ATTITUDES: AUTHORIAL STANCE IN THE REVIEW GENRE OF TAIWANESE MA GRADUATES

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Abstract. *Evaluation is a central linguistic feature that expresses a writer's critical stance and plays a prominent role in academic discourse. By using Martin and White's (2005) appraisal framework, particularly regarding attitude, this study conducted a textual analysis of literature review chapters in master's theses written by Taiwanese graduates. Attitude can be regarded as a manner of behavior caused by feelings and opinions. The review genre was selected for study because that is where the writer's position toward the status of knowledge is displayed. Furthermore, studies have explored various types of linguistic features, and the data sources were mainly journal articles. Few studies have yet studied the review genre in master's theses in applied linguistics written by master's students. The results of the study will render additional understanding of advanced EFL Taiwanese learners' evaluation in the literature review genre and offer advice for instructors in academic writing.*

Key words: *Evaluative language, literature review, English for academic purposes*

1. INTRODUCTION

Evaluation plays a prominent role in academic discourse. Evaluation is a complex term; numerous definitions of this term have been provided by researchers, such as stance or appraisal. The expression of evaluation, suggested by Hunston (1994), concerns an author's judgment of shared norms and values. However, the genres in which evaluation can be identified must be addressed. Generally, written discourse has received much more attention than oral language because the written form has been used as a major channel for academic communication in the production of knowledge (Bazerman, 1988; Berkenkotter and Huckin, 1995).

Regarding written discourse, evaluation has been studied in a variety of academic genres, such as research articles (e.g., Dressen, 2003, Hunston, 1994; Hyland, 1996a, 1996b, 1998b; Lewin, 2005; Myers, 1989; Stotesbury, 2003; Thetela, 1997; Tucker, 2003), textbooks (e.g., Hyland, 1999; Tadros, 1989), master's theses (e.g., Charles, 2003; Xie, 2016), and academic essays of undergraduates (Lancaster, 2016). Dressen (2003) studied textual silence and found that the practice of evaluation in field geology is displayed using implicit strategies that can only be realized through insider knowledge gained from those belonging to the community of this field. Tucker (2003) investigated the discipline of art history and identified the evaluation used in art-historical discourse. He revealed that evaluation mainly serves the central function of verbal characterization of the work and

forms a nonpropositional report or a projection of interpretative evaluation on the basis for knowledge. Stotesbury (2003) compared the abstracts of research articles within the broad disciplines of humanities, social sciences, and natural sciences. She reported a wide use of different evaluative devices (e.g., attitudinal lexis and rhetorical structure) in research abstracts across disciplines and concluded that the interdisciplinary variations in abstract writing are likely a result of discipline-specific materials.

Expressing stance in academic research writing appears to be particularly prominent. This line of register studies has been undertaken in various academic genres but few studies have centered on reviewing genres in master theses. Student writers' works have thus far received little attention (Hyland and Diani, 2009). EAP studies on evaluation in academic written discourse have concentrated on different evaluative features that characterize lexical-grammatical constructions and their discoursal/functional use (e.g., personal noun, metadiscourse, hedges, modal verbs, adjectives, boosters, reporting verbs, and directives). Fewer studies have evaluated both semantic-discoursal aspects.

Evaluation can also be considered in function. It can be regarded as an attitudinal stance (Hyland and Diani, 2009; Thompson and Hunston, 2000) or the accuracy of claim (Hyland and Diani, 2009; Thompson and Hunston, 2000), which addresses judgments of probability. Lancaster (2016) divided stance into three discoursal parts: attitudinal stance (attitude toward the subjective matter), epistemic stance (toward the knowledge status), and interactional stance (toward the reader).

Many researchers have investigated the unit of evaluation. In terms of structure, evaluation can be viewed as either lexically encoded (Lowe, Baker, and Fillmore, 1997) or grammatically embedded (e.g., Hunston and Sinclair, 2000; Hunston, 2004; Romer, 2008). Therefore, when considering the two levels of evaluation, the evaluative meaning for both types can be expressed through the forms of individual lexical items or by embedding evaluation structurally to form a lexico-grammatical sequence. Evaluation can likely be found at all levels of linguistic structure; therefore, it is not restricted to a certain linguistic form. The expression of evaluation may not always be fixed and described by a certain linguistic form because evaluation is considered context-specific.

