AN ANALYSIS OF POLITENESS AND IMPOLITENESS STRATEGIES USED IN 'MIND YOUR LANGUAGE 1977' SERIES

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ARTICLE INFO	ABSTRACT
	This study analyzed politeness and impoliteness strategies in the British sitcom Mind Your Language (1977), focusing on cross-cultural interactions within a multilingual classroom. Using Brown and Levinson's (1987) politeness theory and Culpeper's (2005) impoliteness framework, the research examined 13 episodes to identify how characters employed language strategies to maintain social harmony or assert dominance. The findings revealed that positive politeness was the most frequently used strategy, fostering group cohesion, while bald-on-record impoliteness occurred in authority-asserting situations. This study highlights the role of humor in shaping perceptions of politeness and impoliteness and demonstrates how cultural diversity influences communication styles. These insights contribute to the understanding of cross-cultural pragmatics and are valuable for linguists, educators, and media analysts. The research underscores the necessity of cultural awareness in multilingual interactions, suggesting implications for language teaching and intercultural competence development.

1.INTRODUCTION

Effective communication is essential for conveying messages, opinions, thoughts, emotions, and intentions. It is a two-way process where both the speaker and listener engage actively (Genç, 2017). However, communication is not just about exchanging words; it is governed by various linguistic and cultural rules (Rosa, 2017). One of the critical aspects of communication is politeness, which helps maintain social harmony and positive interactions (Brown & Levinson, 1987). Conversely, impoliteness can disrupt communication by attacking the social face of individuals, potentially causing conflict (Culpeper et al., 2003). The way politeness and impoliteness are expressed depends on various factors, including social power, context, and cultural background (Fatullaieva, 2023).

People engage in various kinds of intercultural relationships, which indicates that it is quite necessary to be able to have effective interactions with individuals of different cultures (Tajeddin et al., 2014). Understanding politeness and impoliteness in communication is particularly important in cross-cultural interactions. Different cultures perceive politeness differently; what is considered polite in one culture may be seen as impolite in another (Mills & Kádár, 2011). In business communication, for instance, Western cultures tend to value directness, while East Asian cultures prefer indirect expressions to maintain harmony (House & Kádár, 2021). This highlights the importance of cultural awareness in communication to prevent misunderstandings. In

multilingual interactions, politeness strategies are also influenced by how individuals negotiate face-threatening acts in diverse environments (Taguchi & Yamaguchi, 2021).

This study examines how politeness and impoliteness strategies are used in cross-cultural interactions, particularly within the context of entertainment media. Mind Your Language 1977, a British sitcom featuring a diverse group of language learners, provides a compelling case for analyzing how politeness and impoliteness manifest in multilingual conversations. The series is known for its humorous yet often exaggerated portrayals of cultural and linguistic misunderstandings, making it a relevant medium for studying how language strategies shape interpersonal relationships (Dynel, 2016).

Several previous studies have explored politeness and impoliteness in different contexts. Kamila (2015) analyzed politeness and impoliteness strategies in Jack the Giant Slayer using Leech's politeness theory and mood-based impoliteness strategies. Oktavia et al. (2020) examined directive speech acts in Mind Your Language, classifying them according to Brown and Levinson's (1987) politeness strategies. Nawaz et al. (2018) studied politeness and impoliteness strategies in the Quran, focusing on conversations between prophets and non-believers using theories by Brown and Levinson (1987) and Culpeper (1996). Recent research highlights that politeness and impoliteness strategies vary in multilingual and intercultural communication settings, emphasizing how face-threatening acts are managed differently in diverse cultural contexts (Alsabbah, 2017).

Politeness and impoliteness in communication are not static but evolve based on context and interactional goals (Bousfield, 2008). This study specifically investigates; (1) The different types of politeness and impoliteness strategies used in the series, (2) The most frequently occurring politeness and impoliteness strategies, and (3) How cultural and linguistic diversity influences the use of politeness and impoliteness. By addressing these questions, this research aims to contribute to a deeper understanding of how politeness and impoliteness are negotiated in multilingual environment. The findings will be valuable for linguists, educators, and media analysts in understanding how humor interacts with cross-cultural communication norms (Kecskes, 2022)

2. LITERATURE REVIEW

Pragmatics examines language use in communication, focusing on meaning conveyed by a speaker and interpreted by a listener (Yule, 1996). It studies how words convey meaning in context (Leech, 2014) and Levinson (1983) involves reference to the language user (Nainggolan, 2021). Pragmatics examines the relationship between language and context fundamental to comprehending language (Levinson, 1983). Pragmatics also explores spoken utterances in relation to context, where interpretation is influenced by time and location (Erlinda, 2019). It consists of two key branches: politeness and impoliteness.

