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# Balancing Face-Saving and Clarity in Written Teacher Feedback: A Systematic Review in Philippine Higher Education

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**Abstract**

**Background and Aim:** Written teacher feedback serves not only as corrective instruction but also as socio-pragmatic communication that influences student motivation, interpretation, and engagement. In Philippine higher education, politeness strategies shape how students receive and act on feedback; however, existing studies remain fragmented. This study synthesized literature on politeness strategies in written teacher feedback and examined their pragmatic and pedagogical implications.

**Materials and Methods:** A systematic thematic literature review was conducted using 50 empirical and theoretical studies. Brown and Levinson's politeness theory served as the analytic framework. Studies were identified through structured database searches, citation chaining, relevance screening, and quality appraisal. The selected literature was coded according to politeness strategies, pragmatic functions, student engagement outcomes, teacher–student perception alignment, and contextual influences.

**Results:** The review revealed that positive and negative politeness strategies were the most frequently reported forms of written teacher feedback. These strategies helped preserve rapport, reduce writing anxiety, manage face-threatening acts, and encourage revision engagement. However, excessive hedging and indirectness sometimes reduced feedback clarity and created interpretive ambiguity. A recurring mismatch between teacher intentions and student perceptions was also identified, particularly when polite feedback lacked explicit and actionable guidance. Cultural norms, teacher authority, feedback literacy, and pragmatic awareness strongly influenced how feedback was delivered and interpreted.

**Conclusion:** Effective written teacher feedback requires a balanced integration of relational sensitivity and instructional clarity. Politeness strategies can strengthen motivation and engagement when they are context-sensitive, explicit, and pedagogically purposeful. Teacher education and higher education institutions should strengthen feedback literacy, pragmatic awareness, and dialogic feedback practices to improve student engagement, revision uptake, and writing outcomes. This review contributes to Philippine higher education by positioning written feedback as a dual pedagogical and socio-pragmatic practice.

**Keywords:** Classroom communication, Philippine education, Politeness strategies, Pragmatics, Written feedback

## Introduction

Written teacher feedback plays a central role in shaping student motivation, writing development, and teacher–student interaction in higher education language classrooms (Sumabat & Martinez, 2025; Syting & Gildore, 2022). Increasingly, feedback is understood not merely as a corrective tool but as a relational and motivational communicative act that influences learners' affective and cognitive engagement (Yanuar, 2022; Putri & Pratama, 2023). In this review, written corrective feedback (WCF) refers to teacher-generated written responses that aim to guide learners' language development while simultaneously managing interpersonal relationships through politeness strategies. The growing attention to WCF reflects a shift toward viewing feedback as both pedagogical instruction and socio-pragmatic interaction.

Despite the extensive literature on WCF, a significant gap remains in understanding how politeness strategies are pragmatically applied in written teacher feedback, particularly within Philippine higher education. Existing studies are fragmented and context-bound, offering limited synthesized insight into how politeness strategies are realized, interpreted, and negotiated in classroom feedback practices (Sumabat & Martinez, 2025; Syting & Gildore, 2022; Ryoo, 2023). While some research highlights the advantages of hedging and indirectness in encouraging substantive revisions (Nurmukhamedov & Kim, 2010; Ryoo, 2023), other studies report that students struggle to interpret such feedback and respond to it emotionally (Wahyudi et al., 2024; Waluyo & Apridayani, 2024). A persistent tension exists between clarity and politeness: some scholars advocate direct and explicit



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feedback (Arrosyidah et al., 2024), whereas others emphasize face-saving and relational harmony (Febriansyah, 2018; Qiongyan & Simin, 2021). These contradictions reveal the complexity of feedback as communicative behavior and the consequences of mismatches between teacher intentions and student perceptions, which may lead to reduced engagement and diminished learning effectiveness (Mao & Lee, 2023; Rahim et al., 2024).

Several studies suggest that students generally respond favorably to supportive and polite written feedback, particularly when such strategies reduce anxiety and encourage revision engagement (Febriansyah, 2018; Saide & Rosa, 2025; Eslit, 2025). However, these findings remain dispersed across contexts and lack a systematic synthesis that integrates pragmatic and pedagogical dimensions within Philippine higher education.

