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Proceedings of the 38th Pacific Asia Conference on
Language, Information and Computation (PACLIC 38)

Nathaniel Oco, Shirley N. Dita, Ariane Macalinga Borlongan, Jong-Bok Kim (eds.)

2024

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Attitudinal evaluation of university students' online comments on their teachers: Insights from Appraisal Theory

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Abstract

Following [Martin and White's](#) (2005) Appraisal Theory on attitude: affect, judgment, and appreciation, this study investigates the evaluative language of students' online comments towards their teachers. The findings indicate that judgment is the most frequently expressed attitude, as students use online comments to inform and guide peers, especially during enrollment. The findings suggest that judgment is the most frequently expressed attitude, as students use online comments to inform and guide peers, especially during enrollment. Additionally, these comments centered on evaluating teacher performance, focusing on their capabilities and the complexities of their teaching. In the affect system, students often express happiness, using words like "love" and "like" to describe their teachers, and in the appreciation system, students often refer to the impact related to class evaluations and assessment complexity. The results, therefore, highlight the significant influence of students' perceptions on their ratings of teachers and classes, aligning with [Tanabe and Mori's](#) (2013) assertion that these perceptions shape overall evaluations. From a pedagogical perspective, the study suggests that teachers should prioritize improving their teaching effectiveness and nurturing strong interpersonal relationships with students. Additionally, teachers need to be aware of the lasting impact of classroom experiences, as negative interactions can affect students' attitudes and performance long after the events.

Keywords: Appraisal theory, evaluative language, evaluation, online comments

1 Introduction

The study of the way writers or speakers convey their attitudes, emotions, or assessments through linguistic choices has garnered increasing attention to many researchers. Consequently, the language of evaluation emerged. Some researchers termed it stance ([Biber, 2006](#); [Prencht, 2003](#)), while others preferred to call it evaluation ([Bednarek, 2006](#); [Martin & White, 2005](#); [Thompson & Hunston, 2000](#)). Evaluation, according to [Hunston and Thompson](#) (2000), is "the broad cover term for the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about." In order to investigate the writer or speaker's attitude towards a particular correspondence or communication, different elements of a particular language have to be considered in order to capture the evaluation or stance of the writer or speaker. These elements that encompass the language of evaluation could be lexical items such as adjectives (e.g., terrible and exciting), adverbs (e.g., unfortunately and interestingly), nouns (e.g., success and failure), and verbs (e.g., fail and doubt), or they could be part of grammar (e.g., past tense and tag questions), or a text per se ([Hunston & Thompson, 2000](#)). This was further supported by [Conrad and Biber](#) (2000) when they emphasized that the analysis of evaluation has to include grammatical aspects, specifically focusing on adverbial markers of stance in both spoken and written language. Their research suggests that the interplay between lexis and grammar is critical for comprehensively understanding evaluative language. A further emphasis was also made by [Channell](#) (2000), when she claimed that the meanings of words can vary significantly among speakers. This then highlights the complexity of the human mental lexicon.

However, evaluative language goes beyond grammar and lexicon as the expression of stance varies considerably depending on the context (Biber, 2006).

Studies on evaluative language cover various genres and context. For example, Marin-Aresse and Nunez-Perucha (2006) provided insights into using evaluative language in journalistic contexts, highlighting how evaluative language varies across different genres and cultures. In line with this, Caldwell (2009) utilized interviewees' evaluative language in constructing their identities and managing their public personas in the media, and Bednarek (2014), who analyzed the evaluative strategies employed in promotional blurbs for television series revealed how positive evaluations are crafted to enhance appeal and influence audience perceptions. In a classroom discourse, teachers who skillfully employ positive evaluative language can significantly motivate students and create a more engaging classroom atmosphere (Rahayu et. al, 2020; Zhu, 2023).

The influence of evaluative language extends beyond academic and journalistic contexts. With the rise of digital media, computer-mediated communication emerged, and one area that has piqued the interest of numerous researchers is the comments section across various online platforms. The comments in this section, referred to as Online comments, represent a significant form of digital communication, which allows Internet users to express their thoughts and reactions, therefore serving as a medium of engagement. These comments specifically provide users with a way to engage with the content and each other, offering opinions, feedback, questions, or discussion points. The public nature of online comments invites an array of opinions, which can be found in many forms, from short replies to lengthy discussions and from positive affirmations to critical feedback. These, therefore, are key features of interactive online spaces.

