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Video and text feedback on ESL writing: Understanding ATTITUDE and negotiating relationships

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1. Introduction

Responding to student writing is a complex interpersonal process where a writer's relationship with the reader is often negotiated through praise, criticism, or suggestion (Hyland & Hyland, 2006). This initial interplay between reader and writer can have a lasting impact on how ideas are generated and what messages are displayed in a final product. Research has shown that the same feedback intended to develop students' writing skills can also have debilitating effects on their relationships with instructors (Lee & Schallert, 2008) and their emotions (Mahfoodh, 2016). At times overlooked in second language writing research, however, is how feedback may vary across modes, which adds a newfound complexity to the interpersonal context.

Instructors respond to student writing through various modalities, whether these be conveyed through traditional pen and paper or through technology. The choice of mode, such as video or text, may influence the quantity and quality of instructors' feedback (Elola & Oskoz, 2016). For instance, Anson, Dannels, Laboy, and Carneiro (2016) found that instructors' screencast video response to written work was more conversational and helped students feel more involved and respected. With the various modalities available for

Abbreviations: ESL, English for speakers of other languages; SFL, systemic functional linguistics.

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providing feedback, more research is needed to determine how these options may impact instructors' responses to writing, and subsequently students' experiences with feedback.

In the present study, we undertake this area of research by conducting an analysis of instructors' text (using Microsoft Word) and audiovisual (using screencasting) comments on 136 student drafts from multiple English as a second language (ESL) classes in a U.S. higher education setting. Specifically, we conducted an APPRAISAL analysis, focusing on ATTITUDE, (Martin & White, 2005; White, 2015) to better understand the nuances of instructor commentary. This fine-grained analysis of instructor feedback is important in understanding variation because even slight changes in linguistic choices can greatly influence how a message is perceived. It is informed by a Systemic Functional Linguistic (SFL) perspective, giving the analysis a strong theoretical base. Our SFL-based analysis adds value as it accounts for the interpersonal aspect of feedback rather than being contextually disembodied, thereby acknowledging a key dimension of instructors' responding behavior. That is, our study provides a nuanced understanding of how student voices, texts, behaviors, and emotions are evaluated in the process of interpersonal positioning found in instructor feedback.

1.1. Feedback as interpersonal

Instructors assess various language choices when deciding how to respond to student writing, considering how to recognize both students' struggles with meaning making in a second language and the delicate relationship between student and instructor (Hyland & Hyland, 2006). Thus, responding to student writing can be a complex interpersonal process with multifaceted effects on students' emotional states. Emotions are a natural part of the feedback process (Värlander, 2008), with students experiencing a range of emotional responses that can affect how well they understand and use written feedback (Mahfoodh, 2016). These emotions may be positive (e.g., acceptance, satisfaction, and happiness) or negative (e.g., frustration, disappointment, and rejection) (Mahfoodh, 2016).

Students' positive and negative responses to feedback are dependent on a multitude of factors. Students in Mahfoodh's (2016) study generally liked receiving praise and particularly disliked, and at times rejected, coded error correction, which was met with feelings of surprise and dissatisfaction. Student response to feedback can also be influenced by the degree of trust in the feedback provider, the student-instructor relationship, and the wording of comments (Lee & Schallert, 2008). Positive comments can build confidence and help less confident students move forward in the writing process, as they can add to self-efficacy (Hattie & Timperley, 2007). However, when directed towards the student and not the student's performance, positive comments are unlikely to lead to learning (Hattie & Timperley, 2007), and if general positive comments are the only feedback, it can also lead to increased anxiety (Cleary, 2012).

Negative comments can be detrimental to student motivation, performance, and affect, especially in students with low self-efficacy (Hattie & Timperley, 2007; Treglia, 2008; Young, 2000), at times becoming debilitating (Kasper & Petrello, 1996; Sullivan, 1986). Students have put off revisions (F. Hyland, 1998), gotten upset and frustrated (Mahfoodh & Pandian, 2011), felt misjudged, incapable, disrespected (Treglia, 2008) and hopeless (Fong et al., 2017), or completely shut down and ignored feedback (Ferguson, 2011; Mahfoodh & Pandian, 2011) when they regarded it as too negative. Because of the potential for negative feedback to provoke unproductive or simply negative reactions in students, mitigation of negative feedback is common and expected in feedback. Although mitigation may not impact revisions, it may offer students motivation and agency, as they feel a sense of respect and politeness (Treglia, 2009). Indeed, in a move analysis of written instructor feedback following Mirador (2000), Yelland (2011) found that instructor feedback was particularly concerned with the management of negative feedback by minimizing or ameliorating its impact through suggesting improvement, juxtaposition, probing, and positivizing. Hyland and Hyland (2006) and Hyland (2000) also suggested pairing criticism with praise and hedging comments, although instructors in their study would at times use personal attribution or question forms. Though instructors may be aware of the potential impact on interpersonal relations and the possible demotivating effects, Hyland and Hyland (2006) found that their instructors were unlikely to mitigate most comments on form and academic concerns, areas which are a common focus for feedback in second language writing contexts. While instructors cannot always predict whether students will use or understand their feedback, instructors could benefit from a heightened awareness of how their linguistic choices may convey meaning and thus be perceived, and how these choices might vary across modes of communication in feedback. Therefore, it is important to analyze the variation in instructor feedback across different feedback modes as a step toward better understanding how these modes may influence linguistic choices that impact the social aspects of feedback.

1.2. Interpersonal aspects of technology-mediated feedback

Negotiated interactions, or feedback choices impacting interpersonal student-instructor relationships, may vary across technological mediums. For instance, studies have suggested that screencast feedback¹ can offer a conversational tone (Anson et al., 2016; Warnock, 2008) that students have perceived as more welcoming and less condescending than written feedback (Anson et al., 2016). This mode of feedback has also been seen to enhance the sense of interpersonal connections between student and instructor (Anson et al., 2016; Grigoryan, 2017; Harper, Green, & Fernandez-Toro, 2015). Screencast feedback has been perceived as more personal (Ali, 2016; Anson et al., 2016; Anson, 2018; Edwards, Dujardin, & Williams, 2012; Harper et al., 2015; Sommers, 2013; Warnock, 2008) and as giving more praise (Ali, 2016; Edwards et al., 2012; Elola & Oskoz, 2016) and explanation (Elola & Oskoz, 2016; Thompson & Lee, 2012). Students have reported screencast feedback to be more supportive, caring, considerate, and encouraging than written feedback

¹ Screencasting is a digital video recording technique that records a user's computer screen and on-screen actions (e.g., mouse movements) and optionally, user and/or computer audio. Thus, instructors provide screencast feedback by recording a student paper on the screen while giving oral feedback and sending the video to students for asynchronous viewing.

(Anson, 2018; Edwards et al., 2012; Ryan, Henderson, & Phillips, 2016; Thompson & Lee, 2012), showing some similarities to audio-only feedback (Ice, Curtis, Phillips, & Wells, 2007).

Students then may be perceiving qualitative differences between modes of feedback. In a study of screencast and text feedback in a Spanish foreign language class in the United States, Elola and Oskoz (2016) found that text feedback was more concise than the audio comments in the screencast feedback, especially when commenting on content, structure, and organization, though there was no clear difference in amount or manner of feedback given by mode. Focusing more on the interpersonal nature of the feedback process, researchers have found that oral feedback via screencasting may heighten instructors' awareness of the feedback process as a form of interpersonal communication (Anson et al., 2016; Crook et al., 2012; Cunningham, 2017, 2019a). It is possible that this heightened awareness contributes to the way feedback is formulated, leading to differences in the feedback that are perceived by students. This mode of feedback may subsequently offer students a greater sense of respect and guidance compared to written feedback, enabling students to focus on their revisions (Anson et al., 2016). Such differences in feedback may be detectable through linguistic analysis.

