



A Design: Pragmatics and Language Ethics on Students' Communication Skills in Higher Education (Literature Review, Experiment and Replication)

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Abstract:

This study examines the role of pragmatics and language ethics in student communication in the campus environment, both in academic and social contexts. The purpose of this study is to understand the application of pragmatic principles in student communication, as well as to examine how language ethics affect their interactions in the classroom, on social media, and in everyday social interactions. The method used is a mixed-methods approach, with a narrative literature review technique by reviewing articles relevant to this topic. This was followed by the implementation of a module that replicated the problem strategy. The results of the study indicate that: First, pragmatic principles such as appropriateness of speech, politeness, and communication strategies have a major influence on increasing the effectiveness and ethics of student language. Language ethics, which includes the use of verbal and nonverbal strategies, has been shown to be an important element in fostering polite communication and maintaining interpersonal relationships. Secondly, experimental results on the use of the previously developed module showed a significance of 2.76 from being categorized as sufficient (\bar{x} : 4.86) to good (\bar{x} : 7.62). This significant result contributes to the development of theories of pragmatics and language ethics in education.

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Introduction

Language ethics in the campus environment play an important role in forming high-quality communication, strengthening relationships among individuals, and creating an academic atmosphere that supports intellectual and emotional development. The campus, as an institution of higher education is responsible not only for producing a generation that is academically intelligent, but also one that has good attitudes, behaviors, and social values (Alexander, 2020; Elareshi et al., 2024; McCallen & Johnson, 2020). Good communication, with the use of language that is in accordance with norms and ethics, is an important foundation for maintaining harmonious interactions in the classroom, discussions, and daily social life (Byram, 2020; Hastasari et al., 2022; Wahono et al., 2023). This is relevant in the context of a campus that functions as a center for learning and character formation.

Language ethics in an academic environment not only affect social interactions between students, but also the quality of communication between students and lecturers. Effective and ethical communication can improve understanding of learning materials, strengthen professional relationships between lecturers and students, and create an atmosphere that supports the achievement of academic goals (Amerstorfer & Freiin von Münster-Kistner, 2021; Gamage et al., 2021; Hanaysha et al., 2023; Maki, 2023). In addition, language ethics play a role in polite communication, which is an important measure for building a positive image in the academic world, as seen in lectures, seminars and discussions involving different opinions.

However, as the era and technology develop, the phenomenon of language use that is not in accordance with norms is increasingly widespread on campus. The use of impolite or inappropriate language in formal communication often occurs, damaging the quality of communication and reducing the credibility of the individuals involved (Abu-Rumman et al., 2024; Cornelissen, 2023; Kotarpath, 2020; M Garaeva & R Nurieva, 2020). Inappropriate use of formal language, whether in writing assignments, reports, or presentations, can negatively affect lecturers' perceptions of students' academic quality and disrupt the dynamics of study groups, which ultimately hinders the learning process.

In informal communication between students, such as discussion groups or campus social media, the use of inappropriate language is often found. Slang or even rude language is often considered as a form of closeness or familiarity. Although it may seem harmless, excessive use of informal language can undermine the seriousness of communication and obscure the meaning that is intended to be conveyed (Isakova, 2023; Spicer, 2020). This is more pronounced in situations that emphasize professionalism, such as presentations, scientific discussions, or communication with external parties to the campus.

Lack of awareness of language etiquette can trigger social tensions on campus. Inappropriate use of language can lead to misunderstandings among individuals, either between students, students and lecturers, or other parties in the academic environment. Impolite or insensitive terms can offend others, leading to social divisions. This tension, if left unchecked, will damage the academic climate that should support an atmosphere of mutual respect and cooperation to achieve educational goals (Audley & Jović, 2020; Noboru et al., 2021; Tuhuteru, 2023).

In addition, the development of information and communication technology requires attention to language use in the digital space. Students and lecturers nowadays frequently interact through platforms such as WhatsApp, email, Telegram, or other social media. The speed and ease of communication through these media often encourage the use of informal or unstructured language, which can reduce message clarity. In fact, the use of emojis or inappropriate expressions in digital communication can affect the overall image of the person and the campus (Fillah, 2024; Margaretno, 2024; Nur' Aini et al., 2024; Plis, 2023).

Digital communication has great potential to strengthen language ethics, especially with the presence of media that allows interactive language learning. Digital platforms can support more effective academic communication, provided that the principles of language ethics are maintained. For example, in online forums or webinars, participants are expected to employ polite and professional language to create productive and sustainable discussions (Dahlan, 2024; Peimani & Kamalipour, 2021; Sofi-Karim et al. 2023; Alenezi, 2023). Therefore, the use of technology must be balanced with an awareness of proper language ethics.

As an educational institution, the campus must actively instill awareness of the importance of language ethics, both verbal and non-verbal. The campus needs to build a communication culture that supports the use of language in accordance with academic norms and reflects respect for others and professionalism (Mahariah, 2020; Marta et al., 2024; Pribadi et al., 2024). These efforts can be achieved through educational programs that emphasize effective and ethical communication, as well as teaching that integrates language skills with strong social values.

