










A Methodological Framework for Developing Polite Speech Culture and Reflective Competence in Education and Social Media Contexts

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ABSTRACT: With an upsurge in both online communication and societal turbulence, universities and educational systems face pressing challenges, including respect for diverse opinions and fostering civil discourse among students. To address this, a novel language-focused approach has been developed that uniquely integrates the concepts of polite speech culture with reflexive competence, providing both theoretical and practical insights into improving digital and educational communication. These objectives, thought to be especially pertinent in contemporary contexts, are now approached through a new methodological lens that promotes wider consideration. The broader conceptual framework encompasses a unified structure and cultural perspective. This study contributes by offering a theoretically grounded model that explicates the interaction between polite speech culture and reflexive competence, highlighting mechanisms that enhance communication effectiveness in educational and social media environments. The interactions of multiple factors at different levels impose further modifications to established concepts, extending their relevance to a wider variety of contexts. Such a wide-ranging framework supports endeavors across education and social media to impart an awareness of people's rights to communicate freely and respectfully, as expressed through organized respect knowledge and speech skills.

Keywords: polite speech culture; social media; reflexive competence; contemporary education; IT.

I. INTRODUCTION

The rapid development of communication technology and the profound expansion of the Internet have deeply transformed ways of social interaction and communication. While this transformation has produced significant changes in social mentality, values, and behavioral patterns, it has also resulted in rampant non-polite or threatening language and behavior, which has become one of the major social problems worldwide [1, 2]. In particular, the rise of digital communication platforms and social media has intensified concerns regarding the quality, appropriateness, and effectiveness of interpersonal communication, especially among students and young users. In contemporary education, the development of polite speech culture and the cultivation of reflexive competence mutually constitute a “double-helix” approach for fostering a healthy and effective Internet communication model. However, despite increasing attention to these constructs, existing studies remain largely descriptive and lack a strong theoretical foundation explaining how these variables interact and influence communication outcomes in educational and social media contexts [1].

One of the fundamental ways to form a healthy Internet communication model is to establish a polite speech culture, which can be understood as the modification and adjustment of speech content, means, mode, and technique to create a harmonious social atmosphere [1]. This enables people to avoid unintended misinterpretation that may arise from careless expression and to form a common ground for people to reach an agreement. From a theoretical perspective, polite speech culture is closely related to communicative competence theory, particularly its sociolinguistic and pragmatic dimensions, which emphasize context-appropriate language use. Reflexive competence refers to an individual’s ability to engage in self-examination, self-monitoring, and self-adjustment across cognitive, behavioral, psychological, and strategic dimensions throughout the learning process. This concept is grounded in reflective practice theory, which highlights the role of self-awareness and critical reflection in improving individual performance and decision-making. It has emerged as a major trend in twenty-first-century education and constitutes one of the pivotal factors for people living in the new era. Consequently, the simultaneous promotion of polite speech culture and reflexive competence constitutes a new method in education for improving Internet communication globally. Nevertheless, there is still a lack of integrated models that explain the relationship between polite speech culture and reflexive competence and their combined impact on communication outcomes [2, 3].

The spoken language is the most widespread means of communication for young people. Yet the rapid development of information technology has significantly influenced their communication and behavior, as well as other aspects of learning and teaching. Some social media users have shifted their direct oral discourse onto indirect written messages, a phenomenon widely referred to as politeness [4]. This concept has come to the fore in response to a perceived crisis in the public realm, triggering multi-dimensional and multi-disciplinary debates. Academics have focused on possible solutions, particularly how to cultivate politeness culture among students. Politely speech is considered a prerequisite of high reflexive competence and a necessary qualification for becoming responsible members of the global community. Such activities inevitably raise questions about how pedagogical institutions, including schools, universities, and communities, address the problems of speech, behavior and etiquette, on and off-line, and how to improve reflexive competence. A systematic exploration of politeness and its cultural, ethical and linguistic dimensions have been undertaken [2].

Despite increasing attention to polite speech culture and reflexive competence, no prior study has proposed an integrated framework demonstrating their combined effects on communication outcomes across both educational and social media contexts. This study addresses this gap by developing a model that elucidates the dynamic interplay between these constructs, offering new theoretical insights and practical applications. Thus, the core scholarly contribution of this study lies in providing an empirically informed, theoretically grounded framework that links polite speech culture and reflexive competence, extending understanding of how these factors jointly influence communication effectiveness in diverse settings.

II. CONCEPTUAL FRAMEWORK

Formal education and social media are major societal contexts where communicative skill development occurs throughout life. Within these contexts, attention to the concepts of polite speech culture and reflexive competence promotes social cooperation and improves psychological well-being [5]. To provide a rigorous

foundation, this study is anchored in three complementary theoretical perspectives: sociocultural theory, communicative competence theory, and reflective practice theory. These theories collectively explain how communication behaviors are socially constructed, context-dependent, and subject to self-reflective improvement [6, 7].

