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DISCOURSE ANALYSIS ON THE WRITTEN TEACHER'S FEEDBACK OF STUDENTS' OUTPUTS IN PRIVATE SECONDARY SCHOOLS: POLITENESS STRATEGIES IN FOCUS

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ABSTRACT

This discourse analysis study examined the politeness strategies used in teachers' written feedback on learners' outputs in selected private secondary schools in Tagum City, Philippines. One hundred feedback excerpts were purposively selected and analyzed using Brown and Levinson's Politeness Theory, Leech's Politeness Principle, and Spencer-Oatey's Rapport Management Theory to determine the types of strategies employed and the communicative stances they construct. The key finding shows that bald-on-record strategies were predominantly used (62%), followed by negative politeness (19%), positive politeness (17%), and off-record strategies (2%). This pattern indicates that teachers prioritize clarity, precision, and adherence to academic standards while still incorporating politeness to manage students' autonomy and motivation. Interpreted within the Philippine educational context, the strategic combination of direct and softened feedback reflects culturally grounded practices that balance authority with relational sensitivity. Moreover, these strategies frame feedback not only as corrective evaluation but also as interpersonal guidance that supports learner confidence and engagement. The findings imply that effective written feedback is shaped by pragmatic linguistic choices, communicative intent, and sociocultural norms. Consequently, integrating politeness and discourse awareness in teacher training may enhance feedback practices that are both academically rigorous and relationally supportive.

KEYWORDS: *Teacher Written Feedback, Politeness Strategies, Discourse Analysis, Communicative Stance, Private Secondary Schools, Tagum City, Philippines*

INTRODUCTION

In contemporary educational settings, feedback on students' academic performance is widely recognized as one of the most essential instructional practices that significantly contributes to learners' cognitive development and skill enhancement. Through feedback, teachers communicate evaluation, provide direction, and offer support that enables students to understand their level of performance and identify areas for improvement (Lee, 2020). Beyond its corrective function, feedback—particularly written feedback—serves as a communicative act that reflects the teacher's interpersonal stance, empathy, and recognition of students' efforts (Carless & Winstone, 2020). However, recent studies suggest that written feedback may sometimes lack interpersonal sensitivity and politeness, which can unintentionally diminish its pedagogical value and discourage learners from engaging in revision. When feedback is delivered in an overly authoritative or impersonal tone, students may perceive it as harsh or insensitive, potentially affecting their confidence and willingness to improve (Van Der Beek et al., 2025).

Globally, concerns regarding the clarity, tone, and relational dimension of classroom feedback have been extensively documented (Lipnevich & Panadero, 2021). In Indonesia, secondary school teachers were found to provide highly detailed comments focusing primarily on linguistic form, with minimal attention given to affective or relational aspects of communication (Supiani et al., 2023). Similarly, in Thailand, written feedback was described as highly direct, with limited use of mitigating devices such as softeners or encouraging remarks, which may lead students to interpret comments as imposing rather than respectful (Chang, 2022). In Malaysia, research revealed that teacher feedback predominantly emphasized grammatical correction, while motivational and developmental guidance received comparatively less attention (Razali et al., 2021). These findings collectively suggest a persistent imbalance between linguistic accuracy and interpersonal attentiveness in written feedback practices.

Within the Philippine context, scholarly investigations have explored the tone and interactional qualities of teachers' written comments on student outputs (Styting et al., 2023). A study involving senior high school students in Metro Manila revealed that while students acknowledged feedback as useful for identifying and correcting errors, extensive and mistake-focused comments were perceived as emotionally exhausting and discouraging (Taguba & Plata, 2025). Such perceptions may lead to reduced engagement, diminished concentration, and declining motivation during the revision process (Akolgo et al., 2025). When feedback is interpreted as overly critical or detached, students may experience heightened pressure and a decreased willingness to revise their work thoroughly. These findings highlight a pedagogical dilemma: excessive emphasis on correction may overshadow the supportive and human dimensions of feedback that foster motivation and confidence.

In Tagum City, particularly in private secondary schools, informal classroom observations and discussions with students further indicate varied emotional responses to teachers' written feedback. While many students recognize its value in

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improving academic performance, others describe certain comments as formal, distant, or predominantly negative, especially when lacking politeness markers or affirming language. Students reported that lengthy and highly critical remarks sometimes decreased their motivation to revise, whereas feedback that balanced correction with supportive and encouraging language enhanced their confidence and engagement. These accounts suggest that written feedback functions not only as an evaluative instrument but also as a significant emotional and motivational influence within the classroom.

