

Nancy Mohamed Afifi
Professor Inas Hussein Hassan

Professor Shaker Rizk
Professor Riham Debian

**Encoding Power Asymmetries in Teacher-Written
Feedback: A 3-Dimensional Framework (TFPMM) for
Measuring Discursive Authority**

Nancy Mohamed Afifi

(Adjunct Faculty, Department of Rhetoric and Composition, The
American University in Cairo)

Professor Shaker Rizk

(Professor of Linguistics, Faculty of Arts, Suez University)

Professor Inas Hussein Hassan

(Professor of Applied Linguistics & Vice Dean for Graduate Studies and
Scientific Research

College of Language and Communication (Alexandria), Arab Academy
for Science, Technology and Maritime Transport)

Professor Riham Debian

(Professor of Cultural and Translation Studies, Alexandria University
& Program Director of Translation and Simultaneous Interpreting,
Faculty of Alsun and Applied Languages, KSIU)

Abstract

This study introduces the Teacher Feedback Power Measurement Model (TFPMM), a novel framework for systematically evaluating discursive authority in teacher-written feedback. By integrating Systemic Functional Grammar (SFG), Speech Act Theory (SAT), and Move Analysis, TFPMM offers a multi-dimensional lens to examine how modality, speech act types, and rhetorical structuring encode power in academic discourse. A mixed-methods analysis of 75 feedback samples from 15 academic writing instructors revealed a dominant use of high-modality expressions, directive speech acts, and prescriptive moves, producing an average power score of 74.48%, indicative of high discursive authority. Although praise and probing were rare, they still functioned as subtle forms of control. Among the three dimensions, modality contributed most to overall power, followed by rhetorical moves and speech acts. TFPMM emerges as a replicable tool for analyzing feedback and auditing its power dynamics. The study offers pedagogical insights to support more reflective, dialogic, and student-centered feedback practices across diverse educational contexts.

Keywords: Teacher-written feedback, discursive power, evaluative discourse, academic writing

تمثيل التفاوتات السلطوية في التغذية الراجعة الكتابية للمعلم: إطار ثلاثي الأبعاد (TFPMM)
لقياس السلطة الخطابية

الملخص العربي

تقدم هذه الدراسة نموذج قياس سلطة التغذية الراجعة لدى المعلم (TFPMM)، وهو إطار مفاهيمي مبتكر يُستخدم لتقييم التفاوتات السلطوية في الخطاب التقييمي الكتابي الذي يقدمه المعلمون. يجمع النموذج بين النحو الوظيفي النظامي، ونظرية أفعال الكلام، وتحليل الحركات الخطابية، لتوفير منظور تحليلي متعدد الأبعاد يكشف كيف تُجسّد الوسائل اللغوية، وأنماط الأفعال الكلامية، والبنية الحجاجية مظاهر السلطة في الخطاب الأكاديمي. اعتمدت الدراسة على منهجية مختلطة لتحليل 75 نموذجًا من التغذية الراجعة الصادرة عن 15 مدرسًا للكتابة الأكاديمية، وأظهرت النتائج انتشارًا ملحوظًا لاستخدام التعبيرات ذات التوجيه اللغوي العالي، وأفعال الكلام الإلزامية، والحركات البلاغية الوصفية، مما أسفر عن متوسط درجة سلطة بلغ 74.48%، وهو ما يعكس حضورًا مستمرًا لهيمنة المعلم في هذا النوع من الخطاب. وعلى الرغم من ندرة استخدام الثناء أو الاستفهام الاستكشافي، فإنهما أدّيا دورًا خفيًا في ممارسة السيطرة. أظهرت نتائج النموذج أن الوسائل اللغوية كانت العامل الأكثر تأثيرًا في تكوين السلطة، تليها الحركات الخطابية، ثم الأفعال الكلامية. تُقدّم هذه الدراسة نموذجًا قابلاً للتطبيق في تحليل خطابات التغذية الراجعة، كما تطرح رؤية تربوية تعزز من ممارسات تواصل أكثر توازنًا وتأملاً ومراعاة لمركزية الطالب.

الكلمات المفتاحية: التغذية الراجعة الكتابية للمعلم، السلطة الخطابية، الخطاب التقييمي، الكتابة الأكاديمية

Nancy Mohamed Afifi
Professor Inas Hussein Hassan

Professor Shaker Rizk
Professor Riham Debian

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

Nancy Mohamed Afifi

(Adjunct Faculty, Department of Rhetoric and Composition, The
American University in Cairo)

Professor Shaker Rizk

(Professor of Linguistics, Faculty of Arts, Suez University)

Professor Inas Hussein Hassan

(Professor of Applied Linguistics & Vice Dean for Graduate Studies and
Scientific Research

College of Language and Communication (Alexandria), Arab Academy
for Science, Technology and Maritime Transport)

Professor Riham Debian

(Professor of Cultural and Translation Studies, Alexandria University
& Program Director of Translation and Simultaneous Interpreting,
Faculty of Alsun and Applied Languages, KSIU)

1. Introduction

This study investigates how teacher-written feedback encodes power in academic writing, introducing the Teacher Feedback Power Measurement Model (TFPMM), a novel framework that synthesizes linguistic, functional, and rhetorical dimensions. The model aims to address theoretical and empirical gaps in understanding the mechanisms through which feedback communicates authority and structures teacher-student interaction.

Feedback serves not only as a pedagogical tool but also as a social practice that shapes learner identity, engagement, and academic progress (Hyland & Hyland, 2019; Carless, 2020). Its influence extends beyond assessment, affecting autonomy and motivation through linguistic strategies that inherently encode power (Liu, 2022). Drawing on discourse power theory (Fairclough, 1989), this study views feedback as a medium through which institutional authority is both exercised and naturalized.

Despite a pedagogical shift toward dialogic feedback (Dawson et al, 2019; Winstone et al, 2022), traditional practices remain dominant, often reinforcing hierarchical teacher-student roles (Komorowska, 2018; Molloy, Boud, & Henderson, 2020). While research encourages feedback that cultivates autonomy and evaluative judgment (Tai et al, 2018; Malecka, Boud, & Carless, 2022), many practices still reflect a

transmission model emphasizing control (Milal & Kusumajanti, 2020), shaped further by institutional constraints, workload, and curricular mandates (Ferris, 2014; Chen, Ge, & Li, 2023).

Speech acts and modality function as linguistic tools for managing authority. Assertive forms validate teacher perspectives and guide student revisions (Dhannoon & Hussein, 2022), while praise, critique, and interrogatives influence student reception (Jin & Ruan, 2023). Emotional tones in feedback can either reinforce institutional dominance or foster rapport and resistance.

Teachers also act as evaluators and disciplinary gatekeepers (Donaghue, 2019; Taylor, 2021), balancing ideal practices with contextual pressures, especially novice EFL instructors navigating accuracy-focused norms (Mao & Crosthwaite, 2019; Cheng, Zhang, & Yan, 2021; Lee, Luo, & Mak, 2021). Although feedback is widely studied in L2 writing (Hyland, 2004), most work isolates either linguistic or functional aspects (Turan & Yiğitoğlu Aptoula, 2023).

TFPMM integrates Systemic Functional Grammar, Speech Act Theory, and Genre Analysis to offer a comprehensive model for quantifying power in feedback, addressing the need for an interdisciplinary, multi-layered approach.

1.1 Research Problem

Although feedback is central to academic discourse, existing research lacks an integrated framework that addresses its linguistic, rhetorical, and functional dimensions. Studies often isolate modality and grammar (Halliday & Matthiessen, 2014) or rhetorical moves (Mirador, 2000), overlooking their combined impact on power and student agency. Feedback remains predominantly unidirectional, reinforcing teacher authority over dialogue (Winstone et al, 2022; Zhang, 2022). Given its role in shaping both writing proficiency and academic identity (Donaghue, 2019), feedback carries implicit power asymmetries rarely analyzed in depth (Yan, He, & Sheng, 2024). With growing calls for student-centered practices (Shvidko, 2021; Pitt & Winstone, 2023), a framework capturing the linguistic negotiation of power is urgently needed.

1.2 Research Questions

1. How does linguistic modality, as conceptualized within Systemic Functional Grammar (SFG), function to encode varying degrees of authority in teacher-written feedback?
2. In what ways do speech act types, particularly directives, assertives, and coercive expressives, mediate the interpersonal

dynamics of power and pedagogical intent in feedback discourse?

3. How do “rhetorical feedback moves”, as categorized through Genre Analysis, contribute to the reinforcement of hierarchical teacher-student relationships in academic writing contexts?
4. To what extent does the integrated Teacher Feedback Power Measurement Model (TFPMM) reveal cumulative patterns of discursive authority across modality, speech acts, and rhetorical staging, and how do these patterns quantify the overall power asymmetry embedded in teacher-written feedback?