This review is guided by Brown and Levinson's (1987) politeness theory, which conceptualizes written teacher feedback as a face-threatening act that may challenge learners' positive face (the desire for approval) and negative face (the desire for autonomy). Politeness strategies are therefore used to mitigate potential face threats while preserving pedagogical effectiveness. Positive politeness strategies express encouragement and solidarity; negative politeness strategies employ hedging and indirectness; bald-on-record feedback prioritizes clarity; and off-record strategies rely on implicit cues that require learner inference. These strategies interact with corrective feedback techniques such as direct correction and metalinguistic explanation to influence student reception and revision behavior (Sumabat & Martinez, 2025; Razali & Jupri, 2014). Through this framework, linguistic politeness becomes a mediating factor in both cognitive engagement and emotional response to feedback (Mao & Lee, 2023; Park & Ahn, 2022).

Within Philippine higher education, cultural expectations surrounding respect, authority, and relational harmony shape how feedback is delivered and interpreted. Yet no prior review has systematically synthesized how politeness strategies function in written teacher feedback within this specific context. This absence limits conceptual clarity and constrains pedagogical guidance for teachers operating in culturally sensitive educational environments.

This review addresses that gap by providing a context-specific synthesis of politeness strategies in written teacher feedback in Philippine higher education. Guided by explicit research questions and interpreted through Brown and Levinson's pragmatic framework, the study aims to clarify recurring patterns, reconcile contradictory findings, and identify pedagogical implications. In doing so, the review contributes both conceptual refinement and practical insight into how teachers can balance face-saving sensitivity with instructional clarity in written feedback practices.

Statement of Purpose

The paper aims to review the current literature on politeness strategies used by English teachers when providing written feedback in the classroom context of Philippine higher education. Specifically, it synthesizes existing research to examine how politeness strategies are employed, perceived, and negotiated in written teacher feedback and how these practices influence student engagement and revision outcomes. The importance of this review is that the written feedback can be used not only as a corrective tool but also as a socio-pragmatic tool, thereby altering students' motivation, affective reactions, and revision tendencies. Through the synthesis of existing information on politeness strategies in the cultural and educational setting of Philippine higher education, the study will seek to offer in-depth insight into the issue to guide more effective and culturally appropriate feedback practices in English language teaching.

Specifically, it seeks to:

1. Review the existing literature on politeness strategies used by English teachers in written feedback in the Philippine higher education.
2. Compare current methods of feedback on their practical role and effectiveness with the student engagement and writing abilities.
3. Find and generalize the linguistic and pragmatic characteristics of politeness in teacher-written feedback.
4. Compare teacher and student conceptualizations of politeness and its influence in establishing feedback reception and revision outcomes.



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5. Identify the obstacles and facilitators in the exercise of politeness strategies by the facilitator and implementer in written corrective feedback.

## Objectives

This review is guided by the following questions:

1. What politeness strategies are reported in written teacher feedback in higher education, and what pragmatic functions do these strategies serve?
2. How do politeness strategies influence student engagement and writing outcomes, including the alignment between teacher intentions and student perceptions?
3. What contextual and cultural factors shape the use and interpretation of politeness strategies in written feedback practices?

## Methodology

### Design

The current study adopted a systematic thematic literature review design to locate, appraise, and synthesize academic studies on politeness strategies in written feedback given by English teachers in higher education, with specific reference to Philippine settings. This review follows established principles of systematic literature review methodology, combining structured search procedures with thematic synthesis. The process included predefined inclusion criteria, transparent screening stages, and explicit analytic coding procedures to support methodological rigor and replicability.

Instead of a statistical meta-analysis, the review employed thematic synthesis to enable in-depth examination of pragmatic functions, pedagogical implications, and contextual effects across studies. Alignment with PRISMA reporting standards guided the identification, screening, and inclusion flow. The PRISMA framework was used as a reporting guide rather than a meta-analytic protocol, ensuring clarity in study selection. A schematic representation of the screening process is provided in Figure 1.