Although teacher feedback has been widely examined as a determinant of academic success, limited research within the local setting has specifically investigated the politeness strategies embedded in teachers' written comments and their implications for students' emotional engagement and motivation. Previous studies have explored verbal feedback and motivational strategies (Elisdawati et al., 2018), as well as relational aspects of feedback quality (Brandmo & Gamlem, 2025; Monteiro et al., 2021). However, fewer studies have focused on how linguistic politeness strategies are realized in written teacher comments and how these strategies influence students' perceptions and responses. Addressing this gap is essential, as politeness in feedback extends beyond tone—it directly shapes students' comprehension, acceptance, and emotional reaction to evaluative comments (Charalampous & Darra, 2024).

Given the increasing emphasis on learner-centered and inclusive educational approaches, understanding how teachers linguistically construct written feedback in ways that are empathetic, respectful, and motivating has become increasingly significant (Brooks et al., 2024). If written feedback lacks relational sensitivity, it may strain teacher–student relationships and undermine students' motivation to engage in self-directed improvement. Thus, this study examines teachers' written feedback practices in private secondary schools through a discourse-analytic perspective, focusing on the politeness strategies employed and their contextual realization—an area that remains underexplored in local educational research.

This study bears substantial significance for educators, school administrators, and policymakers seeking to enhance classroom communication and promote supportive learning environments. By analyzing politeness-oriented communication strategies in written feedback, the research provides practical insights into how evaluative comments can simultaneously maintain academic rigor and emotional support. Furthermore, the study aligns with Sustainable Development Goal 4 (Quality Education), which advocates for inclusive and equitable learning environments. Feedback represents one of the most consistent forms of teacher–student interaction; therefore, ensuring that it is delivered respectfully and constructively contributes directly to fostering positive classroom climates.

The findings of this study will be disseminated through conference presentations, peer-reviewed publications, and professional development seminars to benefit both academic and local educational communities. The researcher also intends to collaborate with school administrators to integrate the study's insights into teacher development programs and faculty learning sessions. Ultimately, this investigation contributes to ongoing discussions on how teachers can employ polite and thoughtful communication strategies in written feedback to effectively guide, motivate, and support students' academic growth.

Purpose of the Study

The purpose of this discourse analysis study was to examine the politeness strategies used in written teacher feedback on students' outputs in private secondary schools in Tagum City.

At this stage in the research, the central inquiry, written teacher feedback, is generally defined as a pedagogical and communicative act that not only assesses student performance but also reflects the teacher's interpersonal sensitivity and regard for the learner.

Research Questions

1. What politeness strategies are employed by teachers in their written feedback on students' outputs?
2. How do these politeness strategies reflect teacher's communicative stance to frame their narratives of evaluation and correction?

REVIEW OF RELATED LITERATURE

Teacher Written Feedback in the Classroom

Some people perceive the role of teachers as primarily delivering instruction and assessing student outputs. However, teachers also function as communicators, evaluators, and facilitators of learning within the classroom environment. One of the most critical instructional practices is the provision of feedback, which enables students to understand their strengths and areas needing improvement (Lee, 2020). Feedback not only communicates evaluation but also serves as guidance that supports students' cognitive growth and skill development.

Globally, feedback has been recognized as a powerful pedagogical tool that significantly influences student achievement and engagement (Lipnevich & Panadero, 2021). Nevertheless, studies have shown that teachers often prioritize error correction and linguistic accuracy over relational and motivational aspects of communication (Supiani et al., 2023; Razali et al., 2021). When feedback becomes overly technical and correction-focused, students may perceive it as impersonal or discouraging, which can negatively affect their motivation to revise and improve their work. These findings highlight the need to examine not only the content of feedback but also its communicative quality and tone.

Experiences of Teachers in Giving Written Feedback

Teachers' experiences in providing written feedback vary depending on institutional expectations, workload, and classroom contexts. Research indicates that many teachers

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focus on detailed corrections, believing that explicit identification of errors leads to improved academic performance (Chang, 2022). While such practices may enhance technical accuracy, they sometimes overlook the emotional and interpersonal dimensions of communication.

