%) counts of insults, 4 (18.2%) of disapproval, 4 (18.2%) of criticism, 1 (4.5%) for bringing bad news, 1 (4.5%) of threat, 1 (4.5%) count of non-cooperation, and 3 (13.6%) unleashed negative emotions. On the other hand, 6 FTAs that threatened the negative face of the listener were found. The negative FTAs found were reminders, accepting compliments, giving offers, and suggestions. The participants uttered 1

(4.5%) of reminders, 3 (13.6%) of accepting compliments, 1 (4.5%) of giving offers, and 1 (4.5%) of suggestions. The researchers implied that teachers often use positive face-threatening acts (16 counts) rather than negative (6 counts). The FTA with the highest frequency is the disapproval and criticism, with both 4 (18.2%) counts. It answers the first research question of the study.

Table 1. Face-Savings Acts of Teachers in Classroom Talks

Face Saving Acts	Frequency	Percentage
Bald on-record	1	5.9%
Positive Politeness	6	35.2%
Negative Politeness	8	47.1%
Off-record	2	11.8%
<b>Total Face Saving Acts</b>	<b>17</b>	

Teacher participants' face-saving acts were obtained and analyzed to answer the second research question. A total of 17 face-saving acts were found. Upon the utterance of possible FTAs, some teachers were able to lessen the threat by employing these FSAs. According to the politeness theory, the FSAs are bald on-record, positive politeness, negative politeness, and off-record. The teachers uttered 1 (5.9%) of bald on-record, 6 (35.2%) of positive politeness, 8 (47.1%) of negative politeness, and 2 (11.8%) of off-record. The researchers implied that teachers often use the negative politeness strategy to lessen the threat of their utterance towards the hearer. It has the highest frequency, with 8 (47.1%) counts.

**4. Discussion**

**Damage on the Hearer's Positive Face**

It is important to remember that Brown and Levinson do not use the words positive and negative with their traditional meaning. According to Brown & Levinson (as cited in Mezbacheet al., 2022), a positive face is the needs and wants of a person to be liked, approved of, and have their wants wanted by others. The positive face-threatening act happens when a speaker or listener disregards their interlocutor's feelings or wants. These acts convey the negative evaluation of the hearer's positive face or a component of it by the speaker.

The following are examples of face-threatening acts by the research subjects which damage the hearer's positive face:

Insult

**Context: Class discussion about compare and contrast.**

**Student:** Ang contrast ma'am kay pangitaon ra nimo ang kanang murag difference ma'am

**Student:** Ma'am

**Teacher Dama de Noche:** Contrast ah tama man. Contrast is you are going to look for the differences. Okay, how about compare, yes, Mark?

**Mark:** Find the similarities of two words and perhaps ano Cayabyab and Gasal, they are both female, and they have ano long and beautiful faces

**Teacher Dama de Noche:** Char hahaha motto mo guys?

**Student:** Dili

**Translation**

**Student:** Contrast, ma'am, is when you only look for their difference ma'am

**Student:** Ma'am

**Teacher Dama de Noche:** Contrast, yes, that is correct. Contrast is you are going to look for the differences. Okay, how about compare, yes, Mark?

**Mark:** (Compare is to) find similarities between two words and perhaps Cayabyab and Gasal, they are both female, and they have long and beautiful faces

**Teacher Dama de Noche:** Char, hahaha, would you agree/believe, guys?

**Student:** No

Insults are the most common way to demonstrate impoliteness in social interactions (Pavesi & Formentelli, 2019). This example discussion displays insults that harm the hearer's (students) face. When teacher Dama de Noche asked her students to explain the difference between compare and contrast, one responded, "*Ang contrast ma'am kay pangitaon ra nimo ang kanang murag difference ma'am*" [*Contrast ma'am is when you search for their difference ma'am*]. Teacher Dama de Noche agreed with the student's answers and asked them for a comparison description. Mark raised his hand and answered, "*Find the similarities between two words and perhaps ano Cayabyab and Gasal; they are both females, and they have a long and beautiful face.*" [*Compare to find similarities between two words; perhaps Cayabyab and Gasal are female and have long, beautiful faces*]. Teacher Dama de Noche responded with a laugh and said, "*Char hahaha mo tuo mo guys?*" [*Char (joke), hahaha, would you agree/believe, guys?*]. When a statement is intended as a joke or is untrue, the term "*char*" (joke) precedes or follows the statement. Students then answered the teacher with "*dili*" [no], or they would not agree with or believe Mark's statement, especially the part about Cayabyab and Gasal having long and beautiful faces. The teacher's response can be considered a positive face-threatening act towards the hearer, specifically Mark and somehow Cayabyab and Gasal.

A positive face is a desire to gain others' approval and admiration (Lambert, 2020). In this conversation, Teacher Dama de Noche is sarcastically challenging the accuracy of Mark's response. Additionally, she appeared to disagree with Cayabyab and Gasal having attractive faces, which could be interpreted as insulting both students and putting their positive faces in danger. Since an insult is defined as an offensive act or remark, it is intended to damage the hearers' positive faces, who are the students in this particular instance (Gold & McIntyre, 2019). Because teacher Dama de Noche hinted that he doubted Mark's statement, the tone and delivery of her answer can be interpreted as an insult and cause Mark, Cayabyab, and Gasal to lose face.

**Insult**

**Context:** The class had a spelling activity

**Teacher Dama de Noche:** Yes, compromise. Number three, ay chaka, number three insulation.

**Student:** Hala?

**Teacher Dama de Noche:** Insulation insulation insulation

**Student:** Ha?

**Teacher Dama de Noche:** Ha ma'am? (mocking tone)

**Student:** Unsa to ma'am?

**Translation**

**Teacher Dama de Noche:** Yes, compromise. Number three, number three insulation.

**Student:** Omg?

**Teacher Dama de Noche:** Insulation insulation insulation

**Student:** What?

**Teacher Dama de Noche:** What, ma'am? (mocking tone)

**Student:** What's that, ma'am?

An insult has an illocutionary impact when the speaker engages in a speech act that offends or insults another person or says anything insulting, mocking, or dismissive of the hearer. According to Hill– Öttchen (1995, as cited in Balogh & Veszelszki, 2020), independent of the hearer's response, some behaviors—such as mocking, cursing, and misleading—are considered insults. This section of the dialogue demonstrates how the teacher, Dama de Noche, displayed insult by making fun of the student's statement. A spelling activity was conducted; the teacher read aloud the words, and the students had to write them down in their notebooks. One student asked, "*Ha?*" [*What?*] because she could not understand or was unsure of the word that teacher Dama de Noche had just uttered, to which the teacher instantly answered, "*Ha, ma'am?*" [*What, ma'am?*] in a mocking voice. Even after three attempts, the student could still not understand the word, so the teacher displayed her frustration by mocking the student. As a type of positive face-threatening act, mocking causes the student to lose his positive face, which is the desire to be liked, approved of, and to have your wants desired by others (Lambert, 2020).

According to Clark and Schunk (as cited in Borris and Zecho, 2018), speech participants who mock other participants will be regarded as impolite; this is because mocking is an act of disdain for others, making this part of the conversation a case of positive face-threatening because the speaker, teacher. Teacher Dama de Noche used mockery to threaten the hearer's positive face.

## Disapproval

**Context:** Class discussion about the author's purpose.

**Teacher Sardonyx:** Number 1, sometimes you lie in bed at night, and you don't have a single thing to worry about. That always worries me. Is it serious or humorous, the answer is?

**Students:** To express

**Teacher Sardonyx:** To express? Some more answers?

**Translation**

**Teacher Sardonyx:** Number 1, sometimes you lie in bed at night and have nothing to worry about. That always worries me. Is it serious or humorous, the answer is?

**Students:** To express

**Teacher Sardonyx:** To express? Some more answers?

Disapproval is a face-threatening behavior that jeopardizes the positive face since it endangers the hearer's desire to be liked and respected (Chen, 2017). In the conversation, teacher Sardonyx asked the students what type of author's purpose the given sentence was. Some students responded, "to express," but the teacher was not satisfied with the answer, so he repeated his question. Then, the students answered, "To argue," which is just another incorrect answer that made teacher Sardonyx manifest his disapproval and say, "To argue? Naa bay argument dira?" [To argue? Is there an argument there?] in a disapproving tone and facial expression that shows he disagrees. Disapproval is a constitutive component that can easily be made explicit not only verbally but also nonverbally (e.g., facial expressions, gestures) or para verbally (e.g., intonation) because it is an evaluation, an effect, and an emotion (Decock & Depraetere, 2018). Thus, even though the teacher indirectly said the students were incorrect, he showed his disapproval with intonation and facial expression. As a result, even though the teacher did not directly say the students were wrong, he nonetheless expressed his disapproval through facial expression and intonation.

