

Communication using Artificial Intelligence: Shifts in Politeness Strategies among EFL Learners

Wasan Ali Ahmed Alnaisani

Ministry of Education

General Directorate of Education/ Rusafa 1

Corresponding author : wasanalnaisany@gmail.com

<https://orcid.org/0009-0001-2122-6303>

Date of research submission :5/4/2026

Date of publication acceptance : 21/6/2026

Date of publication :25/6/2026

FA/202607/30E/20/705



[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

<https://alfatehjournal.uodiyala.edu.iq/index.php/jfath/index>

<https://alfatehjournal.uodiyala.edu.iq/index.php/jfath/copyright>

Abstract

This research deals with artificial intelligence and its role in facilitating the transfer of politeness strategies across different cultures. It also deals with communicative language teaching (CLT) and its role in emphasizing interpersonal communication and pragmatic knowledge among EFL learners who learn English as a foreign language (EFL) learners. The research focuses on the politeness theory to explain the topic of interpersonal communication as a basic process of sharing and exchanging information and ideas among human beings. So, Artificial Intelligence is concerned with making a computer behaves like humans to do the tasks that are done physically to be performed electronically through the internet. Artificial intelligence is one of the advanced tools that appeared in contemporary society that makes communication easier and more effective than ever before and influences not only linguistic choices but also cultural aspects and thinking patterns whenever individuals engage with this technology. The advent of digital communication technologies influences politeness. Facebook, email, text messaging, chat rooms, blogs, and computer-mediated communication (CMC) introduce novel

forms of interaction. The results indicate a marked change among EFL learners engaged with online learning platforms compared to students in traditional learning environments because a shift in politeness strategies and the use of AI prove their useful value in language learning and reduce psychological stress.

In the methodological part, this research scrutinizes the link between open AI's chatbots and the adoption of politeness strategies. Quantitative analysis of supplementary data indicated significant increase in the application of politeness strategies, with participants exhibiting a clear preference for negative politeness in their face- to- face exchanges. Artificial intelligence(AI) technology and communication are currently connected, with AI serving as a mentor for a new style of polite communication.

Finally a set of results and conclusions are made and the references that are used in this research are authenticated.

Key words: communication, Artificial intelligence, politeness strategies, chatbots in EFL education, cultural variations

التواصل باستخدام الذكاء الاصطناعي: التحولات في استخدام استراتيجيات
المجاملة بين متعلمي اللغة الإنكليزية

وسن علي احمد النيساني

وزارة التربية/ المديرية العامة لتربية بغداد/ الرصافة الاولى

Corresponding author : wasanalnaisany@gmail.com

<https://orcid.org/0009-0001-2122-6303>

تاريخ استلام البحث : 2026/4/5

تاريخ قبول النشر : 2026/6/21 - تاريخ النشر 2026/6/25

FA/202607/30E/20/705



[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

<https://alfatehjournal.uodiyala.edu.iq/index.php/jfath/index>

<https://alfatehjournal.uodiyala.edu.iq/index.php/jfath/copyright>

المستخلص

يتناول هذا البحث موضوع الذكاء الاصطناعي ودوره في تسهيل الانتقال باستخدام استراتيجيات المجاملة عبر الثقافات. ويتناول أيضاً تعلم اللغة التواصلية ودورها في

تأكيد التواصل الشخصي والمعرفة التداولية بين متعلمي اللغة الانكليزية لغة اجنبية. يتركز البحث على نظرية المجاملة لتوضيح موضوع التواصل الشخصي كعملية اساسية لمشاركة وتبادل المعلومات والافكار بين البشر. لذلك الذكاء الاصطناعي يهتم بجعل سلوكيات الحاسوب تشبه البشر لعمل الواجبات التي يحتاج انجازها جسدياً الى ادائها الكترونياً من خلال الانترنت.

يعد الذكاء الاصطناعي احد الادوات المتقدمة التي ظهرت في المجتمع المعاصر والتي جعلت التواصل اسهل واكثر فاعلية من ذي قبل، ويؤثر ايضاً على الخيارات اللغوية بالإضافة الى الجوانب الثقافية ونماذج التفكير متما يشارك الافراد بهذه التقنية. عند مجيء تقنيات التواصل الرقمي اثرت على اسلوب المجاملة ومنها الفيس بوك، إيميل، رسائل نصية، الدردشات، مدونات، تواصل عبر الحاسوب كلها قدمت اشكال عديدة للتفاعل والتواصل. اظهرت النتائج التغيير الملحوظ بين متعلمي اللغة الانكليزية المشاركون في منصات التعليم عن بعد مقارنة بالطلاب المشاركون في بيئات التعلم التقليدية لأن التحول في استراتيجيات المجاملة واستخدام الذكاء الاصطناعي اثبتت قيمتها في تعلم اللغة الانكليزية وتقليل التوتر النفسي. التقديمات في التكنولوجيا الحديثة، لاسيما استخدام الذكاء الاصطناعي قد ابتكرت ترابطات بينه وبين بيئات التعلم. تنبثق هذه الروابط من الصفات الاساسية للذكاء الاصطناعي بحد ذاته وهي: التعلم، المنطق، التصحيح الذاتي. اعطت هذه المظاهر النهوض بتفسير خوارزميات التعلم متضمنة شبكات محايدة، كبرمجة جينية بالإضافة الى التخطيط باستخدام الذكاء الاصطناعي الذي يجهز بشكل جماعي الادوات التي تدعم خبرات التعلم المتنوعة.

