
RESEARCH ARTICLE

Positive Politeness in Practice: A Conceptual Study of Agreement Strategies Among Jordanian EFL Students and Professors

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ABSTRACT

This paper presents an in-depth investigation into the use of positive politeness agreement strategies among Jordanian EFL students and their professors. Drawing on politeness theory, the study specifically examines how various cultural norms and social expectations within the Jordanian context influence the selection and deployment of these strategies in academic interactions. The primary aim of this research is to identify, categorize, and analyze the specific positive politeness agreement strategies that are employed by both students and professors, thereby shedding light on the intricate mechanisms of face-saving and relational harmony in their linguistic exchanges. A qualitative methodology was adopted to capture the nuances of naturalistic interaction. Data collection involved systematic note-taking during naturally occurring classroom and advisement interactions, supplemented by semi-structured interviews with a selected sample of participants to elicit their perceptions and rationales behind their strategy choices. The study population comprises English and translation students and professors from Jerash University in Jordan. This research posits a central hypothesis: that both Jordanian professors and students consciously or unconsciously utilize a diverse array of positive politeness agreement strategies as a means of 'saving face' – maintaining their own positive self-image and acknowledging that of their interlocutors – throughout their academic interactions. The anticipated findings are expected to delineate the most prevalent and culturally salient positive politeness agreement strategies employed by both participant groups, offering significant insights into the sociolinguistic dynamics of educational settings in Jordan. Ultimately, this study aims to contribute to the broader understanding of cross-cultural communication, politeness phenomena, and the pedagogical implications for EFL education in similar cultural contexts.

KEYWORDS

Positive Politeness, Agreement Strategies, Jordanian EFL Students, Sociolinguistics, Qualitative Research.

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1. Introduction

In sociolinguistic discourse, agreement is a fundamental speech act through which interactants demonstrate accord and maintain relational harmony. This process often involves the strategic deployment of various linguistic mechanisms to affirm shared understanding and, crucially, to manage the 'face' of interlocutors. While agreement is a pervasive aspect of human interaction, its realization is deeply embedded within cultural contexts, influencing the specific strategies employed by speakers. Existing research has explored various facets of agreement in diverse linguistic settings; however, there remains a notable paucity of studies specifically investigating the precise positive politeness agreement strategies utilized by Jordanian English as a Foreign Language students and their professors within academic environments.

This study addresses this significant research gap by thoroughly examining the positive politeness agreement strategies adopted by Jordanian EFL students and their professors at Jerash University. The primary objective is to identify and analyze these strategies, uncovering the underlying implicit and explicit motivations that drive their usage in academic interactions. A deeper understanding of these motivations is crucial, as it illuminates the culturally-specific communicative practices prevalent in Jordanian academic settings, which are essential for fostering successful communication. Furthermore, the findings of this study carry practical implications, particularly for educational practitioners and school supervisors, by offering insights that could inform the development of alternative politeness agreement strategies to enhance communication in student-teacher interactions.

Agreement strategies have largely focused on quantitative analyses, aiming to determine the frequency and preference of certain strategies. In contrast, this study adopts a qualitative approach to provide an in-depth understanding of the politeness agreement strategies favored by Jordanians and the reasons behind their preferences. The research specifically employs Brown and Levinson's (1987) politeness model as its analytical framework to meticulously interpret the collected data. Methodologically, a qualitative design incorporating systematic note-taking during naturalistic interactions and semi-structured interviews will be utilized. This comprehensive approach is designed to capture nuanced insights into the motivations guiding the use of agreement strategies by both students and professors, thereby contributing to a richer understanding of sociolinguistic phenomena in the Jordanian EFL context.

2. Literature Review

This section deliberates the past studies that conducted on agreement and other sociolinguistic phenomenon, besides the analytical framework that is adopted to analyze the data. The analytical framework clarifies the politeness strategies to analyze the data of this research properly.

