RITUALISED DISCOURSE PRACTICES OF FEEDBACK IN A UNIVERSITY FOUNDATION PROGRAMME: A CRITICAL INVESTIGATION

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Abstract

In order for students to become true members of academic communities of practice they need epistemological access, including guidance on central institutional knowledge-producing processes and mastery of key academic literacy practices. A powerful source of guidance is marker feedback. Drawing on key insights from the New Literacy Studies and taking up the mandate of Critical Ethnography to improve the *status quo,* this thesis reports on the feedback practices in a university foundation programme. The findings are based on three micro-case studies compiled and analysed by means of methods drawn from Ethnography, Sociolinguistics and Critical Analysis in conjunction with an expanded, multimodal, APPRAISAL analysis, including adjusted categories and the author's own feedback typologies. Two major arguments emerge: the feedback provided amounts to a set of ritualised discourse practices and its effects can be likened to the product of the children's game of Head-body-tail. Consequently, feedback conventions are opaque and, potentially, impede epistemological access. They further entrench five sets of ideologies:

(1) Students must master basic English literacy before they are coached in more complex issues such as argumentation; an assumption which leads to differential socialisation.
(2) There is a single set of literacy practices that is rewarded.
(3) Students have different levels of authorial authority depending on their language abilities.
(4) 'Middle students' may benefit the most from feedback.
(5) Specific comments are preferred over general ones.

Analysis of feedback, furthermore, shows that markers' frames of reference shape their pedagogy and that draft and final versions of work may be framed differently by markers. These findings require a response and, in order to facilitate epistemological access, suggestions are made for improved marker training based on the problematisation of the ritual involved in marking students' work in this university foundation programme

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- God

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Chapter 1. Introduction

1.1. Background and Contextualisation

1.1.1. General

South Africa has a history of inequality in education, set into policy by Apartheid-era Bantu Education which entailed children receiving different levels of education based on racial classification. Current figures show that the educational landscape remains bleak in Post-Apartheid South Africa. With many students attending schools without essentials such as libraries, water, electricity and teachers, only 24% of 2011 matriculants achieved the marks required for entrance to a university bachelor's programme (Department of Basic Education, 2013). The majority of students are, therefore, effectively denied physical access to such programmes. Success is not guaranteed for those students who are able to enter universities where only 15% of students enrolled for undergraduate degrees completed their studies in 2011 (Department of Higher Education and Training, 2013). Explanations for these failures range from inadequate schooling to inadequate students (Sapa, 2008). However, the New Literacy Studies and subsequent critical ethnographic studies like Wisniewski (2000), Keogh (1995) and Magolda (2000), based on work such as Heath (1983), indicate that a mismatch between students' conceptualisations of the tasks set for them and the expectations of the institutions in question may contribute significantly to that failure. This has been shown to be particularly relevant in socio-economically varied, multicultural institutions where students and educators are influenced by diverse frames of reference (Niven, 2003; Northedge, 2003a). Low pass rates may, therefore, be a reflection of inadequate scaffolding for students into the knowledge production processes of institutional communities of practice. Students may be said to have been given material, but not epistemological access to these communities (Bozalek, Garraway, & McKenna, 2012).

In my own academic career I have become increasingly aware of these difficulties. Studies in Sociolinguistics, Literacy, and Ethnography, for example, have made me aware that my own academic success is largely based on luck and historical chance. I was born into a family, and able to attend a school, in which the literacy practices currently necessary for academic success were fostered. In addition, in my own teaching I have found that students' writing often reflects an understanding of questions and structuring of answers which contrasts with traditional university expectations. In other words, students seem to have acquired and to utilise different sets of literacy practices from those expected in universities. Further, I have found that it is often

difficult to identify and to articulate the requirements of valued literacy practices. I can recognise 'good' writing, because I have become entrenched within the communities of practice of my branches of academic study. However, I often find it difficult to express accurately what makes that writing successful. Such difficulties can undermine the efforts of teachers to provide epistemological access to their students through scaffolding them into valued literacies.

Without epistemological access, students may not be able to achieve educational success. In recognition of this problem, tertiary institutions have developed "foundation" programmes to help scaffold students into university cultural practices, including the required literacy practices (Gee, 1996). These programmes are generally aimed at students whose schooling has left them unprepared for what is expected in the university context. Such programmes provide invaluable assistance in a climate in which it is very difficult to bring about significant positive change in the schooling system, which is generally accepted to be in a state of crisis. Research into the improvement and continued success of these programmes is, therefore, important. This thesis reports on such a study.

The study involves an examination of the written feedback practices engaged in in the literacy teaching section of the science foundation course at Rhodes University. I became involved in this programme in 2011 when a number of Linguistics honours students were engaged to help provide detailed feedback to students. I chose to spotlight feedback practices for a number of reasons. First, they are an important means of communication with the students, which can be utilised to facilitate epistemological access. Second, I have personally experienced difficulties in utilising this means of communication, partly because I have become embedded within academic communities of practice. This has created the desire to problematise feedback. Thirdly, feedback comprises an un-spectacular academic discourse, which takes place in the margins of and above and below more prominent discourses. As such it is not often examined and writers such as Magolda (2000) encourage the problematisation of unnoticed discourse practices.

In the remainder of this chapter, I more fully situate my thesis by introducing the Rhodes University foundation programme and the research participants upon whom the thesis is based. I also describe the basic theoretical grounding for my research and the aims and research questions which have guided it. Finally, I provide an outline of the thesis as a whole. First, however, I describe some of the major writing conventions I have used in this thesis document, in order to facilitate reading and understanding.

1.1.1.1. Description of Writing Conventions

Mindful of the demands a thesis places on a reader, I have tried to make this one as reader friendly as possible by introducing a number of writing conventions. These are explained below and summarised in the non-electronic detachable (perforated) appendices (Appendix A). Detachable appendices have been printed on blue paper so that they can be easily identified.

I have collected a vast quantity of data which is provided in electronic form on the C.D. attached. The electronic format allows me to make all of this data available and for my expanded APPRAISAL mega-tables (cf. 3.2.3.1) to appear in *Microsoft Excel* format, where they can be manipulated. References to these electronic sources are indicated by means of the symbol "💿" followed, in brackets, by

1 A letter giving the name of the folder in which the data can be found
2 Where applicable, a number corresponding to a folder within that folder
3 A roman numeral which corresponds to the relevant file name
4 Where applicable, search terms the reader can use to locate the quote are provided

e.g. 💿 (C. i. "Ok, it's Maths").

In addition to electronic appendices, I have included (blue) detachable example sheets which the reader can use to facilitate understanding of my analysis in Chapter 4 without breaking the flow of the account. I indicate when examples can be found on these sheets in the text using the symbol, "🗎," followed by a superscript letter which corresponds to the numbering of the example sheets.

To aid the flow of the account further I have included, in quantitative data-rich sections, "data tabs" to the left of the page containing important figures. In order to keep the need for page flipping to a minimum I have also, at some points where I refer backwards or forwards in the thesis, included quotes from the referenced section(s) in a "cf. block" (see, for example, p.72). Reduced examples of a cf. block and a data tab appear in figures 1 and 2 respectively:

Figure 1: "Cf. Block" Example

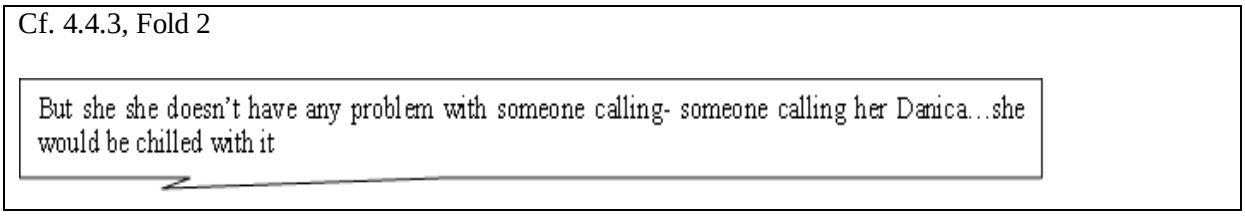
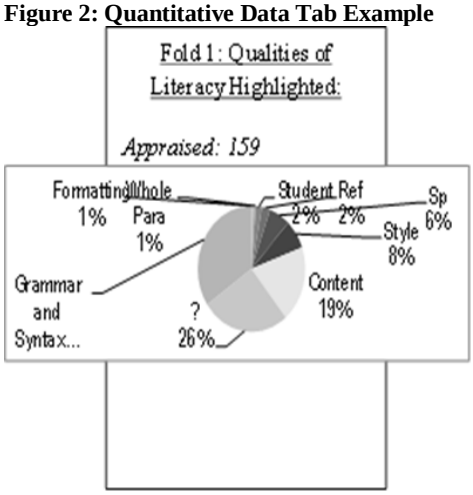


Figure 2: Quantitative Data Tab Example



As an additional texturing device I have placed quotes from my student participants in "speech bubbles." This serves a dual purpose. It helps to make these quotes easy to distinguish from the body of the text, and it explicitly recognises these quotes as reflections of the participants' voices.

Finally, I have employed a number of acronyms in the thesis, listed below:

i. AL: Academic Literacies
   - Primarily critical and ethnographic approach to the study of academic literacy practices

ii. SFL: Systemic Functional Linguistics
   - Primarily text based and descriptive approach to the study of academic literacy practices

iii. ESU: Extended Studies Unit
   - The Rhodes University foundation course in which this research took place

iv. SESP: Science Extended Studies Programme
   - The particular programme which received attention

v. ISCM: Introduction to Science Concepts and Methods
   - Course in which students receive the most literacy tuition

vi. RDP: Ritualised Discourse Practices
   - Discourse practices which have their own sets of integral conventions which function to "frame issues," "bestow a unique type of knowledge," and "transmit an ideology" (Magolda, 2000, p. 23).

vii. WR: Writing Respondent
   - Student engaged by Mrs Jakobs, the SESP literacy teacher, to help give feedback on SESP students' written hand-ins.

1.1.2. Introduction to the Rhodes Foundation Programme

Rhodes University offers foundation programmes through the Extended Studies Unit (ESU). Programmes are called "extended" because students wishing to study in the Humanities, Commerce or Science faculties take their degree of choice over four years rather than the usual three. The ESU targets local students believed to have the ability to be successful in tertiary education, but whose cultural, social, economic and educational backgrounds have left them unprepared for the university mainstream. Students are chosen by the relevant faculty dean and corresponding ESU programme coordinator, taking into account factors such as schools attended, family income and home language. Individual student strengths and marks achieved in national benchmark tests are also used as indicators of students' potential success (SESP Curriculum Review). This thesis focuses specifically on the Science Extended Studies Programme (SESP) (for students aiming to enter the Science Faculty).

According to Boughey (2010), three main foundational course formats are recognised by the Department of Education: stand-alone courses, extended foundation courses and augmented courses. Stand-alone courses are completely separate from the university "main-stream" and consist of foundation level work aimed at giving students the skills to cope with future study. Extended foundation courses, on the other hand, allow students to take main-stream courses but over double the time with double the tuition. Finally, in augmented courses students follow the mainstream curriculum but are given double the tuition and specialist teachers. The four year SESP most closely resembles the stand-alone model as almost all foundational teaching and support is provided in the first year of study. During the first year, students do not attend mainstream lectures or follow the mainstream curriculum. Instead, they are introduced to a foundational understanding of the construction of scientific knowledge and the skills necessary to pursue a further degree in the sciences through three year-long courses: Mathematic Literacy, Computer Skills for Science and Introduction to Science Concepts and Methods (ISCM). The stand-alone nature of the programme gives the foundation lecturers the flexibility to change the courses according to student needs. In addition, this structure aligns with Bernstein's (1996) structure of scientific knowledge as being built hierarchically onto a general foundation.

In terms of theoretical framing, the SESP aims to move away from the traditional linear approach to science teaching, shown to be constricting and problematic, to a more socially conscious approach, benefitting students from many different backgrounds. Traditionally,

teaching in the sciences has been approached as a process of transferring socially and culturally disembodied knowledge from the teacher to the students. This kind of approach, as shown by researchers such as Gee (1989), Dall'Alba & Barnacle (2007) and Lea & Street (1998) is problematic. Where students come from, their socio-economic situations and their home environments are all factors which influence their frames of reference and which will, in turn, influence the way they receive and process information. In addition, academic success requires students not only to master the content of their courses, but the cultural practices of the communities of practice of their disciplines, departments and subjects. Only then will they be equipped with the knowledge and skills to become active members of their academic communities. The SESP operates within a framework which aims to facilitate this access, known as epistemological access, to academic and scientific fields of knowledge.

Within the SESP, ISCM (Introduction to Science Concepts and Methods) is a subject specifically designed to facilitate epistemological access for students by scaffolding them into the ways of thinking and the practices required to be successful in the science field. The course has two main focuses. Students are introduced to different disciplines through lectures and tutorials given by mainstream staff and supplementary sessions with an ESU staff member. In 2012, students were introduced to Physics in the first term, Chemistry in the second, Human Kinetics and Ergonomics in the third and Geology in the fourth term. Additionally, students are provided with tuition in academic reading and writing. This literacy training forms the focus of this thesis.

In the literacy components of the ISCM course, students are introduced to the principles of academic writing for the sciences through lectures, tutorials, exercises, essays and "enrichment" periods. In enrichment periods students are generally shown a video on a topic related to their mainstream subject and then given a task to complete based on the video, such as writing a summary or comprehension task. The main aim of this programme is to give students many opportunities to practice writing, and to provide them with detailed feedback so that they can become familiar with the requirements of academic literacy in the sciences. In this way students may become academically literate, self-motivated and self-correcting students.

1.1.3. Introduction to Research Participants

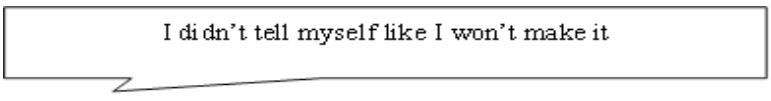
The micro-case studies on which this report is based are constructed around three students enrolled for the SESP course in 2012. The students' work was marked by five different markers: three writing respondents from the Linguistics Department and two ESU lecturers. In what

follows I introduce these participants. To preserve the anonymity of all parties, as far as possible, I have assigned them pseudonyms. In addition, I have not included as much detail on their backgrounds and personalities as an ethnographic account may typically entail, because of the sensitive nature of the context. The research has the potential to impact on the face of the research participants in a number of ways. Firstly, the collection and analysis of marker comments exposes the markers to scrutiny, and potential criticism which would impact their positive face. Secondly, the students are required to expose their work to scrutiny (cf.3.2.2).

1.1.3.1. Students

The students were chosen for this study in conjunction with course coordinators, based on their performance in their first major semester essay to represent a range of abilities and sex to make the case-studies as representative as possible (cf. 3.2.1). All three students are second language learners of English, the medium of instruction. All three passed the first essay, demonstrating some level of linguistic and academic competence. However, they achieved different levels of success: Thembani (male) achieved the lowest mark of the three at 58%, Unathi (female) the middle mark at 63% and Fezile (male) the highest mark at 79.5%.Through the following descriptions, I offer the reader insight into their varied personalities. To this end I have textured my descriptions with the students' own voices in the form of quotes and illustrative vignettes selected from the interview data.

In character, Thembani, who spoke to me with eagerness, excitement and energy, is friendly, engaging, and eager to please. In, fact, I got the sense that it was this student who inspired the others to participate in the study: in my first, informal, joint meeting with all three students he proclaimed, on behalf of the others, that they were more than willing to help me, because one day they might need someone to do the same. This proclamation is further illustrative of Thembani's desire to succeed and go far in his academic career. Throughout our contact, he displayed an inspiring tenacity and eagerness to learn. While passionate about mathematics, Thembani struggled with the writing component of the ISCM course. In response to this struggle he approached the lecturers for extra work, in which he took pleasure succeeding: In his words,  (C. i. "I didn't tell").



That Thembani sought extra guidance and feedback displays a meta-understanding of feedback as a tool to help him to achieve greater academic success in the future. In addition, his faith in the lecturers' ability to provide him with this guidance illustrates a level of deference. Such deference, very obvious in our initial interactions, gave way to increasing levels of candour during the data collection process.

In character, Unathi, giggly and soft spoken, is the most reserved of the three students, although this reserve lifted a little as time progressed. Of the three, she seemed most ill at ease in the University environment: she told me that she has found it quite difficult to adjust to life away from home, (C. i. "so comfortable").

> Because when I go home … I feel so comfortable…but when I'm here- I do sometimes feel comfortable but sometimes I don't ja, I just wish I was home…. Ja [the actual..] was quite a difficult one

In addition, she found the ISCM course strenuous and the markers quite strict. Of Mrs Jakobs, the literacy lecturer in the SESP, she said: (C. i. "in every way").

> In every way, like in your work she is strict

While willing to ask questions in class, Unathi, unlike the other two students, expressed no particular love for learning or desire to become an academic in the future.

Soft spoken, careful, deliberate and detailed, Fezile can best be characterised as a natural teacher. In our interviews he was willing to talk, and often gave me beautiful and detailed explanations of the ISCM course content. More interested in numbers and formal science, Fezile demonstrated an admirable thirst for knowledge and remarkable dedication to his work. He told me that he always aspires to achieve a well-rounded understanding of any subject he studies, gleaned from extra readings: (C. i. "physics library").

> That's what I did in the first semester, I just went to the library, took our books on chemistry, books on physics, I even stayed in the physics building, a lot of times I just go there, there's a physics library there…

Unsurprisingly, this student expressed a strong desire to become an academic one day and appeared to lack the absolute deference for the ISCM lecturers demonstrated by Thembani, while still retaining an air of humility and politeness. He, for example, used the lecturers' surnames in addressing them, showing a level of respect. However he told me that whenever he disagrees with a lecturer about a mark or comment, he will query it, showing a level of critical engagement.

1.1.3.2. Lecturers

Energetic, willing to help, passionate about her work, Mrs Glover joined the ESU in 2008 and comes originally from a science background. She is the coordinator of the SESP programme and gives the students supplementary lectures based on their 'mainstream' material. She sets less work for the students than Mrs Jakobs, leading Thembani to tell me he likes her more because:

> [from] Mrs Glover we don't get that much of work

Mrs Jakobs comes from a humanities, and specifically linguistics, background, with recent experience in lexicography. Her particular focus is on the teaching of literacy to the students. I found her, at times, difficult to contact and meet with and seemingly distrustful of me and my methods, but hard working and passionate about her work. According to the students she can be quite strict and is focused on the minute details of their work. She can also be strong willed and is unlikely to change her views in response to student challenges as illustrated in the following interaction: ⚽ (C. A. "she always wins").

> *Amy: Ok (.) Um does it ever happen that- I mean do you also explain to her why you put it where you put it? [referring to comments relating to structure]*
>
> Fezile: Yes I do. And then like she would convince me
>
> *Amy: Has it ever happened that you convinced her*
>
> Fezile: No
>
> *Amy: No (.) Ok (.) so generally=*
>
> Fezile: =Ah she always wins

1.1.3.3. Writing Respondents

When they were first engaged as WRs in 2011, Monica, Lee and Olivia were all completing Honours decrees in Linguistics. In 2012, the year in which this study took place, Monica was studying towards a Post Graduate Certificate in Education, while continuing to work for Mrs Jakobs. Olivia and Lee remained in Linguistics, although in quite different fields. Olivia is a formal linguist with a particular interest in syntax. She is currently working on a Masters thesis examining agreement in a number of languages from the Bantu group. Extremely passionate about her work, Olivia is also dedicated to detail. She has lectured formal linguistic courses, including Phonetics and Phonology and has tutored Syntax. Lee is currently writing her Masters thesis in APPRAISAL theory. She has a keen interest in Sociolinguistics and has been exposed to critical ethnographies of education. In addition, she has lectured in Professional Communication and the more social sub-discipline within Linguistics of Conversation Analysis.

All three WRs are middle-class, first language English speakers, quite entrenched within academic communities of practice, all being in their fifth year of study at Rhodes in 2012.

1.2. Theoretical Grounding and Methodology

In theory and methodology, my study takes up the mandate of Critical Ethnography actively to change the *status quo* wherever the welfare of a group of people may be improved. My study can be seen, like Hood's (2004) study into stance-taking in academic writing, to be situated at the intersection of linguistics and education. As such it brings together and supplements two of the major schools of thought regarding academic literacies, namely the Systemic Functional Linguistic (SFL) and Academic Literacies (AL) approaches, aiming to problematise feedback discourse within the SESP.

Both the SFL and AL approaches to reading and writing in tertiary education acknowledge the New Literacies suggestion that students do not fail, for the most part, because they are simply incapable, but because they have different ways of performing literacy practices from those required at university. They, however, take different approaches to the resolution of this problem (Coffin, 2012). SFL approaches, such as Northedge (2003a; 2003b), Mei (2007) and Rothery and Strenglin, advocate in-depth textual analysis to draw out the features of successful writing, which must then be conveyed to students. AL studies such as Niven (2003), Bozalek, Garraway &

McKenna (2012), Bronson and Watson-Gegeo (2008) and Zamel (1998) take a critical approach, conducting ethnographic studies designed to understand the frames of reference students bring with them and the ideologies entrenched within the current systems of academia. This information is then used to change expectations and teaching methods in accordance with the influence of students' views.

My study, as mentioned earlier, comprises a set of detailed micro case-studies examining the comments given on key pieces of work to the three foundation students by the markers introduced in 1.1. These comments have been analysed through an expanded version of the APPRAISAL system, a tool for text analysis which has developed out of SFL. I chose APPRAISAL as it is specifically suited to the task of spotlighting the interpersonal functions of language, relating to power and positioning, a dimension of the un-spectacular discourses of feedback which is yet to be explored in detail. I have expanded this system by adding in elements such as typologies of marker-comments (cf.3.3). In line with AL approaches, SFL text analysis data is triangulated with ethnographically and sociolinguistically influenced interviews, particularly with the student participants. These interviews provide access to the participants' perspective, supplementing my analyst's view.

1.3. Aims and Research Questions

The chief goal of constructing these micro case-studies is to draw out the ideologies embedded within the relatively unproblematised practices of feedback and to examine their value in the scaffolding of epistemological access for students. Two major aspects of the feedback are examined: the aspects of literacy which are constructed as most important for the students and the interpersonal (relational) positioning of the students through feedback processes. Of interest is whether, and, if so, to what degree, students are aligned with or disaligned from the meaning-making processes of the communities of practice they wish to enter through the markers' feedback. Practical suggestions are then made, based on this information, for the continuing and improved success of the programme analysed. In addition to these practical goals, the research also contributes theoretically, both through the combination of aims and methods of SFL and AL approaches to literacy, and to the expansion and alteration of the APPRAISAL system for use in the particular context of written feedback. The achievement of these aims is guided by the following set of research questions:

1. What does an in-depth APPRAISAL analysis of written comments on students' written submissions indicate regarding
    a. The overt functions of these comments, including the features of academic discourse constructed as important for the students
    b. The covert functions of these comments, including ideologies of power and positioning within the academic community?
2. What do in-depth ethnographic type interviews with student participants reveal regarding
    a. Their understandings of the important aspects of academic literacy, and whether these match what is modelled for them in the comments they receive
    b. Their responses to educator feedback, including how they feel positioned within the academic community?
3. What do the answers to questions 1 and 2 reveal regarding the fostering of epistemological access for students?
4. What practical suggestions for the continuing success/improvement of the Rhodes and similar programmes can be made?

1.4. Outline of Thesis

In this chapter I have situated this research within the context of education in South Africa and the Rhodes University foundation programme in particular. I have introduced the research participants, indicated the theoretical grounding of the project and the aims and research questions guiding it. In addition, I have described the writing conventions used throughout this thesis.

In the chapters that follow, I first describe the literature which has shaped this study (Chapter 2), outlining key insights gained from the New Literacy Studies, epistemological access research and studies into the processes of giving and receiving marker feedback. In addition, I introduce the reader to the APPRAISAL system, a complex typology for the classification and analysis of evaluative language.

Following on from this, I describe the methodology (Chapter 3) utilised to create the three micro-case studies upon which my analysis is based. This chapter outlines general procedures of

data collection and examination of case-study data and describes the challenges I encountered in applying these general procedures as well as the methodological innovations that resulted from these challenges.

These contextualising chapters are followed by the analysis (Chapter 4) where I characterise the features of the feedback practice and draw out both the overt and covert interpersonal messages conveyed to each of the students through them, supplemented by the students' perspectives which I gleaned from in-depth, qualitative interviews with them.

This thesis concludes (Chapter 5) with a summary of the major findings arising from the analysis, tied back to the aims and research questions presented in the Introduction. I also make practical proposals for the improvement of feedback pedagogy based on these findings and suggest future lines of research arising from the limitations of my study.

2.1 Introduction

In my examination of feedback I take a socio-cultural view of literacy, based on the traditions of the New Literacy Studies, situated in the particular context of higher education and foundational pedagogy and taking on the mandate of Critical Ethnography to change the *status quo.* A socio-cultural view of literacy challenges the assumption, prevalent in academic institutions, that "learning is an individual process, that it has a beginning and an end, that it is best separated from the rest of our activities, and that it is the result of teaching…" (Wenger, 1998, p. 3). Rather, learning is seen to encompass the processes of gaining competency in a number of valued, cultural practices. In this conception of learning, the social and cultural backgrounds of all participants are fundamentally important and "…a central concern of educators, learners, and applied linguists [must be] how best to help novices participate effectively in new academic discourse communities and their practices" (Duff, 2010, p. 170).

In this chapter, I begin by outlining key literature from the New Literacy studies and four formative insights gained from this work upon which my sociocultural approach is based. I move on to explain how this socio-cultural view of literacy necessitates a re-evaluation of what it means to give students access to education, introducing and exploring the concept of epistemological access and different methods of facilitating it. As I have chosen to examine written feedback as a means through which to improve epistemological access, I then describe three main insights, gained from the feedback literature, which have shaped my examination of this data. Finally, I briefly outline the APPRAISAL system used to accomplish the core textual analysis reported on in this thesis, and conclude the chapter with a summary.

Literacy as an area of study is saturated with overlapping and conflicting terminology as numerous researchers have approached it from a multitude of theoretical perspectives. Consequently, I have selected from this vast assortment those terms which I believe most accurately align with my purposes. Borrowed from a range of areas including Sociolinguistics, Systemic Functional Linguistics, Applied Linguistics and Post-modernity, the most important of these terms, elaborated on in this chapter and utilised throughout this thesis, are outlined below:

1. *Academic Literacy/Advanced Literacy*: The literacy practices required for success in high-school and tertiary education: "forms of oral and written language and communication – genres, registers, graphics, linguistic structures, interactional patterns – that are privileged, expected, cultivated, conventionalised or ritualised, and, therefore, usually evaluated by

instructors, institutions, editors, and others in educational and professional contexts" (Duff, 2010, p. 175; Colombi & Schleppegrell, 2002).

2. *Community of Practice*: Social configurations with their "own practices, routines, rituals, artefacts, symbols, conventions, stories and histories" in which we learn to participate in all areas of our lives, shaping our variable identities (Wenger, 1998, p. 6).

3. *Differential Socialisation:* Where people are exposed to differential treatment and socialisation. Often used to refer to the differential treatment of male and female children, this term has here been used to refer to differential treatment based on language ability (Magolda, 2000).