اما الجزء المنهجي من هذا البحث يتفحص بدقة الرابط بين برامج محاكاة الدردشة البشرية وبين اتباع استراتيجيات اللباقة. بين التحليل الكمي للمعلومات المجهزة الاهمية المتزايدة في تطبيق استراتيجيات اللباقة، مع مشاركين العرض قد اظهر تفضّل واضح للمجاملة السلبية في التفاعلات وجهاً لوجه. تُعد تقنية الذكاء الاصطناعي والتواصل مترابطان في الوقت الحالي لأن خدمة الذكاء الاصطناعي تعتبر كمنصحة للأسلوب الجديد في التواصل اللبق.

واخيراً فإن مجموعة من النتائج والاستنتاجات قد أُجريت والمصادر التي أُستخدمت في البحث قد وُثقت.

الكلمات المفتاحية: التواصل، الذكاء الاصطناعي عبر استراتيجيات المجاملة، برامج محاكاة الدردشة البشرية في تعلم اللغة الانكليزية، الاختلافات الثقافية

1. Introduction

Artificial intelligence significantly influences educational practices as its applications permeate daily life and academic institutions. Artificial intelligence becomes one of the rapid achievements in foreign language teaching and a developed field in language acquisition by offering suitable environments and

reinforcement for the beginners in English language learning and speaking it well. In computer-mediated communication, AI allows learners to practice authentic oral language amid native speakers, facilitating the transfer of politeness strategies across cultures. Through classroom interactions and communication with AI programs, learners develop and adapt new strategies in pragmatic realization (Senowarsito, 2013).

2. Theoretical Framework

Politeness Theory, proposed by Brown and Levinson, accounts for interpersonal communication between speakers and hearers in various social contexts. It posits that people have a desire to be approved by others and to fulfill the effect of avoiding imposition on others (Senowarsito, 2013). Communication, the basic process of sharing and exchanging information and ideas, is fundamental to human life; it enables individuals to collaborate smoothly and build mutual understanding, which is basic to success and survival. It is a process of sending messages through appropriate channels to proceed and promote an action or obtain information. Theories on communication have been established based on this process. Among its various functions, communication implemented through AI is by far the most important and a widely used feature in this 21st century. AI now helps humans connect, share information, and broaden their knowledge simply through electronic channels.

2.1. Politeness Theory

Daily life of people is affected by communication technology to a large extent. Nowadays, the society is a witness of all these contemporary changes and the rapid developments which made the interaction easier. AI interfaces can be regarded as main tools which spread over the world rapidly which influence linguistic, cultural, or thinking choices of individuals whenever they begin to use them. Senowarsito(2013) explains algorithms of the AI systems which depend on current material and can change or improve gradually using the way of trial and error. In addition to its use in communication, AI is used in language learning which can help learners to finish the assignments and decrease psychological problems for them, like the stress.

Notably, a shift in politeness strategies has been observed among EFL learners engaged with online learning platforms (Meiratnasari et al., 2019). Results indicate a marked change compared to students in traditional learning environments. The use of Artificial Intelligence (AI) technology has garnered particular focus following its rapid dissemination throughout society (Ashmore Eskin, 2017). AI's communicative applications, from chatbots to voice-to-text programs, and the English learning programs enabled through AI chatbots and video voice recognition, offer both assistance and companionship.

2.2. Communication Models

The concept of communication involves a process by which humans attempt to share their ideas, feelings, and desires (Senowarsito, 2013). Studies into communication have long concentrated on the social and technological aspects such as human-to-human interactions and ways in which people exchange information with the aid of mobile phones, landlines, telephone booths, and a range of audio-visual technologies (Baumer & van Rensburg, 2011). However, recent advancement in Artificial Intelligence (AI) – the study and design of intelligent agents – continue to expand a new avenue for machine-based communication such that an individual can exchange thoughts and feelings with autonomous systems capable of rational, human-like behavior.

