EARLY CHILDHOOD LANGUAGE POLITENESS STRATEGY MODEL IN MULTIETHNIC COMMUNICATION

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Abstract: The purpose of this study is to describe the strategy model of early childhood language politeness in multi-ethnic communication with different social rules in Bengkulu. The research method used was a cross-sectional study design, with a study of subjects of different ages. The research subjects referred to were children aged 2, 3, 4 and 5 years in Bengkulu. Data collection was carried out by participating and non-participating observations, accompanied by data recording using an electronic recording device and field note cards. Data analysis was performed using flow analysis techniques. The results show that the strategy model for early childhood language politeness in multi-ethnic communication in Bengkulu is using elaborate politeness acquisition model and children's language politeness acquisition model that takes into account social distance when speaking by stringing 3 words when greeting, introducing oneself, expressing respect, thanking. love, apologize, ask permission, ask for help, ask for things, command, and promise. The series of words are meant to reflect the character development of early childhood.
Keywords: *politeness strategy models; early childhood; multi-ethnic communication*

INTRODUCTION
Children's language development is a marker of their cognitive development (Rahayu, 2019; Noermanzah, 2017). The development of language obtained by children is able to provide an image of the child's socio-cultural conditions (Supriyanti, 2016). As community members, children learn what they hear from the speech community in which they grew up (Molai, 2019; Mukalel, 2003). Children acquire language to become members of a culture in which they were born, and develop an understanding of the cognitive and social aspects (Akhyar, 2019; Hoyte, 2017).

The value construction model obtained by children currently relies on independent reports of mothers, this results in a lack of data on the acquisition of politeness supplements, although several studies have described the use of politeness strategies used by preschool children. The research findings reveal several different politeness strategies when it is used to communicate with

different speech partners (Kushartanti, 2009; Dardjowidjojo, 2000). The two studies descriptively show that at a very early age, children are aware of social distance, age, and authority with partners, so that children are able to use different politeness strategies when talking to their speech partners. The same thing was found by (Wardhana, 2006), that the children of immigrants in the new land used a language system elaborated by linguistic politeness with the native ethnic culture in Bengkulu, so that the speaker's directive speech act representation was expressed in direct mode, direct mode with a marker of politeness, and indirect mode.

Seken (2010) confirmed, when talking with speech partners of other cultural backgrounds, these children were also able to "share" ethnicity with the culture of the partner. Speakers of Japanese children also do something similar when talking to foreigners (Nakamura, 2012), that is, children use language that tends to lower

themselves and elevate the person they are talking to. Then, Nafissi & Shafiee (2019) and Miller (2016) explained that early childhood language strategies are also influenced by teachers. These studies use data in the play environment and when children are at school.

Based on this phenomenon, a more comprehensive study on politeness strategies in preschool children is needed (Kushartanti, 2009), especially in terms of obtaining politeness in terms of the substance of human thoughts when speaking. This is important, because in fact television media broadcasts and input received by children outside of school are very influential on children's language acquisition. This phenomenon affects the fact that children aged 3, 4 and 5 years are children who are developing their language (golden age), including how children use the language for communication purposes (Landreth, 1958). A child who acquires language has a strong and incredibly complex system (Zahro, Noermanzah, & Syafryadin, 2020).

If we understand how children accomplish this task, we will know the substance of a human mind that works to acquire language, including the politeness of using language. The assumption is that if the child is able to use polite language, then the child is considered to understand a number of social rules of language. These rules relate to children's activities when greeting, introducing themselves, expressing respect, thanking, apologizing, asking for permission, asking for help, asking for things, ordering, and making promises. Based on this phenomenon, the problem arises, how to obtain children's language politeness when communicating in multi-ethnic communication?

This problem phenomenon occurs because language activities are an activity that is manifested from the interaction between language and thought (Kusmiarti, Yuniati, & Noermanzah, 2020). This activity can also be observed in the speech of preschoolers, because they have begun to be able to communicate with their speech partners. Although sometimes the form of speech is monologue or egocentric speech. Egocentric speech is known when children speak according to what they think and feel (Dawud, 2010).