The lexical-grammatical features of evaluation have attracted considerable interest. This can be seen in the studies that have been undertaken on hedging (Crompton, 1997; Hyland 1996b, 1998b, 2001b, 2002a; Salager-Meyer, 1994). Various textual, structural, and functional features have been investigated, namely signaling nouns (e.g., Flowerdew, 2003), self-mentions (e.g, Hyland, 2001, 2004b, 2005b; Lancaster, 2016), personal pronouns (e.g, Kuo, 1999), citations (e.g., Hyland, 2004a), anticipatory it (e.g., Hewings and Hewings, 2002), vagueness of language (e.g., Myers, 1996), metadiscourse (Hyland, 2005a), reporting verbs (Hyland, 2002a; Thompson and Yiyun, 1991), directives (Hyland, 2002b), indicators of stance in cross-discipline studies (Hyland, 2000; MacDonald, 1994), adverbs (Biber and Finegan,1988, 1989), and "that" constructions (Hyland and Tse, 2004). Chatterjee (2008) provided a detailed description and examples based on appraisal theory (Martin and White, 2005) and utilized "engagement" to analyze the argument in terms of heteroglossia and monoglossia in two doctoral dissertations. He further explained that the superior use of heteroglossia successfully creates a research space. However, the attitude part of the appraisal theory used to examine students' work has not been studied.

Martin and White's (2005) appraisal theory comprises three subsystems in its framework: attitude, engagement, and graduation. Grounded in the tradition of systemic functional linguistics, appraisal theory (Lancaster, 2014, Martin and White, 2005; Wu, 2007) is one of the

most influential theories of evaluation among the current approaches. Many effects are achieved by the present study adopting an appraisal framework. First, evaluative language is studied and analyzed at a discourse-semantics stratum (Xie, 2016), which serves as a meaning-making space between genre (Swales, 1990) and the grammatical level of clause. Therefore, our analysis identified the linguistic realizations of evaluation from a lexico-grammatical perspective and the subtle evaluative connotations in a discourse context as well. These two layers of reading provide a precise explanation and interpretation of meanings in academic discourse.

Martin and White's theory offers a wide-ranging typology for studying evaluation (Hyland, 2005a). Evaluation possesses numerous facets of analysis. The literature has discussed "affect" (Ochs and Scheiffelin, 1989), "evidence" (Chafe, 1986), "hedging" (Hyland, 1998a), and "critiquing" (Hsiao and Yu, 2012) which are found in Martin and White's appraisal framework. This theory offers a complex taxonomy of classifying meanings, which allows for the categorization of a word or phrase that carries any degree of attitude. This study particularly focused on attitude where an author-critical stance is located. Using Martin and White's theory, the researcher endeavored to investigate how attitude is constructed through the lens of affect, judgment, and appreciation.

Generally, it has been found that L1 and L2 student writers assume an inappropriately subjective voice. Therefore, Hood (2004) found that published writers used more linguistic resources as "appreciation" for evaluating variables and results, whereas student writers used more resources to present "affect" and "judgment," using the appraisal framework of Martin and White (2005). This tendency indicated that student writers' work appeared more personal and subjective, which did not conform to the institutionalized manners of talking.

The review genre has been discussed in terms of its types–book reviews, review articles, reviews of literature in PhD dissertations (Hyland and Diani, 2009), and move structures of MA literature reviews (Hsiao and Yu, 2012, 2015). Given that the majority of studies on evaluation have focused on research articles, and that studies analyzing master's theses are primarily at a macrolinguistic level (Hsiao and Yu, 2012; Kwan, 2006), the register analysis in masters' theses thus remains a genre worth investigating. Consequently, further exploration of the literature in this genre is urgently required. Two research questions were hence raised for this study: (1) What was the overall distribution of evaluative language in student writers' literature reviews? (2) What were the respective distributions of attitude in student writers' literature reviews?

2. METHODS

This study elucidated evaluative language features and their distributions in the review subgenre in L2 master's theses to render the insights of English as a foreign language (EFL) graduate students' writing performance in Taiwan. The features studied were attitude and its subsystem, in addition to the distribution of two main systems: engagement, and graduation, which are based on the framework of Martin and White (2005). Because these three domains are meaning-based, each domain was divided into detailed categories. For example, attitude was divided into affect, judgment, and appreciation. Each of these terms were further subdivided into a number of meaning composition and assigned different terms. We will discuss these terms in the coding scheme.

Data Collection

The data used for this study comprised a corpus of 10 literature review chapters written by 10 native Chinese speaking master's graduates, which were collected from the National Digital Library of Theses and Dissertations in Taiwan. The authorizations for text analysis from the 10 graduate students were obtained.