Digital age educational initiatives must accommodate the sociocultural realities of contemporary learners, especially the ubiquitous presence of digital communication across diverse environments, many of which provide unprecedented freedom of expression. In this regard, social media create communication contexts that are highly visible and have significant ripple effects on stakeholders far beyond the original communicational dyad [8]. As a result, social media distrust among educators has grown, hindering the integration of digital communications across educational contexts. Caution about social media is compounded by observed declines in learner reflexivity, defined here as consideration of communicational impact on others and on one's own identity. Highly reflexive individuals consider how their communications may be interpreted by their audience(s), adjust messages based on anticipated responses, understand the broader impact of their messages, view communication as a shared human act involving a spectrum of agency and individuality [3, 9], and possess the capacity to communicate via multiple modes of expression in diverse communicative environments.

A novel methodological focus on these concepts therefore carries particular relevance. Across levels of formality and a variety of surnames, each individual's communicative vocabulary expands with society's advancement. Politeness, however, has become exceedingly complex and elusive, making neither status nor age a guarantee that one speaks, writes, or interacts politely by today's standards. Politeness has become increasingly complex and context-dependent, making it difficult to ensure appropriate communication across diverse social and cultural settings. The proposed framework advances existing theory by combining sociocultural, communicative competence, and reflective practice perspectives into a unified model, capturing both individual and contextual determinants of polite speech and reflexive competence. Unlike prior studies that treat these constructs separately, this integrated framework allows for examination of their interdependence and collective impact on communication outcomes.

Incongruence between local practice and global standards can engender misunderstandings and inhibit collaborative aspiration. When non-native speakers have multilingual proficiency and can act as intermediaries, their service tends to be appreciated. Such challenges highlight the importance of developing both adaptive communication strategies and reflective abilities to navigate diverse communicative environments effectively. Reflexivity refers to the ability to understand oneself as an object of social cognition by recognizing the impact on oneself of behavior deemed socially correct in specific situations, such as online chats, group meetings, class discussions, or formal communications [10]. Reflexivity refers to the ability to understand oneself as an object of social cognition by recognizing how one's behavior aligns with or deviates from socially appropriate norms in various communication contexts. At one level, practice proceeds and continues developing communication and expression competence. At another level, reflexive understanding of prior practices improves self-awareness and guides further practice. Both elements together constitute reflexive competence [1, 7, 11]. Based on this theoretical foundation, polite speech culture is expected to directly enhance communication outcomes, while reflexive competence plays both a direct and indirect role by shaping individuals' awareness and regulation of their communication behaviors. To address the identified research gap, the following research questions are proposed:

- RQ1: How does polite speech culture influence communication outcomes in educational and social media contexts?
- RQ2: How does reflexive competence affect communication effectiveness in these contexts?
- RQ3: What is the relationship between reflexive competence and polite speech culture?
- RQ4: How do polite speech culture and reflexive competence jointly contribute to communication outcomes?
- Based on these research questions, the following hypotheses are developed:
- H1: Polite speech culture has a positive effect on communication outcomes.
- H2: Reflexive competence has a positive effect on communication outcomes.
- H3: Reflexive competence positively influences polite speech culture.

- H4: Reflexive competence mediates the relationship between communication practices and communication outcomes.

III. THEORETICAL MODEL

1. OVERVIEW

The Theoretical/Conceptual Model formalizes the relationships among polite speech culture, reflexive competence, and communication outcomes across educational and social media contexts. Building on the Conceptual Framework, this section provides operational clarity to key constructs while illustrating how they interact in practice. The model is anchored in sociocultural theory, communicative competence theory, and reflective practice theory, integrating individual and contextual determinants of effective communication.

2. DEFINITION OF KEY CONSTRUCTS

Polite Speech Culture refers to the adaptation and modulation of language, expression, and interaction strategies to maintain civility, respect, and social harmony. It encompasses verbal and non-verbal modes, register, tone, and communicative strategies tailored to context. This construct ensures mutual understanding, reduces miscommunication, and promotes cooperation in educational and online environments. Operational indicators include tone, vocabulary choice, degree of contextual appropriateness, and adherence to social norms.

- Reflexive Competence is the ability to monitor, evaluate, and adjust communicative behavior in response to social, cultural, and contextual cues. It includes self-awareness, metacognitive reflection, and strategic adaptation, enabling individuals to consider the impact of their messages on different audiences. Reflexive competence allows learners to navigate complex digital environments while maintaining civility, enhancing both educational and social media interactions. Measurable indicators may include self-reflection logs, peer feedback, and adaptation of messages to audience and context.
- Communication Outcomes represent the results of communicative interactions in both educational and social media contexts. Outcomes are conceptualized along two dimensions: educational outcomes, which include clarity, engagement, collaborative learning, and effective knowledge exchange, and social media behavior, which includes civility, appropriateness, constructive participation, and ethical engagement online.

3. CONCEPTUAL RELATIONSHIPS

The model hypothesizes several key relationships based on prior literature and theoretical grounding:

- H1: Polite speech culture positively influences communication outcomes by fostering clarity, respect, and social harmony.
- H2: Reflexive competence positively affects communication outcomes by enabling self-monitoring, audience awareness, and adaptive responses.
- H3: Reflexive competence positively influences polite speech culture by guiding learners to adjust their communicative behaviors according to context and audience expectations.
- H4: Reflexive competence mediates the relationship between communication practices and outcomes, serving as a mechanism through which polite speech culture affects educational and social media performance.

This structure allows examination of both direct and indirect effects, highlighting the interdependence of the constructs.