1.3 Significance of Study

This study contributes theoretically and pedagogically to understanding power in teacher-written feedback through the development of the Teacher Feedback Power Measurement Model (TFPMM). Integrating Systemic Functional Grammar (SFG), Speech Act Theory (SAT), and Genre Analysis, TFPMM offers a unified, replicable tool to analyze how linguistic, rhetorical, and functional strategies construct authority. Unlike prior models, it captures feedback’s cumulative power effects on engagement and learning. Practically, it supports teacher training and institutional reform by promoting formative, student-centered approaches (Carless, 2020; Gan et al., 2023; Zhang et al, 2023). TFPMM advances feedback literacy and equitable academic discourse practices.

2. Literature Review

This section explores evaluative language, feedback, and power in academic discourse, reviewing key theories and gaps that inform the development of TFPMM.

2.1 Evaluative Language and Teacher Feedback

Evaluative language is central to teacher-written feedback, encompassing judgment, appreciation, and engagement that shape both learning outcomes and power dynamics (Martin & White, 2005). Beyond correction, it guides development while reinforcing institutional authority (Yan, He, & Sheng, 2024), affecting motivation, engagement, and self-regulation (Kanna et al, 2024). Feedback encodes power relations, influencing how students interpret and respond to comments (Hyland, 2004; Martin & White, 2005).

Often reflecting institutional discourse, feedback operates as a structured genre aligned with assessment norms rather than student dialogue (Yelland, 2011). Assertive tone and hierarchical framing position teachers as gatekeepers (Dhannoon & Hussein, 2022) limiting

student agency and fostering epistemic compliance (Jin & Ruan, 2023).

This tension is widely recognized: while Tai et al. (2018) and Komorowska (2018) highlight feedback's autonomy-building potential, others emphasize its regulatory function (Turan & Yiğitoğlu Aptoula, 2023). Rooted in transmission models, feedback often becomes a one-way mechanism of control, conditioning passive acceptance (Nguyen, 2023). In hierarchical settings, questioning feedback risks being perceived as defiance (Gravett & Carless, 2023), despite the pedagogical benefits of dialogic engagement (Sadler, 2010; Winstone, Pitt, & Nash, 2021).

Even praise and hedging may reinforce authority (Nugrohadhi et al, 2022; Reyes, 2023), privileging dominant norms (Hua et al, 2011; Winstone et al, 2022). Empowerment depends on linguistic framing, context, and student literacy (Shvidko, 2021; Zhou et al, 2023; Zhang, Liu, & Yu, 2024). Especially in EFL settings, dialogic feedback is essential for equity and agency (Cheng, Zhang, & Yan, 2021; Chen, Ge, & Li, 2023; Griffiths, Murdock-Perriera, & Eberhardt, 2023; Sanchez & Rodrigues, 2024).

2.2 Models of Measuring Power in Feedback

2.2.1 Speech Act Theory (SAT)

Speech Act Theory (Searle, 1969) provides a lens to analyze how teacher feedback encodes power via directives, assertives, and expressives. Directives like “Revise this section” enforce authority, while hedged forms support autonomy (Turan & Yiğitoğlu Aptoula, 2023). Assertives vary by modality, high modality reinforces control, whereas hedging fosters dialogue (Dhannoon & Hussein, 2022). Facilitative questions promote reflection (Reyes, 2023). Expressives, though rapport-building, can also assert dominance (Del Valle, 2022). Interrogative, hedged feedback boosts engagement, yet directive forms still dominate (Hossain, Ahmed, & Mahmud, 2024; Wahyudi et al, 2024).

2.2.2 Systemic Functional Grammar (SFG)

Systemic Functional Grammar (SFG), developed by Halliday and Matthiessen (2014), examines how modality encodes certainty, obligation, and possibility in teacher-written feedback. High-modality expressions (e.g., “must”) reinforce authority, while low-modality forms (e.g., “might,” “could”) foster autonomy (Halliday & Matthiessen, 2014). In cross-cultural settings, high-modality feedback may lead to passive compliance (Liu, 2022; Zhou et al, 2023). Unmitigated criticism asserts control, whereas hedged suggestions encourage reflection (Dhannoon & Hussein, 2022). Interrogatives like “How might you...” enhance agency

(Tai et al, 2018; Reyes, 2023). Direct feedback fosters dependency, while hedged forms support learner ownership (Zhang, 2022; Zhang, Liu, & Yu, 2024). High modality may feel coercive; indirect feedback builds a supportive climate (Shen & Chong, 2023). Institutional norms shape modality; EFL contexts favor directness, while student-centered institutions promote hedging (Cheng, Zhang, & Yan, 2021; Koenka et al, 2021; Chen, Ge, & Li, 2023). As feedback shifts toward dialogic models, modality becomes key to balancing authority and autonomy (Yu & Liu, 2021; Malecka, Boud, & Carless, 2022).

2.2.3 Move Analysis

Move analysis, introduced by Mirador (2000), provides a lens to examine how feedback encodes power and shapes student engagement. Feedback operates within hierarchies where teachers hold epistemic authority (Yelland, 2011), and even facilitative strategies like praise or probing may reinforce control (Mirador, 2000). Categorizing feedback into four core moves, identifying weaknesses, praise, suggesting improvements, and probing, reveals its dual role as instruction and regulation.

Direct critique (e.g., “Your discussion lacks depth”) asserts authority, while hedged versions (e.g., “could be more developed”) soften tone but sustain hierarchy (Yelland, 2011; Liu, 2022). Institutional norms often prioritize standardization over development (Ferris, 2014; Lee, Luo, & Mak, 2021). Praise, though encouraging, can reinforce dependence and authority (Mirador 2000; Reyes 2023; Hossain et al, 2024). Conditional suggestions (e.g., “You might consider...”) offer choice but guide students toward norms (Zhang, Liu, & Yu, 2024; Shen & Chong, 2023). Probing promotes reflection but aligns with institutional expectations (Donaghue, 2019; Griffiths et al, 2023).

2.3 Research Gap

Although teacher feedback has been widely studied, limited research systematically investigates how written feedback encodes power across linguistic, discourse, and functional levels. While some studies address engagement and feedback literacy (Pitt & Winstone, 2023), few examine how modality, assertives, directives, and rhetorical structuring construct teacher authority in written feedback.

Speech act analyses have primarily focused on oral feedback (Dhannoon & Hussein, 2022), with minimal exploration of how written directives and assertives shape student autonomy. Similarly, research on student perceptions has emphasized oral feedback (Jin & Ruan, 2023),

neglecting the power dynamics embedded in written responses. Although affective strategies in evaluative language have been explored, the role of expressives in written feedback remains understudied.

Genre-based research identifies hierarchical tendencies in evaluative moves (Mirador 2000; Yelland 2011), yet few studies examine how rhetorical structuring reinforces or mitigates control. While feedback power has been problematized (Tai et al, 2018), existing literature lacks a quantifiable model. No current study integrates Systemic Functional Grammar (SFG), Speech Act Theory (SAT), and Move Analysis to assess power holistically. This study fills that gap through the Teacher Feedback Power Measurement Model (TFPMM), offering a structured, measurable approach to teacher authority in written feedback.

3. Theoretical Framework: Teacher Feedback Power Measurement Model (TFPMM)

This section outlines the conceptual foundation of the TFPMM. It introduces the model's structure, theoretical components, and rationale for analyzing power dynamics in teacher-written feedback.

TFPMM evaluates teacher authority by integrating three analytical dimensions: Speech Act Theory, Move Analysis, and SFG to quantify teacher authority and categorize written feedback into low, medium, or high power based on directive strength, modality, assertiveness, and emotional tone to assess teacher authority. Drawing on Searle (1969), SAT categorizes speech acts into directives, assertives, and expressives, each scored by power intensity. High-power directives (e.g., "You must revise") enforce compliance, while low-power forms (e.g., "You might consider...") support autonomy (Jin & Ruan, 2023). Move Analysis assesses rhetorical function using categories from Mirador (2000) and Yelland (2011): identifying weaknesses, suggesting improvements, probing, and praise. High-power moves dictate revisions; low-power moves invite reflection (Donaghue, 2019; Griffiths et al, 2023; Hossain et al, 2024). SFG, based on Halliday & Matthiessen (2014), evaluates modality markers to determine obligation and control. High modality ("must") signals authority; low modality ("might") promotes choice (Dawson et al, 2019). Collectively, these dimensions expose how linguistic strategies encode power in teacher feedback.

The Teacher Feedback Power Measurement Model (TFPMM) uses a 1–3 scoring system to quantify the degree of control embedded in teacher-written feedback. High-power feedback (Level 3) enforces authority through prescriptive language; medium power (Level 2) offers guided flexibility, while low power (Level 1) promotes autonomy

through open-ended prompts and reflective framing. Refer to **Table 1** for an illustration of these components.