The selection criteria considered a range of topics, regional differences, and school variety. Topics covered included teaching and learning, such as vocabulary instruction, pragmatics, listening, assessment, CALL, academic writing, learning strategy, culture instruction, reading, and remedial instruction.

Regional differences covered TESOL graduate programs in northern, central, and southern Taiwan from national universities, national polytechnic universities, and national normal universities to ensure that a variety of qualities were examined.

Data Analysis

Every text was analyzed and coded manually because coding still requires human decisions on the gloss of evaluative categories. Well-built software for these precise operations is currently unavailable on the market.

Coverage of coding

All the literature review chapters were coded as TW1–TW10. The literature review chapters in the 10 collected theses were analyzed, except the introductory paragraphs, the section titles, and the concluding paragraphs.

Coding scheme

Attitude is defined as inclusion of three types, namely affect, judgment, and appreciation. The three operational definitions in this attitude system are as follows: (1) emotion or desire as influencing behavior (affect), (2) judgment on moral ground (judgment), and (3) recognition and enjoyment of the positive qualities of someone or something (appreciation).

Following Martin and White's (2005) taxonomy, the coding scheme of attitude resources incorporates three dimensions (Figure 1): (1) the attitude type as affect, judgment, or appreciation, and their subcategories; (2) the attitude mode as inscribed or evoked; and (3) the attitude polarity as negative or positive.
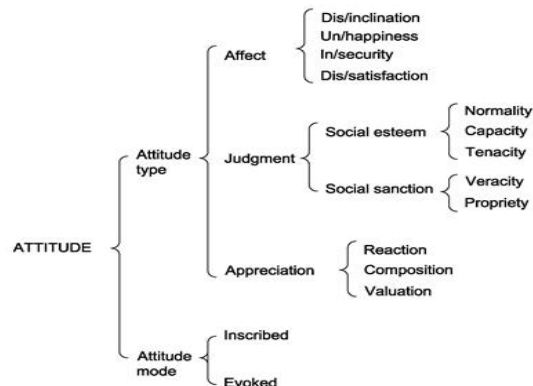

Fig. 1 Attitude

All three attitude types have positive and negative polarities. For example, in the expression "Students <u>like</u> captions," a positive attitude as affect is encoded, whereas in the expression "These failures are said to be more serious than grammatical or lexical errors because pragmatic failures may be considered as <u>rude and unfriendly</u>," a negative attitude as appreciation is conveyed.

The attitude mode distinguishes inscribed attitude from evoked attitude. Inscribed attitude is conveyed openly and unswervingly, whereas evoked attitude is conveyed deviously or indirectly. Inscribed attitude can be understood through lexico-grammatical constructs, whereas evoked attitude could be recognized by other attitudinal semantic values in the same context (Xie, 2016).

For example, in the sentence "These <u>failures</u> are said to be more <u>serious</u> than grammatical or lexical errors because..." The attitudinal word "*failures*" in the main clause carries a negative semantic value; as a result, the reader reads the following designated adjective "*serious*" as negative.

Bold words are inscriptions of attitude, *italicized* words in bold are instantiations of evoked attitude, + stands for positivity, − stands for negativity, and *t* stands for evoked attitude. These symbols are used throughout this paper. *Italicized* words signify graduation instantiations, ↑ denotes upscaling and ↓ denotes downscaling (Xie, 2016).

Example [1] exemplifies the coding of attitude, in which promotion of students' learning motivation was explicitly and positively evaluated in the writer's use of film in language teaching. The upscaling of numbers encoded by "Many" evoked a positive appreciation as a valuation, implying numerous researchers and English teachers have a positive attitude toward adopting films in their language classes.

[1] *Many* [Force: number ↑] *t* [appreciation; valuation +] researchers and English teachers believe that the use of films, seen as entertainment for students, could promote students' motivation to learn [Appreciation: valuation +]. (TW 8)

The engagement system refers to expression of opinions involved. The perspective in texts could be either monoglossic (the writer's own perspective) or heteroglossic (multiperspectives). Monoglosia refers to the author's own provision in which no mixed perspectives exist in a discourse, as in the sentence "In the process of language learning, most learners, including their teachers, believe that correcting the mistakes will help reduce the possibility of making the same errors next time." Heteroglossia is defined as a diversity of voices or views in a discourse. Heteroglossic contracting refers to the writer confronting other voices or perspectives, whereas heteroglossic expanding refers to the writer receiving other voices or perspectives.