Politeness is considered a fundamental principle of human behavior, evident in the mutual consideration exhibited by individuals during interactions (House, 2012). Brown and Levinson (1987) introduced four strategies:
1) Bald on Record: Direct speech acts without minimizing face-threatening acts (FTA), categorized into non-minimization and FTA-oriented approaches.
2) Positive Politeness: Enhances the addressee's positive face using fifteen strategies, including notice, attend to hearer (H), exaggerate, intensify interest to hearer, use in-group identity

markers, seek agreement, avoid disagreement, presuppose, joke, assert or presuppose speaker's knowledge of and concern for hearer's wants, offer or promise, be optimistic, include both speaker and hearer, give (or ask for) reasons, assume or assert reciprocity, and give gifts to hearer (goods, sympathy, understanding, cooperation).

3) Negative Politeness: Protects the addressee's negative face through ten strategies, such as be indirect, hedge, be pessimistic, minimize imposition, give deference, apologize, impersonalize speech, state general rules, nominalize, and go on record as not incurring a debt.

4) Off Record: Conveys implicit meaning to reduce direct FTA impact, using fifteen techniques like give hints, give association clues, presuppose, overstate, use tautologies, use contradiction, use metaphors, be vague, use understatement, use rhetorical questions, be ambiguous, overgeneralize, displace the hearer, be incomplete, and use irony.

Impoliteness attacks the interlocutor's face, differing from politeness, which maintains it (Culpeper, 1996). Culpeper (2005) identified five impoliteness strategies:

1) Bald on Record Impoliteness: Direct and explicit FTA.

2) Positive Impoliteness: Undermines the addressee's positive face through exclusion, indifference, taboo language, and conflict-seeking.

3) Negative Impoliteness: Threatens negative face by insulting, ridiculing, and showing contempt.

4) Sarcasm or Mock Politeness: Uses politeness strategies insincerely to disguise face threats.

5) Withhold Politeness: Omits expected politeness, such as failing to thank someone.

3. METHODOLOGY

This study employed a descriptive qualitative research design to analyze politeness and impoliteness strategies in the series Mind Your Language (1977). Creswell (2009) posits that qualitative research serves as a method for investigating and comprehending the significance that individuals or groups attribute to a social or human issue (Apriyani, 2022). The data collection process involved systematically watching and transcribing thirteen episodes from the first season, identifying instances of politeness and impoliteness based on Brown and Levinson's (1987) politeness theory and Culpeper's (2005) impoliteness framework. The researchers followed a structured four-step data collection procedure:

1) Watched all episodes and listed instances of politeness and impoliteness used by characters.

2) Categorized expressions according to face-threatening acts and politeness strategies.

3) Analyzed dialogues within their linguistic and cultural contexts.

4) Interpreted the findings to determine the most frequently employed politeness and impoliteness strategies.

The data analysis process focused on discourse interpretation, ensuring that the social and cultural implications of politeness and impoliteness strategies were thoroughly examined. The study's findings contributed to a deeper understanding of cross-cultural communication and humor in multilingual classroom interactions.

4. RESULTS AND DISCUSSION
RESULTS
According to the data, the researchers discovered that there were nine kinds of politeness and impoliteness strategies utilized in the series "Mind Your Language 1977," which were:
4.1 Positive Politeness
Positive politeness was the most frequently used strategy. This strategy facilitated the preservation of social peace, fostered group unity, and promoted participation among individuals.

