



Politeness Strategies in Academic English Presentations: A Systematic Literature Review of Teacher – Student Interaction

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Abstract. This systematic literature review investigates the realization of language politeness in English learning presentation activities, focusing on teacher-to-student and student-to-student interactions. Employing the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, this study synthesized peer-reviewed journal articles published exclusively within the period 2020–2026. A total of 47 initial records were identified through database searches of Google Scholar, ERIC, and Scopus. After applying rigorous inclusion and exclusion criteria including the restriction to publications between 2020 and 2026 twelve journal articles were selected for thematic synthesis. The theoretical anchor is Brown and Levinson's (1987) politeness model, complemented by contemporary empirical studies on EFL classroom interaction, gender and politeness, pragmatic competence, and technology-mediated communication. The synthesis reveals that teachers predominantly employ negative and positive politeness strategies to maintain authority while fostering rapport, whereas students favor positive politeness in peer interactions but frequently deviate from formal politeness norms in structured presentation contexts. These deviations are attributed to pragmatic competence gaps, power asymmetries, gender, and cultural factors. This review underscores the critical importance of integrating explicit pragmatic instruction into English language teaching, particularly for structured oral presentation activities that demand a high degree of communicative competence.

Keywords: Brown and Levinson's Politeness Theory; EFL Classroom Interaction; Language Politeness; Pragmatic Competence; Systematic Literature Review.

1. INTRODUCTION

Background of the Study

Language is the primary medium through which human beings establish social relationships, negotiate meaning, and convey identity. In educational settings, the quality of language use particularly its degree of politeness plays a fundamental role in shaping the learning environment, interpersonal dynamics, and ultimately, learner outcomes (Wati, 2025). In the context of English language teaching (ELT), classroom discourse involves complex layers of interaction: teacher-to-student, student-to-teacher, and student-to-student. Each of these interaction types carries distinct social expectations and communicative norms.

According to Brown and Levinson (1987), all communicative acts carry an inherent potential to threaten the "face" the public self-image of either the speaker or the listener. Politeness strategies are therefore employed as social mechanisms to mitigate such face-threatening acts (FTAs). This theoretical framework has generated a substantial body of empirical research in EFL contexts. Fitriyani and Andriyanti (2020) established that teachers and students employ different politeness strategies based on age, institutional position, power, and social distance. Subsequent studies have confirmed and extended these findings: Rahayuningsih, Saleh, and Fitriati (2020) found that directness and efficiency norms drive

bald-on-record use; Febriansyah, Munir, Anam, and Setiawan (2021) demonstrated that gender intersects with institutional power in shaping politeness choices; and Ginting and Pasaribu (2023) confirmed that teachers serve as politeness role models in the EFL classroom.

Recent systematic reviews have further underscored the urgency of this line of inquiry. Wang, Al-Shaibani, and Jiang (2024) conducted a comprehensive PRISMA-guided synthesis of 42 studies on EFL/ESL pragmatic competence, finding that explicit instruction and social variables are key moderators of pragmatic development a finding that directly motivates the present review. Despite the growing body of literature on classroom politeness (Fitriyani & Andriyanti, 2020; Rahayuningsih, Saleh, & Fitriati, 2020; Febriansyah, Munir, Anam, & Setiawan, 2021; Ginting & Pasaribu, 2023; Wang, Al-Shaibani, & Jiang, 2024), empirical studies focusing specifically on English learning presentation activities remain limited in scope and systematic synthesis, constituting a significant and underexplored research gap.