### Literature Search Strategy

The central research question that informed the literature search was: What politeness strategies do teachers of English use when giving written feedback in higher education settings? A methodical search was conducted across various academic resources, including recognized databases such as Google Scholar and ERIC, peer-reviewed international journals in applied linguistics and education, conference proceedings, and selected scholarly publications in the Philippines. The search covered studies published between 2020 and 2025. Foundational theoretical works published before this timeframe were retained when necessary to support conceptual grounding.

Search queries were developed iteratively to capture the topic's pedagogical, linguistic, and pragmatic dimensions. The final search strings included:

a) Politeness strategies and pragmatic features in English teachers' written feedback in higher education

b) Feedback strategies and their effects on student engagement and learning outcomes in English education

c) Pedagogical approaches to written feedback and their impact on cognitive and affective outcomes in English classrooms

d) Effects of feedback types on student engagement and writing performance in higher education English language instruction

e) Student perceptions and engagement with feedback modalities in English writing instruction in higher education

Titles, abstracts, and full texts were systematically screened for relevance to the review objectives. In total, 541 publications were examined during the initial search and screening phases to establish the breadth of coverage and identify prevailing trends and research gaps. This initial pool was used to map the broader research landscape and did not represent the final set of studies included for in-depth analysis.



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**Inclusion and Exclusion Criteria**

To ensure relevance and consistency, the selection of studies was conducted according to predefined criteria.

Inclusion criteria:

A. Focus on written feedback in English language teaching or learning contexts
B. Explicit attention to politeness, pragmatics, discourse strategies, or interpersonal aspects of feedback
C. Conducted in higher education or comparable tertiary-level settings
D. Report empirical findings, systematic reviews, or theoretically grounded analyses

Exclusion criteria:

- Exclusive focus on spoken feedback or non-academic contexts
- Discussion of feedback without linguistic, pragmatic, or interpersonal dimensions
- Studies conducted outside formal educational settings or lacking relevance to English language instruction

Application of these criteria during the initial screening process resulted in a refined pool of 141 potentially eligible studies deemed relevant for further screening and thematic examination. This pool was later expanded through citation chaining, contributing to the broader set of sources described in the subsequent screening stage.

In addition to relevance screening, a basic quality appraisal was conducted to ensure that the included studies met minimum standards of academic rigor. Studies were excluded if they lacked methodological transparency, provided insufficient data to support their claims, or consisted primarily of opinion-based commentary without empirical or theoretical grounding. While the review did not apply a formal scoring instrument, inclusion required adequate reporting clarity and analytic coherence appropriate for qualitative and mixed-method research. This appraisal ensured that the final analytic corpus reflected both relevance and scholarly quality.

**Citation Chaining and Relevance Assessment**

To enhance coverage and reduce retrieval bias, backward and forward citation chaining was conducted. Key study reference lists were reviewed to identify foundational work, and forward citation tracking was used to locate more recent studies that built upon or responded to earlier research. This procedure yielded 125 additional relevant sources, expanding the pool of potential studies.

Following the removal of duplicates and studies with limited relevance, a pool of 266 sources was used to map thematic patterns in politeness and written feedback research. During full-text screening of this expanded pool (n = 266), studies were excluded if they were duplicates, lacked sufficient methodological detail, focused on spoken rather than written feedback, or did not address politeness or pragmatic dimensions. This screening step removed 7 studies, resulting in a focused subset of 259 sources used to map broader thematic trends.

From this subset, 50 studies that met all theoretical, contextual, and methodological relevance criteria were selected for in-depth thematic synthesis. This staged filtering ensured both comprehensive coverage and focused analytical rigor.

Of the 259 sources used for thematic mapping, 209 were excluded from the final analytic corpus because they served contextual background purposes or lacked sufficient empirical depth for thematic coding.

Overall, the screening process reduced 541 initially identified records to a final analytic corpus of 50 studies through staged filtering involving relevance screening, citation expansion, and quality appraisal. The numerical progression across stages is illustrated in Figure 1 to ensure traceability of the screening flow.