Tabel 1. Findings of politeness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Notice, attend to hearer (H) (interests, wants, needs, or goods)	Mr. Brown: *I'm pleased to meet you all.*	Mr. Brown welcomed the students warmly.
Exaggerate (approval, sympathy, interest, etc.)	Ali: *Jelly good, thank you!*	Ali exaggerated his gratitude in an enthusiastic way.
Intensify interest to hearer	Mr. Brown: *Now before we start, I checked your homework last night. And I have a feeling there has been some sort of chicanery going on.*	Mr. Brown intensified the situation by hinting at dishonesty.
Use in-group identity markers	Giovanni: *Santa Maria! I'm very happy for you! Because you're my best friend.*	Giovanni used religious exclamations and personal terms.
Seek agreement	Max: *I think it is a very good idea.*	Max showed agreement, reinforcing positive engagement.
Avoid disagreement	Mr. Brown: *Well, not to worry! You really must concentrate on those 'double u' sounds.*	Mr. Brown softened his criticism by reassuring Anna.
Joke	Mr. Brown: *Ahhh I see... and I suppose it's got nothing to do with the fact that Danielle is sitting here too.*	Mr. Brown teased Giovanni about his interest in Danielle.
Assert or presuppose speaker's knowledge of and concern for hearer's wants	Mr. Brown: *I hope you've all done so, have you?*	Mr. Brown presupposed that students had done their homework.
Offer and Promise	Mr. Brown: *I'll buy you all an end-of-term drink.*	Mr. Brown motivated students with a reward.
Be optimistic	Danielle: *Perhaps the exam is not too bad! Maybe we can answer the questions OK.*	Danielle optimistically reassured her classmates.
Give (or ask for) reasons	Mr. Brown: *Rather than go straight on to a lesson, I thought it might be a good idea if we talked about what we did at the weekend.*	Mr. Brown explained his teaching approach.
Assume or assert reciprocity	Miss Courtney: *Congratulations, Mr. Brown. Your students are a credit to you.*	Miss Courtney reinforced reciprocity by giving credit to Mr. Brown.

Give gifts to hearer (goods, sympathy, understanding, cooperation)	Jamila: *Master Ji, I have knit small gift for you.*	Jamila expressed gratitude through a handmade gift

4.2 Bald on Record Politeness

Bald-on-record was the second most frequently used strategy. This strategy was frequently employed in scenarios that required urgency, clarity, or authority, where the speaker prioritized direct communication over face-saving strategy.

Tabel 2. Findings of bald on record politeness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Non-minimization of Face Threat	Mr. Brown: *Quiet please! Sit Down!*	Mr. Brown directly commanded students to sit down.
	Miss Courtney: *Silence! Now take heed, because I shall not tell you again.*	Miss Courtney asserted authority with a direct command.
	Mr. Brown: *Sit down! No more racialist jokes please.*	Mr. Brown stopped offensive jokes with an order.
	Ranjeet: *I can't sit there. It's impossible.*	Ranjeet directly refused to sit in a particular seat.
	Max: *We are not understanding a word he's saying, Mr. Brown.*	Max directly expressed confusion about someone's speech
FTA-Oriented Bald-on-Record Usage	Mr. Brown: *Now before we start, I checked your homework last night. And I have a feeling there has been some sort of chicanery going on.*	Mr. Brown directly accused students of cheating.
	Miss Courtney: *You really must work on those R sounds.*	Miss Courtney issued a blunt correction on pronunciation.
	Ali: *We are all going to die!*	Ali exaggerated his fear bluntly without softening.
	Juan: *Every week, I buy bacon from milkman.*	Juan directly responded without considering correctness.
	Anna: *Ja, it vas dreadful! I still blush ven I think of it.*	Anna shared embarrassment directly without hedging.

4.3 Negative Politeness

Negative politeness was the third most frequently used strategy. This strategy was used when characters attempted to minimize imposition, showed deference, or reduced the impact of face-threatening acts (FTAs).

Tabel 3. Findings of negative politeness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Be indirect	Mr. Brown: *It doesn't matter. Have a seat.*	Mr. Brown indirectly instructed the student to sit without making it sound like an order.

Hedge	Miss Courtney: *Well, I hope she is not going to cause any bother.*	Miss Courtney hedged her statement with "I hope" to soften her concern about Danielle.
Be pessimistic	Mr. Brown: *Would you all pay attention, please? I have something rather important to tell you. I'm afraid that Miss Courtney has terminated my engagement.*	Mr. Brown used "I'm afraid" to lessen the impact of bad news.
Minimize the imposition	Miss Courtney: *Excuse me, you are in Mr. Brown's class, aren't you?*	Miss Courtney used "excuse me" and a tag question to reduce imposition and allow the listener to respond easily.
Give deference	Miss Courtney: *May I beg your pardon?*	Miss Courtney used highly formal language to show deference and request clarification.
Apologize	Ranjeet: *Oh, Mr. Teacher. I'm apologizing most humbly.*	Ranjeet made a formal and deferential apology, emphasizing his humility.
	Ali: *I am most sorry! I only had a small bite.*	Ali apologized for his action while minimizing the severity of his mistake.
Impersonalize speaker (S) and hearer (H)	Mr. Brown: *It's alright, Miss Courtney. She means she was just warming a hot water bottle for me.*	Mr. Brown used a third-person reference instead of directly involving the hearer.
Go on record as incurring a debt or as not indebting the hearer	Mr. Brown: *That's very kind of you, but I've got a bit of a headache… so I'll go and sit over there.*	Mr. Brown politely declined an offer while showing appreciation.