TFPMM integrates three non-overlapping categories, Speech Act Theory (SAT), Move Analysis, and Systemic Functional Grammar (SFG) Modality, to capture distinct dimensions of teacher authority. In SAT, only Directives, Assertives, and Coercive Expressives were retained for their influence on compliance and engagement (Searle, 1969). Move Analysis adapts Mirador's (2014) model but excludes organizational moves, focusing on those encoding power (Yelland, 2011). In SFG, Polarity and Mood were excluded to avoid redundancy, prioritizing obligation and hedging (Halliday & Matthiessen, 2014; Dawson et al, 2019). This targeted structure enables precise, replicable analysis of power in academic feedback.

Table 1: TFPMM Components

Feedback Dimension	Power Level	Sub-category	Descriptors
Speech Act Types (SAT)	High	Directives	Strong, mandatory instructions enforcing strict requirements.
	Medium		Encourages revisions with flexibility; less forceful.
	Low		Light, optional suggestions with maximum student autonomy.
	High	Assertives (Evaluating)	Strong critique identifying significant flaws without immediate suggestions.
	Medium		Balanced critique acknowledging strengths and weaknesses.
	Low		Highlights strengths without requiring revision.
	High	Expressives (Emotion/Attitude)	Strong emotional reactions signaling dissatisfaction.
	Medium		Neutral, mildly critical emotional expressions.
	Low		Positive emotional reinforcement and praise.
Feedback Moves	High	Identifying Weaknesses	Explicitly identifies significant flaws; strong rhetorical control.
	Medium		Clearly identifies weaknesses while leaving room for student autonomy.
	Low		Gently hints at potential

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

			improvements without explicit directives.
	High	Suggesting Improvements	Explicitly mandates specific revisions; minimal student autonomy.
	Medium		Clear, flexible suggestions allowing student autonomy.
	Low		Gentle, open-ended suggestions leaving revision choices to the student.
	High	Probing (Reflection)	Strongly directs student reflection through challenging rhetorical questions.
	Medium		Moderately guides reflection, allowing student-led exploration.
	Low		Invites open-ended reflection without imposing control.
	High	Praise	Establishes a singular standard of correctness without leaving space for student interpretation or self-assessment; frames success as a rigid standard
	Medium		Validates a feature without requiring action or Affirms correctness
	Low		Non-evaluative personal response; Acknowledges effort rather than correctness; No implied standard of success or criteria for judgment
Modality	High	Directive & Authoritative	Expresses strong obligation and necessity; minimal flexibility.
	Medium	Suggestive & Advisory	Moderate obligation; balances authority with student flexibility.
	Low	Tentative & Encouraging	Low obligation; encourages autonomy through tentative and flexible suggestions.

4. Methodology and Procedures

This section details the research design, participant criteria, and procedures for segmenting, scoring, and analyzing teacher feedback using

TFPMM to quantify power dynamics.

4.1 Research Design

This study adopts a mixed-methods research design to examine power dynamics in teacher-written feedback (TWF), integrating qualitative and quantitative approaches through the Teacher Feedback Power Measurement Model (TFPMM). TFPMM quantifies authority in feedback using Systemic Functional Grammar (SFG), Speech Act Theory (SAT), and Move Analysis. This structured, replicable model enables both theoretical insight and empirical precision. Aligned with Mejeh, Hagenauer, & Gläser-Zikuda (2023), this approach captures the complexity of instructional discourse and the layered nature of teacher-student power relations in academic writing contexts.

4.2 Participants and Sampling

This study analyzed 75 feedback samples from 15 experienced academic writing instructors (minimum 10 years), selected from two universities. Feedback was drawn from first-year student essays, a formative context for examining teacher authority. Instructor diversity ensured a representative range of pedagogical feedback practices and power dynamics.

4.3 Procedures for Analyzing Power in Teacher Written Feedback Using TFPMM

This section outlines the TFPMM-based methodology for analyzing power in teacher-written feedback. Combining SFG, SAT, and Genre Analysis, the eight-step process (Fig 1) spans utterance segmentation to power scoring, culminating in classifying feedback by power level to reveal patterns of instructional authority and linguistic control.

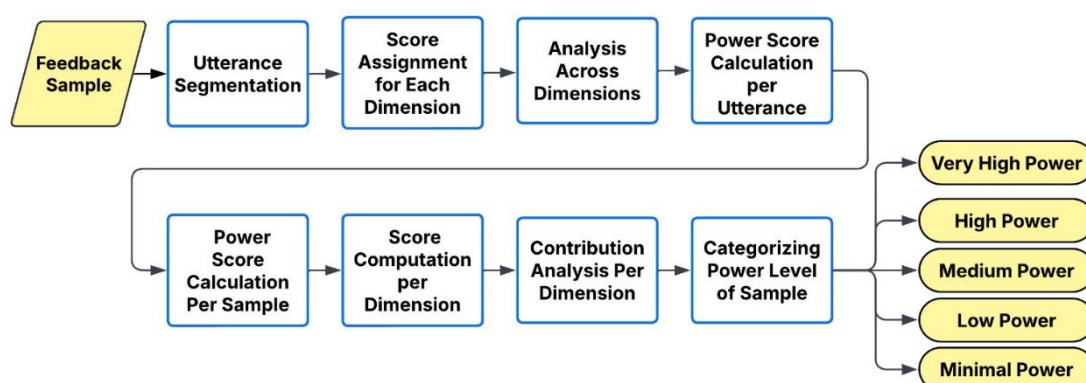


Figure 1. Procedures for Measuring Power in Teacher Written Feedback Using TFPMM

The following details each step of the analytical process:

- **Step 1: Utterance Segmentation per feedback sample**

Utterance segmentation is the foundational preprocessing step in the TFPMM framework. A feedback **utterance** is defined as a discrete, self-contained instructional or evaluative statement provided by the teacher. Each utterance conveys a unique communicative intention (e.g., suggestion, evaluation, correction), making it an analyzable unit for scoring modality, speech act type, and feedback move.

This step ensures that each unit of analysis corresponds precisely to a meaningful feedback action, facilitating accurate scoring and avoiding overlapping interpretations. Consider the following sample feedback, which serves as the input for the segmentation phase in the analysis process:

"Focus on writing a clearer introduction. Instead of general statements about social media, develop a thesis that addresses its impact, especially regarding food vloggers. Ensure that your body paragraphs flow from one idea to the next and avoid repetition. Provide specific details to support your claims about food vloggers' influence and explain how they have this 'amazing effect.' While it is good practice to consider both the positive and negative consequences of a particular issue, do remember to correct the many grammar mistakes and odd sentence constructions that make your meaning unclear. Give more thought to your conclusion by summarizing your key arguments and providing the reader with a more insightful final thought. Make sure your revisions have better organization and sentence structure along with clearer evidence. Make sure all your grammatical and punctuation errors are correct for academic purposes. These suggestions will ensure your essay meets the required standards."

The output of this stage is presented in Table 2, which displays the segmented teacher feedback sample. Each utterance is assigned a unique symbolic label (e.g., Utter₁, Utter₂) to support clear reference and enable systematic analysis within the TFPMM framework.

Table 2: Segmented Teacher Feedback Utterances

Utterance Symbol	Utterance
Utter ₁	Focus on writing a clearer introduction.
Utter ₂	Instead of general statements about social media, develop a thesis that addresses its impact, especially regarding food vloggers.
Utter ₃	Ensure that your body paragraphs flow from one idea to the next and avoid repetition.
Utter ₄	Provide specific details to support your claims about food vloggers'

	influence, and explain how they have this ‘amazing effect.’
Utter₅	While it is good practice to consider both the positive and negative consequences of a particular issue, do remember to correct the many grammar mistakes and odd sentence constructions that make your meaning unclear.
Utter₆	Give more thought to your conclusion by summarizing your key arguments and providing the reader with a more insightful final thought.
Utter₇	Make sure your revisions have better organization and sentence structure along with clearer evidence.
Utter₈	Make sure all your grammatical and punctuation errors are correct for academic purposes.
Utter₉	These suggestions will ensure your essay meets the required standards.

• **Step 2: Score Assignment for Each Framework Dimension Per utterance**

In this stage, each segmented utterance is evaluated using the three core analytical dimensions of the TFPMM framework: SFG, SAT, and Feedback Move. Each dimension is scored on a 3-point ordinal scale that captures the degree of control or directive force exhibited by the teacher as shown in Table 3. These scores allow us to quantify the implicit and explicit power encoded in the teacher’s language, forming the basis for calculating power scores in subsequent steps.

Table 3: Dimension Scores for Each Segmented Feedback Utterance

	Low	Medium	High
Modality (SFG):	1 (e.g., suggestions or optional phrasing)	2 (e.g., recommendations with expectation)	3 (e.g., obligations or commands)
Speech Act (SAT):	1 (e.g., praise, encouragement)	2 (e.g., assertive evaluations or advice)	3 (e.g., directives or coercive expressions)
Feedback Move:	1 (e.g., light observation, probing)	2 (e.g., moderate guidance)	3 (e.g., strong prescriptive advice or critique)

Each feedback utterance in the sample is examined through the three theoretical lenses established in the TFPMM framework using the calibrated 3-point scale shown in Table 3. These scores reflect the power embedded in the linguistic, functional, and rhetorical features of the feedback. Tables 4, 5, and 6 present the scoring results for each utterance across the three analytical dimensions, Modality, Speech Act, and Feedback Move, alongside detailed justifications for their classification and assigned power scores.