Lecturers, as educators, play an important role in providing examples and guiding students in understanding language ethics across various contexts. In lectures, the lecturers need to provide examples of clear, polite, and structured language use. Lecturers must also be wise in reprimanding students when their language is not in accordance with norms, so that students can learn and improve themselves (Pasaribu et al., 2024; Afdal et al. 2023; Economidou-Kogetsidis et al. 2023; AlAfnan et al. 2024). The study of language etiquette should be part of the higher education curriculum, encouraging students to speak not only correctly, but also with respect for others.

Language ethics on campus are not only related to good communication, but also about the formation of student character as part of overall education. The use of polite and respectful language can cultivate harmonious relationships between individuals, strengthen a positive academic atmosphere, and improve the quality of education. Thus, language ethics should be considered as a fundamental social skill that needs to be mastered by every member of the academic community to create a more professional and dignified campus (Windarto, 2023; Meyer et al. 2025; Rokhmansyah et al. 2025).

Although there are many studies that discuss language ethics in academic contexts, there are still shortcomings in the application of pragmatic principles in the campus environment. Previous studies, such as those conducted by [Ramanadhan et al. \(2021\)](#) and [Kádár & House \(2020\)](#), focused more on the theoretical aspects of language ethics and its influence on formal or digital communication. However, research on the application of pragmatic principles in everyday social and academic interactions, especially in informal communication between students and between students and lecturers, is still limited. In addition, whereas several studies have identified the negative impacts of using informal language in academic discourse ([Fadilla et al., 2023](#); [Austin & Riveros, 2025](#); [Sadeghi & Belali, 2025](#)). There are still a few studies that comprehensively discuss how language ethics affect students' social relationships and academic achievement in various communication contexts, both physical and digital.

Previous research has also paid little attention to the relationship between language use on social media and its impact on students' academic perceptions and classroom interactions. [Mislikhah \(2020\)](#) and [Yonsa \(2020\)](#) predominantly addressed general norms and language politeness but were limited in their exploration of the role of pragmatic dynamics in facilitating or inhibiting interpersonal relationships in the context of campus learning. Therefore, this research gap lies in the lack of studies that integrate various dimensions of language ethics, both in direct and digital communication, with a focus on the application of pragmatic principles to create a more harmonious and productive academic environment.

This study offers a more comprehensive approach to language ethics on campus by integrating a pragmatic perspective that has not been widely explored in the academic context in Indonesia. The focus of this study is on the application of pragmatic principles, such as appropriateness of speech, politeness, and communication strategies, in various communication situations on campus, both formal and informal, including in the classroom and on social media. The uniqueness of this study lies in its in-depth exploration of the influence of language ethics on social and academic interactions, as well as its impact on the relationship between students, lecturers, and the academic environment as a whole.

In addition, this research highlights the role of social media in students' social interactions, focusing on the growing use of informal language and slang. This research aims to understand its impact on the quality of communication in the academic world, especially in the context of digital communication that is increasingly used by students. Integrating the study of language ethics with a pragmatic approach not only pays attention to politeness, but also how the application of pragmatic principles through module effectiveness can create more effective communication skills and support the achievement of educational goals on campus.

Research Method

This research employs a mixed-methods approach, combining literature review and experimental methods to create recreations as a replication strategy in other environments. Specifically, to make it easier for readers to understand the flow of this research scheme, we present the research procedure in Figure 1.