**Data Synthesis**

Thematic synthesis was used to analyze the selected studies, with an emphasis on common patterns across politeness strategies, pragmatic functions, outcomes of student engagement, perception alignment, and contextual effects. Results were explained within the existing pragmatic models, especially politeness theory, which helped in combining the



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knowledge drawn from the qualitative and mixed-method and theoretical research without lapses in the analysis. The review process was conducted with attention to transparency, rigor, and replicability, allowing future researchers to reproduce the screening and synthesis procedure. Coding categories were iteratively reviewed to ensure internal consistency across themes, following established principles of systematic literature review methodology.

**Data Extraction and Coding Framework**

A structured coding framework was used to extract key dimensions from each included study, including (a) type of politeness strategy, (b) pragmatic function, (c) reported student engagement outcomes, (d) teacher–student perception alignment, and (e) contextual influences. Initial open coding was conducted, followed by iterative thematic refinement guided by Brown and Levinson's politeness framework. Categories were reviewed repeatedly to ensure conceptual consistency and analytic rigor.

**Ethical Considerations**

This review involved no human participants and relied exclusively on published academic sources. Ethical scholarly practice was maintained through accurate citation, faithful representation of findings, and adherence to standards of academic integrity.

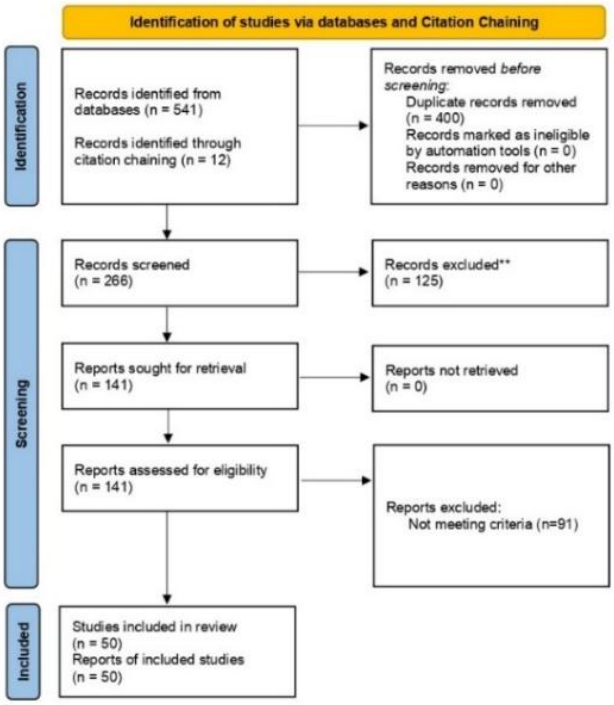



Figure 1. PRISMA 2020 flow diagram illustrating the identification, screening, eligibility, and inclusion of studies in the systematic thematic review of politeness strategies in written teacher feedback in higher education.



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Table 1: Summary of Representative Studies (2020–2025) Included in the Thematic Review of Politeness Strategies in Written Teacher Feedback

| Author | Year | Context | Focus | Key Finding |
|---|---|---|---|---|
| Ryoo | 2023 | L2 Higher education writing | Hedging in written Feedback | Hedged feedback softened criticism but sometimes reduced clarity for learners. |
| Mao & Lee | 2023 | International higher education | Student engagement with feedback | Clear and supportive feedback increased cognitive and behavioral engagement. |
| Park & Ahn | 2022 | L2 University writing | Corrective feedback engagement | Engagement depended on tone, clarity, and perceived teacher intention. |
| Rahim et al. | 2024 | Asian higher education context | Student feedback preferences | Students preferred explicit yet respectful feedback over excessive indirectness. |
| Tabari, Sato & Wang | 2023 | University writing instruction | Engagement with corrective feedback | Dialogic feedback strengthened long-term engagement and reflection. |
| Syting & Gildore | 2022 | Philippine classroom context | Linguistic politeness in teaching | Cultural norms shaped expectations of respectful teacher communication. |
| Arrosyidah et al. | 2024 | Tertiary writing instruction | Written corrective feedback strategies | Balanced directness and politeness improved revision quality. |
| Sanches & Rodrigues | 2024 | Higher education teacher education | Pedagogical intentions in feedback | Teachers use politeness to manage authority and relational dynamics. |
| Saide & Rosa | 2025 | Philippine higher education | Student learning outcomes and feedback | Supportive feedback correlated with improved motivation and outcomes. |
| Eslit | 2025 | Post-pandemic language education | ELT feedback practices | Socio-emotional sensitivity became central in modern feedback design. |

