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A Discourse Analysis of Evaluative Language in EFL Learners' Expository Essays Improved by AI

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تحليل خطابي للغة التقييمية في مقالات تفسيرية لدارسي اللغة الإنجليزية كلفة أجنبية محسنة بالذكاء الاصطناعي

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Abstract

Due to the interesting potentials of AI, it is fruitful to use it to reflect on some challenges in EFL expository writing by examining how the AI tool (preplexity) improve expository writing through the lense of evaluative language. The currents study aims to answer three questions: (1)What are the attitude categories use by EFL learners in the expository essays under analysis? (2) How do the original expository essays and the AI-improved essays differ in terms of the appraisal categories and their scales? And (3) What are the pedagogical implications derived from the difference recognized? The researcher uses eight texts by EFL students and improve them using AI tool. The researcher examine both versions in terms of the appraisal categories used and varied by improvement to recognize how different are the text and what insights are drawn. The researcher employs martin and White (2005) appraisal system: attitude system. The analysis revealed that students of EFL in expository essays routinely draw on a broad range of Appraisal "attitude" categories to express their stance. he overall density of evaluative tokens has decreased in the improved essays. Evaluative tokens had previously composed approximately 6.9% of the word count in the original essays. According to the AI texts improved results, this number decreased to about 5.2% of the total number of words count. This appears to be more in the same vein of what would be proper for advanced EFL writing.

Keywords: AI, Expository Writing, Evaluative Language, Attitude System

الخلاصة:

انطلاقاً من الإمكانيات الواعدة للذكاء الاصطناعي، يبرز توظيفه كوسيلة مثمرة للتعامل مع بعض التحديات في الكتابة التفسيرية لدى متعلمي اللغة الإنجليزية بوصفها لغة أجنبية، وذلك عبر استكشاف دور أداة (Perplexity) في تحسين هذه الكتابة من خلال منظور اللغة التقييمية. تهدف الدراسة الحالية إلى الإجابة عن ثلاثة أسئلة: (١) ما فئات المواقف التي يوظفها متعلمو اللغة الإنجليزية بوصفها لغة أجنبية في المقالات التفسيرية قيد التحليل؟ (٢) كيف تختلف المقالات التفسيرية الأصلية عن المقالات المحسنة بواسطة الذكاء الاصطناعي من حيث فئات التقييم ومقاييسها؟ (٣) ما الدلالات التربوية المستخلصة من الفروق التي تم التعرف عليها؟ وقد استخدم الباحث ثمانية نصوص كتبها طلاب من متعلمي اللغة الإنجليزية، ثم حسنها باستخدام أداة قائمة على الذكاء الاصطناعي. اعتمد الباحث نظام التقييم لمارتين و وايت (٢٠٠٥) ضمن محور الموقف، وأظهرت النتائج أن متعلمي الإنجليزية كلغة أجنبية يوظفون طيفاً واسعاً من فئات الموقف للتعبير عن توجهاتهم في المقالات التفسيرية، في حين انخفضت الكثافة الكلية للوسوم التقييمية في النسخ المحسنة بالذكاء الاصطناعي. شكلت الوسوم التقييمية نحو ٦.٩٪ من إجمالي كلمات المقالات الأصلية، وانخفضت إلى حوالي ٥.٢٪ بعد تحسينها بالذكاء الاصطناعي. ويبدو أن هذا التقلص قد جعل الوسوم أكثر إيجازاً وربما أكثر فعالية في التعبير. أصبحت الوسوم التقييمية أكثر إيجازاً وربما أكثر فعالية، مما يتوافق مع متطلبات الكتابة المتقدمة لمتعلمي الإنجليزية كلغة أجنبية. وتختتم الدراسة بتقديم بعض الدلالات التربوية الكلمات المفتاحية: الذكاء الاصطناعي، الكتابة التفسيرية، اللغة التقييمية، نظام الموقف.