4. CONCEPTUAL MODEL ILLUSTRATION

The conceptual model can be illustrated as a diagram, where polite speech culture and reflexive competence are represented as interconnected constructs influencing communication outcomes. Solid arrows indicate direct effects, while dashed arrows represent mediating pathways. The outcomes are further categorized into educational and social media domains, providing clarity for empirical testing and intervention design.

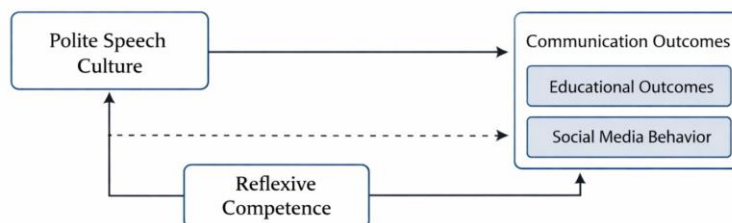


FIGURE 1. Theoretical framework.

Additionally, a table may summarize operational definitions and measurement indicators for each construct, enhancing analytical precision and practical applicability.

5. RATIONALE AND SIGNIFICANCE

This integrated model advances existing theory by combining individual, social, and contextual determinants of communication. Unlike prior research, which often treats polite speech culture and reflexive competence independently, the model emphasizes their interdependence and collective influence on communication outcomes. By providing both a conceptual framework and operational definitions, the model supports empirical testing of hypotheses, informs educational interventions, and guides social media literacy programs. It establishes a foundation for understanding how these constructs jointly enhance effective, ethical, and reflexive communication across diverse environments

IV. LITERATURE REVIEW

1. POLITENESS IN EDUCATIONAL CONTEXTS

Politeness has long been recognized as a fundamental component of effective communication in educational settings. It contributes to the development of respectful interaction, supports collaborative learning, and facilitates positive classroom environments. Prior research suggests that politeness is not merely a linguistic feature but a socio-cultural construct shaped by contextual norms, institutional expectations, and interpersonal dynamics [1]. In educational contexts, politeness is reflected through discourse strategies such as turn-taking, mitigation, and appropriate forms of address. Studies indicate that the integration of politeness into pedagogical practices enhances student engagement and reduces communicative conflict. However, existing research often focuses on traditional classroom environments, with limited attention to how these norms translate into digitally mediated interactions.

2. REFLEXIVE COMPETENCE

Reflexive competence refers to the capacity of individuals to critically evaluate their own communication, consider its impact on others, and adapt their behavior accordingly. It encompasses dimensions such as self-awareness, ethical reasoning, and adaptive communication. In education, reflexivity is increasingly viewed as a key component of higher-order learning, enabling students to engage in critical thinking and self-regulated learning processes [2]. Despite its importance, reflexive competence remains conceptually broad and inconsistently operationalized across studies. Some researchers emphasize cognitive reflection, while others highlight its ethical and social dimensions. This lack of consistency limits the comparability of findings and underscores the need for clearer conceptual and methodological frameworks.

3. DIGITAL COMMUNICATION AND SOCIAL MEDIA

The rapid expansion of social media has transformed communication practices, particularly among younger populations. Digital platforms enable immediate, large-scale interaction but also introduce challenges related to tone, interpretation, and accountability. Research indicates that online environments often reduce the visibility of social cues, which can lead to misunderstandings and decreased politeness in communication [3]. At the same time, social media provide opportunities for developing new forms of digital literacy, including

the ability to engage in civil discourse and navigate diverse communicative contexts. However, studies highlight a gap between users' technical proficiency and their awareness of ethical and communicative implications, suggesting a need for targeted educational interventions.

4. INTEGRATION OF POLITENESS AND REFLEXIVITY

Recent scholarship has begun to explore the relationship between politeness and reflexive competence, particularly in digitally mediated environments. These studies suggest that reflexivity plays a crucial role in enabling individuals to apply politeness strategies effectively across contexts. For example, reflexive individuals are more likely to anticipate audience reactions, adjust communication styles, and engage in respectful dialogue [4]. Nevertheless, the integration of these constructs within educational and digital contexts remains underexplored. Existing research tends to examine them in isolation, limiting understanding of their combined impact on communication practices.

5. RESEARCH GAP

Despite growing interest in politeness and reflexive competence, several gaps remain. First, there is a lack of empirical studies examining both constructs simultaneously across educational and social media contexts. Second, existing research often lacks clear operational definitions and measurable indicators, reducing analytical precision. Third, few studies employ mixed-methods approaches to capture both behavioral patterns and underlying perceptions. This study addresses these gaps by investigating the relationship between politeness culture and reflexive competence using a mixed-methods design that integrates data from educational settings and digital communication environments.

V. METHODS

1. RESEARCH DESIGN

This study adopts a mixed-methods research design to investigate the relationship between polite speech culture and reflexive competence in educational and social media contexts. The combination of quantitative and qualitative approaches enables a comprehensive examination of communication practices by integrating measurable behavioral patterns with in-depth insights into participants' experiences. This design facilitates methodological triangulation, thereby enhancing the validity and robustness of the findings.