Table 1 presents representative studies that exemplify recurring patterns identified across the full set of 50 included studies. The table is illustrative rather than exhaustive; all included studies informed the thematic synthesis, while selected entries are shown to demonstrate analytic traceability. The selection of illustrative studies was based on thematic representativeness across the dominant patterns identified in the full analytic corpus.

**Results and Discussion**

Representative studies informing the thematic synthesis are summarized in Table 1. This section presents the findings derived from the 50 empirical and theoretical studies included in the final thematic synthesis. Politeness strategies were analyzed in terms of frequency, pragmatic function, and reported pedagogical effects.

*A. Politeness Strategies Identified in Teacher Written Feedback*



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Brown and Levinson's politeness theory guided the identification and categorization of politeness strategies across the reviewed studies. Written teacher feedback consistently reflected multiple politeness strategies aligned with Brown and Levinson's framework. Some of the strategies that were frequently identified encompassed positive politeness, negative politeness, bald-on-record, and off-record strategies. Strategic linguistic forms of these strategies were modal verbs, mitigators, evaluative adjectives, hedged directives, praise marks, and metapragmatic expressions.

Across the 50 studies analyzed, negative politeness strategies were reported in 38 studies (76%), positive politeness strategies in 34 studies (68%), bald-on-record strategies in 21 studies (42%), and off-record strategies in 17 studies (34%). These strategies were frequently combined rather than used in isolation.

Bald-on-record strategies prioritized clarity and task completion, whereas off-record strategies relied on implicit cues to soften corrective intent, often increasing interpretive demands on students in ESL/EFL contexts. In contrast, positive politeness strategies, such as praise, affirming comments, and supportive evaluative language that appeal to students' desire for approval, were used to convey encouragement and solidarity. Literature set in the context of Philippine higher education indicated a discernible tendency to integrate politeness with comparatively clear feedback, reflecting a focus on clarity alongside face-saving concerns.

*B. Pragmatic Functions of Politeness in Written Feedback*

The most frequent pragmatic role of politeness in written feedback was face-saving, which was detected repeatedly in the reviewed literature. Politeness strategies mitigated the face-threatening nature of error correction by preserving interpersonal harmony and reducing negative emotional reactions. These negative politeness strategies function by respecting learners' negative face through hedging, indirectness, and mitigation, thereby minimizing imposition while allowing students discretion in responding to feedback. Besides face-work, politeness also played motivational and relational roles, since it allowed teachers to build positive teacher-student relationships and to promote further work on writing tasks.

Face-saving functions were reported in 41 studies (82%), making this the most dominant pragmatic role of politeness in written feedback. Motivational and relational functions appeared in 33 studies (66%), while power and authority management functions were noted in 19 studies (38%).

Other studies also indicated the application of politeness strategies to control power relations in classroom talk, especially in higher education levels, where feedback indicates institutional power. The cross-context benchmarking demonstrated that, though indirectness and mitigation were intended to encourage learner autonomy, they depended on students' pragmatic competence and familiarity with contexts.

*C. Effects of Politeness Strategies on Student Engagement and Writing Outcomes*

Positive associations between polite written feedback and student engagement were reported in 36 studies (72%), including increased motivation, reduced writing anxiety, and improved revision uptake. Conversely, 14 studies (28%) reported that excessive indirectness reduced clarity and negatively affected engagement.

Courteous feedback was associated with motivation, lowering of anxiety in writing, and increased affective and cognitive processing of revision work. Several studies found better revision uptake and a qualitative improvement in student writing in cases of feedback, which was facilitated by politeness and instructional guidance. The results of engagement differed as per the feedback modality, where dialogic and multimodal feedback approaches had stronger correlations with reflection and long-term engagement than the traditional written comments.