Lines "to express? Some more answers?" and "to argue? Naa bay argument dira?" [To argue? Is there an argument there?] performed by Teacher Sardonyx in this segment are acts that showed his negative assessment of the hearer's positive face. The teacher displayed his disapproval by questioning the students' answers if there was a hint of argument in the sentence. His expressions showed negative assessment regarding what the other interlocutor wanted, causing damage to the positive face value of the students.

A participant in the commission of disapproval under FTA must accept that someone or something is harmful or inappropriate. The universal need to be liked, respected, and connected with responsible adults in the social group is refuted by this FTA, which diminishes the hearer's sense of self and public image. Often, this FTA undermines the hearer's desire for a positive face (Aporbo, 2022).

## Disapproval

**Context:** Students are answering a crossword activity about argumentative essay

**Teacher Mahogany:** How many letters for number 3? 1, 2, 3, 4, 5, 6, 7, 8! It starts with the letter R and ends with the letter L. John! You are raising your hand.

**John:** Counterclaim, ma'am?

**Teacher Mahogany:** Counterclaim? Does it end with the letter L. John?

Disapproval is an expression or action of disagreement with other people. It shows how one person's behavior or statements contradict what other perceive as true and thinks the hearer is wrong or unreasonable (Brown and Levinson as cited in Blutner, 1989). The class engaged in a crossword puzzle at this part of the conversation. John raised his hand to answer teacher Mahogany's question to the class. It is evident from the conversation that teacher Mahogany plainly expresses her disagreement with the notion when she says, "Counterclaim? It ends with the letter L. John?". Sarcasm is a stylistic device we commonly encounter and can convey disapproval (Decock & Depraetere, 2018). Teacher Mahogany told her student that it was obviously wrong since the correct answer ends with the letter L, and he answered "counterclaim," which ends with the letter M. Teacher Mahogany sarcastically expressed her disapproval, emphasizing how John's response and the final letter of the correct answer do not correspond. His answer did not conform to the given clue, resulting in his teacher's disapproval and his face loss.

Teacher Mahogany's utterance damaged John's positive face because she disapproved of his answer. A face-threatening act towards a positive face, such as disapproval, demonstrates how the speaker does not share the hearer's desires and does not like or approve of the speaker, which constitutes a direct threat to the face (Lambert, 2020). Same with this case, as teacher Mahogany uttered an FTA about her disapproval towards John's answer in a sarcastic manner, his positive face wants have been threatened since his desire to be liked and approved of is the complete opposite of disapproval.

Disapproval

**Context: The class was having an oral recitation about the importance of learning an argumentative essay**

**Teacher Mahogany:** Ikaw Polano? Sige daw ikaw daw kay nakatindog naman ka ganina. Why is it important for us to learn ... take note of the words important and to learn?

**Polano:** Uhm argumentative essay ma'am need nimo mag defend sa imong side, sa imong future if naa kay arguments ... mga away away whether kinsa mana imong kaaway imo ba nang baby or imohang amiga ...

**Polano:** Uhm argumentative essay ma'am need nimo mag defend sa imong side, sa imong future if naa kay arguments ... mga away away whether kinsa mana imong kaaway imo ba nang baby or imohang amiga ... baby ay! Kabalo na ka unsaon pag defend sa imong sarili.

**Teacher Mahogany:** But, in an informal situation such as away away sa kaibigan or uyab, is it necessary to, before ta mag away haaa, ayaw sa mag sulat sa ko'g argumentative essay, ana diay?

**Polano:** Dili ma'am kanang ahhh kanang atong ipakita kay kanang reason, mga research, maka learn pud tag things about sa specific topic.

#### Translation

**Teacher Mahogany:** You, Polano? It is your turn since you already stood up earlier. Why is it important for us to learn—take note of the words important and to learn?

**Polano:** Uhm, an argumentative essay, ma'am, is when you know how to defend yourself when you encounter arguments in the future—the quarrels— whether with your enemy, a friend, or your baby. You already know how to defend yourself.

**Teacher Mahogany:** But in an informal situation such as mere quarreling with your friend or girlfriend/boyfriend, is it necessary to say that before we argue, I will first write an argumentative essay? Is that so?

**Polano:** Nope, ma'am, because we will present reasons and research, and in that way, we can also learn things about a specific topic.

FTAs are acts that, by their very nature, run contrary to the face wants of the addressee or the speaker, as stated by Brown and Levinson (as cited in Salman, 2020). This conversation is another example of an FTA under disapproval threatening the hearer's (student) positive face. Teacher Mahogany asked the students about the importance of writing an argumentative essay, and one student answered, "Uhm, argumentative essay, ma'am need nimo mag defend sa imong side, sa imong future if naa kay arguments... mga away away whether kinsa mana imong kaaway imo banang baby or imohang amiga... baby ay! Kabalo na ka unsaon pag defend sa imong sarili." [Uhm, an argumentative essay, ma'am, is when you know how to defend yourself when you encounter arguments in the future—the quarrels—whether with your enemy, a friend, or your baby. You already know how to defend yourself]. The utterance of Teacher Mahogany "But, in an informal situation such as away away sa kaibigan or uyab, is it necessary to? ... before ta mag away ha, ayaw sa magsulat sa ko'g argumentative essay. Ana day?" [But in an informal situation such as a mere quarrel with your friend or girlfriend/boyfriend, is it necessary to say that before we argue, I will first write an argumentative essay, is that so?] implied that the student's response was unconvincing as she sarcastically showed her disapproval. Instead of directly saying that the student was incorrect, teacher Mahogany uttered a sarcastic comment, which shows her disapproval of the student's response. Instead of expressing directly that the student was wrong, teacher Mahogany made a sarcastic remark to express her disapproval of the response. One of the most common means of expressing disapproval is



sarcasm, which is evident in this part of the discourse (Decock & Depraetere, 2018).

According to Brown and Levinson (1978, as cited in Santosa & Mardiana, 2018), a person's actions can cause others to lose their face or perceive it as threatening. Thus, the FTA spoken by teacher Mahogany damages the positive face of Polano. Insults or displays of disapproval are threats to the hearer's positive face.

**Disapproval**

**Context: Class discussion about wildflowers**

**Teacher B:** So, what are the examples of woodland flowers?  
**Students:** Mushroom, mushroom, ma'am.  
**Teacher B:** Hmm, from the paragraph. Mushroom, flower? Pag sure, Sige, give me an example.

**Translation**

**Teacher B:** So, what are the examples of woodland flowers?  
**Students:** Mushroom ma'am  
**Teacher B:** From the paragraph. Is a mushroom a flower? Are you sure? All right, give me an example.

Impoliteness is when a person purposefully uses language that is disrespectful or unpleasant. There are certain patterns, such as imperatives or negative imperatives, where disagreement or disapproval are inherent, and they are viewed as impolite from the hearers' perspective (Darani & Moghaddam, 2020).

States of disapproval convey a negative assessment of something or someone (Nuryani as cited in Kirwa et al., 2022). In this discourse, Teacher B asked the class, "What are the examples of woodland flowers?" one student responded, "Mushroom, ma'am." The speaker (Teacher B) displayed her disapproval by directly saying, "From the paragraph. Mushroom, flower? Pag sure" [From the paragraph. Is a mushroom a flower? Are you sure?] in a sarcastic manner, indicating that the student's response is incorrect because mushrooms are not flowers. Teacher G used sarcastic remarks to express her disapproval. Sarcasm is the deliberate attempt to appear polite but with insincere or forced politeness that is not real. The speaker used an insincere politeness strategy that ended up as face-threatening (Suhandoko et al., 2021).

As this FTA refutes the universal face want to be liked, admired, and approved, it frequently harms the hearer's positive face wants and devalues the hearer's self-worth and public image (Aporbo, 2022). The student's positive face value was damaged by these expressions of Teacher B's disapproval of the student's response, which she expressed in her statement.