1.Introduction

Recently, artificial intelligence (AI)-powered tools of writing like Grammarly, Quillbot, and Chat GPT have increasingly become favourite among English as a Foreign Language learners (EFL) to improve their academic writing quality. These tools offer quick solutions for grammatical accuracy, stylistic clarity, and textual coherence. However, their impact on deeper layers of discourse, particularly evaluative language that expresses stance, judgment, and attitude, remains underexplored. This study investigates how AI-based text improvement tools affect the consistency of evaluative language in EFL learners' expository essays. Drawing on Appraisal Theory in SFL framework, evaluative language refers to resources writers use to express opinions and modulate intensity through Attitude, Engagement, and Graduation. These resources are crucial in academic writing for clarity and coherence. AI tools may unintentionally alter writers' evaluative meanings, leading to inconsistencies in voice, positioning, and intent. Limited research has focused on how AI tools influence discourse-level features like appraisal. This paper analyzes changes in evaluative language before and after AI-enhanced revisions of EFL learners' essays to assess consistency in stance and evaluation. The study aims to answer important questions for educators, learners, and developers of AI writing tools.

1. What are the attitude categories use by EFL learners in the expository essays under analysis?
2. How do the original expository essays and the AI-improved essays differ in terms of the appraisal categories and their scales?
3. What are the pedagogical implications derived from the difference recognized?

2. Literature Review

2.1 Evaluation and Appraisal Theory

The language of evaluation refers to the linguistic resources that encode speakers' or writers' appraisals, often embedded subtly in texts. As Hunston and Thompson (2000) note, evaluative language plays a central role in constructing meaning, reflecting the speaker's stance, and guiding reader interpretation. These evaluative expressions may be realized through lexical items (e.g., "brilliant," "shocking"), grammatical structures (e.g., modality, passive voice), and even rhetorical strategies such as metaphor.

Appraisal Theory, situated within the broader framework of Systemic Functional Linguistics (SFL), offers a nuanced account of how language is used to express evaluation, attitude, and stance. Mainly developed by James R. Martin and Peter R.R. White, the theory emerged from Halliday's interpersonal metafunction by examining how language producers negotiate relationships in society through language (Martin & White, 2005). The appraisal theory has proven specifically affective in discourse analysis, especially in the fields of media studies, education, and critical linguistics.

Appraisal Theory is based on the Systemic Functional Linguistics (SFL) of Halliday (1994), which displays language as a social semiotic system. In SFL framework, language operates on three metafunctions involving ideational, interpersonal, and textual metafunctions. The interpersonal metafunction devotes itself with the ways language perform social interactions. Appraisal Theory focuses on this function, giving a more precise lens through which to analyze how speakers linguistically shows attitudes, judgments, and emotions (Martin & White, 2005). Appraisal is classified into three main subsystems: Attitude, Engagement, and Graduation.

Appraisal system has been greatly employed in educational linguistics to improve students' awareness of language of evaluation in persuasive and expository writing. Coffin and Donohue (2012) state that teaching students to recognize and utilize appraisal triggers can significantly improve their analytical skills and rhetorical effectiveness. The Appraisal system comprises of three connected systems: **Attitude**, **Engagement**, and **Graduation**, each with other subcategories allowing for fine analysis of evaluative linguistic resources. In the present study, the researcher deploys only the attitude and graduation systems which accomplish the aim of investigating explicit attitudinal and scaling categories (Martin & White, 2005).

1. Attitude

The Attitude system is concerned with expressing emotional evaluative categories and comprises three domains that encode different types of emotional evaluation:

a) **Affect: Emotional Responses** Affect deals with the expression of emotions, including:

- **Happiness/Sadness** (e.g., "I was thrilled by the news" vs. "She felt heartbroken")
- **Security/Anxiety** (e.g., "They were terrified of the storm")
- **Satisfaction/Displeasure** (e.g., "The results were deeply frustrating")

Affect can be realized through:

- Mental processes ("I love this painting")
- Descriptive adjectives ("a joyful occasion")

- Metaphorical expressions (*"His words stabbed me in the heart"*)
- | | | | |
|----|------------------|-------------------|-----------------|
| b) | Judgment: | Evaluating | Behavior |
|----|------------------|-------------------|-----------------|
- Judgment assesses human behavior against social norms, divided into:
- **Social esteem** (normality, capacity, tenacity)
 - *"She handled the crisis remarkably well"* (positive capacity)
 - *"His laziness is unacceptable"* (negative tenacity)
 - **Social sanction** (veracity, propriety)
 - *"That was a dishonest claim"* (negative veracity)
 - *"Her generosity inspired everyone"* (positive propriety)
- c) **Appreciation** system evaluates aesthetic, subjective evaluations, and worthiness:
- **Reaction** (aesthetic/quality): *"The sunset was breathtaking"*
 - **Composition** (balance/complexity): *"The plot was overly convoluted"*
 - **Valuation** (significance): *"This discovery is groundbreaking"*

2.2 Artificial Intelligence

Artificial Intelligence (AI) has been developed as one of the most revolutionary technologies in the 21st century, affecting different sectors including healthcare, finance, education, and other fields. AI, originally rooted in computer science and cognitive psychology, has developed through advances in machine learning, neural networks, and data analysis (Russell & Norvig, 2020).