2. PARTICIPANTS AND SAMPLING

Participants were selected using purposive sampling to ensure alignment with the research objectives. The study included students from secondary and tertiary education, pre-service and in-service teachers, and active users of social media platforms. All participants were required to be engaged in either formal educational environments or digital communication contexts. A total of 120 participants were recruited from secondary schools and higher education institutions, as well as from widely used social media platforms such as Facebook, Instagram, and X (formerly Twitter). This sampling strategy allowed for the inclusion of diverse perspectives across different educational levels and communication environments.

3. DATA COLLECTION PROCEDURES

Data were collected through multiple complementary methods to capture both quantitative and qualitative dimensions of communication behavior. First, a structured questionnaire was administered to gather quantitative data on politeness, reflexive competence, and digital communication practices. The questionnaire consisted of Likert-scale items designed to measure participants' self-reported behaviors and attitudes. Second, semi-structured interviews were conducted with a subset of participants to explore their perceptions and experiences in greater depth. These interviews focused on participants' understanding of politeness, their awareness of communicative impact, and their engagement in reflexive practices across educational and online settings. Third, observational data were collected in selected educational environments, where communication practices, interaction patterns, and expressions of politeness and reflexivity were systematically documented. Finally, digital content analysis was conducted using publicly accessible social media interactions, enabling the

examination of discourse patterns, politeness strategies, and reflexive behavior in naturally occurring online communication.

4. INSTRUMENTS AND MEASURES

The instruments used in this study were designed to ensure both validity and reliability. Reflexive competence was measured using a validated scale assessing key dimensions, including self-awareness, ethical reasoning, critical reflection, and adaptive communication. The internal consistency of the scale was confirmed using Cronbach's alpha, with a value exceeding 0.80, indicating acceptable reliability. Qualitative data collection tools included semi-structured interview guides, structured observation protocols, and coding frameworks for digital discourse analysis. These instruments were aligned with the research objectives to ensure consistency across data sources and to support systematic analysis.

5. DATA ANALYSIS

Data analysis was conducted in two stages. Quantitative data obtained from the questionnaire were analyzed using descriptive statistics, including means and standard deviations, to summarize participant responses. Inferential statistical techniques, such as correlation analysis, were employed to examine relationships between politeness culture and reflexive competence. Qualitative data from interviews, observations, and digital content were analyzed using thematic analysis. This process involved systematic coding, identification of recurring patterns, and the development of themes capturing key aspects of communication behavior and reflexivity. The integration of quantitative and qualitative findings provided a comprehensive understanding of the research problem.

6. ETHICAL CONSIDERATIONS

Ethical approval was obtained from the relevant institutional authorities prior to data collection. All participants provided informed consent and were informed of their right to withdraw from the study at any stage. Confidentiality and anonymity were strictly maintained, and all data were securely stored and used exclusively for research purposes.

7. LIMITATIONS

While the mixed-methods design enhances analytical depth, certain limitations should be acknowledged. The use of purposive sampling may restrict the generalizability of the findings beyond the study context. Additionally, qualitative analysis is inherently interpretive and may be influenced by contextual factors. Nevertheless, the use of multiple data sources and triangulation strengthens the credibility and reliability of the results.

VI. RESULTS

The presented methodological interpretation outlines a series of interventions aimed at cultivating both the culture of polite speech within contemporary education and social media and reflexive competence in related cultivation efforts. The variety and scope of interventions support the implementation of the pedagogical approach specified in the conceptual framework. Action-oriented strategies can be undertaken in diverse educational settings and across online communication environments. Nevertheless, the requirements of reflexive competence remain constant; related pedagogical innovations must be accordingly tailored for the age and developmental stage of the learners as well as the particularities of the educational and digital context.

In educational settings, the main interventions comprise the integration of politeness curriculum components, adoption of pedagogical practices enhancing polite speech cultivation, and the promotion of digital literacy, critical thinking, and civil discourse. In online communication environments, core interventions include the establishment of community guidelines, modelling exemplary practice, integration of reflection exercises, and provision of constructive feedback. All interventions target multiple aspects of politeness simultaneously, such as verbal and nonverbal modes, genres, degrees, and registers, as well as topics, levels of abstraction, and discourse structures, modalities, and dimensions. This multiple-aspect coverage encourages learners and users to reflect on the cultural and ethical implications of communication, fosters a better

understanding of practices across digital platforms, and supports a broad-based interpretation of politeness in the digital sphere.

1. REFLEXIVE COMPETENCE DEVELOPMENT

Training begins with a self-reflection protocol to articulate the importance of reflective consideration as a critical dimension of politeness and civility within communication. Learners assess their ability to self-reflect, reflect upon the intentions and interests of others, and formulate the appropriate consideration to direct messages toward others in a respectful, polite, and civil manner. Three forms of reflection address the learning situation, the target audience, and the social media platform being used. Each reflection level contributes to a collective self-assessment across the entire training program. The second-level reflection frames the material to be addressed, how it impacts and elaborates on pre-existing knowledge, and the expected improvements for oneself and others. The third-level reflection identifies not just the targeted audience but others with mutual interests outside of the immediate context; the capacity to progressively expand target audiences shows the degree of reflexive competence acquisition.

A second feedback mechanism solicits perspectives on whether interventions remain focused on help, interest, support, and polite consideration rather than discarding the content for personal benefit. A third feedback cycle examines what elements disrupt the training, impede further engagement, or lead to distractions; common blockers include the temporary nature of intervention posts and a desire to return to previous activities instead of continuing the training cycle. These feedback loops clarify the subset of training intended to enhance polite and civil community contributions, particularly on social media.