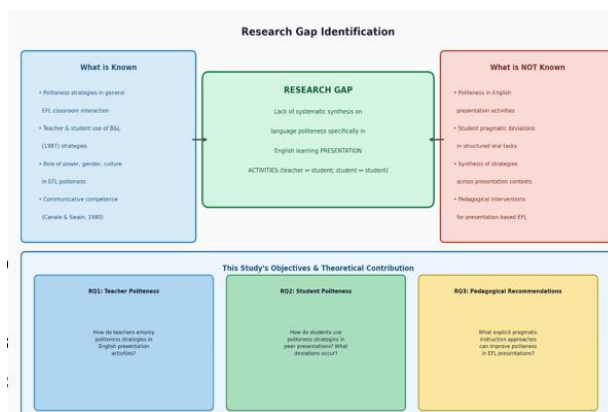


Figure 1. Research Gap Identification Map.

Source: Authors' own construction based on literature synthesis (2024).

Research Questions

This systematic literature review is guided by the following research questions: RQ1: How is language politeness realized in teacher-to-student interactions in English learning presentation activities?. RQ2: How is language politeness realized in student-to-student interactions in English learning presentation activities?. RQ3: What pedagogical recommendations can be proposed for integrating politeness instruction into English language teaching based on the synthesis of recent studies (2020–2026)?

Objectives of the Study

The objectives of this systematic review are: (1) to synthesize peer-reviewed journal literature published between 2020 and 2026 on politeness strategies in English classroom interactions, with particular emphasis on presentation activities; (2) to identify patterns of politeness use by teachers and students grounded in Brown and Levinson's (1987) framework

and supported by contemporary empirical evidence; and (3) to provide evidence-based pedagogical recommendations for integrating politeness and pragmatic instruction into English language teaching practice.

Significance of the Study

Theoretically, this review contributes a timely and focused synthesis of the most recent empirical evidence on EFL classroom politeness, addressing the current five-year literature gap identified in prior reviews. Practically, the findings offer actionable insights for English language teachers and curriculum developers seeking to incorporate pragmatic competence particularly in the context of structured oral presentation activities into their instructional practice. The explicit restriction to 2020–2026 sources ensures that the synthesis reflects the current state of the field, including recent advances in gender-sensitive, technology-mediated, and socioculturally nuanced approaches to politeness research.

2. LITERATURE REVIEW

Theoretical Foundation: Brown and Levinson's (1987) Politeness Framework

The theoretical anchor of this review is the politeness model proposed by Brown and Levinson (1987), which remains the most widely applied framework in EFL classroom politeness research, as confirmed by all twelve studies in this review's corpus. The model centers on the concept of "face" the public self-image that individuals seek to maintain comprising positive face (the desire for approval and solidarity) and negative face (the desire for autonomy and freedom from imposition). Face-threatening acts (FTAs) are managed through four principal strategies: bald-on-record, positive politeness, negative politeness, and off-record (indirect) strategies. The three-variable formula social distance (D), relative power (P), and degree of imposition (R) explains the systematic variation in strategy choice across social contexts.

Although Brown and Levinson's framework was published in 1987, its explanatory power for EFL classroom interaction continues to be confirmed in the most recent empirical literature. Ginting and Pasaribu (2023), Sarmadani, Wello, and Weda (2023), Sembiring, Simanjuntak, Tarigan, and Silalahi (2023), and Wati (2025) all employ the B&L framework as their primary analytical lens, confirming its continued relevance. The framework is retained in the present review as the foundational theoretical anchor, with the empirical evidence drawn exclusively from 2020–2026 sources.

Contemporary EFL Classroom Politeness: 2020–2026

The period 2020–2026 has seen a steady output of empirical studies on EFL classroom politeness across Indonesian and broader Asian contexts. Fitriyani and Andriyanti (2020) provided the immediate empirical baseline for this review, establishing that teacher-dominated EFL classroom interactions are shaped by institutional power differentials, with all three main B&L strategy types documented in senior high school contexts. In the same year, Rahayuningsih, Saleh, and Fitriati (2020) confirmed that directness and efficiency norms drive bald-on-record use by teachers in junior high school settings in Semarang, while positive politeness predominates in peer interactions.