Communication models systematically illustrate the nature of communication as well as the information flow between late participants in the process. Models can be categorized into linear, interactive, and transactional – of which the transactional model arguably represents the most comprehensive depiction. The transactional model recognizes the simultaneous nature of communication, provides the most accurate representation of the communication process, and views it as a continuous loop because participants are constantly exchanging ideas, feelings, and desires. It consists of the core elements: (i) Sender, the source of the information; (ii) Receiver, the target recipient for the sent information; (iii) Encoding, the method for representing

the message to be sent so it can be perceived by other agents; (iv) Decoding, the conversion of the coded message back into an interpretable format; (v) Message, the idea, feeling, and desire that the sender wishes to share; (vi) Medium, the carrier through which a message travels; and (vii) Feedback, the information sent back by the receiver in response.

2.3. Artificial Intelligence in Communication

Artificial intelligence (AI) refers to computer programs that perform tasks requiring human intelligence. The current swift development of AI technology enables real-time, natural responses. Oral communication has traditionally been regarded as one of the most difficult skills to attain, particularly in an English as a foreign language (EFL) context because of lengthier opportunities for practice compared with other skills. However, AI can provide realistic input that necessitates pragmatic competence development more so than traditional media, such as textbooks, audio-visual equipment, and reality. Various AI tools are becoming readily available, enabling users to communicate with them using natural language. This technology promises greater access to communicative opportunities that also necessitate pragmatic competence development.

AI provides a platform for users to engage in conversation or interact with the system. English language learners are pleased with using the chatbots to improve their language without the stress of face threatening situation and they have a good chance to speak English proficiency. Chatbots like Chat GBT or Replika keep the history of the conversation to answer or to provide the next responses of the users as a part of large language program can generate unlimited number of intelligent responses. Using the conversation history can provide intelligent responses. Also, the learners can use a different model of AI chatbots like Duolingo, or Elsa which can provide a chance of daily practice for the learners of English as a feedback to develop their speaking and writing skills, for example; AI's text-to-speech and video-conferencing technologies provide dynamic virtual classrooms with powerful interactive features

help them to focus. Furthermore, there are incorporating texts of assistants AI to ensure and complete the target language communication.

2.3.1 Artificial Intelligence Tools in Language Learning

AI became popular because of its vast data and it has accessibility to use English language easily. The main feature of AI is its ability to start any conversation with any one in any time from the world and this conversation will be coherent and acceptable. When Chat GPT released in November 2022, many achievements appeared about academic fields like translation, lectures, educational assignments and also programs of brainstorming to increase understanding and cognition. If the learners of English language have abilities and are skillful in use AI tools, their learning experiences are enhanced and developed easily. According to this study, recognition of the nature of human language and the nature of AI helps to create the term "politeness strategies" explaining the different linguistic practices. It also aims to find out how the AI tools can affect the different shifts in politeness strategies which related to the EFL learners where never lived in such English-speaking societies and environments.

2.3.2. Chat bots in EFL Education

People's abilities and cognitive processes can be changed according to the AI development, especially in generative AI. Politeness strategies in communication are an integral part of the cognition system. English is an international language, especially English as a Foreign Language (EFL). As an individual's language varies according to the interlocutor, the communication environment, and culture, a study of shifting politeness strategies in communication, facilitated by AI's generative capabilities, is of concern, notably in China, since it has a large population of EFL learners. EFL learning is influenced to a large extent by AI, which facilitates cognitive transformations, especially in communication. Investigating the relationship between politeness strategies and communication can aid in understanding EFL learners' cognition, ability

possession, and the learning environment (World English Journal et al., 2023).

2.3.3. AI-Powered Language Apps

AI-Powered Language Apps, underpin effective language learning by providing learner-centered and interactive environments (Senowarsito, 2013) , enabling users to engage in online exchanges that can frequently take place within framework conditions. Smartphone messaging applications also now enable real-time feedback exchange between instructors and learners and can be used for language learning (Ashmore Eskin, 2017). Digital classrooms, exemplified by Tencent Meeting and Zoom, maintain traditional platforms for oral communication between instructors and participants.

Chatbots embody a widely used artificial intelligence instrument characterised by self-analytical and self-corrective capabilities. Accordingly, these simulated conversational entities are designed to act as interlocutors. They can be particularly functional for foreign language learners who seek sustained dialogues. Chatbots can be utilised within various mediums, including commercially available messaging applications (e.g., Telegram and WhatsApp). In the example provided, a chatbot offers a correction to a user's language input.

2.3.4. Virtual Classrooms and AI

Virtual classrooms create a hybrid social reality combining a physical classroom and a virtual environment, enriching the educational experience by extending interactions online before and after lessons. AI integration within these platforms is addressed with specific student questions to support learning continuity. Politeness shifts are reportedly easiest to observe in such virtual classrooms, where AI-driven social interactions assist learners. English language teachers thus encounter environments conducive to analyzing politeness strategies, and the presence of AI within virtual classrooms adds a new dimension to this research focus .