4.4 Bald On Record Impoliteness

Bald on record impoliteness was the fourth most frequently used strategy. This strategy was used when characters employed direct, unmitigated speech that ignored politeness conventions, often to assert dominance, criticize, or express frustration.

Tabel 4. Findings of bald on record impoliteness strategies in the series "Mind Your Language 1977"

Strategies	**Dialogue**	**Context**
Direct Insult	Ali: *You damn fool! Sikh are unbelievers and infidels!*	Ali insulted Ranjeet's religion with a direct attack, showing no mitigation.
	Giovanni: *You Spanish creeper!*	Giovanni insulted Juan based on nationality, using offensive language.
Blunt Commands	Mr. Brown: *Pay attention, please!!!*	Mr. Brown demanded students' attention forcefully.
Mocking with Threats	Mr. Brown: *If you say we are all going to die once more, I shall strangle you.*	Mr. Brown jokingly threatened Ali in an exaggerated manner.
	Miss Courtney: *I warn you, Mr. Brown, if this sort of thing ever occurs again in the future…*	Miss Courtney issued a strong warning, making it clear that consequences would follow
Harsh Criticism	Miss Courtney: *This is absolutely disgraceful. I thought he might have the decency to tell me first.*	Miss Courtney harshly criticized Mr. Brown without softening.

| Aggressive Questioning | Miss Courtney: *Are you trying to get rid of me?* | Miss Courtney accused Mr. Brown directly, creating tension. |
| Humiliating Name-Calling | Su Lee: *He's tlaitor! Better ling Lussian Embassy!* | Su Lee labeled Boris a traitor without any mitigation. |

4.5 Off Record

Off-record was the fifth most frequently used strategy. This strategy was used when characters wanted to avoid direct imposition, create ambiguity, or leave their statements open to interpretation.

Tabel 5. Findings of off record politeness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Give hints	Max: *The man who put you in big trouble.*	Max implied blame without naming the person, allowing the listener to infer.
Use contradictions	Miss Courtney: *Almost. We set off one morning for Gretna Green! But I'm afraid we never quite made it.*	Miss Courtney created a contradiction, implying an attempted elopement without stating it explicitly.
Be ironic	Mr. Brown: *That's correct! Another milestone.*	Mr. Brown sarcastically downplayed an achievement, making it seem insignificant.
Use metaphors	Mr. Brown: *Yes. It's an old English custom! I scratch your back, you scratch mine.*	Mr. Brown used a metaphor for mutual favors, avoiding explicit reference to bribery.
Use rhetorical questions	Miss Courtney: *And don't stand for any nonsense.*	Miss Courtney indirectly advised someone by framing the command as a general rule.
Be ambiguous	Ali: *We are delayed because of the reason of mist.*	Ali used vague language to explain the delay, avoiding responsibility
Be vague	Mr. Brown: *Ah! It's all I need!*	Mr. Brown gave a vague response to show reluctance indirectly.

4.6 Positive Impoliteness

Positive impoliteness was the sixth most frequently used strategy. This strategy was used when characters attacked the hearer's positive face by ignoring, excluding, or ridiculing them.

Tabel 6. Findings of positive impoliteness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Ignoring / Exclusion	Giovanni: *Ha yourself, you think that you are tough? Come outside.*	Giovanni challenges Max's toughness, excluding him by implying he is weak.
Using Derogatory Identity Markers	Juan: *Are you calling me a pig? You are a pig, you Italian ravioli!*	Juan insults Giovanni using a food-based stereotype.
Using Taboo Language	Max: *It would be if she took all her clothes off.*	Max makes an inappropriate sexual remark for interest someone.
Dismissing / Belittling	Miss Courtney: *Of course, it's your fault, you silly little man.*	Miss Courtney belittles Sid by calling him a "silly little man."

