



## Polite Words by Male and Female Teacher Trainees in Speaking English: Can Cambodian Teacher Candidates Be Considered Polite?

### AUTHORS INFO

Sim Sodalín  
University of Bengkulu  
[simsodalín02@gmail.com](mailto:simsodalín02@gmail.com)  
(+855) 77503198

Safnil Arsyad  
University of Bengkulu  
[safnilarsyad@gmail.com](mailto:safnilarsyad@gmail.com)  
(+62) 822-8981-4648

### ARTICLE INFO

e-ISSN: 2502-6909  
p-ISSN: 2502-9207  
Vol. 7, No. 2, December 2022  
URL: <http://dx.doi.org/10.31327/jee.v7i1.1207>

### Abstract

People in a society would behave in particular manners based on their own social rules and norms partly influenced by the surrounding group of citizens who carry dissimilar cultural rules and practices. It is believed that women act up respectfully toward others while men are considered to be less polite in speaking also behavior. This study investigated how the teacher trainees majoring in English perform their politeness in term of spoken discourse during classroom interaction with lecturers and classmates. In this research, we chose to use the ethnographic technique in order to examine the behavior of teacher trainees of their attitude which is carried out through their own cultural rules and norms. The results show male trainees frequently perform politeness using polite words more than females do. Men are reported to be well-behaved in greeting trainers at the beginning and the end of the class and two among all men say "excuse me or sorry" before interrupting lecturers' speech. Furthermore, it can be seen that some women just stood up and a few did not even stand up. Although women interact less in spoken discourse, they still respond and actively engage in classroom activities. They are found to be able to utilize a wide range of synonyms in term of "I am sorry and thank you" and some common polite words and phrases, especially F8 and F10. Therefore, men are recognized to usually adopt polite words in speaking, yet number of females using more synonyms is greater. The researcher would suggest for further research to take into account the mixed-method in order to investigate research problems way more exact with insightful research results.

**Keywords:** polite words, teacher trainees, Cambodian context

## 1. Introduction

Since the ancient historical and cultural era, the Cambodian tradition is known for structuring the etiquette in which everyone is supposed to be well-behaved, precisely women speaking politely is no exception. The rules in society were created by scholars who had been recognized as people with extended knowledge about Khmer literature, culture, sociology and other subjects. Most Cambodian people follow the rules of being well-behaved, polite and many other rules such as rules for women and men by Khmer scholar “Krom Ngoy”. Although there is no particular set of forms to create politeness and impoliteness (Mills & Kádár, 2011), it depends on the cultural norms and social structure of that society (Nurjanah, Santosa, & Rochsantiningih, 2017). As Brown (1980) agrees, the complex social structure and power taught women and expected them to use language in separate means from men do. Moreover, the author emphasizes that women have a sense of inferiority which is called the “language’s women”. It shapes the ways they speak or express their emotions such as sadness, happiness, hesitancy, weakness, politeness or even tentativeness. Although gender equality is recognized in society and women gained more right, they still have some burdens in the way they use language such as how to speak, behave as women which need to be various from men. However, women these days are capable of using more powerful language (Yovick, 2005). The author also claims that female is expected to be well-behaved, polite and gentle, soft and kind while men are allowed to be impolite in their behaviors.

Politeness can be expressed using nonverbal and verbal methods; unsurprisingly, men and women tend to use various language means but they serve the same purpose in communicative linguistics (Holmes, 2013). Those include negative and positive politeness. Another previous study defined positive politeness as the discourse to disarm people’s feeling and show care about the others face. Meanwhile, the negative politeness can be referred to the language use for refusing or disturbing something what still wish to be polite (Brown, 1980). For instance, waking up a friend too early on Sunday, or apologizing for interrupting someone’s speech is considered as negative politeness while calling kids sweeties, or sending gift a birthday card to a friend would be considered as positive politeness (Holmes, 2013). People tend to express their politeness which could be parallel with the three main social factors. First, people would pay respect to those who are in higher class than them. Second, people would be more polite to unknown people and as third factor is seeing as when people tend to be more polite for some sort of imposition (Brown, 2015). To respond in any type of these above, people use particular language, tone and intonation, or any suitable types of expresses.