Given that online comments are publicly accessible, they exhibit unique characteristics that differentiate them from other registers, such as traditional writing and speaking, primarily due to their informal nature and the immediacy of the interaction (Ehret & Taboada, 2020). Thus, commenters, as pointed out by Myers (2010), are often concerned with how they position and present themselves in a space shared with other participants. Moreover, commenters provide a

significant prevalence of both positive and negative evaluations, highlighting the argumentative nature of online comments, therefore, emphasizing the importance of recognizing the complexity of online interactions (Cavasso & Taboada, 2021), making the study of communication strategies and the specific language used in online comments a compelling area of investigation.

Thus, “different meanings for different speakers” (Channell, 2020) indicates that interpretation is essential for understanding how evaluative language, where the same term may evoke different responses depending on the speaker's background and context, and that context shapes language use, particularly in online comments where the audience and purpose can significantly influence the evaluative language employed. Several studies on online comments focused on online news comments (e.g. Cavasso & Taboada, 2021) and product reviews (e.g. Kheovichai, 2014). This paper, therefore, aims to focus on students' online comments directed towards their teachers through the lens of evaluative language, an area that has been underexplored in existing literature since most papers on evaluative language related to academic context focused on teachers' talk or comments or certain pedagogy or teaching strategies (e.g. Shrestha, 2022). Given the increasing prevalence of computer-mediated communication in educational contexts, understanding how students articulate their thoughts and feelings about their teachers in online forums, which are informal platforms, can be beneficial as students are not hindered by certain evaluation structures.

Most studies on student evaluations of teaching (SET) focus on formal evaluations used by various educational institutions for different purposes, such as assessing teacher effectiveness. The evaluation of teachers by students is critical, as it can influence teaching practices and institutional policies. Delaney et al. (2010) highlight that various factors, including engagement and interpersonal relationships, are perceived by students as indicators of effective teaching. This finding is also supported by Fan (2012), who found that positive teacher-student relationships significantly correlate with improved student performance. This suggests that interpersonal interactions between students and teachers enhance students' evaluations of their instructors, which in turn impacts the overall educational experience. Additionally, this notion is

reinforced by [Hu \(2023\)](#), who notes that students value teachers who can adapt their teaching methods to address diverse learning needs, as well as those who actively involve them in the learning process ([Munna & Kalam, 2021](#)).

However, the integrity of student evaluations can be called into question due to several factors, such as grading leniency ([Greenwald & Gilmore, 1997](#)), which can significantly influence students' perceptions of teaching effectiveness, thereby leading to inflated teaching evaluations. Furthermore, perceived teacher personality traits ([Tanabe & Mori, 2013](#)) can also affect student evaluations of teaching (SET). In contrast, [Palali et al. \(2023\)](#) argue that there is no relationship between student grades and SET, nor between the number of a teacher's publications and SET. They suggest that SET scores may reflect the teacher's personality and students' personal classroom experiences.

As previously mentioned, most studies have concentrated on formal student evaluations. In contrast, this study focuses on informal evaluations through online comments made by students on a dedicated website, using the Appraisal approach, which is highly likely not adopted in the STE. This, therefore, can contribute to the broader understanding of teacher-student dynamics especially in digital environments. Specifically, the study seeks to answer the following questions:

1. What is the attitudinal evaluation of the students toward their teachers?
2. How are the three systems of attitude—namely affect, judgment, and appreciation—employed in the online comments of the students?

2 Framework

Evaluation is a broad concept; therefore, some researchers have developed different frameworks to address this complexity. [Bednarek \(2006\)](#) is one such researcher. She investigated evaluation in media discourse and, to support her analysis, proposed a new theory on evaluation consisting of nine parameters. These parameters are divided into two systems. The first system includes the core evaluative parameters: comprehensibility, emotivity, expectedness, importance, possibility/necessity, and reliability. The second system encompasses the peripheral evaluative parameters: evidentiality, mental state, and style. According to [Bednarek \(2006\)](#), this new evaluation framework, which includes more than twice the

parameters of [Thompson and Hunston's \(2000\)](#) framework—comprising good–bad/positive–negative, certainty, expectedness/obviousness, and relevance/importance—offers a more nuanced approach to capturing the complexity of evaluation. Bednarek's framework proved effective in distinguishing between the evaluative styles of newspapers and tabloids and demonstrated its flexibility in solving issues related to evaluation, outperforming earlier approaches.