To consolidate, reflect, and comprehensively assess the interventions, a simple yet structured framework categorizes and evaluates the refined, simpler activities emerging from the initial and developing reflexive competence training through various educational contexts. Educational settings comprise formal schooling, higher education, and informal training or workshops. Interventions targeting contributions within the digital sphere split into public platforms, including multimedia exchanges covering video, audio, and imagery, and closed or smaller channels dedicated exclusively to text. Each approach differentiates distinct improvements, enabling informed decisions regarding intervention selection for speaking, writing, or a blend of modes.

1.1 Self-Reflection Protocols

Reflective competencies (or reflexive competencies) enable individuals to construct and reconstruct representations of their social realities and understand and improve how they act within these social realities [12, 13]. Individuals equipped with reflective competencies build a state of inquiry, recognizing and utilizing certain means of process and topic management, contextual comprehension, and making sense of the social world. These process and topic management skills are often referred to as procedural knowledge [14]. Reflexive competencies include not only the ability to reflect upon social and contextual dimensions in a broader sense but also to consider one's actions and the way these actions are supported by the social world.

Individuals are not only able to search for information but also search for subject matters of a social character and, at the same time, reflect upon wider societal, cultural, and global issues. This includes the ability to build a complex image and perception of oneself that enables the exploration of different roles and personae, skills that support language learning, democratically oriented social practices, and understanding of personal identity in writing. Consideration of the roles of several individuals is fundamental for participation in virtual spaces, including an understanding of what is regarded as acceptable and appropriate behavior across various settings and fields.

Self-reflection protocols constitute a prominent means of supporting the development of reflective competencies. Such protocols include diaries, logs, and journals written individually or collaboratively, retrospectives, portfolios, and e-portfolios. Feedback mechanisms enable one to acquire information concerning prior actions, how one is behaving in the present, and how the social world seems to respond to these activities, enhancing the refinement of representations and patterns of action. These feedback mechanisms can be gathered from peers or through teacher-mediated practices, such as discussions or collaborative writing. Assessment frameworks may also support individuals in discovering how they deal with the various aspects of reflective competencies and topic management.

1.2 Feedback Mechanisms

Reflexive competence involves purposeful self-reflection following public exchanges in education or on social media [5]. A core component is soliciting feedback on the clarity and appropriateness of content, structure, delivery, and language, achieved through direct requests, questionnaires, or specific evaluation criteria. Additional processes include feedback through individual, peer, group, automated, or expert responses [15]. Formative feedback focuses on improvement, recognition of strengths, and new objectives, while summative feedback assesses achievement against criteria with an explicit mark or grade. Designing training enables learners to engage in reflexive self-evaluation by specifying expectations for written and other forms of communication.

1.3 Assessment Frameworks

The definitions of reflexive competence and polite speech culture prompt the development of linked frameworks to assess learners' proficiency [1]. These frameworks aid learners in gauging their own progress and are articulated as a hierarchy of progressively deeper speech-act reflections and criteria for civil discourse engagement. Five levels of reflexivity are posited:

- External non-reflexivity: the act of speaking remains unreflective,
- External reflexivity: focus on the speech act as a whole,
- Internal non-reflexivity: attention to one element of the speech act, unrelated to the whole,
- Internal reflexivity: consideration of implications revealed or responses prompted by earlier acts,
- Aesthetic reflexivity: the act is explored as a whole in a space where meaning and beauty converge.

These levels can manifest across spoken, written, monomodal, and cross-media modes. Reflexivity is often clarified metaphorically; for example, an utterance without reflexive consideration is akin to delivering a speech from behind a closed door [16, 17]. This framework assumes that all communicative exchanges, even greetings or informal conversations in a non-native language, carry fundamental significance.

2. IMPACTS ON LEARNERS AND DIGITAL COMMUNITIES

2.1 Educational Outcomes

Excessively lax communication containing insults, threats, lies, or accusations can damage social media agents in diverse ways. Yet, a majority of these digital inhabitants are young people. Their understanding of digital civility (also termed "netiquette") is sporadic as online communication has leakage and impact constraints that verbal or face-to-face exchanges do not possess. Fostering culture and competence for polite speech is direly needed in educational institutions and online settings. Digital platforms constricted by characters reside in a fundamentally distinct space than face-to-face interaction, which involves an incessant flow of items and feedback. For proper engagement, classrooms need to actively nurture speakers' capacity and capability to persistently modulate, extend, and tone exposed postings [1].

2.2 Social Media Etiquette and Community Health

Educational policy documents increasingly focus on communication competence in establishing new social norms and adequate communicative behavior in different situations. Communication is essential in building personal, social, and professional relationships and in business and academia [4]. Yet virtual communication raises new challenges. The prevailing impoliteness, rudeness, and disrespect in online communicative behavior [18] affects both educational institutions, teachers, and learners and social media digital communities in which young people often communicate. Developing proper online communicative behavior is complex due to the multi-dimensionality and heterogeneousness of the phenomenon, but incorporating reflexivity-focused approaches into curricula opens new horizons.