The interpersonal dimension of feedback, particularly in technology-mediated feedback, remains a topic of interest. The aforementioned studies of student perceptions have given key insights into this aspect of feedback. However, fewer studies have engaged in a fine-grained text analysis of such instructor feedback, focusing especially on interpersonal functions of language use as conceptualized in functional linguistics.

In a small-scale investigation of screencast video and text feedback in ESL writing using the APPRAISAL framework, Cunningham (2017) demonstrated the potential of using a functional linguistic perspective to better understand differences in multimodal feedback while grounding analysis in linguistic theory. The results identified key interpersonal differences between comments provided in Microsoft (MS) Word and screencast video feedback on ESL writing, including differences in the balance of praise and criticism. Text feedback was found to position the instructor in an authoritative light, while video feedback preserved student autonomy by offering feedback in the form of suggestions and advice. This analysis demonstrated the potential of the APPRAISAL framework for understanding feedback on second language writing (SLW). While this study provided the critical first steps and argument for such analysis, it did not capture the interpersonally complex context of feedback in most classes. First, the feedback analyzed was provided by the researcher to students in a class the researcher was not teaching, thus changing the usual student-instructor dynamic, a potentially critical social component of feedback. Second, while the study included feedback on four assignments, the assignments were simple, ungraded TOEFL practice essays and did not capture a range of text types or major graded assignments, further removing the analysis from the real-world context of most instructor feedback.

However, in a later study (Cunningham, 2019a), employed a more in-depth analysis of a larger sample of video and text feedback on ESL writing feedback given by three instructors to multiple classes they were teaching and continued to find distinctions in the interpersonal considerations between the modes. Specifically, the study explored instructor feedback as a space for interacting with other voices through dialogue, employing one branch of the APPRAISAL framework known as ENGAGEMENT. In the present study, we expand on this work to explore how language resources are utilized to express evaluation through ATTITUDE in feedback, employing a complementary branch of the APPRAISAL framework to the same data set to reveal a more nuanced picture of instructor feedback. This type of analysis has yet to be fully explored in feedback research and thus exemplifies how a framework grounded in functional linguistics (described in the following section) can be used as an analytic tool for the study and understanding of multimodal feedback.

2. Theoretical and conceptual framework

Communication through instructor feedback can be explored using SFL, which posits that meaning-making is divided into three metafunctions: (1) *ideational* meaning, (2) *interpersonal* meaning, and (3) *textual* meaning (Halliday & Matthiessen, 2014). Our focus in the present study is on interpersonal meaning, by which students and instructors enact social roles, personas, and relationships in a communicative context—here in the context of responding to student writing. The language choices that serve an interpersonal function therefore center on the ‘who’ of the text, specifically on how relationships are constructed and managed through a text (Halliday & Matthiessen, 2014). These choices traditionally involve the language resources of *mood* and *modality*, which are word- or clause-level linguistic features used to express interaction and modulation of that interaction in a communicative context (Derewianka, 1999). A more recently described branch of language resources is found in APPRAISAL, which captures evaluative language and extends into the level of discourse semantics (Martin & White, 2005; White, 2015).

APPRAISAL is described and analyzed through the APPRAISAL framework (Martin & White, 2005; White, 2015). According to White (2015),

The evaluative meanings described by the [APPRAISAL] framework provide some of the mechanisms by which the “interpersonal” metafunction operates, in that they present speakers/writers as revealing their feelings, tastes, and opinions with greater or lesser degrees of intensity and directness, as construing propositions as more or as less contentious or warrantable, and as thereby aligning or disaligning with value positions in play in the current communicative context. (p. 1)

That is, this framework offers an approach for understanding how language is used in evaluation and the management of interpersonal positions and relationships (White, 2012b), making it an ideal candidate to capture the interpersonal considerations offered in an evaluative text type such as feedback.

The APPRAISAL framework has been applied widely to both written (e.g. Adendorff & Smith, 2014; Gales, 2011; Macken-Horarik, 2003; Martin, 2004; Martin & Rose, 2007; Pounds, 2011; Smith & Adendorff, 2014; White, 2012a) and spoken (e.g. Caldwell, 2009; Eggins & Slade, 1997; Ferguson, 2010) texts, as well as student intercultural (Belz, 2003) and identity development (Barletta, Mizuno, & Mass, 2013; Kristjánsson, 2010, 2013) in second language learning contexts. Because of its demonstrated utility and its focus on the evaluative and interpersonal aspects of language, the APPRAISAL framework can offer key insights and a nuanced understanding of the language resources used in text and screencast feedback. The APPRAISAL framework has been detailed for specific text types such as narratives (Martin &

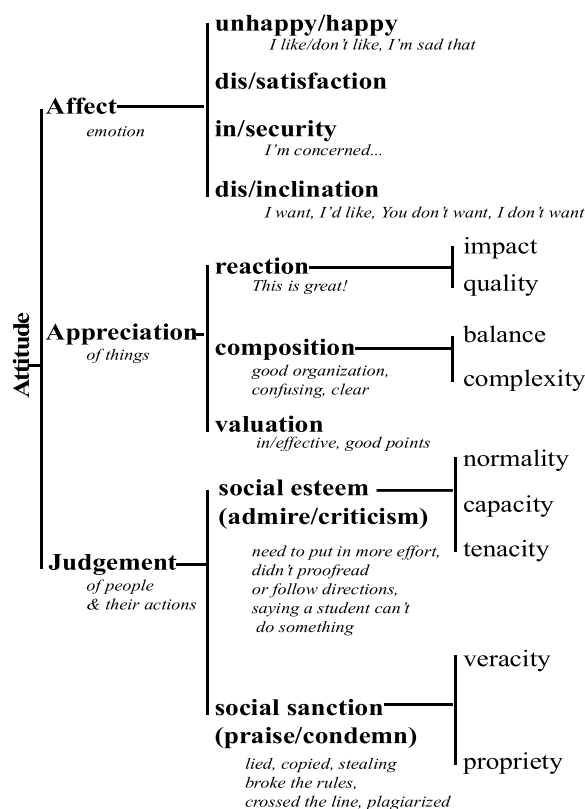


Fig. 1. ATTITUDE Network (adapted from Martin & White, 2005).

Rose, 2007) and casual conversation (Eggins & Slade, 1997), but Martin and White (2005) and White (2012, 2015) offer broad detailed coverage of the core of the framework applicable to a range of contexts. This latter work forms the basis of analysis in the current study.

2.1. Attitude

The APPRAISAL framework is made up of three systems: ENGAGEMENT, ATTITUDE, and GRADUATION. Since in the present study we are interested in instructors' attitudinal assessment of student writing, our focus is on ATTITUDE with elements of GRADUATION, while ENGAGEMENT is covered in a separate study (Cunningham, 2019a). An analysis of attitudinal resources (Martin & White, 2005) has shown promise for understanding technology-mediated feedback (Cunningham, 2017) because it focuses on the evaluation of an object or phenomena. ATTITUDE is composed of three subsystems: AFFECT, APPRECIATION, and JUDGMENT (see Fig. 1). These focus on emotion, object evaluation, and behavior evaluation, respectively.

AFFECT highlights the language resources used to express how someone feels or the positive or negative emotional reactions provoked. This includes liking, wanting, or hating something, and generally covers feelings of (un)happiness, (dis)satisfaction, (in) security, and (dis)inclination (Martin & White, 2005). An investigation of AFFECT in feedback could show the feelings of an instructor and might reveal what an instructor finds upsetting.