Strategies	Dialogue	Context
Threats & Aggression	Ali: *You are asking for a kick up the Khyber!*	Ali humorously threatens Ranjeet with physical harm.
Undermining Confidence	Max: *You don't know how to spell it?*	Max mocks Mr. Brown's spelling ability, questioning his intelligence.

4.7 Sarcasm or Mock Politeness

Sarcasm or mock politeness was the seventh most frequently used. This strategy was used when characters pretended to be polite but actually delivered criticism, ridicule, or humor at the expense of others.

Tabel 7. Findings of sarcasm or mock politeness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Mock politeness in an insincere offer	Ali: *If you are wanting some assistance, I am happy to be helping.*	Ali's exaggerated politeness was actually a sarcastic remark toward Ranjeet.
Over-the-top politeness to mock someone	Miss Courtney: *Incredible!*	Miss Courtney feigned admiration while actually mocking a student's mistake.
Sarcastic compliment	Mr. Brown: *Thank you, George Washington.*	Mr. Brown mockingly compared Ali to George Washington to question his honesty.
Exaggerated reassurance with ironic intent	Miss Courtney: *Don't worry about this bizarre little affair. I shan't tell it to anyone. Your secret is safe with me.*	Miss Courtney sarcastically reassured Mr. Brown while implying she would spread the news.

4.8 Negative Impoliteness

Negative impoliteness was the eighth most frequently used strategy. This strategy was used when characters directly attacked the hearer's negative face by imposing their authority, restricting autonomy, or dismissing their contributions.

Tabel 8. Findings of negative impoliteness strategies in the series "Mind Your Language 1977"

Strategies	Dialogue	Context
Insult and attack identity	Anna: *If heaven is full of Catholics like you, I'll prefer to go to hell.*	Anna insulted Giovanni's religious beliefs, making an extreme rejection of his faith.
Showing contempt and belittle	Miss Courtney: *I shall wait until he arrives. It will give me an opportunity to find out how much you have learned. Which is precious little, I suspect.*	Miss Courtney mocked the students' intelligence, belittling their competence.
Abrupt dismissal with no explanation	Miss Courtney: *Right! Mr. Nadim. Come along, off you go.*	Miss Courtney dismissed Ali from class without hearing him out, asserting dominance.

4.9 Withhold Politeness

Withholding politeness was a rarely used strategy. This strategy occurred when characters intentionally failed to provide expected polite responses, such as greetings, acknowledgments, or expressions of gratitude, resulting in disengagement or silent resistance. For example from this dialogues between Mr. Brown and Danielle;

Mr. Brown : *You mean he was speeding?*
Danielle   : *Yes. What did you think he was doing?*
Mr. Brown : *(Silent and ignoring Danielle's question, moves on to Anna.)*

Mr. Brown used withholding politeness as a way to be impolite. When Danielle asked, *"What did you think he was doing?"* she expected a response, but Mr. Brown remained silent and ignored her, moving on to Anna instead. This lack of response was a face-threatening act (FTA) because it dismissed Danielle and made her feel excluded. Instead of engaging in the conversation, Mr. Brown's silence sent a message of disinterest or rejection, showing a subtle way of being impolite by refusing to acknowledge Danielle's question.

DISCUSSION

This study examined how politeness and impoliteness strategies were used in "Mind Your Language 1977" and how they contributed to communication in a multilingual classroom setting. The findings showed that politeness strategies helped maintain social harmony, while impoliteness strategies played a role in power authority and humor.

Positive politeness was the most frequently used strategy, as it helped build relationships and maintained group cohesion. Mr. Brown used positive politeness by greeting students warmly, joking to ease tension, and encouraging participation. His utterances, such as *"I'm pleased to meet you all"*, reflected his effort to make students feel comfortable in a foreign language environment. This aligned with Brown and Levinson's (1987) politeness theory, which suggested that positive politeness was used to create solidarity and reduce social distance.

Bald-on-record politeness was also found in interactions where clarity and directness were necessary. This strategy was used in situations requiring immediate action, such as when Miss Courtney gave direct commands to assert authority. For example, utterances like *"Silence! Now take heed, because I shall not tell you again"* demonstrated how bald-on-record politeness functioned to maintain control in a structured environment. Mr. Brown also used this strategy when addressing classroom discipline, such as saying *"Sit down! No more racialist jokes, please"*, which showed politeness in the form of directness while prioritizing clarity.