2.1 Past Studies on Agreement and Politeness

The speech act of agreement has garnered significant attention in sociolinguistic research over recent decades, alongside other fundamental speech acts such as refusing, requesting, and apologizing. A substantial portion of this scholarly inquiry has been dedicated to investigating the taxonomies and realization of agreement strategies across diverse linguistic communities. For instance, Wang et al. (2011) conducted a study that identified agreement and disagreement strategies evident in English and Arabic broadcast conversations. Their findings highlighted the multifaceted nature of these strategies, encompassing lexical, structural, durational, and prosodic features. They rigorously tested these features using Conditional Random Fields models, providing a systematic examination of the efficacy of various feature groups across different languages. Further contributing to the definitional understanding of agreement, Walkinshaw, I. (2015) posited that agreement can be conceptualized as a concurring stance—whether verbal or nonverbal—expressed in response to a preceding action or position taken by another speaker. This stance indicates that an addressee shares the speaker's attitude or opinion. Conversely, disagreement is defined as an oppositional stance, where a speaker considers a proposition to be untrue, unfounded, or objectionable, and responds with an utterance that challenges or contradicts the original content.

Beyond the definitional and structural aspects, research has also extensively explored the profound impact of cultural context and specific settings on the linguistic behaviors of speakers. For example, AlYousef et al. (2025a) examined the persuasive strategies employed by Jordanian interlocutors within an academic setting. Their study utilized Aristotle's rhetorical triangle—ethos (credibility), logos (logic), and pathos (emotion)—as an analytical framework, offering a deeper understanding of how cultural nuances shape persuasive communication. This work is particularly relevant as it underscores the significance of cultural context in communication dynamics, a factor central to the present study. Similarly, Almahasees et al. (2025) scrutinized the complexities of translating legal terms between English and Arabic, particularly concerning international accords. Their research revealed that a primary challenge lies in the absence of direct equivalents for culturally specific legal expressions, emphasizing the critical role of cultural context in legal language and, by extension, broader communicative practices. Such studies collectively demonstrate how cultural specificities influence linguistic choices and interactional patterns.

Further investigations have delved into the logical and discourse-level intricacies of agreement and dispute. Lascarides, A. and Asher, N (2009), for example, provided a logically precise analysis of agreement and disputes within dialogue, making accurate predictions about implicit agreement. Their theoretical framework offered a consistent interpretation of disputes and modeled the specific content that is agreed upon even after a disagreement has occurred. In a more empirical vein, Kuo, S. H. (1994) investigated agreement and disagreement strategies in radio conversations, identifying repetition and back-channel responses as key agreement strategies. Building on such observations, Baym N. K. (1996) demonstrated how media, participant characteristics, context, topic, and emergent contextual goals collectively influence language use, providing valuable insights into the dynamic nature of communicative interactions and the strategic deployment of agreement.

More recent studies have specifically addressed politeness in relation to agreement and disagreement in various EFL contexts, providing a direct connection to the current research. Al Ghamdi, R. (2009) investigated the politeness strategies employed by Saudi EFL teachers when expressing disagreements on Twitter, along with the factors influencing their strategy choices. This comparative study revealed that while Saudi EFL and American ESL teachers exhibited similarities in their disagreement performances—often employing aggravated disagreements—they differed significantly in their use of politeness strategies. Specifically, Saudi EFL teachers were found to utilize both positive and negative politeness strategies, whereas their American ESL counterparts predominantly employed positive politeness, with rare instances of negative politeness. This highlights how cultural background shapes the nuanced application of politeness in expressing disagreement.