*D. Teacher–Student Perception Alignment in Politeness Use*

The existence of differences between teacher intentions and student conceptualizations of politeness strategies in written feedback was evident. The indirectness and mitigation were often considered supportive and considerate by the teachers but vague and unhelpful by the students. Many students preferred clearer, more explicit, and personalized feedback, even when corrective. Misalignment between teacher intentions and student perceptions of politeness strategies was reported in 29 studies (58%), particularly regarding the use of indirectness and hedging.



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Contextually grounded, linguistically explicit feedback that includes actionable revision guidance was reported to enhance the alignment between the teacher feedback practices and the student perceptions. The extent of misalignment was greater in situations where there was a cultural difference, a degree of pragmatic awareness, and less feedback literacy in students.

*E. Challenges and Facilitators in Implementing Politeness Strategies*

The studies reviewed found that there are several difficulties connected with the application of politeness strategies in written corrective feedback. These included difficulty balancing directness and mitigation, limited student understanding of hedged language, time constraints in providing feedback, and discrepancies between teacher beliefs and feedback practices. Excessive use of indirectness was often linked with decreased clarity and decreased effectiveness in revision. Implementation challenges were reported in 31 studies (62%), while facilitating factors such as teacher sociopragmatic awareness and dialogic feedback practices were identified in 35 studies (70%).

Research undertaken within the Philippine higher education settings highlighted the importance of constructive tone, clarity, and sensitivity to context as the main preconditions of effective politeness application.

*F. Contextual and Cultural Influences on Politeness in Feedback*

The findings consistently showed that politeness strategies in written feedback were shaped by cultural, institutional, and pedagogical contexts. Face, power distance, and teacher authority norms affected the choice and understanding of politeness strategies. One of the issues that surrounded politeness in Philippine higher education was that politeness was closely tied to the preservation of a respectful teacher-student relationship, coupled with academic accountability. The cross-cultural comparative studies in the Asian and international contexts showed that students responded differently to indirectness, praise, and criticism. Additional mediators of the pragmatic effectiveness of politeness strategies were institutional setting, feedback modality, and post-pandemic instructional conditions.

Cultural and institutional influences on politeness strategy use were explicitly discussed in 27 studies (54%), particularly in relation to power distance, teacher authority, and face considerations in Asian and Philippine higher education contexts.

*Summary of Thematic Results*

Overall, the systematic review suggests that politeness strategies are a major part of written feedback practice by English teachers in tertiary education. These functions operate in a pragmatic manner in order to manage face, motivate learners, and control teacher-student relations. Its effectiveness depended on clarity, contextual appropriateness, and alignment with student preferences. The continual lack of perception and contextual change has given way to the necessity of feedback practices to combine pragmatic awareness with pedagogical clarity.

## Conclusion and Recommendations

### Conclusions

The synthesized literature demonstrates that politeness strategies in written teacher feedback function as a complex interaction of pragmatic, cultural, and pedagogical processes in Philippine higher education. Politeness operates as a socio-pragmatic mechanism for mitigating face-threatening acts while sustaining a supportive learning environment. Strategies such as hedging, positive and negative politeness, and varying degrees of directness help balance constructive criticism with motivation, reduce writing anxiety, and encourage substantive revision.

However, excessive reliance on indirectness can introduce ambiguity that limits students' ability to interpret and apply feedback effectively. Cultural and contextual expectations strongly influence how feedback is delivered and received. Many students express a preference for clearer and more personalized feedback, revealing persistent gaps between teacher intentions and student perceptions. Overall, effective feedback depends on balancing relational sensitivity with instructional clarity.

### Implications

These findings suggest that written feedback should be treated as both pedagogical instruction and socio-pragmatic communication. Teacher education programs should strengthen feedback literacy



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and pragmatic awareness so instructors can adjust politeness strategies to learner needs. Institutions should support reflective and dialogic feedback practices that account for cultural expectations and student preferences. Emerging feedback formats, including dialogic and video-recorded feedback, show potential for deepening engagement and strengthening teacher–student relationships.