APPRECIATION (Martin & White, 2005), on the other hand, focuses on the positive and negative evaluation of things. In the case of feedback, APPRECIATION covers the many specific evaluations of the student text or suggestions. These include REACTIONS to the text that concern the impact or quality of the work. For example, an instructor might highlight a well-structured sentence and say, "Nice job!" as an inscribed (explicit) evaluation of the text.²

APPRECIATION can also focus on COMPOSITION (Martin & White, 2005), such as *balance*, or how the work hangs together, and *complexity*, or how easy or difficult it was to follow. COMPOSITION covers many comments made on student work, including those related to grammar, organization, level of detail, or clarity. VALUATION (Martin & White, 2005), the final type of APPRECIATION, would include evaluation of elements of the student work the instructor deemed effective/ineffective, unique/redundant, or helpful/unhelpful. An understanding of APPRECIATION can show the amount and type of positive or negative evaluation of the student text found in the feedback (Cunningham, 2017).

JUDGMENT (Martin & White, 2005), in contrast to APPRECIATION, focuses not on an object but on the evaluation of behavior in

² Research on APPRAISAL makes a distinction between inscribed (explicit) and invoked (implicit) evaluation (e.g., Dotti, 2013). The current study addresses inscribed APPRAISAL due to the data collection and analysis techniques used to identify instances of APPRAISAL. More details are provided in Methods.

comparison to a norm. In feedback, JUDGMENT would evaluate the student and the student's actions rather than the student paper or writing. For instance, saying that a student copied would be an example of JUDGMENT, whereas saying that a statement in the student paper was ineffective would be APPRECIATION. JUDGMENT comes in two primary varieties: SOCIAL ESTEEM and SOCIAL SANCTION (Martin & White, 2005). SOCIAL ESTEEM specifically considers social values and how well an individual aligns with them. These usually concern NORMALITY (correctness of behavior), CAPACITY (how capable, expert-level, or competent someone is), and TENACITY (how dependable, hardworking, and reliable someone is). SOCIAL SANCTION, on the other hand, pertains to more serious constraints and offenses and is common in dealing with rules and regulations.³ It covers VERACITY, or how truthful someone is, and PROPRIETY, how ethical or above reproach someone is. Thus, if an instructor says that a student copied or plagiarized, it would be an example of negative SOCIAL SANCTION since the rules of the context include specifically not copying another text without citation. However, saying a student did not work hard enough would be an example of SOCIAL ESTEEM, specifically TENACITY. In most cases of feedback, we would expect inscribed negative JUDGMENT to be uncommon, given that a heavy use of negative JUDGMENT could have a negative impact on students and reveal negative instructor attitude towards the student. We expect evaluations instead to focus on the text as a work in progress (an instance of APPRECIATION).

In considering ATTITUDE, it is important to take into account the type and subtype, as described above. However, one must also consider the polarity of an instance of ATTITUDE—that is, if the statement expresses positive or negative ATTITUDE. Critically, one must simultaneously consider the object (or trigger) of the ATTITUDE, or what the ATTITUDE was conveyed towards. Was the statement discussing an aspect of the student text, a suggestion, or the student/student behavior? Positive APPRECIATION discussing some aspect of the student text, for instance, could be understood as praise, such as, “This is a clear thesis statement.” Including the object and polarity is critical to clear analysis, as it allows us to separate such positive APPRECIATION of the student text from positive APPRECIATION of recommended changes or suggestions, such as, “Writing out the full name here would be helpful.” Analyzing positive and negative ATTITUDE towards the student text specifically could show a balance of praise and criticism, perhaps lending understanding to common student perceptions through linguistic evidence.

2.2. Graduation

Expressions of ATTITUDE are scaled by resources of GRADUATION. GRADUATION allows for the strengthening or mitigation of ATTITUDE similar to hedging and boosting (e.g., K. Hyland, 1998), through a number of contextually specific linguistic choices. These choices turn up or tone down expressions of attitude and may include use of repetition, modal verbs, adjuncts, or specific vocabulary. Lower GRADUATION offers mitigation or softens, while higher GRADUATION intensifies.

GRADUATION applies to both negative and positive polarity. For instance, with “Good” as a neutral position, lower GRADUATION might include “Okay” or “Not bad,” while higher GRADUATION could include “Superb” or “Excellent.” Similarly, if “Not clear” was the neutral position, lower GRADUATION might include “Not as easy to understand as it could be” or “Somewhat unclear,” whereas higher GRADUATION would include intensified sentiments such as “Extremely confusing” or “Absolutely unreadable.” GRADUATION of negative ATTITUDE in feedback is of particular interest since negative feedback mitigation is a key strategy in avoiding feelings of discouragement (Hyland & Hyland, 2006; Treglia, 2008). In combination, the mitigation of negative feedback through lowered GRADUATION of negative ATTITUDE and a balance of praise and criticism through positive and negative ATTITUDE seem likely to contribute to student agency and help alleviate some of the potentially discouraging aspects of critical feedback.

An analysis of the three primary systems of APPRAISAL—ATTITUDE, ENGAGEMENT, and GRADUATION—can allow for an exploration, description, and understanding of the APPRAISAL resources used in a text, such as text or video feedback, and show to what degree these beneficial elements are employed. By showing how other voices are treated, how objects and behaviors are evaluated, and how emotions are conveyed, APPRAISAL analysis can reveal interpersonal positioning and nuanced evaluation as seen through the language choices evident in feedback. By doing so, it can offer new insights into the use of meaning-making resources within technology-mediated feedback such as MS Word comments and screencast videos.

3. Methodology

In the present study, we employ an analysis of ATTITUDE using the APPRAISAL framework to offer insights into instructor commentary in screencast comments (video feedback) in comparison to more common MS Word comments (text feedback) across three ESL writing courses at a U.S. university. Specifically, we explore the following:

- 1 How are ATTITUDINAL resources used in text and video feedback?
- 2 How does this ATTITUDINAL resource use compare across text and video feedback?

3.1. Study context

A semester of formative text and video feedback was collected from three U.S. university instructors of two academic ESL writing courses. Students in these classes were international undergraduates for whom English was not the primary language.⁴ At the time of

³ No examples of a positive SOCIAL SANCTION were found in the data.

⁴ As students were not the participants in the study, their specific demographic data were not collected. Information on students here represents the general study context.

Table 1
Number of Video and Text Feedback Files per Instructor by Assignment.

Instructor	Assignment								Total
	1		2		3		4		
	Video	Text	Video	Text	Video	Text	Video	Text	
A	17	17							34
B	7	7	7	7	7	7	7	7	56
C	6	6	6	6	6	6	5	5	46
Total	30	30	13	13	13	13	12	12	136

Note: Instructor A ended participation early for reasons unrelated to the study. Thus, only feedback on assignment 1 is included in the study.

the study, students were typically in the age range of 19–23 and came from a variety of language backgrounds, with Mandarin and Arabic being the primary first languages represented across the program.

The ESL program consists of two ESL writing courses that students place into based on results of a required, in-house English placement test. Both courses typically have four major course assignments where students submit a draft for feedback before submitting a revised final version. Course 1 is for students at intermediate-high proficiency levels (based on ACTFL guidelines; ACTFL, 2017) who lack grammatical control and the ability to effectively convey meaning at the paragraph level. Instruction in this class concentrates on practicing grammar, vocabulary, style, mechanics, and organizational patterns, as well as the key processes of planning, drafting, and revising of paragraphs. Major assignments are one-paragraph writing assignments of around 300 words on a familiar topic. These include (1) process, (2) descriptive, (3) reason, and (4) effect paragraphs. No outside sources are required with the exception of assignment 4, which involves an informal interview. Course 2 is for students at advanced-low proficiency levels who have grammatical control but need additional support in coherence, cohesion, and organizational strategies. Instruction at this level begins to expose students to the use of published source material to construct academic essays. Major assignments are essays of 350–400 words requiring no to minimal documentation: (1) opinion essay on healthy choices, (2) report of an interview with a classmate, (3) summary of a newspaper article, and (4) movie review. Once students meet the requirements of these two courses, they can take the required mainstream, first-year composition courses for the general undergraduate population.