Febriansyah, Munir, Anam, and Setiawan (2021) advanced the field by systematically comparing male and female teachers' politeness strategy use in EFL intensive courses, finding that female teachers employ more positive politeness strategies while male teachers favour bald-on-record approaches for asserting authority. Gunaningtyas and Fitriati (2021) replicated and extended Fitriyani and Andriyanti's findings in a senior high school in Surakarta, confirming the dominance of positive politeness in student peer interactions and the authority-maintaining function of negative politeness in teacher discourse.

Collectively, these contemporary studies converge on several critical insights regarding the nature of politeness in EFL classroom discourse.

First, institutional power and social hierarchy consistently emerge as the primary determinants of strategy selection, with teachers demonstrating greater strategic flexibility than students across all reviewed contexts. Second, positive politeness functions not merely as a solidarity mechanism but as a pedagogical instrument through which teachers and peers co-construct a conducive learning environment. Third, the intersection of gender, institutional role, and cultural norms particularly within Indonesian educational settings produces nuanced and context-sensitive patterns that challenge universalist applications of Brown and Levinson's (1987) original framework. Taken together, these findings underscore that politeness in EFL classrooms is neither incidental nor uniform; rather, it is a systematically negotiated communicative practice shaped by layered social variables. This body of evidence thus provides a robust empirical foundation upon which the present systematic literature review builds, while simultaneously highlighting the persistent need for studies that specifically address presentation-based interaction contexts.

Gender, Culture, and Institutional Role

A significant strand of recent scholarship has examined the intersection of gender, culture, and institutional role in shaping politeness choices. Wahyudiantari (2022) documented

all four B&L strategies in a university EFL context at Undikma, with positive politeness emerging as the dominant student strategy. Akmal, Husna, Maulida, and Farkhan (2022), working in an Islamic university context in Banda Aceh, demonstrated that female students show a stronger preference for positive and negative politeness, while male students use more bald-on-record strategies a finding that extends the gender-politeness nexus into the domain of student (rather than teacher) language use. These findings are further supported by Sarmadani, Wello, and Weda (2023) at the vocational high school level in Makassar.

The outbreak of the COVID-19 pandemic in early 2020 constituted an unprecedented and irreversible disruption to conventional face-to-face educational practices globally, forcing educational institutions at all levels to pivot rapidly toward technology-mediated instruction (UNESCO, 2020). In Indonesia alone, the Ministry of Education and Culture mandated the full transition to online learning through Circular Letter No. 4 of 2020, displacing millions of students and teachers from physical classroom environments virtually overnight (Kemendikbud, 2020). Scholars have since documented the profound consequences of this shift: Moorhouse (2020) observed that synchronous video-conferencing platforms such as Zoom and Google Meet fundamentally reconfigured the interactional architecture of language classrooms, compressing the proxemic and paralinguistic cues upon which politeness negotiation had previously relied. Rahayu and Wirza (2020) further demonstrated that Indonesian EFL teachers faced significant communicative and pedagogical challenges in sustaining relational discourse under remote conditions, while Atmojo and Nugroho (2020) confirmed that technology-mediated instruction introduced new asymmetries of participation that differentially affected students' willingness to engage in spoken interaction. Beyond the pandemic, the broader pre-existing momentum of digital transformation in education encompassing Learning Management Systems, mobile-assisted language learning, and AI-integrated platforms had already been reshaping communicative norms in EFL contexts prior to 2020 (Godwin-Jones, 2019; Lan, 2020). Collectively, these technological and situational shifts raise new and pressing questions about whether and how politeness strategies, as theorised within face-to-face interactional paradigms, transfer, adapt, or erode in digitally mediated EFL learning environments questions that the present review is uniquely positioned to address.

Pragmatic Competence and Pedagogical Implications

A growing body of recent literature has connected empirical findings on classroom politeness to the broader construct of pragmatic competence. Wati (2025), in the most recent theoretical synthesis directly relevant to this review, argues that politeness as sociolinguistic

competence must be taught explicitly and systematically, using authentic classroom discourse as the primary instructional resource. Sudar, Sukarni, Setiyono, Widoyoko, and Irianto (2025) extend the analysis to technology-mediated EFL communication, confirming that the power asymmetry and positive-politeness preference patterns documented in face-to-face classrooms persist in WhatsApp-mediated student-lecturer interactions, with religious greeting forms adding a culturally specific dimension.