While Bednarek's nine-parameter framework may be one of the most comprehensive in evaluation research, this study adopts [Martin and White's \(2005\)](#) framework on mapping feelings and emotions, as it better suits the analysis of students' comments on their professors posted in online comment sections. [Martin \(2000\)](#) defines Appraisal as a system used “to negotiate emotions, judgments, and valuations, alongside resources for amplifying and engaging with these evaluations” (p. 145). The Appraisal framework is classified into three elements: engagement, attitude, and graduation. This study focuses solely on attitude, as the researchers seek to analyze the evaluation of attitudes expressed in students' comments toward their teachers.

Attitude, additionally, has three systems—affect, judgment and appreciation, and the definition of [Martin and White \(2005\)](#) of these three systems are as follows:

“Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored” (p.42) ?

“Judgement deals with attitudes towards behaviour, which we admire or criticise, praise or condemn” (p.42).

“Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field” (p.43).

Each of these three systems of Attitude was further classified by Martin and White (2005). See Appendix for the different frameworks of the three systems of Attitude with their classifications.

In addition, to further grasp the concept of the appraisal framework of Martin and White (2005), an overview is provided below.

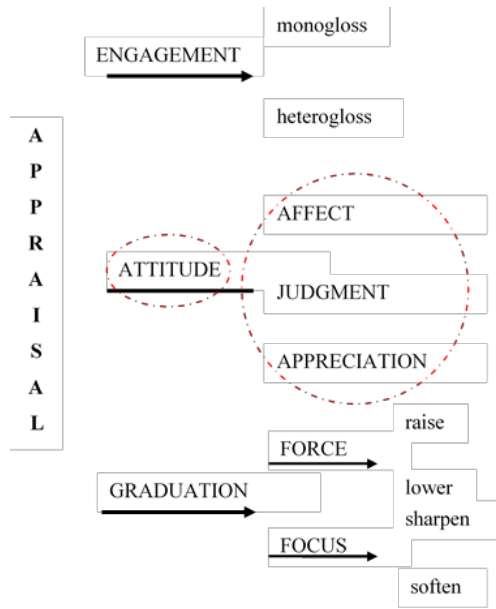


Figure 1: Martin and White's (2005) appraisal framework

3 Methodology

3.1 Research Design

This study is descriptive and examines the three systems of attitude—*affect*, *judgment*, and *appreciation*—to determine the students' attitudinal evaluation of their professors, based on Martin and White's (2005) Attitude framework.

3.2 Material

The material for this study was taken from an online comment section on a website built by a group of students. The purpose of this website is to provide information to their fellow classmates and schoolmates about professors at their university. Students posted comments regarding which professors their peers should choose or avoid. This online comment platform proves particularly useful during enrollment periods as it offers insights into professors' personalities and teaching styles.

3.3 Data Collection

Cluster sampling was used in this study. Since faculty names are categorized based on the colleges to which they belong, the researchers decided to use 10% of the faculty members population, including both part-time and full-time faculty with various ranks, from each college.

To gather the comments about these faculty members, the researchers accessed the web page of each randomly selected professor. Two comments

were chosen for each faculty member, yielding a total of 164 comments. The comments were not randomly selected due to the bilingual nature of many responses. Some comments were in English, some in Filipino, and some in a mixture of both. For ease of coding and analysis, the researchers opted to select comments written in English or containing only one or two Filipino words, which were typically enclitics or function words.

3.4 Data

The online comments were analyzed using Martin and White's (2005) framework, and each analysis was coded with abbreviations representing the classifications of the different systems of Attitude, following the coding system used by Martin and White. The abbreviations are as follows:

+	'positive attitude'
-	'negative attitude'
Des	'affect: desire'
Hap	'affect: happiness'
Sec	'affect: in/security'
Sat	'affect: dis/satisfaction'
Norm	'judgment: normality'
cap	'judgment: capacity'
Ten	'judgment: tenacity'
Ver	'judgment: veracity'
Prop	'judgment: propriety'
Imp	'appreciation: reaction: impact'
Qual	'appreciation: reaction: quality'
Bal	'appreciation: composition: balance'
Comp	'appreciation: composition: complexity'
Val	'appreciation: valuation'