Three instructors of these courses participated in the study. All three were women. Two of the instructors were MATESOL students (one domestic (A), one international (B)) working on assistantships as instructors of record in the last semester of their program. The third (C) was an experienced US university instructor with an MA who also helped with aspects of course coordination. Instructor A was in their second semester of teaching ESL and had an additional year of teaching first year composition and previous experience as a writing tutor for undergraduates. Instructor B was in their fifth year of teaching ESL/EFL. Instructor C had more than eight years of experience in ESL teaching at this level and had previously taught for a decade in K-12 schools in the United States. They each taught one (Instructors B and C) or two (Instructor A) sections of Course 1 (Instructor B) or Course 2 (Instructors A and C).

3.2. Corpus compilation

All data were collected under IRB approval. Instructors gave formative feedback on drafts of four major course writing assignments as indicated in Table 1. Feedback was collected only once per assignment upon submission of a first draft. Students used this feedback to revise and resubmit their work. Study feedback was given in a crossover design so that half of each class received video and text feedback on each assignment, with the feedback type switching for students at the halfway point (after assignment two). The totals in each assignment column represent unique students.

Video feedback was a screen recording (screencast) of the student document with spoken comments only. Videos were created with a study-provided copy of TechSmith's *Snagit* screencasting software. Instructors were given basic training on its use.⁵ The videos included no written feedback, and no separate document of comments was given. Mouse movements in the video gestured to areas of interest in the student text. Text feedback was uploaded as a MS Word document to the course management system and consisted of inserted comments and tracked changes. Instructors were asked to only use track changes if they would normally do so and to do so sparingly, as the focus of the study would be primarily on the comments. There was no norming or regulation of the feedback provided by the instructors as they were free to comment as usual.

This data collection totaled 68 video and 68 text feedback files. A feedback file is the MS Word document or video file containing the feedback on a given draft. The video feedback totaled almost nine hours, with each video averaging approximately seven and a half minutes in length. Average video length varied by instructor: A (5 min, 12 s), B (6 min, 26 s), and C (10 min, 57 s).

3.3. Data preparation

Data were prepared as described by Cunningham (2019a), summarized here. Before coding, comments were extracted from the feedback files, converted to plain text, and de-identified. Since such plain text files do not retain the comment and tracking structures

⁵ Instructor training focused on practical aspects of software use, with a few tips from screencast feedback research, such as pausing briefly after each comment. Instructors were free to apply their own feedback philosophies in giving feedback in both modes.

Table 2
Definitions and Examples of ATTITUDE Type Coding.

Type	Definition	Examples from Feedback
AFFECT	Involving emotions, including want, hope, wish, happy, sad	<i>I really like this paragraph.</i> <i>I want ...</i>
APPRECIATION	Positive or negative evaluation of things	<i>This is a solid concluding sentence.</i> <i>More explanation would be good.</i>
JUDGMENT	Directed at people and how they behave, involves comparisons to norms, ethics, and criticism, praise, condemnations, applauds behaviors, actions, deeds, etc.	<i>You have not done what was expected of you.</i> <i>You copied.</i>

Table 3
Examples of GRADUATION Coding.

Graduation	Level	Examples from Feedback
Low	1	Could be OK
	2	Not bad, somewhat good, could be a little clearer
Neutral	3	Good, Okay, not clear, unclear, confusing
	4	Great, really good, really, very
High	5	Excellent, very advanced, extremely difficult to understand

from MS Word, samples of highlighted text from inserted comments were retained in brackets, and actions taken were denoted by brackets under the following notation:

Deletions: [deleted ____]

Error Codes: [intext- __ word intext_] error code

Additions: [added ____]

Replacements: [replaced ____ with ____]

Video feedback audio was extracted from the video and verbatim transcribed by Rev.com, a transcription service provider. Transcripts were reviewed, corrected, time-stamped, and de-identified by the first author alongside the original recording, using F5 transcription software, before being converted to plain text for coding.

3.4. Data coding

Coding of the plain text feedback was conducted in the UAM Corpus Tool (O'Donnell, 2014) with original file consultation as needed. Each file was coded by hand in the tool for inscribed (explicit)⁶ APPRAISAL and only within the ATTITUDE system.

ATTITUDE was coded along the network diagram from Fig. 1. Each instance was coded for polarity (positive or negative), object (student text, suggestion, student, instructor, task/assignment or other), ATTITUDE type (see Table 2) and subtype, as well as the degree of GRADUATION, from 1 (low) to 5 (high), as seen in Table 3. Greater detail on subtype and object can be found in Appendix A. After initial coding, the numeric GRADUATION codes were simplified to low (1 or 2), neutral (3) and high (4 or 5) GRADUATION for clarity and analysis.

For example, this coding could be applied to the example comment, "One more paragraph would be good," as follows. "One more paragraph" would be the object. Because the object is a thing and the remark is talking about quality, the type would be APPRECIATION. The object code would be *suggestion* because "one more paragraph" is something being suggested for a future draft,⁷ not something already found in the current student text. It would be further coded as positive (good) with a 3 (neutral) GRADUATION. A comment, highlighting a section of the paper and stating "This part isn't very clear" would be coded as follows. "This part" would be the object, again of APPRECIATION, since it refers to the student's current text. The APPRECIATION would be negative (not very clear), while the GRADUATION shows a degree of mitigation (not very), leading it to be coded as a 2 (low).

The first author coded all the data. A second coder independently coded 10 % of the files (in text-only form, blinded to video/text mode) and high percentage agreements were found (97 % at subtype level).

3.5. Analysis

Once all files were coded, the UAM Corpus Tool was used to generate per text (a text here refers to an individual feedback file)

⁶ In other words, the comment, "This is a clear thesis," was considered an explicit evaluation of the text and coded as positive APPRECIATION of the text. The invoked (implicit) evaluation may be that the student is able to write a clear thesis, which could be interpreted as JUDGMENT of the student's behavior; however, such invoked APPRAISAL was considered but not analyzed for the present study.

⁷ "One more paragraph would be good" is an example of feedback that has inscribed as well as invoked evaluation. One interpretation of the invoked APPRECIATION is that the student's discussion is underdeveloped—that is, "One more paragraph would be good" because the discussion lacks development. With only what the instructor said or wrote, we do not know. Thus, inscribed evaluation was analysed for the current study, though invoked evaluation could be the focus of future research.