Research Procedure

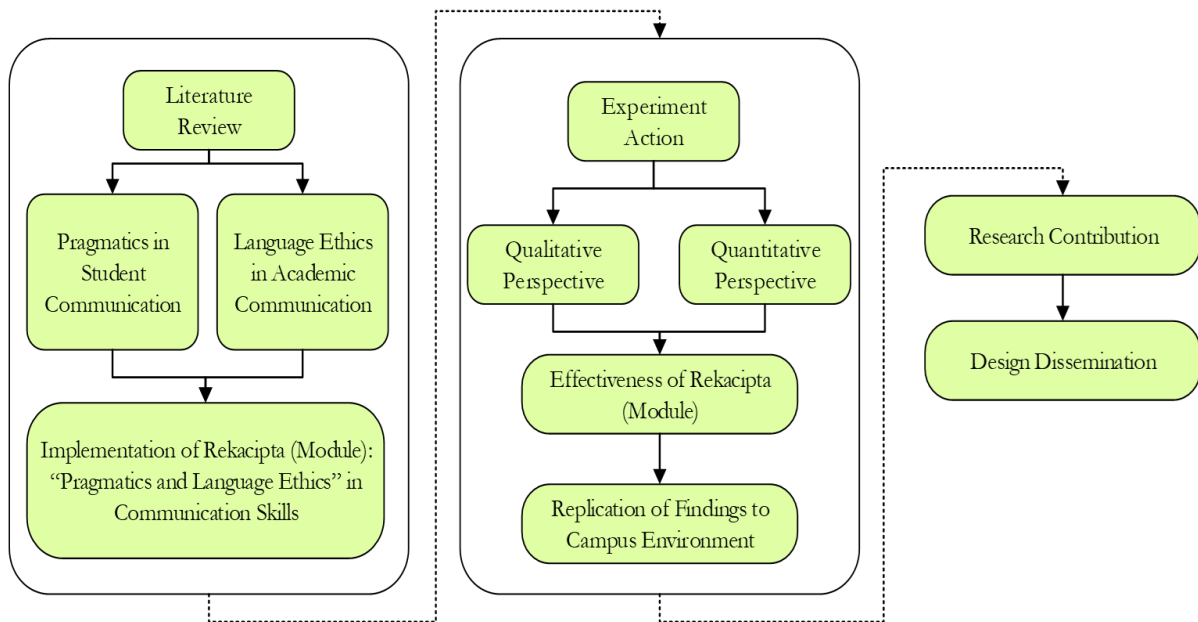


Figure 1. Research Procedure

The specific flow of this research is described as follows:

Follow-up Literature Review:

This study uses a qualitative approach with a narrative literature review method to explore and analyze various relevant literature related to language ethics and pragmatics in the campus environment (Fink, 2014; Jesson, 2012; Oliver, 2012; Ridley, 2012). The main focus of the research is the application of language ethics in academic and social communication on campus, with data sources including scientific articles and other scientific works relevant to this topic. The article selection process involves several stages, starting from the initial search to filtering based on specific keywords and analysis tools. Details of each stage of article selection are presented in the following Table 1.

Table 1. Article Selection Process

Selection Stage	Keywords	Data Source	Found	Relevant	Notes
Early Stage	"Language"	Sinta 2	38 Journal	20 Journal	Focus on Indonesian
Specific Search	"Language Etiquette"; "Pragmatic"; and "Student Communication".	Sinta 2	19 Article	19 Article (Pragmatic: 4, Student Communication: 15)	No article has specifically discussed language etiquette
Addition with PoP	"Language Etiquette"	Publish or Perish	8 Article	5 Article	Sinta 6: 1 National Journal: 2 Proceedings: 1 Thesis: 1

From Table 1, it can be seen that the initial search stage produced 38 articles, but only 20 articles were relevant (Article processing in the 2020-2025 period). To cover the lack of articles related to language ethics, the researcher used Publish or Perish and obtained an additional 5 relevant articles. This process ensures that the articles analyzed are in accordance with the focus of the study. The first step in this study was to search for journals through the SINTA database with the keyword "language," both in Indonesian and English, using the SINTA 2 filter. From the search results, 40 journals were found that met the initial criteria.

Next, a specific suitability analysis was carried out on Indonesian-language journals to ensure relevance to the research topic. After the appropriate journals were identified, the search was continued to find articles containing three main keywords, namely language ethics, pragmatics, and communication in academic environments. Relevant articles were then downloaded for further analysis. Each article was tabulated and classified based on its level of suitability to the research topic. Articles that did not match the content or were not relevant to the main keywords were filtered and removed from the analysis list.

The collected data were analyzed by identifying important themes, similarities, differences, and relationships between language ethics and pragmatics in the context of communication on campus. This analysis aims to provide a deeper understanding of how pragmatic principles influence the application of language ethics in academic environments. To ensure the validity and credibility of the data, this study uses the theory triangulation technique. This technique is used to avoid individual researcher bias towards the conclusions or findings produced. With this approach, the study is expected to provide a comprehensive and objective picture of the importance of language ethics from a pragmatic perspective on campus.

Experimental Follow-up:

The experimental action was carried out one group pre-test and post-test design for one semester from September 2024 to December 2024. The research subjects included students at one of the universities in North Sumatra in the Indonesian Language Education study program. Meanwhile, the data collection technique in this experimental action is through observation sheets which are analyzed through non-inferential statistics with percentages and N-Gain. Meanwhile, the observation sheet is carried out by referring to the guidelines for preparing the higher education curriculum in the industrial era 4.0 to support independent learning to identify communication skills (Table 2).