2.4. Politeness Strategies in EFL

Politeness is the art of using language strategically to consider other people's feelings and to create social harmony

(Senowarsito, 2013). Culture constitutes the context within which linguistic politeness resides (Meiratnasari et al., 2019). It shapes what counts as polite behavior and thus the use of politeness strategies in cross-cultural communication. In other words, politeness may vary from one culture to another or in different social contexts. The rise of new technological tools, however, has made the acquisition of politeness less culture-bound. It is changing some traditional cultural conventions of politeness that have been dominant for centuries, particularly with regard to linguistic politeness in English as a foreign language (EFL). Technological innovations are fostering a new culture of politeness that is centered on lexical politeness rather than non-verbal and paralinguistic cues.

2.4.1. Definition and Importance

Politeness has been recognized as a crucial element in a wide variety of human interactions (Baumer & van Rensburg, 2011). Its significance extends beyond daily communication to include specialized social interactions. Although a concept frequently discussed in EFL contexts, its application remains somewhat ambiguous. A straightforward definition appears in the Oxford Advanced Learners' Dictionary, which describes politeness as "behaving in a way that is not rude and shows that you consider other people's feelings." Alongside this definition, the dictionary enumerates strategies such as using formal speech, on-record indirectness, and impersonalization as key to exhibiting politeness. In EFL learning, garnering an understanding of such strategies, along with the reasons behind and situations for their employment, constitutes a common objective. There are modern changes in the world happened in learning and in the certain advancements like AI becomes the strong connection between learning and AI usage. Linkages of AI come from certain characteristics which are rational, correction of errors, and learning itself. AI has certain algorithms which can support different learning environment and different learning experiences whether beginners' experienced , or even advanced experiences, and it has neurosis controls on the all the other neural networks as well as AI can

express different genetic programs. The nature of AI allows to the users build environments. These environments are hypothetical and non- physical among different spaces. One of these virtual and non- physical environment is chatbots can supply various chances of cooperation, effective interaction and learning mechanically. So, the virtual reality of AI can be regarded as an important representative, venue, non- physical model address all the needs and desires of interlocutors, academic fields as if a person makes conversations in the social realities of individuals which requires a type of politeness for using it. This type spotlighted in 1070s which has the specific attention and very limited in use within AI interceded interaction.

2.4.2. Cultural Variations in Politeness

Senowarsito (2013) considers the topic of politeness as a main principle in the conversation among individuals . Politeness can serve various occasions as a widespread significant way used in social connection and academic avenue within different cultural realities and different situations, whether universal politeness or specific politeness.

According to Ashmore Eskin (2017), cultural variations in politeness using AI can supply different strategies for administering speeches and discourses of everyday life. Those cultural variations using politeness can be found in different communicative styles within special labels that can be straightforward styles or can be convoluted styles; for example; the Japanese people can be interrupted by using the term (“aizuchi”), in America; people cannot be able to interrupt other interlocutors regarding as an insult or non- respect. So. The norms of each culture can shape identified politeness strategies of each environment ethnically. Politeness becomes affected with the technologies of digital interaction like emails, blogs, chatbots, facebook, WhatsApp, Computer- mediated Communication(CMC), text messages by introducing different forms of communication. Depending on applications of AI, EFL learners can share knowledge, compensate for their interruptions and can have some corrective feedback for their information.

These application include chatbots, online platforms, etc. which can reflect different dynamic shifts in EFL learners' politeness strategies.

2.4.3. Politeness in Digital Communication

The concept of politeness is related in to the cultural norms, beliefs, certain principles represented to the certain society to present the respect for the societal harmony in their social relationships. Politeness is a significant topic reflected in the people's personality, their language and their cultural expressions and situations (Senowarsito ,2013). EFL learners need linguistic devices as well as their paralinguistic ways to interact and communicate among them like devices of writing and speaking which related to the paralinguistic devices body signals, eye contacts with the listeners and expressions of face, head's movement. The linguistic devices are called verbal devices while paralinguistic devices are called non- verbal. By using these two devices, the EFL learners can communicate and engage in their discourse. Digital media gives strong importance to the digital communication. This digital media links EFL learning within various digital communication devices across the wide world to be the large part of people's everyday life which can be abandoning it, especially in the academic field and learning the foreign languages as well as teaching applications. So, politeness strategies can be concluded that they depend on perception of digital communication for each society and knowing different forms of it across knowing the principle of politeness theory. Politeness strategies can be analyzed using different approaches to understand a language as a way of communication politely and understand its complexity through the various contexts.