If we take a closer look at the polite language in learning and teaching, there has been discussions by scholars about how the politeness can affect the academic performance, the motivation in class or what could influent the polite language usage. In addition, the research study in Indonesia found that when the teachers utilize polite words, it fosters students’ motivation. Moreover, the authors assert that using the online platform or WhatsApp for communication reduce the level of teachers’ politeness (Rivai, Yusri, Rivai, & Anwar, 2021). In the classroom, politeness is considered to be one of the most fundamental elements that learners and teachers need to preserve no matter they are learning mother tongue or second language since it can lead to judgement when disrespectfulness happens.

### 1.1 The Research Questions and Aims of the Study

In Cambodia, previous research results displayed such as the factors behind the high school students drop out, the teachers’ preference toward the ELT in their teaching and the medium level of readiness of undergraduate students during pandemic. Other study also focuses on the difficulties that Cambodian high school students faced using online learning platforms during the world wide spread of Corona virus. However, recent study in Cambodia has not found any related findings of sociolinguistics in term of politeness and language use yet. The studies in Cambodia tend to figure out some major problem and left other part of the doubt behind. Therefore, this study tends to focus on the use of polite words by female and male teacher trainees speaking English. Through the literature review and the gap of research in Cambodian context, this study will answer the flowing research questions:

1. Which gender (male and female teacher trainees) maintains more politeness?
2. To what extent the trainees have vocabulary competence to perform their communicative politeness?

The aims of the research study are the followings:

1. To figure out which gender of teacher trainees maintain more politeness
2. To explore the extent of vocabulary being used by teacher trainees to perform their politeness in communication

## 2. Literature Review

As the cultural norms takes an important part of behavioral and moral discussions, the study conducted in the University Muhammadiyah Yogyakarta with 16 participants (9 female and 7 male) shows that female students tend to perform more polite in class by raising their hands before answering questions (2 females and one male). Meanwhile, the result of the observation shows that two female students behave less polite by interrupting the others' speech. Although the notion of impoliteness happened among male students, the author claims that it depends one who talking to whom (men to women or women to men) (Nurjanah et al., 2017). Precisely after investigating, Xia (2013) found similar result that females use language in describing explicitly, listening to speakers carefully and patiently. Women were reported 2 times interruption while men got 46 times. Furthermore, the study reveals that it is because women concern more about their spoken discourse and the social norms.

On the other hand, recent research (Rivai et al., 2021) states that teachers using polite words in classes can maintain or even increase not only the politeness intensity but also motivation and confidence in the classroom. For instance, using non-verbal or verbal communication with students can positively affect the students' way of using polite words, maintaining focus and efficacy. Meanwhile, Saidi and Khosravi 07:17 PM assumed that teachers are believed to use more polite words in teaching setting than the employers in working setting. As the authors found, the polite language being used by the teacher and employer would be considered slightly differently. Since employees at working setting consider it as polite, the students disagree as less polite due to the various treatment condition in their environment. The workers experienced some burden while learners exposed more about learning setting, thus it changes the notion of considering politeness language in use. Despite words usage in sentences from both situations, the participants still consider indirectness and politeness as the principles to avoid aggressiveness. Furthermore, another research conducted aiming to investigate the politeness strategies being used by teacher and students in Indonesia. Consequently, students tend to employ the positive politeness strategy toward teachers to express respectfulness and teachers do to praise listeners and as a tool to correct students' mistakes in a less direct way. In addition, the term "ma'am" is uttered to show respect toward female teachers. As well as the negative politeness strategies being uttered mostly when age, power and position considered as a big deal (Fitriyani & Andriyanti, 2020). Although the age gap was counted as the factors that causes the politeness or impoliteness, Bashir (2022) did not agree that age of the speakers is the problem with performing politeness. Whether they are old or young, their age is not a matter. Bashir claims that they change their tone and choice of language use depending on whom they are talking to. In this context, they would change toward those people who are superiors, and even men talking to women and women talking to men are also said to have some differences. Moreover, other research concurs that age does not relate to how people behave (Ali, 2019).