Carless and Winstone (2020) emphasized that feedback is inherently dialogic and relational. It reflects not only academic judgment but also teachers' attitudes toward learners. Similarly, Van Der Beek et al. (2025) found that feedback delivered in an authoritative or highly critical tone may reduce students' self-confidence and willingness to engage in revision. Within the Philippine context, Taguba and Plata (2025) revealed that students appreciate feedback that guides improvement, yet they also report emotional exhaustion when comments are lengthy, highly critical, or lacking affirming language.

These findings suggest that written feedback operates beyond correction—it shapes classroom relationships and influences students' emotional responses and academic engagement.

Politeness Strategies and Interpersonal Tone in Feedback

Politeness strategies play a crucial role in how written feedback is interpreted by students. According to discourse and communication theories, politeness markers such as hedges, softeners, affirmations, and encouraging phrases help maintain relational harmony and demonstrate respect for the learner (Elisdawati et al., 2018). When such strategies are absent, comments may appear imposing or insensitive despite the teacher's constructive intention.

Brandmo and Gamlem (2025) and Monteiro et al. (2021) highlighted that relational strategies embedded in feedback significantly influence students' engagement and emotional involvement. Feedback that balances correction with encouragement fosters a supportive learning climate, whereas feedback lacking interpersonal sensitivity may create anxiety or disengagement. Furthermore, Charalampous and Darra (2024) asserted that students' acceptance of feedback largely depends on how it is linguistically framed and emotionally delivered.

These studies collectively emphasize that politeness in written feedback is not merely stylistic; it directly affects students' comprehension, motivation, and perception of teacher support.

Emotional and Motivational Impact of Written Feedback

Research has consistently shown that feedback impacts not only academic performance but also students' emotional and motivational states. Zhang (2024) noted that constructive and supportive feedback enhances self-esteem and encourages self-regulated learning. Conversely, overly critical or impersonal feedback may weaken students' intrinsic motivation and reduce their willingness to revise their work.

Akolgo et al. (2025) explained that emotionally discouraging comments can lead to decreased concentration and lower engagement during the revision process. In the Philippine setting, studies have found that students interpret feedback through both cognitive and emotional lenses; therefore, the tone and wording of comments significantly shape their responses (Styting et al., 2023).

These insights underscore the importance of examining how teachers linguistically construct their written feedback and how such construction reflects their communicative intent in guiding, evaluating, and motivating learners.

METHODS

Research Design

Discourse analysis was selected as the main qualitative method to examine how teachers convey politeness in written feedback. Qualitative research allows for in-depth exploration of human beliefs, perceptions, and behaviors in natural settings (Aliyeva, 2023). In educational contexts, teacher feedback is a communicative act that reflects evaluation, guidance, interpersonal stance, and emotion. DA captures these subtleties by analyzing language use in context, focusing on message delivery, pragmatic functions, and sociocultural norms (Gee, 2021; Ghelichi et al., 2022).This study identified four main politeness strategies in teacher comments:

- **Positive politeness** – praise, inclusive language
- **Negative politeness** – hedging, indirect suggestions
- **Off-record strategies** – implicit comments, hints
- **Bald-on record** – direct instructions or corrections

This design is suitable for studying natural classroom communication, revealing both the evaluative and relational purposes of teacher-written feedback within culturally grounded norms.

RESEARCH PARTICIPANTS

The corpus consisted of 100 teacher-written feedback excerpts on student academic outputs, including essays, projects, and research tasks, collected from three private secondary schools in Tagum City, Davao del Norte during the Academic Year 2024–2025. The inclusion criteria were as follows: feedback must have been produced as part of regular classroom assessment, contained evaluative statements, and authored by teachers from the selected schools. On the other hand, feedback consisting only of grades or numerical scores, illegible or incomplete comments, and materials not formally used in classroom assessment were excluded from the study. These authentic and naturally occurring materials enabled a systematic analysis of politeness strategies and their communicative functions within teachers' written feedback

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RESULTS

Table 1
Frequency Distribution of Politeness Strategies in Teachers' Written Feedback

Politeness Strategy	Frequency (n)	Percentage (%)
Positive Politeness	17	17%
Negative Politeness	19	19%
Bald-on-Record	62	62%
Off-Record	2	2%
Total	100	100%

Positive Politeness
Positive politeness strategies (17%) were used to affirm student competence and provide motivational support. Teachers highlighted strengths before suggesting revisions, framing evaluation as collaborative and developmental. This aligns with Spencer-Oatey's (2008) concept of positive relational face, which emphasizes enhancing learners' sense of value and belonging.