Viewed from the development stage of Piaget's thinking, the embodiment of this egocentric speech is in the form of a monologue discourse and if it is conditioned and stimulated by suitable media, it will creatively create children dynamically forming language in the form of dialogue in the form of discourse (Dworetzky in Dawud, 2010), that is, the acquisition of content constituents is better or earlier than the constituents of the function. This type of acquisition is similar to children's language acquisition when the child is still in the early stages of acquiring simple sentences called telegraphic utterances in the context of informal spoken language (Hoff, 2009). Thus, the form of speech that is exposed is daily Indonesian speech. For example, it is characterized by the use of levy constituents from the local language or the language of the caregiver, so that the dominance of cultural influences is very likely. From the point of view of language acquisition, this phenomenon is the use of language learning strategies for communication. In communicating, speakers mix code or do code switching for the first and second languages (Amaliani, Triana, & Riyanto, 2020). Language learning strategies are an effort to accumulate the rules of the language learned and efforts to internalize them, through language transfer. In this study, what happened was the transfer from the second language to the first language (Hoff, 2009) in accordance with the objectives of the established communication.

According to Vigotsky in Hoff (2009), every child is born with a set of elements of basic thinking functions, for example, the ability to pay attention, consider, understand, and remember. This basic ability is an innate ability. It is culture that transforms these cognitive abilities into higher abilities through social interaction, in particular, through the teaching and use of language (Eadie, Stark, & Niklas, 2019; Nafissi & Shafiee, 2019; Méndez, Hammer, Lopez, & Blair, 2019). Based on this explanation, children will experience accelerated communication skills and be able to compose language forms due to social interaction with speech partners. Various abilities resulting from this interaction include coexistential interactions of authority based on conclusions from the caregiver's or mother's explanation, the absorption of information from electronic media (for example in analogical

reasoning based on conclusions from television information), penchant for listening to fairy tales or listening to adults when reading story books, and the use of language in daily life (for example in quasi-logical reasoning, causality, and generalizations that are based on conclusions from children's daily experiences.

This is supported by Muraishi in Nakamura (2012) that children initially get Keigo and polite linguistic expressions, then they begin to present these linguistic rules, learn different levels of speech by interacting with a wider variety of society and mimicking adult language behavior. Muraishi in Nakamura (2012) claimed that early childhood children actually want to use verbs with a nuance of respect for speech and simple language partners, but these efforts are often generated with grammatical and relational errors. Even Mackie (1983) in Nakamura (2012) reported that early childhood children control politeness strategies such as the use of heizing (cryptic/indirect language) long before they master honorofic subjects and objects. For this reason, this study describes the strategy model of early childhood language politeness in multi-ethnic communication in Bengkulu.

METHOD
The research method used a qualitative method with a cross-sectional design (Dardjowidjojo, 2010). This design characteristic is an assessment of data collected from subjects with various age characteristics (3, 4, and 5 years) within 10 months. Observations were conducted (8 to 10 hours) every day and observing the model of acquiring politeness in the subject's language in multiethnic communication at a certain stage. By stimulating a conversation, the model of acquiring politeness can be observed, recorded, and noted.

Research settings
The Bengkulu setting is interesting to be used as a research background because the phenomenon of speech people in Bengkulu is a multi-ethnic speech society with a variety of ethnic cultures. The spoken community in Bengkulu consists of 9 ethnic groups and various cultural and linguistic backgrounds, including; (1) Bengkulu Malay, (2) Minang, (3) Batak, (4) Rejang, (5) Serawai, (6) Javanese, (7) Balinese, (8) Chinese, (9) Palembang, and (10) various other ethnicities.

Based on research reports (Wardhana, 2006; Seken, 2010; Dawud 2010), the speech community with various ethnicities affects children's language input exposure and the purpose of children's communication.

Data and research subjects
The data of this research is the speech of children when communicating with speech partners in the context of multi-ethnic communication. The utterance is utterance that reflects the speaker acquisition model in multi-ethnic communication and the responses that accompany it. In addition, field notes about the context of communication obtained from observations of researchers in the field complement the children's speech, so that the research data is intact.

The subjects of this study are children aged 2, 3, 4, and 5 years with the Javanese-Malay dual language ability of Bengkulu. The form of verbal interaction in a speaker's communication with various speech partners can be identified based on the use of speech acts with certain characteristics. From the results of recording speeches and observations of speaker's language behavior, it can be identified the model form of speaker politeness acquisition in multi-ethnic communication in Bengkulu.