Table 2. Analytic Rubric for Presentation Assessment

Presentation Communication Skills Rating Scale				
Very Less (Score <20)	Less (Score 21-40)	Enough (Score 41-60)	Good (Score 61-80)	Very Good (Score >80)
The speaker is anxious, uncomfortable, and reads notes rather than speaking. Listeners are	Stick to notes, no ideas developed outside the	The speaker is generally calm, but with a flat tone and quite often relies on	The speaker is calm and uses proper intonation, speaks without relying on	Speak with passion, transmitting passion and

often ignored. There is no eye contact as the speaker mostly looks at the board or screen.	notes, monotone voice	notes. Sometimes eye contact with the listener is negligible.	notes, and interacts intensively with the audience. The speaker always makes eye contact with the audience.	enthusiasm to the listener.
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Source: Directorate General of Higher Education, Ministry of Education and Culture (2020)

Results and Discussion

In this section, the results and discussion of the research will be presented systematically by integrating the findings obtained from the analysis of relevant literature related to language ethics and pragmatics in the campus environment. This study uses a qualitative approach with a narrative literature review method, which aims to explore and analyze various literatures relevant to the topic being studied. The analytical approach used is thematic analysis, where data from selected articles, books, and journals are grouped into the main themes that emerge, namely language ethics, pragmatics, and student communication.

The analysis process is carried out by identifying patterns, similarities, differences, and relationships between themes that can provide a deeper understanding of the application of pragmatic principles in communication on campus, both in academic and social contexts. In addition, this analysis also explores the influence of language ethics on the quality of communication in the campus environment, including in the context of digital communication through social media.

After selecting and analyzing relevant articles, the results obtained will be presented in thematic categories to provide a comprehensive picture of the application of language ethics and pragmatics in communication in the academic environment. The following discussion will relate these findings to relevant theory and provide insight into the implications of the research findings for communication practices on campus.

Pragmatics in Student Communication

This study reveals several important findings related to the application of pragmatics in the context of education, especially in Indonesian language learning and academic interaction. One of the relevant findings is the integration of character education through a pragmatic approach in Indonesian language learning. Previous research has mentioned by (Agustiani, 2020; Puspitasari et al., 2022; Sudjalil et al., 2022) shows that the integration of character education involves an illocutionary model, where communication between teachers and students takes place based on the principle of cooperation. This helps shape students' character, because the pragmatic approach not only teaches language, but also character values that emerge in communication. The implication of implementing this pragmatic approach is the emergence of three components of good character in students, which indicates the importance of communication based on cooperation in supporting learning and character formation of students.

Research on pragmatics in educational and digital contexts consistently emphasizes the role of politeness and multimodal strategies in sustaining effective

communication. For example, [Saifudin](#) (2021) highlights that politeness in cyberspace, despite its informal nature, remains crucial for maintaining harmonious relationships, aligning with [Pratama's](#) (2019) theoretical framework on politeness. Similarly, [Hapsari et al.](#) (2021) demonstrate that phatic expression such as polite acceptance, invitations, refusals, and gratitude function as pragmatic tools to preserve social harmony, foster cooperation, and reduce anxiety in classroom discussions. Taken together, both studies underscore that politeness, whether in online or academic settings, strengthens interpersonal bonds and facilitates collaborative interaction. Extending beyond politeness, [Rahardi](#) (2022) shows that students' understanding of multimodality, particularly the integration of aural, spatial, visual, and linguistic dimensions, further enriches the learning climate. When combined, these findings indicate that maintaining respect through politeness and optimizing multimodal resources are interdependent factors that enhance communication, enabling learners to engage more actively and adaptively across diverse interactional settings.

The findings in this study indicate that pragmatics plays an important role in academic communication, both in the context of classroom learning and online interactions. [Rafiq & Yavuz](#) (2024) emphasizes that pragmatic competence is highly relevant in academic communication, both in class and in online interactions. [Nuzzo & Brocca](#) (2024) also demonstrates the application of pragmatics in formal email writing training, which is relevant in the context of academic communication, especially through telecollaboration that reflects aspects of online interaction. [Haselow](#) (2021) highlights the importance of teaching pragmatics explicitly in the classroom, especially to improve the competence of using pragmatic markers (PMs), which are important in academic communication. The application of appropriate pragmatics not only enriches the communication process, but can also shape students' character, improve communication ethics in cyberspace, and create a more harmonious discussion atmosphere.

[Munir & Yavuz](#) (2024) emphasizes that pragmatic training can support the formation of student character through a deeper understanding of the communication context. [Artoni](#) (2024) shows that pragmatic teaching adapted to the material can improve students' pragmatic competence, which enriches the communication process. [S. Liu & Kinginger](#) (2021) added that pragmatic strategies (PSs) can support effective communication in academic interactions, creating a more harmonious discussion atmosphere. The use of pragmatics in everyday learning and interactions is essential to building an inclusive and productive campus environment, where effective communication and mutual respect are key to achieving academic and social goals. [Nafari et al.](#) (2024) demonstrates that through academic social intrapreneurship, universities can increase their contribution to society, which is in line with efforts to create an inclusive and productive campus environment. [Zuo](#) (2023) also explains that pragmatic interpretation can influence communication, building more effective communication and mutual respect in social and academic interactions.

Language Ethics in Academic Communication

Research on pragmatics in student communication shows various findings related to language ethics, the challenges of its implementation, and the impact of

language use in various contexts. Several studies suggest that good language ethics are essential in maintaining interpersonal relationships and creating healthy communication in academic environments.