Even though politeness and learners seem to be a noticeable topic in other places, it is rarely conducted in Cambodia about this type of sociolinguistics feature. Regarding the education in Cambodian context, Inman, Pendse, and Luu (2019) investigated the factors that interfere rural Cambodian high school student to pursue their schooling. The research stated the main four levels of challenges for that impeded and lead to students' dropout in high school. The results emphasize the individual factors, family factors, school factors and socio-cultural factors as the challenges for students to academically involve in schooling. Another research study in Cambodian context attempted to examine the belief of Cambodian EFL teacher and learners toward communicative language teaching (CLT). The findings point out that CLT is accepted and favored since teachers can implement in teaching process and students engage actively. Namely, the pair/group work activities is believed to become a significant part of teaching and learning English (Nhem, 2019). Related to the Corona virus crisis in educational system, the study found the moderate readiness for E-learning of undergraduate Cambodian students during the COVID-19 (Sey, 2021). The author asserts that the learning tool, Google Classroom, could be seen as something new and interesting to them, yet some still worry about attainable qualifications since it is online classes. Another research in Cambodian context

regarding the COVID-19 was conducted by Em (2021) discover some great challenges encountered by high school students learning through online classes during the pandemic. The results show that the internet connection was the most struggling one and the students' interaction decrease also some students did not have accessible tools to join the online class. The researcher mentioned that the school principal and stakeholders should make great efforts to enhance the online learning process to overcome difficulties and improve the quality through teaching and learning virtually.

### 3. Methodology

#### 1. Research Design

The study applied the qualitative method using the ethnographical approach to gather and analyze the data of the research. Mohajan (2018) stated that the ethnographical approach will dig deep down the behavior and group of people who share the same culture in society, meanwhile Wilson and Chaddha (2009) believe that the ethnographic research is significantly a part of sociolinguistics study. The researcher observes the chosen participants' interactions between their classmates and lecturers freely and naturally then scripted into the data for data analysis. The aspects of observing including the positive politeness, negative politeness and bald on record according to Holmes (2013). The study intends to use checklist table for the extra instrument to assist investigating and to ensure spoken discourse is noted accurately. Moreover, the participants are also interviewed to get concrete answers and reliable data.

#### 2. Participants

The research randomly selected 10 teacher trainees purposively (5 female and 5 male) from the teacher training class majoring in English (2021-2022) at the National Institute of Education (NIE) in Phnom Penh. The age of participants was not considered. Due to number of male trainees are much more than females, 5 male participants were randomly chosen for the observation process. The respondents were asked to get the consent before the observing and scripting their behaviors and utterances for the data analysis. The class interactions between trainee and trainee also trainee with lecturer were recorded for analysis purposes.

#### 3. Technique of Data Collection and Instruments

The data collection took place in the English teacher training class for the period of 3 sessions equivalent to 4 hours and a half of the English since trainees and trainers would speak some Khmer during lecture time. Researcher observed throughout whole classroom interaction between lecturers and chosen trainees. The study utilizes the checklist instrument for record the received data from the participants for answering the first research question. Besides, the respondents were asked at last of the observation to give reasons regarding the second research questions. The answers were scripted for the data analysis.

#### 4. Technique of Data Analysis

The gathered data is interpreted based on the divided theme as seeing the research attempts to investigate the two research questions. The first theme of data analysis response to the research question "Which gender maintains more politeness among male and female teacher trainees?". This theme contains the description of respondents' social norms and culture, language use, related patterns of behaviors using the checklist for observation. In additions, the second research question, "to what extent the trainees have vocabulary competence to perform their communicative politeness?", is responded through observation data and brief interview to explore extended understanding regarding what they have been said or not said in communicating. The answer from the checklist table will be interpreted and the interviews will be scripted and reported as the data of the study.

### 4. Findings and Discussion

#### 1. Findings

The gathered data from throughout observation time equivalent to four hours and a half determines to answer the first research question "Which gender maintains more politeness among male and female teacher trainees?". Furthermore, all the respondents consented to give interview to explore finding regarding the second research questions which the data will be displayed after the finding of the first research question.

Table 1: The trainees' polite words in classroom interaction

No	Items	Male	Female
	The trainee says good morning, hello, good afternoon to greet the lecturer and classmates.	4	3
	The trainee says "excuse me/ I am sorry, may I have a seat?" when the trainee is late.	-	-
	The trainee says "excuse me, pardon me, sorry" if she/he wants the speaker to repeat the point again.	-	-
	The trainee says "excuse me, sorry" before interrupting the speech of anyone during the class.	2	-
	The trainee uses soft voice while speaking with the lecturer and other trainees.	4	5
	The trainee maintains eye contact while speaking.	5	5
	The trainee uses appropriate words speaking with other trainees and lecturers.	4	5
	The trainee uses words with a good sense of humor.	5	5
	The trainee says "bye/ have a good day..." to the lecturer and classmates before leaving the class.	4	1

Note: This checklist table is designed based on norms of communication in Cambodia used for observing each participant while they perform communication in class naturally with other trainees and lecturers.