Table 1: Coding Guide

The codes *imp*, *qual*, *bal* and *comp* are initially not in the list of codes of Martin and White (2005). These (4) codes replaced the two (2) original codes namely *reac* for appreciation: reaction and *comp* for appreciation: composition, so that it would be easier for the researchers to identify the type of reaction or composition found in the data. Aside from the codes above, Martin and White (2005) suggested differentiating negative attitude and grammatically negated attitude. Thus, *neg* as negative was also used in the coding which had a different function with (-) which represents negativity as well. The (-) was used for negative attitude, while *neg* was used for grammatically negated attitude. An example for this was not like which had to be coded as *neg +hap* and not *-hap*

To ensure clarity in the data analysis, not only were codes used, but a table was also created following the suggestions of [Martin and White \(2005\)](#). This table included columns to distinguish between different systems of attitude: affect, judgment, appreciation, appraiser, appraised, and appraising items. Each column serves a specific function: the appraiser represents the source of the attitude, while the appraised can be a person being judged (judgment) or an object being appreciated (appreciation). In the case of affect, the appraiser is the one experiencing the emotion (emoter), and the appraised can be a thing, person, or activity receiving the emotion. Appraising items, on the other hand, refer to lexicogrammatical elements that convey evaluations.

4 Results and Discussions

Table 1 shows the frequency of the different types of evaluation identified by the researchers, which were categorized as either positive or negative.

Table 2: Attitudinal evaluation of students' comments

comments given by the students are about the character or personality of the teacher. This is not really unexpected given that the data is about students' comments to their teacher. Comment as defined in Merriam-Webster is an "an observation or remark expressing an opinion or attitude". Thus, the comments that the students gave are based on their interactions with their teacher in their everyday classes in the university. Examples of the comments that the students gave to their professor are shown below.

-prop

The least type of attitude used in the comments of the students is appreciation. As stated by [Martin and White \(2005\)](#), appreciation is drawn on things, performances, or occurrences, and since the thrust of the website is to inform their fellow students the teachers to pick or choose when they enroll in a particular subject; hence, most likely the comments should have adequately covered the class itself or the activities or tasks employed in the classroom.

The very low percentage of the usage of this type of attitude in the comments of the students is quite surprising. A reason for this could be that the students are more concerned about the personality of the teacher than the classroom activities or tasks that the teachers employ in his/her classes because students could have viewed a teacher with a pleasing personality as someone who could help and guide them in their studies. As [Fan \(2012\)](#) claimed, a healthy teacher-student relationship could lead to high academic performance. Hence, knowing a teacher's personality can be a good plan before enrolling a particular class because it could have made the students more prepared in terms of how they would interact with their chosen or assigned teacher. Examples on the comments that have appreciation are as follows:

Example 3

her quizzes are hard and LONG
-comp -comp

Example 4

her class is too boring
-imp

The examples above illustrate that most of the time appreciation is used when the students comment on their class or on the type of quizzes that the teacher usually gives. Example 3 implicates that students do not want to have a difficult evaluation or assessment. Students even prefer to have multiple choice type of evaluation than an essay type ([Struyven et al., 2005](#)). Example 4, however, implies that students want to have fun while learning. Thus, it would then be a challenge for a teacher on how to meet these demands of the students considering that there are pedagogical aspects that have to be addressed as well.

4.2 Affect, Judgment, and Appreciation in students' online comments

To answer the second question of this paper on how the three elements of attitude—*affect*, *judgments* and *appreciation*—are employed in the comments of the students, the following tables below would be discussed.

Table 3: Affect evaluation on the students' comments: Student as the emoter

Affect	Desire		Un/happ iness		In/ security		Dis/satis faction		Total
	+	-	+	-	+	-	+	-	
	2	0	10	0	1	0	1	0	14
Invoked			4	2				0	6
TOTAL	2	0	14	2	1	0	1	0	20

Table 3 presents the evaluation of the students to their teachers, which represents that the emoters or the appraisers are the students; thus, the focus here is the students' feelings or emotions towards their teachers. As can be seen, happiness has the highest number of occurrences with more than half of the total number of occurrences in which affect evaluation was used by the students in evaluating their teacher. This reveals that students are happy with their teacher and only a few of them are not happy, and students who expressed happiness use words such as *like* and *love* referring to their affection for their teacher. Some of the comments of the students are as follows:

Example 5 *I love her so much* [+hap]

Example 6 *Some of my friends really liked him*
[+hap]

Another observation is that students express happiness with their teachers if he or she has a pleasing personality. Some of the comments mentioned about the teacher being cheerful and happy. However, some comments expressed the likeness of the student to their teacher due to the grade that the teacher gave. If the students have gotten high grade or if they have passed the subject, then they are happy with their teachers. This phenomenon is similarly found in [Greenwald and Gillmore \(1997\)](#) study in which they claimed that expected course grades are correlated with the evaluation the students give to their teachers; therefore, higher evaluations are expected if the grades are leniently given. An example of a student's comment is presented below.