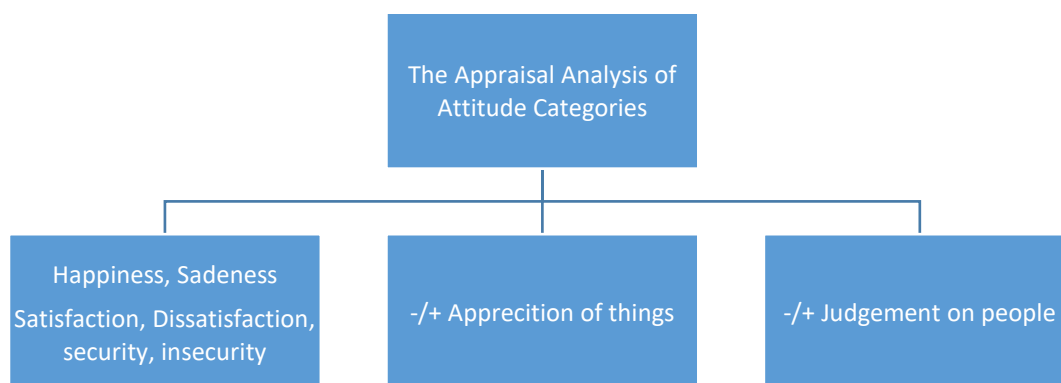
The original work in AI started in the mid-20th century, with pioneer scholars such as Alan Turing introducing theoretical frameworks for machine intelligence (Turing, 1950). Continuously, the AI developed in the 1960s and 1970s, then there were a shift toward statistical learning and neural networks in the late 20th century. Russell and Norvig (2020) provide a thorough overview of these developments, concentrating on how increased computational capacity and large datasets have such an accelerated advancement.

Modern AI is widely driven by machine learning (ML), specifically deep learning, that enables systems to learn patterns from different datasets. Goodfellow, Bengio, and Courville (2016) appraise deep learning as a subset of ML that utilizes neural networks with many layers to model complex patterns. Applications of deep learning achieved human-level performance in tasks like image recognition and natural language processing.

AI is largely applied across vast domains. In healthcare, AI assists in diagnostics, drug discovery, and personalized medicine (Esteva et al., 2019). In finance, AI is used for algorithmic trading, fraud detection, and customer service automation (Arner, Barberis, & Buckley, 2017). Autonomous vehicles and smart assistants also showcase AI's practical applications in daily life. These advancements underscore AI's growing integration into socioeconomic systems.

3. **Methodology** The current study follows a mixed research method. A mixed methods approach is one in which both qualitative and quantitative data are collected and analyzed within a single research project. With this approach, the researcher might employ one or several measures of central tendency to summarize the quantitative data (Tashakkori & Teddlie, 2010). The study quantitatively counts for the change in appraisal categories resulted in text improvement by AI tool 'Perplexity'. The data sampling is a random one because the main aim is to quantitatively (essays are considered as one text) assess the quantity of appraisal categories that vary from the original expository essays written by EFL student to the improved versions of the same essays. The main criteria is the availability of essays made by EFL students. The data collection is made through online gathering of expository essays made by Chinese EFL students in a PhD dissertation titled 'Theme and Cohesion in the Writing of English Expository Texts by Chinese Tertiary EFL Learners' submitted to University of Wollongong by Ruiyun Xu. The data analysis and interpretation follows a sequential integration where quantitative data is provided and then be interpreted and explained in term of changes across the attitude and graduation system of appraisal following Martin and White (2005) as elaborated in (2.1) and visualized in Figure 1:

Figure 1 The Model of Analysis: Martin and White's (2005) Attitude System



The analysis and interpretation includes the following steps:

1. The eight expository essays collected are gathered from the thesis' appendices as one document and divided according to topics as appendix A,B,C, etc. However, the texts numbering continues across appendices.
2. Slashes and numbers dividing sentences (by the previous researcher) are removed
3. Analyse the text following Martin and White's (2005) attitude and graduation systems presented in (2.1). only explicit appraisal triggers are identified and underlined.
4. The text is processed through Deep Seek AI tool/ improvement prompt.
5. The AI-processed text is analyzed for a second time to count for changes occurred after being improved.
6. A comparison is made between the appraisal analysis of the original and improved versions.
7. Findings are discussed to derive conclusions and answer the research questions.
8. Write some pedagogical implications based on the data analysis and findings.

4.Data Analysis

4.1 Appraisal Analysis of the Original Expository Texts

In the original texts, the following appraisal categories are relised: **Table 1** *The Appraisal Categories in the Original Expository Texts*

Category	Count	% of total words	% of all evaluative tokens	Sample words
Positive appreciation	26	2.64 %	38.2 %	valuable, wonderful, helpful, good, right
Happiness	6	0.61 %	8.8 %	enjoy, leisure, laugh, amusing, successful
Dissatisfaction	6	0.61 %	8.8 %	tired, diminish, disturbed
Sadness	2	0.20 %	2.9 %	tired (also), disappointment
Security	6	0.61 %	8.8 %	powerful, safeguard, peaceful, enough
Insecurity	6	0.61 %	8.8 %	need, needs, lack ("without"), can't
Positive judgement	5	0.51 %	7.4 %	better, capable, sensible, agree, devote
Negative judgment	3	0.31 %	4.4 %	dishonest, misguided, self-centred
Negative appreciation	6	0.61 %	8.8 %	harmful, dangerous, useless, stagnative, drawback
Social esteem	2	0.20 %	2.9 %	prestige, privileged
Total	68	6.92 %	100%	

· **Total words** in corpus: 983

· **Total Appraisal Triggers:** 68 (≈ 6.92 % of all words)

This limited selection of English as a Foreign Language expository texts shows that the students heavily favor a positive appraisal. The appreciation is interpreted in such a way that the students understand they are to evaluate the surface meaning of the text. This positive language appraisal is walked back somewhat by the nearly equivalent language of insecurity and security that appears to target evaluative decisions.

Positive Appraisal Dominates Students often use adjectives like valuable, helpful, and good, and verbs such as devote and agree to signal their approval of ideas. For example, one student essay states, "knowledge is the most valuable possession." And why not? Expository writing has the rhetorical purpose of positively persuading or informing. Yet an over-reliance on a narrow, evaluative lexis can make student writing feel a bit more putty than molding in the pot (i.e., they're not really using it). This essay and the next aim to introduce a broader range of positive appraisal resources for closer-to-neutral value judgments.

Security vs. insecurity An almost equal emphasis on feelings of security (e.g., powerful, peaceful, enjoy) and insecurity (e.g., lack, can't, need) suggests that students understand they must hedge or underpin with problem/solution framing when making strong pronouncements in their essays. This balance is actually desirable in academic exposition because it signals, when warranted, that the author has high confidence in what is being asserted and, when evidence is limited, that the author has not only low confidence but also a good reason to be confident in that low confidence.

Social-esteem and emotion vocabulary. Almost no terms of social esteem (only prestige, privileged) and emotional states (e.g. enjoy, tired, disappointment) appear. This may indicate difficulty on the part of students in expressing interpersonal stance—so critical for the nuanced argumentation that we hope to see in their papers. One possible response is to teach a repertoire of evaluative adverbs and adjectives that convey attitude toward readers or subjects (e.g. notably, unfortunately, remarkably). Another is to design exercises that require students to write short commentaries or critiques.

Balanced negative judgement and appreciation Roughly 4% of student judgments are negative, and slightly more (~9%) are moderate in their negativity. It is inappropriate, of course, for a student to be too negative when the aim is to be objective. But it also seems valuable for students to be worthy (1) a way to be constructively critical and (2) a way to string together sentences in a paragraph so that the overall effect is constructively critical. In general, the assessed writing patterns reflect the typical expository writing that English as a foreign language (EFL) students produce. Characteristically, these students want to accentuate the laudable merits of the subjects they are writing about and feel reasonably confident in advancing the claims they make. In this kind of writing, however, students tend to underutilize the wide range of evaluative language that one might normally expect to find in expository essays.