Taken together, these studies signal a decisive theoretical and pedagogical turn in the field.

The convergence of pragmatic competence frameworks with empirical classroom politeness research reflects a maturing scholarly consensus that politeness is not a peripheral or ornamental feature of language use, but rather a core component of communicative competence that warrants deliberate instructional attention (Celce-Murcia, 2007; Taguchi, 2015). The persistence of power-asymmetric politeness patterns across both face-to-face and technology-mediated contexts as confirmed by Sudar et al. (2025) suggests that institutional and cultural variables exert a stabilising force on pragmatic behaviour that transcends the medium of interaction. Furthermore, Wati's (2025) call for explicit pragmatic instruction grounded in authentic discourse aligns with a broader pedagogical movement toward awareness-raising approaches in EFL teaching, wherein learners are systematically exposed to, and trained to produce, contextually appropriate language (Rose & Kasper, 2001; Bardovi-Harlig, 2017). Critically, however, the literature remains conspicuously silent on how these pragmatic competence frameworks apply within the specific interactional genre of academic English presentations a high-stakes, face-threatening communicative event that places simultaneous demands on linguistic accuracy, rhetorical organisation, and interpersonal sensitivity. This gap not only justifies but necessitates the present systematic literature review.

3. RESEARCH METHODOLOGY

Research Design: Systematic Literature Review

This study employs a Systematic Literature Review (SLR) methodology, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. A key methodological decision of this review is the restriction of the empirical evidence base to peer-reviewed journal articles published between 2020 and 2026. This decision ensures the currency and contemporary relevance of the synthesized evidence, while Brown and Levinson's (1987) framework is retained exclusively as a foundational theoretical anchor not as an

empirical source. This approach reflects current best practice in applied linguistics SLR methodology (Wang, Al-Shaibani & Jiang, 2024).

Search Strategy and Database Selection

A systematic search was conducted using three major academic databases: Google Scholar, ERIC (Education Resources Information Center), and Scopus. The search was conducted using the following Boolean keyword combinations: ("politeness strategies" OR "language politeness") AND ("classroom interaction" OR "English language teaching" OR "EFL" OR "ESL") AND ("Brown and Levinson" OR "pragmatics" OR "face-threatening acts" OR "pragmatic competence") AND ("presentation activities" OR "oral tasks" OR "teacher-student interaction"). The search was restricted to publications in English, covering the period from 2020 to 2026, and limited exclusively to peer-reviewed journal articles.

Inclusion and Exclusion Criteria

Table 1. Inclusion and Exclusion Criteria for Study Selection (2020–2026).

No.	Criteria	Description
1	Inclusion: Published 2020–2026	Studies published within the updated timeframe to ensure contemporary relevance and recency of evidence
2	Inclusion: English language classroom context	Research conducted in formal educational settings: EFL/ESL classrooms, university ELT programs, or related instructional contexts
3	Inclusion: Qualitative or mixed-method design	Studies using observational, discourse analysis, interview, or mixed-method approaches to examine language use in context
4	Inclusion: Brown & Levinson (1987) framework or related politeness theories	Studies grounded in the politeness theory of B&L or compatible frameworks (communicative competence, relational work, FTA theory)
5	Inclusion: Peer-reviewed journal articles only	Books, theses, and conference proceedings excluded to maintain scholarly rigor and source quality
6	Exclusion: Published before 2020	All studies prior to 2020 excluded to maintain currency; B&L (1987) retained as foundational theoretical anchor only, not as empirical source
7	Exclusion: Non-classroom/non-educational settings	Studies on social media, digital platforms not linked to ELT, or non-educational discourse excluded
8	Exclusion: Non-English instructional medium	Studies not focusing on English as the target language of instruction or analysis were excluded