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

Table 4: Modality Analysis (SFG)

Utterance	Modality Type	Modality Score	Rationale
Utter ₁	Imperative Mood	3	Strong command to improve clarity using directive phrasing ("Focus on...")
Utter ₂	Imperative Mood	3	Clear imperative verb suggesting action without hedging or optionality
Utter ₃	Imperative Mood	3	Direct instruction using modal intensity ("Ensure...")
Utter ₄	Imperative Mood	3	Dual imperatives demanding specific elaboration and explanation
Utter ₅	Deontic Modality	3	Obligation expressed through evaluative expectation ("do remember to correct...")
Utter ₆	Imperative Mood	3	Firm call for revision using modal force ("Give more thought...")
Utter ₇	Imperative Mood	3	Explicit necessity through modal trigger ("Make sure...")
Utter ₈	Imperative Mood	3	Strong obligation for accuracy in grammar and punctuation
Utter ₉	Epistemic Modality	2	Prediction and assurance rather than obligation ("These suggestions will ensure...")

Table 5: Speech Act Analysis (SAT)

Utterance	Speech Act Type	SAT Score	Rationale
Utter ₁	Directive	2	Instruction to act (write clearer intro) without explicit coercion
Utter ₂	Directive	2	Suggests action ("develop a thesis") without explicitly demanding compliance
Utter ₃	Directive	2	Encourages restructuring, framed as expectation rather than a command
Utter ₄	Directive	2	Provides directive for elaboration with clear expectations
Utter ₅	Assertive	2	Evaluative statement regarding grammar and clarity; offers judgment without a command
Utter ₆	Directive	2	Advises how to revise the conclusion in a constructive yet instructive way
Utter ₇	Directive	2	Strongly directs structural and evidential improvements
Utter ₈	Directive	2	Commands a specific form of correctness with academic justification
Utter ₉	Coercive Expressive	3	Implies inadequacy through emotional pressure masked as assurance ("will ensure...")

Table 6: Feedback Move Analysis

Utterance	Feedback Move Type	Move Score	Rationale
Utter ₁	Suggesting Improvements	2	Suggests more clarity without prescribing how it must be done
Utter ₂	Suggesting Improvements	3	Offers strong prescriptive direction to change vague ideas into focused thesis
Utter ₃	Suggesting Improvements	2	Encourages smoother flow, but the student retains control over how to achieve it
Utter ₄	Suggesting Improvements	3	Clearly calls for specific evidence and elaboration, implying strict expectations
Utter ₅	Identifying Weaknesses	3	Clearly critiques mechanics and coherence; strongly highlights issues to be fixed
Utter ₆	Suggesting Improvements	2	Proposes how to revise the conclusion but without rigid instruction
Utter ₇	Suggesting Improvements	3	Emphasizes improvement in structure and evidence with strong direction
Utter ₈	Suggesting Improvements	3	Instruction to correct grammar and punctuation implies a high expectation of precision
Utter ₉	Identifying Weaknesses	1	Lightly implies standards but does not directly identify a flaw or require a specific action

• **Step 3: Frequency and Percentage Analysis Across Feedback Dimensions**

This step calculates the frequency and percentage of each Modality, Speech Act, and Feedback Move type across all feedback utterances. Beyond average scores, it reveals dominant patterns, such as frequent directives or improvement suggestion, highlighting recurrent power strategies, overused rhetorical moves, and consistent linguistic control in the teacher's feedback discourse.

Let **n** be the total number of utterances (in this case, **n = 9**). The Frequency is defined as follow:

Frequency of a Category=Number of Utterances Assigned to That Category

The frequency formula is as follows:

$$f = \sum_{i=1}^n (\text{utterance}_i \in \text{category})$$

Where **i** is the index representing each individual utterance. While the percentage of each category is calculated by the following formula

$$\text{Percentage} = \left(\frac{\text{Frequency}}{n} \right) \times 100$$

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

Table 7 presents the frequency and percentage distribution of category types across the three TFPMM dimensions: Modality, Speech Act, and Feedback Move. This breakdown illustrates how often each category occurs within the sample ($n = 9$), providing insight into dominant feedback strategies and patterns of instructional control.

Table 7: Frequency and Percentage Distribution of Dimension Categories

Dimension	Category	Frequency	Percentage
Modality	High	8	$(8/9) \times 100 =$ 88.89%
	Medium	1	$(1/9) \times 100 =$ 11.11%
	Low	0	0.00%
Speech Act (SAT)	Directive	8	$(8/9) \times 100 =$ 88.89%
	Assertive	1	$(1/9) \times 100 =$ 11.11%
	Coercive Expressive	1	$(1/9) \times 100 =$ 11.11%
Feedback Move	Suggesting Improvements	7	$(7/9) \times 100 =$ 77.78%
	Identifying Weaknesses	2	$(2/9) \times 100 =$ 22.22%
	Probing	0	0.00%
	Praise	0	0.00%

- **Step 4: Power Score Calculation per Utterance**

This step involves synthesizing the qualitative scores assigned to each utterance across the three TFPMM dimensions into a single, normalized metric known as the Power Score. This score provides a comprehensive measure of the overall instructional force conveyed in each feedback utterance, capturing the extent to which a teacher guides, directs, or controls student action through written comments.

$$\text{Power Score per Utterance} = \frac{(\text{Modality Score} + \text{Speech Act Score} + \text{Moves Score})}{9} \times 100$$

The Power Score reflects how linguistically authoritative, functionally directive, and rhetorically prescriptive a teacher's comment is. Normalizing the total score to a 0–100 scale allows for consistent comparisons between utterances, regardless of instructional content or context.

Table 8 displays the computed power scores for each utterance in

the sample feedback using the TFPMM framework. Each utterance's Modality, Speech Act, and Feedback Move scores are combined and normalized to a percentage using the standard formula.

Table 8: Power Score Calculations for Feedback Utterances

Utterance	Modality Score	SAT Score	Move Score	Power Score Formula	Power Score (%)
Utter ₁	3	2	2	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	77.78%
Utter ₂	3	2	3	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	88.89%
Utter ₃	3	2	2	$((3 + 2 + 2) / 9) \times 100 = (7 / 9) \times 100$	77.78%
Utter ₄	3	2	3	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	88.89%
Utter ₅	3	2	3	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	88.89%
Utter ₆	3	2	2	$((3 + 2 + 2) / 9) \times 100 = (7 / 9) \times 100$	77.78%
Utter ₇	3	2	3	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	88.89%
Utter ₈	3	2	3	$((3 + 2 + 3) / 9) \times 100 = (8 / 9) \times 100$	88.89%
Utter ₉	2	3	1	$((2 + 3 + 1) / 9) \times 100 = (6 / 9) \times 100$	66.67%

• Step 5: Total Average Power Score Calculation for Feedback Sample

This step calculates the Total Average Power Score, summarizing the overall instructional force in each teacher's feedback sample. This macro-level metric profiles feedback style, directive or facilitative, and enables comparisons across instructors and contexts. It also supports tracking broader trends in feedback discourse over time and across educational settings.

The total average power score per sample can be calculated by:

$$\text{Total Average Power Score} = \frac{1}{n} \sum_{i=1}^n \text{Power Score}_i$$

Where:

- ***n*** is the total number of utterances in the sample.
- ***i*** is the index representing each individual utterance, such that $i=1,2,\dots,n$
- ***PowerScore_i*** refers to the calculated power score of the i^{th} utterance.

The calculation of total average power score of the sample feedback is calculated as follows:

$$\begin{aligned} \text{Total Average Power Score} &= \frac{77.78 + 88.89 + 77.78 + 88.89 + 88.89 + 77.78 + 88.89 + 88.89 + 66.67}{9} \\ &= \frac{744.44}{9} = 82.72\% \end{aligned}$$

- **Step 6: Average Score Computation per Dimension**

This step calculates average scores for Modality, Speech Act, and Feedback Move across all feedback utterances. It identifies dominant patterns, whether the teacher consistently uses authoritative language, favors directive or evaluative speech acts, or leans toward suggestions or critiques, offering a clearer profile of the teacher's overall feedback style and approach.

Let **n** be the number of utterances. The average modality score is calculated using the following formula

$$\text{Average Modality Score} = \frac{\sum \text{Modality Scores}}{n}$$

The average SAT score is calculated using the following formula

$$\text{Average Speech Act Score} = \frac{\sum \text{SAT Scores}}{n}$$

The average feedback move score is calculated using the following formula

$$\text{Average Feedback Move Score} = \frac{\sum \text{Move Scores}}{n}$$

Table 9 presents the dimensional breakdown and average scores for each utterance across the three TFPMM dimensions, Modality, Speech Act, and Feedback Move, based on a total of 9 utterances (n = 9).