Beyond the general understanding of agreement and disagreement, recent scholarship has delved into the complex interplay of politeness and conflict management across various communicative contexts. Drawing on communication accommodation theory and relational turbulence theory, Glavan, A. C. (2024) examined how Moldovans navigate political disputes within close relationships. This study highlighted communicative actions and constructive solutions as mechanisms for reducing controversial differences, underscoring the importance of maintaining family bonds even amidst political disagreements. In a related vein, Parker M. J. (2024) proposed "adversarial cooperation," an approach derived from "adversarial collaboration" in the sciences and "antagonistic cooperation" in the humanities, suggesting a framework for productive engagement in contentious situations. Furthermore, the effectiveness of digital interventions in enhancing pragmatic competence has been explored, with Rahmani et al. (2025) demonstrating that mobile-based dynamic assessment, particularly with sociocultural-informed incremental feedback, can effectively improve learners' ability to perform disagreement speech acts, holding significant implications for digital language education.

Beyond the definitional and structural aspects, research has also extensively explored the profound impact of cultural context and specific settings on the linguistic behaviors of speakers. For example, Al-Yousef et al. (2025a) conducted examined the persuasive strategies employed by Jordanian students and professors within academic settings. Their research specifically utilized Aristotle's rhetorical triangle—ethos (credibility), logos (logic), and pathos (emotion)—as an analytical framework. Their findings revealed a notable distinction: professors predominantly employed logical appeals (logos), while students tended to rely more on emotional appeals (pathos). This study uniquely incorporated a translation studies perspective, highlighting the significant role of language in shaping persuasive communication across cultural contexts. It also underscored the need for further exploration into the intersection of cultural backgrounds and rhetorical strategies in academic environments, offering a deeper understanding of how cultural nuances shape persuasive communication. In a related vein, Al-Yousef et al. (2025c) provided insights into another significant aspect of linguistic behavior in Jordan. This study investigated the types and motivations for code-switching among bilingual Jordanian speakers of Arabic and English. They identified three primary types: intra-sentential, inter-sentential, and tag-switching, with intra-sentential switching being the most frequent. The motivations for such switching included expressing identity and bridging lexical gaps, contributing significantly to the sociolinguistic understanding of bilingual interactions in the region.

Specific investigations into politeness strategies within negotiation and argumentative discourse offer direct insights into the nuanced nature of agreement. Terada et al. (2021) explored the impact of politeness strategies employed by a virtual agent on negotiated outcomes in a non-zero-sum situation. Their findings revealed that agents utilizing off-record strategies were more successful in extracting concessions, while those employing positive politeness strategies, which are inherently face-preserving, led to fairer negotiated agreements. This suggests a delicate balance between directness and relational harmony in achieving consensual outcomes. Similarly, Shigemitsu (2003) analyzed politeness strategies in Japanese argumentative discourse, concluding that speakers often satisfy the hearer's desire to be 'right' by stressing their agreement, thus fostering collaboration despite differing opinions. This approach enables Japanese participants to maintain a harmonious atmosphere even during arguments, underscoring the cultural emphasis on relational politeness in negotiation.

Further enriching the understanding of socio-pragmatic behaviors in this context, Al-Natour et al. (2025a) specifically investigated in an academic setting. Their socio-pragmatic study, using observation and interviews, found that students employed a range of strategies including acceptance, mitigation/deflection, rejection, and even silence. Crucially, their findings suggest that cultural norms profoundly influence these responses, with certain strategies being more prevalent in academic environments. This research offers valuable insight into how compliments function to maintain social relationships and solidarity among students and professors, echoing the importance of relational aspects in communication.

Expanding on specific speech acts within the Jordanian context, Al-Natour et al. (2025) also aimed to investigate the congratulation strategies written in graduation notebooks for undergraduate students at Jerash University. Their study revealed that students employed various congratulatory strategies, including direct statements, expressions of happiness, compliments, good wishes, and the attachment of presents, further illustrating the diverse pragmatic landscape in Jordanian academic settings.

In a related vein, Maqableh et al. (2025) specifically investigated the use of *positive politeness strategies* in requests made by Jordanian and Omani students within an academic context. This study is particularly relevant as it anticipates uncovering both differences and similarities in these positive politeness strategies while also investigating the influence of culture on their request patterns, aligning closely with the current study's focus on positive politeness.