The results of the classroom observation show that 7 trainees (4 males and only 3 females) among the 10 greeted lecturers when they entered the classroom. However, none of them got to say "sorry or excuse me" when they are late, wanting trainers to elaborate the point again (see items 2 and 3). They normally just start with what they want to express and ask directly. There are two males most used the words "excuse me, sorry" to trainers before interrupting their speech while the other do not even say once.

The following items 5 and 6 show that 4 men and 5 women speak with soft voice and all the participants maintain the eye contact. The one with loud and clear voice still maintain his eye contact while talking to lecturers and classmates. In Cambodian norms recently, talking to someone with eye contact represents paying attention. All the female participants utilize appropriate words with good sense of humor in speaking although they do not talk very often. Surprisingly, one male trainee is noted to used rough words with lecturer in the morning class when he was blamed. It happened rarely when a trainer blames trainee and he replies in a less polite way. That could be recognized as a sensitive person. The last item claims how well male trainees behave in greeting before leaving the class (4 males and 1 female).

As during the full session observation, the female trainees respond less than males do during the classroom interaction and communication also greeting lecturer with polite words. That means men often uses polite words especially greeting and interrupting the lecturers' speech. However, some rules in the class were excused by some trainers like sitting while answering the questions or giving any responses. Seeing as instructors are less strict then learners seem to be relaxed and behave with their own rules. Even though women respond less, they still maintain their politeness.

To answer the second research question, the participants were asked for consent to do a short interview to explore why they could or could not be able to use any polite alternatives.

Most of the participants are not be able to utilize other synonyms instead of "I am sorry and thank you". The result shows that only 3 people among ten capable to use alternatives in expressing grateful and guilty. That can imply the low competency in using wide range of vocabulary to express politeness in speaking English. It could be probably because they acquire English in Cambodian context with few native speakers and lack of practice using various synonyms. For instance, four male respondents report almost the same reason why they cannot use a variety of word synonyms. Although men are found to be more polite in finding of research question 1, they usually repeat the same words to express politeness.

As revealed by F8, although she is learning English in Cambodian context, it depends on how much effort in practice. She is able to use some alternatives of “I am sorry and thank you”. Another response reports that F10 is surrounded by people who speak fluent English, it influences her to speak more like them. In the contexts of utilizing numerous expressions or synonyms, she can automatically respond by using those words in polite ways based on who she is talking to like lecturers, classmates or friends. Thus, it can be assumed that two female trainees are able to use wide range polite expressions although they do not actively speak in class. The other women and few men also adopt some common English words to sounds more polite.

Male participant 1 (M1): I don't usually say any other alternatives because I cannot adapt with any other alternatives. I use “I am sorry and thank you” quite a lot.

M2: I cannot even think of any other words to replace “I am sorry or thank you” because I only use these two. Normally, I use polite words and expressions with teachers, lectures, friends and classmates.

M3: I only say “It is my bad” instead of saying “I am sorry” and use “thank you or thank you for your help” because we only hear these in Cambodian English context. It depends on who I am talking to when consider about polite words.

M4: Besides “I am sorry”, I say:

“Don't be angry at me.”

“Don't be upset.”

“Don't be disappointed” to a person who I talk to when I make a mistake or do something that might offend someone. I say:

“You are a good person.”

“You are kind”

“You are nice”

“You are open minded person” to impress people or thanks who help me and be kind to me also I say to express how I feel.

I normally say other alternatives in daily speaking English to express politeness such as:

Never mind

Don't mention it.

Please...

Could you...?

M5: I know and use only “It is my bad” to replace “I am sorry” and “I appreciate it” instead of saying thank you. For other phrases to express politeness I say “You are kind. You deserve it or congratulations ...”. It is because I only practice speaking English with Khmer people who have the same or just little bit higher level than mine.