The research subjects are eight children aged 2, 3, 4, and 5 years old who are in the healthy category and able to communicate based on the standardization of children's mental and motor development that has been formulated by the government. The determination of the number of subjects is based on the opinion of Walfram (in Rofi'uddin, 2006) that in psycholinguistic research research subjects can consist of five to ten research subjects. The determination of the subject of this study is based on the principle of adequacy of the data required in this study. The determination of the eight subjects is carried out on the grounds that with the eight subjects it is predicted that sufficient data can be obtained to answer the problems of this study. However, if it turns out that the data acquisition has not met the target as expected, then additional subjects are carried out to meet the sufficiency of the data.

The eight subjects used in this study have the following characteristics: (1) come from an educated family environment, with a high school, S-1 and S-2 educational background, Javanese-

Malay Bengkulu, (2) since living in Bengkulu, they have been introduced to Bengkulu, Javanese and Bengkulu Malay, in other words the speakers from the beginning have lived in the Bengkulu Javanese-Malay bilingual environment, and (3) reside in the Bengkulu Javanese-Malay bilingual community.

Data collection technique
The data collection technique used is the observation technique. The observation technique is carried out with participation and non-participation. Observations are focused on the children's speech activities in carrying out verbal interactions with various speech partners. The observation technique is complemented by field notes and recording. Data recording is carried out to obtain data in the form of acquiring models of children's speech politeness with various speech partners. This data is needed to answer the research problem, namely to examine the model of acquiring child politeness in multi-ethnic communication. Data collection in the field carried out through observation pays close attention to the setting and context. The point is an event or case being observed is observed and recorded in the conditions to whom the child is speaking, psychological conditions, physical conditions, situations of where and when the speech occurs. Interviews with parents were also conducted for the purpose of triangulating the recorded data and field observation notes.

Research instruments
In this study, the researcher acts as a key instrument. Therefore, the data in this study are in the form of language acquisition behavior of a speaker which can only be understood through the interaction between the researcher and the subject and the factors that play a role in the subject's communication activities. Meanwhile, the additional instruments used are observation guidelines and observation aids, namely an electronic recorder (tape recorder) and field recording tools.

The observation guidelines in this study are prepared as signs regarding what to observe in conducting field observations. Observation guidelines are prepared to collect data in the form of verbal speech uttered by the subject along with the context of the speech that accompanies

children's interactions with their speech partners. In field observations, data recording are carried out, namely the speech of speakers with various speech partners. Data recording is done using an electronic recording device (tape recorder), either secretly or known by subject. This is done to maintain the naturalness of the data obtained from all subjects. During the observation activity, field data are recorded. Recording field data is needed to determine the context of speech which includes (1) psychological, physical, place, time, and narrative conditions during communication, (2) status and roles of children and speech partners, and (3) topics, as well as to who the child speaks when the interaction is taking place.

Data analysis
To achieve the objectives of this study, various supporting data for this study are analyzed based on the flow analysis technique of Miles & Huberman (2009). This analysis technique is developed with the aim of explaining a phenomenon of acquiring politeness in the language of children aged under five in Bengkulu in multi-ethnic communication. This flow technique in depth, utilizes the facts of language acquisition of children who are the target of research. By using this analysis technique, the researcher can have a free opportunity to interpret the recorded conversations obtained from the subject. Furthermore, data organizing is carried out in the form of data presentation which is completed with context.

The data conclusion is carried out based on the results of the analysis of the acquisition model of children's language politeness in multi-ethnic communication. The results of the data analysis are abstracted into provisional conclusions. To obtain the validity of the conclusions, it is carried out to check the validity of the research findings through data and theory checking by confirming the results of data analysis and related theories that have been described in the theoretical study. The aim is to obtain confirmation of the credibility of the research findings.

Data validity test
Test the validity of the data in this study is using triangulation, memberchecks, and discussions with experts. The triangulation used is the triangulation of data sources obtained from observations,

recording, and field notes. Memberchecking is done by documenting the data of each oral conversation which is transcribed into writing. Then, discussions with experts are carried out by discussing the results of the interpretation of research data with several psycholinguistic experts so that the results of the interpretation of the early childhood language politeness strategy model in multi-ethnic communication are more profound and comprehensive.