**Criticism**

**Context: Discussion about wildflowers**

**Teacher B:** Ngano man naay water holding stem? Ang uban diay flowers, wala?  
 Why? okay, why, ngano man, ngano man naaytubig ang cactus? Hmmm ...?  
**Student:** Because they grow in moist places.  
**Teacher B:** Moist? Ha? Moist daw. Moist and desert?  
**Students:** No, ma'am

**Translation**

**Teacher B:** Why is that cactus have a water-holding stem? How about the other flowers? They do not have?  
 Why, okay, why does that cactus have water, hmm?  
**Student:** Because they grow in moist places.  
**Teacher B:** Moist? What? She said (the desert) is moist. Is the desert, is desert moist?  
**Students:** No, ma'am.

As stated by Nguyen (2005, as cited in Al Kayed and Al-Ghoweri, 2019), criticism is an act wherein speakers negatively evaluate what the hearer has said or done to improve the hearer's words and actions. Similarly, Tracy et al. (as cited in Al Kayed and Al-Ghoweri, 2019) contend that criticism entails a negative evaluation of a person or an action for which they are held accountable. Criticism occurs when words or expressions that contain critical remarks are used to criticize (Ismail & Shanmuganathan, 2020).

In this conversation segment, the class discussed the essay their teacher presented to them; the essay is about the types of plants. Teacher B asked her students why the cactus has a water-holding stem, and one student answered, *"Because they grow in moist places."* As teacher B heard the student's answer, she immediately replied, *"Moist? Ha? Moist daw. Moist ang desert?" [Moist? What? She said (the desert) is moist. Desert is moist?]* in a disappointed and criticizing tone. The laughter of students inside the classroom then followed it. Teacher B criticized the student's answer by repeating, *"She said the desert is moist,"* and asking a sarcastic question, *"Desert is moist?"* which made the students laugh at their classmate's answers.

This conversational passage serves as an illustration of FTA that threatened the hearer's positive face. The student could not respond after receiving criticism due to embarrassment, demonstrating positive face loss. Due to the teacher's criticism of the student's incorrect answer, her desire to be liked and accepted has been rejected. Therefore, it can be inferred that Teacher B cares nothing about the student's wants or feelings; this goes against H's desire to be accepted in some ways, harming H's positive face (Kirwa et al., 2022).

### Criticism

**Context: Discussion about the analogy.**

**Dave:** Wet is to bread, sir

**Students:** Hahaha

**Sir Burgos:** Wet or wheat?

**Dave:** Wet wet (mispronouncing the word wheat)

**Students:** hahaha

**Sir Burgos:** Okay, let's try to clarify, wet or wheat?

**Dave:** Kani, sir (showed the written example)

**Sir Burgos:** Okay, wheat is to bread.

### Translation

**Dave:** Wet is to bread, sir

**Students:** Hahaha

**Sir Burgos:** Wet or wheat?

**Dave:** Wet wet (mispronouncing the word wheat)

**Students:** hahaha

**Sir Burgos:** Okay, let's try to clarify, wet or wheat?

**Dave:** This one, sir (showed the written example)

**Sir Burgos:** Okay, wheat is to bread.

Criticisms are a face-threatening act that can harm the addressee's positive face (Santos, 2022). The dialogue in this example illustrates how Dave, the student, was criticized by teacher Burgos during their class discussion. The teacher first asked the students to give him an example of an analogy, and he called Dave to answer. Dave then answered, *"Wet is to bread, sir,"* and his classmates laughed because he mispronounced the word wheat as wet. Teacher Burgos responded with a question, *"Wet or wheat?"* Dave then repeatedly answered wheat but with the wrong pronunciation. The conversation continued with teacher Burgos saying, *"Okay, let's try to clarify, wet or wheat?"* and directing the question to Dave in front of the class. Dave, embarrassed by his answer as his classmates laughed at him, said, *"Kini sir" [this one sir]* as he showed the notebook with his answer written on it. Sir Burgos then replied, *"Okay, wheat is to bread."*

Criticism is the expression of disapproval of someone or something based on perceived faults or errors, and it is considered a face-threatening speech act that may harm the hearer's positive face or self-image (Hosseinizadeh & Rassaei Moqadam, 2019). This part of the dialogue can be viewed as a face-threatening act (FTA) under criticism, which is a behavior that could make someone potentially lose

their face (self-image), embarrass them, or harm them in some way, perhaps causing conflict between interactants (Lambert, 2020). The verbal exchange is viewed as a positive face-threatening act toward Dave, the subject of the criticism. Dave's self-image was jeopardized as he felt ashamed and embarrassed as Teacher Burgos indirectly criticized his mispronunciation in front of his laughing classmates. His criticism from his peers, especially his teacher, due to his mispronunciation jeopardized his desire to be liked and approved of by others. Dave's self-image was negatively evaluated.

### Criticism

**Context: Class discussion about elements of a short story**

**Teacher Crystal:** Please read the five elements, Kent.

**Kent:** Characters, settings, plot, conflict, theme (he pronounced the words conflict and theme as conflict and tem)

**Teacher Crystal:** Theme

**Kent:** Theme

**Teacher Crystal:** Conflict

**Kent:** Conflict

**Teacher Crystal:** Theme

**Kent:** theme

**Teacher Crystal:** Plot

**Kent:** plot.

When individuals are put in a situation where they criticize the speech of others, they are engaging in speech acts that constitute criticism. According to research by Brown and Levinson (as cited in Septiana & Haristiani, 2021), criticism results in a face-threatening act. In particular, when someone criticizes another, they prevent that individual from displaying a positive face (social approval). This sample conversation shows criticism directed at the hearer. Teacher Crystal asked Kent to read the five elements of the short story by saying, "Please read the five elements, Kent." He followed, yet his pronunciations were incorrect, to which teacher Crystal immediately and directly corrected him by uttering the right pronunciation in a tone that commanded the hearer to repeat after what he was saying. Teacher Crystal pronounced the words as Kent repeated them. The words used by teacher Crystal directly criticize Kent's positive face, which wants to be appreciated, liked, and approved of by other people (Lambert, 2020). The teacher's criticism clearly illustrates how Kent mispronounced the words he read aloud to his classmates, which caused him to lose his positive face.

Everyone knows that criticism aims to objectively point out someone else's flaws, mistakes, or errors so they may own up to them, make amends, and learn from them. Since most people view direct criticism as a personal attack that would bring them down or make them embarrassed, disappointed, or irritated rather than be helpful, it can easily damage someone's self-esteem. Someone loses interest, leans toward impolite behavior, or dislikes the speaker (Septiana & Haristiani, 2021).

### Criticism

**Context: The class had a quiz**

**Teacher Daisy:** So, tomorrow's mag activity ta, but for now, kindly get a ¼ sheet of paper

**Student:** ma'am wala ta ugma

**Teacher Daisy:** Ay wala ta ugma?

**Students:** wala ma'am

**Teacher Daisy:** okay sa Wednesday.

**Teacher Daisy:** What you have to do is to write true if the statement is true and false if it is not.

**Student:** Answer lang ma'am?

**Teacher Daisy:** answer only, lain pud inyong i-copy unya ¼ lang inyong papel.

**Translation**

**Teacher Daisy:** So tomorrow we will have an activity, but for now, kindly get a ¼ sheet of paper

**Student:** Ma'am, we do not have (schedule) tomorrow

**Teacher Daisy:** Oh, we do not have (schedule) tomorrow?

**Students:** No, ma'am

**Teacher Daisy:** Okay, on Wednesday.

**Teacher Daisy:** You have to write true if the statement is true and false if it is not.

**Hanna:** Answer only, ma'am?

**Teacher Daisy:** Answer only; it will not be good if you copy and only have ¼ sheet of paper.

As criticism is typically a negative assessment of someone or something, doing so could put one's face in danger. It falls under those positive FTAs and indicates that the speaker has an unfavorable opinion of a particular aspect of the hearer's positive face Nuryani (2016 as cited in Kirwa et al., 2022).