Example 7 *She passed me so I like her* [+hap]

Teachers are not sole appraisers or the receiver of the emotions of the students. Some of these could be the quizzes, subjects, class, or grades. Examples are:

Example 8 *Problem would be his quizzes* [t,-hap; quizzes]

Example 9 *...like the (subject) because of her*
[+hap; subject]

Example 10 *could barely keep themselves awake*
[t,-sat; class]

Example 11 *Quite disappointed* [-dis; grade]

Example 8 on the one hand illustrates the dislike of the student towards the quizzes of the teacher. This does not entail that the student does not like the teacher. The student may probably like the teacher but not the quizzes that he/she gives due to their level of difficulty. Example 9, on the other hand, the teacher is the reason for making the student like the subject, but it does not mean that the teacher is the recipient of the emotion which is love. The next example relates to the classroom experience, illustrating that students may appear bored, and this does not necessarily mean the teacher is responsible for creating a dull atmosphere. The subject itself could be inherently less engaging. Nonetheless, teachers can improve the classroom environment by incorporating various active learning strategies, which have been shown to increase student engagement and satisfaction. (Munna & Kalam, 2021). The last example is about the grade of the students. When students feel disappointed with their grades, it may reflect their self-regulation abilities and the overall learning environment. This, comment, therefore, does not equate as a direct critique of their teacher, but a teacher plays a crucial role in processing their emotions through a positive and constructive student-teacher conversation (Sanders & Anderson, 2010). These examples above represent an overview of how students evaluate, and these show that students know that in choosing a teacher, other factors have to be considered, not just the teacher's personality.

The students are not the sole emoters or appraisers in the comments. The teachers are emoters or appraisers as well and these are based on the students' observation and perception on their teachers' feelings or mood in the class. Table 3 presents the summary of the affect of the teachers.

Affect	Desire		Un/happiness		In/security		Dis/satisfaction		Total
	+	-	+	-	+	-	+	-	
	3	1	8	2			2		16
t (Invoked)								1	1
TOTAL	3	1	8	2	0	0	2	1	17

Table 4: Affect evaluation on the students' comments: Teacher as the emoter

As presented in Table 4, happiness comprised almost half of the total occurrences in which the teachers are the emoter which is also the prevalent

affect category when the students are the emoters. This shows that students are very observant of their teacher's emotions towards them or towards the class itself. Some of the examples are given below.

Example 12 *likes to give a lot of incentives* [+hap]
Example 13 *loves telling stories* [+hap]

These examples show the teacher's engagement inside the classroom. As seen in example 13, using stories could be one strategy the teacher employs to have a more inclusive and relatable classroom environment. According to Doqaruni (2023), "narrative approaches to teaching are pretty effective in achieving moral, pedagogical, and intercultural functions" (p.157).

The next is judgment. Table 5 below provides the use of judgment in the students' online comments and the judgment here construe the attitude of the students to their teacher and their teacher's behavior.

Judgment	Normal		Capability		Tenacity		Veracity		Propriety		Total
	+	-	+	-	+	-	+	-	+	-	
	22	9	101	27	6	6	1	1	95	22	290
T (invoked)	1	2	81	23	6	8			52	23	196
	23	11	182	50	12	14	1	1	148	44	
TOTAL	34		232		26		2		192		486

Table 5: Judgment evaluation on the students' comments

As can be seen in the table above, it is apparent that the capability has the highest number of occurrences in the online comments of the students, and between the positive and negative capability, the positive capability is prevalent. In the positive capability, the students' comments showed that students give more importance to the teachers' teaching performance or mastery of the subject rather than to his/her academic rank or educational attainment, and if they are not satisfied with the teachers' performances then they would evaluate the teacher negatively. One of the students commented that some teachers have the highest degree that could attain in the academe, but they do not know how to teach. Another student additionally commented that the teacher is a good researcher but not a good teacher. As what Palali et al. (2018) argued, research can enhance teaching through the integration of current knowledge, but it

does not equate to effective teaching pedagogy. This view of students can be a challenge for teachers to hone their skills not just in researching and mastering the subject matter itself but also in mastering the art of teaching. Examples are shown below that demonstrates the evaluation of the students on their teachers, both positively and negatively.