Recent studies further reveal the tension between students' awareness of language ethics and the external influences that shape their actual speaking practices. Yelly (2024) shows that although most students recognize the importance of respectful communication, their implementation is frequently undermined by the pervasive use of slang, which reflects informal norms less suited to academic contexts. Nevertheless, the adoption of a humanistic learning model proved effective, with 80% of students reporting increased motivation to practice ethical communication, suggesting that pedagogical approaches focusing on character and ethical awareness can counterbalance informal tendencies. Complementing this perspective, Irpana (2023) highlights the negative influence of toxic humor in digital media, particularly from gaming content creators, which often contradicts Islamic values of politeness and respect. Such exposure risks normalizing impolite language, thereby undermining the academic climate and reducing the quality of interpersonal relationships. Taken together, these findings indicate that while students' ethical awareness is growing, it remains vulnerable to competing linguistic and cultural influences; thus, educational strategies and media literacy are both essential in reinforcing polite and ethical communication among students.

Studies on language ethics in academic contexts consistently reveal its central role in shaping respectful and professional communication. Astuti et al. (2022), for instance, found that students increasingly employ polite expressions such as "please," "thank you," and "sorry," reflecting the Javanese philosophy of *empan papan*, or situational appropriateness. This suggests that students are beginning to internalize cultural norms of respect, although reinforcement is still needed in daily interactions. Complementing this, Kardiana et al. (2021) observed that age proximity between students and lecturers can sometimes weaken adherence to communication ethics, as students may feel overly familiar. To address this gap, they proposed campus-based activities designed to strengthen students' awareness of academic etiquette, particularly for newcomers adapting to university culture. Extending this perspective, Nur (2019) emphasized that ethical communication transcends academic settings, serving not only as a social norm but also as a foundation for character development and psychological well-being. Taken together, these studies highlight that language ethics in academia is shaped by cultural traditions, interpersonal dynamics, and broader moral values, all of which collectively contribute to fostering respectful, professional, and holistic student development.

The results of this study indicate that although students are generally aware of the importance of language ethics, challenges in implementing it still exist. One of the influencing factors is the influence of slang, negative humor from digital media, and the closeness of age between students and lecturers which often reduces the level of formality in communication. As explained by Salem et al. (2020), the use of humor in student communication can create a sense of togetherness and solidarity in the group. However, this also has the potential to reduce the formality of communication and complicate the application of proper language ethics, especially in relationships with

lecturers. In addition, the influence of slang, including foreign languages, can also change the way students communicate. [Saputra et al. \(2023\)](#) shows how this can lead to a decrease in formality and inappropriate use of language, becoming a challenge in implementing good language ethics. Social media also plays a big role in influencing students' communication behavior. [Fardiah \(2021\)](#) highlights how the use of slang and inappropriate language that is often found on social media can damage language ethics, blur the line between what is polite and what is not, and worsen this situation.

Therefore, there needs to be a more serious effort in integrating language ethics learning into learning and the campus environment. This is important in order to create healthy, effective, and mutually respectful communication, which is in accordance with social and religious values. [Kwame & Petrucka \(2021\)](#) illustrates that effective communication between nurses and patients can create a relationship of mutual respect. The same concept applies in the campus environment, where good language etiquette is key to building a harmonious atmosphere and supporting academic goals. [Qorib & Afandi \(2024\)](#) also shows that the application of ethical values, such as prophetic values, can create a more inclusive and harmonious society, which is in line with efforts to create a campus that supports and respects each other.

Implementation of Design: "Pragmatics and Language Ethics" in Communication Skills

Research undertaken by various scholars provides in-depth insights into the pragmatics of student communication across diverse learning contexts, both in traditional and online classrooms. These findings highlight essential aspects of interaction that shape the effectiveness of learning and academic engagement. [Dia et al. \(2020\)](#) identified two main patterns in classroom discussions, namely questioning and answering strategies, which illustrate the rhetorical variations of verbal communication. These strategies show how students use questions and answers to explore information, clarify understanding, and interact with teachers or classmates. This suggests that verbal interaction in the classroom is essential to ensure understanding and active participation in academic discussions. On the other hand, research by [Haliq & Nasta \(2017\)](#) emphasizes the important role of nonverbal communication of lecturers in increasing students' learning interest. Facial expressions, body movements, and intonation of voice used by lecturers can influence students' motivation to learn and participate in learning. This shows that in the context of teaching, communication is not only limited to words, but also involves nonverbal aspects that can enrich the communication process.