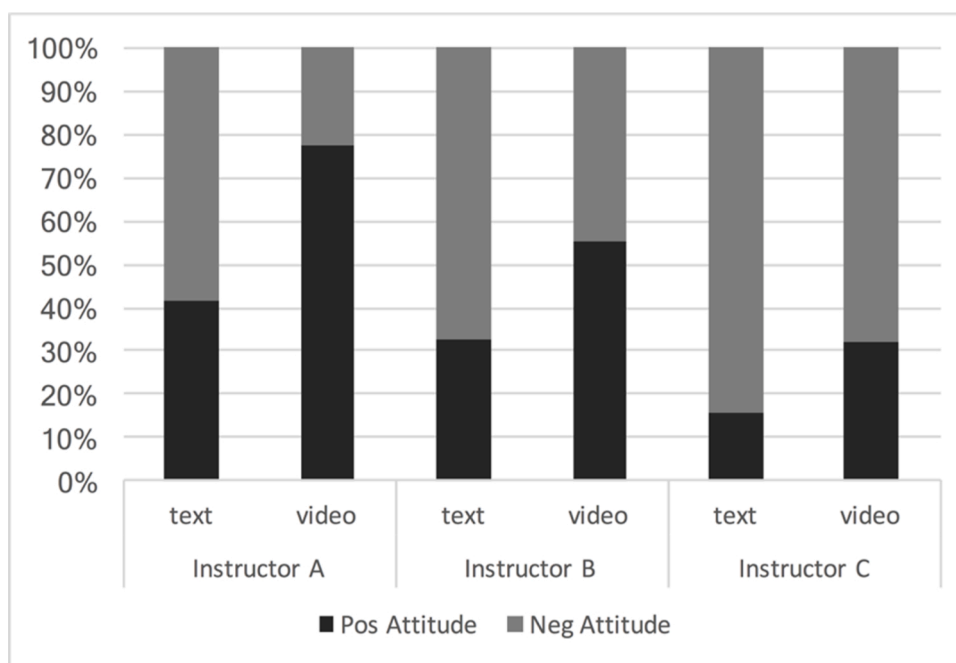


Fig. 2. Proportions of Positive and Negative ATTITUDE by Instructor.

counts of ATTITUDE (e.g., number of instances of positive APPRECIATION of student text in each feedback file). Both percentages⁸ and normed frequencies of ATTITUDE resources were calculated. To arrive at normed frequencies that further allowed for comparability across files of different lengths, all per text counts of ATTITUDE were normed to 100 instances of ENGAGEMENT,⁹ approximately the number of main clauses in the text, similar to Eggins and Slade's (1997) percentage of clauses. Per instructor means were computed for both measures (percentages and normed frequencies) and averaged for totals to give balanced weight per instructor. Comparisons were considered across modes (video and text) with a primary focus on the most prevalent type of ATTITUDE, APPRECIATION.

Negative APPRECIATION of student text was then investigated using three-block binary logistic regression¹⁰. This allowed us to explain the degree of difference in APPRECIATION of student text across text and video feedback as an odds ratio while still accounting for instructor (A, B, C) and assignment (1, 2, 3, 4) differences. To focus on whether or not the feedback variable (video or text) added any value to the model after accounting for individual instructor and assignment differences, the first block included only instructor variables, the second block assignment variables, and the final block the mode of feedback.

4. Findings

The data coding accounted for 2,085 instances of inscribed ATTITUDE. ATTITUDE was found to average 11 instances per file in text feedback and 19 in video. Overall ATTITUDE polarity showed a substantial difference between feedback modes. While ATTITUDE was primarily negative in the text feedback (73 % negative, 27 % positive), ATTITUDE in video feedback showed greater overall balance (47 % negative, 53 % positive). This held at the instructor level as well, where the proportion of positive ATTITUDE was greater in video than text feedback for each instructor, as seen in Fig. 2. A summary of proportional and normed results presented in the text can be found in Appendix B.

4.1. APPRECIATION in text and video feedback

Differences between modes were also present in the most common forms of ATTITUDE: positive APPRECIATION of suggestion and the positive and negative APPRECIATION of student text. Proportionally, the positive APPRECIATION of suggestions was unchanged between modes (15 % text, 14 % video). However, the proportion of positive APPRECIATION of student text, or praise, was greater in the video (51 %) than the text (19 %). Similarly, the proportion of negative APPRECIATION of the student text, or criticism, was greater in the text feedback (66 %) than the video (35 %).

⁸ This is per feature, such as calculating *positive attitude / attitude* or *positive appreciation of student text / appreciation* and multiplying by 100 to create percentages. This allows us to see how resource use is divided up. This measure is referred to as *percentage* or *proportion*.

⁹ Every main clause or action had been previously coded for ENGAGEMENT (another primary system of for the APPRAISAL framework) in a companion study (Cunningham, 2019a). The number of instances of ENGAGEMENT is roughly the number of main clauses. In this study, all per text counts of attitude were normed to 100 instances of ENGAGEMENT (the count of feature / count of total ENGAGEMENT instances * 100).

¹⁰ For further reading on logistic regression in linguistics see e.g. Speelman (2014).

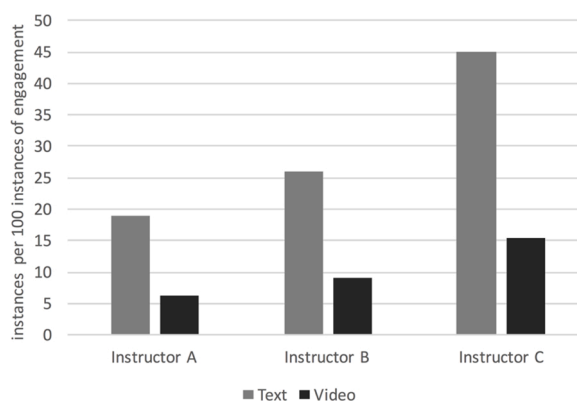


Fig. 3. Normed Frequencies of Negative APPRECIATION of Student Text in Text and Video Feedback by Instructor.

Table 4

Block Significance for Logistic Regression on Negative Appreciation of Student Text.

Block	Chi-Square	df	Sig.
Block 1- Instructor	50.781	2	<.001
Block 2- Assignment	45.201	3	<.001
Block 3- Mode	276.067	1	<.001
Model	372.049	6	<.001

Table 5

Variables in Logistic Regression on Negative appreciation of Student Text.

Variable	B	SE	Wald	df	Sig.	Exp(B)	95 % CI for Exp(B)	
							Lower	Upper
Instructor_B	.865	.186	21.644	1	.000	2.375	1.650	3.418
Instructor_C	1.087	.164	44.201	1	.000	2.966	2.153	4.087
Assgn_2	.243	.152	2.561	1	.110	1.275	.947	1.716
Assgn_3	-.634	.145	19.206	1	.000	.530	.399	.704
Assgn_4	.121	.154	.613	1	.434	1.128	.834	1.525
Text	1.641	.104	247.679	1	.000	5.162	4.208	6.333
Constant	-1.333	.130	105.360	1	.000	.264		

The normed frequencies of APPRECIATION maintained that text and video had similar rates of positive APPRECIATION of suggestions (text $M = 2.94$, $SD = 5.97$; video $M = 2.42$, $SD = 3.03$). However, while video had a slightly higher rate of positive APPRECIATION of student text ($M = 9.03$, $SD = 7.99$) over text feedback ($M = 7.24$, $SD = 7.74$), the text had a substantially higher rate of negative APPRECIATION of the student text ($M = 30.62$, $SD = 17.00$) than the video ($M = 10.49$, $SD = 6.47$). Thus, the proportional difference in positive and negative APPRECIATION of student text between modes comes not from an overabundance of praise in the video feedback, but from a drop in the use of negative APPRECIATION. Despite individual variation in the mean frequency of negative APPRECIATION of student text, ranging from 18.85 to 44.93 on average in text to 6.17–15.46 in video, this drop was also found across modes for each instructor individually, as seen in Fig. 3.

The three-block binary logistic regression allowed for further exploration of this difference in negative APPRECIATION of student text. Each block of the binary logistic regression on negative APPRECIATION of student text was found to be significant, as seen in Table 4, suggesting that each set of variables added value to the model.

The resulting model, given its reliance on solely categorical variables, maintained a questionable fit ($-2 \text{ Log Likelihood} = 2410.63$) and classified 71 % of observations correctly, though it was statistically significant. As to be expected, some instructor and assignment variables were significant. These were not fully explored in the present study. Of greatest interest was the variable of mode, which was found to be significant and the most impactful (see Table 5). The regression showed that when instructor and assignment were held constant, an instance of ATTITUDE from text feedback was 5.612 times more likely to be negative appreciation of the student text than an instance of ATTITUDE from video feedback. It is possible that rather than employ attitudinal resources in the video to convey criticism, instructors instead employed resources to give suggestions.