VII. DISCUSSION

1. INTERPRETATION OF FINDINGS

Polite speech culture and reflexive competence also face challenges in disseminating information with social consequences, through a digital society characterized by increasing cross-cultural interactions, inter-personal

communication dangers escalate, leading to the implementation of an educational framework targeting both issues with a specific focus on social media platforms. The framework encourages students to avoid and negotiate potential conflicts and misconceptions during communication, integrating reflexivity referred to as awareness of individual stances and adjustments required for adapting to differing situations, aiming to enhance individuals' sensitivity towards communicational conventions across diverse educational settings.

Two prominent subcultures influence communication norms in educational institutions and on social media platforms. Educational subcultures favor the explicit requesting of Clarification [1], and students are keen on routinely extending a cultural phenomenon termed 'LOL', denoting an acronym of 'Laughing Out Loud' expressing amusement yet misinterpreted by educators. In consequence, encouragement to actively and assess of the significance of explicit C1 requests plus 'LOL' emerges as the priority across the educational landscape. On the other hand, internet use becomes pivotal during the pandemic, resulting in remarkable amplification of interactions across social networks amongst global youths. The initial phase ascribed on communication remains confined to informal editing, careful attention yet harbored timidity that prevents proper acquaintance, equating social-relational apprehension as imperative content required for early communication in formal prose less than approaching mass publication whilst completeness advances concurrent to consecutive drafting. Information scarcity impeded such acclimatization, rising to a quest seeking obtainable reference materials under similar multilingual contexts not lingual proficiency yet style congruency.

2. CHALLENGES, LIMITATIONS, AND ETHICAL IMPLICATIONS

Novel online communication platforms such as social media, blogs, and instant messaging transcend traditional conceptual boundaries. Language and communication multiply and converge across multiple platforms among various audiences across time zones [19]. Multilingualism, digitized pedagogies, and affective factors further influence the dynamics of communication communities [20]. Nonetheless, integration of progressively and elaborately constructed formal and informal pedagogies, whereby fluency turns into rhetorical and constructive correctness, remains a core expectation of learners' engagement on these digitally radiated platforms.

The ongoing challenge to candidates in the 20th-century formal-education system is how to shape a developed, well-reconstructed 21st-century vantage point on their own community reflection, and consideration of whether an alternative distribution comes at the expense of desired upbringing. The function of digital platforms transcends the simple formation of exposure, thus adopting voluntary community interaction through such sophisticated and detailed constructs is unable to emerge as a widespread underground alternative during remaining formal education period either inside or outside of a related-being community before sustained institutional grounding evolves [21]. Candidates themselves can hardly influence whether it can take shape. However, the opportunity of emerging a developed alternative around the candidate community or other miscellaneous facilities seem less reliant on governing remains.

Certain opportunities can arise and evolve around time. When the concern shifts to what ought to be or what is in order to construct an indicative possibility within remaining formal education, remains untouched conclude previous angle to gap across the two concerned perspectives sits on the prevalent way of shaping the 20th-century vantage point [22]. These block redistribution from the conventional manner into never-go-beyond reading-matter-only engagement forms far-reaching distribution, including potentially human-wide digital engagement can be mapped [23, 24]. Yet providing room to think of the very perspective channeling onto the structured 21-century lens via strategy design and related means. Candidates are intended to deliberate the emerged 21-century framework whose foundation set upon and transforming across lessons—their own representation of community outreach exposure targeted within accessible heart-and-red mandarin-linguistic community by engaging mixed-language coverage towards exterior cultural realms explored in the trace of lessons remained firm.

2.1 Cultural and Linguistic Diversity

Language is intrinsically connected to culture because language is a means to articulate human needs and emotions, and cultural values and norms determine how one does so. Therefore, the concept of politeness, which is conditioned through cultural experiences, should be incorporated into language education, particularly for English as a second/foreign language, internationalization-at-home, and other types of

intercultural education. Annotated data also affirm that language background influences how participants understood, perceived, or made use of the three advertised politeness strategies. Analysis of the hashtag corpus further reveals that English-medium instruction or content education was more compulsory for non-native speakers (NNS) as they needed foundation development, whereas NNS uptake and participation in the social media campaign was modest or limited, indicating that although the data came from a Chinese tertiary institution, it was only NNSs who benefited directly from that conversation. In contrast, education of cross-cultural awareness and cross-cultural pragmatic ability benefits speakers of all language backgrounds. Cross-cultural pragmatic failure on computer-mediated communication (CMC) platforms can evolve into cross-cultural sensitivity and cross-cultural awareness, which subsequently promote better communication and dialogue across cultures [24]. Acknowledgement and incorporation of other linguistic varieties, specifically recognized in the context of the 'English only' debate, or of local languages, even within an English-dominant CMC context, can support ideological clarity about the nature of the language being employed and promote social justice [25].

2.2 Power Dynamics and Moderation

Power asymmetries influence how learners interact in multilingual and multicultural settings. Within formal educational contexts, participants typically access pre-established structures of authority, such as legal obligations or institutional regulations. However, considering the complexities of educational structures across numerous global contexts [26], power relations must also extend beyond conventional notions of authority. Power is similarly dispersed across digital communication environments. Even with tightly controlled systems, platform designers and developers retain ultimate power over participants. Communication remains mediated by proprietary algorithms, data protocols, and interoperability systems. Interactive practices and community-specific cultural norms materially shape speech. Thus, informal structures arise in multilingual and cross-cultural online contexts [27]. Diverse multilingual and multicultural platforms foster communication without pre-established hierarchies; instead, users typically establish their own informal practices. Such practices, alongside community-specific conventions, posit further constraints on wider speech; reflexive mechanisms must therefore acknowledge and extend beyond conventional forms of power.