The coding scheme of graduation revenues involves the following aspects: (1) its type as force or focus, and their subcategories; (2) its orientation as upscaling or downscaling; (3) its effect as evoking attitude or nonevoking attitude.

Graduation force involves the quantity or extent of entities (e.g., thousands of or significant) and weight of intensity (e.g., <u>more</u> interested). The focus involves strengthening or mitigating the confines of a semantic meaning (e.g., are <u>totally</u> unaware of, become distracted <u>easily</u>). Graduation also serves to evoke attitude when readers read the semantic meanings. For example, by scaling up the frequency of number as in... the instructors of remedial programs *usually* stressed on subskills without explaining them in contexts… readers are invited to adopt a negative attitude toward the proposition.

The graduation system operates in the degrees of values: scaling up or scaling down.

Coding procedure

The coding procedure involved two rounds. In the first round, the appraising items in the texts were identified and classified according to the coding schemes as illustrated by the aforementioned examples [1] by the researcher. During the first coding process, the clause and text levels were read forward and backward, and the context was used to fully grasp the subtle evaluative meanings of any unclear instantiations or cases in doubt. For example, the word "traditional" could either evoke a negative or positive connotation in different contexts. However, in Example [2], I coded it as evoking negative attitudinal meaning because the subsequent phrase includes "is limited to" and "struggle." "Shortcomings" suggests the negative implications of this term in the context.

[2]   King (2002) indicated that in comparison to a <u>traditional</u> *t* [appreciation: valuation +] English learning classroom where training <u>is limited to</u> numerous grammar exercises and students <u>struggle</u> to comprehend the main ideas in listening and reading, learning English with the use of films compensates for all *t* [Force: number ↑] the shortcomings in this EFL learning experience by bringing language to life. [TW 10]

In the second round, all the procedures were undertaken by a doctoral student in applied linguistics who had been trained to perform coding. In the training session, he was introduced to Martin and White's appraisal framework (2005) and the coding samples for each subcategory. He was required to perform two pieces of literature review as a coding trial and raise questions for discussion with the researcher if something was unclear. When the 10 datasets had been completed, the reliability between the first and second rounds was 80.19%, which indicated substantial agreement.

All the coding decisions were reviewed by one professor in the field of applied linguistics, who served as an external reviewer for the reliability check. Among the 3,803 appraising instantiations identified within the 10 theses, 79% agreement existed, which indicated substantial agreement. Regarding the disagreement, we held three meetings to discuss the discrepancies and reach consensus.

3. RESULTS

To answer the research questions, the results of appraisal items in the three subsystems were calculated as follows. The focus of textual analysis regards the extent to which an evaluative stance is constructed through the number and percentage distribution of appraisal resources in the students' written texts. Table 1 presents the 3,803 appraisal instantiations in the three subsystems. Percentage distribution of appraisal items in terms of normalized frequency per 1,000 words was at a rate of 55.36 times per 1,000 words, which was considered a normal distribution.

Table 1 Number and percentage distribution of appraisal resources

Text type	Student texts: 10 texts
Word length	68,696 words
Frequency of attitude, engagement, graduation	3,803 times
Percentage distribution of appraisal resources per 1000 words (k)	55.36%

Table 2 presents the distribution of the three subsystems and their respective percentages. Attitude occupied the largest proportion at 40.97%, graduation was second at 39.92%, and engagement had the lowest proportion of 19.12%.

Table 2 Mean frequency and percentage distribution of attitude, engagement, and graduation

Category	Attitude	Engagement	Graduation
%	40.97	19.12	39.92
/k	22.68	10.58	22.10

To answer the second research question, Table 3 presents the attitude categories and writers' preferences. Appreciation was the governing category, accounting for 66.9% of the total attitude instantiations in the texts, followed by judgment at 27.2%, and affect at 4%. This distribution pattern is in alignment with the literature, such as research article introductions (Hood, 2004). The excerpts are shown in [3]-[4].

Table 3 Percentage distribution of the subcategories of attitude

Category	Affect	Judgment	Appreciation
%	4	27.2	66.9
/k	0.91	4.0	17.4

[3]   The study of different disciplines yields some interesting results. [affect: happiness] (TW 6)
[4]   Albertson (2004, 4) stated that if these students do not receive proper training, they tend to dislike reading and cause inability. [affect: judgment: capacity −] (TW10)

The distribution of the appreciation subtypes is presented in Table 4, which demonstrates that valuation was the most favored subtype, occupying 85.4% of the total appreciation instantiations, followed by composition and reaction.