ATTITUDE in text feedback was devoted primarily to negative evaluations of the student text through the use of negative APPRECIATION resources with error related statements such as “Another run-on sentence,” “Your paper suffers from many fatal word form errors,” or quality remarks such as “This is not much of a conclusion.” Video, on the other hand, regularly offered a more balanced commentary that included specific praise such as “You have a strong topic sentence,” or acknowledged improvement over previous work with “It looks much better compared to your first draft” while still offering criticism like “I think you still have a lot of repetition.”

Resources were somewhat similarly distributed across APPRECIATION subtypes across modes. The proportional distribution of subtypes of positive APPRECIATION of student text was similar across modes, though video showed slightly more balance. REACTION (55 % text, 45 %

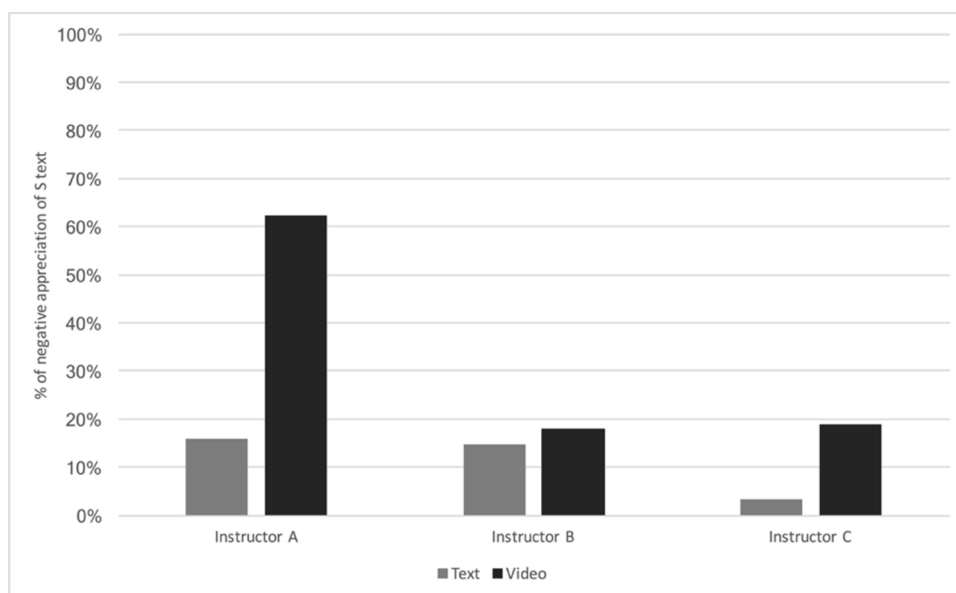


Fig. 4. Proportion of Negative APPRECIATION of Student Text With Lowered GRADUATION in Text and Video Feedback by Instructor.

video) was the most common type of positive APPRECIATION, followed by COMPOSITION (36 % text, 41 % video) and VALUATION (5% text, 9% video). Positive comments were most likely to consider the overall quality (50 % text, 37 % video) of the student text. These tended to be broad comments focused on the draft as a whole or specific ideas, but they could be somewhat vague such as “Good job” or simply “Good!” Positive comments concerning complexity, such as “You have a clear topic sentence” or “Good use of details and examples,” were also a fairly common use of positive APPRECIATION resources (32 % text, 25 % video). However, the normed frequencies of APPRECIATION revealed that such positive comments were not particularly frequent in either mode.

Proportionally, the types of negative APPRECIATION of student text used were also somewhat similar. Both text and video used negative APPRECIATION primarily for the evaluation of COMPOSITION (88 % text, 83 % video), especially complexity (76 % text, 67 % video). Video had slightly more balance between the types of APPRECIATION resources used, with more devoted to REACTION (7% vs. 4%) and VALUATION (10 % vs. 8%). However, just as the normed frequencies showed for overall negative APPRECIATION of the student text, text feedback had higher rates of all subtypes of negative APPRECIATION than the video.

Further, when negative APPRECIATION of student text was used, it was more likely to be of lower GRADUATION in the video feedback, as seen in Fig. 4. Nearly 20 % of negative APPRECIATION of the student text in video was mitigated through lowered GRADUATION for Instructors B and C, and more than 60 % was mitigated in Instructor A’s video feedback. With the mitigation of negative feedback, a critical interpersonal issue, it seems the lower GRADUATION and the overall lower rate of negative APPRECIATION of the student text in the video feedback shows greater attention to this interpersonal dimension of feedback.

4.2. Individual variation in attitudinal resource use

Beyond these general trends of proportionally more positive ATTITUDE and a lower rate of negative APPRECIATION of student text in the video, each instructor had additional attitudinal differences across modes, as seen in Fig. 5.

For Instructor A, this came in the form of an increase in positive AFFECT of both suggestions and the student text. While AFFECT was not present in the text feedback, in video it commonly conveyed inclination such as with “I want,” “We want” or “You want,” in reference to a suggestion or happiness, such as with “I like this explanation.” For Instructor B, video feedback introduced a negligible amount of AFFECT and slightly more positive APPRECIATION of student text, but less ATTITUDE overall. Instead of using attitudinal resources to give traditional praise and criticism, Instructor B tended to use suggestions in video feedback.

For Instructor C, video feedback drew on all three areas of ATTITUDE, showing more variety in the types of attitudinal resources employed. This included small amounts of both positive and negative AFFECT as well as positive and negative JUDGMENT. The use of negative JUDGMENT was tied almost exclusively to papers that the instructor deemed to be plagiarized, which led to comments such as “You copied” and “You didn’t really paraphrase in accurate English sentences.” The higher rate of negative JUDGMENT in the video can be primarily attributed to more plagiarized papers receiving video feedback. It also seemed that these instances evoked multiple spontaneous phrases on the same concern in the video, which also served to increase the frequency rate of negative JUDGMENT in the video. These papers were also the source of the very few uses of negative AFFECT such as, “I am sad to see this is the work you have done for me.” Instances of perceived plagiarism seem to be reflected in an instructor’s use of attitudinal resources. Despite these differences, Instructor C still exhibited less negative ATTITUDE in the video feedback.

These findings seem to demonstrate the clarity of emotion and instructor attitude suggested by studies of video feedback (e.g., Anson, 2018; Ryan et al., 2016). Such findings also demonstrate how video feedback can showcase some instructor attitudes

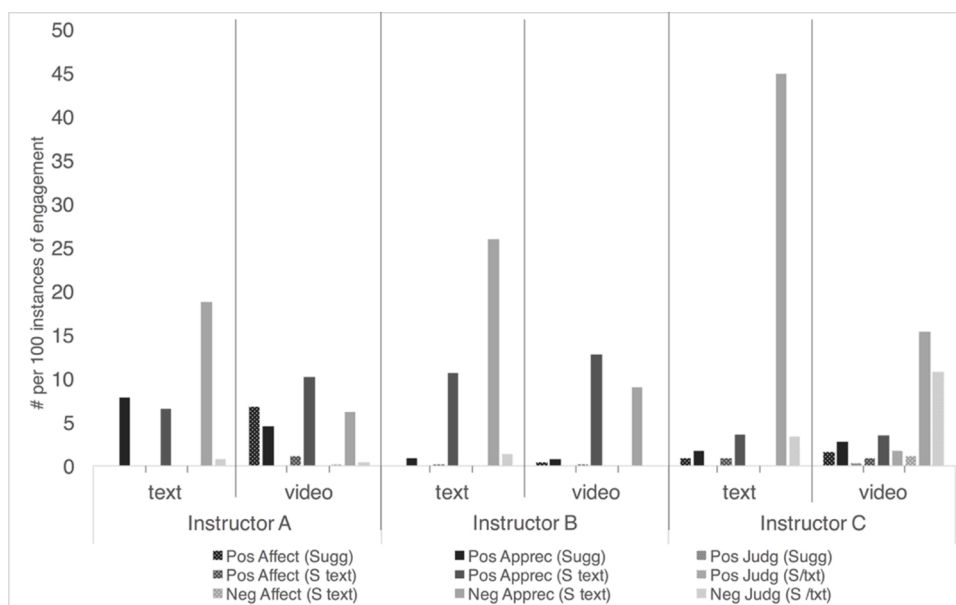


Fig. 5. Types and Objects of ATTITUDE by Instructor and Mode.

differently, including frustration and sarcasm as pointed out by Anson (2018), perhaps in a more honest light. Since the interpersonal aspect of the video mode seems to be more salient and difficult to disguise or disregard, instructors may be more likely to make language choices that suggest they are thinking more naturally and tangibly about the student and relational aspects of the feedback process.