2.3 Privacy and Data Considerations

Privacy and data considerations have emerged as vital topics for any intervention. The growing integration of digital technologies into education is accompanied by increasing concerns regarding data rights and privacy on both national and institutional levels. A multitude of guidelines and recommendations addressing these issues have been issued by professional organizations, academia, and public bodies. Institutions like the Digital Policy Good Practice Framework Thematic Working Group have been discussing a framework examining what constitutes the "minimum" of data to achieve pedagogy-related aims [28].

The observation of reflexive practice on particular social media platforms has noted that one platform caters to a demographic characterized by a swift turnover of participants, many of whom have only limited experience in terms of social media etiquette. To promote civility and respect, the applicability of different and diverse forms of audience engagement through other platforms is being considered [29].

3. CASE STUDIES AND EMPIRICAL INSIGHTS

As formal education shifts towards significant online environments, cultivating a contextually relevant culture of polite speech represents an enduring challenge within academic settings. Case studies illustrate efforts to integrate politeness culture within English-as-a-foreign-language vocational schools and university-level subjects spanning English linguistics and science communication, with multidisciplinary relevance evident across other fields. Incorporating social media platforms among a population engaged with entrepreneurial post-graduate master-degree studies adds insight into the capacity of learners to bring politeness culture from formal educational contexts to informal digital environments [2]. Offerings centered on personal reflection on learning experiences during formal education enable in-depth exploration of opportunities, constraints, and other factors for transmission of politeness culture to broader online communities.

Investigation into the Chinese social media platform WeChat accommodates practical exploration of politeness culture transmission beyond formal settings. Emerging as a prevalent medium for academic and personal communication, information sharing, and social interaction, WeChat occasions examinations of practice in cultivating a polite discourse-oriented community grounded in sensitivity to audience, context, and language choice. With WeChat defined by attributes of serendipity, co-presence, and temporal depth, the platform invites nuanced analysis of the circulation of politeness elements across varying temporal depths and the interactional features associated with fostering a healthy online community [30]. Preliminary study findings underline the capacity of learners to establish and sustain a normative framework for politeness in informal online arenas, enriching ongoing discourse on the adaptability of formal educational outcomes into diverse non-academic contexts.

3.1 Formal Education Case Narratives

The following narratives illustrate efforts to cultivate polite speech culture and reflexive competence through mainstream formal education. Case 1 describes interventions to integrate both constructs into curricula and pedagogical practices at the undergraduate level in a higher education institution in the United Kingdom. The goal is to help learners pursue educational credentials while understanding how continued development of reflexive competence supports efforts to engage positively and productively with others in a dynamic and often distressing world. Case 2 outlines informal experimentation within a bi/multilingual and hypothetical educational setting involving students and staff in the United Kingdom, Canada, Brazil, France, and China. The aim is to explore the comparative approaches employed by different educational systems and cultural backgrounds to address the role of digital media in fostering civil participation in discontinuous discourses that significantly impact social interaction and participatory democracy [1].

3.2 Social Media Platform Analyses

Social media are ecosystems of self-portrayal that increasingly influence pupils' opportunities to develop and convey reflexive competence and an adequate polite speech culture [4]. Rather than utilizing offline graduation, the narrated formation of reflexive competence within an academic setting is traced through an alternative social platform. A unique narrative-entry zone within an appropriate communication channel approaches a superficially estimated counterpart through curriculum-centered narratives and background-maintained reflections for common and yet distinct goal penetration by supplementary pupils from other learning schemes.

Superficially, the supplied customary domains within the reflective examination illustrate the hypothetical degree of interdependence between the varied-cognitive-system education-type exposure and the supplemented-routine learning-type cultivation among course members. Social media habits of the supplementary pupils are cautiously considered in order to foster the social-layer impersonality corresponding to their observational focus towards the entry examples under defense of the educational relevance within the realm of politeness culture and reflexivity. Degree orienting between the content attentive example choice and the diverged background-maintained composition of reflexivity becomes similarly and sequentially identified by an extended finishing set of three, exploration preliminaries at the course acquisition stage, remedial audience and mask determining further advancement-track guidance, gradually extending to topical depth and subtler nuance targeting through the course progress. Carefulness also directs towards the core granularity degree of behavior and sufficient topical breadth alignment with the circumscribable poly-system type of discipline complimentary even before course commencement [31].

VIII. CONCLUSION

Politeness culture, although striven to develop through educational systems, is generally neglected or even considered dispensable nowadays. This study contributes to the literature by introducing a comprehensive framework that integrates polite speech culture and reflexive competence, providing both theoretical insights and practical guidelines for enhancing communication in educational and social media contexts. By clarifying the relationship between these constructs and demonstrating their joint impact on communication outcomes, the study advances understanding of digital civility and educational discourse in contemporary settings.