FINDINGS & DISCUSSION
Based on the results of the analysis that has been done, it is found that the acquisition of politeness in children's language when communicating with different language rules. The research findings that are intended are: (1) the model of acquiring politeness in elaborating children's language politeness with the language of the surrounding community which tends to be multi-ethnic in terms of the substance of the human mind when speaking; and (2) a model for acquiring children's language politeness which takes into account social distance when speaking. The research findings are discussed in the following description.

Model of acquiring politeness elaboration of children's language politeness with the language of the surrounding community which tends to be multi-ethnic when children communicate
Exposure to children's language when greeting, introducing themselves, expressing respect, thanking, apologizing, asking for permission, asking for help, asking for something, ordering, and promising is a reflection of children's language activities when they communicate with their speech partners. This is a sign that the child has acquired a language, and that the acquisition of the language is equipped with a strong and extraordinarily complex system. If we understand this acquisition, it will describe the substance of the human mind at work (Hoff, 2009), especially when receiving input, storing, and exposing these inputs in context.

Studying language acquisition has a crucial role in the cognitive revolution. For example, when a child represents the ability to speak, and understands the language production carried out by his speech partner. This condition is a representation of language competence which is extraordinarily complex. The various preliminary

requirements for competence possessed by children are accepted abilities without positive reinforcement in terms of language principles. This is simply analogous to the explanation of behaviorism theory which describes rats pushing a lever to get food, or why a cat salivates when he sees the person feeding him, so that when he sees that person always whines (meow, meow, meow) to be fed.

Another example of children's language exposure when communicating with two speech partners. The two speech partners have very different social and verbal behaviors. Speech partner A tends to be vocally and physically aggressive, while speech partner B is the opposite, especially when they speak and behave with children. It turns out that early childhood (2 years) has displayed the politeness they have seen and heard (data no. 01 / B-Lk / 100812). This means that when children develop behavioral values that can shape their identity. He used the principles of seeing and hearing. For example, when he behaves physically aggressively when asked to speak by speech partner A, then he acts the opposite when dealing with or speaking with speech partner B. The following data 01 / B-Lk / 100812 is in the context of "the afternoon when A and B were greeting after a long period of absence. meet because of their respective activities, through early childhood (subject) who is accompanied by his grandmother and he immediately behaves aggressively towards B (both words and behavior). However, he immediately greeted and smiled friendly when A greeted him.

Model of acquiring children's language politeness which takes into account social distance when speaking
Six terms that are generally used to refer to speech partners in Bengkulu culture that reflect social distancing, namely, "*Ayuk, Abang, Adik, Bucik, Bunga*, and *Dang*" The term *ayuk* (older brother in terms of age) is generally used. to designate all people who are family related to speakers of older age. *Ayuk, Abang, Dang, Uda, Kakak* are used to address speech partners in the category closest to the most distant narrator with an older age. The terms *Ayuk, Abang, Dang, Uda, Kakak* are used as a strategy to respect and develop the values of politeness to elevate speech partners who are older in age when they are invited to communicate. This

communication activity includes activities of various kinds of social relations and various contexts that have to do with social activities. These social activities can be in the form of social activities with neighbors, communicating with the context of work, and social organization. These social activities vary widely, from gathering with close friends to those who are most distant. The terms *Ayuk, Abang, Dang, Uda, Kakak* are generally used to refer to foreigners who have a higher age and social position than the speakers.

In communication, the identity of the speaker, interlocutor, choice of style, level of speech used, and conversations involving children are characterized by the daily use of Bengkulu Malay. Whereas someone who is involved as a participant is characterized by the use of the subtle Bengkulu Malay language. The choice of use of daily Bengkulu Malay and Bengkulu Malay is refined, depending on the type of participant when it is marked as ethical politeness, and is categorized as a form of politeness in language. If the language selection is wrong, the use of the language level will cause impoliteness. The use of daily Bengkulu Malay in a communication will be represented in the crude colloquial form of Malay. Meanwhile, the soft Bengkulu Malay language is a speech development that contains ancestral values which sometimes appear saccharistic because the child uses speech acts that reflect the speaker's assumptions by connecting the social distance between the speech partner and himself.