Table 4 Percentage distribution of the subcategories of attitude–appreciation in the 10 texts

Category	Reaction	Composition	Valuation
%	6.3	8.3	85.4
/k	0.98	1.28	15.46

Valuation assesses whether the value of an entity as good or bad in terms of its quality, or as useful or valuable in terms of its social significance (Martin and White, 2005). When evaluating their research topics, the Taiwanese students mainly encoded positive valuations, favoring attitudinal words, namely important, pivotal, powerful, valuable, motivating, limited, insightful, inevitable, critical, dominant, profound, useful, easy, effective, controversial, innovative, challenge, principle, crucial, and fundamental. When reviewing studies, the theories, models, classification, and attitudinal lexis used were fixed, worse, decisive, traditional, shortcoming, discouraging, failure, weakness, struggle, contribute to, strengthen, enhance, acceptable, support, negative, doubt, value, and positive. [5]- [9]

[5] Considering the communicative idea of hedges, the next section highlights the prevalent functions of hedges in academic writing to draw a more insightful understanding of how researchers view the role of hedges [appreciation: valuation +] (TW 6).

[6] In response to the requirement of technology integrated into education, how to support English becomes a challenge for English teachers in Taiwan [appreciation: valuation −] (TW 5).

[7] The addition of captioning to already visually and acoustically rich video materials may also promote the use of novel words acquired from the videos. [TW4]

[8] The conflicting results of Sydorendo (2010) and Markham (1999) shed light on the relationship between the presence of captioning and student's spoken vocabulary acquisition [appreciation: valuation −] (TW1).

[9] Gallets (2005) agreed that storytelling is an ancient art that enables listeners to strengthen and enhance listening skills [appreciation: valuation +] (TW3).

Composition under the category of appreciation addresses the internal organization and texture of things in terms of their balance and complexity (Martin and White, 2005). The most favored lexes in the texts were clear, explicitly, carefully, valid, elaborate, complicated, complex, consistent, comparable, balanced, assessable, stable, classify, systematic, accurate, well-considered, productive, uncertain, detailed, adequate, comprehensive, rational, fragmented, unsystematic, clear-cut, basic, simple, specific, clarify, complete, and elaborate. [10]- [11]

[10] It fails to provide students with specific knowledge or skills required for their individual education choices [appreciation: composition +] (TW10).

[11] Particularly, Hyland's model was comprehensive because it could help analyze the data more easily and clearly [appreciation: composition +] (TW 5).

Reaction concerns people's sensory reaction of things and is highly related to personal feelings and emotions. Therefore, reaction unsurprisingly involved a low percentage rate in the texts. Fewer instantiations of reaction are encoded to evaluate the popularity of a research topic using words such as surprising, confident, difficult, prevalent, indecisive, affective, obvious, anxiety, interesting, fear, sure, doubt the fairness, hard, difficult, conflict, attractive, enthusiastic, popular, eagerly, bored, tedious, fun, and defeated.

[12] By speaking with gestures and sign language, the storyteller expresses vivid images to make the audience feel the story is real [appreciation: reaction +] (TW3).

[13] Since the 1970s, language learning motivation has been a topic of interest since the initial work of Gardner and Lambert at that time because learning motivation can help us explain why learners with instrumental… [appreciation: reaction +] (TW8).

Table 5 illustrates that inscribed attitude appeared more frequently than evoked attitude. The inscribed attitude was likely used more often because Taiwanese graduate students expressed their attitude in an explicit instead of an implicit manner in their theses.

Table 5 Percentage distribution of inscribed vs evoked attitude in 10 texts

Category	Inscribed attitude	Evoked attitude
%	90.74	9.26
/k	19.54	1.99

4. DISCUSSION

In this study, we revealed that attitude was used more frequently than engagement and graduation. We can infer that attitude is commonly found in literature review chapters, and this distribution pattern is characteristic of academic discourse with the Taiwanese students in accordance with this academic practice.

Two reasons explain the Taiwanese graduate student writers' behaviors: (1) Affect expresses personal emotions and makes the academic texts appear personalized, as shown in [3]; therefore, the near nonappearance of affect in the texts is compliant with the institutionalized nature of academic discourse (Hood, 2004, 2010), the main function of which normally is depersonalized and lacks expression of subjective feelings. (2) The predominance of appreciation is additional proof demonstrating the Taiwanese students' compliance with the institutionalized nature of academic discourse because appreciation signifies the institutionalized effect of objectifying the subjective practice of evaluation in the academic texts.