From an identity-construction perspective, positive politeness reinforced students' agency and engagement. Prior studies (Torres & Anguiano, 2016) show supportive comments build learner confidence; this study extends these findings to Philippine classrooms, demonstrating that praise coupled with guidance encourages active engagement with revisions. Local research supports this effect, noting reductions in student anxiety and increased readiness to revise (Dionisio et al., 2025; Agbayani & Sy, 2022).

Negative Politeness
Negative politeness strategies (19%) reflected teachers' concern for learner autonomy and emotional face, delivering corrective guidance with hedges, modal verbs, and softened directives. This operationalizes Leech's (2014) tact maxim, reducing the imposition of evaluation and enhancing acceptability.

These mitigated comments allowed learners to internalize corrections without feeling personally criticized (Torres & Ferry, 2019; Aisyah & Wicaksono, 2020). In the Philippine context, where respect and social harmony are emphasized, negative politeness balanced academic rigor with interpersonal care, promoting independent engagement with feedback (Taguba, 2024).

Bald-on Record
Bald-on record strategies were predominant (62%) and reflected a direct, authoritative, and task-focused approach. Explicit comments and imperatives ensured clarity, minimized ambiguity, and supported institutional compliance.

These strategies also signaled pedagogical authority rather than mere dominance. Philippine learners perceive explicit corrections as facilitative for skill development (Syting et al., 2023; Sumabat & Martinez, 2025). Task-oriented feedback aligned closely with curriculum goals, ensuring learning outcomes were met efficiently.

Off-Record
Off-record strategies (2%) were rare but deliberately used to foster learner autonomy and critical thinking. Hints, reflective prompts, and open-ended questions encouraged students to interpret feedback independently.

This strategy supports self-regulated learning and higher-order cognitive engagement, complementing more direct feedback strategies (Torres, 2022; Agbayani & Sy, 2022). Despite low frequency, off-record strategies enhance the multidimensional nature of feedback by providing space for reflection and analytical reasoning.

Table 2
Illustrative Examples of Politeness Strategies in Teachers' Written Feedback

Politeness Strategy	Teacher Feedback	Pragmatic Feature
Positive Politeness	"The content is good." (WF_31)	Explicit praise marker using positive evaluative adjective *"good"* to affirm student effort
	"This is good because it has coping strategies." (WF_28)	Specific positive evaluation with justification (*"because…"*) reinforcing competence
	"The idea is meaningful and good." (WF_10)	Praise–critique balancing move using positive adjectives (*"meaningful and good"*)
	"Your number 1 is good. (WF_33)	General positive evaluation using a brief approving adjective ("good")
	"This rationale is very good." (WF_64)	Intensified praise (*"very good"*) combined with softened refinement using contrastive marker *"but"*
Negative Politeness	"Kindly refine this paragraph." (WF_11)	Mitigated directive using politeness marker *"Kindly"* to soften imposition
	"Please paraphrase it a bit."	Polite request with hedge *"a bit"* reducing directive

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	(WF_27)	force
	"Kindly revise this." (WF_24)	Advisory directive softened through politeness marker *"Kindly"*
	"Please remove." (WF_87)	Softened corrective command using polite marker *"Please"*
	"Please compress this one since this will be included in the last part." (WF_79)	Justified directive combining polite marker *"Please"* and explanation (*"since…"*) to minimize imposition
Bald-on-Record	"Remove this." (WF_07)	Direct imperative verb *"Remove"* signaling unmitigated correction
	"Do not include another topic." (WF_04)	Explicit prohibitive directive using negative imperative structure *"Do not"*
	"Edit this." (WF_05)	Concise task-oriented command through imperative verb *"Edit"*
	"Find another one." (WF_29)	Direct replacement instruction using imperative verb *"Find"*
	"Replace this." (WF_36)	Precision-focused directive using imperative verb *"Replace"*
Off-Record	"Just a small alignment." (WF_14)	Indirect hint using minimizer *"Just"* and vague noun phrase prompting self-revision
	'This is still insightful." (WF_18)	Indirect suggestion using positive appraisal 'insightful' to prompt student reflection without explicit instruction.