Table 9: Dimension Scores across Feedback Utterances

Utterance	Modality Score	SAT Score	Move Score
Utter ₁	3	2	2
Utter ₂	3	2	3
Utter ₃	3	2	2
Utter ₄	3	2	3
Utter ₅	3	2	3
Utter ₆	3	2	2
Utter ₇	3	2	3
Utter ₈	3	2	3
Utter ₉	2	3	1
Total	26	19	22
Average	26 / 9 = 2.89	19 / 9 = 2.11	22 / 9 = 2.44

- **Step 7: Contribution Analysis of Feedback Dimensions**

The purpose of this step is to determine how much each individual TFPMM dimension, Modality, Speech Act, and Feedback Move, contributes to the overall total score across all feedback utterances. This vertical analysis offers insights into the relative weight and influence of

each dimension in shaping the total instructional power conveyed in teacher-written feedback.

By examining the contributions dimension by dimension, educators and researchers can identify whether the teacher relies more heavily on linguistic structures (Modality), communicative intent (Speech Act), or rhetorical strategy (Feedback Move) in constructing powerful feedback.

The percentage of Modality Contribution is calculated as follows:

$$\text{Modality Contribution (\%)} = \left(\frac{\text{Average Modality Score}}{\text{Total Average Score}} \right) \times 100$$

The percentage of Speech Act Contribution is calculated as follows:

$$\text{Speech Act Contribution (\%)} = \left(\frac{\text{Average Speech Act Score}}{\text{Total Average Score}} \right) \times 100$$

The percentage of Feedback Move Contribution is calculated as follows:

$$\text{Feedback Move Contribution (\%)} = \left(\frac{\text{Average Feedback Move Score}}{\text{Total Average Score}} \right) \times 100$$

The calculations of each dimension contribution for the sample feedback are shown in Table 10.

Table 10: Dimensional Contribution Calculations

Dimension	Total Score	Calculation	Contribution (%)
Modality	26	26 / 67 × 100	38.81%
Speech Act	19	19 / 67 × 100	28.36%
Feedback Move	22	22 / 67 × 100	32.84%
Total Average Score	67	—	100%

• **Step 8: Categorizing Overall Power Level of Feedback Sample**

This step uses the Total Average Power Score (Table 11) to assign an overall feedback power level, revealing instructional tone and enabling cross-sample comparisons.

Table 11: Standard Power Level Thresholds

Power Score Range (%)	Power Level	Interpretation
80–100%	Very High Power	Highly directive feedback; teacher dominance; minimal student agency
60–79%	High Power	Balanced feedback; structured guidance with some autonomy
40–59%	Medium Power	Facilitative feedback; moderate influence
20–39%	Low Power	Highly suggestive; student retains most decision-making authority
0–19%	Minimal Power	Minimal instructional influence; mostly motivational or open-ended

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

When applied to the sample feedback, the Total Average Power Score of 82.72% falls within the **Very High Power** range, indicating a consistently directive and authoritative feedback style throughout the sample.

5. Findings

This section presents the empirical results of applying the Teacher Feedback Power Measurement Model (TFPMM) to teacher-written feedback. It addresses the study's four research questions.

5.1 Findings on Modality and Power in Teacher Feedback (SFG Dimension)

The modality analysis, grounded in Systemic Functional Grammar (SFG), reveals significant variation in how power is linguistically encoded in teacher-written feedback. As shown in Figure 2, feedback across 15 instructors tends to favor high modality (average 51.90%), marked by expressions of certainty, obligation, or necessity that assert authority and limit student agency. Teachers such as T3 (90.53%), T13 (87.00%), and T14 (86.48%) exemplify this dominant, non-negotiable style. Low modality—suggestive or tentative phrasing—averaged just 17.45%, with several teachers recording 0.00%, signaling a pedagogy that avoids uncertainty. Conversely, T6, T7, and T8 favored lower modality, promoting more flexible engagement. Medium modality (30.64%), seen in T15 and T9, represents moderated authority. As illustrated in Figure 2, modality functions as a powerful linguistic marker of control, reinforcing hierarchical classroom discourse or enabling dialogic alternatives depending on its distribution and use.

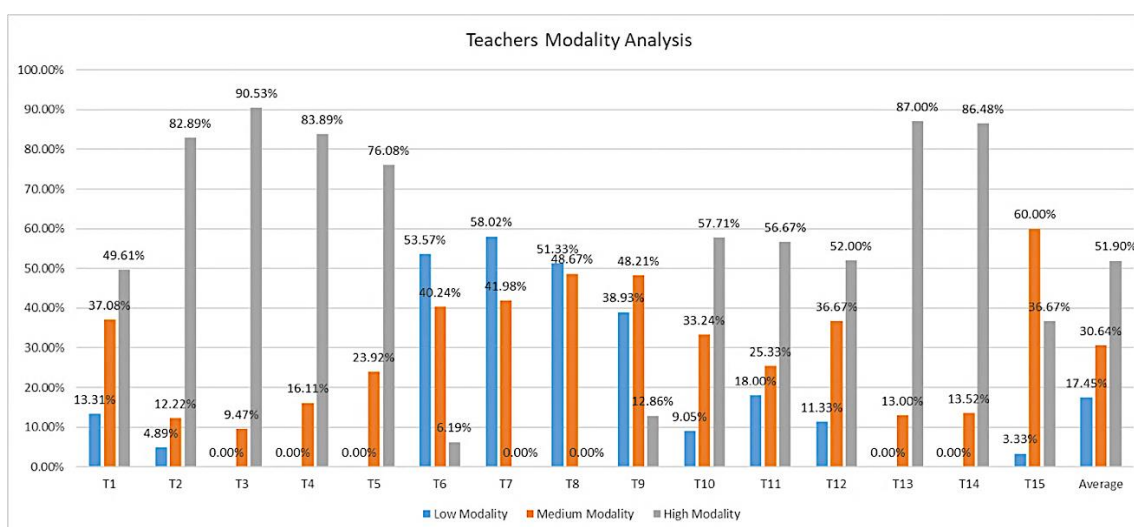


Figure 2. Teachers' Feedback Modality Analysis

5.2 Findings on Speech Act Theory (SAT) and Power in Teacher Feedback

The SAT analysis reveals a strong skew toward directive speech acts in teacher-written feedback, averaging 59.00%, which reflects a dominant reliance on authoritative instruction over dialogic engagement. As shown in Figure 3, teachers like T10 (80.05%), T14 (76.97%), and T8 (73.17%) exemplify this pattern, using language to prescribe, command, and control. This feedback culture limits opportunities for reflection and student voice. Assertive speech acts, averaging 34.00%, were prominent in T4 (60.80%) and T5 (41.74%), indicating a more interpretive stance, though often still maintaining asymmetrical authority. Coercive expressive acts were rare (0.08%) but notable in T11 (26.67%) and T13 (25.82%), raising concerns about psychological safety. Teachers like T6 and T12 displayed more balanced speech profiles, suggesting constructive authority. As illustrated in Figure 3, the dominant directive mode reinforces institutional hierarchies, underscoring the need to reframe feedback as a collaborative rather than corrective exchange.

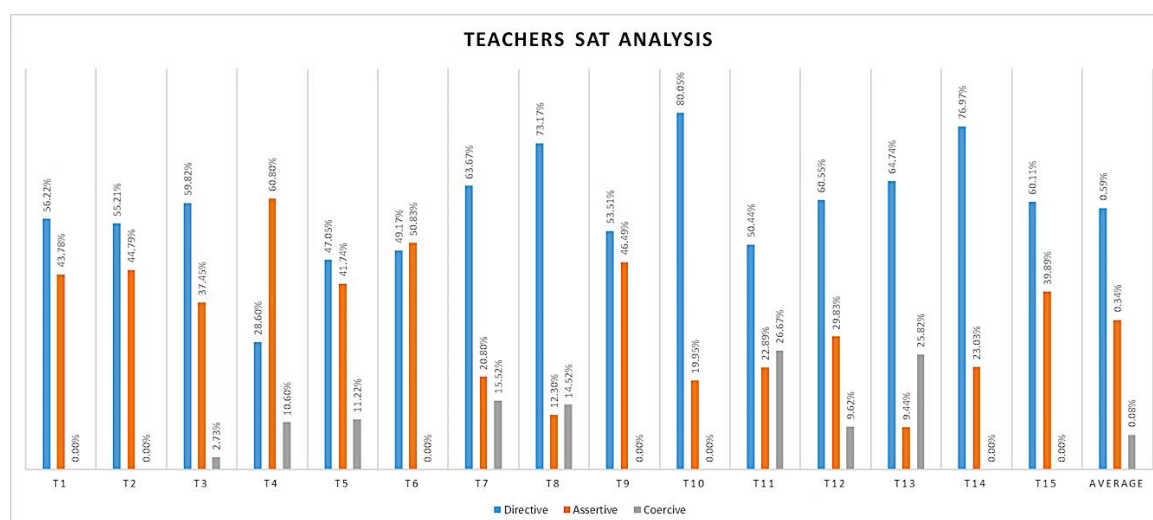


Figure 3. Teachers' Feedback SAT Analysis

5.3 Findings on Feedback Moves and Power Negotiation in Teacher Comments (Move Analysis Dimension)

The Genre Analysis of teacher feedback moves reveals substantial variation in how instructors enact power. As shown in Figure 4, "Suggesting Improvements" dominates, averaging 53% and serving as the primary move for 10 of 15 teachers. Teachers like T15 (75.60%) and T14 (72.83%) heavily favored this prescriptive mode, which, while constructive, often limits student agency by implying a singular revision