4. *Epistemological Access*: Access to active membership of a knowledge producing community (Bozalek, Garraway, & McKenna, 2012).

5. *Face:* 'Negative face' encompasses the desire to be able to choose what one wants to do or say or to think freely, and to not have one's choices constrained. 'Positive face' refers to a person's feelings of self-worth, importance and dignity (Brown & Levinson, 1987).

6. *Frame of Reference:* The lens through which a person views the world, shaped by everything they have been exposed to including experiences and ideologies.

7. *Friend of a Friend Relationship:* A sociolinguistic concept, developed by Milroy (1987) in the Belfast Study, to describe a relationship which a researcher can utilise to gain access to members of a community: a 'friend of a friend' has enough vicarious familiarity to neutralise the threat of the researcher being a relative outsider and to permit him or her to make requests of community members.

8. *Gate-Keepers:* Members of communities, positioned as having the power to allow or deny entry into that community (Magolda, 2000).

9. *Interpersonal Functioning:* The function of language to set up relationships of power and positioning (Martin & White, 2005).

10. *Participant Observation:* A sociolinguistic and ethnographic concept, participant observation involves, "learning to become a member…while…keeping observational distance" (Scollon, 1998, p. 277).

2.2 The New Literacy Studies

My socio-cultural view of literacy is grounded in the New Literacy Studies and subsequent developments. Specifically, four key insights arising out of work such as Heath (1983), Sola & Bennett (1991), Camittta (1993) and Adendorff & Nel (2000) have influenced my research. First, multiple literacies or ways of reading and writing exist and these are shaped by individuals' frames of reference. Second, different literacies are unequally valued within institutional communities of practice. Third, the features of valued literacies are often inadequately conveyed to students within such communities. Finally, differential socialisation may occur in the processes of literacy teaching and learning.

Heath's (1982; 1983) ethnographic study into literacy practices in the Piedemont Carolinas introduces the ideas of multiple, socially and culturally shaped, unequally valued literacies. Out of the three communities she examined, only the literacy practices of the white, middle class closely mirror those of the common school, ensuring this group greater academic success. Later ethnographies such as Sola & Bennett (1991) and Camittta (1993) give further evidence of diverse discourses, this time in the high school context, where only certain of these are regarded as legitimate. In Sola & Bennet (1991), an unofficial, performative and interpersonally oriented discourse is found amongst the students of an East Harlem school, influenced by their Puerto Rican culture. For these students, performance is highly valued for its ability to create shared experiences and build community, whilst in the classroom these skills are rarely recognised. Similarly in Camitta (1993, pp. 228-229) students write notes, raps, letters and poems, "closely associated with a culture which is neither elite or institutional, which is traditional and indigenous to the diverse cultural processes of communities as distinguished from the uniform, inflexible standards of institutions" and these skills are incorporated by only one teacher into the classroom. Where divergent literacies are not valued it sends the message to students, for whom these literacies are an intrinsic part of their identity, that they belong outside of school communities of practice.

Adendorff & Nel's (2000) study into literacy practices within a South African preschool add onto this foundational research. They highlight some of the challenges involved in communicating the conventions of valued sets of literacy practices to students in contexts where different frames of reference are acknowledged. In Church Preschool, Miss Smith is aware of the existence of multiple, unequally valued literacies within her classroom. She, consequently, tries

to provide equal access to institutional literacy practices through the activity of "planning time." In planning time, the children plan and describe, execute and report on what they will do during their play time. To ensure that all students are all equally equipped to perform this task, Miss Smith attempts to make all of her expectations regarding good planning explicit. She indicates that she wants a clear, cohesive account by asking the children what they want to do during play time, how they will do it and with whom. However, some of the features of planning that Miss Smith values, such as providing lots of detail, remain unsaid. This, according to Adendorff & Nel (2000), is because Miss Smith has become entrenched in the dominant discourse practices, in which being detailed is a requirement. Being detailed has become common-sense for her, so Miss Smith does not realise it is culturally specific knowledge, or even that it is what she expects. This shows that even where educators have the best intentions of moving from, in the words of Bernstein (1996), invisible to visible pedagogy, this may prove challenging due to their own cultural embeddedness. In the words of Johns (1997, p. 46), students are "seldom told about textual conventions, principally because the rules have become second nature to their instructors." As indicated in 1.1.1, this is a challenge I myself have encountered in marking students' work. I often find it difficult to express exactly what it is that makes an essay good or bad, I "just know" because of past experience. This can have the negative effect that students are left to figure out for themselves exactly what it is that they have done right or wrong, a very challenging task.

Miss Smith's cultural embeddedness has the further effect of leading her to socialise her students differentially, a covert kind of discrimination. Miss Smith views the failure of pupils to comply with her unexpressed planning criteria as evidence that they are weaker students. Once these students are placed in this "box" she, however unwittingly, treats them differently from the students she believes to be stronger. She, for example, does not explain to these "weaker" students how to develop their skills, because she believes they will not be able to grasp her explanations. She judges their work as good enough, for them. Consequently, different students receive tutelage in different areas of literacy: students supposed to be weaker are told how to accomplish the basics of projects, while students seen as stronger are given guidance on more complex issues. This kind of differential socialisation may make it difficult for students to break free from these categories as they progress through their academic careers (Adendorff & Nel, 1998). Some are given a 'head-start' over others in the complexities of academia and, as suggested by Luke (1992), students may internalise these classifications.

The four key insights gleaned from Heath (1982; 1983), Sola & Bennett (1991), Camittta (1993) and Adendorff & Nel (2000) (that multiple literacies or ways of reading and writing, shaped by frames of reference, exist; that different literacies are unequally valued; that features of valued literacies are often inadequately understood and conveyed by educators and differential socialisation may occur in the processes of literacy teaching and learning) indicate that many students who enter academic institutions may fail for reasons beyond their control. Even though many, varied sets of literacy practices exist, only some of these are valued within educational institutions. Further, educators may not, and often cannot, convey the features of valued literacies to their students and, instead, might differentially socialise them. Consequently, although official mechanisms for preventing access to education for non-middle class, non-white students have been dismantled in South Africa, "gatekeeping" moments may still arise "at the less easily defined point of literacy acquisition" (Magolda, 2000, p. 220). Recently, these concerns have been explored under the banner of Epistemological Access.

2.3 Epistemological Access

One of the major implications of a socio-cultural view of literacy is a re-evaluation of what it means to give students access to education. To this end, the concept of epistemological access has been explored by, for example, Northedge (2003b; 2003a), Morrow (1993), Colombi & Schleppergrell (2002) and Boughey (2010; 2012; 2005).

Building onto the basis of the New Literacy Studies, these researchers emphasise that successful academic literacy involves much more than the acquisition of cognitive skills of reading and writing (Northedge, 2003a). Duff (2010, p. 170) says, "academic discourse is not just an entity but a social, cognitive and rhetorical process and an accomplishment, a form of enculturation, social practice, positioning, representation, and stance-taking." Consequently, allowing students into academic institutions, providing "formal" access, does not guarantee that they will become authentic members of these communities (Morrow, 1993, p. 4). Learners must master valued sets of literacy practices, which are almost certainly different from their own, in order to be accepted as legitimate knowledge producers (Colombi & Schleppegrell, 2002). This acceptance is known as "actual" or epistemological access (Colombi & Schleppegrell, 2002; Northedge, 2003a; Boughey, 2005; Morrow, 1993, p. 4).

Gaining epistemological access to varied and changing academic communities is a challenge for all students because of the four key insights gained from the New Literacy studies described above: students bring with them their own sets of literacy practices, which often do not match those of their academic communities; many of these sets of practices are not valued and features of valued literacies are often inadequately understood and conveyed, resulting in differential socialisation and discrimination. For some, however, the challenge is compounded. Northedge (2003a) and Reder & Davila (2007), for example, describe the particular difficulties students face as student-bodies increase in diversity. In such contexts, as in modern day South Africa, many are faced with having to master literacy practices which are deeply in conflict with their own and which are, therefore, "discordant and unsettling" (Northedge, 2003a, p. 27). Despite this increasing diversity, institutions have largely failed to adjust their teaching methods, leading to the creation of a remedial "pauper's wing" filled with students excluded from active participation in processes of knowledge creation (p. 17). In diverse student bodies, second language learners of the language of teaching and learning face a further level of difficulty, according to Schleppegrall (2002). They must negotiate their entry through a language other than their own. For these students, a lack of grammatical and lexical resources makes it more difficult for them to understand the tutelage they do receive regarding valued literacy practices, reinforcing the difficulties created by a lack of guidance. In addition, they may not have the linguistic resources, such as knowledge of vocabulary and the rules of the grammar, to express their content in the expected manner. This may lead educators to the mistaken belief that these students lack understanding or even intellect, reinforcing differential socialisation.

From the preceding discussions of the New Literacy Studies and epistemological access, it is clear that an understanding of the provision of such access has the potential to improve the education crisis in South Africa described in 1.1. Recently, this has been a major topic in Applied Linguistics, with researchers approaching it from many different theoretical perspectives (Duff, 2010). The two approaches which have been most influential in shaping this study are identified by Hood (2004). The first aims to empower students through the provision of extensive guidance and support while the second advocates a critical evaluation of institutionally valued literacy practices. According to Coffin (2012), these are exemplified by the Systemic Functional Linguistic (SFL) and Academic Literacies (AL) approaches to literacy study and teaching, briefly referred to in 1.2.

SFL approaches, such as Northedge (2003a; 2003b), Mei (2007) and Rothery & Strenglin (2000), advocate identifying the deeply ingrained requirements of successful literacies through in-depth formal text analysis from a primarily etic, objective perspective with the goal of making these explicit for students (Bernstein, 1996; Northedge, 2003b). These goals are achieved using methods of analysis and terminology of Systemic Functional Linguistics, more recently including Martin & White's (2005) APPRAISAL system (discussed in more detail in 2.5 and 3.2.3). In the words of Northedge (2003b, p. 178), students require "coached practice to become members of a discourse community". In order to provide such coaching Mei (2007) and Rothery & Strenglin (2000) uncover the valued conventions of the successful student writing in high-school geography and university literature-interpretation genres, respectively. Once uncovered, these conventions can be explicitly taught to students, allowing educators to move from invisible to visible pedagogy (Bernstein, 1996). In this, marker feedback plays a crucial role as a vehicle for conveying this information. Through these means, students can, theoretically, be placed on equal ground, reducing the creation and perpetuation of inequality between students from different backgrounds and aiding epistemological access (Northedge, 2003b).

Whilst the SFL approach aids epistemological access by making valued literacy practices explicit and accessible to all students, it does not aim to challenge the *status quo*. In contrast, the AL approach problematises the dominance of certain literacies within educational institutions. Founded in the notion that institutionally valued literacies are not intrinsically superior to those students bring with them, the AL school believes that pedagogy must change in acknowledgement of student diversity. Students from different backgrounds have valuable skills which should be appreciated and, in so far as it is practical and beneficial, should be accommodated. If such changes do not occur, dominant literacy practices continually entrench the false supremacy of certain cultural groups who benefit from the similarity of these practices to their own, as well as those already embedded within academic institutions, denying others epistemological access. Bourdieu, Passeron & de Saint Martin (1994), mentioned in Duff (2010, p. 171), suggest that maintaining the *status quo* may be a deliberate attempt to "perpetuate the distance between experts and novices…to the experts' advantage" and Luke (1992, p. 110) proposes that it is "readily traceable to particular class interests." Ethnographic studies such as Niven (2003), Bozalek, Garraway & McKenna (2012), Bronson & Watson-Gegeo (2008) and Zamel (1998) are illustrative of this critical approach.

Niven (2003) is a contextually relevant study which aims to bring about a changed consciousness and consequent adjustments in the teaching and learning practices of reading in the History 1 course at Rhodes University. In that course, expected student reading practices align with a set of literacy practices which resemble those of the white middle class students and lecturers. Students from different cultural and educational backgrounds, not proficient in these modes of reading, are regarded as lazy. There is little acknowledgement that they may have developed different sets of reading practices at home. Niven (2003) argues that in order for these students to be given true epistemological access, a change must occur in the lecturers' ideas about these students, and their manners of teaching them.

Also contextually relevant, Bozalek, Garraway & McKenna (2012) present a set of case-studies examining epistemological access specifically within foundation/extended studies programmes in South Africa. In each of these studies educators have tried to find innovative means of adjusting their approaches to teaching and learning in order to accommodate students who come from very different backgrounds. Garraway (2012, p. 133), for example, presents a case study employing peer assessment to give students access to "the ways of thinking and doing" in the subject of Mechanics. This study advocates the inclusion of students in the feedback process, a principle which I have adopted in my recommendation in 5.4. However, it does not problematise the process of giving feedback as I do in this thesis.

The efficacy of critical approaches is demonstrated in Bronson & Watson-Gegeo (2008) and Zamel (1998). These studies give international examples of how changes in educator consciousness and consequent adjustments to teaching and evaluation at a tertiary level can give 'non-standard' students a chance of real academic success. In Bronson & Watson-Gegeo (2008), changes in educator consciousness resulted from an acknowledgement that students using 'non-standard' literacy practices may not be doing so out of ignorance, but because of a desire to maintain their own cultural identities. Zamel (1998), on the other hand, outlines the efforts of an English professor deliberately moving beyond the surface, typical correctness (including spelling and grammar) of a 'problematic' student's writing to an actual engagement with that student: his content, thinking and literacy practices. Through this engagement the lecturer adjusts his view of correct and incorrect literacy practices and his own marking style. Consequently he encourages and motivates the student, draws him into the academic community and leads him to academic success. This study shows, further, that feedback is an important tool for the provision of epistemological access to students within the AL paradigm.

Both SFL and AL approaches have something to offer by way of improving epistemological access for entrants into academic communities. Coffin (2012), however, suggests that they may be even more effective if brought together. Consequently, I have chosen to incorporate elements of the methods and goals of both of these theoretical perspectives into this study. Accordingly, this study involves an in-depth text analysis, using SFL's APPRAISAL framework, and ethnographic interviews to accomplish both descriptive and critical goals. In addition, this analysis is focused on feedback practices, which are important in AL and SFL approaches as a means of communicating, scaffolding and entrenching ideologies of power and positioning.

2.4 Feedback

Written feedback forms the core textual element of my data. This section outlines three main insights gained from the feedback literature which have shaped my approach to these data. First, there is a strong argument for feedback as ritualised discourse practice within academic environments (Wisniewski, 2000; Magolda, 2000). Second, the efficacy of ritualised discourse practices of feedback in providing epistemological access to students rests, in no small part, on the interpersonal functioning of the language through which it is expressed (Sêror, 2008; Bronson, 2004; Luke, 1992). Finally, in-depth examination of the form feedback takes can reveal aspects of institutional and marker ideologies which shape educators' approaches and, therefore, the interpersonal functioning of their comments (Ivanic, Clark, & Rimmershaw, 2000).

Critical ethnographies such as Wisniewski (2000), Magolda (2000) and Keogh (1995) problematise the belief that academic institutions are hot-beds of innovation and change. These researchers show that they are, instead, rife with deeply embedded ritualised practices which function to maintain the *status quo*, entrenching, for example, existing power relations. Based on the criteria given by these studies and a comparison with the rituals they identify, I argue that feedback practices in my data can be regarded as a prime example of Ritualised Discourse Practice (RDP).

Keogh (1995) analyses a letter sent home with pupils of an independent Brisbane high school prior to their winter holiday and Magolda (2000) reviews a campus tour given at Miami University, both identified as rituals on the basis of form and function. In form each has its own set of integral conventions which function to "frame issues," "bestow a unique type of knowledge," and essentially, "transmit an ideology" (Magolda, 2000, p. 32). In addition, both

sets of practices involve a type of 'dual-speak' where an overt function and message serves to obscure an underlying ideology. Keogh's (1995) letter, for example, performs an overtly informative function, outlining practical concerns in issues such as dress code. However, in performing this overt function, the letter sets up categories of good parents/students ('in-group') and bad parents/students ('out-group'). Similarly, the campus tour described by Magolda (2000) is an informative practice which, seemingly, simply gives an overview of the campus and of campus life in order to encourage parents to send their children to Miami. But it also "subtly conveys many of the cherished values of the institution and its expectations for its members" (Magolda, 2000, p. 30). That is, the tour reveals the qualities of the preferred Miami student and the ideologies that such a student should espouse. The covert functions of each of these practices are rendered all the more effective by another common feature: their 'commonsensical' nature. Letters to parents and campus tours are unremarkable features of institutional routines. The "unspectacular, repetitive, predictable," nature of these routine discourses means that they are "seldom scrutinised," ensuring that their covert functions remain unchallenged and, therefore, powerfully manipulative (Magolda, 2000, p. 32).

Feedback practices, I argue, resemble the discourse rituals identified by Magolda (2000) and Keogh (1995) in a number of ways. Firstly, they have a number of intrinsic conventions such as the use of non-lexical signals like ticks and crosses. Secondly, these integral conventions are ostensibly designed to give students unique, contextually situated information about the form and content of their work. Thirdly, they often entrench ideologies, including ideologies of power: see the discussion of, for example, Sêror (2008) and Bronson (2004) below. Finally, these practices have become common sense for those who utilise them. As a marker, the way I assess work has been shaped by the comments I have been given on my own work over the years. I have further not, explicitly, been taught how to mark and in our department limited guidance on marking conventions is given. Yet, we take student writing seriously. Similarly, in the ESU, the writing respondents were given only general guidelines as to how we should mark. This is partly, I believe, because marking conventions are not problematised in academia, but are taken as "unspectacular, repetitive, predictable," just as campus tours and letters home are (Magolda, 2000, p. 32). They are unspectacular and often unscrutinised discourses which take place in the margins of, and above and below, the more prominent discourses of students' writing. In order to problematise the ritualised discourse practices of feedback, their functioning must be fully understood.

Halliday (2004) revealed that language is used, not only to communicate information, but also, and arguably more centrally, to shape our relationships with those around us as we position ourselves and others. For example, by issuing many instructions or pronouncing on sets of facts, as markers do, we position ourselves as possessing greater knowledge and authority than those whom we address. This is the interpersonal function of language. In feedback, these effects may be heightened where students are personally invested in their work. Thembani, for example, told me that he feels very pleased when he succeeds in improving his work through the additional exercises he asks Mrs Jakobs to set for him. The interpersonal aspect of feedback is important as it shapes the identity students are given within academic communities of practice including their alignment as insiders or outsiders to these communities, key to the provision of epistemological access. Luke's (1992) Foucault-inspired research into early literacy training, in fact, suggests that marker comments are more than just words on bodies of work, but they may be constructed as inscriptions on the bodies (intrinsic identities) of the students themselves.

The interpersonal workings of feedback are highlighted in the dissertations of Sêror (2008) and Bronson (2004), concisely summarised in Duff (2010). In Sêror's (2008) study into Japanese undergraduate students in Canada he finds that their marker comments, often short, general and overwhelmingly negative, have the potential to impose negative identities upon the students. Positioning students as fundamentally non-native speakers and writers denies them legitimacy in their courses and denies them the potential to take on identities of success (Duff, 2010). Bronson's (2004) study into graduate students' academic literacy socialisation at a Californian university reached similar conclusions. Students positioned as unsuccessful outsiders are unlikely to feel like active knowledge-producing members of academic communities of practice. Negative interpersonal effects can, therefore, limit true epistemological access. As Zamel (1998, p. 512) finds, "the majority of students describe classrooms that silenced them, that made them feel fearful and inadequate, that limited possibilities for engagement, involvement, inclusion." In contrast, Northedge (2003a; 2003b) and Zamel (1998) show that clear, well-structured, constructive and dialogic feedback can validate students and help them to engage with content and methods of discussion and argumentation, aiding their epistemological access.

In order meaningfully to change the interpersonal effects of feedback, their origins must be understood. Both Sêror (2008) and Bronson (2004) explain that feedback is dependent on practical factors such as the markers' educational backgrounds, levels of motivation and the practicalities of student/marker ratios (Duff, 2010). However, Ivanic, Clark & Rimmershaw

(2000) show that the form and functions of feedback are further defined by the values and beliefs held by educators with regard to students and their own role in the literacy teaching process. These values and beliefs may not be recognised by markers, but will shape their feedback, entrenching potentially problematic ideologies. Students may then, for example, be socialised into "ideologies, including aspects of social stratification, ranks, roles and values…" (Duff, 2010, p. 173). A critical study must, therefore, expose ideologies so that they may be interrogated and altered. Ideologically important formal features of written feedback include: whether the feedback given is general, and therefore more focused on evaluating the final product or specific and geared towards aiding students to improve their work in the future; the length of the comments, which may indicate the value educators place on the feedback process; whether comments are positive or negative; the placement of comments and even the colour pen used, which may be a marker of power distance. These formal features create comments which perform a number of functions, including explaining the mark given, evaluating the students' answers against a hypothetical ideal, and correcting and editing, engaging in dialogue and giving future pointed advice, all of which reveal something of their formative ideologies. Martin & White's (2005) APPRAISAL framework is a powerful tool for the accomplishment of in-depth text analysis. It helps one draw out, classify and examine the evaluative language in which much of the interpersonal work of language is accomplished, thereby exposing underlying ideologies (Martin, 2000b). The basic APPRAISAL framework is outlined in 2.5, while a discussion of how this framework has been adopted and adapted in this study is provided in Chapter 3.

In summary, feedback literature has given me three key insights which have shaped my research in significant ways. First, feedback can be seen to be a ritualised discourse practice within academic environments, and as such it must be problematised (Wisniewski, 2000; Magolda, 2000). Second, the interpersonal functioning of the language through which feedback is expressed affects its efficacy facilitating epistemological access (Sêror, 2008; Bronson, 2004; Luke, 1992). This aspect of feedback is, therefore, an important concern in my research. Finally, in-depth examination of the form feedback takes can reveal aspects of institutional and marker ideologies which shape educators' approaches and, therefore, the interpersonal functioning of their comments (Ivanic, Clark, & Rimmershaw, 2000). I have chosen to use an expanded version of the APPRAISAL system in order to implement such an analysis, and turn to this next.

2.5 The APPRAISAL System

This section introduces the APPRAISAL system, in order to familiarise the reader with its workings and the most important terminology which I have drawn from it. A more in-depth account of its application appears in 3.2.2 and 3.3.3.

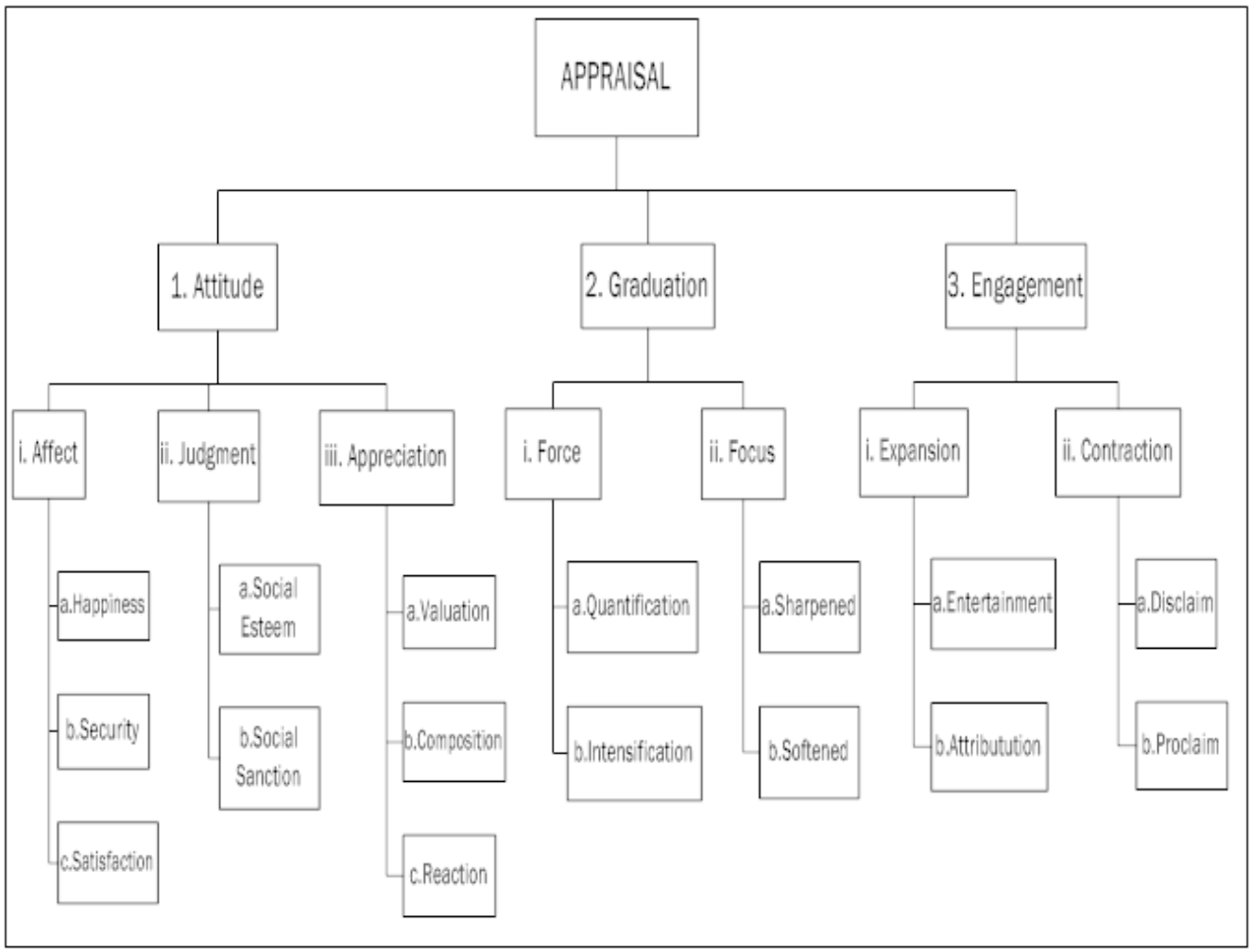
The APPRAISAL system is a text-analysis framework which has been developed within the SFL tradition. As such, it is based on the premise that language is a system for meaning-making which offers a multitude of choices to every text producer. That is, every time a person says or writes something, that thing could have been said or written in a number of different ways, producing a number of different effects. For example, I can say that a student "might" want to revise a section of their work or that they "must" want to revise a section of their work. The second option creates a greater sense of obligation. In SFL, every linguistic choice is, therefore, seen to be significant. Through these choices, text producers are seen consciously or unconsciously to reveal their attitudes and beliefs about themselves, others and the things they talk about. In the example above, for instance, using "must" gives the impression that I see myself as possessing the authority explicitly to tell the student what to do. Further, APPRAISAL researchers focus on the choices made in evaluative language, which they believe to be centrally important in creating the interpersonal effects of language described in 2.4. They believe that we express our views and opinions about things not, centrally, to share information, but to create relationships and communities of shared attitude and belief. If I say to you, for example, that I absolutely love the new Linguistics professor, I do so, probably, in the belief, or hope, that you will agree with me. If you disagree with such an enthusiastic evaluation, it places you outside of the community of shared attitude and belief that I create with the statement, if only on this issue. Similarly, if I tell students that the Sun is definitely the most interesting star in our solar system, I do so with the expectation that they will agree with me.