Study Selection Process (PRISMA)

The selection process followed four PRISMA phases. In the identification phase, 47 records were identified from database searches. After removing duplicates, 38 records remained for screening. In the screening phase, titles and abstracts were reviewed against the 2020–2026 publication window and topical relevance criteria, resulting in the exclusion of 22 records. In the eligibility phase, 16 full texts were assessed; 4 were excluded (non-journal sources or pre-2020 publications). In the final inclusion phase, 12 peer-reviewed journal articles meeting all criteria were selected for thematic synthesis.

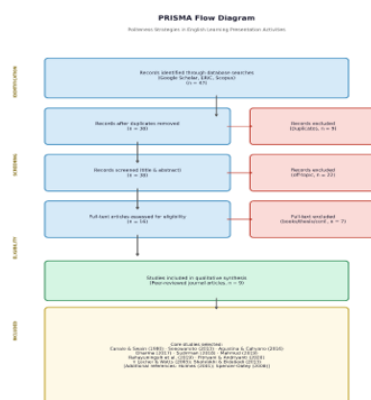


Figure 2. PRISMA Flow Diagram for Study Selection.

Source: Authors' own construction based on PRISMA framework.

Data Extraction and Analysis

Data were extracted using a standardized form capturing: author(s) and year, journal name and volume, research context and participants, theoretical framework, methodology, politeness strategies examined, key findings, and the specific research gap each study addresses relative to the present review. Thematic synthesis was applied, involving inductive coding of findings, development of descriptive themes, and generation of analytical themes that extend beyond individual study findings.

Findings

Journal Matrix: Overview of Selected Studies (2020–2026)

Table 2 presents the comprehensive journal matrix of twelve peer-reviewed articles (2020–2026) selected for thematic synthesis. The matrix is structured to include the theoretical framework, methodology, strategy focus, key finding, and the specific gap addressed relative to this SLR enabling a rigorous, transparent, and auditable synthesis consistent with SLR standards.

Theme 1: Politeness Strategies in Teacher-to-Student Interactions

The synthesis of the twelve 2020–2026 studies reveals a consistent and converging pattern in teacher language use. Teachers predominantly employ bald-on-record, negative politeness, and positive politeness strategies, with the balance among these varying by educational level, institutional context, and the individual teacher's gender. Fitriyani and Andriyanti (2020) and Rahayuningsih, Saleh, and Fitriati (2020) established the empirical baseline: teacher-dominated interactions, institutional power differentials, and the dual function of politeness strategies in maintaining authority while building rapport. Gunaningtyas and Fitriati (2021) subsequently confirmed these patterns in a parallel Indonesian context, strengthening the generalizability of the findings.

A particularly important finding of the 2020–2026 corpus is the consistent gender effect on teacher politeness. Febriansyah, Munir, Anam, and Setiawan (2021) and Sarmadani, Wello, and Weda (2023) both found that female teachers employ more positive politeness strategies — affirmation, encouragement, and solidarity expressions — while male teachers favour bald-on-record strategies associated with efficiency and authority. This gender-politeness intersection has significant implications for teacher education, suggesting that professional development in pragmatic awareness should address gender-based communicative patterns alongside institutional role expectations.

Theme 2: Politeness Strategies in Student-to-Student Interactions

Student-to-student interactions, as documented across the 2020–2026 corpus, are characterized by a strong predominance of positive politeness strategies, consistent with the relatively equal social distance and peer solidarity among classmates. Wahyudiantari (2022) documented positive politeness as the most dominant student strategy in a university EFL context, followed by bald-on-record and negative politeness. Ginting and Pasaribu (2023) confirmed that students' positive politeness functions primarily to establish common ground, express solidarity, and manage face concerns in classroom discourse.