A Design :



Figure 2. Design Research by Module
Source: Review of Development Results (2024)

Impact of design implementation

This research examines the impact of module design implementation from both qualitative and quantitative perspectives. Specifically presented as follows:

Perspective Qualitative

Respondent A (Lecturer):

"..... This module is an effective solution to improve the ability to communicate politely with students - lecturers, students - students and students and the surrounding community, this module contains the principles of pramatik and ethics in language needed by students today, so its usefulness is needed, especially in Higher Education"

Respondent B (Student's):

"..... The module is very helpful for us in improving our communication skills that are polite and courteous and have good ethics as students, in this module also contains rules that guide us in good language ethics in modern times today"

Respondent C (Student's):

"..... We are satisfied that we have used this module and feel the impact in our daily lives, so not only in the campus environment but the impact when in the community, besides that, in discussing, we also need to understand the concepts or rules contained in the module

and try to implement them after during lectures and have an impact when outside lecture activities take place as well"

Based on the results of interviews with respondents, it can be concluded that this module plays a significant role in improving polite and ethical communication skills among students. Lecturers consider this module effective because it contains pragmatic and ethical language principles that are relevant to the needs of university students. This is reinforced by the views of students who feel the direct benefits in interacting, both in academic and social environments. Students acknowledge that this module not only shapes polite and ethical communication patterns, but also fosters awareness of the importance of applying good language values in everyday life. Thus, this module contributes significantly to the formation of civilized and ethical language character among students, in line with the demands of academic and social communication in the modern era.

Perspective Quantitative

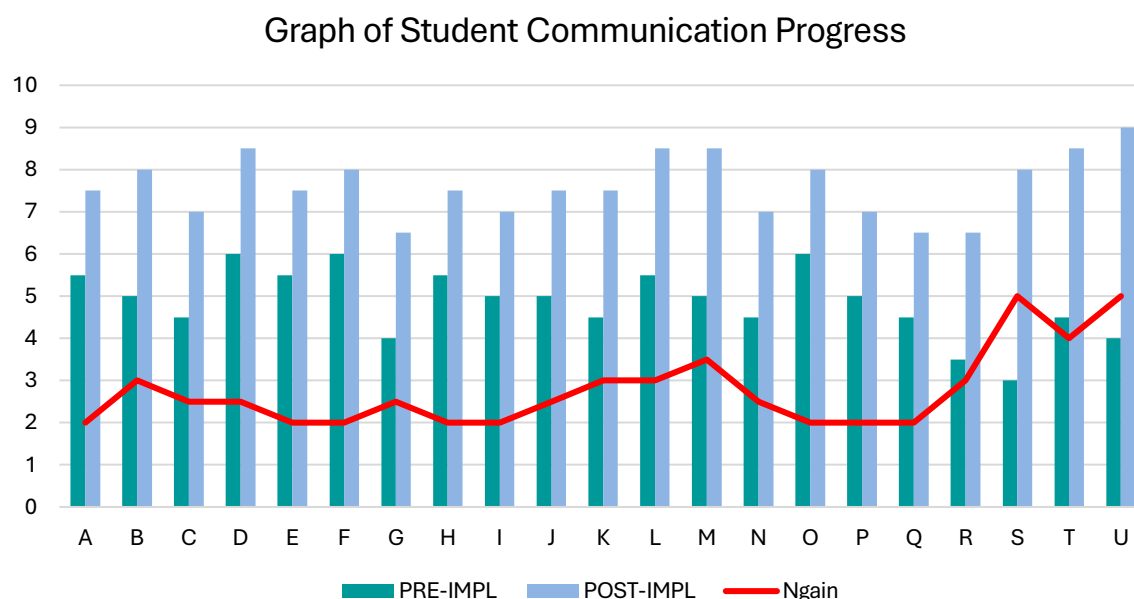


Figure 3. Graph of Student Communication Progress

Source: Empirical Study (2024)

In the follow-up of this experimental study, it can be seen that the average before implementing this module recreation is 5.17 which is categorized as sufficient, the condition is that almost all students are still not proficient in communicating, there are some poor language ethics as well. However, after the experiment was carried out for one semester (September to December) an increase was seen which was marked by the average result of observation of ability which was 7.63 which was categorized as good with an increase of 2.47. It is effectively used for pre-tactics and language ethics lecture activities in other universities.

Purwiyanti et al. (2017) demonstrated that Filipino BIPA (*Bahasa Indonesia bagi Penutur Asing*) learners employed diverse verbal and nonverbal strategies to bridge

communication gaps with instructors and peers. This finding underscores the significance of mastering multiple communication strategies to navigate linguistic and cultural barriers in academic contexts. In a similar vein, [Fahmi et al. \(2024\)](#) highlighted how both internal factors, such as motivation and language proficiency, and external factors, such as the social and cultural environment, critically shape international students' Indonesian language competence. Complementing these perspectives, [Hudaa et al. \(2020\)](#) stressed the necessity of two-way communication in online learning environments. Although digital platforms often limit direct interaction, maintaining open and reciprocal communication can enhance student engagement and motivation.