**Limitations**

The reviewed studies are largely qualitative or mixed-method with localized samples and cross-sectional designs. There is limited longitudinal evidence examining the long-term impact of politeness strategies on learning outcomes. Teacher perspectives on student engagement with feedback remain underrepresented, and broader socio-cultural, institutional, and power dynamics require deeper investigation.

## Knowledge Contribution

This review contributes a synthesized conceptual model that reconceptualizes written teacher feedback as a dual pedagogical–pragmatic system in which politeness strategies function as mediating mechanisms between instructional intent and learner engagement. While previous studies examined politeness in isolated classroom contexts, this systematic synthesis integrates 50 studies to demonstrate that politeness is not merely a stylistic feature of feedback but a structural component that shapes how corrective information is cognitively processed, emotionally received, and behaviorally enacted. The review advances the field in three key ways.

First, it establishes empirical patterns showing that politeness strategies operate along a continuum between clarity and face-saving. Rather than treating politeness and directness as opposing forces, the synthesis demonstrates that effective feedback emerges from calibrated balance. The contribution lies in reframing politeness as an adjustable pedagogical resource that teachers strategically deploy to regulate student affect, authority relations, and revision engagement.

Second, the study introduces a mediational framework linking politeness strategies to student outcomes. The findings reveal that politeness influences engagement through three interconnected channels: emotional safety, interpretive clarity, and relational trust. These channels determine whether feedback is internalized, ignored, or misinterpreted. By identifying these mediating pathways, the review extends politeness theory beyond interpersonal pragmatics into educational psychology and feedback pedagogy.

Third, the review situates politeness within the cultural ecology of Philippine higher education. It shows that feedback practices are shaped by norms of respect, authority, and relational harmony, making politeness strategies context-dependent rather than universally transferable. This contextual grounding contributes to a culturally responsive model of feedback literacy that aligns pragmatic awareness with instructional effectiveness.

Together, these contributions move the discussion beyond whether feedback should be polite, toward understanding how politeness functions as a dynamic instructional mechanism that can either enhance or obstruct learning depending on its balance with clarity. The synthesized framework offers a conceptual bridge between pragmatics, teacher cognition, and learner engagement, providing a foundation for future intervention research and teacher training design.

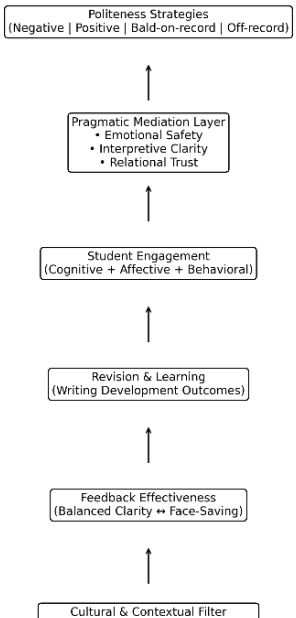


Figure 2: Politeness–Engagement Mediation Model

**Recommendation**

Future research and practice should directly address the tensions identified in this review. First, because excessive hedging and indirectness were shown to create ambiguity, teacher training programs should emphasize how to balance politeness with clarity, ensuring feedback remains respectful while still being interpretable and actionable. Feedback literacy initiatives should explicitly train teachers to evaluate whether politeness strategies support or obscure instructional intent.

Second, the documented misalignment between teacher intentions and student preferences suggests the need for dialogic feedback practices. Institutions should encourage structured opportunities for teacher–student feedback conversations so that expectations can be negotiated rather than assumed.

Third, given the strong cultural influence on feedback interpretation in Philippine higher education, curriculum guidelines should integrate culturally responsive feedback frameworks that acknowledge local norms of respect, authority, and relational harmony.

Fourth, the methodological limitations identified in the literature require targeted research expansion. Longitudinal and intervention-based studies are necessary to examine how politeness strategies influence student engagement and writing development over time. Future research should also incorporate teacher perspectives, which remain underrepresented, to better understand how feedback intentions translate into classroom practice.

Finally, emerging feedback formats such as dialogic and video-recorded feedback should be explored experimentally, as the review suggests that relationally rich feedback may strengthen engagement and comprehension when clarity is preserved.

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