Beyond direct interactional strategies, pedagogical approaches also significantly impact language proficiency. Ayyat et al. (2025) for instance, explored the effectiveness of utilizing the Corpus of Contemporary American English in fostering lexical resources and writing skills among ESL learners. Their quasi-experimental study demonstrated that integrating COCA into teaching practices led to a statistically significant improvement in the writing skills of the experimental group, highlighting the value of corpus-based tools in enhancing vocabulary and overall writing proficiency among ESL learners. Similarly, Rahmi G. (2020) explored politeness in digital communication, examining students' politeness when texting their lecturers. This study found that while most students used informal greetings, some instances of face-threatening acts occurred, often unintentionally, indicating a lack of awareness regarding appropriate politeness strategies in this specific digital context.

Beyond these socio-pragmatic and cultural-linguistic explorations, academic interest in language within the Jordanian context extends to the rapidly evolving field of language technology. For instance, AL-Yousef et al. (2025b) explored the evolution and applications of machine translation systems, particularly within the academic domain. This study provides an overview of various MT approaches, including rule-based, statistical, and neural machine translation—and discusses their effectiveness through empirical investigations such as the translation of academic abstracts. Their work highlights the historical development, current challenges, and future directions of MT technologies, acknowledging their growing use across various sectors and the ethical implications of AI in language translation. Their work highlights the historical development, current challenges, and future directions of MT technologies, acknowledging their growing use across various sectors and the ethical implications of AI in language translation. In a more general computational linguistic context, Misra et al. (2017) investigated topic-independent identification of agreement and disagreement in social media dialogue, demonstrating that theoretically motivated features can achieve significant accuracy in automatically detecting these speech acts.

Moreover, broader linguistic frameworks continue to inform various fields. Rabee et al. (2025) explored the intersection of linguistic theories and their application in literary and translation studies, revealing a stronger influence of linguistic principles in translation studies due to its direct connection with linguistic structures. This highlights the pervasive utility of linguistic analysis. Similarly, Liang (2024) contributed to a deeper understanding of ELF users' pragmatic and emotive capability to participate in the online social argumentative practice of affective stance-taking, further diversifying the contexts in which pragmatic competence is studied.

The cultural context of Jordan has also been a focal point for studies examining politeness and specific speech acts, providing a crucial backdrop for the present research. Akkawi et al. (2025) investigated the pragmatic application of negative politeness strategies in requests made by Jordanian and Omani students. Their study hypothesized that while both groups might favor similar negative politeness strategies, the specific linguistic realizations and formulations of these requests could vary, highlighting cultural nuances in politeness enactment. Additionally, Al-Natour et al. (2025) examined the diverse refusal strategies employed by Jordanian students, seeking to identify the cultural and linguistic factors that shape their choices. The anticipated results underscore the significant influence of these factors on the forms of refusal strategies, further demonstrating the culture-bound nature of communicative behaviors. Even silence, a seemingly non-verbal cue, carries politeness implications; Al-Natour et al. (2024) aimed to define the meaning of politeness in silence among Jordanian EFL students, revealing that both professors and students strategically employ silence for various purposes, such as managing interruptions or expressing disapproval. Broader discursive strategies within the Jordanian context have also been analyzed, as seen in Almahasees et al. (2023), who identified the main discursive strategies used by King Abdullah II in addressing Jordanians during the COVID-19 pandemic, including nomination, prediction, argumentation, and mitigation, all aimed at appeasing the populace and conveying directives. These studies collectively demonstrate the pervasive influence of culture on communication patterns and the strategic deployment of politeness in various interactional settings within Jordan. Regarding the dialects and its impact on the speakers of different languages, Al-Wer et al. (2023) revealed that the Druze dialect of Jordan shares the bulk of its distinctive features with the Druze dialect of Ġabal al-ʿArab, while displaying some linguistic influence from neighboring Jordanian Sedentary as well as Bedouin varieties.