path. “Identifying Weaknesses,” averaging 27%, was most used by T4, T1, and T2, often emphasizing deficits without developmental guidance. Praise, averaging just 0.17%, was absent in most teachers but dominated in T6, T7, and T8, signaling divergent feedback cultures. Probing—questions that prompt reflection—was extremely rare (0.03%), further highlighting feedback’s unidirectional nature. Overall, Figure 4 illustrates a systemically directive and evaluative feedback paradigm, with minimal use of praise or probing, reinforcing hierarchical authority and underscoring the need for more dialogic, student-centered feedback practices.

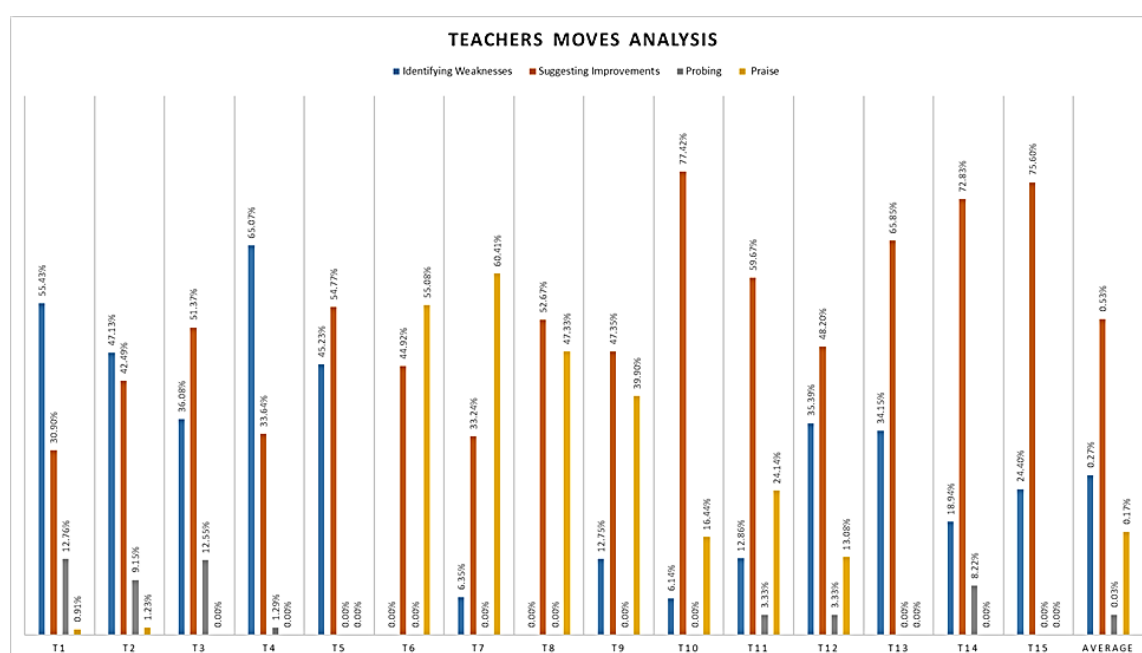


Figure 4. Teachers’ Feedback Moves Analysis

5.4 Findings on Overall Teacher Power and Contribution of TFPM Dimensions

As shown in Figure 5, teacher-written feedback exhibits a high average power score of 74.48%, reflecting a dominant discourse of instructional control. Teachers like T13 (89.29%) and T4 (85.68%) exemplify peak authority, marked by high modality, directives, and minimal dialogic moves. In contrast, T6 (54.95%) and T7 (60.65%) show relatively lower power, suggesting more inclusive feedback styles. Overall, the feedback culture skews heavily teacher-centered, with systemic preference for authority over collaboration. These patterns highlight the need for dialogic, student-responsive approaches that redistribute communicative power in academic feedback.

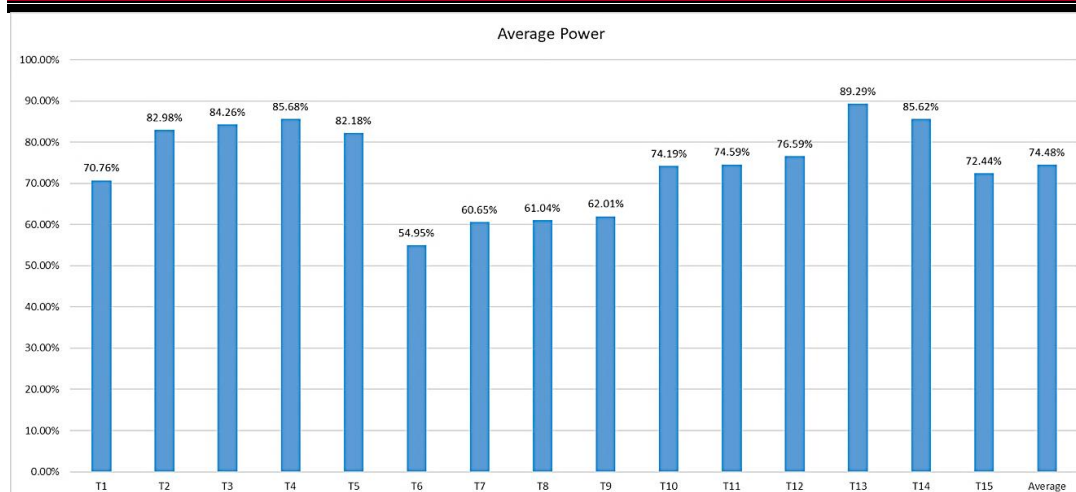


Figure 5. Teachers' Feedback Power Analysis

As illustrated in Figure 6, the Teacher Feedback Power Measurement Model (TFPMM) disaggregates discursive power into three contributing dimensions: modality, speech act types (SAT), and feedback moves. Modality contributes the most (average 34.55%), affirming earlier findings of high-certainty language where teachers assert obligation and finality. Teachers like T3 (38.33%) and T10 (37.24%) exemplify modality-driven authority, leaving limited space for negotiation. Feedback moves closely follow (37.24%), but with wider variation. Teachers T6 (47.20%), T7 (47.95%), and T8 (44.55%) rely heavily on move-based control, shaping feedback tone through praise, critique, or suggestion placement. Others, such as T4 (33.18%), shift emphasis toward modality or SAT. SATs contribute least overall (28.22%) but remain important in defining control types, e.g., directive vs. assertive intent. Teachers like T6 and T3 show lower SAT-driven power, suggesting their authority emerges more through tone and structure than act type. Notably, some teachers, like T11, distribute power relatively evenly across all dimensions, reflecting a layered feedback style. Figure 6 underscores that feedback power lies not only in message content, but in linguistic framing and rhetorical patterning, requiring teacher awareness of their embedded positioning strategies.

Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority

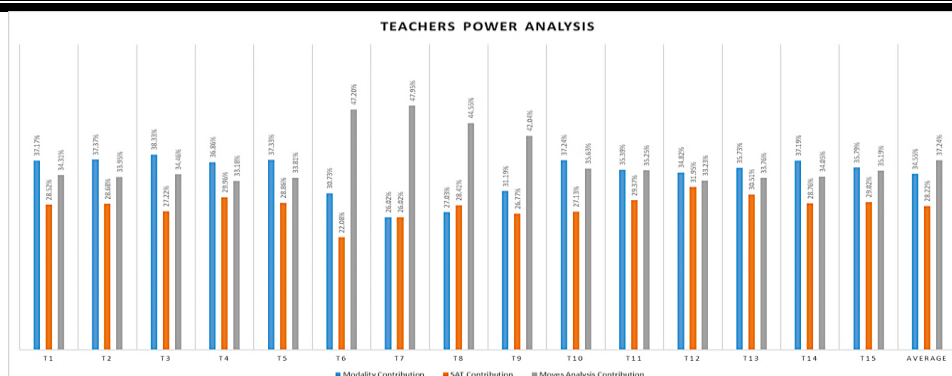


Figure 6. Contribution of the 3 Dimensions in Teacher Feedback Power Level

6. Discussion

This section interprets the study's key findings in relation to research questions and existing literature. It evaluates the significance of the results, compares them with prior research, and reflects on the limitations of the study.