The APPRAISAL system, devised by Martin & White (2005), gives a typology of evaluative meaning which can be used to analyse evaluative language (and which is described shortly). This system has been used in a variety of contexts, including Critical and Applied Linguistics. See, for example, researchers such as Mei (2007) and Rothery & Strenglin (2000) mentioned in 2.3 and Martin (2000b) who advocates the use of SFL tools in conducting Critical Discourse Anlayses. It has not yet, however, to my knowledge, been used to analyse the interpersonal workings of marker comments in studies such as Sêror (2008) and Bronson (2004) described in 2.4. I believe that in applying the APPRAISAL system to the current comment data, I am able to

draw out patterns of meaning, the positioning of students and markers and ideologies in an effective manner and so respond to the questions that underlie this study.

The APPRAISAL typology classifies evaluative meaning according to three main systems: ATTITUDE, GRADUATION and ENGAGEMENT. Each of these systems is further subdivided to allow for nuanced data coding. In the interests of clarity, only those subdivisions which proved particularly important in my analysis are discussed here. For an overview of the entire system, see Figure 3 and Appendix B.

Figure 3: The APPRAISAL System



ATTITUDE, the core of the APPRAISAL system, deals with general expressions of evaluation. It classifies raw emotions under Affect (e.g. love, like, happy, unhappy), evaluations of human-beings under Judgement (e.g. he is *brilliant*, he is *lazy*) and assessments of things under

Appreciation (e.g. it is *beautiful*, *well-structured* introduction, *good* argument). ATTITUDINAL lexis is further sub-classified and labelled as positive or negative, in terms of its polarity, and as inscribed or evoked. In my coding, marker comments which highlight things the student has done right, such as ticks, are given a positive value and comments which highlight shortcomings, like corrections of spelling or content, are given a negative value. Inscribed evaluations are directly linked to the words of the text while evoked meanings are implied. "Irrelevant!," for example is an inscribed negative appraisal, while "are you sure this fits in here?" is a more indirect (and evoked) articulation of a similar meaning. Of these three ATTITUDE subsystems, Appreciation is by far the most prominent within my data since the majority of comments are directed at the aesthetics of students' texts, coded as [+/-Composition], such as this is "a well-structured introduction", followed by evaluations of the worthiness and significance of student texts, coded as [+/-Valuation], under which I have classified almost all references to the actual content of the students' work (cf. 3.2.3.1).

The ENGAGEMENT subsystem organises heteroglossic evaluations. These, "reveal the influence of, refer to, or take up in some way what has been said or written before" or acknowledge that opinions, other than those expressed, exist (White, 2006, p. 190). Heteroglossic evaluations may either allow for and entertain other 'voices' or opinions through various types of Expansion or denounce and mute them through the resources of Contraction, playing an important role in positioning the receiver of a text. In the marker comments, limited Expansion is achieved through expressions which acknowledge the subjectivity of the authorial voice classified as [+Entertainment]. For example, framing a comment as a question, like "is this relevant?" consults the student's opinion, validating that student and showing the marker not to be infallible. More often in the comment data, the space for other opinions is Contracted through the explicit intrusion of the authorial voice which overwhelms any opposition by expressing views with a high degree of personal commitment, coded as [+Pronouncement]. In a statement like "this whole section *must* be re-done," a marker construes the proposition as true through the word "must". This greatly increases the interpersonal cost of taking an alternative position and places the author in a position of authority over the receiver (White, 2006). I have included markers' deletions and insertions, uncoupled with explanations, from the markers in this category as this kind of evaluation does not allow for dispute. A lack of ENGAGEMENT can also prove significant in the analysis of a text. Where statements are monoglossic or made baldly, as in comments where markers simply give ticks or crosses, or underline spelling mistakes, this implies that the marker does not see any reason to have to convince the student. This may imply

that the student is assumed to be acquiescent and that the marker holds a high enough level of authority to not have to provide an explanation.

Finally, GRADUATION resources vary the strength of evaluations and help to evoke indirect evaluations (Hood, 2006). Force makes evaluations more or less intense (e.g. "a *very* limited range of vocabulary") while the resources of Focus add an extra evaluative element to words by making them more or less precise (e.g. "this is *sort of* right"). These resources can also evoke evaluations. For example, saying "you have written this" is generally non-emotive, while "you have written this *again*!" indicates a negative repetition. Here the graduation has "flagged" an interpersonal interpretation (Hood, 2006). GRADUATION may also work with ENGAGEMENT to open up dialogic space. Downscaling an evaluation, for example, may make the author seem less committed to their opinion as in "this is *not quite right*" as opposed to "this is *incorrec*t." The first statement allows for the marker to be wrong and the student to disagree, while the second admits of no such possibility.

2.6 Summary

In the university context, students must not only be competent in the mechanical skills of reading and writing, but they must also master the art of writing in the right way for their particular institutions, faculties, departments, subjects and even lecturers (Northedge, 2003b; Schleppegrell, 2002). This means learning and deploying complex and changeable sets of discourse practices. This task is made more challenging for second language learners who face the added hurdle of mastering the language of instruction (Northedge, 2003b). Where these challenges are not acknowledged and/or addressed, learners may be shut out of active participation in the knowledge-making processes of their academic communities of practice. They will, while being given physical access to universities, be denied epistemological access to these institutions (Boughey, 2005). A number of approaches have been adopted in order to study and rectify these problems, including those which fall under the banners of Systemic Functional Linguistics (SFL) and Academic Literacies (AL) (Coffin, 2012). SFL approaches seek to provide students with epistemological access by identifying the features of successful institutional writing and giving educators a language through which to communicate these features effectively. AL approaches argue that it is not enough to convey our expectations to students. We must also interrogate these expectations for the ideologies of power and authority which they

convey, particularly through the elevation of some sets of discourse practices over others. In both of these approaches, feedback features prominently as a vehicle through which such information may be conveyed (Ivanic, Clark, & Rimmershaw, 2000). It is important, therefore, that I focus on this vehicle of communication. Further, I have adopted a largely critical approach, using the tools of the SFL system of APPRAISAL to identify and problematise ideologies entrenched within feedback, so that these can be examined and, possibly, changed. APPRAISAL is a particularly effective tool for such a critical analysis as it helps to draw out the interpersonal ideological micro-management that occurs in texts as markers attempt to align and disalign students to differing degrees.

Further, feedback is not innocuous. Critical ethnographers such as Magolda (2000) point out that academic institutions are fraught with rituals or sets of ritualised practices. Ritualised Discourse Practices (RDPs) have a "set of integral conventions" which serve to "frame issues," "bestow a unique type of knowledge" and "transmit an ideology" (p. 32). Many of these rituals are unrecognised, rendering their ability to transmit ideologies all the more powerful. People do not resist or consciously embrace what they do not know is there. Many markers give written feedback in the way they do because that is how it has been done in the past, for example, to them. They also follow sets of conventions which, through their constant use, have become ritualised. These include conventions regarding who is empowered to give written feedback, to whom, under what circumstances and in what form. I have argued that feedback itself represents a set of RDPs which should not simply be accepted but should be problematised and interrogated (cf. 2.5).

The RDPs of feedback are rendered even more important when one appreciates their potential for interpersonal effect. Research in the Extended Studies Unit has shown that one of the key factors in student success is their levels of motivation. APPRAISAL theory highlights the way that language is used as a resource to enact power and to position receivers in different ways. The language of feedback may help to position students as being valid members of the academic community or to disalign them from the institutional communities of practice. These effects may be heightened where students are personally invested in the work that they produce. The words written on their submissions would then be more than words on a body of work; the work of Luke (1992) into Foucault-inspired research into early literacy training suggests that they may be construed as inscriptions on the bodies of the students themselves. Every item is then infused with an element of evaluation of the students themselves, and not simply their work.

Chapter 3. Methodology

3.1 Introduction

To examine the interpersonal workings of the ritualised discourse practices of feedback within the Rhodes University Extended Studies Programme, I employed what I believe to be an innovative methodology. I have combined the goals and tools of Academic Literacy and Systemic Functional approaches to literacy and included elements of Sociolinguistics and Corpus Linguistics to compile the three micro-case studies of Thembani, Unathi and Fezile. As in SFL literacy studies (cf. 2.3), I have used Systemic terminology, specifically from the APPRAISAL framework, to describe the features of academic texts which are portrayed as being the most important for success for the case-study students. I have further, as advocated by AL studies, added ethnographically influenced data triangulation through the inclusion of interviews and contextualising artefacts. In addition, I have applied a critical lens to these features and identified patterns of meaning within them which create and/or entrench ideologies and power relations so that these can be problematised. I have also supplemented the goals and methodologies of these two major schools with elements of Socio- and Corpus Linguistics, which proved helpful in negotiating methodological challenges. The information gathered through this methodology can then be used to bring about changes in the *status quo* in order better to facilitate epistemological access for students in the ESU and other similar programmes. In this chapter, I describe the three major sets of methodological decisions taken in order to create these case-studies: the selection of research site and participants, data collection and data-analysis. In addition, I describe the methodological issues encountered, and the solutions adopted in respect of these.

3.2 Major Methodological Decisions

The micro-case studies of Thembani, Unathi and Fezile were constructed as a consequence of three major sets of methodological decisions. These related to the selection of the research site and participants, data collection and data analysis. I detail each in what follows.

3.2.1 Selection of Research Site and Participants

I chose the ESU, and the SESP in particular, as my research site for a number of reasons. Practically, I believed my involvement as a writing respondent for Mrs Jakobs (cf. 1.1.1) would help site entry, allowing me to negotiate a participant-observer type position and to establish a kind of ‘friend of a friend’ relationship with markers and students (Milroy, 1987). As mentioned

in the definitions given in 2.1, a “friend of a friend” has enough vicarious familiarity to neutralise the threat of the researcher being a relative outsider. This allows the researcher to make requests of community members without first having to establish a new relationship. On a deeper level, I believed that research into this site would help to achieve my goal of aiding epistemological access for students with literacy practices other than those valued by the university (cf. 1.1). This belief was guided, firstly, by the importance of foundation programmes in facilitating epistemological access for students disadvantaged by the current educational crisis in South Africa, discussed in 1.1., and secondly because of literature such as Northedge (2003b; 2003a) and Schleppegrell (2002) (cf. 2.3). These researchers indicate that the difficulties of gaining epistemological access to academic communities through mastering their valued literacy practices are particularly pronounced for second language students. Almost all of the students in the ESU programmes are not first language English speakers. In addition, I was guided by my own difficulties in expressing writing requirements to these students when I marked their work.

As Mrs Jakobs and Mrs Glover are responsible for the SESP, their selection as research participants followed my selection of research site. The fact that they are engaged, by the University, to focus on different aspects of the students’ writing, and that they come from quite different educational backgrounds (cf. 1.1.3) added interesting variables to the feedback data. In consultation with these lecturers, I chose the student participants based on their first big essay marks (in order to give a range of academic abilities) keeping sex, background and willingness to participate in mind. I also eliminated students who had failed the task, choosing instead to focus on those with a ‘passing’ grasp of the English language and the required content. Each of the three students chosen, namely Thembani, Unathi and Fezile, had been assigned a writing respondent, originally from the Linguistics Department, by Mrs Jakobs. In order to fill out the picture of the feedback given to the students, and to explore further the effects of different frames of reference on markers’ approaches to feedback, I chose to include these WRs as participants.

In 1.1.3 I introduced the reader to the three case-study students (Thembani, Unathi and Fezile) along with the three writing respondents (Olivia, Monica and Lee) and two lecturers (Mrs Jakobs and Mrs Glover) involved in marking their work. Table 1 summarises the descriptions of these participants.

Table 1: Summary of Participant Descriptions

Students	*Writing Respondents*	*Lecturers*
Thembani • 58% • engaging, eager to please • approached the lecturers for extra work • displays a meta-understanding of feedback • Displays a level of deference for the markers	**Olivia** • a formal linguist • a particular interest in syntax • Extremely passionate about her work • also dedicated to detail	**Mrs Jakobs** • focused on the teaching of literacy to SESP students • from a humanities background • seemingly distrustful • hard working and passionate about her work • perceived as quite strict
Unathi • 63% • the most reserved of the three • most ill at ease in University • expressed no desire to become an academic in the future	**Monica** • Formal linguist • went on, after 2011, to do a Post Graduate Certificate in Education	**Mrs Glover** • coordinator of the SESP programme • gives the students supplementary lectures • comes originally from a science background • joined the ESU in 2008
Fezile • 79.5%. • a natural teacher • admirable thirst for knowledge and remarkable dedication • does numerous voluntary extra readings • strong desire to become an academic	**Lee** • keen interest in socio-linguistics • has been exposed to critical ethnographies of education • currently writing her Masters thesis in APPRAISAL theory	

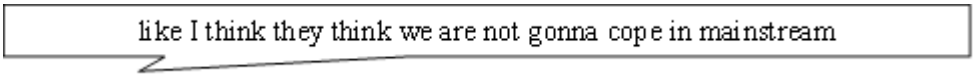
3.2.2 Data Collection

Three types of data comprise the micro-case studies reported on in this thesis: written comment data, interviews and other contextualising artefacts. To begin collecting data, I had to negotiate site entry and establish a connection with all participants. This, initially, proved challenging. However, I was able to achieve these goals through an acknowledgement of the need to protect the face of the research participants, and the consequent incorporation of elements of Sociolinguistics and Ethnography into my methodology.

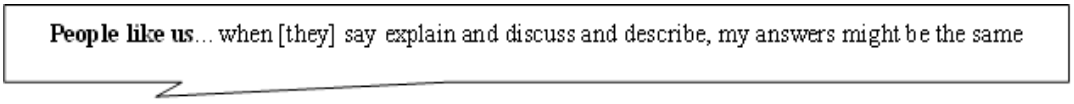
3.2.2.1. Negotiating Site Entry

The research reported on in this thesis has the potential to impact on the face of the participants in a number of ways. Firstly, and perhaps most directly, the collection and analysis of marker-comments exposes the markers to scrutiny and to potential criticism which can impact their

positive face. This threat is compounded by my position as an outsider to the community of practice. As such, my ethics and motives may be unclear and I may be perceived to lack sufficient background knowledge to represent markers' intentions and students' interpretations of comments accurately. Secondly, the students are required to expose their work to scrutiny. As discussed in 2.4, a student's work may be seen as an extension of their body or identity. Evaluation of their work may, therefore, feel like a personal evaluation of their own success or failure (Luke, 1992). The ESU students are particularly vulnerable to criticism due to their position in the university. According to my participants, SESP students sometimes feel as though they are outside of, and inferior to, those in the mainstream. Unathi, for example, gave me the following reason for students being included in the ESU programmes (C. A. "not gonna cope").



Thembani also separates the ESU students in his exclusive, and negative, "us" in the statement below (C. A. "People like us").



Finally, in interviews I expected staff and students would talk about their feedback experiences and, therefore, make comments about each other and themselves. This expectation impacts upon the participants' negative faces by anticipating that each will do something which may be uncomfortable, given their personal and professional relationships.

As a first attempt to manage the complexities of face, I tried to negotiate entry through Mrs Jakobs. She is in charge of the literacy teaching component of the SESP and the WRs and, consequently, her face is most likely to be threatened by my analysis. I, therefore, believed that it would be wise to treat her as the primary gate-keeper. In this way she would be given the opportunity to become familiar with me and the project. In addition, I could demonstrate that I would be considerate of her and her work. I also believed that she would be able to help me in protecting the faces of the students, as she would be most familiar with their challenges and insecurities.

Initially, Mrs Jakobs was very encouraging and, therefore, while waiting to set up a concrete meeting with her, I moved ahead with the groundwork for my research proposal. At a presentation I gave, as a requirement of the process of writing a research proposal in the Linguistics Department, it was revealed that my initial attempts at face-management had been unsuccessful. Mrs Jakobs attended and afterwards communicated to me that the co-ordinators of the ESU were concerned that they had not been informed about my research, which now seemed to have been presented as '*fait accompli*'. Here it became clear that I, according to her, had followed the incorrect procedure in negotiating the possibility of conducting research into the ESU, leading to resistance.

I responded to Mrs Jakobs's communication in the following ways: I contacted the co-ordinator of the SESP and the overall head of the ESU initiative, apologising for my behaviour. Both individuals were understanding and encouraged me to continue with my research, in consultation with Mrs Jakobs and Mrs Glover. Consequently, I set up joint meetings with these lecturers in which we were able to discuss my intentions, along with issues such as participant selection. In addition, I submitted a protocol for data collection and handling to the Rhodes University Ethics Committee to assure the University of the ethics of my study. This protocol appears in the electronic appendices ⚽ (Folder F. File A). Finally, I incorporated Erickson's (1986) two basic ethical principles for conducting ethnographic research into my methodology. The first of these principles is that participants must be as informed as possible about the research process that they are entering into, including what is required of them and the potential risks they may encounter. Adhering to this principle helps to decrease the threat to the negative face of participants as they are made aware of what is required of them and so can choose whether or not to allow such an encroachment on their time. Erickson's (1986) second principle is that the dignity and privacy of participants must be protected, reducing the risk of threats to their positive face, such as public humiliation. I applied these two principles in three ways in my data collection procedures.

First, I aimed to protect the privacy of participants, in accordance with principle 2, and to be open regarding my research procedures, keeping participants informed in accordance with principle one. I protected the privacy of the participants by using pseudonyms and only including potentially relevant biographical details in my descriptions of these participants (cf. 1.1.1). I kept the participants informed through three major means:

1) Consent forms: These, tailored to each participant type, laid out the major aims of the research and the requirements of each participant throughout the research process. These forms are included in the electronic appendices (Folder F. File A).
2) E-mail and SMS contact: After the students had been selected, I asked the lecturers to make them aware of my intention to include them in my research in order to establish my 'friend of a friend' identity (Milroy, 1987). I then made initial contact via e-mail, an unthreatening medium of communication as recipients can respond if and when they like. In these e-mails I laid out my basic goals, along with the things I would require from the students, i.e. interviews and access to their work. Similarly, I set up meetings with the students via e-mail, and later, once a closer relationship had been established, via cell phone text messages. In these e-mails and text messages I informed the students of the basics of what we would be discussing in the relevant meetings, and the data that I wanted them to bring along to these meetings. All e-mail correspondences are reproduced in the electronic appendices (C.iv).
3) Meetings: In meetings with all participants, I reiterated my basic research goals, and explained aspects of the research process which they queried. For example, Mrs Jakobs and Mrs Glover showed initial scepticism regarding the APPRAISAL system and its efficacy in extracting meaning and ideologies from short marker comments. Consequently, I showed them research I had done previously on similarly short comments and assured them that I would use interviews and contextualising information in order to counter a purely analyst's perspective. I acknowledge explaining the APPRAISAL analysis and making my goals very explicit to the markers ran the risk of their, consciously or unconsciously, adjusting their marking behaviour accordingly. This was, however, a calculated risk. The markers are all committed to helping the students, and I hoped that this would translate into a desire not to contaminate my data. In addition, where people are influenced by the kind of deep-seated ideologies which often become entrenched in ritual, it is unlikely that they recognise them. Therefore, it is unlikely that the markers would be able to disguise such ideologies. In light of these two observations, I believed it was more important for me to attempt to gain the trust of the participants through a policy of openness and honesty, than to maintain mystery around my goals and research methods.

Secondly, in addition to negotiating a policy of privacy protection and openness with my participants, I also borrowed from Sociolinguistics and Ethnography in positioning participants as collaborators and setting up relationships of reciprocity with them. In doing so, I sought to give the participants a level of ownership of the project, thereby validating them and increasing

their buy-in. In addition, I wanted to acknowledge the valuable contributions that each of the participants made to my research.

I positioned the SESP staff as collaborators in the initial stages of the research process by including them in the selection of research participants (cf. 3.2.1). In including the staff in this way I was able to gain useful information about the students. In addition, I was able to give them some control over the research process, in the hope of securing their trust. I included WRs and students in the research through the interview process. I, for example, noticed that Thembani initially took up a leadership role amongst the participants, corresponding with me on their behalf and encouraging them to participate. Consequently, I organised my first meetings with the students through him, explicitly positioning him as an aid. In addition, in all my interviews with the students I tried to position myself as an equal and not as a person in authority through, for example, casual banter. In addition, the students seemed to associate titles (Mrs, Miss) with authority and I asked them to call me Amy.

Finally, once again incorporating an ethnographic principle, I set up relationships of reciprocity with the participants. For the markers, I offered to make my final research available for their own use, alongside offers of my services, including working as a tutor and helping with administration. Unfortunately the staff did not take me up on my service offers. My actions may have been interpreted as disingenuous attempts to further impinge on the staff's 'space.' Alternatively, they may not have been in need of help and I may have followed up on these offers inadequately. For the students, I also offered my help where possible. For example I helped Unathi to find information about accommodation for 2013. In addition, I provided each student with a flash stick that they could use to pass additional work on to me and which they could keep. I also organised meetings and interviews at convenient times and locations for the participants.

3.2.2.2. Collecting Data

Negotiating the complexities of face in the context of the ESU through the three key methodological features outlined above, namely following a policy of privacy protection and openness, positioning participants as collaborators and setting up relationships of reciprocity, facilitated my collection of the written comment data and interviews which make up the data set reported on in this thesis.

At the core of my analysis lie the interpersonal written comments given by the five markers to the students. Consequently, these data were my first major focus in data collection. I asked the students to keep all of their ISCM assignments from the beginning of the year up until June, at which point I collected all of these, scanned them (so that all colour is retained in my copies) and returned them so as to cause as little inconvenience to the participants as possible.

In order to achieve the triangulation of sources favoured by proponents of Ethnography and AL, I supplemented the textual data with ethnographic-style interviews. Analysing a variety of sources gives access to a greater number of perspectives, minimising researcher-bias and allowing for a more valid analysis (Scollon, 1998). I chose to focus on the students in collecting this interview data, highlighting their perspectives of the SESP feedback processes. This was a decision of convenience, to produce a thesis of manageable scope. However, I acknowledge that, ideally, the markers' views ought to have been pursued in the same amount of detail. Not to do so gives a fairly one-sided interpretation of the ideologies and effects of the feedback. In addition, this may give the markers, part of university structure, a kind of immunity which Wisniewski (2000) warns against. I have, consequently, recorded some interviews with the markers and highlight this loss of markers' perspectives as an important area for future research in 5.5.

I had one informal joint introductory meeting with the students and three more directed individual interviews, of approximately one hour, with each over the course of two months (ten in total). These interviews employed open ended questions (designed using Spradley (1979) as a guide) to access participants' experiences, views and opinions on various aspects of their ESU experiences and the feedback practices they encountered. Full interview plans appear in the electronic appendices (C.iii). Briefly, Interview 1 focused on establishing rapport with the students while seeking a "grand tour," or general overview, of the course and their participation in it (Spradley, 1979, p. 62). The question set included only a few broad, open ended questions, with some potential sub-questions, designed to get the discussion going regarding the students' general feelings about the ISCM course, the lecturers and the tasks they are required to perform. Interview 2 emphasised the students' experiences with feedback and markers. This interview plan included both explicit questions, posed to the students, and implicit questions, which I kept in mind in guiding the conversation. For example, I asked students general questions about who marks their work and how in order to draw out their impressions of these markers and the interpersonal effects of their feedback. Using this indirect methodology, I hoped to gain access to

students' genuine views, feelings and ideologies. In interview 3 I focused on particular instances of feedback, checking my initial analyses.

In addition to collecting written comment data and interview data, the staff of the ESU provided me with access to a report on the ESU, as well as some of the teaching materials used in the literacy teaching component of the SESP course. These items, known as 'artefacts' in Ethnography, helped to give a clearer picture of the programme as well as the lecturer's pedagogic practice and rationale for what they do and why. This data formed part of my triangulation of data sources, facilitating a reliable analysis and interpretation.

3.2.3 Data Analysis

Over two hundred pages of interview data were collected and transcribed during the research process, along with numerous items of work (containing a large number of marker comments) and a number of contextual artefacts. In order to lighten the analytical load for the current study, I subjected different data items to differing levels of analysis, summarised in the following points, and expanded upon below.

1) Written comment data, the core concern of this thesis, was analysed in the most in-depth manner, using an expanded and modified version of the APPRAISAL system;
2) Interview data was analysed qualitatively, aided by the construction of summary tables. These tables include quotes given by students regarding a particular topic. A table, for example, exists outlining the students' views on authority ⚽ (A.1); and
3) Basic corpus analyses of key elements of data were introduced to enrich my analyses.

3.2.3.1 APPRAISAL Analysis

Initially I envisioned analysing the written comments using Fairclough's (2001) steps for Critical Discourse Analysis (CDA) (Description, Interpretation and Explanation), incorporating Martin& White's (2005) APPRAISAL system (cf. 2.5). Description involves isolating the formal properties of a text, a task well suited to an APPRAISAL analysis, which draws out and enables one to code evaluative language according to a complex typology. Interpretation and Explanation (the next two steps in a CDA) use the formal features of the text, interpreted through contextual insights, to examine the interactions of text producers and receivers in the processes of text production and text interpretation and the underlying ideologies and power relations which explain these relationships. The three stages of CDA are not discretely accomplished, since each

influences the others. APPRAISAL (Martin, 2000b) can be a useful tool to achieve these goals as it can be used to identify and label interpersonally significant evaluations and to find patterns of meaning within texts. On examination of the data, however, it became clear to me that adaptations to this basic methodology were required to capture the nature of marker comments. These adaptations resulted in an expanded and modified APPRAISAL analysis involving four stages: firstly isolating the comments; secondly classifying the comments; thirdly applying the APPRAISAL coding and finally identifying patterns and ideologies within the coded data.

I first isolated the marker comments by creating a table for each item of work. These tables contain the comments alongside line numbers, or notes on their position, and notes regarding each item's referents or "Appraised", as exemplified in Table 2.

Table 2: Initial Comment Transcription Table Example

Line	*Position*	*Comment*	*Appraised (Referent)*
3		^in^	Gramar: syntax
5		…<u>you</u> ^one^	Style: register
12		most –> (move position)	Grammar: syntax
34		(~~J.~~ Gribbin 1993)	Referencing: conventions
31		✓	Whole paragraph

To carry out this transcription, I devised a number of conventions to capture the multimodal nature of the comments which employ non-lexical elements such as ticks, circles and underlining. These, largely commonsensical conventions, are also illustrated in Table 2 and explained below using the line numbers from this table:

- Line 3: ^^ are diacritics used for indicating an insertion by the marker
- Line 5: underlining of a word within the student's writing
- Line 12: use of an arrow to denote a drawn arrow in the text
- Line 34: exemplifies both the use of brackets to denote words circled in the student's writing and a letter deleted by the marker's pen
- Line 31: a symbol used to denote similar in the text

In addition, I developed a typology of Appraised subtypes which could be identified within the data to aid in this description, accomplishing step two. The development of this typology was guided by literature such as Ivanic, Clark and Rimmershaw (2000) and tested through trial and error in my own interactions with the data. In my initial coding, I noted the referents of each

comment; in doing so, patterns began to emerge, upon which the typology could be based. Similarly, alongside this Appraised typology, I developed a typology of Actions, following Ivanic, Clark & Rimmershaw's (2000) suggestion that different marker comments may perform different roles. Both of these typologies can be found, with examples, in Tables 3 and 4.

Table 3: Action Subtypes and Examples

Action Subtype	Example
Deletion	~~which is~~
Replacement	~~k~~^K^elvin
Explanation	| Since you didn't actually consult this source it does not need to appear in your reference list
Highlight	we
Insertion	^The^
Instruction: do; Instruction: don't	outline the steps.
Assessment	✓
Query (engage)	How hot?