Example 14 *She knows what she's teaching.* [+cap]

Example 15 *Really vague in teaching* [-cap]

Example 16 *She teaches very well.* [+cap]

Example 17 *Gives unclear instructions* [-cap]

Example 18 *...simplifies complicated terms*

[t,+cap]

Additionally, it has to be noted that almost half of the positive capability occurrences are invoked (t) attitude, which implies that the students did not explicitly wrote their comments on how capable their teachers are. Example 18 above exhibits a comment that can be considered as invoked. Instead of stating that the teacher is good in teaching, the student described the goodness of the teacher in teaching by stating how the teacher can make the terms in their subject easy to understand for the students.

Another noticeable element that is commonly used in the online comments is propriety, especially the positive propriety. The students appreciate teachers with good character and it is one of their bases in choosing or recommending a teacher to another students.

The common characters that pleased the students are generosity, consideration, approachability of the teacher. The students commend teachers who are generous in giving grades. As mentioned earlier, the higher or the better grades they get from a particular teacher, the more likely they are to evaluate the teacher positively, and in the online comments, this type of teacher is highly recommended to their classmates or schoolmates. Another one is a consideration. This could be directly or indirectly related to their grades. In their comments, consideration can be directly related to grades when a teacher gives a passing grade to a student who has a failing grade but only needs few points to pass the subject. It could also indirectly if the teacher accepts late papers or requirements of the student. Approachability is another character that students like about a teacher, and several studies have claimed that it is indeed a prominent

characteristic of an effective teacher (e.g. Delaney et. al, 2010; Hu, 2020). The students prefer a teacher whom they can talk easily because they feel that they could raise any concerns they have about their subject, requirement or grades without being anxious on the reaction of the teacher. A This, therefore, emphasizes the significance of positive teacher interpersonal behavior, which can create a supportive classroom environment, meeting students' emotional and interpersonal needs (Zheng, 2022). Some lines from the comments that demonstrate the above characters mentioned are as follows:

Example 19 *One of the kindest* [+prop]

Example 20 *Most considerate* [+prop]

Example 21 *won't give you a nervous vibe* [t, neg -prop]

In the propriety, negative evaluations were also given to the teachers. However, the ratio is almost 1:4. Thus, for every negative comment that was written in the online, four positive comments were written too. The comments with negative propriety are usually the exact opposite of the comments of positive propriety which denotes that if the teacher, for example, is not generous, considerate, and approachable, there is a huge probability that the student would comment negatively about this teacher. Examples taken from the comments are the following:

Example 22 *She gives low grades* [t,-prop]

Example 23 *Don't forget to greet him good morning or else....* [t,-prop]

The above table shows that more than half of the students' comments are positive. This reveals that even if the students have negative comments, but overall they have positive views towards their teacher. Another element of attitude that will be discussed is the appreciation. The table below presents the appreciation evaluation of the students' comments.

Appreciation	Reaction				Composition				Valuation		Total
	Impact		Quality		Balance		Complexity				
	+	-	+	-	+	-	+	-	+	-	
	18	9	5	2		2	9	10	3	2	60
t (invoked)	1	2	1	2			3	2	2		13
TOTAL	19	11	6	4	0	2	12	12	5	2	73
	30		10		2		24		7		

Table 6: Appreciation evaluation on the students' comments

As can be seen in the table above, impact as part of reaction has the highest number of occurrences in the online comments. Most of the time, the appraised items under impact is the class or discussions. The students usually express their opinion on whether the class or discussions are boring, chill, fun or interesting. Thus, these words are also commonly seen in their comments when they refer to their class, discussions, lessons and other learning activities.