Female participant number 6 (F6): I always say “I am sorry” but use other alternatives such as “That is good, hat is great” besides saying thank you and to impress people. I only say “I am sorry” because I don't know any other expressions instead of that sentence.

F7: To be honest, I do not use any other alternatives of “I am sorry and thank you” because I don't know any other synonyms but I sometimes say “excuse me, may I ask ...? please...” when I want to ask a lecturer questions or interrupt speech.

F8: I use other alternatives besides “I am sorry and thank you” as the following:

It's my bad or it's my mistake.

My apologies

I really appreciate it.

That means a lot to me or you shouldn't have and that's very kind of you...because I want to avoid boring conversation, express feeling based on particular situations and it is a good way to adapt and understand the native speakers. For other words and phrases to show respect, I normally say “Please, May I..., could you...please” when I ask for help or to do something.

F9: I do not usually use other words to replace “I am sorry or thank you” because we only speak simple English with Cambodian people who uses “I am sorry and thank you” a lot but I say “May..., Could... please” to sounds more polite when I speak in English.

F10: I use the following for the alternatives of “sorry”:

apologize, sorry for the inconvenience, sorry to have bothered you, deeply apologize for..., my bad, regret to...

Besides “thank you”, I would say these instead:

A bunch of thanks, thank for that, thank you so much, thank you very much, got it and thank you, thank you once again

I can use different alternatives because I hear people saying all of these words and phrases quite a lot then it reflects to me when I speak or respond to someone or in any particular situation.

For other words and phrases to show politeness, I normally use: may I..., would you mind..., please, is it fine/ok to..., shall I..., is it possible to..., dear..., I am not sure if it is..., I would..., I would like to..., I think I am good with..., have a nice day

## 2. Discussion

As the results show that the male teacher trainees behave more polite than females do in the classroom interactions. Despite the truth found during the classroom observation within 4 hours and a half, there might be the cultural and social norms affected their politeness and impoliteness. As in the real-life people might show politeness in front of unknown people or superiors, yet they do not perform the same way with their friends or closed people. Although Brown and Levinson (As cited in Yovick, 2005) claim that hearing spoken discourse from people may not be able to judge whether it is impolite or not, Gao, Zhou, and Liu (2021) assert that people communicate with each other carrying out their cultural background which culture plays such a role in language expression. They follow their own cultural norms and roles in even daily conversation. For instance, trainees from Siem Reap and Prey Veng province carry their own particular tone in speaking, intonation and expressions in spoken discourse. In the checklist (items 4) revealing the two male teacher trainees who have soft and relaxing tone maintain great politeness even before interrupting lecturers’ speech. At this point, women seem to be less polite interacting with the teacher trainers. This could be resulted from the norms and social rules which order ladies to behave politely as well as think when is the right time to talk. Precisely, there are two separate rules between women’s rule which contains 31 strict minor rules while men’s rule has only 26 easy points. Those women’s rules can cause them to think carefully before speaking out to avoid nonsensical or disrespectful speech. Furthermore, the items 5, 6 and 7 had shown all the females act respectfully in the classroom toward trainers and classmates. As Xia (2013) claims that men have more power than women do, that is why women tend to talk less and seem like they think more. The author also states that men tend to be more active and engaging while women tend to be quiet. The situation mentioned above does happen in real life because we, women, are taught in appropriate way with purposes. Therefore, it seems effectively influence women nowadays especially in Cambodian context.

Since Coates (2013) asserts that women have pressure when they reach adolescence and they would feel or decide to talk, nice or smile at someone, men do not share the same. This can be assumed male trainees act more actively in class and less carefree about the degree of politeness than females do (statement 1, 4 and 9). For instance, the result from the observation shows that the female participants talk less than men but once they talk, there is something important, interesting and insightful though to share. Despite the fact that all the five women speak with soft voice, maintain eyes contact, utilize appropriate polite words in communication and make good sense of humor, Coates (2013) holds in the study that women seem to have various behavior in front of people and behind their back. However, the number of female teacher trainees using variety of English polite words in communication is greater seeing as some reasons.