Table 4: Appraised Subtypes

Appraised Subtype		Example
1. Formatting		Justify your margins
2. Whole paragraph		✓(next to whole paragraph)
3. Word usage		~~Amount~~ ^level^
4. Spelling		merge~~ns~~
5. Content	*a. Content: detail*	^For how many barrels?^
	b. Content: relevance	^Relevance?^ |
	c. Content: truth value	Quantity and physical size are not the same thing –
	d. Content: vocabulary	Spice is not the right word here
	e. Content ?	
6. Grammar & Syntax	*a. Grammar: articles*	^the^
	b. Grammar: concord	~~they~~ ^it^
	c. Grammar: preposition	~~of~~
	d. Grammar: syntax	~~.t~~^T^he (changing the start of a sentence)
	e. Grammar: tense	is ^was^
	f. Grammar ?	
7. Referencing	*a. Referencing: content*	Whether exactly did you find this in the articles?[
	b. Referencing: conventions	^quest^ remember journal title
8. Student	*a. Student: skill*	Good introduction
	b. Student: understanding	You have misunderstood this concept
	c. Student: diligence	|Proof read your work
9. Style	*a. Style: clarity*	Clearly explained
	b. Style: paraphrase	Write this in your own words
	c. Style: register	~~…a huge~~ ^an important^

	d. Style: specificity	Exactly how many layers?
	e. Style: structure	Signposting!
	f. Style ?	
10. ?		For most ticks, the referent is unclear

In addition to classifying comments according to my Appraised and Action typologies, I assigned comments values according to the APPRAISAL system outlined in 2.5. The separate categories of Appraised represented in Table 4 may be grouped into three main sets: those which deal with the more formal and aesthetic features of the students' writing (Grammar and Syntax, Spelling, Referencing, Formatting, Style), those which engage with the actual substance of the students' work (Content, Whole Paragraphs and probably "?") and those which relate to the students and their abilities (Student). My APPRAISAL coding is largely based on these groupings. This coding can be found in the *Excel* tables (A. 1).

I have coded all of the evaluations of the students' work, both formal and substantial, under the ATTITUDE category of Appreciation. Appreciation encompasses institutionalised forms of Affect (emotion) which assess objects or things (cf. 2.5). Specifically, I have coded most of the first group as [Appreciation: Composition]. According to Martin & White (2005), this category is used to classify evaluations of aesthetics such as balance and flow. This definition corresponds to evaluations of structure including references to, for example, "flow," "linking" and "signposting." I have extended the definition to cover issues of spelling, grammar and syntax, formatting and referencing which are not related to the content of what the students write, but to the way in which they present their content.

I have classified evaluations of content under [Appreciation: Valuation]. This label is traditionally used for assessments of importance or significance. I have used it, therefore, for items relating to the importance and relevance of the students' work. I have also extended the term to encompass evaluations of the truth value and accuracy of the students' writing, which I believe also reflect the importance and value of the work. Finally, I have coded items which say something about the students under the institutionalised forms of Affect included within the category of Judgement. [Judgement: Capacity] is used for items regarding ability, [Judgement: Tenacity] for work ethic and [Judgement: Propriety] for students 'doing the right thing' like proofreading their work.

In coding the data, the category of Judgement proved to be problematic. APPRAISALS can be inscribed where the evaluative meaning is overt, or evoked where more work must be done in order to see or understand the evaluations created by a piece of text. In the analyses, few

comments could objectively be considered to be evaluating the students. Within this particular context, however, where the students have often put a lot of themselves into the work, the comments may all evoke an evaluation of the self for the students. In Luke's (1992) terminology, comments may inscribe on the 'bodies' or identities of the students, not just on the bodies of their work. Even a correction of a spelling mistake or the highlighting of a content error may indirectly tell the students that they have not succeeded completely. Interviews with the students show that the strength of this sort of interpersonal evoked evaluation varies, depending on the students, the timing and the amount of effort the student put into the work. Thembani, for example, told me at one point that he has learnt not to take the feedback too personally: ☺ (C. i. "I don't take them person").

Amy: Ok, so then if she makes a negative comment about the content, do you feel like it's almost like a reflection of you?

Thembani: Actually th the comment I take them serious but I don't take them person- like it's a personal thing …I don't feel that much bad

However, at another point he told me that the comments did make him feel discouraged: ☺ (C. i. "I know that's just me").

Thembani: I just say aahg I know that's just me, I'm not good in grammar

Evoked Judgement is, therefore, a particularly subjective category in the context of feedback. Consequently, it proved challenging to decide what level of Judgement coding I should employ. I have, therefore, chosen to code only those items, such as "proof read your work" which definitely implicate the student as [Judgement], while acknowledging that, throughout, all comments have the potential to affect the students' own feelings of self-worth. The evoked [Judgement] of feedback comments is further explored in 4.4.1.-4.4.3.

The classification of comment actions is nuanced through a categorisation of these comments as either general or specific. Specific comments apply directly to the work being evaluated such as the highlighting of specific content errors and the correction of spelling and grammar. General comments, by contrast, give advice or principles which can be applied across texts. These comments include, for example, general instructions relating to the writing of introductions like, 'introductions should set out the structure of the essay as a whole.'

The APPRAISAL coding of the comments does not end with the categories described above. Further depth and nuance is added through the subsystems of GRADUATION and ENGAGEMENT, examining the polarity of the evaluations as well as their explicitness. GRADUATION refers to the interpersonal resources used to emphasise or soften evaluative meaning and the closely intertwined system of ENGAGEMENT deals with the degree to which texts acknowledge and engage with opinions other than those of the text producer (cf 2.5). Generally GRADUATION and ENGAGEMENT are achieved through lexical choices. For example, markers add words, such as the adverbial "very" to an evaluation to accentuate the meaning, as in "with ***very*** limited range," an evaluation of Thembani's vocabulary. The "very" upscales the negative description of the student's use of words. Equally, a marker may use a word which intrinsically carries an emphatic (or non-emphatic) meaning such as "excellent" instead of good. Similarly, ENGAGEMENT may be realised through the use of words containing high or low degrees of modality, that is, commitment on the part of the sender to what he or she is saying. A marker may, for example, say "you *must* proofread your work," where "*must*" contains a high degree of modality. This, in turn, creates GRADUATION as it adds emphasis to what is being suggested. In addition to lexical GRADUATION and ENGAGEMENT, however, I found other means through which evaluations were emphasised in the comment data. I found that certain ways of expressing opinions could be thought of as being 'harsher' than others. This relates to the kind of action performed by the markers through their comments, another feature identified within the APPRAISAL tables found in ⚽ (A. 1).

Certain actions express a greater or lesser level of commitment on the part of the marker to what he or she is saying and so, I believe, encode both a type of ENGAGEMENT and a type of GRADUATION. Of the types of actions generally performed in the texts, the Deletion and Replacement of a students' writing by a marker, without any explanation allows the least disagreement. Consequently I coded these instances as both upscaled ATTITUDE and [ENGAGEMENT: Pronouncement]. In utilising an explicit intrusion of the authorial voice, the markers not only state their opinion emphatically, but do it in such a way as to acknowledge and quell any dissenting opinions. Conversely, by adding a question mark or Query, a marker actively engages with the students as legitimate knowledge producers. Such instances have, therefore, been coded as downscaled ATTITUDE and [ENGAGEMENT: Entertain], which allows space for the student to add their own opinions to those of the markers.

In addition to containing GRADUATION and ENGAGEMENT, feedback consists of positive and negative comments. In coding the data, I gave a positive value to comments which directly or indirectly praise the students' work. Comments such as "good introduction" or ticks are characteristic. A negative value was ascribed to comments which point to faults in the students' work. Direct negative evaluations consist of, for example, crosses.

The degree of explicitness of the evaluations present within the comment data is coded under the categories of Inscribed and Evoked. These categories come directly out of APPRAISAL theory, but I have adapted them for use in the specific context of written feedback. Inscribed comments generally are those which explicitly denote an evaluation such as, "this is wrong." Evoked comments are those which imply an evaluation, which the reader has to 'do more work' to understand. For example, if a marker queries something a student has written, for example saying, "but how much in mass?" (in response to an estimation of the size of the Sun), that marker is not explicitly saying anything evaluative. However, s/he would not make the comment if the student had done exactly what they had been expected to do. This kind of comment carries an 'Evoked' APPRAISAL. In my data I found the binary of Inscribed or Evoked insufficient. Some comments are, I feel more Inscribed, but with an Evoked element and vice versa. Where something has been crossed out, for example, it is obvious that the marker is saying something negative about that part of the student's work. However, this is not said directly. These comments are, therefore, more Inscribed than Evoked. Conversely, where an item of work has simply been underlined, this marks a kind of evaluation but it is not as clearly negative as a Deletion. Such comments are described as more Evoked than Inscribed. Consequently in my APPRAISAL analysis, evaluations are coded as being I, Ev, I>Ev or Ev> I. I have not fully explored the nuance provided by such coding in this thesis, but highlight it as a theoretical issue which is worth looking into further, in 5.5.

In coding the data according to the APPRAISAL system, I aimed to draw out patterns of meaning, or prosodies, created within and across the texts – step four. In previous APPRAISAL research, I have found that presenting the data in a mega-table portraying all three APPRAISAL subsystems (ATTITUDE, GRADUATION and ENGAGEMENT) simultaneously in *Microsoft Excel* helps to identify such patterns. Not only do such charts present a synoptic perspective of the data, but they also help to show how the three systems influence one another. My mega-tables present this combined representation of the subsystems in two ways. Most obviously, the tables for all three systems are combined into one (see Table 6 below for a condensed example of such

a table – full versions of the actual tables created for this analysis appear in the electronic appendices 💿 (A.1). More subtly, instead of simply typing instantiations into relevant table columns, ATTITUDINAL lexis may be underlined, GRADUATION **bolded** and ENGAGEMENT *italicised* within each item in the "instantiation" columns as illustrated in Table 5. Through these typographical conventions the presence of all systems at work in each item is signalled, prompting cross reference (made easy by combining the tables). In addition, creating and analysing these tables in *Excel* allows me to utilise tools built into the programme like formulas which search for and count words in the columns and graph generators, which I have used to create the pie-charts which appear in Chapter 4.

Table 5: Typography Example

Ln	Instantiation
9	***even more*** *remarkable*

Table 6: Megatable Example

Engagement	**Expansion**	Attribute	
		Entertain	
	Contraction	Proclaim	
		Disclaim	
	Instantiation		
Graduation	**Type**	Infuse/ Iso	
	Focus	Sharp Soft	
	Force	Intense	
		Quant	
Attitude	**Instantiation**		
	Appraised		
	Inscribed/ Evoked		
	.+/-		
	Appreciation	React	
		Comp	
		Val	
	Judgement	Soc Esteem	
		Soc Sanction	
	Affect	Hap	
		Sec	
		Satis	
	Appraiser		
	Instantiation		
	Line		

Finally, in order to identify patterns of meaning within the comment texts, I created summary tables from the large mega-tables. These tables are mostly quantitative, summarising the numbers and percentages of different elements of the APPRAISAL system present in the data and appear in the electronic appendices (A.1).

3.2.3.2 Qualitative Interview Analysis

I used the interviews to enrich my analyses in a number of ways. Firstly, the process of transcription allowed me to become familiar with their contents, informing and contextualising my interpretations of the written comments. Secondly, I added headings to portions of the interview data in order to help me to navigate through it. Finally, I constructed summary tables containing the students' comments relating to issues explored in my analysis, including their understandings of authority. Table 7 shows a portion of this table. Full versions of these tables appear in the electronic appendices (A.2).

Table 7: Extract from Table of Student Constructions of Authority

Thembani	**Unathi**	**Fezile**
AMY: Ok, do you call them, is that what you call them in class like Mrs Jakobs and Mrs Glover? THEMBANI: Ja, it's how we call them ja *AMY: Ok, cool. it's funny I've called Da- I've called Mrs Jakobs Danica um since I met her* THEMBANI: Oooh *AMY: Now I'm wondering if that was the wrong thing (giggles)* THEMBANI: (laughter) Neh, it's like, I think that's like why it's her name neh and then we use the surname when it's like a professional level	AMY: *Mmmm, Ok. So, Mrs um, Jakobs, so you call them Mrs Jakobs and Mrs Glover?* AMY: *Ok, cool, it's um- you would never call them Danica and Sarah hey* FEZILE: Mmm, sounds too informal *AMY: You know, um so now I'm a little bit worried because I've always called Danica Danica (giggles) and now I'm worried she thinks bad of me* FEZILE: But she she doesn't have any problem with someone calling- someone calling her Danica FEZILE: But I prefer to say Mrs Jakobs	*AMY: Ok, so is that what you- so in class you call them like Mrs Jakobs* UNATHI: Ja ja, she prefer- she prefers to be called Mrs Jakobs AMY: *Alright (.) sho um (.) mm so like Mrs Jakobs and then also the person from the linguistics department-do you think they- well I dunno- they must know a lot about writing hey?* UNATHI: Ja, from years of experience UNATHI: I trust what they say

3.2.3.3 Corpus Elements

Finally, in addition to the use of summary tables, I subjected both the comment and interview data to rudimentary corpus analyses. This helped me to check impressions that I formed working

with the data. For example, I sensed that the written feedback employs terminology, specific to literacy. I then used AntConc to generate a list of the most frequently occurring words within the marker comments in order to check if this was the case (cf. 4.3). These word lists appear in the electronic appendices (Folder B).

3.3 Summary

This chapter has outlined the methodology employed to examine the interpersonal workings of the ritualised discourse practices of feedback within the Rhodes University Extended Studies programme: Three micro case-studies were compiled and analysed through a combination of Ethnography, Sociolinguistics, Critical Theory and the systemic functional APPRAISAL system. Due to the complexities of the context and data, implementing this methodology proved, at times, challenging necessitating the inclusion of elements from Sociolinguistics, Corpus Linguistics and methodological innovation. Important innovations include using the mega-table format in combination with comment typologies and systemic adjustments to suit APPRAISAL analysis to the particular context of education research.

Chapter 4. Analysis

4.1 Introduction

In the analysis that follows, I present my micro case-study view of the RDP's of feedback in the Science Extended Studies Programme (SESP) through which I answer the research questions listed in 1.3. This account derives from the in-depth study of the written feedback given to Thembani, Unathi and Fezile, based on the analytical elements referred to in the previous chapter, namely those drawn from SFL and AL approaches to the study of academic literacies. I adopt a largely critical approach, using ethnographic principles and employ the SFL APPRAISAL system as a means through which to conduct a fine-grained textual analysis of the data. The analysis characterises the features of the feedback RDPs and draws out, not only the overt messages conveyed to each of the students about their writing, but also the interpersonal, and therefore ideological, functioning of these messages. This is further supplemented with the students' perspectives, gleaned from qualitative interviews, as described earlier. Together, this information allows me to evaluate the success of the programme in aiding students' epistemological access to academic communities of practice and sets the stage for me, in Chapter 5, to make practical suggestions regarding pedagogic practice that will transcend the current *status quo*.

4.2 Characterising Feedback: Pedagogic Head-body-tail

Thus far, I have argued that feedback practices are examples of Ritualised Discourse Practices(RDP) within academic institutions, and particularly within the SESP (cf. 2.4). As a first step in characterising the feedback RDPs of the SESP, I present a second argument: that they can be described through the analogy of a children's game called "Head-body-tail".

Head-body-tail is a game I played as a child. It involves folding a piece of paper into thirds and having one person draw a head on the top section, without the others looking. This is then folded over leaving a tiny sliver of the neck exposed to which a second person attaches a body. This is then folded over and a third person adds a 'tail'. As the grand finale, the composite picture is unfolded to reveal a, usually, hilariously incongruous and fantastical creature (illustrated in Figure 4 on the next page). This game can be used, in certain instances, as an analogy for the RDPs of the marking done in the SESP in two major ways.

Figure 4: Head-body-tail Example

Firstly, in marking a piece of work markers have, to a greater or lesser degree, some understanding of, and control over, the messages they want to send to students or the picture that they want to create. They may, however, not be able to see all of the effects of their comments, the folds other than their own. Markers know, for example, what they are telling students about what is correct or incorrect in their writing, but are potentially unaware of the interpersonal effects of their words and symbols. Students may be drawn into communities through positive encouragement in feedback. If students are told that they have improved greatly or made an interesting point in an essay, for example, they may feel as though they are being accepted as legitimate knowledge producers. Conversely, students may also be given the message that they are outsiders, unwelcome and unprepared to join academic communities, where feedback is overwhelmingly negative. These interpersonal effects are not necessarily immediately apparent, and may not be recognised by markers.

Secondly, where more than one marker is involved, this situation is further complicated as different markers give feedback on the work at different times, with potentially different approaches and focuses. Each marker, therefore, gives a set of comments, with potentially multifaceted effects, without being able to see what the whole picture will look like. Engaged in a sort of pedagogic Head-body-tail game, markers work, separately, to create a picture of the path to academic success for their students. There is, however, no guarantee that the composite picture will be complete, consistent, or will resemble what the markers, individually and severally, had in mind. Once again, this has the potential to influence epistemological access for the students, who may not receive the intended messages which could lead to their academic

success. This outcome can occur even where individual markers access one another's feedback. Unless markers mark simultaneously, one person necessarily has to make their comments first. This marker does so without knowing exactly what the next marker will focus on and how this will interact with his/her own comments. In addition, the following marker is unable substantially to change what has already been said, especially where s/he is concerned with saving the face of the first marker or not challenging that person's authority. A marker is unlikely to cross out or explicitly disagree with what is already written. Further, the second marker may be so committed to the picture that they want to create that they ignore what has already been said and present the student with conflicting information.

The RDPs of feedback within the SESP resemble a Head-body-tail game in both of the ways outlined above: they involve numerous markers giving multifaceted comments on single pieces of work. In the essay writing process reported on in this thesis, each student received a total of four different sets of feedback on their work (which each took on two forms: a draft and a final version), from 3 different markers. Mrs Jakobs and one writing respondent (WR) gave comments on the draft in each case and Mrs Jakobs and Mrs Glover commented on the final draft in each case. The combined effect of all of these disparate sources of feedback has not yet, to my knowledge, been fully examined in the Applied Linguistics literature. In this analysis, therefore, I unfold both the multifaceted effects of the composite feedback given to each student as well as the contributions of each of their markers in turn.

4.3 Conventions of Ritual/Components of Feedback Pictures

As a first step in reporting on this analysis, I look to Magolda (2000, p. 32) to characterise the feedback RDPs by drawing out their "integral conventions" which serve to "bestow a unique type of knowledge," "frame issues" and "transmit an ideology" (cf. 2.4). I focus on the integral conventions of feedback RDPs in the ESU, their ritualised nature and their unfamiliarity for the students to give an understanding of the composition of the feedback pictures created for students, and their potential effects.

In the literacy teaching section of ESU most written feedback received by students is given by the lecturers, with whom they interact daily. Mrs Jakobs sets the greatest number of writing assignments, including paragraph writing and comprehension exercises, and marks most of these herself. Sometimes, Mrs Glover also marks these assignments and she focuses on the scientific

correctness of students' answers. In addition, for a time (cf. 1.1.3) Mrs Jakobs employed writing respondents from the Linguistics Department to give detailed feedback on the students work. The students interviewed had little idea of who these outside markers were. This is most likely because the WRs and students never met directly. Rather, Mrs Jakobs acted as a 'middle-man', passing the work from the students to the writing respondents and back. Unathi was the most aware of their existence and the extent of her knowledge can be summed up in the following quote: ⚽ (C. A. "marks the things").

"Most of the time she [Mrs Jakobs] marks the things but then some other times I think she asks um students from Linguistics or something. I'm not sure"

The students of the SESP are given feedback in two main forms: orally and in writing on their hand-ins. In reporting on this analysis I focus particularly on the textual aspect. However, I recognise that the oral feedback given to students is an important factor in framing their epistemological access and highlight this as an area for future research in 5.5. The written feedback comprises both lexical and non-lexical elements. Included in the lexical components are words some of which are new to the students, and seem to be almost unique to the context of literacy teaching. A rudimentary corpus analysis of all of the comment data highlighted, for example, the term "linking words," with "Linking" appearing 37th on the word list ⚽ (B.iii). The ranking may not seem high, but almost all words preceding this are purely grammatical. Qualitative interview data confirms the uniqueness of some terms to the SESP context for the students: ⚽ (C. i. "it's my first time").

Amy: Ok. Had you heard the term signposting before you got here?

Thembani: No, it's my first time hearing like here

The primary non-lexical item in the comment data is the tick "✓." My simple concordance of this data shows that the tick is the most frequently occurring semiotic signal within all of the comment data, with 194 occurrences in 1959 word tokens (different words) ⚽ (B.iii). Other non-lexical elements include circling, underlining of various kinds, bracketing of sections, crossing out of sections, question marks and arrows.

Importantly, both lexical and non-lexical components of feedback can become entrenched and naturalised and, therefore, lose some of their originally intended meaning. I found that some elements of feedback have become ambiguous and opaque, such that I found it difficult to ascertain their referents, and the students were confused as to their meaning. This effect was most pronounced with the non-lexical items such as the "✓." Ticks unambiguously convey a positive message of encouragement. However, they seldom have explanations attached to them and it is difficult to establish their exact referents. Interview data demonstrated confusion amongst the students as to which elements of their writing these positive messages attach, illustrated in the quotes below, given in response to a question about the meaning of a tick: ✓ (C. A. "it's grammar"; "the right sentence"; "she just agrees").

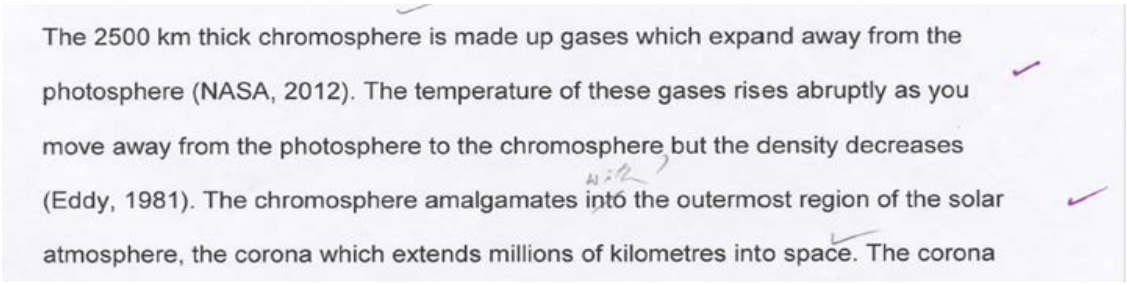
Thembani: Mmm- I think it's just- like maybe they come at the way I say like- I think it's **grammar**

Unathi: Oh the ticks are about, Ok they are about the- I have the **right sentence**

Fezile: Maybe she just **agrees** with what you are saying, or maybe she just says, well you've expressed it well or something

It is possible that all of these students are correct and that ticks mean different things in different contexts or that none of them are correct and the markers intend quite different meanings. The non-lexical, ambiguous nature of such items makes it almost impossible to say which of these is true. Concrete examples of ambiguous ticks are given in Figure 5 below. The very first tick appears above the word "chromosphere." This positioning suggests that it refers to the use of this word, perhaps meaning that the student has used good vocabulary or has given correct fact. The referents of the second two ticks are more difficult to ascertain. They appear in the margin, unattached to any particular aspect of the writing and may be general signals of encouragement or markers of effective sentence structure or accurate facts.

Figure 5: Ambiguous Tick Examples from ✓ (C.4.)



This ambiguity of feedback signals has significant implications for epistemological access. Schleppegrell (2002) suggests that second language learners face two levels of difficulty in mastering academic literacies. They must learn to use the diverse discourse practices of academia effectively, and they must do so in a language which is not their mother tongue (cf. 2.1). The ambiguity of marking conventions suggests yet another level of difficulty. Students must negotiate these two barriers guided by ritualised discourse practices containing opaque, and often unexplained, signals. Where students are unable to decode these signals, they may be unable to be guided by them.

It is important to note that, while the type of feedback described above seems quite 'normal' for a person embedded within the academic system, it is quite different from the learner-educator interactions the students have encountered before. This unfamiliarity is expressed in the following quotes from the qualitative student interviews: ⚽ (C. A. "At my school there were no"; "then they do corrections afterwards"; "I think she does").

Thembani: Aaah- I think the only difference is like **at my school, there were no comment truly speaking.** They just marked the work and would just give you- you just look at the marks and then you just leave it …but here at least there is some comment. It's the only difference.

Unathi: **Mmm, it's different**. Because they usually mark and then they do corrections afterwards. They don't do individual like feedback. : So when it comes to Mrs Jakobs she'd use individual feedback whereas at school we would write a test and then maybe do a- corre-corrections afterwards.

Fezile: I think she does. Cos at school they focussed more on the on … you just have to use flamboyant words anyhow. But now you have to structure sentences in such a way that they are coherent and your whole say if you are writing an essay. Make sure that if you are given subtopics. You can't just write anyhow

The unfamiliar nature of the feedback RDPs expressed by the students may be due to the unfamiliar nature of the processes of writing in this context and/or the professed purpose of these processes, which may be different from those of the school teachers the students have encountered. This uniqueness further entrenches the ritualised nature of the feedback and makes the students less likely to be able to problematise the processes themselves. They do not know what university feedback "should" look like and so may be happy with what they receive. All three students told me that writing at university is a very different experience to writing at

school: ⚽ (C. A. “you just go straight”; “writing an academic essay and writing a school”; “she didn’t talk about things like”).

Thembani:…no one ever taught me how like so to use “however,” those kind of stuff: “In addition,” “in contrast,” “in conclusion” kind of stuff…Cos truly speaking when you wr- **when you write paragraph at school you just go straight to point. You don't say in contrast, in addition**…

Fezile: **It's very different writing an academic essay and writing a school composition, they are two totally different things and for us we are so used to just (.) writing compositions at school**…

Unathi: …when we writing an essay in in High School, We used to do drafts…Aand **she didn't talk about things like linking words or whatnot. I think the concentration was only on the idea of an essay: what are your ideas. Not actually going deep into how did you write the essay**…

This section has given a general overview of salient features of the feedback comment data and further argued for feedback as ritualised practice in order to set the reader up for the analysis sections which follow, in which these features are carefully examined and explained through the lens of the children’s game of Head-body-tail, using in-depth APPRAISAL analysis.

4.4 Ideologies of Ritual

In the remainder of this chapter I report on the multifaceted effects of the ritualised feedback characterised above from both an analyst’s and the students’ perspective. I begin by “unfolding” the overall picture presented to each student through the combination of feedback they received on their draft and final essay submissions. As in Head-body-tail games, each composite picture consists of three “folds.” Fold one contains the qualities of literacy characterised as most important for the students. Fold two relates to the more critical issues of power play and the positioning of the students. Fold three comprises other relevant aspects of the pedagogic approaches adopted by the markers. In describing these pictures I am, further, able to answer research questions one to three (cf. 1.3).