Beyond cultural specificities, general studies on politeness and dialogue reinforce the importance of understanding agreement within interactional dynamics. Sembiring and Sianturi (2019) investigated politeness in language and action among university students, finding that students applied all four types of politeness strategies (bald on-record, positive, negative, and off-record) to avoid conflict and maintain harmony, with the bald on-record strategy being dominantly used. Furthermore, Concannon et al. (2015) conducted an experimental study directly manipulating the occurrence of exposed agreement and disagreement in

dialogue. Their findings suggested that exposed agreement insertions were less incongruous and had a less disruptive impact on subsequent dialogues compared to disagreement, although introducing agreement did lead to greater deliberation during the task.

Further comparative studies shed light on politeness in disagreement. Jaafar & Ageli (2022) for example, investigated differences in politeness strategies used by university EFL learners and American native speakers when expressing disagreements. They found that native speakers adjusted their politeness strategies more flexibly to suit different situations, whereas EFL learners tended to use similar percentages of strategies across contexts, suggesting a gap in their pragmatic competence regarding situational variability. Lee N. (2024) hypothesized that speech acts are fundamental to (im)politeness, potentially outweighing the contribution of honorifics, particularly in Korean speech. This study specifically argued that agreeing with interlocutors and paying compliments are closely related to the realization and perception of politeness, suggesting that positive politeness, alongside negative politeness, should be actively included in discussions of how politeness is perceived in actual speech practices. This finding resonates strongly with the present study's focus on positive politeness.

The existing literature provides a robust foundation for understanding politeness, agreement, and disagreement across various contexts and cultures. While studies have explored politeness in general, specific speech acts like requests, congratulations, and compliment responses in Jordanian contexts, and the role of politeness in negotiation, there remains a specific gap concerning a focused qualitative examination of **positive politeness agreement strategies as employed by Jordanian EFL students and their professors** in academic settings. This research aims to fill this critical gap by providing an in-depth understanding of these culturally-informed strategies.

2.2 Analytical Framework

Research into politeness has constituted a significant area of sociolinguistic inquiry over several decades, examining various speech acts such as agreement, disagreement, requests, apologies, refusals, compliments, and complaints. Such studies have drawn upon diverse theoretical perspectives, including those proposed by Grice (1975), Lakoff (1973), Leech (1983), and Brown and Levinson's (1987) politeness theory stands out as one of the most extensively applied and influential frameworks in recent scholarship. Its enduring popularity stems, in part, from its assertion of universality, positing that its underlying principles apply across cultures due to shared fundamental human "face wants."

2.2.1 Brown and Levinson's Politeness Theory

Communicative acts can inherently threaten these face wants, leading to what Brown and Levinson's (1987) term "Face-Threatening Acts". To mitigate these threats, speakers strategically employ various politeness super-strategies:

- **Bald-on-record:** This strategy involves performing an FTA directly and clearly, without any effort to minimize the threat to the hearer's face. It is typically used in situations where efficiency is paramount, the threat is minimal, or there is a strong power dynamic.
- **Positive politeness:** This strategy aims to satisfy the hearer's positive face by expressing solidarity, approval, and appreciation. It often involves demonstrating common ground, offering compliments, using in-group markers, or claiming common perspective.
- **Negative politeness:** This strategy addresses the hearer's negative face by showing deference, avoiding imposition, or minimizing the threat to autonomy. Common tactics include indirectness, apologies, hedges, and expressions of humility.
- **Off-record:** This strategy involves performing an FTA indirectly, allowing for multiple interpretations. The speaker's intent is not explicitly stated, providing a way to hint at an FTA without directly performing it, thereby enabling plausible deniability.
- **Do not do the FTA:** In certain circumstances, a speaker may choose to avoid performing the potentially face-threatening act altogether, opting for silence or complete avoidance of the topic to prevent any imposition or threat to face.

The selection of these strategies is influenced by a calculus involving the perceived social distance between interlocutors, their relative power, and the ranking of imposition of the particular FTA. Brown and Levinson (1987, p. 60) provide the following diagram to illustrate the circumstances determining the choice of politeness strategies.