Other research, such as that conducted by [Indriwardhani \(2012\)](#), revealed that students use transfer strategies in German language learning to overcome limitations in grammar and vocabulary. Students tend to translate utterances literally or use terms from their mother tongue, which shows the importance of understanding language differences and how to overcome barriers in communication. Likewise, [Nugraheni & Syuhda \(2019\)](#) identified Malay language interference in student communication that affects phonological, lexical, and grammatical aspects. This finding suggests that the influence of students' mother tongue can affect the way they speak Indonesian, which can be a challenge in academic communication. Following this, [Syafiyah \(2010\)](#) emphasizes the importance of understanding language as a tool for communication, not just as a grammatical rule. This reminds us that the main purpose of language is to convey messages effectively, and not simply to follow strict grammatical rules.

Furthermore, [Ringotama et al. \(2022\)](#) shows that Problem-Based Learning (PBL) can be applied effectively in online learning even in an online setting. This shows that a problem-based learning approach can enrich students' learning experiences, even in a distance learning context. Other findings from [Shafira Lubis & Hamuddin \(2019\)](#) found that students often share and compare opinions through blog comments, as well as support and express opinions in language functions. This suggests that digital platforms are also an important means of developing students' communication skills, even in non-verbal or written contexts. Research by [Anas et al. \(2024\)](#) revealed that many students tend to be passive in online interactions, indicating the need for scaffolding strategies and building online communities of practice to increase their engagement. This shows the importance of building supportive interaction spaces in cyberspace so that students can be more active and involved in the learning process.

On the other hand, [Saragih et al. \(2021\)](#) noted that students view Indonesian as a symbol of national identity, while English is considered important for self-confidence and international relations. This shows that there are different views on language, which reflect different cultural values and professionalism. [Kartika \(2017\)](#) highlights the importance of strategies in the speech act of requesting to maintain politeness of language. In academic communication, politeness of language is very important, especially in interactions between students and lecturers.

Meanwhile, [Yuliyawati \(2020\)](#) and [Romadlon \(2016\)](#) identified complementary aspects of students' communication strategies in academic contexts. [Yuliyawati](#) revealed that messages sent to lecturers via WhatsApp often demonstrated politeness and respect, indicating that digital platforms can also facilitate ethical communication.

Similarly, [Romadlon](#) found that students frequently employed strategies such as circumlocution, language switching, and topic avoidance to address communication barriers, while also recommending the improvement of speaking skills through practice and contextualized teaching approaches. Collectively, these findings emphasize the importance of both politeness and strategic adaptation in overcoming communication challenges within dynamic academic settings.

The above studies highlight the importance of effective communication strategies in academic learning, both in face-to-face and online classes. In line with this, [Li & Hu](#) (2024) explains that feedback mechanisms play an important role in the accuracy of communication, which is part of an effective communication strategy in academic learning, both in face-to-face and online classes. Furthermore, [Lee & Jeon](#) (2024) also mentioned that the practical and theoretical implications of the use of information and communication technology (ICT) in classroom-based assessment, which plays a role in supporting effective communication strategies in both online and face-to-face learning after the pandemic. Furthermore, the study [Gil-Cordero et al.](#) (2023) discusses the use of technology tools (ICT tools) in face-to-face teaching at universities, which are related to effective communication strategies in academic learning. By understanding these various pragmatic aspects, it is hoped that better communication can be created, both verbal and nonverbal, which supports student success in the teaching and learning process. This is supported by research from [Yuan](#) (2024) which emphasizes the importance of clear and expressive verbal communication in increasing student engagement, which supports the creation of better communication in the learning context. [Moskvichev et al.](#) (2023) also showed that using a combination of verbal and nonverbal communication produced better results, supporting understanding and engagement in learning. In the same way, [Y.-T. Liu & Tseng](#) (2024) pointed out the importance of balanced teaching strategies that combine verbal and nonverbal communication according to students' preferences and cognitive characteristics, which supports success in the learning process.

Replication of Findings to Campus Environment as Recommendation

The results of the study examining pragmatics in student communication, language ethics in academic communication, and student communication: challenges and strategies show significant implications for the campus environment, especially in creating more effective and harmonious communication between students and lecturers. First, understanding pragmatics in student communication, such as the use of questioning, answering, and nonverbal communication strategies, can enrich interactions in the classroom. This is important in creating a more conducive learning atmosphere, where students can communicate more openly and clearly, reduce miscommunication, and improve understanding of context in academic discussions ([Haile et al., 2024](#)). In addition, a good understanding of pragmatics can help students manage conversations more effectively, both in face-to-face and online interactions. In line with research conducted by [Dia et al.](#) (2020), which emphasizes the importance of communication patterns in classroom discussions, these findings suggest that appropriate communication strategies enable students to manage conversations more efficiently, strengthen collaboration and improve understanding in academic contexts.

Second, findings related to language ethics in academic communication highlight the importance of using polite and respectful language, both to lecturers and fellow students. The application of good language ethics will improve the quality of relationships between individuals in the campus environment, creating a more professional, inclusive atmosphere, and supporting a positive learning atmosphere (Walia, 2022). The use of appropriate language will also avoid tension or feelings of disrespect that can arise from impolite communication, thus creating a more pleasant and productive academic climate. This is in line with research conducted by Astuti et al. (2022), which shows that students use polite language in thesis guidance, which shows respect and humility. This indicates that the application of good language ethics in academic communication is important to maintain a harmonious and professional atmosphere on campus.