Cf. Research Questions (1.3)

1. What does an in-depth APPRAISAL analysis of written comments on BSc ESP students' written submissions indicate regarding
    a. The overt functions of these comments, including the features of academic discourse constructed as important for the students
    b. The covert functions of these comments, including ideologies of power and positioning within the academic community of the ESU?
2. What do in-depth ethnographic type interviews with student participants reveal regarding
    a. Their understandings of the important aspects of academic literacy, and whether these match what is modelled for them in the comments they receive
    b. Their responses to educator feedback, including how they feel positioned within the academic community of the ESU?
3. What do the answers to questions 1 and 2 reveal regarding the facilitation epistemological access for students in the ESP?

To assist the reader in processing these analyses I provide a brief overview of each "fold" below and key elements of the analysis of each. In addition, within the analyses I place the most relevant figures from the quantitative data for each fold in tabs to the left of the page as reminders and reference points.

Fold 1: Qualities of Literacy Characterised as Most Important

An APPRAISAL analysis of the written feedback received by students gives clear and quantitatively supported information regarding the particular aspects of 'literacy' that markers focus on in their evaluations of student work, making it an ideal tool for critical discourse analysis (cf. 2.5 and 3.2.2).

The prominent categories of Appraised in each student's comments give an indication of the aspects of their writing which are given the most attention by their markers, with nuance added by looking at the ATTITUDE present within them. The degree to which these evaluations are emphasised or downplayed through GRADUATION and the level of commitment attached to them by markers through ENGAGEMENT fill out the picture even more. Further, the type of Actions performed by the markers through their comments, along with qualitative interview data, corroborate and add to the information provided by the more typical elements of an APPRAISAL analysis.

Fold 2: Power and Positioning: Engagement, Graduation and Polarity

The resources of ENGAGEMENT and GRADUATION not only give insight into the aspects of writing which are highlighted for each student, they also work to exercise power and to position the students in relation to the markers. Further insight into this positioning is given by looking at polarity in relation to the various evaluations present in the comment data.

Where statements are made baldly, without ENGAGEMENT or high levels of GRADUATION, this often constructs a community of shared opinion and belief (Martin, 2000b). The author/marker feels no need to try to impress her opinion of the receiver, because she assumes that the reader already accepts, or is willing to accept, that opinion. In such cases, the text producer is placed in a position of power. If a marker, for example, states that "the Sun is xkm wide," this statement is neither emphasised nor hedged. No dialogic space with dissenting opinions is opened. Rather, the existence of dissenting opinions is completely ignored. Where evaluations are made more emphatically and unequivocally the power distance between a text producer and receiver is increased. In such cases opposing voices are not ignored. Instead they are recognised and then shut down or contradicted. If a marker writes, for example, that "*in fact*, the Sun is exactly xkm wide," this implies that the student thought differently, that this is acknowledged and emphatically corrected.

Consequently, where high levels of GRADUATION (upscale) are present and/or where high levels of modality are expressed using resources of ENGAGEMENT, the marker takes up the position as the only player whose opinion is considered to be a valid. Where high levels of GRADUATION (downscale) or ENGAGEMENT resources which allow for and acknowledge voices and opinions other than those of the marker exist, then the opposite effect is created. In such cases the marker takes up a position closer to the student, where both she and the student have a valid voice and opinion.

Fold 3: Other Relevant Aspects of Pedagogy

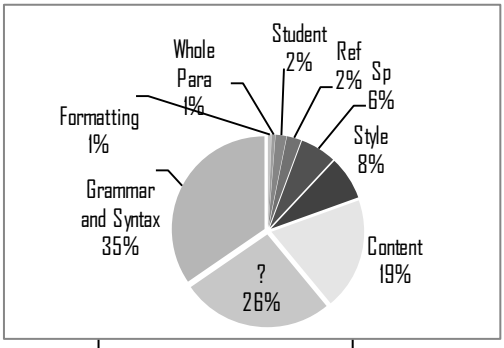
Other aspects of the written comment data accessed through an APPRAISAL analysis which give clues as to the pedagogy constructed through all of the markers' comments working together on the students' essays include whether the comments are more general or specific and whether they are more Inscribed or Evoked.

4.4.1 The Picture Given to Thembani

4.4.1.1 Fold 1: Qualities of Literacy Highlighted

Fold 1: Qualities of Literacy Highlighted:
Appraised: 159

Figure 6: Thembani Appraised Distributions



Most prominent =
1. G&S: 35%
2. ? = 26%

Attitude*:* 158
1. 57%Comp
2. 43% Val

GRAD & ENG:
→Comp Emphasis:
↑ 76% upscale
↑ 78% pron

→Val Emphasis:
↑ 15% upscale,
↑ 12% pron

Thembani received 159 comments with approximately 158 APPRAISALS embedded within them from the markers across his draft and final essay submissions. The distributions of Appraised and APPRAISALS within these comments are given in the tab to the left of the following page. These distributions point to an emphasis on the formal, aesthetic aspects of Thembani's writing, reflecting a perceived need to guide this student in the basics of the English language, before engaging with more substantive aspects of his writing. This gives evidence of differential socialisation amongst the participants. These claims are explored and substantiated in what follows.

The distribution of comments across the APPRAISAL categories shows an initial bias towards evaluating manner over content. The majority of APPRAISALS fall into the ATTITUDE category of [Appreciation: Composition] (88 comments, 56%)[a]. Within these evaluations, the largest percentage (35%) refers to the formal category of Grammar and Syntax[1]. The rest of the aesthetic evaluations are divided between the categories of Style and Spelling, Referencing and Formatting with between 1% and 8% of APPRAISALS falling into each of these categories.

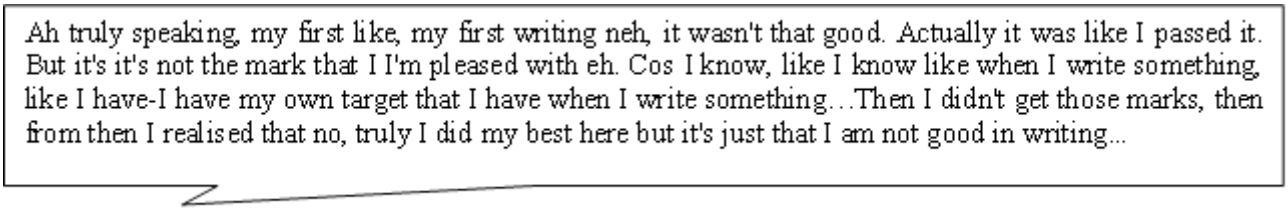
While a significant number of comments do fall into more substantive categories such as the category, "?," (42 comments, 26%) and Content (31, 19%)[b], the initial focus on aesthetics is heightened through the resources of GRADUATION and ENGAGEMENT: Over three quarters (76% and 78% respectively) of [Appreciation: Composition] evaluations are upscaled through

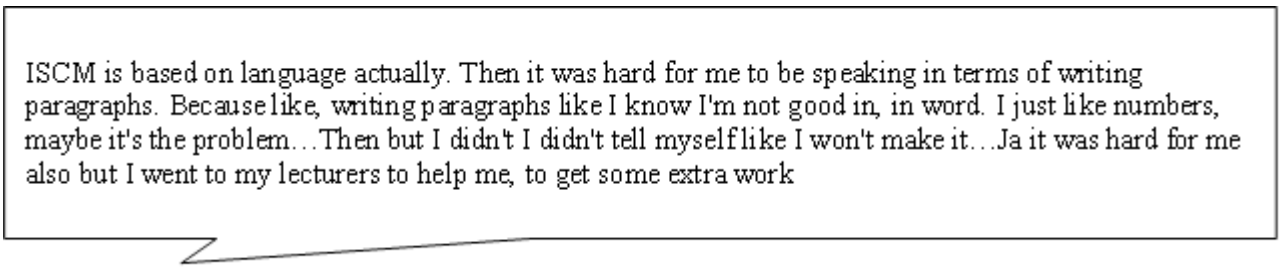
[1] Note that I have used capitalisation for items such as Grammar and Syntax, Style and Referencing when referring to them as typological categories. I have used lower case where I use these words to talk about aspects of the students' writing outside of these typologies.

GRADUATION and emphasised through [ENGAGEMENT: Pronouncement] while only 3% are mitigated through, for example, hedging of some kind[c].

In contrast, only 15% of all of the [Appreciation: Valuation] APPRAISAL are upscaled and 12% emphasised through the ENGAGEMENT resources of [Pronouncement], while an almost equal percentage are mitigated through [Entertainment] [d].

In marking Thembani's work, therefore, the markers accentuate the aesthetic, and particularly the more 'basic' (Grammar and Syntax: 35%; Spelling: 6%) aspects of writing. This may be a result of Thembani's not yet having mastered the language of instruction, a difficulty which he highlighted himself a number of times during interviews. For example, when I first asked him to describe the subjects involved in the ISCM course Thembani told me that he believes that he is "not good in word[s]," that writing is not his strong point and that it is an area in which he asked for extra attention from the markers. (C. i. "I'm not good in, in word"; "but it's just that I am not good").





Thembani's difficulties with English, and his asking for help in this area, may have led the markers to feel it is necessary to focus on the basic parts of literacy. This suggests a tiered or pyramidal-type approach to teaching literacy, with basic language skills at the base. Only once these basics have been mastered can the student be assisted with more complex areas of literacy, such as correct style, logic and argument structure.

Interestingly, Thembani is well aware of the existence of the 'higher-order' elements of literacy. In fact, the areas of writing in which he seems to be most conscious of feedback are those of

Content: Relevance and Style: Structure, illustrated in the following quote. ☙ (C. i. "sort of - like concentrate").

> Aaah the com- actually the comment that I normally get ah it was like sort of- like concentrate- like sort of it's like this is not part of the to- it's not part of the topic cos when you try like- in- actually I think they concentrate like on when you- the introduction .

While Thembani is concerned with these areas of his writing, only 20% of all comments the markers gave him related to Content and 8% to Style. In addition, Content: Relevance falls into seemingly less prominent [Appreciation: Valuation] category. The prominence perceived by Thembani may have a number of explanations: These types of comments may appear often on pieces of written work other than those analysed here or these types of comments may have been prominent in Thembani's mind at the time of the interview for reasons which I do not know; perhaps they had been mentioned in class that day. Alternatively, these may be areas of writing which Thembani sees as being important, and in which he feels most inferior. These may, therefore, be areas in which it would serve Thembani well to have more comments. This is something which may not happen if markers focus their attention only on Grammar and Syntax and Spelling.

It is true that Thembani must master English to find true acceptance into academic communities, as it is the chief language of knowledge production within many of them and prestige is attached to its prescriptively correct usage. Focusing mostly on these aspects of Thembani's academic literacies may, however, put him in a position of disadvantage. If markers engage on a deeper level with the work of students who have a better foundational understanding of English, these students may be placed at an advantage over students such as Thembani as they receive more initial tutelage in perceived 'higher order' aspects of literacy. Revues of the aspects of literacy which receive the most focus for Unathi and Fezile (4.4.2 and 4.4.3) seem to confirm that this is so. This may, in the long term, compromise the epistemological access of students like Thembani.

4.4.1.2 Fold 2: Positioning the Student

Fold 2: Positioning the Student

A. *Overall emphasis and heteroglossia*:
- *Comp:* 79% Grad, 83% Eng
- *Val*: 25% Grad, 24% Eng

B. →*Comp*:
↑ 76% upscale,
↑ 78% pron
↓ 3% downscale,
↓ 5% entertain

C. → *Val*:
↑ 15% upscale,
↑ 12% pron
↓ 10% downscale,
↓ 12% entertain

D. *Polarity*:
1. Comp: 97% -
2. Val: 60% +, 40%-

E. Inscribed vs. Evoked:
75% Inscribed-type
- Val: 51% I, 1% I>Ev 22% Ev,
- Comp: 15%I, 63% I>Ev 5% Ev, 19% Ev>I

The interpersonal effects of written feedback may not be obvious to markers, but can have a significant impact on students' epistemological access. Thembani's comments contain an interesting mixture of stance taking and power on the part of the markers across the categories of [Appreciation: Composition] and [Appreciation: Valuation] which position him and the markers in significant ways. These provide evidence for ideologies of 'proper writing,' authority and power and differential positioning which underlie and influence the marker's approaches to feedback.

In evaluations of aesthetics, [Appreciation: Composition], the markers collectively take on a position of superiority and greater knowledge over the student: a high percentage (83%) of comments contain a heteroglossic element, acknowledging the existence of dissenting voices or opinions. This heteroglossia does not, however, validate these other opinions. Rather, other opinions are crowded out. Comments are stated with high degrees of emphatic GRADUATION (76% upscaled) and modality (78% Pronouncement)  [c]. These high percentages contrast with the 3% explicit [Entertainment] of voices of potential dissent. Adding further emphasis, over three quarters of these comments (15% Inscribed and 63% I>Evoked) contain explicit, over evaluations  [e]. In this area then, Thembani's face is not protected. Further, these emphatically stated evaluations of aesthetics are almost all (97%) negative  [f]. This puts a focus on what the student has done wrong, confirming his position of lesser knowledge. Together these features serve to validate the opinions of the markers over those of the student.

In addition to creating ideologies of marker authority, the emphasis placed on the markers' views with regard to the aesthetics of the student's writing creates and entrenches an ideology that there is a (single) proper way to write. The student is not given options to choose from, nor actively encouraged to have an opinion on these matters.

In contrast to evaluations of aesthetics, evaluations of content are stated with less emphasis (only 15% upscaled) and modality (11% pronouncement) [d]. In these aspects, therefore, the markers take up a less authoritative stance. This less authoritative stance is developed through the use of more Evoked-type comments. The student's face is, thus, acknowledged as being worthy of protection. In addition, more of these comments (60%) are positive than negative [e]. Thus, the student is validated more in the content aspects rather than in the aesthetics of his literacy. This stance, however, still does not explicitly allow for much of the student's voice, with only 11% of all [Valuation] being coded as containing [Entertainment]. Consequently, the markers retain a position of power over Thembani. They are constructed as 'knowers' and he is shown to be without the required knowledge and, therefore, an outsider to the academic community.

My ethnographic interviews with Thembani provide evidence that an ideology of authority on the part of the markers is created, or at least entrenched, though the interactions of the ESU with the students, including written feedback. They also provide evidence that the positioning of the students may not be uniform and that for some a sense of power distance is more exaggerated than for others. In comments such as the one reproduced below, Thembani explicitly expresses a sense of reverence for the markers, particularly in the area of literacy. ⚽ (C. i. "better than us").

> Because I think they know better much more [giggle] better than us

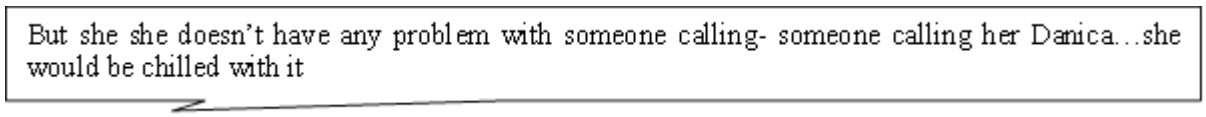
This sense of reverence is further evidenced in Thembani's forms of address for his lecturers. He refers to them as Mrs Jakobs and Mrs Glover. This use of title and surname appears to be based on his cultural beliefs, indicated in the first quote below, but also on a fear of rebuke from at least one of the lecturers, evidenced in the second quote. ⚽ (C. i. "it depends on our culture"; "I don't think she will accept").

> I think this one it depends on our culture…in our culture there's sort of like a certain like, we have, we just have to give some people this respect

> I don', I don't think she [Mrs Jakobs] will accept it if I was to call her with her name

Not all students, however, share Thembani's fear of rebuke (cf. 4.4.3, Fold 2), giving further evidence for differential positioning of the students through marker's feedback.

Cf. 4.4.3, Fold 2



Part of the differential socialisation mentioned under Fold One above may, therefore, include the students' being socialised into different conceptions of authority and themselves. Thembani, who struggles with the medium of instruction, and who may already doubt his capabilities as a genuine knowledge creator within academic communities of practice, may be being further positioned as inferior through the feedback he is given.

The potential for differential positioning is further corroborated through a comparison of the number of comments received by each student. Thembani, the poorest performing student in this task, received the second smallest number of comments overall: 159 out of 483. The largest number of comments was received by Unathi (179) the middle performing student (cf.4.4.2) and the fewest comments were received by the most successful student, Fezile (145). This may indicate that due to limitations on time and resources, markers focus their attention on the student consciously or subconsciously believed to have the greatest need for, and capacity to respond to, feedback. The struggling student may be perceived, like some of the pre-primary school children in Adendorff & Nel (1998), to be doing the best he can, and, therefore, not to need more guidance to push him further into success while the successful student may be seen to be successful enough. The markers may already have assigned each of these students a position in terms of their potential for success and positioning the students in this way may make it difficult for them to break free from the 'pigeon-holes' assigned to them. As the largest proportion of each students' comments come from Mrs Jakobs, this positioning may be based on further interactions with the students in the classroom. Thembani's fewer comments may, however, also be explained by the fact that he receives extra tuition from the lecturers, and so they may not need to provide as much tutelage here as they would for a student, like Unathi, who has not approached them for extra work.

The superior position taken up by the markers, particularly in the aesthetics of writing, may produce both positive and negative effects. On the one hand, the student may more easily take advice from a person constructed as having greater knowledge than himself. This student was the least 'successful' overall receiving 58% for his final essay. He may, therefore, require more help

and feedback. Consequently, giving him authoritative advice may not be a negative pedagogic approach. This may also be the type of student-marker relationship he is used to from school. The qualitative interview data does suggest that this kind of relationship, as created through symbols such as the titles used as means of address, is one that the student feels comfortable with: he is familiar with it from his culture.

Creating an environment similar to that which the student is used to, approximating his frames of reference, may help to scaffold the student into academic communities of practice, which are quite different from anything they have experienced before. However, a strong authoritative stance (created for example, by overwhelmingly negative comments) may disalign Thembani from the SESP by making him feel as though he is not able to fully participate within it. At times in my interview data Thembani expressed the sense of helplessness such disalignment would be likely to cause. In our final interview, after being very careful and polite in his responses to my questions regarding how the comments make him feel up to that point, Thembani told me that there are times, particularly on final versions of drafts, where: [illegible] (C. i. "fock off").

> You start getting discouraged…You say aagh what more do they want, I worked hard, still I don't get it correct… Ja if you end up saying ah fock off I'll just leave it…They don't know what they want from [me]"

That such a negative reaction can be caused in a highly motivated student such as Thembani, who is willing to ask for and complete extra work in order to improve his literacy skills, means that there may be cause for concern. Many students start with less motivation, and may feel discouraged more easily.

In addition to creating discouragement, entrenching an ideology of power on the part of lecturers may make the student less willing to critically engage with the work of those he perceives to be his superiors later on in his academic career. Such critical engagement will be necessary for future academic success. This contradicts one of the goals of the course, stated here in Thembani's words: "in ISCM we learn how to think critically." Elements of a 'do not question the authorities'-type attitude is evidenced in the following comment from Thembani regarding challenging the feedback he is given: [illegible] (C. i. "I can't go to").

> …I can't go to I never went to Mrs Glover about the grammar… I never went and say why are you saying I should put is instead of was or this stuff… **I just know that she's she's good in her English language meaning whatever she's saying here about grammar, she's sure about that one**

4.4.1.3 Fold 3: Other Elements of Pedagogy

Fold 3: Other elements of Pedagogy

A. General/Specific:
- Val: 97% S
- Comp: 95% S

One other important element of the RDPs of feedback, which may impact on their overall pedagogic effect and which may be unclear to the markers, is the degree to which comments are specifically related to the tasks at hand as opposed to being more generally applicable.

A clear overall pattern exists in the degree of generality and specificity of the comments given to Thembani. Almost all comments relating to [Appreciation: Composition] (95%) are specifically applicable to the text at hand (many relating to Spelling and Grammar), while only 5% impart more general principles [f]. Similarly, the majority (98%) of [Appreciation: Valuation] are specifically related to the essay, with comments praising the content included here[g]. Further entrenching the specificity of the comments, almost no explanations of comments are given in the data (only 2 in 179 Appraised). Without explanations of his errors, Thembani is unlikely to be able to be able to avoid these issues in the future. The markers, therefore, seem more concerned with correcting and commenting on his essay than providing Thembani with general advice and this may hinder his ability to become a legitimate knowledge producer.

Table 8: Summary of Thembani's Feedback Picture

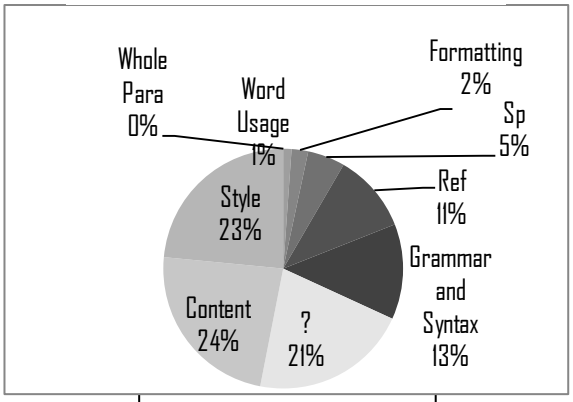
Fold 1: Qualities of Literacy Highlighted: *Appraised: 159* Most prominent = 1. G&S: 35% 2. ? = 26% *Attitude:* 158 1. 57%Comp 2. 43% Val *GRAD & ENG:* →Comp Emphasis: ↑ 76% upscale ↑ 78% pron →Val Emphasis: ↑ 15% upscale ↑ 12% pron	• Overall, a focus on more formal aspects of writing. • In particular, Grammar and Syntax are given significant attention. • Focus indicated through a bias towards aesthetics in APPRAISALS & emphasis on Grammar and Syntax in the Appraised. • Initial bias amplified through GRADUATION and ENGAGEMENT, degree of explicitness and polarity. • = Struggling second language learner, potentially not engaged with on a deeper level • → Differential Socialisation
Fold 2: Positioning the Student A. *Overall emphasis and heteroglossia*: • *Comp:* 79% Grad, 83% Eng • *Val*: 25% Grad, 24% Eng B. →*Comp*: ↑ 76% upscale, 78% pron ↓ 3% downscale, 5% entertain C. → *Val*: ↑ 15% upscale, 12% pron ↓ 10% downscale, 12% entertain *D. Inscribed vs. Evoked:* • Val: 51% I, 1% I>Ev 22% Ev, • Comp: 15%I, 63% I>Ev 5% Ev, 19% Ev>I E. *Polarity*: • Comp: 97% - • Val: 60% +, 40%-	• In evaluations of aesthetics [Appreciation: comp], the markers collectively take on a position of superiority and greater knowledge over the student. • In contrast, evaluations of more substantive aspects of Thembani's writing are stated with less emphasis, and more student validation, but still an element of authority. o →Differential Positioning? • The superior position taken up by the markers in this way may produce both positive and negative effects. o → Scaffold into 'academic culture' o → Discourage o → Stunt critical thinking
Fold 3: Other elements of Pedagogy *A. General/Specific:* • Val: 97% S • Comp: 95% S	• Markers are more concerned with correcting and commenting on the essays at hand than providing general advice

4.4.2 The Picture Given to Unathi

4.4.2.1 Fold 1: Qualities of Literacy Highlighted

Fold 1: Qualities of Literacy Highlighted:
Appraised: 179

Figure 7: Unathi Appraised Distributions



Most prominent =
3. Content: 27%
4. Style: 27%
5. ? = 26%

Attitude: 180
1. 59%Comp
2. 41% Val

GRAD & ENG:
→Comp Emphasis:
39% upscale
50% pron

→Val Emphasis:
12s% upscale, 18% pron

Unathi received the largest number of comments (179) on and APPRAISALS (180) of her work. Once again an overall focus on aesthetics can be detected. However, it is a slightly 'higher order' of aesthetic which receives the greatest focus here.

As with Thembani the evaluations are biased towards [Appreciation: Composition] which comprises 59% of all APPRAISALS [g]. Unlike Thembani, where the majority of these comments fall into the prescriptive and formal category of Grammar and Syntax, the major focus in Unathi's aesthetic comments is on the more 'higher order' category of Style (43 comments or 23-24%). The second most prominent aesthetic category, at 13% of Appraisals, is Grammar and Syntax. The remaining aesthetic comments are split between Word Usage, Formatting, Spelling and Referencing, which are evaluated by between 1% and 11% of the comments. Details of this distribution appear in Figure 7.

Once again, a significant number of comments (41% of APPRAISALS) are directed at more substantive aspects of Unathi's work, particularly Content (27% of comments) and the"?" category [h]. Yet, comments relating to aesthetics are given greater prominence through GRADUATION and ENGAGEMENT. 39% of aesthetic evaluations are upscaled and 50% emphasised as [Pronouncements] [i]. In comparison, only 5% are downplayed and 7% explicitly engage with alternate voices through [Entertain].

In contrast, 12% of [Appreciation: Valuations] are upscaled and 18% [Pronounced] while (12%) are moderated through [Downscaling] and a fairly high 21% through [Entertain] [j].

The markers, therefore, highlight aesthetic aspects of literacy for Unathi. However, less focus is placed on language basics such as grammar and syntax than in the feedback given to Thembani. This may be a result of Unathi having a better grasp of English. In place of lessons on language basics, Unathi is given tutelage in her style of writing, and the content of her work. This gives credence to my theory of differential socialisation introduced in "fold 1" of 4.4.1

That Unathi, indeed, receives these different messages about her work is confirmed by the qualitative interview data. When asked what comments she receives most often from the markers, Unathi separates out the comments given by Mrs Jakobs from those given by Mrs Glover and in doing so acknowledges that Mrs Jakobs's comments, which are directed at more aesthetic aspects of her writing, are the most numerous on her work. She also makes a special mention of the category of Style (and particularly Structure), a prominent Appraised in her comment data. ⚽ (C. i. "um thingi").

Amy: Ok, Ok. What um sorts of things do they normally tell you to fix?

Unathi: Mmmm, it's more of the literacy- for example if you're doing a science um thingi- an essay maybe on for example we are going to do an essay on volcanos…Mrs Glover will actually mark the science side…And Mrs Jakobs will mark the punctuation what-not…Styles of writing and-…

That ideas of style and structure permeate Unathi's ideas of 'good writing' is further confirmed in other parts of my interviews with her. At one point I asked her to tell me which aspects of writing she would focus on should she be placed in Mrs Jakobs's position. In her response she spoke mostly about the style of the writing, both in terms of clarity (another subcategory of Style, according to my comment typology) and the structure. She also pointed briefly to the need to have enough information: ⚽ (C. i. "she examines every sentence").

Unathi: I think um, she actually- she actually looks for what I just said like how you write your work she examines every sentence and try to see if it's understandable and whatnot…Ja I would check for like if I understand what the person is saying…And if I can actually make sense of what they are saying…Maybe I don't even know the topic or whatnot…And then, can I understand what she's saying or trying to say and is the essay like- flowing [laughter] as they say

…Because I- when I read a good piece of writing I can actually know it's it's good type of writing … No- you can actually know if a person, if you read your own essay and you read another person's essay…And you can see, Ok there's actually a big gap or the person is writing more clearly than you could have written

… Ja and what you actually told to write about, do you actually have…The enough information that is needed, ja

4.4.2.2 Fold 2: Positioning the Student

Fold 2: Positioning the Student

A. ***Overall emphasis and heteroglossia***:
- Comp: 44% Grad, 57% Eng
- Val: 24% Grad, 39% Eng

B. →***Comp***:
- 39% upscale, 50% pron
- 5% downscale, 7% entertain

C. → ***Val***:
- 12% upscale, 18% pron
- 12% downscale, 21% entertain

D. ***Inscribed vs. Evoked:***
- Val:
  52% I, 12% I>Ev
  33% Ev, 5% Ev>I
- Comp:
  21%I, 49% I>Ev
  21% Ev, 14% Ev>I

E. ***Polarity***:
- Comp: 95% -
- Val: 47% +, 53%-

A moderately authoritative stance is adopted by the markers in their collective interactions with Unathi. This positioning is accomplished through less direct and more nuanced means than in Thembani's case.