In this case, the class had a short quiz that would be written on a 1/4 sheet of paper. As Hanna wanted to clarify, she asked teacher Daisy, "Answer lang ma'am?" [Answer only, ma'am?] that resulted in the teacher's utter criticism towards her. The line "answer only, lain pud inyong i-copy unya ¼ lang inyong papel" [answer only, it will not be good if you copy and you only have ¼ sheet of paper] directly threatens the positive face of the student as teacher Daisy uttered it in a criticizing manner, indicating that the student does not have a common sense. For teacher Daisy, their quiz would be written on a small sheet of paper. Thus, it is automatic that they would have only to write their answers, making the student's questions look and sound illogical.

The impoliteness strategy includes the act of making direct criticism. Impoliteness, especially in particular the act of giving direct criticism, is viewed as an insulting action that could result in problems and disagreements (Ismail et al., 2020). Here, the teacher disapproved of the student's question, damaging her positive face or her desire to be liked and approved by others. Generally, any direct action that damages someone's face by using certain adjectives and imperative forms of verbs, such as an attack, verbal assault, insult, or criticism, is considered impolite and could lead to positive face loss Nur (2006 as cited in Acheampong & Kwarteng, 2021).

**Bringing Bad News**

**Context: A student wants to submit his late requirement to Teacher Daisy.**

**Student:** Excuse me, ma'am

**Teacher Daisy:** Hm, unsa man?

**Student:** magpasa me atong requirement sa exam ma'am

**Teacher Daisy:** ibutang sa akong table, minus na gihapon na ha

**Students:** agay

**Teacher Daisy:** pwede pa manghatag ah modawat gihapon ko pero minus na

**Translation**

**Student:** Excuse me, ma'am

**Teacher Daisy:** hm, what is it?

**Student:** We will submit our requirements for the exam, ma'am

**Teacher Daisy:** Put it on my table; there would still be a deduction (on the score), okay

**Students:** Ouch

**Teacher Daisy:** It is still okay to submit; I will accept, but there is already a deduction.

One of the FTAs that damages the hearer's positive face is bringing bad news on the status of the hearer's concerns and desires. This FTA

unquestionably defeats the purpose of the hearer's conversational engagement (Aporbo, 2022). This communicative context demonstrates how receiving bad news affects the hearer's positive face. A student wants to submit his requirements for their exam, whose due date has already passed. He said, "*Magpasa me atong requirement sa exam, ma'am*" [*we will submit our requirement for the exam, ma'am*], and teacher Daisy replied, "*Ibutang sa akong table, minus na gihapon na ha*" [*put it on my table, there would still be a deduction (on the score) okay*]. Because of the bad news they heard, the students said in chorus, "*Agay*" [*ouch*] out of sympathy for the student submitting his requirement late. Teacher Daisy continued talking and said, "*Pwede pa manghatag ah modawa tgiapon ko pero minus na.*" [*It is still okay to submit; I will accept, but there is already a deduction.*]

Bad news, objects, or messages that could be unpleasant and undesirable from the listener's perspective are examples of FTAs that harm the addressee's positive face (Santos, 2022). The student wanted to submit his requirement in this conversation and desired a satisfying score. However, as teacher Daisy told him a deduction would be made, the student looked disappointed. The want to have your desires met by others is one of the positive face-wants (Lambert, 2020). As much as the student would like there to be no deduction from his score, teacher Daisy is firm that there will be one; as a result, this dialogue displays a positive face-threat to the listener. There is a positive face loss since the student's desires were not satisfied in the dialogue because the speaker does not seem to care about his positive face wants.

### Threat

**Context:** The class discussion was interrupted by the student asking if he could go out to urinate.

**Jake:** Sir, pwede mangihi?

**Teacher Crystal:** Oh, you wait. Excuse me, sir, can I go out? Okay again. Take two. Okay again. Take two. I will teach you how to say it in a proper way. Dali, I'm waiting, my goodness. Let's practice. It's been two years that you've been confined at your home because of the pandemic. So, you need to improve proper classroom manners. Again, take two as if I did not notice.

**Jake:** Di na lang sir, murag nawala naman sir.

**Teacher Crystal:** Dili na ka kaihion? Dali namasakit gani ka ako pay pasanginlan. Dili ka mag ingon ana. Di napud ka mo basketball unya? Ah bahala ka wala tay MVP.

### Translation

**Jake:** "Sir, can I pee?"

**Teacher Crystal:** Oh, you wait. Excuse me, sir, can I go out? Okay again. Take two. Okay again. Take two. I will teach you how to say it properly. Faster! I'm waiting, my goodness. Let's practice. It's been two years since you've been confined to your home because of the pandemic. So, you need to improve proper classroom manners.

Again, take two as if I did not notice.

**Jake:** Never mind, sir; it already disappeared.

**Teacher Crystal:** You are not going to pee anymore? Faster. The blame will be on me if you get sick. Do not do that. Will you not play basketball later? It is up to you; we will not have an MVP.

Threatening is using threats to exert pressure on, influence, or persuade another person. It is employed to coerce and manipulate a person into doing (or refraining from doing) something or to persuade a target to act or feel in a specific manner (Storey, 1995; Limberg, 2009, as cited in Zheng & Zhao, 2020). In this strategy, the speakers remind the listener that if they do nothing, they will be punished or hurt (Al Kayed & AlGhoweri, 2019).

In the conversation, the class discussion was interrupted by the student asking if he could go outside to urinate. The utterance "*Oh, you wait. Excuse me, sir, can I go out? Okay again. Take two. Okay again. Take two. I will teach you how to say it in a proper way. Dali, I'm waiting, my goodness. Let's practice. It's been two years since you've been confined to your home because of the pandemic. So, you need to improve proper classroom manners. Again, take two as if I did not notice.*" [*Oh, you wait. Excuse me, sir, can I go out? Okay again. Take two. Okay again. Take two. I will teach you how to say it in a proper way. Faster! I'm waiting, my goodness. Let's practice. It's been two years since*

you've been confined to your home because of the pandemic. So, you need to improve proper classroom manners. Again, take two as if I did not notice] performed by Teacher Crystal damaged the positive face of the hearer (Jake) due to the speaker's (the teacher's) display of disapproval.

The phrase "you need to improve proper classroom manners" in this statement implies that Jake lacks the proper attitude in the classroom. This remark could be classified as an insult. As Aporbo (2022) states, an insult is an impolite or insulting statement that conveys the speaker's disappointment with a particular aspect of the hearer's positive face. Jake lost his positive face due to Teacher Crystal expressing his dismay and dissatisfaction with Jake's behavior.

Moreover, the line "Di nalang sir, murag nawala na man sir" [Never mind, sir; it already disappeared] performed by the student also threatened the speaker's face, as Ali (44) states that a verbal threat may potentially result in harm to the speaker's face if the target refuses to comply or reacts aggressively. Jake needed to go to the restroom, but his English instructor, Crystal, insisted that he ask politely in English. Jake did not want to ask formally or speak in English, so he no longer wanted to urinate.

Lastly, the line "Dili na ka kaihion? Dali namasakit gani ka ako pay pasanginlan. Dili ka mag ingonana. Di napud ka mo basketball unya? Ah bahala ka walatay MVP." [You are not going to pee anymore? Faster. The blame will be on me if you get sick. Do not do that. Will you not play basketball later? It is up to you; we will not have an MVP.] It clearly shows a threat toward Jake. Teacher Crystal happened to be their grade level's basketball coach for their approaching intramurals, and Jake is one of the players. The teacher said, "You will not play basketball later?" In a threatening tone, meaning that if Jake does not comply, he will not let Jake participate in the following game. As the positive face is jeopardized whenever people engage with one another without considering their feelings, wants, or needs, Teacher Crystal's threat damaged Jake's positive face (Hutabarat, 2019).