Third, research on students' communication challenges and strategies shows the importance of implementing effective communication strategies, especially in online learning. For example, the use of scaffolding strategies and increasing digital interactions between students and lecturers can help increase student engagement in online learning. This is relevant to the findings of Anas et al. (2024), which states that students are often passive in online interactions, so it is important to introduce communication strategies that can increase their engagement. Therefore, campuses need to provide more intensive communication training, both in the context of face-to-face and online communication, to improve students' skills in interacting more confidently and effectively. The application of these findings is expected to make a major contribution to creating a more productive, inclusive, and harmonious academic environment, and support the holistic development of students, as emphasized by Fahmi et al. (2024), which shows the importance of internal and external factors in influencing the language skills of international students.

This study makes a significant contribution to the literature in the field of pragmatics and language ethics in academic environments, by integrating the two perspectives in student communication. Previously, many studies focused on developing theories of politeness or pragmatics in face-to-face communication, as expressed by Ishihara & Lee (2021) and Y. Liu et al. (2024). This study differs from these approaches by combining the two concepts to illustrate how they work simultaneously in social and academic interactions. By focusing on the application of language ethics through pragmatic principles such as appropriateness of speech, politeness, and communication strategies, this study provides a more holistic understanding of effective communication on campus.

In addition, this study also contributes to the study of digital communication and language use in the context of social media among college students. In the digital era, the use of informal language and slang is increasingly growing, and this has a major impact on how students interact in cyberspace, both in academic and social forums (Sundaram et al., 2023). Previously, studies on pragmatics focused more on face-to-face communication or formal situations (Schirmer, 2024). This study extends this study by highlighting the importance of linguistic politeness and communication strategies used by students in online communication and social media use, which are increasingly relevant in the context of modern education.

These findings also resonate with interpersonal communication theories that explain the role of communication in social relationships. For example, the two-way communication theory proposed by [Littlejohn & Foss](#) (2008) demonstrates the importance of contextual appropriateness in interaction. Their work illustrates how students apply the principle of cooperation in academic settings, suggesting that effective communication relies on shared understanding of context and communicative norms. In this way, the study contributes fresh insights into the dynamics of communication in both traditional and digital academic environments.

Furthermore, this research enriches the literature on language teaching and pragmatics-based learning by identifying strategies that students employ to overcome language barriers, as reflected in the study by [Haliq & Nasta](#) (2017), which emphasizes the pivotal role of lecturers' nonverbal communication in fostering student engagement. This perspective corresponds with previous findings on nonverbal communication in education by [Kasapakis et al.](#) (2023) and further extends the discussion into online learning and social media contexts. Collectively, the contribution of this study broadens the understanding of the multifaceted dimensions of student communication, both in face-to-face and online environments, and supports the advancement of pragmatics-based learning applicable in modern educational settings.

Conclusion

This study concludes that pragmatics plays an important role in shaping the quality of student communication, both in formal contexts in the classroom and in daily interactions and on social media. Pragmatic principles, such as appropriateness of speech, politeness, and communication strategies, have been shown to influence the effectiveness and ethics of students' language in interacting with lecturers, fellow students, and in academic and social situations. In addition, language ethics is a key element in creating polite and effective communication, with students tending to use various strategies, both verbal and nonverbal, to maintain politeness and respect the feelings of others. Student communication patterns also show differences in the way students communicate in traditional classes and online learning, with the increasing influence of social media in influencing language ethics, especially in the use of informal language and slang in digital communication. This study makes an important contribution to the development of pragmatic theory and language ethics in education. It also proposes the need to integrate the two concepts in language learning and interaction in academic environments to improve the quality of more effective and polite communication, both in face-to-face and online interactions.

Several recommendations can be given to improve the quality of students' academic and social communication on campus. First, universities are advised to integrate pragmatic principles into language learning, emphasizing politeness, appropriateness of speech, and communication strategies that are appropriate to both academic and social contexts. This will help students understand how to communicate

appropriately in various situations. Second, training and workshops on language ethics need to be held, not only in formal communication, but also on social media and informal situations, to ensure that students can communicate politely and respect differences. Third, related to the influence of social media, universities need to increase students' awareness of the importance of language ethics in cyberspace and its impact on academic perceptions and social relationships on campus.

Furthermore, online learning should be more interactive, by increasing two-way communication between lecturers and students in order to facilitate active student participation in online sessions. Finally, the curriculum in higher education needs to be structured with materials that are responsive to the development of communication through the design of modules that have been developed and are effective in improving student communication skills. With these steps, it is hoped that universities can create a communicative, polite, and productive academic environment that supports students' development both personally and academically.

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