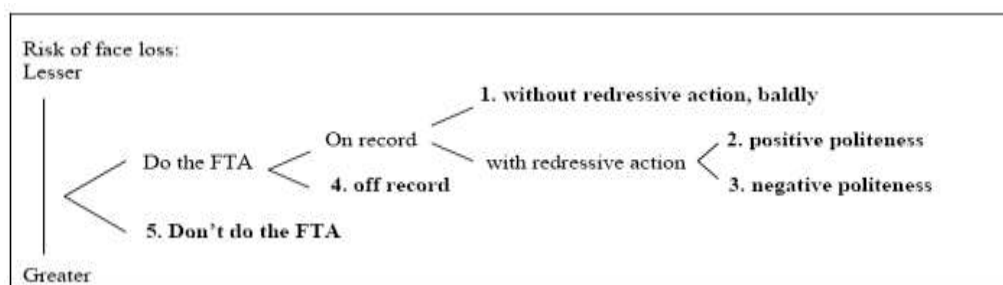


Figure 1 Circumstances Determining Choice of Strategy (from Brown and Levinson, 1987, p.60)

Given its comprehensive nature and its claimed universality, Brown and Levinson's (1987) politeness theoretical framework will serve as the primary analytical lens for this study. This framework is particularly suitable for analyzing the politeness agreement strategies utilized by Jordanian EFL students and their professors, providing a robust structure for interpreting their communicative choices within an academic setting.

2.2.2 Application to Current Study

This study adopts a qualitative approach to gain an in-depth understanding of the observed phenomena. Data will be collected through recorded interactions between English-speaking students and their professors at Jerash University. To ensure the privacy and anonymity of participants, each will be assigned a unique code (e.g., S-1, S-2 for students; P-1, P-2 for professors). Semi-structured interviews, each lasting approximately 10-20 minutes, will be conducted to elicit participants' perceptions and motivations for their strategic choices. Furthermore, systematic note-taking during the observation of interactions and review of recorded data will facilitate the identification of politeness *agreement* strategies. The identified strategies will then be systematically categorized and analyzed based on the tenets of Brown and Levinson's (1987) politeness theoretical framework, thereby revealing the nuanced ways in which agreement is achieved, and politeness is managed in this specific academic context.

3. Methodology

This qualitative research aims to investigate the politeness agreement strategies employed by Jordanian EFL students and their professors within their classroom interactions at Jerash University. Adopting a qualitative approach will provide an in-depth understanding of these nuanced pragmatic strategies.

3.1 Data Collection

Data will be collected from English and Translation students and their English professors at Jerash University using a combination of observational note-taking and semi-structured interviews. The data collection process will follow a systematic, seven-step procedure:

1. *Institutional Approval:* Obtain a formal permission letter from the Head of the English and Translation Department at Jerash University to conduct the research.
2. *Observation Scheduling:* Coordinate with professors to identify suitable times and venues for attending their lectures to observe their natural interactions with students.
3. *Interview Scheduling:* Arrange appropriate times and venues for conducting semi-structured interviews with both professors and students.
4. *Audio Recording:* Record the verbal responses and interactions of the students and professors during observations and interviews.
5. *Data Transcription:* Transcribe the recorded data, focusing specifically on interactions and utterances relevant to the research objectives, particularly those demonstrating politeness agreement strategies.
6. *Strategy Classification:* Classify the identified politeness agreement strategies based on Brown and Levinson's (1987) politeness theoretical framework.
7. *Example Extraction:* Extract representative examples from the classified data for detailed analysis and presentation of the findings.

3.2 Sample of the Study

The participants for this study will comprise students and professors from the English Language and Literature, and Translation Departments at Jerash University, a private institution in Jordan. To ensure the reliability and thoroughness of the qualitative data, participant recruitment and data collection will continue until theoretical saturation is achieved. Data saturation, as defined

by Hennink, M., Hutter I., & Bailey, A. (2020), occurs when no new information or themes emerge from further data collection, indicating that a comprehensive understanding of the phenomenon under investigation has been attained. Therefore, data collection will proceed iteratively, ceasing only once this point of informational redundancy is reached.