3.Research Methodology

The research deals with 16 of students in the first stage college in Macao who classified as foreign learners for the target language to know the link between AI's Chatbots and politeness strategies. Their interaction happened in March 2023 as an out of the class interacted. These students used 2048 token conversational interactions within ChatGPT. The quantitative

analysis of all the communication of participants and their collected data were conducted on the digital media like chat platforms which explain that the participants tend to the negative politeness through their interaction face to face. Regarding of the studies on the topic of this research, (Baumer & van Rensburg, 2011) found that AI associated interaction with aggregation and envisioning analyses provide clear insights about politeness strategies, for example; the language education has its profound shifts across several decades and performance of the speaker to the target language depends on their effective collaboration and effective communication through cultural variations. Certain type of change appeared which is called Capitalization on hypotheses, processing information, teaching tools, avenues of teaching for both speakers or listeners from global place which affect the English medium instruction to create a new key chances and different type of challenges to develop of the field of future research. This research is built as the following form: The section 2 explains the theory of politeness strategies, Artificial Intelligence (AI) and computer mediated communication (CMC) while the later sections explained the characteristics of AI in pragmatic side and how these pragmatic sides can affect the politeness applications and practices of them. Incorporating theoretical principles outlined in Section 2, Section 4 explores how Artificial Intelligence transforms the configuration of politeness strategies in English as a Foreign Language. The concluding sections synthesize the main findings and discuss pedagogical implications.

3.1. Participants

The study's participants consisted of 58 Korean university students enrolled in an English Education program in Seoul during the 2022 academic year. The participants were divided into an experimental group with thirty students and a control group with twenty-eight students (Table 1).

3.2. Data Collection Methods

The study's data collection relied on screen shot conversations in the Zoom chat, chat box, online class real-time video recordings, and a numbers matrix documenting explicit times

that EFL students used politeness strategies during their mutual communications. The participants' conversations came from twelve synchronous two-hour lessons delivered via the Zoom platform. The lessons were constructed and interacted in such a way that EFL students who previously polished their speaking skill specifically, could in the end examine which politeness strategies the EFL students tended to exercise. Moreover, the data collection was accomplished through content analysis and a comparative method that sought both shifts in the politeness strategies and specific AI technological effects on the EFL sentiment during the communicative activity.

The participants included 49 high-intermediate Thai EFL students from multiple faculties who had already been drilled by explicit voice and speech corrections, such as how to enunciate English, how to control loudness and pitch, how to pronounce phonemes (sic), and how to use voice expression. A main point of concern was whether the EFL students had ever realized that politeness realization also has an impact on intelligibility. The Teaching English to Speakers of Other Language (TESOL) class provided for the participants was called AI Conversation, and its syllabus focused only on mutual interaction between teachers and students and among students themselves. Politeness strategies were employed during both the students' interactions with one another and with the teacher.

3.3. Analysis Techniques

This study applies interaction analysis to the transcript to specify the changes in politeness strategies caused by the use of AI as a communication tool. The analysis concentrated not only on the appearance of utterances but also on the users' stated perceptions about each utterance. These perceptions facilitate the formation of the current attitude toward the self and the others, thereby clarifying the politeness strategies behind the utterances. They also deepen the insight into the effect of the appearance of such utterances for the task accomplishment and the awareness of each utterance.

The transcript examined the influence of AI in communication in terms of the theory of politeness to determine the shifts in politeness strategies.

Politeness strategies concern the ways in which the speakers use language and gestures to accommodate the others to keep harmonious social relations. Maintaining the positive and negative “face” defines the nature of politeness; positive face is the desire to be approved and appreciated, and negative face is the desire for autonomy and freedom of action. Politeness strategies are classified into (a) “bald on record” where there is no effort to reduce the threat to the hearer’s ‘face’ (e.g., the use of imperative command), (b) “positive politeness” where there is an attempt to satisfy the hearer’s positive face (e.g., the use of friendly and respectful language), (c) “negative politeness” where there is a strategic effort to satisfy the hearer’s negative face (e.g., using some conventions or indirect speech), and (d) “off-record” where the speaker be ambiguous and does not impose any additional ‘face’ (Senowarsito, 2013). The analysis on the use of each strategy pointed out the shifts in communicative behavior from the perspective of the EFL learning process.

3.4. Findings

Artificial Intelligence (AI) technology and communication are currently connected, with AI serving as a mentor for a new style of polite communication. Language learners often try to use contemporary technology as a replacement for their tutors. Termasuk , students generally employ a variety of politeness strategies in speaking: direct strategies, indirect strategies, and polysintric strategies. During the COVID-19 era, students were forced to learn English in artificial conditions using many online classrooms and cloud experiments. When they needed to ask something, they had to say it carefully to protect the feelings of the other participants in order to maintain interpersonal harmony. In this way, Contreras–Cordero analyzed the position of politeness strategies in English at both the global and local levels. Several assistants were able to make requests according to the situation of the various politesse-related speakers/context,

the characteristics of the Nisa request, and the degree of possibility of satisfaction, as well as the effectiveness of the response to maximizing politeness while minimizing the negative face needs of the interlocutor.