As shown in the result section, M4, F8 and F10 tend to share their polite words and expressions with a variety of vocabulary in speaking English with everyone around them. Women seem to consider about the feeling of listeners and make it enjoyable. Although the

result of observation shows men are acting more polite in general classroom interaction, two women clearly have ability to use wider range of polite words and expression. Furthermore, F8 claims that using synonyms to express instead of one repeatedly makes the conversation less boring and it is a genius way to develop vocabulary size and understand natives better. They also use other words to sounds more polite such as may, please, excuse me, could you and some other words. Brown (1980) asserts that there are three main reasons that people consider to behave nicely in front of people. It could be because people they are talking to are the superior, they do not know each other and people with threatening face would receive more respect.

Throughout the classroom observation, only few teacher trainees use alternatives to replace the polite words “sorry and thank you” and most of them are women. They all came up with personal reasons why they could be able to use other polite words instead of “I am sorry and thank you”. F10 claims that she was surrounded by people who use those phrases a lot which results in as reflection to reply back. Whenever she needs to reply “I am sorry or thank you”, she just responds by using other alternatives instead. It is clarified that the trainee must learn how to use it from those who speak good English and not from everyone in the classroom since even the trainers hardly use the alternative of these words in the class. Çetinkaya (2021) reports that the university students do not even extent their vocabulary in the classroom. They acquire through playing video games, TV series, online sites and so on. The author also states that only the students who receive the extramural could be able to achieve higher words family. To support that Alghamdi (2019) concurs that international students learning English acquire vocabulary from outside the classroom. F8 has a different aim and reason why she could be able to use many synonyms because she has practiced with near-native speakers and native speakers on internet how to say the alternatives of these polite words. That is different from other who just use few synonyms purposely to show politeness toward listeners. Therefore, the is only one male and two females are able to use a verity of alternatives in their daily English speaking in the two types of politeness strategies, positive and negative and other 2 males can say “it is my bad” instead of I am sorry.

The rest do not know much about the words which have replaceable meanings. They just never hear Cambodian people adopt and apply in daily speaking English. As found being discussed in another research, lacking of language knowledge interfere EFL learners from progress their speaking (Alrasheedi, 2020). This is comparable if the speakers know polite words below the target that can lead to unexciting and inconvenient conversation.

## 5. Conclusion

Due to the time constraint, the study did not conduct with any longer period of time and only ten participants for collecting information. By implementing the qualitative research using ethnographic technique to study about group of people who share the same culture and belief, the further research study is suggested to extend duration of data collection to gather reliable data. For example, to observe or interview the participants, it is time consuming. For the same size selection or more, the study recommends to also take the interview technique since the observation may not provide enough information for the data analysis. Another option could be conducting with the open-ended questions interview to collect data. Last but not least, there is only few research studies about the sociolinguistics feature in Cambodia, so the following research may consider to continuously discover regarding how the social norms and culture influence the academic performance and politeness.

It could be mind-switching after the finding of the study reveals. This study would be a piece of work to read as long as the parents, teachers or educators and anyone wants to know how the male and female shows their politeness and respect toward people around them. Being aware of kids or students’ acts would really help them as parents in which the way to talk with them, how to communicate with and how get close to them and protect them. For instance, some kids would use appropriate words talking with outsiders but less politeness with people in their family. Moreover, as teacher should know how the students behave in and outside the classroom. Although the study found that age does not affect politeness (Bashir, 2022), yet those students are influenced by the social norms, culture and some other

factors around them. The teachers might get some idea how to deal with their students' politeness and impoliteness performance because they do know what might affected them.

In the aspect of theoretical implication, the study can share the new discovery regarding the mindset that traditional rules in society. Generally, people care about mistakes made by women but not by men. Furthermore, men would say to be less polite because they are the strong gender and are more powerful than women. However, the results of the study reveal that men seem to be more polite since they utter the positive politeness and negative politeness in daily speaking. While females are considered to be polite and use appropriate words, this could lead them to pressure and burden. Therefore, not all men utter rude words and not all women could perform politely as they were told, agrees (Ali, 2019). That brought to different perspectives discussing how environments, childhood and schooling affect their behavior, academic performance and daily activities.

### Acknowledgement

I would like to give my profound thank to Professor Dr. Safnil Arsyad for dedicating his time lecturing in the Sociolinguistics subject course and always providing insightful advice and guidance along the process of writing this research article. Furthermore, I appreciate the all the participants who actively engaged in the collecting data process. Last but not least, this article would be able to be published without the greatest support from the committee and editors at the Journal of English Education (JEE).