Positive Politeness Strategies

The corpus revealed several instances of positive politeness strategies manifested through explicit praise and affirming language. For example, in WF_31, the teacher wrote, *"The content is good."* This utterance contains a positive evaluative adjective ("good") that directly affirms the student's effort. Similarly, WF_28 stated, *"This is good because it has coping strategies."* The use of justification ("because…") strengthens the praise by specifying the basis of evaluation, reinforcing the student's competence.

In WF_10, the feedback *"The idea is meaningful and good."* demonstrates a praise-balancing move through the use of multiple positive adjectives. Meanwhile, WF_33 (*"Your number 1 is good."*) and WF_64 (*"This rationale is very good."*) show brief but intensified approval through adjectives such as "good" and "very good." These examples indicate that teachers employ positive politeness to affirm students' work, maintain rapport, and encourage continued effort.

Negative Politeness Strategies

Negative politeness strategies were observed through softened directives and mitigated corrective language. In WF_11, the teacher wrote, *"Kindly refine this paragraph."* The use of the politeness marker "Kindly" mitigates the directive force of the command. Likewise, WF_27 stated, *"Please paraphrase it a bit."* The hedge "a bit" reduces imposition by minimizing the perceived effort required.

Other examples include WF_24 (*"Kindly revise this."*) and WF_87 (*"Please remove."*), where polite markers soften corrective instructions. In WF_79, *"Please compress this one since this will be included in the last part."* combines a polite marker with justification ("since…"), which helps minimize imposition by explaining the reason behind the request. These patterns suggest that teachers strategically mitigate corrections to preserve students' face while maintaining instructional authority.

Bald-on-Record Strategies

Bald-on-record strategies appeared in direct, unmitigated commands. For instance, WF_07 stated, *"Remove this."* and WF_05 read, *"Edit this."* These concise imperative structures reflect straightforward corrective intent without mitigation.

Similarly, WF_04 (*"Do not include another topic."*), WF_29 (*"Find another one."*), and WF_36 (*"Replace this."*) demonstrate explicit directives using imperative verbs. These examples indicate moments where efficiency and clarity are prioritized over relational softening, particularly in task-focused corrections.

Off-Record Strategies

Off-record strategies were reflected in indirect hints and subtle evaluative cues. In WF_14, the teacher commented, *"Just a small alignment."* The minimizer "Just" and the vague phrasing function as an indirect prompt for revision without issuing a direct command.

Similarly, WF_18 stated, *"This is still insightful."* While seemingly positive, the phrase may imply that improvement is possible without explicitly stating what should be revised. These indirect strategies allow students to infer the intended correction while maintaining autonomy and reducing potential face threat.

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Table 3
Teachers' Communicative Stance as Reflected through Politeness Strategies in Written Feedback

Politeness Strategy	Communicative Stance Constructed	Teacher Feedback Excerpt	Evaluative Framing Orientation
Positive Politeness	Encouraging and Affirming	"The statement you provided is a good starting point." (WF_100)	Evaluation is framed as developmental and confidence-building. Affirmative remarks precede corrective guidance, positioning revisions as attainable improvements rather than indicators of failure. This emphasis on the positive aspects of a student's works while giving him/her the direction for the next steps helps to keep the student motivated, as well as to have a warm learning environment which is both safe and supportive.
	Guiding and Collaborative	"This synthesis is good. Let us just improve the formatting." (WF_73)	
	Supportive and Motivational	"The content is good because it clearly presents a problem." (WF_67)	
Negative Politeness	Respectful and Tactful	"This construction is slightly incorrect; please paraphrase it a bit." (WF_27)	Evaluation is structured as academic refinement under the guidance of a teacher. Suggestions/corrections are given with polite markers and hedging. Indirect instructions help the students to have their autonomy. Thus, this approach concurrently maintains academic conventions and offers students an independent way of engagement with feedback.
	Advisory and Suggestive	"This section is too broad; I suggest you include this part instead." (WF_58)	
	Formal and Rule-Oriented	"This will be collected", Please ensure it is written in future tense, as the study has not yet been conducted." (WF_34)	
Bald-On Record	Authoritative and Direct	"Insert a cohesive device here." (WF_81)	Evaluation is framed as compliance-driven and accuracy-centered. Feedback is given in a straightforward way without any ambiguity, referring to the standards expected and laying a strong emphasis on precise task completion, thus, prioritizes clarity and sticking to academic requirements.
	Critical and Corrective	"This is confusing; State it clearly." (WF_06)	
	Task-Oriented and Instructional	"Bold this one as shown." (WF_45)	
Off-Record	Suggestive and Subtle	"Just a small alignment." (WF_14)	Evaluation is framed as inferential and student-centered. Feedback is gently given by means of questions that guide learners to reflect and interpret, thus, setting up the situation for self-correction instead of depending on clear instructions. This method encourages the development of students' independent thinking skills while still maintaining a form of teacher guidance.
	Reflective and Thought-Provoking	"This is still insightful." (WF_18)	