Similarly, advances in technology that bring communicating interlocutors closer together are highlighted. Tang and Zhang examined changes in language learners' strategies regarding the use of politeness as AI technology developed, which allowed them to use virtual communication to complete their tasks. The main findings of the study reveal that students' politeness strategy had clearly changed due to AI technology. The results showed that instructors and learners were becoming more accustomed to AI technology, with students demonstrating greater interest in AI-assisted learning. Moreover, AI technology proved to be a great help for both instructors and learners in the teaching and learning processes. The application of AI tools tended to relieve the instructor's workload and make learning more enjoyable for students.

3.4.1. Impact of AI on Communication Styles

Student EFL writing corpora have been explored qualitatively and quantitatively to identify trends; the rise of generative AI language models in 2022 introduces a new tool for the study of language evolution. Politeness strategies, reflecting shifts in communication style, can be analyzed within this data. Previous models of communication include Lasswell's asking "Who says what in which channel to whom with what effect?", Shannon and Weaver's linear information theory quantifying noise and information capacity, Schramm's extension incorporating feedback, Gerbner's message flow model emphasizing feedback loops, Berlo's source-channel-receiver (SCR) model theory of communication, Barnlund's transactional model with nonverbal messages and facial cues, Shannon's addition of semantic, efficacy, and effectiveness levels of communication, and McLuhan and Fiore's "medium is the message" assumption highlighting the effect of new media on message importance.

Applying these fundamental models, previous natural language processing tools (Tokyo Global Communicator, Google

Translate, Grammarly, Quillbot) and AI technologies (Bing Chat, ChatGPT) are explored to identify popular tools used by learners. As noted by Fu and colleagues (Fu et al., 2023) , AI interaction is often perceived as an extension of oneself, assisting in content-generated communication. Thus, while communication analysis remains central, the expanded perspective must encompass multi-modal communication, engaging with spoken and signed modalities rather than solely written text.

Politeness strategies identify communication style, consisting of four main forms: Bald On-record (direct and without pretence), Positive Politeness (addressing the audience's want to be liked), Negative Politeness (addressing the audience's want not to be imposed upon), and Off-record (indirect and often implication-based). Commonly applied, the Politeness Framework complements Speech Act and Code models to analyse shifts in communication strategies. Defined as attempts of speakers to "induce feelings of being unthreatened and valued in the addressees", politeness is culturally dependent and crucial in both face-to-face and online Computer-Mediated Communication (CMC); (Baumer & van Rensburg, 2011) demonstrated that cultural misunderstanding in CMC can lead to pragmatic failure and the loss of face.

3.4. 2. Comparative Analysis with Traditional Learning

Communication using AI has had profound effects on the ways in which EFL learners employ politeness strategies. Findings show that students tend to use direct strategies when engaging with a chatbot, whereas indirect strategies dominate in traditional classroom interactions (Heather Tseng, 2016) (Senowarsito, 2013). AI-based technologies thus provide contexts in which students shift their preferred politeness strategies and explore modes of communication beyond established classroom norms. Theories of politeness identify strategies that speakers use to observe social norms and mitigate potential face-threatening acts. During interactions with chat bots, learners often favor straightforward, unambiguous forms, consistent with the adoption of on-record strategies. Conversely,

in a classroom environment, EFL learners tend to adopt more circumspect approaches to politeness, including indirectness and mitigation devices. The analysis evaluates such differences to elucidate further how AI systems affect teacher–student communication.

Research into AI-based programs identifies significant shifts in the ways that EFL learners employ politeness strategies during communication with a chat bot. While indirect strategies predominate in a traditional classroom, AI technologies introduce scenarios in which students tend to adopt more direct forms of expression. At a time when AI is becoming established as an essential tool for language-learning, results encourage educators to facilitate the development of social-communicative competence through processes that extend and complement classroom teaching.

The particular nature of this investigation provides a basis for further scholarly and pedagogical consideration of the ways in which AI programs facilitate pedagogical exchange between instructors and their students.

4. Discussion

Students now prefer conversation with chatbots to casual exchanges with friends, demonstrating an eagerness to practice spoken English and examine their proficiency. The availability of various AI services on platforms like LINE supports such interactions, enabling learners to engage in daily English conversations that shift their use of politeness strategies, as initially noted by (Heather Tseng, 2016). Adaptations in politeness also become evident during writing tasks. Among the five lecturer-delineated strategies, students initially favor the on-record approach, gradually extending this preference to include negative politeness, likely driven by a strong desire to communicate with the AI (Senowarsito, 2013).