In Thembani's comments, the markers assume a position of authority through emphasising their negative opinions and first invoking and then closing down the space for opposition. In the marker comments to Unathi, a large percentage of the evaluations (43% of [Appreciation: Composition] and 61% of [Appreciation: Valuation] are stated baldly, with no ENGAGEMENT present (almost all of these are "ticks"). This lack of heteroglossia makes the comments seem innocuous. Monoglossic texts, however, have the potential to create a community of shared knowledge and belief, where parties are assumed to be acquiescent and so in little need of being told their views are incorrect. This may position the student as one who is likely to understand and agree with the comments given. In such a case, the markers are still in a position of authority; they say what is right and wrong.

The authority of the markers is made more pronounced in the aesthetic evaluations of the students through the predominant (95%) negativity [k] and the mostly direct nature (70% more Inscribed-type comments) of these evaluations [l]. The student is told what she does wrong, rather than what she does right in this area, and the markers do not feel the need to obscure these evaluations. However, the authoritative stance does not explicitly shut out the student's voice. Only 39% of these evaluations are upscaled and 50% pronounced (compared to over 70% in Thembani's data) [i]. This positions Unathi as slightly more successful than Thembani. In addition, the emphasis placed on these aesthetic aspects of writing indicates that in Unathi's comments there is also an idea that there is a single proper manner of writing.

The student is given even more validity in the content aspects of her writing, where quite a large percentage (21%) of the [Valuations] engage with Unathi's voice. This validity is further confirmed through the positivity of almost half (47%) of all of the content feedback the student receives [j]. These evaluations are further stated indirectly almost 40% of the time [m]. This potentially indicates that more care is taken with the student's face, confirming validity and worth.

In 4.4.1 I suggested that ideologies of authority may help to create the differential socialisation which takes place between the SESP students:

> Cf. Potential Differential Socialisation (4.4.1, Fold 2)
> "The differential socialisation mentioned under Fold One above may, therefore, also contain an element of differential positioning. This student, who struggles with the medium of instruction, and who may already doubt his capabilities as a genuine knowledge creator within academic communities of practice, may be being further positioned as inferior through the feedback he is given."

The analysis of Fold 2 of Unathi's comments provides further evidence for this argument. While a relationship of authority is established between the markers and the student, this is not as pronounced as in Thembani's comment data. This may be a result of Unathi's superior English language skills (observed in my lengthy interviews, and in her higher marks throughout the comment data collected) leading to interaction on more complex areas of literacy, which allow for more of the student's own academic voice to shine through. An hypothesis of differential positioning is further validated by the qualitative comment data: Unathi acknowledges and creates power-distance between herself and the lecturers through, for example, expressions of esteem and her terms of address, illustrated in the quotes below: [c] (C. i. "I trust what"; "she prefers to be called").

Unathi: I trust what they say

Amy: Ok, so is that what you- so in class you call them like Mrs Jakobs

Unathi: Ja ja, she prefer- she prefers to be called Mrs Jakobs

She, however, does not seem as inclined unquestioningly to agree with the markers as Thembani does. This may be a result of a different frame of reference and/or a product of the less

authoritative stance taken up by the markers. A less authoritative stance in the feedback may mean that this student is given a more validated position overall. (C. i. "ja sometimes!").

Amy: SO would you generally like- ja- do you think she's usually right?

Unathi: Ja most of the times

Amy: Most of the time? Do you think she's ever wrong?

Unathi: Ja sometimes!...but she always finds a way to tell you no she is right [laughter]

More than providing evidence for differential positioning in the SESP, my interactions with Unathi provide further evidence of the possible negative effects of an overly negative, authoritarian position on the part of markers. While markers may be well intentioned in showing Unathi her errors and guiding her to corrections, this may disalign her from their own processes of meaning making, making her feel shut-out out of academic communities of practice, compromising her epistemological access.

In my last interview with her, Unathi described the disappointment she feels when she has worked on a draft and yet still receives many negative comments on the final hand-in. She indicates that this makes her feel as though she simply does not know how to improve her work: (C. A. "how to fix the problem").

Amy: *Is that a bit frustrating or-*

Unathi: Ja, especially when you just received your essay and then ok you didn't do good but you worked on your essay so-...so it's like- I I don't know- for me it's such a confusing thing coz [giggles] like I will try my best and when I get my essay back it's always a disappointment, I don't know...Maybe I would expect a higher mark then I would still go like in the 60s and the 50s and like...I don't- maybe I don't know how to fix the problem...

4.4.2.3 Fold 3: Other Elements of Pedagogy

Fold 3: Other elements of Pedagogy

A. General/Specific:
- Val: 99% S
- Comp: 91% S

Once again, the markers provide comments relating specifically to the essays being marked, rather than general principles of writing, literacy and scientific knowledge. 99% of [Valuations] and 91% of [Compositions] are specific ^{n}. A lack of explanations (12 out of over 200 actions) in the data confirms this specificity. Interestingly, more explanations are given

to Unathi than Thembani and some general advice regarding aesthetics is given (9%) here. This may indicate that the markers see this student as having the ability to abstract away from specific corrections.

Table 9: Summary of Unathi's Feedback Picture

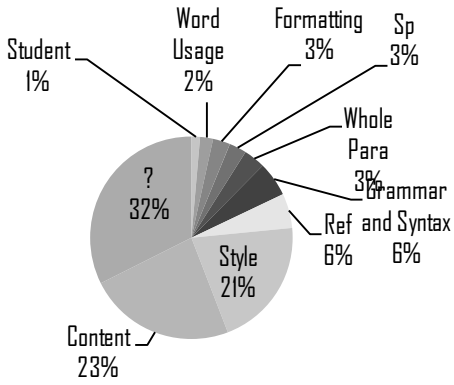
Fold 1: Qualities of Literacy Highlighted: ***Appraised: 179*** Most prominent = **1. Content: 27%** **2. Style: 27%** 3. ? = 26% ***Attitude:* 180** 1. 59%Comp 2. 41% Val ***GRAD & ENG:*** →Comp Emphasis: ↑ **39% upscale, 50% pron** → ***Val*** Emphasis ↑ 12% upscale, 18% pron	• Once again there is an overall focus on aesthetics • However, a slightly 'higher order' receives the greatest focus here: Style • Comments relating to aesthetics are given greater prominence through GRADUATION and ENGAGEMENT • Builds case for differential socialisation.
Fold 2: Positioning the Student A. ***Overall emphasis and heteroglossia***: • Comp: 44% Grad, 57% Eng • Val: 24% Grad, 39% Eng B. →***Comp***: ↑ 39% upscale, 50% pron ↓ 5% downscale, 7% entertain C. → ***Val***: ↑ 12% upscale, 18% pron ↓ 12% downscale, 21% entertain ***D. Inscribed vs. Evoked:*** • Val: 52% I, 12% I>Ev 33% Ev, 5% Ev>I • Comp: 21%I, 49% I>Ev 21% Ev, 14% Ev> E. ***Polarity***: • Comp: 95% - • Val: 47% +, 53%-	• Unathi is placed in a position of lesser power than the markers, through bald statements and a certain amount of GRADUATION and [ENGAGEMENT: proclaim]. • However, this power distance is less than that created between Thembani and the markers, and the student is given more of a voice or a part in the process. • This is particularly true of the more content-based evaluations found in the data, confirmed by the more indirect and positive nature of many of these evaluations o → Further evidence of differential positioning o →Further evidence that an overly authoritative stance may dishearten a student and stunt critical thinking.
Fold 3: Other elements of Pedagogy ***A. General/Specific:*** • Val: 99% S • Comp: 91% S	• More comments relate specifically to the essays. • Some general advice regarding aesthetics is given: student may be perceived to have a better grasp of English?

4.4.3 The Picture Given to Fezile

4.4.3.1 Fold 1: Qualities of Literacy Highlighted

Fold 1: Qualities of Literacy Highlighted:
Appraised: 145

Figure 8: Fezile Appraised Distributions



Most prominent =
1. ?: 29%
2. Content: 22%

Attitude: 142
1. 47%Comp
2. 53% Val

GRAD & ENG:
→Comp Emphasis:
55% upscale
43% pron

→Val Emphasis:
0% upscale, 3% pron

Fezile received the fewest comments overall with 145 Appraised and 144 APPRAISALS embedded within them.

Unlike the comments given to the other two students, Fezile's APPRAISALS are more or less evenly distributed across the categories of [Composition] (47%) and [Valuation] (53%), with a slight bias toward content. 2% of the Appraisals are coded as [Judgement] of the students themselves.

Confirming an apparent leaning toward content evaluation in Fezile's work, the greatest percentage of comments are classified under the "?" category (47, 32%), followed closely by Content (34, 22%)[0]. This may indicate that Fezile has a better grasp of the English language, meaning that markers feel they can comment on the substantive aspects of his work, rather than focusing their guidance on his language mastery.

A focus on 'higher order' aspects of writing is confirmed even in evaluations of aesthetics. As with Unathi, a large percentage of comments are directed at the category of Style (30, 21%) [P]. A lesser number of comments are devoted to Referencing (8, 6%) and Grammar and Syntax (8, 6%) while an almost negligible proportion of comments refer explicitly to language and structural basics such as Spelling, Word Usage and Formatting (1, 1%). This distribution is represented graphically in Figure 8.

This distributional bias is nuanced through the resources of GRADUATION and ENGAGEMENT. Once again, emphasis is placed on the aesthetics of writing, although this is not as pronounced as it is for the other students. A fair number of the comments (55%) relating to [Appreciation: Composition] are upscaled, and accentuated through the closing down of dialogic space in the

area of ENGAGEMENT, with 43% of these evaluations being coded as [Pronouncement] [q]. In contrast, in the area of [Appreciation: Valuation] little emphasis is added to the APPRAISALS. In fact, no comments are upscaled, while some are downscaled (8%) and more evaluations (11%) allow for external voices than seek closing the dialogic space (3% Pronouncement) [n].

Fezile was the most successful student in the essay writing activity, judged on marks, receiving 79% for his final submission. In addition, in interviews he spoke eloquently, and appeared to be very capable and comfortable in English, even though he is also a second language speaker. This may account for the focus found in the feedback he received. As indicated, most comments related to the general "?" category, content and style, while very little emphasis is placed on 'basic' writing skills. As a result of his language competency, therefore, Fezile receives the most tutelage in these seemingly more 'complex' aspects of academic literacy, confirming differential socialisation of the students,

Once again, my interviews with this student also validate a pyramidal approach to literacy teaching and differential socialisation. Fezile, gave me the most nuanced accounts of the features of successful writing. For example, he told me that what Mrs Jakobs focuses on is: "It's it's mostly referencing." Later on he told me that in writing an essay, 'signposting,' an element of structure, is "very important". (C. i. "First Introduce").

> Fezile: You should first introduce what you are going to be talking about and then clearly signpost that in this essay, the first thing I am going to be talking about it is, so the signposting part of it is very important so that you don't find yourself talking about things you weren't supposed to be talking about.

At another point, he told me that the most important part of writing an essay is to paraphrase: (C. i. "she's the").

> Fezile: (.) Ok, if I was Mrs, Mrs Jakobs… Gosh, she's the language teacher…So what I would b- what I would be looking for is one paraphrasing…Cos so that that is the most important part of writing the essay, when it comes to the language part…Because you've committed plagiarism if you haven't paraphrased

These comments show a high level of English competency. In addition, the areas of writing that Fezile highlights in this way correspond to the two greatest categories of APPRAISED found within the data, Content and Style. This shows, once again, that my hypothesis that he receives

more coaching in the more complex areas of language use may be true, as these are foregrounded in his mind.

4.4.3.2 Fold 2: Positioning the Student

Fold 2: Positioning the Student

A. ***Overall emphasis and heteroglossia***:
- Comp: 65% Grad, 46% Eng
- Val: 8% Grad, 11% Eng

B. →***Comp***:
- 55% upscale, 43% pron
- 10% downscale, 3% entertain

C. → ***Val***:
- 0% upscale, 3% pron
- 8% downscale, 11% entertain

D. Inscribed vs. Evoked:
- Val:
  84% I, 3% I>Ev
  13% Ev, 1% Ev>I
- Comp:
  46%I, 34% I>Ev
  9% Ev, 10% Ev>I

E. ***Polarity***:
- Comp: 57% -, 43%+
- Val: 20%-, 80+

As with Unathi, the markers adopt a nuanced and moderately authoritative stance in their written interaction with Fezile. They position him as being of lesser knowledge than the markers, but also validate him as a meaning-maker, particularly in the more content-based aspects of his writing.

In respect of the, less emphasised, aesthetic aspects of Fezile's writing, the markers assume a mildly authoritative position. This is created by the emphasis, explicitness and polarity of the [Compositions]. 55% of these evaluations are upscaled and 43% stated as [Pronouncements] 🗎[q], adding emphasis and closing down space for disagreements roughly half the time. Further, 46% are Inscribed and 34% more Inscribed than Evoked 🗎[r]. The markers, therefore, seldom hedge or hide their evaluations, acting as explicit advice-givers and, therefore, authorities. In addition, just over half (57%) of the comments have a negative value 🗎[s]. These comments highlight things that the student has done wrong and so send the message that the student is not yet an expert in this area. In addition to setting up an authoritative position for the markers, these features also underline the need for prescriptively correct writing. This gives further evidence for an ideology of the existence of a single correct way of writing influencing the marker's approach to feedback.

Less engagement is found in the area of [Appreciation: Valuation] where only 14% of items affect the dialogic space. Of these 3% shut down the potential for other voices to be heard through [Pronouncement], while 11% validate the student as a participant in the writing process through [Engagement] 🗎[n]. The lack of heteroglossia may indicate that the markers believe their opinions on these matters to be beyond reproach or readily acceptable to Fezile. This places the markers in a position of authority. In addition, 87% of evaluations in this area are stated

explicitly, once again confirming the markers as authorities[t]. This apparent authoritative position is, however, offset by the polarity of the comments given to Fezile. A large majority of [Appreciation: Valuation] evaluations (80%) are positive [u]. These comments point to things that the student has done right, confirming his writing abilities and further validating him as a knowledge producer. The Inscribed and direct nature of the evaluations may, therefore, emphasise his validation.

In their interactions with Fezile, therefore, the markers assume a less authoritative and negatively orientated position than in their feedback to the other two students. This may be due to his superior language capabilities, which may lead the markers to interact with him on a more 'equal' basis. That the type of authoritative position taken up here is different from that created in both the feedback given to Thembani and Unathi appears to provide further evidence of differential positioning and socialisation taking place through the RDPs of feedback in the ESU, introduced in 4.4.1.

As with Thembani and Unathi, there is evidence in my interviews with Fezile that ideologies of authority permeate the SESP. Once again, however, he also shows that these ideologies may not affect all students in the same way as they are differentially positioned and socialised. That Fezile has adopted some ideologies of authority is evidenced in his own expressions of respect for the markers: ⚽ (C. i. "really very good").

> Ja Mrs Jakobs is very good when it comes to writing... Ja with with literature she is very good... She is really very good. Mrs Glover is very good with the scientific part

Interestingly, like the other students, Fezile chooses to use titles and surnames to refer to the lecturers. However, he does not seem to be as worried that they would respond negatively to him using their first names. This is illustrated in the quote below, and is potentially evidence that he has been positioned somewhat differently in respect of the markers than the other students are. He does not seem to believe that the markers wish to entrench power distance in this way. He may, therefore, have a closer, more egalitarian relationship with them than, for example, Thembani. This is illustrated in the following quotes, which show two different attitudes to the issue.

Fezile: But she she does not have any problem with someone calling- someone calling her Danica… she would be chilled with it

Cf. Section 4.4.1. Fold 2: Quote from Thembani:

I don', I don't think she [Mrs Jakobs] will accept if I was to call her with her name

Although Fezile is positioned more equally with regard to the authority of the markers than the other students, he nevertheless gave me evidence of interactions in which the authority of the markers, and that of Mrs Jakobs in particular, is entrenched. One such interaction is described in the student's own words below: ⚽ (C. i. "she always wins").

Amy: Ok (.) Um does it ever happen that- I mean do you also explain to her why you put it where you put it? [referring to comments relating to structure]

Fezile: Yes I do. And then like she would convince me

Amy: Has it ever happened that you convinced her

Fezile: No

Amy: No (.) Ok (.) so generally=

Fezile: **=Ah she always wins**

This interaction, further, gives evidence of the potentially negative effects of an overly authoritative positioning of markers in respect of the students they interact with. In a "she always wins" type of environment, Fezile may be discouraged from critically engaging with information given to him by this lecturer. This may, in turn, make him less likely to critically engage with academic authorities, such as his mainstream lecturers. In addition, a focus on the negative aspects of a student's work can also lead to discouragement. This point is further illustrated in the following quote, significant in that it highlights the fact that even the most successful, positively positioned students, may be disheartened by overly negative and authoritative feedback. ⚽ (C. i. "you get discouraged").

Fezile: No you get discouraged, ja

Amy: Mmm, Ja. Do you think, do you think that happens with lots of people, that they just sort of feel like

Fezile: Ja, because they just- we just actually give up and say like we'll never know it…So what's the use of actually trying to do it…So I think that's one of the problems (.) that we experience

4.4.3.3 Fold 3: Other Elements of Pedagogy

Fold 3: Other elements of Pedagogy

A. General/Specific:
- Val: 99% S, 1% G
- Comp: 78% S, 19%G

The great majority of Fezile's comments relate directly to the texts at hand. 78% of [Appreciation: Composition] and 99% of [Appreciation: Valuation] are classified as Specific and very few explanations (4 out of 158 actions) are given [V]. The markers, therefore, adopt an approach which targets the specific over providing general principles. This bias is not, however, as pronounced in comments relating to aesthetics as it is in the comments made to the other students. This may mean that the markers construct this student as being able to engage more fully with the formal features of written language, and therefore that he is able to apply general principles rather than just correct mistakes, positioning him as a more successful English speaker and writer.

Table 10: Summary of Fezile's Feedback Picture

Fold 1: Qualities of Literacy Highlighted: ***A. Appraised: 145*** Most prominent = **1. ?: 29%** **2. Content: 22%** B. ***Attitude:* 142** 1. 47%Comp **2. 53% Val** C. ***GRAD & ENG:*** →Comp Emphasis: **55% upscale, 43% pron** →Val Emphasis: 0% upscale, 3% pron	• Emphasis on content value: distribution of APPRAISALS and the categories of Appraised which receive the most attention. • Emphasis also placed on style • Little focus on basics such as spelling and grammar • Confirmation of potential pyramidal approach and differential socialisation.
Fold 2: Positioning the Student A. ***Overall emphasis and heteroglossia***: • Comp: 65% Grad, 46% Eng • Val: 8% Grad, 11% Eng B. →***Comp***: • 55% upscale, 43% pron • 10% downscale, 3% entertain C. → ***Val***: • 0% upscale, 3% pron • 8% downscale, 11% entertain D. ***Polarity***: • Comp: 57% -, 43%+ • Val: 20%-, 80+	• Markers take on a mildly authoritative position in aesthetic aspects • • Less Engagement is found in [Appreciation: Valuation]. Here only 14% of items affect the dialogic space o → Mostly positive: confirms the student's abilities in their substantive writing and validates him as a knowledge producer. The Inscribed and direct nature of the evaluations may emphasise this validation. o → Evidence of Differential positioning o Also gives evidence of potentially negative effects of an overly authoritative stance
Fold 3: Other elements of Pedagogy ***A. General/Specific:*** • Val: 99% S, 1% G • Comp: 78% S, 19%G	• A great majority of evaluations are specific and relate directly to the texts at hand but bias is not as pronounced in comments relating to aesthetics, potentially positioning Fezile as a more successful English speaker and writer.

4.5 Unfolding Individual Marker Contributions

Earlier in this chapter (cf. 4.2) I introduced a pedagogic Head-body-tail game as a means through which to conceptualise the RDPs of feedback within the SESP. I argued that this analogy could apply in two ways. Firstly, markers have some understanding of, and control over, the messages they send to students, but they may not be able to see all of the multifaceted effects that their comments produce. These effects form folds in the overall picture presented to students. Secondly, where more than one marker is involved, each separately provides a set of comments, with potentially complex effects. Each marker's contribution is then a fold in an overall picture. In both cases, the complete picture might differ from what any of the markers, individually or severally, had in mind.

In the preceding sections of this chapter, I 'unfolded' the effects of the composite marker feedback for each student. In this section, I turn to the second aspect of the analogy, unfolding the contributions of each marker. In doing so, I draw out the messages and ideologies contained within the markers' individual contributions to the overall marking pictures described above, exposing potentially problematic power relations.

In the SESP the markers' goal seems to be to provide a composite picture by combining the feedback of markers with different foci. This is evidenced by the fact that the different markers' contributions to the overall picture presented to the students are quite different. For example, in the final essay hand-ins (finals), Mrs Glover comments almost solely on the content of the students' work (over 80% of all student's comments contain [Valuations], while Mrs Jakobs focuses on the aesthetics (83% of Thembani's APPRAISALS are [Compositions], 86% of Unathi's and 68% of Fezile's). More importantly, examining the areas of literacy highlighted in each contribution leads to three main hypotheses:

1. Different approaches and conceptualisations of feedback are adopted in the early and final essay drafts, particularly on the part of Mrs Jakobs;
2. The frames of reference of the markers shape their approaches to feedback; and
3. The differential socialisation of students, based on their second language proficiency, is chiefly accomplished by Mrs Jakobs and the WRs.

Further evidence for these hypotheses is found in the interpersonal functioning of the comments which serve to enact power and authority and to position the students in particular ways.

The data provides evidence that Mrs Jakobs has quite a different approach to marking the essay draft and final submissions. Table 11 gives the distribution of the major categories of APPRAISAL found in her comments for each student.

Table 11: Distributions of Major Categories of Mrs Jakobs's APPRAISAL

	Thembani	Unathi	Fezile
Draft	***Attitude:* 36** 30% Comp; 70% Val	***Attitude:* 46** 43% Comp; 57% Val	***Attitude:* 42** 52% Comp; 48% Val
Final	***Attitude:* 55** 83% Comp; 17% Val	***Attitude:* 43** 86% Comp, 14% Val	***Attitude:* 44** 68% Comp; 32% Val

In the draft submissions, Mrs Jakobs displays a relatively even focus across the aesthetic and content-based categories of the students' writing. Thembani is, however, an exception. 70% of his comments from Mrs Jakobs are [Valuations]. This may be because Mrs Glover did not really mark the draft essays, and the WRs, with little science background, were expected to concentrate on the more formal features of the students' writing. Mrs Jakobs may, therefore, be assuming a more 'Mrs Glover- like' stance in her feedback and in order to give Thembani insight into areas the WRs may miss. Alternatively, these distributions may show that Mrs Jakobs engages more with the content of the students' writing in drafts to create more of a rapport with the students and to help them improve, while in the final version she is concerned with the more prescriptive aspects of marking, including correct spelling and grammar.

Further evidence that Mrs Jakobs adopts a different approach in the drafts and final versions of the students' essays is given by the interpersonal functioning of her comments, particularly in the distribution of GRADUATION and ENGAGEMENT of [Compositions] across the students, presented in Table 12.

Table 12: Mrs Jakobs [Composition] Distribution of GRADUATION and ENGAGEMENT

	Thembani	Unathi	Fezile
Draft	→Comp: 66% Upscale, 73% Pron 0% Downscale, 0% Entertain	→Comp: 35% Upscale, 35% Pron 5% Downscale, 15% Entertain	→Comp: 35% Upscale,, 14% Pron 5% Downscale, 0% Entertain
Final	→Comp: 81% Upscale, 81% Pron 0% Downscale, 3% Entertain	→Comp: 38% Upscale, e, 41% Pron 0% Downscale, 5% Entertain	→Comp: 76% Upscale,, 76% Pron 0% Downscale, 0% Entertain

In the draft submissions, Mrs Jakobs uses less emphasis, particularly Upscaling, on her evaluations than in the finals. This indicates a more authoritative position, potentially because the students have gone through a drafting process. The different approaches adopted by Mrs Jacobs to the students' draft and final essay submissions appear to align to a process approach to writing. In the process approach, writing is seen to involve more than just the creation of a final product. Rather writing is seen to involve a number of different cyclical stages of discovery and creation (Zamel, 1983). In this approach it is common to focus first on the ideas in a piece of writing and then to move on to look at more formal aspects of writing in later stages. While this approach is popular, the potential for discouraging the student lingers. As I have shown using qualitative interview data even 'good' students such as Fezile become discouraged where they receive many, negatively oriented comments on their final submissions; this in spite of explicitly acknowledging the purposes of feedback (see, for example, 4.4.3.2).

Fezile: No you get discouraged, ja

Amy: Mmm, Ja. Do you think, do you think that happens with lots of people, that they just sort of feel like

Fezile: Ja, because they just- we just actually give up and say like we'll never know it…So what's the use of actually trying to do it…So I think that's one of the problems (.) that we experience

In addition to indicating that Mrs Jakobs follows a different approach in marking drafts and final versions of the students' essays, the data indicates that the WRs take differing approaches to their marking. Olivia and Monica focus more on the prescriptive aspects of literacy, grouped under [Composition]. In addition, Olivia's biggest category of evaluation for Thembani is Grammar and Syntax (43% of Appraised) while for Unathi, Monica focuses on the slightly higher order, but still aesthetic, categories of Referencing (30%) and Style (27%). In contrast, Lee's comments are more evenly distributed across the APPRAISAL categories, and a large percentage, (39%) of APPRAISED, falls under the substantive category of "?." Table 13 illustrates these distributions of focus within the WR comments.

Table 13: Elements of Literacy Highlighted by Each Writing Respondent

Olivia for Thembani	Monica for Unathi	Lee for Fezile
Appraised: 39 Grammar & Syntax = 53%; Content = 15% ***Attitude:* 37** 84%Comp; 16% Val ***GRAD&ENG***: Comp: 81% Upscale, 81% Pronounce Val: 17% Upscale, 17% Pronounce	***Appraised:37*** Ref 30%; Style = 27% ***Attitude:* 50** 84%Comp; 16% Val ***GRAD&ENG***: Comp: 50% Upscale, 74% Pronounce Val: 25% Upscale, 63% Pronounce	***Appraised:31*** ?: 39%, Whole para, Style, Ref, Grammar & Syntax: 13% ***Attitude:* 29** 52%Comp; 48% Val ***GRAD&ENG***: Comp: 33% Upscale, 20% Pronounce Val: 0% Upscale, 0% Pronounce

These differences carry through to the positioning of the students set up by each WR. Olivia and Monica take up the most authoritative positions out of all of the markers. This is indicated, for example, in the high degree of emphasis and certainty placed on their evaluations of aesthetics indicated by the GRADUATION and ENGAGEMENT and polarity distributions (see Table 14).