Example 24 *It gets fun* [+imp]

Example 25 *Class is never boring* [+imp]

Another attitude that is commonly present in their comments under appreciation is complexity. This time, most of the items the students appraised are the tests. For them, the more complex the test is, the less they appreciate it. However, it is important to note that these individuals are college students, and it is expected that their assessments will be challenging, particularly in their core subjects. Therefore, evaluating a test positively or negatively based solely on its level of difficulty seems questionable. Some examples are shown below:

Example 26 *Easy pass* [t, +comp]

Example 27 *Quizzes are fine* [+comp]

In the appreciation element of attitude, the comments revealed that students appreciate their class, test or quiz, subject and lesson if they are less complicated. Thus, the more lenient the professor in doing and giving these different school activities, the more the students appreciate them. This therefore further supports [Greenwald and Gillmore \(1997\)](#) claim that students who find the course manageable tend to rate their teachers more favorably. This presents a potential conflict of interest, as teachers have obligations and responsibilities that they must fulfill to provide quality education to their students.

5 Conclusion

The study on evaluation based on the attitude system of the Appraisal Theory of Martin and White (2005) gives enlightenment on the attitude used by students in their online comments and how do the three systems of attitude used in the students' online comments. It was revealed in the study that the type of attitude that was foregrounded in the online comments is judgment, and this is due to the nature of the online which is to give information

and to help their fellow students about the teachers they have to choose especially during enrollment time. Additionally, the three systems of attitude presented the different functions of the different systems of attitude in the online comments. First, the most prevailing category in the affect is the use of happiness in which the students express their happiness through the use of love and like and these words are usually addressed to their teacher. Second, in the judgment, capabilities followed by complexities are the commonly employed types of judgment in approving or disapproving their teacher's performance and attitude. Third, in the appreciation, the two frequently used categories are impact and complexity. Impact is often used when the students evaluate classes, while complexity are often used when they evaluate tests or quizzes. These three elements facilitated in revealing the perception of the online commenters or in this case the students toward their teachers. Thus, teachers must be more aware of how students perceive them and their classes. According to [Tanabe and Mori \(2013\)](#), the rating of a class such as interesting is positively influenced by students' perception and students' perception of their teachers affects the overall rating. Therefore, students' perception of the class as a whole and the teacher could influence each other

The study yields several important pedagogical implications. First, teachers need to refine their teaching skills, as students tend to favor educators who demonstrate effective teaching abilities over those who possess high educational qualifications but lack pedagogical competence. Second, the interpersonal relationships between teachers and students appear to significantly influence students' academic achievement. Consequently, it is crucial for teachers to cultivate and strengthen their relationships with their students. Lastly, the experiences that students encounter within the classroom, particularly negative ones, can leave lasting impressions and may even be traumatic. Therefore, teachers must be more mindful and deliberate in their actions and interactions within the classroom environment.

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Appendix A

Different frameworks of the three systems of Attitude with their classifications.

AFFECT (Emotions; reacting to behavior)

	Positive	Negative
Dis/inclination	miss, long for, yearn for...	wary, tearful, terrorized...
Un/happiness	cheerful, like, love...	sad, broken hearted, dreary..
In/security	confident, assured, comfortable...	uneasy, surprised...
Dissatisfaction	satisfied, impress, charmed...	furious, jaded, bored with...

JUDGMENT (Ethics; evaluation behavior)

Social Esteem (Venial)	Positive (admire)	Negative (criticize)
Normality 'Is he or she special?'	lucky, charmed, normal...	unfortunate, pitiful, tragic...
Capacity 'Is he or she capable?'	powerful, vigorous, robust...	mild, weak, slow, stupid...
Tenacity 'Is he or she reliable, dependable'	brave, dependable, tireless...	rash, cowardly, unreliable...
Social Sanction (Moral)	Positive (praise)	Negative (condemn)
Veracity 'Is he or she honest?'	honest, credible, frank...	deceitful, fake, deceptive...
Propriety 'Is he or she beyond reproach?'	Just, sensitive, caring...	Bad, immoral, unfair...

APPRECIATION (Norms about how products, performances, and naturally occurring phenomena are valued)

	Positive	Negative
Reaction: impact 'Did it grab me?'	arresting, captivating, engaging...	dull, boring, tedious...
Reaction: quality 'Did I like it?'	lovely, splendid, appealing...	plain, ugly, revolting...
Composition: balance 'Did it hang together'	harmonious, unified, proportional...	unbalanced, discordant
Composition: complexity 'Was it hard to follow?'	simple, elegant, intricate...	ornamental, extravagant...
Valuation 'Was it worthwhile'	challenging, profound, deep...	shallow, insignificant...