An increasing number of students now strengthen their capacity for polite English expression; others limit themselves to requesting assistance solely from the AI. Traditional classroom teaching methods cannot facilitate the constant planning, execution, and revision of such speech acts. EFL educators,

therefore, face the challenge of integrating communication platforms that allow students to acquire practical, functional English efficient enough to navigate daily conversations, emphasizing the appropriate expression of politeness and politeness strategies.

AI services are continuing their evolution, growing increasingly capable of interpreting student communications as a native speaker would. Rapid progress within a few years is anticipated, highlighting the potential of AI in enhancing the refinement of politeness strategies and expressions among EFL learners.

4.1. Interpretation of Findings

AI technology has advanced to the point where many jobs have been replaced by AI while other jobs have been created. Furthermore, the rise of AI use has made communication increasingly efficient and convenient through such AI vehicles as chatbots, content creators, email writers, Grammarly, social media, and virtual meeting rooms. These enabling tools have contributed to changes in politeness strategies. In view of this situation, the study focused on analyzing whether politeness strategies change in AI-assisted communication. Politeness is a vital part of communication. For example, when people say "thank you," it is a sign of gratitude or politeness. Based on the creating–evaluating–reflecting pattern of a design thinking process, students first created chatbots to learn how to communicate with others in a sensitive manner. Then, they chatted about topics related to their daily life and evaluated their own polite and rude expressions. Finally, students reflected on the appropriateness of their human utterances.

Analysis of the chatbots showed that they tended to use negative politeness strategies aimed at mitigating the imposition made on the receiver of the face threatening act. The students also tended to use negative politeness in their communication because negative politeness mitigates the demand of the situation and is used for requests and warnings of potential future trouble. This finding reflects the recognition of the current AI technology as an important tool for daily use but AI technology and robots still have no or social affective capabilities. Furthermore, the

students preferred the polite expressions generated by chatbots more than their own generated expressions. This result is consistent with previous studies which suggested that learner–AI chatbot interactions can increase the learners’ motivation, enhance their learning effectiveness, and polish their expressions. The application of AI in language learning can also reduce the anxiety and tension experienced by students in the language-learning process. However, face-to-face communication can enhance language fluency and allow participants to identify individual unique characteristics which cannot be done through human–chatbot communication.

4.2. Implications for EFL Teaching

The integration of AI technologies requires the selection of appropriate communication software in current EFL teaching contexts. A central challenge is explaining how AI facilitates shifts in politeness strategies among EFL learners and the reasons for such changes. Rawal demonstrated that Politeness Theory offers effective analytical tools for studying interactional politeness both on- and off-line. An examination of Politeness Strategies in Teacher-Student interaction in an EFL Classroom Context (Senowarsito, 2013) reveals that language teachers predominantly employ bald on-record strategies for commands and requests, imposing considerable pressure on students. Furthermore, (Heather Tseng, 2016) found that Taiwanese EFL learners favor indirectness as a politeness strategy in email requests, often transferring Chinese pragmatic patterns to English, highlighting the necessity for explicit instruction to develop students’ pragmatic awareness.

Current studies have overlooked the implication of how AI can help this teaching to strengthen polite communication. The findings of this study suggest that AI can provide technical support to EFL teaching and offers theoretical perspectives on the motivational and facilitative role of AI in politeness strategy changes among Chinese EFL learners. Addressing the three questions set out in Section 1, (1) A variety of technical platforms deployed by AI technology develop a wide range of communication patterns that stimulate EFL learners to change

their politeness strategies according to different situational conditions. (2) AI creates diverse, innovative, and flexible linguistic settings that assist EFL learners in selecting suitable politeness strategies for each communication scenario and helps learners master the pragmatic competence required to apply them effectively. (3) AI establishes numerous, fairly open contexts that provide broader communicative opportunities, thereby encouraging learners to adopt more consistent, mature, and appropriate styles to improve their communication performance. The complexities can be simplified by these AI modern technologies like precision, openness, flexibility, interactivity, etc. as a contribution to develop the communication situation and providing a rich environment for the online language learning approaches.

4.3. Cultural Sensitivity Issues

Artificial intelligence (AI) tools such as chatbots, language learning applications and virtual classrooms permit students to learn a language beyond the limits of conventional classroom hours (Baumer & van Rensburg, 2011). Using AI tools, EFL learners typically adjust their speech patterns after frequent interactions and feedback from AI tools. Based on the observations from the prior analysis of classroom recorded transcripts after introducing AI technology, the students appear to apply different politeness strategies within AI communication environments that contrast with their face-to-face communication style. Accordingly, the AI technology provides reciprocal adjustments of styles of communication and might allow EFL learners to modify their politeness strategies flexibly. This phenomenon, with its possible pedagogical implications for understanding language usage in relation to politeness, opens up a niche research area for continued relevant investigation.