Table 14: WR [Composition] Distributions of GRADUATION, ENGAGEMENT and Polarity

Olivia for Thembani	Monica for Unathi	Lee for Fezile
→Comp: 81% Upscale, 81% Pronounce 0% Downscale, 3% Entertain ***Polarity***: Comp: 100% - Val: , 50%-, 50 +	→Comp: 50% Upscale, 74% Pronounce 5% Downscale, 7% Entertain ***Polarity***: Comp: 100% - Val: 100% -	→Comp: 33% Upscale, 20% Pronounce 13% Downscale, 13% Entertain ***Polarity***: Comp: 47% +, 53% - Val: 93% +, 7% -

Table 14 also shows the evidence that Lee adopts a less authoritative stance to the other WRs. She uses little GRADUATION and ENGAGEMENT and gives many more positive comments than her counterparts do. For all writing respondents this authoritative stance is mitigated in comments on the content value of the work. This may be because of their backgrounds as Linguistics students, which may make them feel more comfortable in evaluating language aspects of the work over the 'science' aspects.

The differences in marking focus between the WRs may be due to their particular backgrounds. Olivia and Monica are both more focused on the formal side of Linguistics, whereas Lee is a social linguist with a background in APPRAISAL and Ethnography. The formal linguists may focus on the more formal aspects of the writing because of their training, while Lee may engage more with the substantive aspects because of hers. Alternatively, or additionally, the differences in focus may arise because of a pyramidal-type approach to teaching literacy, experienced and

adopted by these markers, which only allows for higher-order literacy skills such as correct type or content to be developed once basic language skills have been mastered. Hence, the student who struggles the most with English receives many comments on his grammar and syntax, while Unathi and Fezile receive tutelage in other aspects of their writing. Either way, these different focuses may be a significant contributor to the differential socialisation of the students in the composite feedback data.

Mrs Jakobs's comments also show her to be a contributor to the differential socialisation of the students. Table 15 reveals a general trend in in Mrs Jakobs's comments to the students which places greater emphasis on the substantive category of [Valuation] for Fezile than for the other two students.

Table 15: Distributions of Major Categories of Mrs Jakobs's APPRAISAL

	Thembani	**Unathi**	**Fezile**
Draft	***Attitude:* 36** 30% Comp; 70% Val	***Attitude:* 46** 43% Comp; 57% Val	***Attitude:* 42** 52% Comp; 48% Val
Final	***Attitude:* 55** 83% Comp; 17% Val	***Attitude:* 43** 86% Comp, 14% Val	***Attitude:* 44** 68% Comp; 32% Val

In addition, and perhaps more compellingly, Mrs Jakobs takes up a different position in relation to each of the students. This is demonstrated through, for example, the levels of GRADUATION and ENGAGEMENT found in her comments relating to [Composition] (chosen as they are the most numerous) and in their polarity, set out in Table 16.

Table 16: Mrs Jakobs Distributions of Major Elements of Positioning in Drafts and Finals

	Thembani Positioning	**Unathi Positioning**	**Fezile Positioning**
Draft	→Comp: 66% Upscale, 73% Pronounce 0% Downscale, 0% Entertain ***Polarity***: Comp: 0% +, 100% -	→Comp: 35% Upscale, 35% Pronounce 5% Downscale, 15% Entertain ***Polarity***: Comp: 2%+, 98% -	→Comp: 35% Upscale, 14% Pronounce 5% Downscale, 0% Entertain ***Polarity***: Comp: 68% +, 32%-
Final	→Comp: 81% Upscale, 81% Pronounce 0% Downscale, 3% Entertain ***Polarity***: Comp: 0%+, 100% -	→Comp: 38% Upscale, 41% Pronounce 0% Downscale, 5% Entertain ***Polarity***: Comp: 8% +, 92% -	→Comp: 76% Upscale, 76% Pronounce 0% Downscale, 0% Entertain ***Polarity***: Comp: 24% +, 76% -

The high percentages of Upscaling and [Pronouncement] in Mrs Jakobs's comments to Thembani show that she states her comments to this student about the aesthetics of his writing more emphatically than she does to the other students. In addition, the data on comment polarity show that Fezile is given a far greater percentage of positive [Composition] comments than the other students. Together these observations lend credence to the hypothesis that a position of greatest power distance is established between Mrs Jakobs and Thembani and that there is more focus on the negatives of his writing than the positives. In the analyses of "Fold 2" of each student's picture (4.4.1.2; 4.4.2.2; 4.4.3.2) I explored the idea that ideologies of authority are created through the feedback interaction in the SESP and that these ideologies differentially position the students in terms of legitimacy and validity. There I provide evidence from the qualitative interview data that such positionings may have both positive and negative effects. In particular I show that excess authority and negativity on the part of markers may cause students to become discouraged and disaligned from the production of knowledge. In addition, such positioning may also stunt the growth of true critical engagement in students. The differential positioning of students should, therefore, be carefully monitored.

While there is evidence of differential socialisation and positioning of the students in the comments from the WRs and Mrs Jakobs, Mrs Glover's approach is more uniform. Mrs Glover comments almost solely on the content of the students' work (over 80% of all student's comments contain [Valuation]. In addition, she assumes the least authoritative stance throughout. Her stance is made most evident through a lack of GRADUATION and ENGAGEMENT, enforcing her views as correct, and a focus on the positive in all three students' work, evidenced in the Table 17.

Table 17: Mrs Glover Distributions of Major Elements of Positioning in Drafts and Finals

Thembani Positioning	Unathi Positioning	Fezile Positioning
Attitude:27 4% Comp; 96% Val → Val: 4% Upscale, 8% Pronounce 15% Downscale, 12% Entertain ***Polarity***: Val: 38%-, 62% +	***Attitude:* 43** 20% Comp; 80% Val → Val: 0% Upscale, 0% Pronounce 0% Downscale, 17% Entertain ***Polarity***: Val: 83% +, 17% -	***Attitude:* 27** 4% Comp; 96% Val → Val: 0% Upscale, 4% Pronounce 8% Downscale, 12% Entertain ***Polarity***: Val: 69% +, 31% -

This may be evidence of a different pedagogic approach adopted by Mrs Glover. She may feel it is more important to engage with and validate the student than simply correct their mistakes.

This would lead her to focus more on the positive aspects of their writing and to place less emphasis on her own, potentially negative, evaluations.

Whilst there are almost uniform patterns of power and authority in Mrs Glover's comments to the students, the number of comments she gives to each student reveals elements of potential differential positioning. Table 21 shows that Mrs Glover gives the same number (27) comments to the poorest performing (Thembani) and most successful (Fezile) student respectively. However, she gives an impressive 43 comments to the middle performing student (Unathi). This may indicate that she believes that this student will benefit most from feedback, whilst the top student does not need as much help, and the bottom student may not be able to respond as well to comments he is given.

Unfolding the contributions of each marker to the overall pictures created for the students, therefore, shows that different approaches and conceptualisations of feedback are adopted to the students' draft and final essay submissions, particularly on the part of Mrs Jakobs; that the frames of reference of the markers may shape their approaches to feedback and that the differential socialisation of students, potentially based on their second language proficiency, is chiefly accomplished by Mrs Jakobs and the WRs. In addition, while Mrs Glover's approach seems relatively uniform, there is still evidence that she approaches the students differently, depending on their level of ability.

4.6 Conclusion

Using the lens of the game of Head-body-tail to examine "folds" of the total feedback pictures created for students analysed through an expanded APPRAISAL analysis, in conjunction with qualitative interview data, reveals five main sets of ideologies which underlie, and are recreated through, the written comments. These five major groups of ideologies are:

1) There is a pyramidal approach to literacy teaching in terms of which students must first master English 'basics' such as spelling and grammar before they can be coached in more complex aspects of academic literacy, including argument structure. This approach leads markers to differentially socialise students based on their linguistic abilities.

2) Integral to the pyramidal approach, there exists an ideology that there is a single proper way of writing or set of literacy practices which is rewarded. Comments regarding the aesthetics of their writing need not, therefore, be hedged or allow for any difference of opinion.
3) Students have different levels of authorial authority, and are positioned differently in relation to the markers, depending on their language abilities.
4) It is seen as important to give feedback to the middle student. An ideology which may make it more difficult for more successful or less successful students to improve themselves.
5) Finally, markers favour specific over general comments.

Analysis of feedback, furthermore, shows that markers' frames of reference shape their pedagogy and that draft and final versions of work may be framed differently by markers. In the report on the individual markers' contributions to the overall feedback pictures created for each student (cf. 4.5), for example, the WRs are shown to focus on different aspects of the students' work, which appear to align with their own linguistic interests.

Chapter 5. Conclusions

5.1 Introduction

In this thesis, I have presented two main arguments regarding the written feedback of the Rhodes University SESP. Each of these arguments has a number of implications which are important in the creation of epistemological access for students attempting to become active, legitimate members of academic communities of practice.

Firstly, I have argued that feedback is not simply an innocuous vehicle through which information is conveyed and students are scaffolded into successful literacy practices (cf. 4.1). Rather it consists of sets of practices that have become ritualised within academic institutions. If feedback practices have become ritualised it becomes important to problematise them, so that they may be changed. This is because they may be structured in potentially unhelpful ways and because, as indicated by critical ethnographers such as Magolda (2000) and Wisniewski (2000), rituals create and entrench ideologies, which can position people disadvantageously. These practices if unquestioned, maintain the *status quo*, serving the interests of those whose literacy practices are already valued.

In order to examine and problematise the Ritualised Discourse Practices (RDPs) of feedback, so that I can make suggestions as to their continued success and improvement, I introduced a second argument. This argument suggests that these practices can be likened to the children's game of Head-body-tail in two main ways (cf.4.2). Firstly, there are a number of "folds" or sets of effects produced by the composite feedback which work to create the whole pictures given to the students (cf. 4.4). These pictures give the students messages about the aspects of their writing which are important. In addition, in their interpersonal functioning, they serve to align or disalign students from the SESP communities of practice. Secondly, where more than one marker is involved, each marker's contribution forms a "fold" which contributes to the creation of the composite pictures given to students. Each marker's contribution is shaped by their individual social and educational backgrounds. Consequently, their contributions have the potential to conflict with one another to create an incongruous feedback 'picture.'

In this chapter, I review my major observations and findings with regard to each of these arguments and explore some of the practical implications of these, making suggestions as to pedagogic practice and directly taking up the critical mandate to change the *status quo*. I then link this thesis back to the goals laid out in Chapter 1 and conclude with suggestions for future research based on my observations, findings and the lacunae in my research.

5.2 Conventions of Ritual

Rituals, according to Magolda (2000) have both sets of integral conventions and the potential to create and entrench ideologies. In 4.2, I focused on the first of these definitional criteria and the major implication arising out of it: that there is the potential for messages to be confused or lost where conventions become common sense, and so are not interrogated or explained. I indicated that comments typically consist of lexical and non-lexical elements which both have the potential to become entrenched and commonsensical. Yet, some of these elements have opaque meanings which, when unspecified, lead to ambiguity in the messages received by students. This is most clearly illustrated through the non-lexical "✓." Ticks occur commonly throughout the feedback data (cf. 4.3). In general, they convey a positive message of encouragement. However, there is confusion amongst the students as to exactly which elements of their writing these positive messages attach.

Schleppegrell (2002) has argued that second-language learners face two levels of difficulty in mastering academic literacies. Firstly they must master the discourse practices of academia, which belong to no-one's first language, and secondly they must do so in a language other than their mother tongue. I argue that the students in the ESU face yet another level of difficulty as they are guided by a set of ritualised, and sometimes opaque, discourse practices. In response to the identification of this extra hurdle, I suggest that marking conventions should be problematised and their transparency ensured. In order to achieve this, staff, in conjunction with students, could examine feedback conventions to establish which are opaque. This explicitly targets the ritualised nature of feedback practices for both parties, for whom they may have become common-sense to differing extents. Students and staff may then create a hand-out outlining the different conventions and what they mean, with clear examples, which can then serve as a point of reference for them. In addition, non-lexical conventions, which may have a myriad of meanings, could have key words attached to them in order to delineate exact areas of application. In addition, I suggest that such a process be repeated after a time, to avoid, ironically, having potentially problematic conventions becoming completely ritualised common-sense.

I have created an example of such a hand-out, influenced by the students' understandings of some of the major feedback items found in the data (⚽C.ii). This is given in Figure 9 and an adjustable, printable copy is available in the appendices (⚽Ei). Significantly, I found it difficult

to explain some of the lexical terms, such as “linking words,” although I felt that I knew their meaning. This exercise, therefore, exposed terms which have become common-sense to me and whose meanings have become vague.

While I have not had the chance to test their efficacy through research, I have implemented some of the measures described above in my own marking. In particular I have challenged myself not simply to tick and cross but to really engage with and communicate the elements of students’ work to which I wish to attach these symbols. I have received some positive feedback from my students and have found that I have been forced to engage more fully with their work and with my own instinctual evaluations. I believe that these are signs that such measures may help to improve the scaffolding my students receive into the discourse practices required for academic success.

Figure 9: Marking Conventions for Staff and Students' Handout

Marking Conventions for Staff and Students

A. Some Important Words to Know and Understand:

➔ *Coherence*

When we say that writing is or needs to be "coherent," we mean that we want to be able to follow your argument. We want to see how one sentence links to the next sentence, and how one paragraph leads to the next paragraph.

➔ *Linking Words:*

Linking words are words which help with "coherence" in that they tell the reader exactly how one sentence links to the next sentence or how one paragraph leads to the next paragraph.

e.g. *Therefore* (because of everything I have already said, I can now say)…

➔ *Sign-posting:*

Telling your reader exactly where your essay or paragraph is going.

e.g. In this essay I *first* outline the x, *then move* on to a discussion of Y, *finally* ending with conclusions regarding X and Y.

➔ *Proof-reading*

Proof reading is part of the writing process and it involves reading through your work and looking for mistakes. Look for spelling mistakes, places where you have used punctuation incorrectly, sentences where you have left words out and so on. Sometimes it is difficult to see these things in your own work – ask a friend, or even a lecturer to help you out!

B. Ticks, Circles, Crosses… What they all mean:

➔ *Circling:*

Highlights a minor fact or figure which should be checked

➔ *{Brackets}*

Highlight set of facts which should be checked or a section which needs restructuring - must be followed by a few key words of explanation to show exactly what they refer to

➔ *Crosses ✗:*

Mark incorrect content – must be followed by a few key words of explanation to show exactly what they refer to

➔ *Ticks ✓:*

General encouragement may refer to content, word usage, structure - must be followed by a few key words of explanation to show exactly what they refer to.

5.3 Feedback as Head-body-tail

In 4.4 and 4.5, I used the lens of Head-body-tail to examine the "folds" of the composite feedback received by students, through an expanded version of the APPRAISAL system and qualitative interview data, to reveal five main sets of ideologies, each potentially affecting students' epistemological access.

First, there is a pyramidal-type approach to literacy teaching. Students are coached first in the basics of language, and only once these are mastered are complex aspects of literacy such as style and structure introduced (cf., for example, 4.4.1.). This entails that students, with different language abilities, are differentially socialised through feedback practices. For some, the focus of their socialisation is on getting their writing 'prescriptively correct,' while for others, coaching is directed at more complex aspects of academic literacy practices such as argument structure. This approach may have both positive and negative effects. On the one hand, students receive coaching in the areas they struggle with the most. For example Thembani receives a large number of comments regarding his grammar and syntax, which he himself identifies as an area of personal difficulty. On the other hand, it can result in students like Thembani being left behind in the intricacies of academic literacies. If markers get too caught up in the language through which these students communicate, they fail to engage with and expand the students' capacities for critical thinking. Markers should, therefore, be alerted to the possibility of this kind of differential socialisation, and encouraged to be more self-conscious in their choice of comments.

Second, there is an ideology that there is only one type of 'proper writing.' In the data, evaluations of aesthetic aspects of the students' work are given with high degrees of certainty (cf. 4.4.). In contrast, more space is allowed for the students' own voices to be heard in the content aspects of their writing. This difference indicates in the substantive areas of literacy there may be more than one 'correct' way of doing things, but not in the aesthetics of language.

The first two ideologies are interlinked with ideologies of power and authority. In all three sets of composite marker data (cf. 4.4.1.2, 4.4.2.2, 4.4.3.2), varying power distance is established between the markers and the students, with the markers in a position of greater authority. The distance is the greatest between the markers and Thembani, the 'weakest' student, while the least distance is created between Fezile, the most 'successful' student and the markers. This suggests further evidence for differential socialisation.

The creation of power distance may be a positive thing for the epistemological access of the students. As it matches what they have encountered before, culturally, and in their schooling, it may help to relieve some of the 'culture-shock' of entering the university system. These ideologies of power may help to scaffold students into active participation within these communities of practice. This information suggests that it is very important to be aware of the frames of reference students bring with them in designing and evaluating a pedagogic approach. Matters, such as the exertion of authority over students, may at first seem to be a negative approach which does not take the students into account. For some students, however, because of their particular contexts, these measures may prove to be very successful in helping them to become part of the knowledge creating communities of academia.

The effects of constructing power distance are not, however, all positive. Closely tied in with the ideologies of power and authority, is the notion expressed by my participants, that many of the comments, while overtly evaluating elements of the students' work, more subtly evoke Judgements of their capacity and character. From the students' perspectives, expressed in my interviews with them, it became clear that placing too much emphasis on the authority of the markers and too little on the validation of the students as legitimate knowledge producers may cause students to become discouraged and disaligned from academic communities of practice. This can be seen, for example, in this emphatic statement from Thembani: ⚽ (C. A. "fock off").

> You start getting discouraged... You say aagh what more do they want, I worked hard, still I don't get it correct... Ja if you end up saying ah fock off I'll just leave it...

If this is true for this set of students, who are all highly motivated and express complex meta-understanding of the processes of feedback and their goals, then it may be even truer for many other students in the class. I therefore suggest that it is important for markers to be made aware of the interpersonal effects of their marking conventions so that they can be conscious of the positionings of themselves and the students that they set up. The APPRAISAL system provides a useful meta-language for achieving this end, which can be supplemented through typologies such as those I have created for the purpose of this research (cf. 3.3.3). An example of a hand-out which could be used in marker education of this kind is given in Figure 10 and a copy is included in the appendices (⚽ Folder E. ii).

Figure 10: Interpersonal Effects of Feedback Handout

Interpersonal Effects of Feedback

Your written comments do not only give students information about their work. They also set up relationships between you and the students and place you and the students in certain roles or positions. These are the **interpersonal effects** of feedback.

Some relationships and positions may be more helpful for your students than others. So, it is useful to learn how to create the ones you want. One way to do this is to learn about the interpersonal effects of different types of comments, classified according to the actions they perform.

1. Establishing Authority

Some comments put you in a position of authority, and allow little space for students' opinions. These are comments which emphatically correct students, or tell them what they have done wrong.

Comment Action	Example
Deletion	~~which is~~
	~~an~~
Replacement	…~~this~~ This ~~was~~ ^concurred with^ E
	~~pass through into~~ ^combine with^
Insertion	^The^
	^+other gases^
Instruction: do; Instruction: don't	outline the steps.
	| ☐don't include
Assessment (especially negative)	☐
	bad explanation

The more emphatic you are, the greater the effect as you tell the student that you are definitely right and they are definitely wrong.

Figure 10 Continued

2. Validating Students

If you are overly emphatic, authoritative, and/negative this may make students less likely to be critical about feedback, which may not always be helpful for them OR it may make them feel like they are incapable of doing things right and so they may try less and less. So it is important to validate the students:

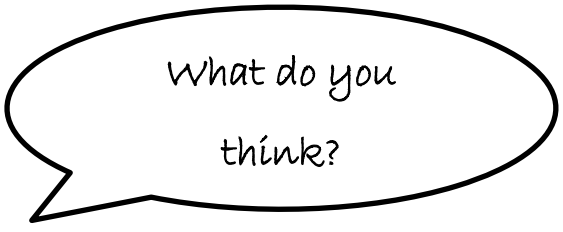
Try adding an Explanation to, for example, your Deletions, Insertions and Evaluations. This not only helps the students to understand these comments better BUT also acknowledges them as active participants in their own writing, who may have had their own reasons for doing things the way they did and so deserve to have your opinion explained to them.

Similarly, stating your comments in question form brings across the message that the student hasn't quite done exactly what they need to BUT acknowledges them as participants who can actually engage with your comments and whose opinions are valid.

Balancing out negative comments with positive assessments can also help to encourage students and to guide them. Pointing out what they have done right helps them to do those things right again in the future:

Validating the students changes your message from, "I am right, you are wrong," to "I think this, what do you think," encouraging students to think and to try.

Comment Action	Example
Explanation	(new idea, new sentence)
	| Since you didn't actually consult this source it does not need to appear in your reference list
Assessment (positive)	✓
	You have given a good explanation of the process of mead making,
Query	How hot?
	In form of?



A third ideology suggests that the middle student is likely to benefit from extra coaching. The strongest student may be given fewer comments as he is seen to have achieved sufficient success (cf. 4.4.2). The weakest students may receive fewer comments for a number of reasons. Markers may feel that such a student is already doing all that he can, and that too many comments may serve to disillusion him. Alternatively, as this student specifically approached Mrs Jakobs and Mrs Glover for extra tuition, these markers may have given fewer comments on his essays, as they have given many more comments elsewhere[2]. I acknowledge that it is very difficult to provide equal amounts of support for all students where limited time and resources are available. However, markers should be alerted to the possibility that their perceptions of the students may lead them to socialise those students differentially in such a way that they become 'pigeon-holed' into certain achievement slots, from which it can be difficult to escape.

A final set of ideologies suggests that specific comments (as opposed to general) are the most helpful (cf. 4.4.). Linked to this observation is the fact that very few comments contain an element of the action of "Explanation". A sentence may, for example, be crossed out and an alternative provided by a marker, but with no explanation as to why the change was made, or on what general principle it was deleted and replaced. In such cases, the wider application of the evaluation is generally quite opaque. I find this somewhat in conflict with Mrs Jakobs's expressed desire to create self-directed learners. I suggest that it would be effective to pair specific evaluations with explanation-type comments which can help students to see how their feedback can be more widely applied. For example, instead of simply stating that a portion of a student's work is irrelevant, a marker could additionally explain what makes it so; perhaps it doesn't actually fit under the essay title, or belongs in a different paragraph of the essay. Providing explanations may help both markers and students to develop more of an awareness of the reasons behind the comments given, and, therefore, a greater understanding of academic literacies.

In addition to uncovering these five sets of ideologies, 'unfolding' the contributions of individual markers to these whole pictures further revealed two, further, insights. Firstly, the processes and rituals of marking are not universal, but shaped by the frames of reference of the markers (cf. 4.5.). Not all of the markers constructed the same power distance and positionings between

[2] I must acknowledge that my sample size is small and, therefore, while the data do seem to point to this pattern, there is a possibility that it would not be upheld by a greater set of the students.

themselves and the students whose work they marked. Olivia and Monica, for example, adopted positions of greater prescriptive authority over the students in the aesthetics of their writing than the other markers did. Such differences may be influenced by the frames of reference of the markers, including their academic backgrounds (cf. 4.5). Secondly, the markers' individual contributions show that they, and Mrs Jakobs in particular, adopt a different approach in marking the early drafts than in the final drafts of the students' essays (cf. 4.5). In the early drafts Mrs Jakobs appears more interested in encouraging and guiding the students while in the final drafts she focuses on pointing out the inadequacies in the aesthetics of their writing, giving few positive words of encouragement.

That individual markers bring with them their own frames of reference is a potentially positive and useful resource if utilised effectively. I suggest that in assigning markers to students' work, the frames of reference and approaches of all available markers should be ascertained. This can be achieved through interviews and discussions based on, for example, the interview plans provided in the appendices (⚽C. ii) using questions such as those given in the box below.

1. Can you describe your own educational background? Your school, university departments, areas of particular interest etc.
2. Can you describe your approach to marking?
    a. Do you enjoy marking? Why/why not?
    b. What are you looking for? In other words, what are the factors that you believe make for
        i. A good paragraph/essay
        ii. Good "academic writing"?
    c. What do you hope to achieve with your comments?
    d. Can you give some examples of the type of comments you give?
    e. Do you regard yourself as a strict/lenient marker?
        i. Do the students' feelings affect how you mark?
        ii. Have YOUR experiences shaped how you mark?

3. Do you feel qualified to act as a writing respondent? In which areas of literacy do you feel most qualified?

Using this information, teams of markers with complementary approaches, whose marking may be particularly helpful for particular students, can then be created. In addition, markers can be made more meta-aware of the ideologies that they bring with them to the marking process. This may help them to become better epistemological guides for the students.

Finally, that different approaches are followed in drafts and final versions of the students' work is not necessarily undesirable. As acknowledged by the students in this study, producing a draft and final are two quite different tasks. In addition, a process approach to writing advocates approaching different parts of the writing approach (draft, final, revisions) differently to help students to become self-aware and to produce the best work possible. Markers should, however, be careful of taking an overly negative stance towards final submissions, as there is qualitative evidence that this may demotivate students. In addition, it can prove confusing for students who have made all of the changes suggested on their drafts not to find a noticeable improvement in the comments received on their final submissions. I suggest, therefore, that markers try to guide students through positive feedback in final as well as in earlier drafts of their work. It would also be beneficial to concentrate on areas in which the students have made a particular improvement from their original drafts.

5.4 Link Back to Goals

In Chapter 1, I introduced the current educational crisis in South Africa, resulting from a history of inequality and compounded by recent mismanagement. In addition, I explained how, throughout my academic career, in my own work, my tutoring and significantly in my work as a writing respondent for the SESP, I have encountered evidence of differences in expectations regarding the requirements for academic success between students and authorities. In marking ESU students work, for example, it became clear to me that their understandings of the questions and tasks differed from that which my six years of tertiary education have taught me to expect. In addition, I often found it difficult to communicate the content of my expectations. Combined with my studies into fields such as Sociolinguistics and Critical Ethnography, these experiences heightened my awareness that my own academic success is largely based on luck and historical chance and nurtured a desire within me to help 'even the playing fields' between students like myself, and those from different literacy backgrounds. Consequently, I conceptualised the study reported on in this thesis, engaging with the feedback practices of the Rhodes University Foundation Programme. In introducing this study, I contracted to answer four research questions. I believe that I have largely fulfilled that contract, in the manner described below.

In analysing the case-studies of Thembani, Unathi and Fezile in 4.4, I identified the features of the feedback RDPs. In addition, I uncovered both the overt messages conveyed to each of the

students about their writing and the ideological functioning of these messages, thereby answering question 1:

1. What does an in-depth APPRAISAL analysis of written comments on BSc ESP students' written submissions indicate regarding
    a. The overt functions of these comments, including the features of academic discourse that are being constructed as important for the students
    b. The covert functions of these comments, including ideologies of power and positioning within the academic community of the ESU?

I further supplemented my analyst's perspective gained from this text analysis with the students' perspectives, gleaned from qualitative interviews, answering question 2:

2. What do in-depth ethnographic type interviews with student participants reveal regarding
    a. Their understandings of the important aspects of academic literacy, and whether these match what is modelled for them in the comments they receive
    b. Their responses to educator feedback, including how they feel positioned within the academic community of the ESU?