3.3 Instruments

This research is going to utilize two qualitative instruments to collect the data from the professors and their students which are semi- structured interview and note-taking. Interviews will be held in a suitable place in the faculty of Arts at Jerash University and the note-taking will be collected from the participants in the lectures, and within the interviews. To ensure a reliable depiction of the politeness agreement strategies among Arabic-English bilingual Jordanian speakers, this research adopts these two tools consistently. The role of the note- taking is actually to look for the negative cases or exceptions, identify the regular from the irregular activities; find out what is happening and why; look for variation to view the event in its entirety from a variety of viewpoints Musante, K., & DeWalt, B. R. (2010). The researchers will get a permission letter from the head of English and translation department to collect the data. After that they will request the respondents to sign on a consent form to participant in this study. They are going to inform them that the data will be used for the purpose of the study and will not be used for any other purposes.

This research will employ two primary qualitative instruments for data collection: semi-structured interviews and observational note-taking.

- **Semi-structured Interviews:** Interviews will be conducted in a suitable and private setting within the Faculty of Arts at Jerash University. This instrument allows for flexibility, enabling the researcher to explore participants' perceptions, experiences, and motivations regarding politeness agreement strategies in detail, while also maintaining a consistent set of core questions across all interviews.
- **Note-Taking:** Note-taking will be conducted during observed lectures and concurrently with interviews. This systematic observation tool serves multiple purposes, as highlighted by Musante, K., & DeWalt, B. R. (2010). It allows the researcher to:
 - Identify negative cases or exceptions that challenge emerging patterns.
 - Distinguish between regular and irregular communication activities.
 - Understand *what* is occurring in interactions and explore potential reasons *why*.
 - Observe variations in politeness agreement strategies to gain a holistic view of the communication event from diverse viewpoints.

3.4 Ethical Considerations

Prior to any data collection, the researchers will obtain a formal permission letter from the Head of the English and Translation Department. Subsequently, all prospective participants will be provided with a detailed consent form outlining the study's purpose, their rights (including voluntary participation and withdrawal), and assurances of confidentiality and anonymity. Participants will be explicitly informed that all collected data will be used solely for the academic purposes of this study and will not be utilized for any other objectives. To maintain participant privacy, all collected data will be anonymized using codes (e.g., S-1 for students, P-1 for professors).

4. Conclusion

This conceptual research has thoroughly examined the hypothesis concerning the utilization of politeness agreement strategies by Jordanian professors and students in classroom communication, specifically focusing on their role in face maintenance. As a theoretical investigation, this study concludes with specific insights into the anticipated outcomes derived from the hypothesis under consideration.

Firstly, the analysis suggests that professors are likely to employ a greater proportion of *informal positive politeness agreement strategies* than their students, a tendency attributed to their inherent power differential within the academic hierarchy. Conversely, students are anticipated to predominantly utilize *mitigated agreement strategies* in their interactions, even with peers, with more direct or 'strong' politeness agreement strategies being reserved for communication with close classmates, reflecting relational proximity.

Secondly, the selection of either *formal or mitigated agreement strategies* is concluded to be intricately linked to a range of contextual factors. These include the specific interactional setting, the broader communicative context, prevalent Jordanian cultural norms, the nature of the interactants themselves, gender dynamics, and the specific situational demands. These factors

are thus posited as primary determinants influencing the deployment of agreement strategies and elucidating their functional role in various communicative exchanges.

Ultimately, the profound significance of these theoretical conclusions awaits empirical validation through subsequent data analysis. Such analysis will further illuminate the underlying motivations for the employment of politeness agreement strategies by Jordanian students and their professors, providing vital contributions for future studies in this domain.

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