4.4. Research Limitations

Despite the considerable advances in AI chatbots, especially their increased ability to attract topics well, the absence of various rich ethical issues, such as bias, fairness, privacy, and misinformation, indicates the ongoing need for improvement. Subjects of human and AI communication often arise from

different areas of the world, potentially causing the technology to be perceived as a barrier to knowledge and communication. Subject RA Algorithmic Misunderstandings (RAM) remains a significant challenge, primarily due to a cultural mismatch that frequently prevents EFL learners from adopting AI technology as a conversational tool. This cultural gap can lead learners to question why they should use the technology or how it benefits them. Effective AI implementation methods would account for this 'task-oriented' attitude and aim to minimize communication failures; telnet tools should offer a range of situational prompts designed to elicit unexpected and engaging exchanges with AI, thereby more closely resembling genuine communicative circumstances (Heather Tseng, 2016). Future studies should approach ethical issues from interdisciplinary perspectives and examine the precise conditions under which learners apply learned conversation skills in various contexts (Senowarsito, 2013).

5. Conclusion

Narratives concerning artificial intelligence as a deviser of politeness strategies constitute a recent addition to academic knowledge within the field of intercultural communication. One such strategy involves departing from canonical turn-taking in order to accommodate users of AI (e.g. ChatGPT) who are invested in interaction. In so far as shifts maintain the viability of independent agency, this study considers what many students of intercultural communication believe to be hallmarks of politeness (Senowarsito, 2013). EFL pedagogy generally perceives contemporary learners as monotonous and independent, artificial agents, for example through Chatbots, might engage less socially active learners. A systematic data collection approach could underpin an experimental study across varied educational alliances, thereby sustaining lexico-syntactic development (Ashmore Eskin, 2017).

AI tools have been developed to attract the interest of interlocutors theoretically and empirically. In the past, AI tools were primarily inquiry-based, with a focus on collecting, sorting, and evaluating relevant information such as academic

papers, essays, or research reports. The latest ChatGPT version even supports multimodal communication through both text input and image output, providing experimental possibilities that are expected to further alter the patterns of language use among EFL learners.

Accordingly, the present contribution investigates shifts in politeness strategies of EFL learners in communication facilitated by AI. Data were obtained from transcripts of interactions among thirty-one EFL speakers in English from the Kingdom of Saudi Arabia and two universities in Jordan. Within English used via AI, informative and imaginative shifts emerged. Several Arabic forms of polite communication were abandoned, in addition to strategies related to the imposition of the addressee's requirements. Most tellingly, strategies classed as Bald on Record emerged almost exclusively in roles played by the AI; vividly extending the analysis of politeness strategies in realised speech acts. While Arab learners of English manifest fashionable shifts in politeness, maintained usage of classical politeness strategies can plausibly be seen as a further refinement.

References:

- Senowarsito, S. (2013). *POLITENESS STRATEGIES IN TEACHER-STUDENT INTERACTION IN AN EFL CLASSROOM CONTEXT*. [\[PDF\]](#)
- Meiratnasari, A., Wijayanto, A., & Suparno, S. (2019). *An analysis of Politeness Strategies in Indonesian English Textbooks*. [\[PDF\]](#)
- Ashmore Eskin, D. (2017). *Interlanguage Pragmatic Development and L2 Request Behavior: A Critical Review of the Literature for emergent use of "Polite" Requests*. [\[PDF\]](#)
- Baumer, M. & van Rensburg, H. (2011). *Cross-Cultural Pragmatic Failure in Computer-Mediated Communication*. [\[PDF\]](#)
- World English Journal, A., Saeed Ahmed Mohamed, S., & Mahmoud Ibrahim Alian, E. (2023). *Students' Attitudes toward Using Chatbot in EFL Learning*. [osf.io](https://www.osf.io)

Heather Tseng, C. T. (2016). *E-politeness: an analysis of taiwanese efl learners' email discourse on request strategies*.

[\[PDF\]](#)

Fu, Y., Foell, S., Xu, X., & Hiniker, A. (2023). *From Text to Self: Users' Perceptions of Potential of AI on Interpersonal Communication and Self*. [\[PDF\]](#)

Lin, J., Lang, D., Xie, H., Gašević, D., & Chen, G. (2020). *Investigating the Role of Politeness in Human-Human Online Tutoring*. ncbi.nlm.nih.gov

Godwin-Jones, R. (2024). *Distributed agency in second language learning and teaching through generative AI*. [\[PDF\]](#)