A crucial finding that directly motivates this SLR concerns the frequency of FTA deviations in student language use. Sembiring, Simanjuntak, Tarigan, and Silalahi (2023) documented that students employ bald-on-record strategies in contexts where more mitigating strategies would be more appropriate particularly in structured tasks requiring formal communicative register. This suggests a significant gap in students' pragmatic competence: their ability to recognize and produce the register-appropriate politeness strategies demanded by formal presentation contexts. Wang, Al-Shaibani, and Jiang (2024) confirm at the meta-

analytical level that this pragmatic awareness-production gap is widespread among EFL learners globally.

Theme 3: Contextual and Sociocultural Factors

The synthesis identifies multiple intersecting factors shaping politeness strategy selection across the 2020–2026 corpus. Power and institutional role as operationalized through Brown and Levinson's (1987) P variable remain the most consistently documented determinants, confirmed by all twelve studies. Age difference, an operationalization of D (social distance), further reinforces these patterns in Indonesian educational contexts where hierarchical age norms carry significant social weight (Ginting & Pasaribu, 2023; Sudar et al., 2025).

Gender emerges as a secondary but significant factor in five of the twelve studies (Febriansyah et al., 2021; Wahyudiantari, 2022; Akmal et al., 2022; Sarmadani et al., 2023; Wati, 2025). Cultural and religious factors are highlighted by Akmal, Husna, Maulida, and Farkhan (2022), who document that Islamic greeting forms and religious identity markers add a culturally specific layer to politeness expression in Indonesian EFL classrooms a finding extending the cross-cultural dimension previously noted by Mahmud (2019) into the contemporary period. Technology-mediation, documented by Sudar, Sukarni, Setiyono, Widoyoko, and Irianto (2025), represents a newly emergent contextual factor: WhatsApp-mediated student-lecturer interactions preserve the power asymmetry patterns of face-to-face classrooms while introducing new modality-specific politeness norms.

Discussion

Synthesis Through Brown and Levinson's Framework

The findings of this systematic review are broadly consistent with the theoretical predictions of Brown and Levinson's (1987) politeness model, confirming across the 2020–2026 corpus that the three-variable formula (D, P, R) provides a robust explanatory framework for EFL classroom politeness. The high power differential between teacher and student (high P) and the formal institutional context (high R) predict a higher frequency of face-protective strategies in teacher discourse a prediction borne out by all twelve studies. The prevalence of positive politeness in student peer interactions reflects the low P and D conditions of peer solidarity.

A critical observation from the synthesis is that while B&L's framework accurately predicts the general pattern of strategy use, it does not fully account for the frequency of politeness deviations among students, particularly in formal presentation contexts. Wang, Al-Shaibani, and Jiang's (2024) meta-analytical finding that pragmatic awareness does not

automatically translate into pragmatic production provides the contemporary theoretical bridge: students may know the appropriate politeness strategies intellectually but lack the pragmatic fluency to deploy them consistently in high-stakes oral performance contexts.

Communicative Competence and Pragmatic Instruction

Wati's (2025) synthesis directly affirms the pedagogical conclusion that politeness as sociolinguistic competence must be explicitly taught, not assumed. The findings of this review, drawn from twelve contemporary studies, provide the empirical grounding for this recommendation: students across all educational levels and contexts documented in the 2020–2026 corpus demonstrate recurrent pragmatic deviations that explicit instruction can address. Wang, Al-Shaibani, and Jiang (2024) identify explicit instruction and context-sensitivity as the two most powerful moderators of EFL pragmatic competence development precisely the instructional approach recommended by this review.

Presentation activities offer a uniquely valuable pedagogical opportunity that the 2020–2026 corpus has largely overlooked: they provide a structured, high-stakes communicative context in which students must deploy the full range of politeness strategies addressing an audience, managing questions, providing feedback, and navigating the power asymmetry between student presenter and teacher evaluator. The absence of studies specifically targeting presentation activities in the 2020–2026 corpus represents the most significant gap addressed by this review.