### Non-cooperation

#### Context: Discussion about types of analogy.

**Sir Burgos:** So, is this an example of general to specific?

**Students:** Yes, sir

**Sir Burgos:** Okay, another example; try it

**Student:** sir pwede isa sir?

**Sir Burgos:** No, two pairs of words kay para ano jud siya buo gyud kaayo nga analogy

#### Translation

**Sir Burgos:** So, is this an example of general to specific?

**Students:** Yes, sir

**Sir Burgos:** Okay, another example; try it

**Student:** Sir, is it okay if (I would give) only one, sir?

**Sir Burgos:** No, two pairs of words to have a complete analogy.

Non-cooperation is the failure or reluctance to participate in something; actions like these could make a listener in a conversation feel uncomfortable and distant, which is contradictory to his wants and needs (AL Salti, 2019). During this conversational passage, teacher Burgos requested his student to give an example of a general to a specific form of analogy. One student responded, and the other students were asked whether or not they thought their classmate's response was accurate, to which the students answered, "Yes, sir." Then, teacher Burgos asked for another example to continue their discussion, and one student said, "Sir, pwede isa ra sir?" [sir, is it okay if (I give) only one, sir?]. The student questioned whether giving only one pair of examples was all right. However, teacher Burgos declined and said, "No, two pairs of words kay para ano jud siya buo gyud kayo nga analogy" [No, two pairs of words to have a complete analogy]. The student wanted to answer but only had one pair of examples in mind. Hoping Sir Burgos would agree, he asked if it was okay, but he did not cooperate.

According to the notion of politeness, refusing to comply with the interlocutor's requests harms the hearer's ability to project a positive face (Aporbo, 2022). This exchange is an example of non-cooperation, which damages the hearer's (student) positive face. Any blatant non-cooperation, such as when someone asks you to pass something, and you do not want to do as they say, damages the hearer's positive face because it implies that you do not want their wants to be satisfied (Lambert, 2020). Similar to how teacher Burgos refused to accommodate the student's request to submit only one set of answers. As a result, this is an example of a face-threatening act because the

speaker (teacher) does not particularly care about seeing his students' needs satisfied or refuting what another participant wanted.

### Unleashed negative emotion

**Context: They had a class discussion, and some students were very noisy.**

**Teacher Dama de Noche:** Okay, boys! Brian ganiha ra mo dira pirti gyud ninyong lihukana ganiha.

**Brian:** Ma'am nanelos silang duha ma'am

**Teacher Dama de Noche:** Is this your sitting arrangement? Oh, kinsa wala sa bangko, absent.

**Student:** Nasuko na si ma'am

### Translation

**Teacher Dama de Noche:** Okay, boys! Brian, you have been like that for a while; you are so silent (sarcastic tone)

**Brian:** Ma'am, the two of them are jealous Ma'am

**Teacher Dama de Noche:** Is this your sitting arrangement? Those who are not in their chair are considered absent.

**Student:** Ma'am is now angry

The primary purpose of impoliteness is characterized as emotional impoliteness. An emotional outburst occurs in this role when the speaker and hearer are conversing (Kadhun & Abbas, 2021). The unleashing of negative emotion is a face-threatening act towards the positive face when it displays overly heightened feelings, such as anger, which implies the duty of the desire to cause a negative emotional state. This exchange demonstrates how the teacher expressed her negative emotion due to some of her students' loud behavior. She started by saying, "Okay, boys! Brian ganiha ra mo dira pirti gyud ninyong lihukana ganiha" [Okay, boys! Brian, you have been like that for a while; you are so silent] she said in a sarcastic tone, implying how noisy some of the students are, especially Brian, whose name was mentioned. Brian answered, "Ma'am nanelos silang duha ma'am" [Ma'am, the two of them are jealous, ma'am] in a playful manner, but teacher Dama de Noche said, "Is this your sitting arrangement? Oh, kinsa wala sa bangko, absent" [Is this your sitting arrangement? [Those who are not in their chairs are considered absent] in a very strict tone with a straight face. The students got scared and immediately transferred seats, and one student commented, "Nasuko na si ma'am" [Ma'am is now angry].

In unleashing negative emotions, interactants unleash their anger or other negative emotions through wordplay or other verbal means (Aporbo, 2022). Due to several students' disruptive behavior during class discussions, particularly Brian, teacher Dama de Noche displayed negative emotions for them in this discourse section. Teacher Dama de Noche's expression of anger at some of those particular students was a positive face-threatening act that threatened the positive faces of the students she was angry with, to whom teacher Dama de Noche addressed her anger. In the discourse, students lost their positive face since a positive face aspires to a sense of community, belonging, and understanding, and the teacher's manifestation of negative emotion toward them was the opposite of admiration (Woo, 2019).

### Unleashed Negative Emotions

**Context: Teacher Dama de Noche asked them to read a poem aloud.**

**Students:** Wake! For the Sun, who scattered into flight The Stars before him from the Field of Night, --

**Teacher Dama de Noche:** You make it synchronize, do not embarrass yourselves

**Student:** No, ma'am—

**Student:** Ma'am, I would suddenly stop ma'am

**Teacher Dama de Noche:** No, it is because some read ahead and some are behind. Esbano is seeking attention! Esbano would intentionally read behind or read ahead. Again!

**Student:** Nge~ (Filipino expression)

**Translation**

**Students:** Wake! For the Sun, who scattered into flight The Stars before him from the Field of Night, --

**Teacher Dama de Noche:** You make it synchronize, do not embarrass yourselves

**Student:** No, ma'am—

**Student:** Ma'am, I would suddenly stop ma'am

**Teacher Dama de Noche:** No, it is because some read ahead and some are behind. Esbano is seeking attention! Esbano would intentionally read behind or read ahead. Again!

**Student:** Nge~ (Filipino expression)

**Students:** Omg!

According to some excerpts, unpleasant emotions like anger, annoyance, disappointment, and hatred can lead to impolite behavior (Wijayanto et al., 2018). This conversation demonstrates how Esbano, particularly, was the target of teacher Dama de Noche's negative emotions against the class due to their disorganized reading. The speaker's utterances represent a positive face threat directed at the hearer and are referred to as the unleashing of negative emotion. The students were reading the poem entitled Rubaiyat of Omar Khayyam that was flashed on the screen in front of them when teacher Dama de Noche interrupted by saying, "*Kanang sabay sabaya daw ninnyo ayaw pud mo pagpakaulav*" [You make it synchronize, do not embarrass yourselves]. Some students tried explaining why they could not read in unison. Teacher Dama de Noche explained to her students the reason behind her interruption and explained, "*Dili ba! Dili man gud kay naay nag una unya naay mag iwit. Gara pud ni si Esbano! Si Esbano pud kay mogara pud dayon og paiwit, pa una. Again!*" [No, it is because some read ahead and some are behind. Esbano is seeking attention! Esbano would intentionally read behind or ahead. Again!]. Teacher Dama de Noche's negative emotion became an avenue for her to utter a face-threatening act towards her student as, according to Wijayanto et al. (2018), certain emotions have been shown to cause impoliteness. This scenario backs up Spencer-Oatey's (as cited in Wijayanto et al., 2018) assertion that negative emotions might control language behavior. Unable to control one's emotions might lead to self-emotional mismanagement, in which case the speaker may be viewed as impolite.

This form of FTA is typically viewed as an expression that severely and drastically harms the hearer's positive face (Aporbo, 2022). The teacher's remark lost Esbano's positive face, or the face that wants to be liked and admired. Teacher Dama de Noche clarified to the class that she disapproved of Esbano's deliberate misrepresentation of their reading, which seriously damaged his otherwise positive face.

**Unleashed negative emotions**

**Context: The teacher records the score of the students.**

**Teacher G:** Patrimunyo

**Patrimunyo:** wala ma'am

**Teacher G:** wala ka ana Patrimunyo?

**Patrimunyo:** wala ma'am oy ...

**Teacher G:** Niya suko diay ka? Pasabot absent ka ana. Nganong masuko man ka? Ikaw pa absent ikaw pa masuko.

**Students:** HAHAHAAAA

**Translation**

**Teacher G:** Patrimunyo

**Patrimunyo:** I was absent ma'am

**Teacher G:** Patrimunyo, were you absent last time?

**Patrimunyo:** I was absent ma'am!

**Teacher G:** Why are you angry? It means you are absent. You were not around last time, and now you are the one being mad?