In meeting the goals of research questions one and two I was able to assess aspects of the success of feedback aiding the students' epistemological access, directly answering research question three:

3. What do the answers to questions 1 and 2 reveal regarding the creation of epistemological access for students in the ESP?

Finally, using the information gained from answering all three questions, I have been able to take up the critical mandate to change the *status quo* by raising awareness about potentially problematic ideologies embedded within the SESP feedback and making the practical suggestions in 5.4 regarding pedagogic approach, and marker training. This explicitly addresses research question 4:

4. What practical suggestions for the continuing success/improvement of the Rhodes and similar programmes can be made?

5.5 Limitations and Suggestions for Future Research

I believe that the analysis of this critically oriented set of case studies provides important insight into the working of the Ritualised Discourse Practices (RDPs) of feedback within this foundation programme and beyond, answering research questions 1-4. However, there are limitations to the research informing this thesis. These limitations, fortunately, provide opportunities for further study. In these closing pages of my thesis, I outline important limitations and the possible future research avenues which arise out of them.

Perhaps most importantly, for convenience I have largely omitted the markers' perspectives in this thesis. I highlighted this omission in 3.2.2.2 and suggest now that it presents an important area for the expansion of this work. As a first step in including this perspective, I suggest meeting with the markers collectively and individually to discuss my findings. In addition, I have collected qualitative interview data regarding the markers within the ESU. In future research I believe that an exploration and expansion of such data would further fill out the "picture" of feedback. In particular, an examination of the effects of factors such as pay, motivation and class size highlighted by Bronson (2004) as important in shaping marker feedback processes, may be instructive.

In terms of data, the first limitation of the research is that I have not fully explored the entirety of my data set. I have collected and applied my extended APPRAISAL framework to a significantly larger proportion of the students' work than has been reported on in this thesis here. While this larger data set has helped to shape my frame of reference in analysing the data, I believe it would be worthwhile drawing on it more fully in order to fill out and corroborate the issues, such as differential positioning, more fully.

In addition, I had originally intended the study to be more longitudinal in nature, with a year's worth of work from the students. The longitudinal data could then have been explored in greater detail, along with the current data set. However, due to miscommunication, the students, Thembani, Unathi and Fezile, did not keep their last two term's work for me as we had originally agreed. Consequently, I see this research as a kind of pilot for a longer term study in the Rhodes ESU or other similar programmes. Such a longitudinal study could, further, be expanded to be more quantitatively valid through the inclusion of a larger set of students. In addition, corpus linguistics, could be used more revealingly than it is in the current study to validate findings over a larger data set.

Alternatively, in future studies, the number of students could be kept small, but a more fully ethnographic study could be conducted into feedback practices. While in conducting this research I had something of an insider/outsider status through my involvement in the programme as a writing respondent, I believe that an even more nuanced account could have been generated had I been able to become even more part of the programme. While it would have made the data set unwieldy, it may have proved useful, and will probably be helpful for a future researcher to attend all of the students' classes or become involved as a tutor. I attempted the latter when the opportunity arose early on in the study, but, unfortunately, was not able to achieve this goal (cf. 3.3.1). Becoming more embedded in the ESU in this way would also allow for oral feedback data to be included and examined.

An expanded, potentially ethnographic, study could also be used to examine, further, the implications and practical suggestions arising out of the research, suggested in section 5.4 above. I am not an educational theorist and while these ideas seem good and practical based on my findings and conclusions, they must still be tested. A greater study, in the particular context of the ESU or beyond, including the marker and student perspectives, would be very helpful.

Theoretically, the research reported on in this thesis creates a number of platforms for innovation. Firstly, an expanded study would require an expansion and subtle use of my innovations regarding the management of a large data set. Future research could, therefore, explore the addition of further corpus linguistic methods to help deal with the magnitude of data produced by in-depth ethnographic interviews. Secondly, the changes and additions made to the APPRAISAL framework (cf.3.2.3.1) require testing in other similar circumstances in order to establish their overall applicability in research on educational discourse, and, specifically, in the practices of feedback. In particular, my typologies have been created through a process of trial and error and so, while useful analytical tools as they stand, they may be further assessed and refined. In addition, I have not explored the nuances provided by coding APPRAISALS in terms of a non-binary Inscribed or Evoked framework. It may be worthwhile to examine the differences in effect given by evaluations coded as more Inscribed than Evoked and vice versa.

Therefore, in its limitations, this study provides a pilot for a number of interesting and potentially pedagogically important follow-up research. For now, the value of APPRAISAL and an amalgamated SFL and AL approach, including their application to research into marker feedback has been established.

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Appendix A: Summary of Writing Conventions and Acronyms

1. *Appendices:*
    - Found on the CD attached to this document.
2. *(C. A. "Ok, it's Maths"):*
    - Refer to electronic source in the appendices; (folder name, file name, search term)
3.
    - Refer to detachable answer sheets
4. *Data Tabs*
    - Appear to the left of sections which reference large quantities of quantitative data, to allow ease of reference for the reader.
5. *Cf. Blocks*
    - Contains quotes of previous sections referred to so that the reader does not have to turn back to find them
6. *Summary Blocks*
    - Contain salient points of sections containing large amounts of complex information
7. *Speech Bubbles*
    - Contain participant voices
8. *List of Acronyms*
    i. AL: Academic Literacies (Coffin, 2012)
        - Primarily critical and ethnographic approach to the study of academic literacy practices

    ii. SFL: Systemic Functional Linguistics (Coffin, 2012)
        - Primarily text based and descriptive approach to the study of academic literacy practices

    iii. ESU: Extended Studies Unit
        - The Rhodes University foundation course in which this research took place

    iv. SESP: Science Extended Studies Programme
        - The particular programme which received attention

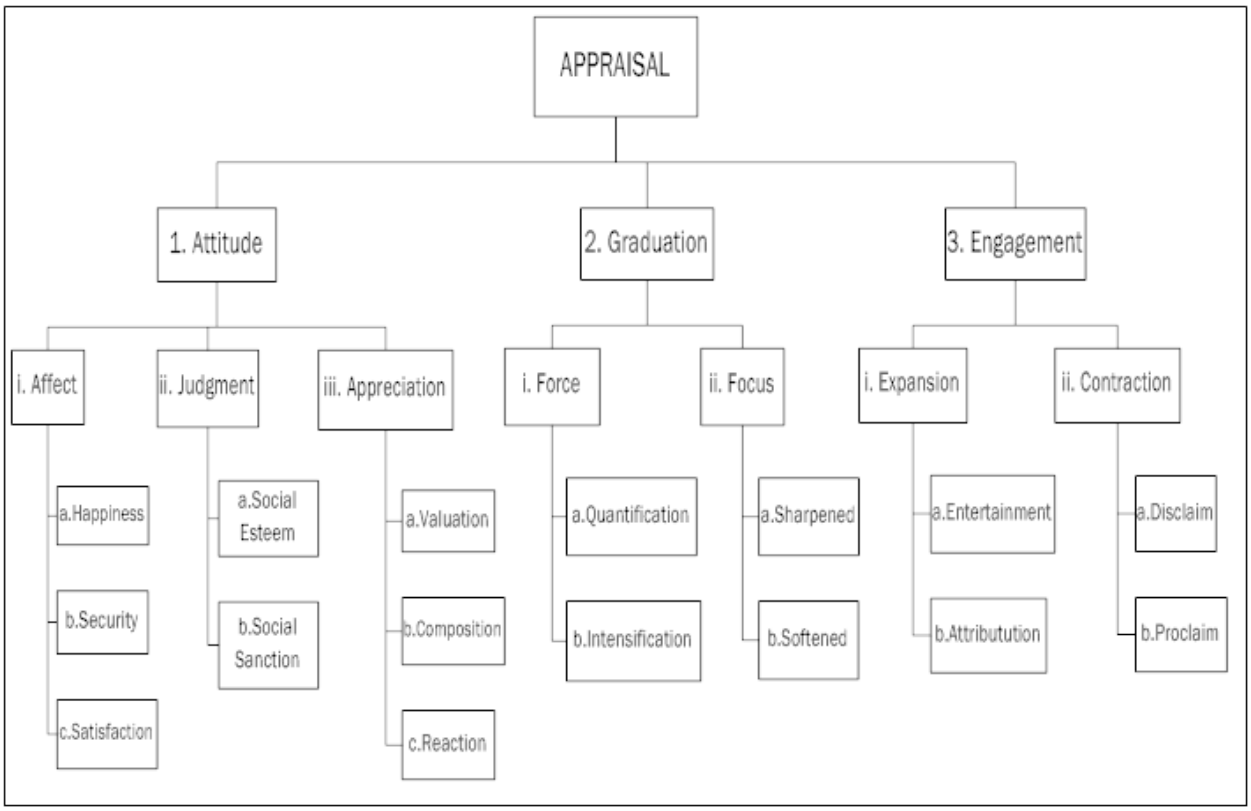
    v. ISCM: Introduction to Science Concepts and Methods
        - Course in which students receive the most literacy tuition

    vi. RDP: Ritualised Discourse Practices
    - Discourse practices which have their own sets of integral conventions which function to "frame issues," "bestow a unique type of knowledge," and "transmit an ideology" (Magolda, 2000, p. 23).

    vii. WR: Writing Respondent
        - Student engaged by Mrs Jakobs to help give feedback on SESP students' written hand-ins

Appendix B: Expanded Description of the APPRAISAL System

Figure 11: Overview of the APPRAISAL System



The APPRAISAL system, (Figure 11) provides a metalanguage or a "technical language for talking about language" (Martin, 2000a, p. 275). It is chiefly concerned with the attitudes and emotions of the producer, the strength of their expression and the means through which a stance is taken and receivers aligned in a text. It consists of three broad subsystems: ATTITUDE, GRADUATION and ENGAGEMENT. The following discussion is based chiefly on Martin & White (2005), Martin (2000), Martin & Rose (2007) and White (2003).

ATTITUDE represents the core of the APPRAISAL system (Martin & White 2005). It classifies raw emotions under Affect, evaluations of human beings in terms of behaviour and character under JUDGMENT and assessments of things under Appreciation. Each of these subsystems is further subdivided into categories under which words are assigned either positive or negative values (see Table 18 below for examples).

Emotions are divided into those involving "matters of the heart" under Happiness (e.g. love), those relating to feelings of achievement under Satisfaction (e.g. satisfied) and those which

encode "eco-social wellbeing" under Security (e.g. trust). JUDGMENT is divided into personal evaluations of admiration or criticism which typically involve things for which there is no legal sanction (Social Esteem) and moral judgements of praise and condemnation for actions often regulated in law (Social Sanction). Social Esteem evaluates a person's abilities in terms of Capacity (e.g. skilled), their reliability and resolve under Tenacity (e.g. courageous) and their degree of typicality under Normality (e.g. fame). Social Sanction evaluates ethics under Propriety (e.g. righteous) and honesty under Veracity (e.g. truthful). Finally, Appreciation encompasses the categories of Valuation relating to the worth, value and significance of a thing (e.g. special); Composition, usually evaluating aesthetics (e.g. well-structured) and Reaction which assesses the emotional impact and interest value of a thing (e.g. shocked).

Table 18: Attitude Examples

Type of Attitude		**Positive (+)**	**Negative (-)**
Affect	**Happiness**	Love, delighted, happy	Sad, dislike
	Satisfaction	Satisfied, appreciation	Fail
	Security	Trust	Fear, Unsure
Judgment	**Social Esteem:**		
	Tenacity	Resolve, keep trying	irresolute, indecisive
	Capacity	You write well; good introduction	You can't do Maths You have not grasped this
	Normality	Your work is different from the other students'	Your behaviour is worse than the other students
	Social Sanction:		
	Propriety	You always follow instructions	Proof-read your work
	Veracity	Truthful, honest	Liar, cheat
Appreciation	**Valuation**	Special, interesting	Not important, irrelevant
	Reaction	Sensational, amaze	Shocked
	Composition	Clear; well structure	confusing

ENGAGEMENT is found in heteroglossic texts. Heteroglossic means that they engage with outside 'voices' by acknowledging that they "reveal the influence of, refer to, or take up in some way what has been said or written before" and that other opinions, besides those expressed, exist (White, 2006, p. 190). These resources may either allow for and entertain such voices (Expansion) or denounce and mute them (Contraction) (see Table 19 for examples).

Expansion is achieved through Entertainment and Attribution. Entertainment involves the explicit acknowledgement of the subjectivity of the authorial voice. This implies that other opinions are recognised as viable, which in turn construes a non-uniform audience with different ideological positions. The acknowledgment of other positions allows for solidarity with members of a diverse audience; not everyone has to agree with the propositions expressed. Attribution achieves this effect by shifting the responsibility for a particular position from author to an external voice in two ways: Resources of Acknowledgement such as "said" and "think" attribute a proposition to another source without revealing the author's stance towards that proposition thus creating the impression of impartiality. Resources of DISTANCE such as "claim", on the other hand, explicitly disassociate the author from the referenced voice allowing the author to be outside of any disputes a receiver may have with the proposition.

Contraction is achieved through Disclamation and PROCLAMATION where a high degree of producer-commitment makes it difficult to take a different position, that is, increases the interpersonal cost of taking an alternative position, examples to follow (White, 2006). In Disclamation, alternative positions are invoked and directly rejected, replaced or represented as non-applicable in two ways: DENY, where a proposition is introduced and rejected as in, "she is not a weak student," or COUNTER where a proposition is actually replaced as in, "she is not weak, she is strong". These can be used to convince a receiver that a view is problematic or, where the receiver already holds this view, to create solidarity with him/her. In Proclamation, an explicit intrusion of authorial voice overwhelms the opposition through the resources of Pronouncement, Endorsement and Concurrence. In Pronouncement the authorial voice construes a proposition as true as in, "the fact is, the Sun is a star", in ENDORSEMENT a source is construed as valid and authoritative as in, "they have proven that…" and in Concurrence, the producer construes him/herself as being in agreement with the addressee as in, "of course it is". Pronouncement and Endorsement have the potential to create solidarity where the view expressed matches that of the addressee or threaten solidarity where the view of the addressee is challenged. In Concurrence, agreement is taken for granted which creates solidarity with those who do agree, but positions those with different views as outsiders/illegitimate.

Table 19: Engagement Examples

Expand			Contract				
Entertain	**Attribute**		**Disclaim**		**Proclaim**		
	Acknowledge	**Distance**	**Deny**	**Counter**	**Pronounce**	**Endorse**	**Concur**
• May, might • Perhaps • It is possible; • I think • It seems	• Said • report, announce, think, • declare	• Claim	• No • Not • Isn't	• Although • However • Yet • But • Surprisingly	• I contend • the fact is	• Show • Prove	• Of course • As expected

GRADUATION resources are used to vary the strength of the ATTITUDE encoded in a text, thus adding depth and nuance. The resources of Force make ATTITUDE more or less intense (e.g. "very good introduction") while the resources of Focus add an evaluative element to usually innocuous words by making them more or less precise (e.g. "this is sort of the right idea") (see Table 20 for examples). In terms of spoken discourse GRADUATION may be realised through the lexicon, loudness, pitch or even silence (Hood & Forey 2008).

Table 20: Graduation Examples

Type of Graduation		**Examples**
Force	**Upscale (more intense)**	*Very* good, *Great*, *Excellent* (work)
	Downscale (less intense)	*Average* introduction
Focus	**Soften (less precise)**	*Sort of* the right idea; the writing respondents are *kind of* teachers
	Sharpen (more precise)	This is *exactly* the right structure

GRADUATION does not only modify ATTITUDE. It can, for example, also 'create' or evoke ATTITUDE where it is not explicitly encoded (Hood, 2006). For example, saying "we are working" is generally non-emotive. However, if I add "we are STILL working" (upscaled) this indicates some subjective element, a positive evaluation of our Tenacity. Here the graduation of size has "flagged" an interpersonal interpretation (Hood, 2006). GRADUATION may also work with ENGAGEMENT to open up dialogic space. This is most easily explained using an example: In the phrase "the most useless introduction," "most" upscales the negative evaluation encoded in "useless." This acknowledges the fact that there will be people who think that this is not the most useless introduction. If it were indisputable, it would not have to be emphasized in this way. The emphasis aims to convince unbelievers.

A final aspect of ATTITUDE, GRADUATION and ENGAGEMENT to note is that they may be either inscribed or evoked. Inscribed meanings are directly linked to the words of the text while evoked

meanings are implied by the text. Thus, “this is wrong” is an inscribed negative appraisal of a student’s work while the phrase “you might want to revise this” implies a similar meaning without so explicitly stating it and, therefore, is evoked.

Appendix C: Detachable Example Sheets

Example Sheet 1: Thembani Examples

[a] [Appreciation: Composition] Examples

Line	Position	Comment	Appraised	Attitude	
				Appraiser	Appreciation
3		~~these~~	Grammar: articles	Mrs Jakobs	comp
5		^the^	Grammar: articles	Mrs Jakobs	comp
11		~~k~~^K^elvin	Spelling	Mrs Jakobs	comp
13		^the^	Grammar: articles	Mrs Jakobs	comp
	L Margin	can't link these in one sentence (	Grammar: syntax	Mrs Jakobs	comp

[b] "?" and "Content" Appraised Examples

Line	Position	Comment	Appraised		Appraiser
			Unambiguous	Ambiguous	
1		✓		?	Mrs Jakobs
32		✓		?	Mrs Jakobs
38		×		Content: truth value	Mrs Jakobs
23		How hot?	Content: detail		Mrs Jakobs
29-30	R Margin	|not relevant.	Content: relevance		Mrs Jakobs

[c] [Appreciation: Composition] emphasised through GRADUATION and [ENGAGEMENT: Pronouncement] & mitigated through [Entertainment]

Line	Position	Comment	Action	Graduation	Engagement	Appraiser
39		***t^T^he***	Replacement	Force: Upscale	Pronouncement	Olivia
39		***proton^s^***	Insertion	Force: Upscale	Pronouncement	Olivia
56-62		***Repetitive!***	Assessment	Force: Upscale	Pronouncement	Mrs Jakobs
38		*cost ? (lost?)*	Query	Force: Downscale	Entertainment	Olivia

[d] [Appreciation: Valuation] emphasised through GRADUATION and [Pronouncement] and mitigated through [Entertainment]

Line	Position	Comment	Action	Graduation	Engagement	Appraiser
44		***How, + in what form***	Query	Force: Downscale	Entertainment	Mrs Jakops
48-51		|***not part of Q***	Assessment	Force: Upscale	Pronouncement	Mrs Jakobs
12		// -- This **needs to be** expanded on in next section	Instruction: do	Force: Upscale	Pronouncement	Mrs Jakobs

Example Sheet 2: Thembani Examples Continued

e Overt [Appreciation: Composition] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	I/Ev
11		~~k~~^K^elvin	Spelling	Mrs Jakobs	comp	I
33	R Margin	→to vague,	Style: Specificity	Mrs Jakobs	comp	I
		outline the steps.				
36-42	R Margin	|very confusing →	Style: clarity	Mrs Jakobs	comp	I
		needs reworking				

f Negative [Appreciation: Composition] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	+/-
3		~~these~~	Grammar: articles	Mrs Jakobs	comp	.-
5		^the^	Grammar: articles	Mrs Jakobs	comp	.-
11		~~k~~^K^elvin	Spelling	Mrs Jakobs	comp	.-
	L Margin	can't link these in one sentence (	Grammar: syntax	Mrs Jakobs	comp	.-

e Positive [Appreciation: Valuation] Examples (almost all are ticks)

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	+/-
32		✓		Mrs Jakobs	val	.+
	Above 1	Good background to the sun	Content: detail	Olivia	val	.+

f .General and Specific [Appreciation: Composition] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	General/ Specific
2		~~of these~~	Grammar	Mrs Jakobs	comp	Specific
	L margin	Re-order alphabetically	Referencing: convention (Reference List)	Mrs Jakobs	comp	General

g General and Specific [Appreciation: Valuation] Evalautions

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	General/ Specific
32		✓		Mrs Jakobs	val	S
	Above 1	Good background to the sun	Content: detail	Olivia	val	S

Example Sheet 3: Unathi Examples

[g] [Appreciation: Composition]

Line	Position	Comment	Appraised	Attitude	
				Appraiser	Appreciation
21		✓✓ Good link with the title	Style: structure	Mrs Jakobs	comp
	Before 22	^Add a linking sentence with previous paragraph^	Style: structure	Mrs Jakobs	comp
28		~~from~~ ^between^	Word usage	Mrs Jakobs	comp
29		~~;t~~ ^. T^	Grammar: syntax	Mrs Jakobs	comp

[h]. "?" and Content Appraised Examples

Line	Position	Comment	Appraised		Appraiser
			Unambiguous	Ambiguous	
1		✓		?	Mrs Jakobs
32		Where is this in relation to the photosphere ?	Content: detail		Mrs Jakobs
35		✓		?	Mrs Jakobs
13-14	R margin	pressure = few hundred	Content: detail		Monica
27		which covers a ^small^ length of a ~~centimetre~~	Content: detail		Monica

[i]. [Appreciation: Composition] emphasised through GRADUATION and [ENGAGEMENT: Pronouncement] & mitigated through [Entertainment]

Line	Comment	Action	Graduation	Engagement	Appraiser
After 73	***Suggest you summarise the process in a series of logically ordered steps...***	Suggestion	Force: Downscale	Entertainment	Monica
23	~~**It consist of only about 1.5 percent of the sunss volume**~~	Deletion	Force: Upscale	Pronouncement	Monica
21	✓✓	Assessment	Force: Upscale	Pronouncement	Mrs Jakobs

[j] [Appreciation: Valuation] emphasised through GRADUATION and [Pronouncement] and mitigated through [Entertainment]

Line	Comment	Action	Graduation	Engagement	Appraiser
44	***How, + in what form***	Query	Force: Downscale	Entertainment	Mrs Jakobs
48-51	***|not part of Q***	Assessment	Force: Upscale	Pronouncement	Mrs Jakobs
12	// -- This **needs to be** expanded on in next section	Instruction	Force: Upscale	Pronouncement	Mrs Jakobs

Example Sheet 4: Unathi Examples Continued

[k] Negative [Appreciation: Composition] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	+/-
46		splits ~~out~~ ^releases^	Style: register	Mrs Jakobs	Comp	.-
	Before 22	^Add a linking sentence with previous paragraph^	Style: structure	Mrs Jakobs	comp	.-
28		~~from~~ ^between^	Word usage	Mrs Jakobs	comp	.-
29		~~; t~~ ^. T^	Grammar: syntax	Mrs Jakobs	comp	.-

[l] Overt [Appreciation: Composition] Evaluations

Line	Comment	Appraised	Attitude		
			Appraiser	Appreciation	I/Ev
46	splits ~~out~~ ^releases^	Style: register	Mrs Jakobs	Comp	I
55	experience~~d~~	Grammar: tense	Monica	Comp	I>Ev
74	((The sun toke its time to reveal its secrets)) Avoid personifying the sun Since This is a science essay read the sun as a phenomenon and explain the relevant information.	Style: register	Monica	Comp	I>Ev

[m] Evoked [Appreciation: Valuation] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	I/Ev
32		Where is this in relation to the photosphere ?	Content: detail	Mrs Jakobs	val	Ev
	Before 22	^Add a linking sentence with previous paragraph^	Style: structure	Mrs Jakobs	comp	Ev
30		400km deep and 500km thick ?		Mrs Jakobs	val	Ev>I

[n] Specific [Appreciation: Valuation] and [Appreciation: Composition] Examples

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	General/ Specific
2	In line	~~At~~ in	Grammar: preposition	Monica	comp	Specific
2		(~~J.A.~~ Eddy 1981)	Referencing: conventions	Monica	comp	Specific
13-14	R margin	pressure = few hundred	Content: detail	Monica	val	Specific
17		It is about 2506km thick –	Content: detail	Monica	val	specific

Example Sheet 5: Fezile Examples

0 "?" and "Content" Appraised Examples

Line	Position	Comment	Appraised		Appraiser
			Unambiguous	Ambiguous	
3		✓		?	Mrs Jakobs
14-16	L margin	Not really relevant	Content: relevance		Mrs Jakobs
20		Where is it?	Content: detail		Mrs Jakobs
Conclusion		→but how much in mass?	Content: detail		Mrs Jakobs

p "Style" Appraised Examples

Line	Position	Comment	Appraised		Appraiser
			Unambiguous	Ambiguous	
26-31	R margin	|This is not clear.	Style: clarity		Mrs Jakobs
63/4	R margin	|This should come earlier	Style: structure		Mrs Jakobs
49-70		just think how you can write it more clearly + without repetition (better flow)	Style: clarity & Style: structure		Mrs Jakobs
49		^source^	Style: register		Mrs Jakobs

q [Appreciation: Composition] emphasised through GRADUATION and [ENGAGEMENT: Pronouncement] & mitigated through [Entertainment]

Line	Position	Comment	Action	Graduation	Engagement	Appraiser
26		~~into~~ ^with***?***^	Replacement &Query	Force: Downscale	Entertainment	Lee
After 50		***Do not*** *leave blank spaces in an essay*	Instruction	Force: Upscale	Pronouncement	Lee
51		Good opening sentence for this section!	Assessment	Force: Upscale	Pronouncement	Lee

n [Appreciation: Valuation] Comments with Entertainment

Line	Position	Comment	Action	Graduation	Engagement	Appraiser
38		Not ***really*** relevant	Assessment	Force: Downscale	Entertainment	Mrs Jakobs
53		*Check this*	Query	Force: Downscale	Entertainment	Mrs Jakobs
8-10		What is the solar atmosp?	Query	Force: Downscale	Entertainment	Mrs Jakobs

Example Sheet 6: Fezile Examples Continued

[r] Overt [Appreciation: Composition] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	I/Ev
26-31	R margin	|This is not clear.	Style: clarity	Mrs Jakobs	comp	I
44		…~~this~~ This ~~was~~ ^concurred with^	Style: specificity	Mrs Jakobs	comp	I>Ev
41		~~dis~~approved	Spelling	Mrs Jakobs	comp	I>Ev

[s] Negative [Appreciation: Valuation] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	+/-
35-38	R margin	|not part of Q. outline the steps.	Content: relevance	Mrs Jakobs	val	-
39-41	R margin	|→don't include	Content: relevance	Mrs Jakobs	val	-
45-48	R margin	| ×not appropriate	Content: relevance	Mrs Jakobs	val	-

[t] Overt [Appreciation: Valuation] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	I/Ev
35-38	R margin	|not part of Q. outline the steps.	Content: relevance	Mrs Jakobs	val	I
49-50		|This info is fine-	Content: truth value	Mrs Jakobs	val	I
51		✓		Mrs Jakobs	val	I

[u] Positive [Appreciation: Valuation] Examples (almost all are ticks)

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	+/-
51		✓		Mrs Jakobs	val	.+
49-50		|This info is fine-	Content: truth value	Mrs Jakobs	val	.+

[v] Specific [Appreciation: Composition] and [Appreciation: Valuation] Evaluations

Line	Position	Comment	Appraised	Attitude		
				Appraiser	Appreciation	General/ Specific
8 to 10	R margin	→ This is confusing.	Style: clarity	Mrs Jakobs	comp	Specific
Conclusion		→but how much in mass?	Content: detail	Mrs Jakobs	val	Specific
44		…~~this~~ This ~~was~~ ^concurred with^ E	Style: specificity	Mrs Jakobs	Comp	Specific