5. Conclusion

This ATTITUDE analysis has shown a clear difference in attitudinal resource use between video and text feedback. Instructors employed more negative APPRECIATION of student text in text feedback. This feedback seemed most often to be used to point out deficiencies, often by criticizing the student text. Video, on the other hand, offered a more balanced evaluation of the student text, compared to the text feedback, by use of both positive and negative attitudinal resources. Feedback in video was more likely to offer suggestions and advice, often casting future changes as opportunities for improvement. Offering a balance of praise and criticism and mitigating negative feedback, video feedback showed concern for the interpersonal aspects of the communication with attention that seemed aimed to ameliorate many of the discouraging aspects of feedback.

These findings are in line with screencast video feedback studies that have highlighted perceptions of increased praise (Ali, 2016; Edwards et al., 2012; Elola & Oskoz, 2016) and affective and interpersonal considerations (Anson, 2018; Edwards et al., 2012; Grigoryan, 2017; Harper et al., 2015; Ryan et al., 2016; Thompson & Lee, 2012) of video feedback. Video comments seem somewhat more likely to turn comments into a conversation, to not take control of a student's text, and to make frequent use of praise—all recommended in composition research (Straub, 2000).

5.1. Practical implications

The current study suggests that instructors may better attune to the interpersonal aspects of feedback when delivering feedback on writing via screencasting as compared to MS Word comments. These findings are confirmed by previous work consistently showing positive in addition to enhanced interpersonal aspects of video feedback (Anson et al., 2016; Grigoryan, 2017; Harper et al., 2015; Warnock, 2008). While variation across instructors and contexts is likely and could be the subject of future research, including screencasting as a possible feedback practice may be a welcome way for instructors to build rapport with students. This outcome is likely considering the consistent positive student perceptions and response to screencasting (Ali, 2016; Anson et al., 2016; Anson, 2018; Cunningham, 2019b; Edwards et al., 2012; Elola & Oskoz, 2016; Harper et al., 2015; Ryan et al., 2016; Sommers, 2013; Thompson & Lee, 2012; Warnock, 2008) and the potential time savings for instructors and students over MS Word comments (e.g., Cunningham, 2019b).

Instructor-student relationship building opportunities are especially important as an increasing amount of language is being learned in the online environment. Having an asynchronous option for feedback that is able to show concern for the interpersonal aspects of the exchange is thus even more imperative. While not a fit for all students, instructors, and contexts, screencasting may be a technique worth exploring, as it hints at benefits of both conferencing, with its interpersonal concern and opportunities for engaging listening, and text-based feedback, with its asynchronous convenience. As we look for ways to bring a human aspect to our feedback exchanges, screencasting seems to offer potential in this area.

While instructors might try monitoring one's own feedback practices in their written feedback to attempt to convey interpersonal

concern or follow other practices, practices can be difficult to change and constant monitoring can add an additional, perhaps unsustainable, load for instructors. Screencasting seems to offer a more single concrete choice that pushes instructors into changing the way feedback is conveyed without careful monitoring of every comment. Teacher trainers trying to promote screencast feedback might include a broad understanding of why video-based feedback using screencasting can be beneficial or even challenging, focusing on positive student perceptions and responses (Ali, 2016; Anson et al., 2016; Anson, 2018; Cunningham, 2019b; Edwards et al., 2012; Elola & Oskoz, 2016; Harper et al., 2015; Ryan et al., 2016; Sommers, 2013; Thompson & Lee, 2012; Warnock, 2008) in addition to enhanced interpersonal aspects, as seen in this study and others (Anson et al., 2016; Grigoryan, 2017; Harper et al., 2015; Warnock, 2008). Training should also include practical and technical aspects for screencasting (e.g., what equipment is needed and the procedures for sending comments to students).

This study also highlighted ATTITUDE in feedback through appraisal analysis. Instructors might consider how the appraisal framework could help them reflect on their feedback practice. There may be potential for using attitude analysis on one's own feedback or in peer mentoring situations to consider how attitude is manifesting in feedback, why that may be, and what they may want to do differently. Pairing an analysis of ATTITUDE of one's own feedback with follow up reflections, peer mentoring, and possible interventions could help instructors confront their own positioning and attitude as revealed through feedback. In doing so they might gain insight into themselves as instructors, how they see feedback in their practice, and their attitudes towards second language writing learning.

5.2. Future work

While the current study focused on the feedback for four courses by three instructors in a U.S. university and found consistent findings across all three that align with previous work, additional work could investigate whether such findings hold for other contexts and situations. Large scale studies might even identify variation amongst different populations of instructors. Future studies could also trace instructor feedback over time, going beyond the one semester course that was the focus of the current study. Finally, given that attitudinal differences were seen in feedback when plagiarism was suspected, future work could investigate this phenomenon further through a focused study on feedback in these situations.

Additional work can build on the contributions of the present study by applying the methods to additional modes, such as audio or synchronous feedback. Future studies may consider investigating feedback in various sociocultural teaching-learning contexts, such as peer feedback or tutor conferences, and in the study of multimodal feedback in new digital genres (Oskoz & Elola, 2020).

The current study focused on the differences in the language of the feedback directly. While other studies (Cunningham, 2017) have offered post hoc APPRAISAL analysis of feedback that was first studied for student perception and use (Cunningham, 2019b), there is room to further integrate the techniques explored in the current study with robust approaches to understanding the interpersonal dynamics of student-teacher relationships and student-feedback interfaces. Using such approaches, one could also consider student information in greater detail to discern if there were patterns in instructor feedback practices related to student demographics or background, potentially uncovering biases. Additional work might couple APPRAISAL analysis of feedback with student and instructor perception and observation to offer a more complete picture of the interpersonal and affective aspects of feedback. Further, such analysis could be paired with additional theories related to interpersonal or relational aspects of communication, such as Brown and Levinson's (1978) face theory. Such theory integration could consider aspects such as how instructors may want to be seen in a certain way in order to maintain positive face or highlight their social value or maintain the image of an effective educator, and how modes of feedback may give more or varied opportunities to do this. Such work could also consider student feelings of acceptance or approval or student face and how evaluative language and feedback mode might factor into these complex considerations.

Since APPRAISAL analysis, used in the present study, involves an attitudinal component, analysis of instructor feedback and potentially instructor talk could reveal elements of instructor attitude towards language, learning, and learners as well. Although hints of this were revealed in the present study, future work would be needed to explore this phenomenon fully. The use of APPRAISAL analysis in understanding commentary on SLW and the role of technology in feedback is only just beginning to be explored. As seen in this study, through an analysis of ATTITUDE, APPRAISAL analysis offers SLW researchers and instructors a systematic way to see attitudes as revealed in feedback and as they vary with technology or other factors. Expanding the use of APPRAISAL analysis in feedback and development offers many paths forward for expanding our understanding in SLW contexts.