### References

- Alghamdi, H. H. (2019). Exploring second language vocabulary learning in esl classes. *English Language Teaching*, 12(1), 78-84. doi:10.5539/elt.v12n1p78
- Ali, J. T. (2019). The effect of age on Iraqi EFL learners' use of English politeness formulas. *Journal of Tikrit University for Humanities*. doi:<http://dx.doi.org/81192801/jtuh.9819187101>
- Alrasheedi, S. (2020). Investigation of factors influencing speaking performance of Saudi efl learners. *Arab World English Journal*, 11(4), 66-77. doi:10.24093/awej/vol11no4.5
- Bashir, R. (2022). Effects of age on politeness and faithfulness of identity - a pakistani punjabi community analysis. *Webology*, 19(1), 7053-7072.
- Brown, P. (1980). How and why are women more polite: some evidence from a mayan community In R. Borker & F. Furman (Eds.), (pp. 111-136). S. McConnell-Ginet: Preager
- Brown, P. (2015). Politeness and Language. *International Encyclopedia of the Social & Behavioral Sciences*, 326-330. doi:10.1016/b978-0-08-097086-8.53072-4
- Çetinkaya, Y. B. (2021 ). Vocabulary size: experiences of successful vocabulary learners in efl context *Novitas-ROYAL (Research on Youth and Language)*, 15(2), 21-36.
- Coates, J. (2013). *Women, men and everyday talk* Palgrave Macmillan.
- Em, S. (2021). Challenges of online learning during covid-19 pandemic: a survey of Cambodian high school students *Cambodian Journal of Education Research*, 1(2), 96-108.
- Fitriyani, S., & Andriyanti, E. (2020). Teacher and students' politeness strategies in efl classroom interaction *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(2), 259-273.
- Gao, B., Zhou, W., & Liu, W. (2021). Politeness, language and culture study of the reality of politeness *Advances in Social Science, Education and Humanities Research*, 537, 212-215
- Holmes, J. (2013). *Women, men and politeness*. USA Routledge
- Inman, A. G., Pendse, A. C., & Luu, L. P. (2019). Person-context influences on educational involvement in rural cambodian schools. *Journal of School-Based Counseling Policy & Evaluation*, 1(3), 85-99. doi:10.25774/h7nv-9238
- Mills, S., & Kádár, D. Z. (2011). Politeness and culture In D. Z. Kádár & S. Mills (Eds.), *Politeness in east asia* (pp. 21-44). USA Cambridge University Press
- Mohajan, H. K. (2018). Qualitative research methodology in social science and related subjects *Journal of Economic Development, Environment and People*, 7(1), 23-48.

- Nhem, D. (2019). Cambodian EFL teacher's and learners' beliefs about communication language teaching *The Asian Journal of Applied Linguistics*, 6(2), 238-251.
- Nurjanah, O. W., Santosa, R., & Rochsantiningsih, D. (2017). Male and female linguistic politeness in speaking classroom. *IJPTE : International Journal of Pedagogy and Teacher Education (LJPTE)*, 1(2), 147-154. doi:10.20961/ijpte.v1i2.14510
- Rivai, M., Yusri, Y., Rivai, A. T. O., & Anwar, M. (2021). Teachers' language politeness, students' academic motivation and self-efficacy during school from home. *Cypriot Journal of Educational Sciences*, 16(5), 2161-2172. doi:10.18844/cjes.v16i5.6236
- Saidi, M., & Khosravi, M. (2015). EFL learners' perception of (im)politeness: the possible gender differences. *Internatioanl Journal of Language and Applied Linguistics*, 1(1), 1-11.
- Sey, K. (2021 ). E-readiness of Cambodian undergraduate students in using google classroom *Cambodian Journal of Education Research*, 1(2), 87-95.
- Wilson, W. J., & Chaddha, A. (2009 ). The role of theory in ethnographic research *Ethnography*, 10 (4), 549-564. doi:10.1177/1466138109347009
- Xia, X. (2013). Gender differences in using language In *Theory and practice in language studies* (Vol. 3, pp. 1485-1489): Academy.
- Yovick, A. L. (2005). Gender and politeness (Master of Arts in English Program), Youngstown State University