4.2 The Appraisal Categories in the Improved Expository Texts

After the same texts analysed above are improved using the improvement tool by Perplexity AI, the appraisal categories are manifested as follows:

Table 2 *The Appraisal Categories in the Improved Version of the Expository Writings*

Category	Count	% of total words	% of evaluative tokens	Sample words
Positive appreciation	30	2.29 %	44.1 %	indispensable, remarkable, profound, precious, invaluable,
Happiness	7	0.53 %	10.3 %	enjoy, enjoyable, enriching, leisure, laugh
Dissatisfaction	3	0.23 %	4.4 %	tiresome, fleeting (pleasures), disadvantage
Sadness	1	0.08 %	1.5 %	regrettably
Security	4	0.31 %	5.9 %	secure, safeguarded, peace, prosperity
Insecurity	6	0.46 %	8.8 %	impossible, lack, risk, impossible, limited
Positive judgement	8	0.61 %	11.8 %	strong, advantageous, capable, true, vital

Category	Count	% of total words	% of evaluative tokens	Sample words
Negative judgment	3	0.23 %	4.4 %	dishonest, misguided, self-serving
Negative appreciation	5	0.38 %	7.4 %	risky, misleading, static, impractical, irrelevant
Social esteem	1	0.08 %	1.5 %	prestige
Total	68	5.19 %	100 %	—

As Table 2 suggests, there is a strong preference towards positive evaluative language with about 44% of the discourse being dedicated to positive evaluative language. The students display a marked esteem of the so-called knowledge and use such words as “invaluable, profound, and indispensable” that rise their style of rhetoric and signal a atmosphere of the implicit terms of religious evaluation of intellectual efforts Security versus insecurity distribution is relatively balanced with 6 percent of the text expressing security orientation and 9 percent explaining the insecurity orientation. This balance means that the storey does not favour one side disproportionately. The marginally larger share of insecurity triggers might indicate the emphasis on handling security issues in a more holistic approach. Certainty is asserted (it cannot be true, it cannot be anything but denied as false). Alongside that there are hedges (might, could) and verbs that signal ‘not very sure’ (seems, suggests, appears).

Lexical triggers for emotion and social-esteem that are used (about 1–1.5 %). Lexical triggers of regret (regrettably), enjoyment (enjoy, leisure), or social standing (prestige) appear diversely in this type of writing but not in an increased percentage. **Limited unfavorable evaluation and low levels of unfavorable appreciation (~ 4–7 %)** Critiques like (Dishonest, misleading) are unique, EFL writers may avoid direct negativity in order to keep a neutral tone o evaluation. **Overall Appraisal density (~ 5 %)** The typical ratio of evaluative triggers in expository writing aiming at objectivity is 5 percent, which means that only 5 percent of the total tokens in a given piece of writing carry some kind of evaluative force or function. However, students can and do push this average up toward 6–7 percent non-evaluative tokens that also have some kind of stance or hedged meaning in them.

4.2 The Original and Improved Texts in Comparison This section displays the variation in employing the appraisal categories to evaluate the world by EFL students from the original to the improved texts as in the table: **Table 3** *The Appraisal Categories in the Original and Improved Texts*

Category	Original Evaluative Tokens	% of Improved Evaluative Tokens	% of Improved-Original
Positive appreciation		38.2 %	44.1 %
Happiness		8.8 %	10.3 %
Dissatisfaction		8.8 %	4.4 %
Sadness		2.9 %	1.5 %
Security		8.8 %	5.9 %
Insecurity		8.8 %	8.8 %
Positive judgement		7.4 %	11.8 %
Negative judgment		4.4 %	4.4 %
Negative appreciation		8.8 %	7.4 %
Social esteem		2.9 %	1.5 %
Total density	Evaluative = 6.92 % of words	Evaluative = 5.19 % of words	-1.73 pp

Table 3 shows a greater positive assessment: 5.9 percentage points more toward commendation (essential, noteworthy, deep).

Increased markers of happiness. Up 1.5 percentage points.

A halving of the amount of y is obtained through a full shift in the amounts of these variables, but only if the amounts of the variables concerned are allowed to take on extreme values (as they sometimes do) and only if the average of the variables that lie within a certain range is also taken to be extreme.