Gender, Culture, and Intersectionality in EFL Politeness

The 2020–2026 corpus consistently documents gender as a significant moderating variable in EFL classroom politeness. Febriansyah, Munir, Anam, and Setiawan (2021), Akmal, Husna, Maulida, and Farkhan (2022), and Sarmadani, Wello, and Weda (2023) collectively establish that gender-based differences in strategy preference are robust across different educational levels and institutional contexts in Indonesia. Effective pragmatic instruction must therefore address gender-related communicative norms explicitly, equipping both teachers and students to recognize and reflect on how gender shapes their politeness choices.

Cultural and religious factors, particularly prominent in Akmal et al. (2022) and Sudar et al. (2025), underscore that EFL politeness in Indonesia cannot be adequately understood without reference to Islamic greeting norms, hierarchical respect for elders and teachers, and the collectivist cultural values that shape face management strategies. Instruction in politeness must be culturally sensitive, acknowledging and building on these local norms rather than imposing decontextualized native-speaker politeness models.

Pedagogical Implications

First, teacher preparation programmes should incorporate explicit modules on pragmatic awareness, equipping teachers to model and explain politeness strategies systematically with particular attention to gender-sensitive and culturally responsive approaches, as documented by Febriansyah et al. (2021) and Akmal et al. (2022).

Second, the EFL curriculum should include explicit pragmatic instruction using authentic classroom discourse, including recordings of presentation interactions, as primary pedagogical materials. Sembiring et al.'s (2023) action research design offers a particularly promising methodological approach, demonstrating that explicit intervention in classroom politeness norms can be integrated into regular instructional practice.

Third, presentation activities should be deliberately leveraged as sites for explicit politeness instruction and practice. Given the consistent finding across the 2020–2026 corpus that students' pragmatic competence lags behind their strategic awareness particularly in formal oral contexts structured oral presentations represent both the highest-need and highest-opportunity context for politeness development in EFL education.

Fourth, the technology-mediated dimension documented by Sudar et al. (2025) suggests that digital communication channels (such as WhatsApp groups for student-teacher interaction) should be incorporated into politeness instruction, as students increasingly navigate politeness norms across both face-to-face and digital registers.

Limitations of the Review

This review is subject to several limitations. The restriction to 2020–2026 publications, while ensuring currency, excludes foundational empirical studies from 2013–2019 that contributed significant insights to the field. The restriction to peer-reviewed journal articles in English excludes Indonesian-language publications, which may offer additional perspectives on EFL politeness in the Indonesian context. The predominance of Indonesian-context studies limits the cross-cultural generalizability of the findings. Finally, this review did not apply a formal quality appraisal instrument (such as the CASP checklist) to the included studies a methodological step that future SLRs in this area should incorporate.

4. CONCLUSION

This systematic literature review has synthesized twelve peer-reviewed journal articles published between 2020 and 2026 on language politeness in EFL classroom interactions, with specific attention to teacher-to-student and student-to-student dynamics relevant to English learning presentation activities. Grounded in Brown and Levinson's (1987) politeness model

and confirmed by the most recent empirical evidence, the review reveals that teachers predominantly employ positive, negative, and bald-on-record strategies in patterns shaped by institutional power, social distance, and gender, while students favor positive politeness in peer interactions but frequently fail to deploy the register-appropriate politeness strategies demanded by formal presentation contexts.

In sum, the evidence synthesised across this review consistently points to one overarching conclusion: politeness in EFL classroom interaction is a teachable, learnable, and measurable communicative competence that has been systematically underrepresented in both research design and pedagogical practice. The specific context of academic English presentations — with its unique convergence of institutional power, audience awareness, and face-threatening communicative demands — remains an open and consequential frontier for the field. Addressing this frontier is not merely an academic exercise; it is a practical imperative for educators, curriculum designers, and researchers who are committed to preparing EFL learners for the full communicative demands of academic and professional life.

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