6.1 Interpretation of Findings

The SFG analysis revealed a strong reliance on high-modality expressions (e.g., “must,” “ensure”), especially among teachers like T3 and T14 (>85%), signaling directive authority and positioning feedback as compliance-driven rather than exploratory. Teachers like T6 and T7 employed more suggestive modality (e.g., “perhaps”), fostering dialogic engagement. Low modality use remained limited (17.45%). SAT analysis showed directives as dominant (59%), especially unmitigated forms from T10 and T14, while T5 used softer directives. Assertives reinforced authority when paired with high modality, and rare coercive expressives reflected affective control. Genre analysis found “Suggesting Improvements” (53%) and “Identifying Weaknesses” (27%) to dominate, often framed prescriptively. Praise (0.17%) and probing (0.03%) were notably scarce, minimizing student voice. The TFPMM integration confirmed a control-oriented discourse: modality (38.81%) contributed most, followed by moves (32.84%) and speech acts (28.36%). Feedback thus reflects institutional authority rather than learner empowerment.

6.2 Alignment with Previous Research

The findings align with prior research asserting that teacher feedback is predominantly authoritative (Milal & Kusumajanti, 2020). High modality reinforces compliance over critical engagement (Tai et al., 2018), and TFPMM quantifies how even facilitative strategies encode coercion. Directive and assertive speech acts, as Dhannoon and Hussein (2022) note, constrain dialogic space, a pattern affirmed here. Expressives, per Jin & Ruan (2023), also serve affective regulation. Mirador (2014) and Yelland (2011) view feedback moves as institutional

tools, a claim substantiated by this study's findings. The scarcity of praise and probing supports Donaghue's (2019) concern over limited student voice.

6.3 Significance

TFPMM bridges SFG, SAT, and Genre Analysis into a replicable model that reveals how feedback encodes authority linguistically and rhetorically. Its scoring enables cross-context comparison in applied linguistics. The findings offer actionable insights for teacher training, emphasizing strategic use of modality, diverse speech acts, and authentic praise. TFPMM also serves as a diagnostic tool for institutions aiming to align feedback with dialogic, student-centered pedagogy.

6.4 Limitations

While offering a robust framework, this study is limited by its sample size (15 instructors, two institutions), potentially affecting generalizability. TFPMM may not fully capture interactive or post-feedback dynamics, and student interpretations were not assessed. Future research should include learner perspectives and revision outcomes to refine understanding of feedback power. Nonetheless, this model advances equitable feedback discourse.

6.5 Linguistic and Pedagogical Implications

This study highlights the need for pedagogical reform that prioritizes linguistic awareness in feedback practices. Teachers should be trained to recognize how modality encodes authority and to use hedged language strategically to support learner agency. Diversifying speech acts, particularly through evaluative assertives, affective expressives, and dialogic interrogatives, can move feedback from instruction toward intellectual partnership. Teacher education should incorporate applied Speech Act Theory and genre-based strategies to enrich rhetorical repertoire. Institutions are encouraged to implement comment banks and feedback templates that balance critique with praise and probing. The TFPMM can be employed as both a diagnostic and developmental tool, helping teachers audit power-laden language patterns. In cross-cultural contexts, particularly in high power-distance settings, feedback must balance local norms with autonomy-supportive strategies. Integrating intercultural pragmatics into training will help teachers calibrate authority while fostering independent thought and participation.

6.6 Recommendations for Future Research

Building on this study, future research should expand the scope of power analysis in teacher-written feedback to refine the Teacher Feedback Power Measurement Model (TFPMM). A critical direction

involves examining student responses to feedback. While this study centers on teacher discourse, future research should explore how students interpret, react to, and revise based on feedback, addressing a major gap in understanding student agency within feedback power dynamics. Cross-disciplinary and cross-cultural validation is also essential. Originally developed for EFL academic writing, TFPMM should be tested in STEM, humanities, and professional settings, and across varied institutional and cultural contexts. This would uncover global variations in authority norms and inform culturally responsive feedback training. Further studies should integrate TFPMM into digital and AI feedback systems, embedding power-sensitive metrics into algorithms. Longitudinal research could track changes in teacher practice over time. Lastly, ethnographic research should explore institutional factors, like workload and assessment cultures, that shape feedback practices and constrain dialogic engagement.

7. Conclusion

This study presents a comprehensive analysis of power in teacher-written feedback through the development of the TFPMM. Moving beyond tone-based evaluations, TFPMM conceptualizes power as embedded in linguistic structure and institutional alignment. By integrating Systemic Functional Grammar, Speech Act Theory, and Move Analysis, it offers a replicable tool for quantifying authority in feedback discourse. Findings reveal dominant use of high-power strategies, strong modality, directives, and limited student agency. TFPMM's key contribution is making feedback power measurable and actionable. It calls for reflective, dialogic feedback practices that foster learner autonomy, equity, and inclusive academic participation.

Research Publication Declaration

I hereby declare that the research paper titled "Encoding Power Asymmetries in Teacher-Written Feedback: A 3-Dimensional Framework (TFPMM) for Measuring Discursive Authority" is my original work and has not been previously published, in whole or in part, in any form or language, nor is it under consideration for publication elsewhere. I further affirm that the content of this paper has not been copied or derived from any existing studies, theses, dissertations, or publications without appropriate citation. All sources and references have been properly acknowledged. I understand that once accepted and published by the Journal of the Faculty of Education, Ain Shams University, this research may not be republished elsewhere by any means without prior written consent from the journal.

References

- Agheshteh, H., & Mehrpour, S. (2021). Teacher autonomy and supervisor authority: Power dynamics in language teacher supervision in Iran. *Iranian Journal of Language Teaching Research*, 9(1), 87–106. <https://doi.org/10.30466/ijltr.2021.120977>
- Carless, D. (2020). A longitudinal inquiry into students' experiences of feedback: A need for teacher–student partnerships. *Higher Education Research & Development*, 39(3), 425–438. <https://doi.org/10.1080/07294360.2019.1684455>
- Chen, Q., Ge, M., & Li, Y. (2023). Institutional influences on academic writing feedback practices: A case study from an EFL context. *International Journal of English for Academic Purposes*, 3(1), 6–23. <https://doi.org/10.3828/ijeap.2023.2>
- Cheng, X., Zhang, L. J., & Yan, Q. (2021). Exploring teacher written feedback in EFL writing classrooms: Beliefs and practices in interaction. *Language Teaching Research*, 29(1), 385–415. <https://doi.org/10.1177/13621688211057665>
- Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: Staff and student perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25–36. <https://doi.org/10.1080/02602938.2018.1467877>
- Del Valle, J. H. (2022). Tough teachers actually care: An ethnographic look into the 'problematic' role of teachers as figures of authority under learner-centered education. *Australian Journal of Teacher Education*, 47(6), 18–34. <https://doi.org/10.14221/ajte.2022v47n6.2>
- Dhannoon, A. A., & Hussein, K. (2022). A study of assertives in Arabic supervisor–student interaction. *College of Basic Education Research Journal*. https://www.researchgate.net/publication/364639157_A_study_of_Assertive_s_in_Arabic_Supervisor_-_Student_Interaction#fullTextFileContent
- Donaghue, H. (2019). 'Time to construct positive identities': Display questions in post-observation teacher feedback. *Classroom Discourse*, 10(3), 219–238. <https://doi.org/10.1080/19463014.2019.1581626>
- Fairclough, N. (1989). *Language and power*. Longman. https://archive.org/details/languagepower00fair_0/page/n5/mode/2up
- Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19(1), 6–23. <https://doi.org/10.1016/j.asw.2013.09.004>
- Gan, Z., He, J., Zhang, L. J., & Schumacker, R. (2023). Examining the relationships between feedback practices and learning motivation. *Measurement: Interdisciplinary Research and Perspectives*, 21(1), 38–50. <https://doi.org/10.1080/15366367.2022.2061236>
- Gravett, K., & Carless, D. (2023). Feedback literacy-as-event: Relationality, space and temporality in feedback encounters. *Assessment & Evaluation in Higher Education*, 49(2), 142–153. <https://doi.org/10.1080/02602938.2023.2189162>
- Griffiths, C. M., Murdock-Perriera, L., & Eberhardt, J. L. (2023). "Can you tell me more about this?": Agentic written feedback, teacher expectations, and