Increased certain judgement: Positive judgement rises +4.4 pp (strong, real, essential).

The source of the material is recognition of the fact. That insecurity and negative judgment of the sort described are constant can only engender insecurity in the judges and instability in the judgments.

Overall evaluative density decreases by 1.73 percentage points, from ~6.9 % to ~5.2 % of all words. This decrease reflects more streamlined, less repetitive, stance- marking in the revised texts.

4.3 Discussion of the ResultsThe analysis of the original and improved texts in terms of appraisal categories that are realised by the evaluative tokens counted highlights some interpretations to be discussed:

- **A Turn Toward Positive Appraisal**+5.9 percentage points rise in favorable appreciation (from 38.2 % → 44.1 %)What:Adjuncts like indispensable, invaluable, and profound take the place of the often-repeated valuable and important.

ImprovedWhat: Adjuncts like indispensable, invaluable, and profound replace the often-repeated valuable and important.Why it is important: It is more about describing shades of worth, which makes writing feel more prickly and engaging. Also, it allows us to stop saying "valuable" all the time.

- **More Assertive Judgement**4.4 percentage points more in favorable evaluations (from 7.4 % to 11.8 %)

What: Terms that give more strength to a claim—like strong, true, or vital—are used more often.

Why it matters: The texts that have been revised now show greater confidence on the part of the authors. In academic writing, this translates into a stronger sense of authority, in which the authors are more likely to express an argument (with evidence, of course) and be trusted by the reader.

- **More Upbeat Tone**+1.5 pp rise in happiness indicators (8.8 % → 10.3 %)What: A greater number of action words and descriptive words (e.g. enjoyable, enriching, leisurely) emphasize a gratifying encounter for the reader. Why it matters: Even straightforward informative writing benefits from touches of affect. When students write texts that are mostly about conveying a series of facts, they can make those texts friendlier and more memorable by using some words or phrases that do more than just convey the literal meaning. They can use words that connote pleasure, for instance, or words that suggest inspiration.

- **Taming of Negative Affect and Hedging**Dissatisfaction decreased by 4.4 percentage points, from 8.8 percent to 4.4 percent.—1.4 pp sadness (2.9 % → 1.5 %)—1.4 pp negative appreciation (8.8 % → 7.4 %)Decreased security claims by 2.9 percentage points from 8.8 percent to 5.9 percent.Fewer comments express that things are tiresome, fleeting, or risky. There's less hedging like: "regrettably, the economy is stalling;" or "it's impossible to say what will happen next."The improved texts are more straightforward and assertive.Less unnecessary negative wording or hedging might make prose less oblique and writers still need to be in a position to provide analysis when the situation demands it.

Stable Core of Insecurity & CritiqueUnchanged are both insecurity (8.8%) and negative judgement (4.4%). Frequency of deficiency, danger, or dishonesty stay exactly as prevailing.Students demonstrate a more marking of praise and confidence, but they keep a balance and hold issues. This balance is that of importance in academic writing process.

5. Leaner Stance-Marking OverallFinally, the evaluative linguistic markers percentage decreased by 1.73. It was decreasing as 6.92 percent of all the words to 5.19 percent of total words.In general, there appear to be fewer indicators reflecting the position of the author, whether negative or positive, of certain content or ideas; this pertains both sides of an argument.A lower density often indicates tighter, more concise writing. The students have decreased the evaluative lexis that is so oft repeated in these essays. In its place, they've substituted more tightly wound phrases that allow for more clear and direct prose.**Conclusions**Based on the analysis and results discussed, some conclusions are derived:

1. Students of EFL in expository essays routinely draw on a broad range of Appraisal "attitude" categories to express their stance. They use positive appreciation to give ideas or things high worth; negative appreciation to point out imperfections or objectionable features; positive judgment to make favorable evaluations of people or agents; and negative judgment to criticize them. They mark affect with happiness markers; signal security or caution with terms that denote either certainty or insecurity; and denote status with social-esteem words. Most importantly, they sass their statements with dissatisfaction markers, indicating high sensitivity to the faults of

ideas and things, judgments of the person or agent in question, and the social or personal context in which judgment is passed.