Negative politeness was also observed, particularly in situations where deference and formality were necessary. Miss Courtney, the school principal, used indirect requests and formal language to maintain authority while softening the impact of commands. Similarly, students from hierarchical cultures, such as Ranjeet and Ali, often apologized or used deferential expressions, reflecting the role of negative politeness in cultures that emphasized respect and social hierarchy. These findings supported Brown and Levinson's (1987) argument that negative politeness was used to minimize imposition and acknowledge social distance.

Off-record politeness was also present in instances where speakers avoided direct confrontation. This strategy was used to imply meaning rather than state it explicitly, allowing the

hearer to interpret the intended message. Mr. Brown often relied on off-record politeness to address student behavior without making direct accusations. For instance, his remark *"I checked your homework last night, and I have a feeling there has been some sort of chicanery going on"* implied suspicion of cheating without outright stating it. This use of off-record politeness helped soften face-threatening acts (FTAs) by allowing room for interpretation.

In contrast, bald-on-record impoliteness was frequently employed, particularly by Miss Courtney, who relied on direct, unmitigated speech to assert control. This strategy was evident in her blunt orders, criticisms, and authoritative tone. According to Culpeper (2005), bald-on-record impoliteness is used when the speaker does not feel the need to mitigate face-threatening acts, often in situations where hierarchy or power relations justify directness.

Positive impoliteness was observed in cases where speakers deliberately ignored, excluded, or ridiculed others. Giovanni and Juan, for instance, used nationality-based insults such as *"Spanish creeper"* and *"Italian ravioli"*, demonstrating how humor and cultural stereotypes contributed to impoliteness strategies. Similarly, Max's suggestive remark, *"It would be if she took all her clothes off,"* showed how positive impoliteness functioned as a way to provoke or challenge social norms.

Negative impoliteness was also found, where characters threatened, insulted, or dismissed others harshly. This strategy was often used to attack a character's identity, status, or competence. For example, Anna's remark *"If heaven is full of Catholics like you, I'll prefer to go to hell"* illustrated an extreme form of rejection. Miss Courtney also used negative impoliteness by belittling students, as seen in her comment *"Which is precious little, I suspect",* implying that they had learned very little. These findings aligned with Culpeper's (2005) framework, which suggested that negative impoliteness was used to dominate or humiliate the hearer.

Sarcasm and mock politeness were also common, often serving comedic purposes. Mr. Brown's sarcastic remarks, such as calling Ali *"George Washington,"* demonstrated how impoliteness was disguised as politeness to critique or ridicule. These findings aligned with Culpeper's (2005) notion that sarcasm functioned as a form of social control in communication.

Lastly, withholding politeness was the least frequently observed strategy. This strategy occurred when speakers failed to provide expected polite responses, leading to disengagement or silent rejection. For instance, in one scene, Danielle asked a question expecting a response, but Mr. Brown remained silent and ignored her, effectively excluding her from the conversation. This reflected Culpeper's (2005) argument that withholding politeness can serve as an implicit form of impoliteness by denying the hearer recognition or inclusion.

The descriptive qualitative approach used in this study effectively captured how these politeness and impoliteness strategies were applied in different contexts. By analyzing the dialogue in its natural setting, the study provided insights into how politeness supported group cohesion, while impoliteness contributed to power dynamics authority. These findings highlighted the importance of cultural awareness in multilingual communication, as politeness norms varied across cultures. Understanding these strategies could enhance cross-cultural communication and second-language learning, helping individuals navigate diverse social interactions more effectively.

5. CONCLUSION

This study examined politeness and impoliteness strategies in "Mind Your Language 1977", emphasizing how cultural and linguistic diversity influences communication. The findings reveal that positive politeness was the most frequently used strategy to foster social harmony, while bald-on-record impoliteness was often employed for demand authority.

The study highlights the necessity of cultural awareness in communication, particularly in multilingual settings, where different cultural backgrounds influence perceptions of politeness. Recognizing these strategies can enhance cross-cultural competence and improve language teaching methodologies, particularly in English as a Foreign Language (EFL) contexts. Future research could further explore politeness and impoliteness strategies in other media or real-life multilingual interactions to gain deeper insights into global communication dynamics.

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