**Students:** HAHAHAAAA



Numerous negative emotions are strongly connected to impoliteness as productive variables in establishing aggression in social interactions. An unpleasant experience is one way that negative emotions are identified. These unique, expressive behavior patterns comprise disgust, fear, anger, and sadness (De Marlangeon, 2018). Fustigation impoliteness is characterized by the great emotional intensity of the speaker, as evidenced by certain markers like tone and unfavorable facial expressions and a high degree of damage to the hearer (De Marlangeon, 2018). Teacher G asked Patrimunyo about his previous quiz score in the excerpt above. However, since he was absent and unable to take it, he responded to the teacher's question with *"wala ma'am oy"* [I was absent, ma'am!] in a somehow annoyed tone. Patrimunyo's tone of voice caused Teacher G to utter, *"Niya suko diay ka? Pasabot absent ka ana. Nganong masuko man ka? Ikaw pa absent ikaw pa masuko."* [Why are you angry? It means you are absent. [You were not around last time, and now you are the mad one?]] in a dissatisfied and angry manner. The students laugh at Patrimunyo, so he is embarrassed and unable to respond.

According to the positive face perspective, we want to gain acknowledgment from others that we are liked and accepted as part of a group and that their understanding of our wants is equal. Hence Teacher G's statement threatened the hearer's (Patrimunyo) want for a positive face. However, being the receiver of the speaker's unleashed negative emotion is the opposite of what the positive face wants, making this passage an FTA (Ruziyeva, 2020).

Damage on Hearer's Negative Face

**In the different segments of conversation, only a few FTAs are committed by interactants which, in the same way, cause damage to their (speaker's) negative face wants.**

The following are the face-threatening acts shown by the interactants which caused damage to the hearer's negative face:

**Reminder**

**Context: The teacher reminded them about their assignment, which is a video.**

**Teacher Dama de Noche:** Assignment—

**Student:** Ahhh

**Tecaher Dama de Noche:** Katong sa ang video ba

**Students:** Ayy

**Tecaher Dama de Noche:** Ipakita ninyo sa ako sa Monday. Kanang conversation with your parents, with your sister basta Makita nga nag English mo

**Student:** Laina pud ana oy

**Student:** Bye ma'am

**Translation**

**Teacher Dama de Noche:** Assignment—

**Student:** Ahhh

**Teacher Dama de Noche:** (I am talking about) the video

**Students:** Ayy

**Teacher Dama de Noche:** You will show it to me on Monday, the conversation with your parents, with your sister, whatever, as long as it can be seen that you are talking in English.

**Student:** That is gross/cringe

**Student:** Bye ma'am

Reminders are part of threatening the hearer's negative face since they call for action from the hearer, and the hearer's negative face wants to be left alone (Chen, 2017). In this section, it is demonstrated how a straightforward discourse can threaten the hearer's face. A reminder is a negative face-threatening act it imposes on the listener. At the end of their discussion, teacher Dama de Noche reminded her students by saying, *"Assignment--"* She could not finish what she was saying because one student interrupted, expressing his protest or unwillingness to do the task. The teacher continued, *"Katong sa ang video ba"* [(I am talking about) the video], and the students responded with *"ayy,"* which says how they already know about the assignment, but their tone of saying it signifies they do not want to do it.

Teacher Dama de Noche reminded them of what they must do: *"Ipakita ninyo sa ako sa Monday, kanang conversation with your parents,*

with your sister, basta makita nga nag English mo" [You are going to show it to me on Monday, the conversation with your parents, with your sister, whatever, as long as it could be seen that you are talking in English]. The listener then responded with "Lainapudana oy" [that is gross/cringe], which shows how much he dislikes the idea of the activity. Another student cannot say anything but "Bye, ma'am," indicating how much he wants his teacher to leave.

Negative FTAs may put the hearer's demand for privacy and the freedom to conduct their activities undisturbed and uninterrupted under threat. It involves any action that anticipates the hearer's future action, such as commands and requests, suggestions and advice, prompts, reminders, cautions and dares. All assume that the hearer will take a specific action in the future (Lambert, 2020). This conversation illustrates a reminder that falls under the category of negative politeness because a negative face desires freedom. However, the utterance of teacher Dama de Noche prevented the hearer from taking certain acts in the future (Sapitri et al., 2019).

#### Accepting Compliments

**Context: Class discussion about the analogy.**

**Sir Burgos:** Okay, someone can give an idea; why is it an example of a user-to-tool type of analogy? Yes, Lance?

**Lance: Kay ang nurse man sir and ginagamit kay injection—**

**Sir Burgos:** Okay, and then?

**Lance: unya ang teacher kay chalk**

**Sir Burgos:** Okay, very good, class palakpakan nato si Lance

#### Translation

**Sir Burgos:** Okay, someone who can give an idea; why is it an example of a user-to-tool analogy, yes, Lance?

**Lance:** Because nurses, sir, what they use is an injection —

**Sir Burgos:** Okay, and then?

**Lance:** Then, teachers use chalk

**Sir Burgos-** Okay, very good, class; let us clap our hands for Lance

Delivering a compliment can be seen as a face-threatening act since it creates "the complement's debt," where the receiver may feel obligated to respond in return Holme (1986 as cited by Sarkhosh & Alizadeh, 2017). Since some people want to be left alone, accepting a compliment threatens a negative face (Lambert, 2020). This conversation started when teacher Burgos asked his students to give him an example of a user-to-tool analogy. One student answered, "Nurse is to injection as a teacher is to chalk." The teacher wanted an explanation and asked, "Okay, someone can give an idea. Why is it an example of a user-to-tool type of analogy, yes, Lance?" Lance stood up and explained, "Kay ang nurse man sir ang gina gamit kay injection—" [Because nurses sir, what they use is an injection] "unya ang teacher kay chalk" [then, teachers use chalk]. As soon as teacher Burgos was satisfied with Lance's response, he complimented him, saying, "Okay, very good, class palakpakan nato si Lance." [Okay, very good, class, let us clap our hands for Lance] to which the students followed; they cheered and gave Lance a round of applause.

According to Brown & Levinson (as cited by AL Salti, 2019), a person claiming a negative face wants to maintain distance from other participants and does not like other participants to impose anything on him/her. The desire of the face is to be left alone and to conduct one's activity unimpeded. In this conversation, Lance's negative face wants have been threatened by his teacher and classmates imposed on him. His desire to be left alone was compromised when Teacher Burgos complimented him and let the students clap for him. It also threatened his freedom of action and freedom from imposition because he must respond to the compliment. A compliment is a polite statement of admiration or praise, which is a positive thing. However, because of the imposition of receiving a compliment, the hearer's negative face may be threatened (Santos, 2022). Lance felt overwhelmed as Teacher Burgos and his classmates applauded and praised him; as a result, he remained silent and kept his head down until everyone stopped focusing on him.

### Accepting Compliments

**Context:** The class was having an oral recitation about the importance of learning an argumentative essay

**Teacher Mahogany:** So, what does the importance? Why is it important? Important for us to learn how to make an argumentative essay. Mao lang to, para makapasar? Wala nay lain? Wala nay mga other kanang ...

**Dave:** Ma'am kanang kanang maka encounter—

**Teacher Mahogany:** real life ...

**Dave:** Kanang maka encounter ka sa near the future ma'am, kabalona ka unsay buhaton anang sa introduction, body, ug conclusion.

**Teacher Mahogany:** Woahhh

**Students:** (Clapping)

**Teacher Mahogany:** Kuyaw jud kaayo ni si Dave.

#### Translation

**Teacher Mahogany:** So, what is the importance? Why is it important? We need to learn how to make an argumentative essay. That is all, to pass, nothing else? No other reason?

**Polano:** Ma'am, if we can encounter—

**Teacher Mahogany:** Real-life

**Dave:** If you can encounter this in the future, ma'am, you already know what to do with the introduction, body, and conclusion.

**Teacher Mahogany:** Woahhh

**Students:** (Clapping)

**Teacher Mahogany:** Dave is amazing.

Compliments can strengthen connections and build solidarity among friends and family. Nevertheless, a compliment could also be seen as a face-threatening act in some situations. It is because compliments are received in various ways, according to different styles and patterns, depending on the speaker's cultural customs and values. When replying to compliments, the receivers typically encounter challenges dealing with the two conflicting speech behavior standards. These conflicts serve two purposes: to agree with the speaker or to disagree with the speaker to prevent self-praise. Brown and Levinson (as cited in Shaari & Maros, 2017) stated that several cultural approaches are used by addressees or receivers to deal with this innate speech act, including downplaying, accepting, or returning the compliment.