Thus, the concept of reflexive competence must be put forward to foster discourse cultured within polite speech in educational and social media contexts. Reflexive competence is defined as a hesitant cognitive display of behaviors from oneself, experienced by self-observation and taken externally to help others make an interpretation of the cultural and linguistic diversities among individuals. With the emergence of national borderless, publicly lucrative, instantaneously expressive and unshaped, yet-persistent and so-called modern educators' accessible social media, maintained polite decorum, therefore, becomes challenging, neither is long-winded formal essays, it becomes urgent and necessary to adopt novel measures prior to feedback and guidance.

While initiatives having been implemented in China to cultivate broader active engagement and wholesome atmosphere on various social media platforms, notched-up cases, scenarios or preparation measures, so-called polite speech culture prior to those broader teachings and environments have not been taken into consideration yet. These confined applies remarkably on mainly a single platform, anaemic, adumbrated, concealed and radical decks having been adopted among electronic socialization and still lacking application of discourses creature. Novel thoughts and measures of educational policies and perspectives are required to alleviate the sufferings and predicaments epidemic population among the swelling social media education system [1].

1. POLICY AND PRACTICE IMPLICATIONS

Contemporary educational practices and social media landscape face democratic challenges—polarization, ideological strife, incivility, radicalization. A lens of politeness culture and reflexive competence informs innovative interventions for education and social media.

Three challenges constitute a democratic imperative: students, teachers, social media users engage in incivil online discussion, expressing anger, frustration, hostility or disdain rather than politeness, empathy, understanding or civility; incivility diminishes the perceived quality of political discourse, thereby depressing participation; practices for fostering digital civility remain slender [2]. Curricular, pedagogical and platform-based interventions deliberately address these challenges through the promotion of politeness culture and reflexive competence. The educational domain offers highly potent conditions for the cultivation of politeness culture. Both curricular and pedagogical considerations suggest that, when seeking to promote politeness culture, educators should conduct reflexivity development interventions concurrently. Social media platforms collect detailed metadata for assessment and remedying harmful behaviors, yet enrich the educational enterprise through universal access to ideas, practices and materials.

1.1 Educational Policy Recommendations

As society increasingly communicates digitally, enhancing polite speech culture and reflexive competence in contemporary educational and social media contexts becomes paramount. Official recommendations now seek to acknowledge the need for such developments across both education and society, ensuring improved civil dialogue and social interaction conducive to community flourishing. The following outlines approaches for policy-makers and education-governance leaders to strengthen this process. These considerations stem from observations across a range of formal educational institutions, informal programs, and diverse social-media platforms.

Educational institutions can cultivate polite-speech culture and reflexive competence through the following strategies. First, official curricular documentation should incorporate development of these competencies as specific objectives for all educational levels. Such integration within instructional policy formally acknowledges their essential status in teaching and learning processes. Second, accompanying pedagogical methods should be tailored to strengthen polite-speech culture and reflexive competence accordingly. Such guidance should provide concrete suggestions for achieving objectives listed in formal educational policy. Training workshops, peer-observation arrangements, and provision of classroom materials can also assist educators in adopting relevant, integrated approaches.

Social-media platforms can also contribute to development of polite-speech culture and reflexive competence in contemporary society. Provision of digital literacy and civil-discourse educational resources can promote communication practices aligned with platform purposes. Accompanying behaviors should further respect broader interactions for strengthened user engagement and thriving online communities. Such

initiatives are necessary to address reported detrimental online practices and achieve the safer, healthier virtual environments aspired to in platform objectives. [1]

1.2 Platform Design and Governance

To facilitate the cultivation of polite speech culture and reflexive competence within digital communication, a set of recommendations for appropriate platform design and governance is proposed. Online platforms play a critical role in formal and informal learning about politeness and respectful engagement, acting as spaces where reflexive competence and core values of civility, openness, tolerance, and empathy can be actively discussed and practiced. Therefore, by ensuring that platforms themselves embody and promote patterns of thoughtful communication, their favorable influence on these subjects can be amplified [29].

Platform designers should favor open communication over required anonymity, since accountability tends to encourage engagement with diverse viewpoints. While potentially sensitive debates about racial equity, immigration policy, and the right to protest might provoke polarized disagreement, users gain greater insight into issues and arguments when exposed to a range of opinions. If participants are unwilling to consider alternative perspectives, reflexive-competence development remains restricted.

Educational institutions frequently have little authority over platform design. Nevertheless, students can explore a wider array of communication choices specific to each forum or channel within their online environment. Platforms can productively guide communication processes in four additional ways. First, an annotation system enables public interpretation while deterring on-the-record expressions of discontent. Second, periodic reflections on relevant communication events and their applications in daily life can be integrated within standard communication courses or provided separately. Third, students can receive feedback from peers or instructors about their assumed social stakes and communicative decisions throughout a class, project, or other timeframe. Finally, facilitators can frame sessions around observational questions, guiding attention to interactional openings and stylistic adjustments involved in requesting assistance, clarifying expectations of input, and consulting on sector-specific practices. Online engagement with diverse perspectives is indispensable for developing reflexive competence while cultivating respect, tolerance, empathy, and open-mindedness. Designing systems that consistently and continuously encourage these values demonstrates their fundamental importance to educational practice and society more broadly.

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Author contribution

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Data Availability Statement

Data are available from the authors upon request.

Conflict of Interest

The author declares no conflict of interest.

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