2. Negative categories are associated with hedging, there is very clear drops. Dissatisfaction goes from 8.8 percent down to 4.4 percent. Sadness goes from 2.9 percent down to 1.5 percent. Negative appreciation decreases, as well. Also triggers of security of security, decreases by approximately 3 percentage.

3. Two main categories stay significantly consistent through both texts: insecurity (lack, risk, impossible) and negative judgment (dishonest, misguided). Their constant percentage, nearly 8.8 percent for insecurity and 4.4 percent for negative judgment, refers to the possibility that even when writers are expanding and intensifying their positive appraisal, they also maintain a balanced and some readiness to criticize and show the problematic views.

The total density of evaluative triggers dropped down in the improved versions of texts. Evaluative triggers previously gained nearly 6.9% of the words number in the original texts. Based on the AI improvement, this number fell down to about 5.2% of the total words count.

6. Pedagogical Implications

Drawing on the data analysis and conclusions, the researcher proposes several pedagogical implications, which could produce the programme of improving the expository writing of the EFL learners, in particular, by facilitating the recognition and use of the evaluative types of language:

1. Deliberate Teaching of Evaluative Language.

- To establish a substantial improvement, the construct validity in supplanted compositions is significant in both affirmative acknowledgment (+5.9pp) and affirmative assessment (+4.4pp). Their appreciations are higher, though not dismissive, and convey greater confidence and less plaintiveness than those of their predecessors. In this regard, instructors can:

- Demonstrate how to utilise the the attitude ,judgement, and appreciation appraisal resources.

2. Facilitating Positive Evaluation

- The improved texts show a change to even a more positive reception and evaluation, which creates a more convincing and less simplistic argumentative structure. Teachers can contribute to this development by:

- Aiding learners to locate the chances to write in constructive appraisal of their written work, particularly in the capacity to construct a position, or recount meaningful experiences.

- Some of the activities that will be assigned will involve having the students chose statements that are neutral or negative and converting them to statements that are positively appraised. An example would be to change a sentence like “This is a mediocre project, and you cannot expect much of it” to “This is not quite a mediocre project, and one can expect it to be at least a bit good”. The students are then supposed to compare the revision to the original.

3. Avoid Overuse Negative or Insecure Language

The decreased emotions, negative appraisal, and ambiance in improved texts is one indicator of this young promotion to a unruffled and fulfilling style of writing. Educators should therefore:

- Discover the rhetoric effects of using negative language and evaluate the correctness of this approach to criticism something.

- Instructing students to avoid excessive negativity and insecurity statements that could take down the general tone and compromise confidence of the reader.

4. Ensuring Selective Appraisal.

The analyzed reduction in the number of evaluative triggers in the improved texts may indicate the more sophisticated and efficient use of engagement markers. To capitalize on this, writing instructors can:

- Supporting the choice of judgmental words to the learners, making sure that the value and transparency come in at every instance.

- The use of peer review and self-assessment method to show students how to remove redundant or repetitive evaluative phrases.

5. Developing a sense of Reader Responsiveness

- The higher number of words concerning happiness or appreciation when studying actually under better conditions students perform better +1.5pp results show the tendency that students under better conditions tend to use more engaging style- more reader-related which again in line with the instructions. Instructors should:

- Direct students to put themselves in the position of the reader in choosing words and structuring sentences, and thus increase the level of coherence and interest.

- Conduct activities that involve students considering the effects of various evaluative decisions in reader response.

6. Critical Reflection on the Choice of Language.

- Comparative studies of pre-and post-improvement texts can be used as a means of conversing about effects of evaluative language on tone, persuasiveness and clarity. Educators might:
 - Consideration of the effects of increasing evaluative language upon overall effectiveness of text.
 - Where within the peer evaluation are effective evaluation practices applied?
- identify the exact points where effective evaluation is being practiced within the peer evaluation.

7. Contextualising Evaluative Language of Academic and Real-World Communication.

- The need to create awareness on the value of appraisal, whether in academic writing or in daily speech, is critical. As a result, it is the duty of teachers to design writing tasks of different genres to students (academic, political, reports) that require them to employ evaluative language skillfully.
- Evaluate the cultural conventions and discipline related to evaluation. The writer's evaluation and stance are reflections of the culture and discipline. The writer appraises and assess the writer's evaluation and ensures the receiver that the writer is aware in the cultural conventions and discipline connected to evaluation.

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