- student learning. *Contemporary Educational Psychology*, 73, 102145. <https://doi.org/10.1016/j.cedpsych.2022.102145>
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge. <https://doi.org/10.4324/9780203783771>
- Hossain, K. I., Ahmed, M. K., & Mahmud, M. S. (2024). A comprehensive review on the impact of teacher feedback in language development for ESL/EFL learners. *IUBAT Review: A Multidisciplinary Academic Journal*, 7(1), 218–229. <https://doi.org/10.3329/iubatr.v7i1.74421>
- Hua, M., Wu, J., Yan, R., Li, X., & Yang, X. (2011). The impact of evaluative and descriptive feedback on ESL students' writings. In *Second Language Reading and Writing: Investigations into Chinese and English*. <https://www.researchgate.net/publication/323110625>
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of Michigan Press. <https://doi.org/10.3998/mpub.6719>
- Hyland, K., & Hyland, F. (Eds.). (2019). *Feedback in second language writing: Contexts and issues* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108635547>
- Jin, X., & Ruan, Z. (2023). University students' perceptions of their lecturer's use of evaluative language in oral feedback. *Linguistics and Education*, 78, 101233. <https://doi.org/10.1016/j.linged.2023.101233>
- Kanna, R. M. R., Sridharan, A., Suresh, R., Sharma, A., & Gopala Raju, S. S. S. V. (2024). Teacher-student feedback dynamics and their implications for effective teaching. *Educational Administration: Theory and Practice*, 30(5), 9671–9677. <https://doi.org/10.53555/kuey.v30i5.4636>
- Koenka, A. C., Linnenbrink-Garcia, L., Moshontz, H., Atkinson, K. M., Sanchez, C. E., & Cooper, H. (2021). A meta-analysis on the impact of grades and comments on academic motivation and achievement: A case for written feedback. *Educational Psychology*, 41(7), 922–947. <https://doi.org/10.1080/01443410.2019.1659939>
- Komorowska, H. (2018). Feedback in language learning and teaching. *Glottodidactica*, 45(2), 185–200. <https://doi.org/10.14746/gl.2018.45.2.10>
- Lee, I., Luo, N., & Mak, P. (2021). Teachers' attempts at focused written corrective feedback in situ. *Journal of Second Language Writing*, 54, 100809. <https://doi.org/10.1016/j.jslw.2021.100809>
- Liu, S. (2022). Analysis and evaluation of the effectiveness of a teacher's feedback in classroom interaction. *Asian Education Studies*, 7(2), 1–15. <https://doi.org/10.20849/aes.v7i2.1125>
- Malecka, B., Boud, D., & Carless, D. (2022). Eliciting, processing and enacting feedback: Mechanisms for embedding student feedback literacy within the curriculum. *Teaching in Higher Education*, 27(7), 908–922. <https://doi.org/10.1080/13562517.2020.1754784>
- Mao, S. S., & Crosthwaite, P. (2019). Investigating written corrective feedback: (Mis)alignment of teachers' beliefs and practice. *Journal of Second Language Writing*, 45, 46–60. <https://doi.org/10.1016/j.jslw.2019.05.004>
- Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. Palgrave Macmillan.

- [https://www.prrwhite.info/Martin%20and%20White,%202005,%20CHPT%203%20\(sample\)%20The%20Language%20of%20Evaluation.pdf](https://www.prrwhite.info/Martin%20and%20White,%202005,%20CHPT%203%20(sample)%20The%20Language%20of%20Evaluation.pdf)
- Mejeh, M., Hagenauer, G., & Gläser-Zikuda, M. (2023). Mixed methods research on learning and instruction—Meeting the challenges of multiple perspectives and levels within a complex field. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 24(1), Article 14. <https://doi.org/10.17169/fqs-24.1.3989>
- Milal, A. D., & Kusumajanti, W. (2020). Assertive speech acts performed by teacher in EFL classes. *NOBEL: Journal of Literature and Language Teaching*, 11(1), 83–100. <https://doi.org/10.15642/NOBEL.2020.11.1.83-100>
- Mirador, J. (2000). A move analysis of written feedback in higher education. *RELC Journal*, 31(1), 45–60. <https://doi.org/10.1177/003368820003100103>
- Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, 45(4), 527–540. <https://doi.org/10.1080/02602938.2019.1667955>
- Nguyen, H. T. T. (2023). Feedback as a tool in practicum-based learning to teach: A ‘gift’ given or a ‘shared’ practice? *Journal of Education for Teaching*, 49(5), 882–897. <https://doi.org/10.1080/02607476.2022.2151878>
- Nugrohadi, S., Anwar, M. T., Wicaksono, A. G. C., & Sherka, T. D. (2022). Analysing teacher training participants' feedback using natural language processing. *KnE Social Sciences*, 7(19), 25–32. <https://doi.org/10.18502/kss.v7i19.12426>
- Pitt, E., & Winstone, N. (2023). Enabling and valuing feedback literacies. *Assessment & Evaluation in Higher Education*, 48(2), 149–157. <https://doi.org/10.1080/02602938.2022.2107168>
- Reyes, C. D. (2023). Feedbacking strategies of English language teachers on the written outputs of students in distance learning. *World Journal of English Language*, 13(8), 348–357. <https://doi.org/10.5430/wjel.v13n8p348>
- Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35(5), 535–550. <https://doi.org/10.1080/02602930903541015>
- Sanchez, H. S., & Rodrigues, L. de A. D. (2024). Pedagogical intentions behind teacher written feedback: The perspectives and practices of an English language teacher educator in Argentina. *Journal of English for Academic Purposes*, 69, 101370. <https://doi.org/10.1016/j.jeap.2024.101370>
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Shen, R., & Chong, S. W. (2023). Learner engagement with written corrective feedback in ESL and EFL contexts: A qualitative research synthesis using a perception-based framework. *Assessment & Evaluation in Higher Education*, 48(3), 276–290. <https://doi.org/10.1080/02602938.2022.2072468>
- Shvidko, E. (2021). Relating through instructing: Affiliative interactional resources used by the teacher when giving feedback on student work. *Classroom Discourse*, 12(3), 233–254. <https://doi.org/10.1080/19463014.2020.1742174>
- Tai, J., Boud, D., Dawson, P., & Molloy, E. (2018). Developing evaluative judgement: Enabling students to make decisions about the quality of work.

- Higher Education, 76(3), 467–481. <https://doi.org/10.1007/s10734-017-0220-3>
- Taylor, E. (2021). Use of non-situational identities in teacher-student interaction. *Linguistics and Education*, 66, 100997. <https://doi.org/10.1016/j.linged.2021.100997>
- Turan, P., & Yiğitoğlu Aptoula, N. (2023). Between teacher candidates' reflection and teacher educators' evaluation: Fluctuations in epistemic (a)symmetry in feedback conversations. *The Modern Language Journal*, 107(4), 1011–1034. <https://doi.org/10.1111/modl.12886>
- Wahyudi, A., Sari, F., Amaliah, A., Pamuji, A., & Yanu Dharmawan, Y. (2024). From critique to insight: Student voices on English writing feedback. *Voices of English Language Education Society*, 8(1). <https://doi.org/10.29408/veles.v8i1.25659>
- Winstone, N., Boud, D., Dawson, P., & Heron, M. (2022). From feedback-as-information to feedback-as-process: A linguistic analysis of the feedback literature. *Assessment & Evaluation in Higher Education*, 47(2), 213–230. <https://doi.org/10.1080/02602938.2021.1902467>
- Winstone, N., Pitt, E., & Nash, R. (2021). Educators' perceptions of responsibility-sharing in feedback processes. *Assessment & Evaluation in Higher Education*, 46(1), 118–131. <https://doi.org/10.1080/02602938.2020.1748569>
- Yan, C., He, C., & Sheng, H. (2024). Grades alone are insufficient! Chinese EFL student teachers' perspectives on teacher written feedback on course essays. *Innovations in Education and Teaching International*. <https://doi.org/10.1080/14703297.2024.2437116>
- Yelland, C. (2011). A genre and move analysis of written feedback in higher education. *Language and Literature*, 20(3), 218–235. <https://doi.org/10.1177/0963947011413563>
- Yu, S., & Liu, C. (2021). Improving student feedback literacy in academic writing: An evidence-based framework. *Assessing Writing*, 48, 100525. <https://doi.org/10.1016/j.asw.2021.100525>
- Zhang, E. D., Liu, C., & Yu, S. (2024). The impact of a feedback intervention on university students' second language writing feedback literacy. *Innovations in Education and Teaching International*, 61(3), 426–442. <https://doi.org/10.1080/14703297.2023.2254275>
- Zhang, Y., Dai, C., Pi, Z., & Yang, J. (2023). Pre-class teacher feedback in the flipped classroom: Cognitive or praise feedback is better than mitigating feedback. *Innovations in Education and Teaching International*, 60(3), 357–367. <https://doi.org/10.1080/14703297.2022.2052932>
- Zhang, Z. (Victor). (2022). Promoting student engagement with feedback: Insights from collaborative pedagogy and teacher feedback. *Assessment & Evaluation in Higher Education*, 47(4), 540–555. <https://doi.org/10.1080/02602938.2021.1933900>
- Zhou, J., Deneen, C., Tai, J., & Dawson, P. (2023). Feedback seeking by first-year Chinese international students: Understanding practices and challenges. *Assessing Writing*, 57, 100757. <https://doi.org/10.1016/j.asw.2023.100757>