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# Differences in Students' Social and Academic Interactions in Politeness Implementation Strategies in Speech Acts

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## ABSTRACT

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The lack of understanding of the patterns of politeness strategies used by students in various speech act contexts, both social and academic, is part of the field of Pragmatics. Polite communication is crucial for building harmonious and effective relationships in higher education environments. Research is urgently needed to gain a deeper understanding of students' adaptation to different speech act contexts, the quality of interactions, and communication norms in academic and social environments. The purpose of this study is to identify and compare the use of positive and negative politeness strategies by students in social and academic speech acts and to understand the factors that influence these strategy choices. The research sample consisted of 250 students, selected through a purposive sampling method, and data were collected using survey techniques, direct observation, in-depth interviews, and documentation of communication activities. Data analysis techniques include descriptive statistics and qualitative analysis to describe the patterns and distribution of politeness strategy use. The results show that students are more likely to use positive politeness strategies in social interactions and negative politeness strategies in academic contexts, according to norms and situations. In conclusion, the majority of students are able to adapt their speech act strategies contextually, which has a positive impact on interpersonal relationships and communication effectiveness. Practical implications, with the development

of communication training and learning of polite language in higher education environments to improve students' social skills.