Declaration of Competing Interest

The authors report no declarations of interest.

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Appendix A

See Tables A1–A4.

Table A1

Objects of ATTITUDE in Instructor Formative Feedback.

Object	Definition	Typically found in
Suggestion (common)	The proposed solution, suggestion, feedback or future revised version of the work (future revisions). <i>Example: <u>More details</u> would be good.</i> The <i>details</i> are not yet in the paper and are thus referencing a suggested addition or future revision of the work rather than something in the current state.	Appreciation Nearly always positive
Student Text (very common)	Most common evaluations - anything arising from the student text: Topic sentence, sentence, word, paragraph, essay, conclusion, etc. <i>Example: <u>The topic sentence</u> is not clear.</i> Note: Does NOT include features of future drafts or revisions (i.e., not “a new topic sentence”). These would fall under suggestions.	Appreciation Positive or negative
Student (less common)	The writer, writer behavior, “you” <i>Example: <u>You</u> have not followed the directions. <u>You</u> did not put enough effort into the paper</i>	Judgment
Assignment/Task (less common)	The directions, assignment, etc. <i>Example: <u>The assignment</u> is very important.</i>	Appreciation
Instructor (uncommon)	Self-assessments by the instructor in cases of judgement but not affect <i>Example: <u>I</u> don't know how to give feedback.</i> (evaluation of their own ability) But NOT <i><u>this</u> makes me sad</i> (this is the object causing the sadness)	Judgment

Note: Objects commonly occur in these forms of attitude but may not be exclusive to them. Commonality is based on the first author's work with instructor formative text and video feedback (this data set and [Cunningham, 2017](#)). Commonality may vary in other feedback situations and contexts.

Table A2
Definitions and Examples of APPRECIATION Subtypes.

Subtype	Positive	Negative	Feedback Example
REACTION	IMPACT: Did it grab me?	IMPACT: Did it grab me? (Possible reactions: dull boring, tedious, uninviting, flat, unremarkable) QUALITY: Did I like it? (Possible reactions: Bad, plain, off putting)	<i>This is great!</i>
Often affect-like or emotionally driven	What initial reaction did it make? (Possible reactions: intense, remarkable, engaging) QUALITY: Did I like it? How did I react emotionally towards it? (Possible reactions: Okay, OK, fine, good, beautiful, appealing)		
COMPOSITION	BALANCE: How did it hang together? (Possible composition: Balanced, unified, proportioned, logical, consistent ideas, organized, relevant) COMPLEXITY: Most common in feedback Was it easy to follow? (Possible composition: Simple, clear, detailed, intricate, precise, anything dealing with clarity, most grammatical feedback, good level of detail)	BALANCE: How did it hang together? (Possible composition: Unbalanced, contradictory, disorganized or poor organization, irrelevant, off topic) COMPLEXITY: Was it difficult to follow? (Possible complexity: Unclear, didn't understand, difficult to follow, grammatical errors, too simple, not enough detail)	<i>Good organization, no error, good grammar, clarity, clear, long enough, detailed enough</i> <i>Confusing, difficult to understand, unclear, not clear, error codes, grammar problems</i>
VALUATION	Was it worthwhile? (Possible valuation: Worthy, creative, original, innovative, unique, exceptional, authentic, real, valuable, genuine, helpful, effective)	Was it worthwhile? (Possible valuation: Shallow, reductive, insignificant, derivative, overdue, untimely, fake, shoddy, worthless, useless, ineffective, not worth looking at)	<i>Effective, good points, ineffective</i>

Table A3
Definitions and Examples of AFFECT Subtypes.

Subtype	Positive Explanation	Negative Explanation	Feedback Examples
Unhappy/happy	Cheer/affection, happy, like, love, affection, cheer	Misery/antipathy, sad, dislike, antipathy, misery, unhappy, low, despondent	<i>I like/love..., I'm sad that..., I don't like...</i>
Dis/satisfaction	Interest/pleasure, involved, satisfied, pleased, thrilled	Bored/displeasure, unsatisfied	
In/security	Quiet/trust, peace, confident, assure, trusting, comfortable	Disquiet/distrust, anxiety, lack of comfort, uncomfortable, lack of community, lack of trust, lack of confidence, lack of peace, not assured	<i>I'm concerned...</i>
Dis/inclination	Assessment of desirability, keen, long for, wish for, want	Negative assessment of desirability, wary, unwanted, don't want, disinclined, wary	<i>I want, you want to, I'd like, I would like, I hope, You don't want, I don't want,</i>

Table A4
Definitions and Examples of JUDGMENT Subtypes.

Subtype	Positive Explanation	Negative Explanation	Feedback Examples
Social esteem- admire/ criticism	Common in gossip, shared values for a social group	Identifies breaking of social group values,	<i>Need to put in more effort, didn't work hard enough, students can't do something, didn't proofread, didn't follow directions, etc.</i>
	Normality: normal, stable, familiar, correct	Normality: how unusual? Erratic, unpredictable, weird, odd, dated, obscure, strange	
	Capacity: Smart, clever, together, educated, learned, successful, competent, balanced, together, expert	Capacity: Assesses competence and ability, weak, unsound, stupid, incapable, unproductive, unsuccessful, ignorant, clumsy, foolish, slow	
	Tenacity: Dependable, patient, careful, wary, thorough, hardworking, reliable, constant, dependable, patient, flexible, adaptable, accommodating	Tenacity: Impatient, reckless, distracted, unreliable, undependable, reckless, not hardworking, rash, hasty, some comments dealing with plagiarism	
Social sanction- praise/ condemn	Deals with laws, rules, ethics and edicts, common in law and punishment	Breaking civic duty, religious observation, going against laws, penalty and punishment	<i>Lying, cheating, stealing, copied. Broke the rules, crossed the line</i>
	Veracity: Truthful/honest- honest, credible, discrete, direct, tactful, credible, sincere	Veracity: Dishonest, lack of truthfulness or honesty dependent on contextual social values, deceitful, liar, manipulative, devious, dishonest, deceitful, lying, deceptive, manipulative, deviant, blunt,	
	Propriety: Ethical, good, moral, law abiding, just, kind, caring, modest, generous, respectful	Propriety: Unethical, bad, immoral, insensitive, mean, corrupt, unfair, unjust, vain, snobby, rude, arrogant, discourteous, irrelevant, selfish, assessments of ethical and moral standing, some comments dealing with plagiarism	

Table B1
Summary of Percentage Results.

Type	Text	Video
ATTITUDE		
Negative ATTITUDE	73 %	47 %
Positive ATTITUDE	27 %	53 %
APPRECIATION		
Positive APPRECIATION of suggestion	15 %	14 %
Positive APPRECIATION of student text	19 %	51 %
Negative APPRECIATION of student text	66 %	35 %
APPRECIATION common subtypes		
Reaction	55 %	45 %
Composition	36 %	41 %
Valuation	5%	9%
Positive APPRECIATION common subtypes		
Overall quality	50 %	37 %
Complexity	32 %	25 %
Negative APPRECIATION common subtypes		
Composition	88 %	83 %
Complexity	76 %	67 %
Reaction	4%	7%
Valuation	8%	10 %

Table B2
Summary of Normed Frequencies of APPRECIATION.

Type	Text	Video
Positive appreciation of suggestion	M = 2.94 SD = 5.97	M = 2.42 SD = 3.03
Positive appreciation of student text	M = 7.24 SD = 7.74	M = 9.03 SD = 7.99
Negative appreciation of student text	M = 30.62 SD = 17.00	M = 10.49 SD = 6.47

Appendix B. Summary of Numeric Results

See Tables B1 and B2.

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