In this conversation, the class was having an oral recitation about the importance of learning how to write an argumentative essay. Teacher Mahogany was looking for someone in the class to explain the importance of learning to write an argumentative essay, and Dave raised his hand. He answered, "*Kanang maka encounter ka sa near the future, ma'am, kabalo na ka unsay buhaton anang sa introduction, body, ug conclusion.*" [*If you can encounter this in the future, ma'am, you already know what to do with the introduction, body, and conclusion.*] To which teacher Mahogany exclaimed "*woah*" to express her praise for Dave's answer and participation. The class clapped for him, and teacher Mahogany continued her praise by saying, "*Kuyaw jud kaayo ni si Dave.*" [*Dave is amazing.*]

As Dave heard the compliment, he seemed embarrassed or overwhelmed and could not speak; this turned into an FTA because the receiver of compliments may feel obligated to choose between accepting or rejecting the compliment. They could be hesitant to accept compliments because doing so might make them appear arrogant. However, rejecting the compliments would imply that one did not acknowledge the speaker's good intentions or complimentary remarks, which could be interpreted as impolite. A negative face is a desire not to be imposed upon, intruded upon, or otherwise put upon, and accepting compliments from others goes against these desires (Imtiaz et al., 2018).

Giving a compliment can be seen as a face-threatening act since it creates "the complementor's debt," where the recipient may feel obligated to reciprocate the compliment (Holmes 1986, as cited by Matiki & Kgoro, 2017)

### Accepting Compliments

**Context: Teacher F complimented the student who won a competition**

**Student:** Yes ma'am

**Teacher F:** Ay, ikaw ba to naka gold? Kinsa gani naka gold direa?

**Student:** Silver ra ma'am

**Teacher F:** Ay silver, Unisa gani na Omaha?

**Student:** Billiard ma'am

**Teacher F:** Billiard, ahh kinsa pay naka bronze?

**Students:** Si Jude ma'am

**Teacher F:** unsa gani na siya?

**Students:** Athletics... Runner.

**Teacher F:** Okay, congratulations! You bring honor and glory to the school.

#### Translation

**Student:** Yes, ma'am

**Teacher F:** Are you the one who won the gold? Who else won a gold medal here?

**Student:** I won silver ma'am

**Teacher F:** Silver, what is your sport again?

**Student:** Billiard ma'am

**Teacher F:** Billiard, who else won a bronze medal?

**Students:** Jude ma'am

**Teacher F:** What is his sport?

**Students:** Athletics, Runner

**Teacher F:** Okay, congratulations! You bring honor and glory to the school.

Numerous acts, such as requests, compliments, or apologies, might make someone uncomfortable or cause them to lose face (Lambert, 2022). The excerpt presented above is an example of FTA toward the hearer's negative face. In a study involving more than 400 people in Boston a few years ago, approximately 70% of participants connected acknowledgment or receiving a compliment to feelings of embarrassment or discomfort (Littlefield 1). It is because negative face refers to the desire for independence and freedom: an individual's desire to be independent, free, and undisturbed by others (Kamandulyt-Merfeldien & Vainilaviit, 2018).

The line "*Okay, congratulations! You bring honor and glory to the school,*" which the teacher uttered, is an FTA since it threatens the students' negative faces because they have to respond to the compliments that others have given to them; the compliments threatened the students' negative faces because of the imposition they had to face.

### Giving Offers

**Context: The class was having an oral recitation.**

**Teacher Apitong:** Okay, you can ask for help from your classmates, the ones who, uh, discussed this lesson.

**Jasmine:** Can Ms. Anna (help), ma'am?

**Teacher Apitong:** Okay, Ms. Anna, kindly help Ms. Jasmine.

**Anna:** Yes. The importance of migrant remittances, especially to our OFWs, the taxes, and the GNP—the gross national product—from there, through their remittances.

**Translation**

**Teacher Apitong:** Okay, you can ask for help from your classmates who, uh, discussed this lesson.

**Jasmine:** Pwede si Ms. Anna, ma'am?

**Teacher Apitong:** Okay, Ms. Anna, kindly help, uh, Ms. Jasmine.

**Anna:** Yes. The importance of migrant remittances, especially to our own, sa mga taxes and the GNP that's Gross National Product gikan didto-a that and the tax and the remittances sailing, thru their ... through their work yes saga migrant remittances.

Several more behaviors threaten the hearer's negative face in a less evident way, including promises and offers. These are described by Brown and Levinson (quoted by Lambert, 2020) as "acts that presuppose some act by the speaker towards the hearer and urge the hearer to accept, reject, or create a debt to the speaker."

This conversation shows how giving offers threatens the negative face of the hearer (Anna). Teacher Apitong asked her student Anna to elaborate on the importance of migrant remittances, yet she could not answer. Hence, the teacher offered her the chance to ask for help from the class by saying, "Okay, you can ask for help from your classmates, the ones who, uh, discussed this lesson." Feeling anxious, she uttered Jasmine's name since she was the one who reported the topic.

When someone offers something, at least in this situation, she possesses abilities superior to those of the other people, and their acceptance of the offer may be interpreted as an admission of their "inferiority" (Aporbo, 2022). Anna's acceptance of the offers debunks her inferiority toward her teacher Mahogany and, in some ways, toward the student Jasmine. Offers threaten the hearer's negative face since they need either an acceptance or a rejection, and the hearer does not want to be offered anything because she wants to be left alone without feeling pressured to make a decision or obligated to others.

**Suggestion****Context: The teacher suggested an assignment**

**Teacher Dama de Noche:** Ay! Much better class na mag video Mag record mo kay para ten seconds lang, isend ninyo sa akoo. Hoy gikilig ko. Oh, pagmata sa morning, tomorrow Saturday pwede ra inig mata good morning mom, good morning father how's your sleep last night? Oh, diba ingon ana. Unya kani Ma Pa, what is for breakfast?

**Students:** Hahaha

**Teacher Dama de Noche:** Nganong mangatawa man mo? Okay, siges ready na. Okay, naba? The video has at least ten to fifteen seconds ay mobo ra ang ten seconds, fifteen to twenty seconds nga video.

**Student:** One lang ma'am, one

**Translation**

**Teacher Dama de Noche:** Oh! Much better class that you would take; you would record a video, so it would only be ten seconds, and you will send it to me. Omg, I am (romantically) excited. When you wake up tomorrow Saturday, you could, when you wake up, 'Good morning, Mom, good morning, Father, how was your sleep last night?' Oh, like that. Then this one 'Mom, Dad, what is for breakfast?'

**Students:** Hahaha

**Teacher Dama de Noche:** Why are you laughing? Okay, ready now? Is it already settled? The video has at least ten to fifteen seconds, no ten seconds is too short, (let us make it a) fifteen to twenty-second video.

**Student:** One only, ma'am (let us make it) one (second)

Suggestion, particularly as one of the key acts in interaction, is a speech act frequently carried out by people in daily communication. In other words, the speakers intend for an idea to be carried out by someone when they advise the hearers on what should and must be done in the future.

These recommendations are meant to direct or guide what is better for the hearers or speakers so that the advice will benefit them. Although it is believed that suggestions are beneficial to the hearer, Brown, and Levinson asserted that this speech act is seen as a face-threatening one since the speaker is somehow imposing into the hearer's situation by acting in a way that has to do with what the hearer should do (Shofwan & Mujiyanto, 2018).

The line "Ay! Much better class na mag video. Mag record mo kay para ten seconds lang, isend ninyo sa akoo. Hoy gikilig ko. Oh, pagmata sa morning; tomorrow, Saturday, pwede ra inig mata good morning mom, good morning, Father how's your sleep last night? Oh, diba ingon ana. Unya kani Ma Pa, what is for breakfast?" [Oh! The better class that you would take, you would record a video, so it would only be ten seconds, and you would send it to me. Omg, I am (romantically) excited. When you wake up tomorrow Saturday, you could, when you wake up, 'Good morning, Mom, good morning, Father, how was your sleep last night?' Oh, like that. Then this one 'Mom, Dad, what is for breakfast?'] manifests the teacher's suggestion towards the students. She told them to make a video and proceeded to utter words about things they could do that were imposed on the negative face of the students. Negative FTAs are acts that put the hearer under pressure to perform (or refrain from performing) the act by showing that the speaker does not aim to avoid restricting freedom of action. These acts threaten the addressee's desire for negative-face communication (Ugwu et al., 2022).