Inscribed attitude appeared more frequently than evoked attitude. The inscribed attitude was likely used more often because Taiwanese graduate students expressed their attitude in an explicit rather than implicit manner in their theses. Two possible factors may justify Taiwanese EFL students' explicitness in their academic discourse. First, Taiwanese EFL students are aware of the social context of research paper writing, particularly generic conventions and audience expectations; therefore, they position themselves as being more professional and academic when writing their literature reviews in their theses, demonstrating that they are capable of evaluating previous studies and conforming to the international norms of English academic writing. Instead of using an implicit and vague evaluation, they move toward an explicit and direct evaluation in constructing and negotiating their field knowledge. Second, the use of English as an international language in academic settings have more openly and frequently exposed Taiwanese graduate students to discourse patterns and evaluative languages. Under these circumstances, English-major master's students in Taiwan have been trained to enter the international discourse community without too many difficulties. Some writers have become accustomed to separating their evaluation languages into Chinese and English.

5. CONCLUSION

This study elucidated the methods by which Taiwanese EFL MA students express evaluation in their masters' theses for academic enculturation. These Taiwanese students used language resources to develop their attitude regarding evaluation and considered contextual variations. All these factors make their evaluations more explicit, which is realized by the writers' use of inscribed attitudinal markers with greater frequency, encoding attitude as appreciation, particularly valuation. These writers applied this textual knowledge in their academic works and expressed evaluation explicitly, which was different from the stereotypical view of what Chinese students are expected to do.

The results reveal the intricacy and complication of Taiwanese EFL graduate students expressing evaluation in English academic writing, which must be understood through an assimilated perspective of evaluation of interactions at textual and contextual levels. Such complexity illustrates the poor labeling of Taiwanese students' manners in expressing evaluation as explicit and direct. Their learning to express evaluation is socioculturally

situated and constructed and influenced by several factors including their knowledge of research papers as a specific genre, views on evaluation in English academic writing, responsiveness of their roles in the discourse community, and most decisively, the institutionalized nature of academic discourse.

6. PEDAGOGICAL IMPLICATION

In terms of implications for writing instruction, the complexity of evaluation realized by various linguistic resources in different contextual features throughout the writing process poses the difficulty in conducting instruction on evaluation. Thus, such an instruction is infrequently implemented in current EAP and L2 writing practices. The study findings suggest that including explicit evaluation instructions is required, which particularly emphasize the interactions of textual and contextual levels in unambiguous demonstration.

To achieve this pedagogical goal, I advocate first drawing students' awareness of utilizing linguistic resources to achieve evaluation. Therefore, some specific pedagogical steps are proposed for assisting students to understand how different sociocultural, disciplinary, and generic contexts may affect the process of construing evaluative stance and the texts of academic evaluation. EFL writing teachers should draw students' attention to the persuasiveness of academic texts and the importance of evaluation in English academic writing. With pedagogic scaffolding on how specific instances of evaluation interrelate with goals of student genres and related assessing criteria, students can realize that academic writing is a social practice, and their linguistic expressions to achieve evaluation can be shaped by a context with multiple layers: sociocultural, institutional, disciplinary, and others. The institutionalized nature of academic discourse can be made explicit to the students with caution, avoiding students rigidly following certain patterns as templates to construe evaluative stances and ignore evaluation as dialogic and dynamic in context. The writing instructor can introduce appraisal taxonomy to explain and model relevant linguistics resources of appraisal for encoding evaluation by drawing upon examples from professional writers' journal articles and students' academic papers, allowing students to develop awareness and competence in choosing these resources to reveal evaluation in their written texts.

7. LIMITATION OF THE STUDY

This study has some limitations. The research used as an exploratory study investigated a rather small sample of graduate students' literature review chapters. Comparing the use of textual resources to express evaluation, the method of emphasizing the coarticulation of evaluative values throughout the same sections in research papers, and the influence of different disciplinary or other related contexts on the dynamic process of constructing evaluative stances in academic writing EFL students from different academic fields is essential. Second, the raters provided overall scores and not qualitative assessments because their study was not designed to include the raters' evaluative comments. Future studies could yield more revealing findings by examining what the instructor–readers notice regarding evaluative expressions and stances and why they choose to address them in their explanations of high-graded and low-graded students' papers.

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