Positive Politeness

Positive politeness constructs an encouraging, collaborative, and motivational stance. Teachers affirm students' efforts before introducing revisions, framing feedback as developmental rather than corrective. Praise such as "good starting point" and the use of inclusive language like "Let us" reduce face threat and promote relational warmth. Evaluation is positioned as achievable improvement, supporting students' confidence and positive relational face while maintaining academic guidance.

Negative Politeness

Negative politeness reflects a respectful, tactful, and advisory stance. Teachers soften directives through hedging, polite markers ("please," "I suggest"), and justification. This approach minimizes imposition and supports students' autonomy while ensuring adherence to academic standards. Evaluation is framed as guided refinement rather than forced correction, balancing instructional authority with relational sensitivity.

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Bald-on Record

Negative politeness reflects a respectful, tactful, and advisory stance. Teachers soften directives through hedging, polite markers ("please," "I suggest"), and justification. This approach minimizes imposition and supports students' autonomy while ensuring adherence to academic standards. Evaluation is framed as guided refinement rather than forced correction, balancing instructional authority with relational sensitivity.

Off-Record

Off-record strategies reflect a suggestive, reflective, and student-centered stance. Indirect comments and subtle hints encourage learners to infer necessary revisions independently. Evaluation is framed as inferential rather than explicit, promoting autonomy, self-correction, and reflective engagement while minimizing face threat.

IMPLICATIONS FOR TEACHING PRACTICE

This implies that teachers' written feedback serves not only as an academic correction tool but also as a relational practice that influences students' motivation, confidence, and engagement. Teachers should therefore be mindful of balancing clarity and politeness when providing feedback, ensuring that corrections are delivered with sensitivity while maintaining academic standards. Moreover, educators should consciously use appropriate politeness strategies to preserve students' autonomy and emotional well-being, especially when addressing errors. Since feedback practices are influenced by cultural values such as respect and harmony, teachers must remain culturally responsive in their language use. Thus, teacher education programs should strengthen training on discourse awareness and politeness strategies to help teachers provide feedback that is both academically effective and relationally supportive.

RECOMMENDATIONS FOR FURTHER RESEARCH

Future research could expand to public schools and other regions of the Philippines to examine whether feedback patterns and politeness strategies are consistent across different educational contexts. Studies focusing on students' perceptions and emotional responses to teacher feedback would provide a more complete understanding of teacher-student interaction.

Alternative research designs, such as longitudinal, experimental, or mixed-method studies, could explore how different feedback strategies influence student motivation, engagement, and learning outcomes over time. Additionally, examining multimodal feedback, including digital or audio-visual comments, may reveal how diverse cues affect comprehension and participation.

Cross-cultural comparisons and studies on teacher training programs that emphasize politeness strategies could offer practical guidance for educators, helping them provide feedback that balances clarity, authority, and relational sensitivity while supporting students' academic and emotional development.

CONCLUDING REMARKS

The findings show that teachers' written feedback in private secondary schools is a complex discourse shaped by linguistic choices, communicative stance, and cultural norms. Teachers employ positive politeness, negative politeness, bald-on-record, and off-record strategies, balancing academic rigor with relational sensitivity. Their communicative stance ranges from encouraging and motivational to authoritative and task-oriented, reflecting their roles as evaluators, guides, and mentors.

Written feedback serves not only to correct but also to support student motivation, autonomy, and identity development. The interplay of politeness strategies, communicative stance, and cultural expectations highlights the importance of socially and culturally informed feedback. This study provides insights into how teachers' language and relational choices influence student engagement, self-perception, and readiness to improve, offering a foundation for future research and professional development on culturally sensitive and motivational feedback in secondary education.

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