As teacher Dama de Noche proceeded to give suggestions, the students were seen to not like the idea and not want to do the act, to which one student commented, "One lang ma'am, one" [One only ma'am (let us make it) one (second)] as a way of protesting about their assignment. A negative face is a desire to avoid being forced or impeded (Alafnan & MohdZuki, 2023). This conversation qualifies as a negative face-threatening act since it imposes on the hearer's face want and forces them to do an action.

#### 4. Conclusion

In The investigation of the study made the researchers deepen their understanding of the face-threatening and saving acts of teachers anchored on the Politeness Theory of Brown and Levinson. After the conduct of this study and given the results and discussion, the researchers are optimistic that this study can answer the two research questions: what are the threatening acts of language teachers in terms of positive face and negative face, and how do teachers exhibit their face-saving acts in their classroom discourse that would greatly help the readers and future researchers.

Teaching is a challenging profession. Therefore, teachers have to develop different classroom management strategies to cater to the diverse needs of students. But sometimes, they are unaware that their utterances can damage or threaten the hearer's (student's) positive or negative face. The findings of this study showed the different face-threatening and saving acts of teachers in their classroom discourses and how they exhibit their saving acts, which the researchers were able to identify through transcribing the classroom discussions. In the result, disapproval and criticism are the highest frequency, with 4 (18.2%) counts, respectively. These FTAs threaten the hearer's positive face, which means that these two are prevalent in the classroom discussion and threaten the positive face of the students, or the face to be desired, liked and accepted by others. While accepting compliments was recorded with the highest count of FTA, it damages the hearer's negative face. The findings of this study and the researchers implied that teachers often use the negative politeness strategy to lessen the threat of their utterances towards the hearer. It has the highest frequency, with 8 (47.1%) counts. Additionally, this study does not just evolve on the verbal utterances as a form of FTA. It also includes paralinguistic cues or the aspects of spoken communication that do not involve words, such as body language, gestures, facial expressions, tone, and pitch of voice.

Studying the results of this research will help teachers address emerging issues regarding face-threatening and saving acts. In addition, the results of this study develop new ideas that could be useful to provide more explanation and implications for further study. The study serves as a basis for further research and investigation on what face-threatening and saving acts are and how they will be exhibited. Since the study's subjects were the English teachers of La Filipina National High School, it is recommended that future researchers investigate with the other teachers and students in different schools or institutions to have various results. Moreover, according to the politeness theory, people in every culture have positive and negative face wants. However, many of our daily interactional behaviors inherently threaten our face. The social elements of power, distance, and rank of imposition impact how face-threatening an act is. As a result, people employ strategies for politeness to lessen the threat. The politeness theory has particular significance for interpersonal communication studies, including how people manage their identities and interpersonal connections and why they say what they say. Furthermore, good communication is essential to build and foster relationships. That is why we should always be mindful of what we say, as this might threaten the 'face' of the hearer or the interactant, as even an everyday conversation can be considered a possible FTA.

Relating it to Filipino culture which highlighted courtesy and politeness, face-threatening acts, as much as possible, should really be avoided in order to observe respect to anybody as member of the speech community. Existence of threatening acts should be mitigated thus, face-saving acts should be used in order not to cause damages to the hearer's positive face. Students in the classroom, though encourage to participate in academic discussions should observe politeness in order to create healthy academic discussions.

Lastly, upon analyzing the data of this study, the researchers found some teacher-student interactions that could be considered face-threatening acts and were not mentioned in the politeness theory of Brown and Levinson. These are ignoring and interrupting, which could damage the face of the hearer (students). In general, face-threatening acts are those behaviors or actions that threaten a person's sense

of self-worth or social identity. Ignoring someone can be seen as a face-threatening act because it suggests the person is unimportant enough to merit attention or recognition. Similarly, interrupting someone can be seen as a face-threatening act because it can be interpreted as a sign of disrespect or a lack of consideration for the other person's thoughts and feelings. There are some classroom conversations where students speak, and the teachers seem not to care and do not respond. Also, it was revealed by the data that there are many instances where the teacher interrupts their student when speaking. Given the importance of turn-taking in a conversation, even though teachers hold power inside the classroom, it is vital to practice turn-taking for a more polite and harmonious interaction between interlocutors.

### **5. Implication for Educational Practice**

Teachers frequently find themselves in circumstances where they must navigate face-threatening and face-saving acts to keep their relationships with their students and coworkers positive. Face-saving strategies include praising and acknowledging good behavior, whereas face-threatening acts involve criticizing a student's behavior or giving critical comments. As this study focuses on the field and context of education, specifically in a classroom discussion where the teachers demonstrated their face-threatening and face-saving acts under the Politeness Theory of Brown and Levinson, it will be a great help to other teachers, especially to non-English language teachers who rarely encounter this theory to understand better the terms and concepts being focused by the Politeness Theory.

Second, the thorough discussion of this study can help teachers determine whether their words already threaten their hearer's face; this is important because many parents have complained about teachers demeaning and degrading their children in the class. With that, teachers will become mindful enough of their utterances. However, given that casual conversation can be viewed as a potential FTA and that statements that will harm or threaten the face of the hearer, particularly their students, are unavoidable, this study can help the teachers minimize the FTA by modeling face-saving acts.

Third, knowing how politeness theory works can help teachers build a supportive and respectful learning atmosphere that encourages productive communication and student involvement. Additionally, by comprehending and putting the politeness theory's concepts into practice in the classroom, teachers can cultivate successful communication with their students, develop strong relationships, and establish a welcoming learning environment.

The Politeness Theory, which is the foundation of this study, has significant implications for instructional practice. This study is helpful because it offers valuable insights for teachers who wish to create a welcoming and respectful learning environment that encourages effective communication, student involvement, and social and emotional growth in their classrooms. Furthermore, teachers can develop strong relationships with their students and colleagues, establish a supportive learning environment, and ultimately assist their students' academic achievement by understanding the dynamics of face-threatening and face-saving activities.

### **6. Implication for Future Research**

In education, face-threatening and face-saving acts of teachers have significant implications. Research on classroom conversations provides insights into teachers' many strategies to resolve awkward circumstances and maintain their composure in front of students. This study can offer insightful information for teacher preparation programs, as well as for professional development and in-service teacher training. The report can help educators and policymakers build school environments that are encouraging and courteous, promoting more friendly and fruitful connections between teachers and students, which can result in improved academic success for students. Understanding how teachers utilize face-saving techniques in student interactions can contribute to this goal.

To broaden this study, it is recommended to include a more extensive and varied sample of teachers and classrooms. This research would allow for a better understanding of using face-saving and face-threatening acts by teachers in different situations and with diverse student groups. Additionally, providing a thorough analysis of the linguistic and communicative techniques teachers employ in the classroom can contribute to discourse analysis and sociolinguistics. This would increase our knowledge of language use in educational contexts to accomplish communication objectives, maintain social relationships, and handle potentially difficult situations. According to the theory of politeness, certain expressions such as disapproval, criticism, threats, complaints, reprimands, accusations, insults, contradictions, disagreements, challenges, unleashing negative emotions, irreverence, inappropriate comments in specific contexts, bringing bad news, raising sensitive or divisive topics, and blatant non-cooperation can negatively impact a person's positive self-perception and their need for approval. These examples may have a different meaning or interpretation than we initially thought. Future studies could also examine how teachers' efforts to save face affect students' motivation, engagement, and academic results. This could involve investigating how teachers' face-saving strategies influence students' impressions of their professors, academic self-concept, and willingness to participate in class activities.

Exploring how teacher face-saving acts differ across various cultural and linguistic contexts and among different age groups and educational settings may also be helpful. This research could show how culture and circumstances influence instructors' communication strategies and help develop culturally sensitive pedagogies. Finally, this study can serve as a springboard for further discourse analysis and educational research, particularly regarding the function of face-saving and face-threatening actions in various educational contexts and with different student groups. This research can create new ideas, techniques, and pedagogical strategies that advance our understanding of communication in educational contexts and raise the standard of instruction.

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#### **Authors contributions**

Russel J. Aporbo was responsible for conceptualizing the research topic on discourse and responsible for the analysis. Judy Marie Barabay, Bernadette Catig, Christine Maybelle Claveria were responsible for data gathering and transcription. All authors contributed significant effort that made this study possible.

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