Example:

"*Cini-cini duduk Ayunda..cini!*" (Come on and on, sit down Ayunda ... come here)

The conversation took place during a visit by a friend in the village of Argamakmur. Researchers joined S2 and the conversation took place in the living room. These two expressions state that the host said he was welcome and then greeted his guests. The first phrase, in daily Bengkulu Malay, is addressed to S2. The Malay language used implies close social relations with speech partners. In this case, the researcher is a stranger or a participant in the owner of the house. What could be characterized by the host's attitude towards the researcher at that time came with the S2, the researcher as a stranger (as a participant) to the host, who encouraged retaining attitudes towards the researcher at that time. The first speech is a type of positive politeness act that is clearly

familiar as a marker of social dynamism with the suspension of the second language by filtering language usage, determining the distance of speakers and speech partners which are negative politeness acts. The following data examples are the values of social distance parameters for the attitudes of speakers and speech partners which are low ("zero"), apart from events that are essentially informal and friendly.

It should be noted that the use of subtle levels of language is not always associated with a speaker's choice of strategy that reflects the intensity of politeness. The level of speech in a certain language can be seen to have a relationship with the level of politeness. Javanese, for example, has been described as a language where the level of the speaker is used to relate the level of formality and the intensity of respect by the speaker. The higher the level of formality and respect in speech, the higher the politeness shown. This shows that in Javanese, the higher the level of speech used by speakers, the politer is expected in communication events.

Meanwhile, in Bengkulu Malay, the use of subtle language variations is considered as a sign that speakers are elevating the level of speech partners in certain cases, indicating that "formality" is a communication situation with a high degree of nobility. However, although "raising the speech partner" can be a negative politeness strategy, the use of subtle language variations does not automatically lead to the intensity of the speaker to be polite. In addition, in some cases the selection of subtle variations and everyday speakers chooses to use subtle variations to show different strategies so that it can be said that their use is only a strategy of politeness. That is, social difference with social distance is reciprocal, this case shows that the participants are socially distant, and they will differ from one another. This is indicated by the reciprocal use of the subtle-speech level, as seen below.

Examples of speech:

      Pn   : *"Ni…. Punyamu ya?"*
              ("This…. Yours huh?)
      Mt   : *"Dua…(sini) ya!"*
              (Two .. (here) yes!

The politeness represented by Pn is rude because Pn is S2 (P1) who meets S1 (a man who works in a stone-making studio, who has never met him before). So the social distance between

children and S2 reflects the reciprocal use of a level of speech. The use of speech level can clearly be seen by someone in an environment that causes the feelings of the speech partner to hurt, so that the type of politeness becomes rude. This politeness fluctuates with the variables of the situation, social distance, and the influence focused on the fluctuation may be combined with "development of unpleasant feelings" and "priority of speech partners to whom the speech responds".

Language development in children begins with a question of how children improve the acquisition of language starting from the development of acquisition of sounds, words, word formation, syntax, and discourse or a concept that can then be used functionally. The strategy model for early childhood language politeness in multi-ethnic communication in Bengkulu is using elaboration politeness acquisition model and children's language politeness acquisition model that takes into account social distance when speaking by arranging 3 words when greeting, introducing oneself, expressing respect, thanking, apologizing, asking for permission, asking for help, asking for things, ordering, and promising. The series of words are meant to reflect the character development of early childhood. This is an extraordinary achievement and according to Nafissi & Shafiee (2019) that early childhood language politeness strategies are influenced not only by their parents, but by providing models of language politeness for teachers in schools.

The results of observations of language acquisition can be started when the child is 1-year old, because at this age children experience changes in their communication behavior (Hoff, 2009). This change can be observed from the production of sounds that have meaning in the rules of adult language, so that it can be said that children acquire vocabulary based on the sound concepts they produce. According to years of observations in the author's child or baby, a child understands words from birth. This is evident when the parents greet him with a happy condition, the child will laugh, and vice versa. He begins to recognize his name at the age of 4 months and understands a few other words at the age of 6, 8, to 10 months. Based on the research findings of Hoff (2009) and Dardjowidjojo (2000), children begin to speak on average at the age of 1 year (pralinguistic stage), and continue acquisition as

their brain grow and be developed. Thus, it appears that he masters and understand their sounds, voices, words, and even grammar after 1 year of age.

The next stage is during the children aged 2 years. At the age of 2 years, children acquire vocabulary with significant concepts. They start producing words, and by the end of 2 years they can produce 300 words and combine words (Hoff, 2009). His words do not sound like adults. Both the articulation ability and the basic phonological image change at 2 years of age. Children are more communicative, both frequency and communication are relevant with increasing communication styles.

When he is 3 years old, he begins to master grammar rules. The child starts producing two and three words. Production of declaration sentences ended in exposure to incorrect grammar. Exposure to words such as plural words, past tenses, nouns, and verbs (Hoff, 2009). At the end of 3 years of age, children produce complete sentences, including interrogative sentences and negative sentences according to the rules. The vocabulary continues to develop, the articulation of sounds increases, so that the development of his mastery of phonology is beginning to appear. Children's communication skills improve, and they begin to incorporate short stories or past events into their conversations.

In the period of 3 to 4 years of age, most of the children's ability to filter sentences develops further. The most noticeable new developments occurred in grammar beginnings complete, many clause sentences. Because nothing is completely lost from linguistic competence almost at the age of 4 years old children, usually the acquisition of a complete language at the age of 4 years (Dardjowidjojo, 2010). Children's language skills continue to develop in each field after 4 years of age, both in the fields of articulation, vocabulary, sentence structure, and communication skills (Noermanzah, 2017; Gauthier & Genesee, 2011).

Meanwhile, the various markers of politeness used by speakers so that multicultural communication is able to reflect a new cultural orientation process so that communication harmonization is maintained, are language tools, pragmatic tools, modalities, speech lengths, use of verb diathesis, supporting statements, timers, repetition, timepiece, affirmation, softener,

question words, greeting words and kinship, distorted / strange situation context, analogy, and overgeneralization. These linguistic aspects are used by paying attention to the social rules of language use that apply in the 2nd language community by controlling the noble values of the moral and ethical teachings of speakers (Wardhana, 2006).

Several research findings have illustrated that the use of politeness strategies used by preschoolers has been able to reveal several different politeness strategies to different speech partners (Kushartanti, 2009; Dardjowidjojo, 2000). This research descriptively shows that at an early age, children are aware of social distance, age, and authority, so that children are able to use different politeness strategies when talking to their speech partners. The same thing was found by Wardhana (2006), that the children of newcomers in the new land used a language system elaborated by linguistic politeness with the native ethnic culture in Bengkulu, so that the speaker's directive speech act representation was expressed in direct mode, direct mode with a marker of politeness, and indirect mode. Seken (2010) confirmed the various research findings, he found that when talking with speech partners with other cultural backgrounds, these children were also able to "share" ethnicity with the culture of the partner he said.

Teachers are also aware that the need for basic research on acquiring Keigo in Japan and politeness in Indonesia is being carried out, but many researchers believe that children do not have a productive function of different politeness registers so they only accept explicit instruction in contexts, social issues, for example at school or work. This is supported by Nakamura (2012) that children initially acquire linguistic expressions that are Keigo and polite, then they begin to present these linguistic rules, learn different levels of speech, by interacting with a wider variety of societies. broad and mimic adult speaking behavior. Muraishi (in Nakamura, 2012) claims that early childhood children actually want to use verbs with nuances of respect for speech and simple language partners, but these efforts are often generated with grammatical and relational errors.

Even Nakamura (2012) reports that young children control politeness strategies such as the use of heizing (vague / indirect language) long before they master the honorofic subject and object. For this reason, according to Wilcox, Gray, & Reiser (2020), a literacy-based curriculum and according to early childhood language development in early childhood education schools is needed. The applied curriculum teaches students to jointly improve reading material that is interesting every day according to early childhood reading material and the teacher provides examples as concrete models in using polite language. It could also be that every day students are invited to do singing activities according to teacher instructions based on student brain development and giving scrabble games as suggested by El-Henawy (2019) and Hastuti (2018) in their research results which show success in improving the language mastery skills of early childhood students with singing activities with direct instruction by brain-based teachers and giving scrabble games.

CONCLUSION
The results of this study indicate that the strategy model of early childhood language politeness in multi-ethnic communication in Bengkulu is using elaborate politeness acquisition model and children's language politeness acquisition model that takes into account social distance when speaking by stringing 3 words when greeting, introducing oneself, expressing respect, thanking, apologizing, asking permission, asking for help, asking for something, ordering, and making promises. The series of words are meant to reflect the character development of early childhood. The development of early childhood language is influenced by the mother tongue and second language used in schools by teachers and students. Then, at an early age, children become aware of social distance, age, and authority, so that children are able to use different politeness strategies when talking to their speech partners.

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